

**THE IMPACT OF IMPLEMENTING TPR STRESS-FREE ACTIVITIES FOR
ENCOURAGING PARTICIPATION FROM STUDENTS OF A PUBLIC SCHOOL IN
THEIR ENGLISH CLASS**

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Dedication

I would like to thank my mother Stella Angel, for everything that she has given to me, for her wise advice and for accompanying me in the most important moments of my life. Also, I would like to dedicate this project to her, because she deserves the best in the world and this is a great effort that I made in her name. I also want to express my gratitude to my sister Karen Porto, my family, and Mery Bonilla. Without them I would have never come this far. I hope to show them my gratitude for all they have done for me.

Angie Lizeth Porto Angel

Firstly, I want to dedicate this project to my dad, Carlos Chaparro; and show him my gratitude for all the support he has given me throughout my life. Without him none of this would be possible. I also want to thank my mom Esperanza Cruz because even though she could not be present in much of my life, she was my angel and my guide from heaven. Also, I would like to thank my family, friends, and Abel Millan for being present in the good and bad moments of my life, to my professors who guided me during my schooling process, and to God for allowing me to achieve this great goal.

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Resumen

La política lingüística en Colombia determina que los estudiantes de inglés como lengua extranjera deben tener un nivel determinado de suficiencia en la lengua. No obstante, datos preliminares demuestran que debido a aspectos contextuales, el desarrollo de las habilidades de comunicación y competencia comunicativa dista de lo propuesto desde dicha política. A fin de favorecer las habilidades de comunicación, se propuso evaluar el impacto de la implementación de actividades libres de stress para promover la participación en clase. Se abordaron constructos relacionados a la Respuesta Física Total, Comprensión de Escucha, Habilidades Comunicativas, y Participación en Clase; a través de un estudio de caso con un grupo de participantes de grados primero y cuarto de una Institución Educativa Distrital de la ciudad. Los datos recolectados a través de diferentes instrumentos de campo, diseños de entrevista, y evaluaciones demuestran que esta implementación tiene varias consecuencias en la participación de los estudiantes en la clase. Esto sugiere, entre otras cosas, que la interacción en clase puede ser facilitada en gran manera por parte del diseño que el profesor hace, no solamente en la clase de lengua, sino en otras áreas de estudio.

Palabras claves: Respuesta Física Total, comprensión de escucha, habilidades comunicativas y participación.

Abstract

The language policy in Colombia determines that students of English as a foreign language must achieve certain level of proficiency in the language. However, preliminary data shows that due to contextual aspects, the development of communication skills and communicative competence is far from what is proposed in such a policy. In order to enhance communication skills, it was proposed to evaluate the impact of implementing stress-free activities to encourage participation in class. Constructs related to Total Physical Response, Listening Comprehension , Communication Skills and Classroom Participation were addressed; through a case study with a group of first and fourth graders-participants from a District Educational Institution of the city. The data collected through different field instruments, interview designs, and evaluations demonstrate that this implementation has several consequences on the students' participation in class. This suggests, among other things, that classroom interaction can be greatly facilitated by the instructional design done by a teacher, not only in a language class, but in other areas of study.

Key words: Total Physical Response, listening comprehension, communication skills and participation

Table of contents

Chapter 1: Introduction.....	1
Background of the problem	1
Statement of the Problem	2
Justification.....	4
General objectives	5
Specific objectives:	5
Research question:	5
Specific questions:	5
Limitations of the study	5
Definition of key terms	6
TPR approach:	6
Listening comprehension	6
Communication skills	6
Participation	6
Chapter 2: Literature Review	7
Related studies	7
Theoretical framework	9
Concept of TPR Approach	9
Listening Comprehension.....	11
Communication skills.....	14
Students' Participation.....	16

Chapter 3: Research Methodology 18

Action Research..... 18

 Observation cycle..... 19

 Intervention cycle..... 20

Mixed method..... 20

Research line..... 21

Setting of the study 22

Participants 23

Data collection instruments 23

 Instrument N° 1, field diaries..... 24

 Instrument N° 2, video recordings..... 24

 Instrument N° 3, checklist..... 24

 Instrument N° 4, semi-structured interview..... 25

 Instrument N° 5, questionnaires..... 25

Validity 25

Ethical concerns..... 26

Chapter 4: Data Analysis and findings 27

Category 1: Comprehension through TPR approach..... 27

 Code 1.1: Students’ understanding through movements. 27

 Code 1.2: Listening comprehension through TPR..... 33

Category 2: Participants’ responses..... 36

 Code 2.1: students’ participation. 36

 Code 2.2: students’ emotions..... 38

Category 3: Vocabulary acquisition by using TPR	41
Code 3.1: vocabulary comprehension in TPR activities	41
Code 3.2: visual aids	44
Chapter 5: Conclusions and implications	47
Pedagogical and further research implications	50
List of references	52
Annexes	55
Appendices and supplemental materials	62

List of Tables

Table 1. Students' comprehension and stress free activities	32
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List of Figures

Figure1. Students' listening comprehension, checklist results.....	34
Figure 2. Students' answers question 8 and 9, semi structured interview.....	40
Figure 3. Participants' answers, question number three of the questionnaire.....	44
Figure 4. Check list 7 results, student's achievement indicators with TPR.....	46

List of annexes

Annex 1. Field diary format	55
Annex 2. Video observation format	56
Annex 3. Checklist format	57
Annex 4. Semi structured interview	58
Annex 5. Questionnaire.....	60
Annex 6. Parental consent.....	61

List of appendices and supplemental materials

Appendix 1. Field diary N° 02	62
Appendix 2. Field diary N° 03	63
Appendix 3. Semi-structured interview participant AB, personal communication	64
Appendix 4. Semi-structured interview participant KL, personal communication.....	66
Appendix 5. Semi-structured interview participant IJ, personal communication	68
Appendix 6. Field diary 2.....	70
Appendix 7. Field diary 9.....	71
Appendix 8. Field diary 10.....	72
Appendix 9. Semi-structured interview participant CD, personal communication	73
Appendix 10. Semi-structured interview participant OP, personal communication	74
Appendix 11. Field diary 5.....	76
Appendix 12. Checklist 2	77
Appendix 13. Checklist 3.....	78
Appendix 14. Checklist 4.....	79
Appendix 15. Checklist 6.....	80
Appendix 16. Checklist 7.....	81
Appendix 17. Checklist 5.....	82
Appendix 18. Semi-structured interview participant GH, personal communication	83
Appendix 19. Semi-structured interview participant QR, personal communication	85
Appendix 20. Semi- structured interview participant MN, personal communication	87

Appendix 21. Semi-structured interview participant EF, personal communication	89
Appendix 22. Field diary 01.....	91
Appendix 23. Video observation 6.....	92
Appendix 24. Video observation 3.....	93
Appendix 25. Video observation 8.....	94
Appendix 26. Video observation 1.....	95
Appendix 27. Video observation 7.....	96
Appendix 28. Video observation 2.....	97
Appendix 29. Questionnaires results.....	98

Chapter 1: Introduction

This chapter describes the background of the study that allowed us to determine a problem detected during the practicum in a Bogotá public school. Also it helped us to find a possible solution conducted by some questions and objectives established. It also contains some definitions of key terms that permit the reader to better understand this project and the limitations that we had throughout it.

Background of the problem

English is one of the most widely spoken languages throughout the world, as it is commonly heard in the media and in many forms of popular communication. In this regard, Crystal (2003; p. 2) argues “of course English is a global language. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements”. Because of the large presence of English internationally, the Colombian government is trying to implement projects such as “Bogotá y Cundinamarca Bilingües en Diez Años”, where they take into account globalized languages, like English. This project aims at implement methods and create environments in the education system in the English language learning). Bearing in mind the Acuerdo No. 364 of 2005, article 28; it also aims to have competent and prepared citizens to communicate in Spanish and in another language.

However, achieving, at least, a basic level of English is not possible if students have few opportunities to interact in English with their classmates. Brown (2007) states that in the globalization age the development of student’s communicative competences should be focused on the integration of the multi-skills in order to have meaningful communication. In the same vain, multi-skills should be developed by the students simultaneously to have a balance of the receptive (listening and reading) and productive (speaking and writing) communication skills. That is way students could develop natural communication skills and

improve their self-expression in a foreign language, share their ideas and points of view, share their culture with other people or to learn from other by making use of the foreign language.

Before beginning our study, we observed 1st and 4th grade classes, and saw that students demonstrated difficulties in understanding instructions given by their pre-service and head teachers, and in comprehending to other classmates (See appendix 1. field diary N° 02, 2013, for complete data). The students were not able to express themselves when they wanted to express information, their feelings, their thoughts or any other information during the activities as it was evidenced in the observation phase (See appendix 2. field diary N° 03, 2013, for complete data). Bearing in mind the previous aspects found in the first observation cycle, we decided to work with this population and to find a solution to their communication problems.

Statement of the Problem

After observing participants' English classes, we noticed an imbalance between listening and speaking, and, reading and writing skills in the acquisition of the learners' communicative competence in English as a Foreign Language (EFL). During the observations we detected that students were often given written grammar exercises in the English classes such as worksheet. Therefore, the students did not practice communicative skills very often in English since they were not asked to practice, to interact and to participate in the classroom. On the other hand, we noticed that the specific objectives stated in the school's curriculum were not been taking into account, as students were supposed to develop communicative competencies to improve and expand their skills in foreign language communication. This is a problem since they are not able to communicate with others and it is hard to carry out the teaching-learning process if they do not practice and do not make use of a foreign language in the English classes.

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

This problem affects three populations that are interrelated: students, teachers, and the institution. It directly affects the students' learning levels because the classes are focuses only on 2 of the 4 abilities (reading and writing). At their level, students should be able to develop and use the four skills without many problems. Moreover, students' academic development and performance have been affected by this problem as they cannot fulfill the main objective established in the curriculum, which is to improve students' communicative competences in order to make the second language an active part of their school life and their context.) In this way, students cannot achieve this goal and their future objectives related to this language if they are not in contact with the foreign language

At the same time, teachers have been affected, as they cannot develop listening and speaking activities in a high level, even though some students had already taken this subject for more than three years. Thus, teachers have to refresh Basic English grammar, vocabulary, pronunciation and other important factors, not allowing for much room to help advance the students' levels. Additionally, this problem affects the institution's prestige, as the academic level decreases every day; it is important for the school to be in a good ranking, not just nationally but also internationally.

Bearing in mind the consequences of this problem and how it affects the student's learning environment as a whole, we decided to implement stress-free activities based on Total Physical Response (TPR). Why this approach? Throughout the observation it was evidenced that students did not feel comfortable during their English class because of their lack of confidence with themselves and with the language. In most of the cases, it made English class became in a requirement to pass the year and not in something significant for their lives. In something that made students feel bored, disinterested, stressed and additionally, they were not able to fulfill the class' goals. When students feel like that, they do not feel willing to participate, they are afraid to make mistakes, affecting the class, and the

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

participation is one of the most important aspects when learning a language. It allows students not only to increase their self-confidence, but also to develop communications skills, to interact with others and finally, to develop responsibility of their own learning.

That is why we consider that total physical response is convenient to implement in our population, as the relationship of total physical response with the participation is like a chain, one cannot exist without the other, since TPR is stress-free approach where anxiety and stress are reduce. Then, probably for the students this approach will become in something new and interesting catching their attention as they are used to be taught with the traditional approach. Some studies as Sariyati's (2013) have shown that students learn more when they are relaxed. It means that if they feel comfortable, without any pressure or fear, their self- confidence improves and participation can increase and when it increases is accompanied by all the mentioned before. Therefore, with this intervention, we expect to encourage students' participation and that most of the problems stated above can change.

Justification

Communication and interaction are important for human beings. That is why, in teaching and learning EFL, it is important to develop the 4 skills (listening, speaking, reading and writing) to manage a good communication skills as it is explained in chapter 2. Ameen (2009) claims that it is very important for every EFL program to provide numerous and extensive opportunities for natural communication that integrates the main and the subsidiary skills in principled ways. We were interested in using the TPR approach to measure its possible impact on students' participation levels and in their learning abilities. This intervention can be innovating so that students increase their verbal and nonverbal skills in a different and creative way. Besides, teachers can develop the class in a stress-free environment where participants feel comfortable and encouraged to participate

General objectives

This project aims to examine the impact of stress-free activities from TPR to encourage students' participation in their English class.

Specific objectives:

1. To recognize the influence that TPR approach has on students' participation.
2. To identify if TPR approach makes a difference in participants' oral production in English.
3. To describe participants' responses in terms of confidence and emotions, through the implementation of stress-free activities from TPR in their listening comprehension.

Research question:

What is the impact of implementing a set of stress-free activities from TPR in two classes of 1st and 4th graders of a public school in Bogotá for encouraging their participation in their English class?

Specific questions:

1. What kind of reactions do students have in terms of behaviors, emotions and confidence before the implementation of stress-free activities in their English classes?
2. What effects do stress-free activities have on participants' oral production?
3. What are participants' responses to stress-free activities in terms of listening comprehension?

Limitations of the study

During the two cycles of this research, there were some limitations. One of them was that it would have been desirable to have more time to carry out this research in order to have a better measure of the impact that stress-free activities from TPR have on students' participation. The two hours per week dedicated to the study were not sufficient, and sometimes students had extracurricular activities that did not permit them to take some

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

English classes. That is why it was not possible to consider looking at other skills, like reading and writing, because of this limitation. Besides, it would have been pleasing to conduct this study in more levels, extracurricular hours related with EFL for applying stress-free activities with more courses and not only with first and fourth graders to see differences of the impact among them. Furthermore, the lack of experience and contact with English language, limited students in expressing themselves and in sharing with others, and they lose opportunities to learn more things such as verbs, tenses, grammar, among others.

Definition of key terms

This research report will highlight different concepts that are essential to the development of this study. That is why it is necessary to understand the following set of key terms related to the stress-free activities in order to understand more in depth our research report and the conclusions obtained from it. The concepts were: TPR approach, listening comprehension, communication skills, and participation.

TPR approach: It is a language-teaching method developed by James Asher (2009). It uses the coordination of language and physical movements, such as hand gestures, facial expressions and body movements.

Listening comprehension: Listening comprehension is used in language teaching to refer to, a complex process that allows us to understand spoken language (Rost, 2001).

Communication skills: Are the skills that we use to communicate effectively by sending clear and concise messages, and hearing and correctly understand messages someone is sending to us. That could be verbal, paraverbal and nonverbal (Warren and Windle, 2014).

Participation: When you take part or become involved in something like an activity, a group, a discussion (Holdsworth, 1996)

Chapter 2: Literature Review

This chapter presents various studies related to our research question. This review will provide a framework for contrasting data collected. In the first part of the chapter you will find related studies carried out by Sariyati (2013), Muñoz and Valencia (2011), and in the second part it is presented the theoretical framework focused on the concept of TPR, listening Comprehension, communicative skills, and students' participation.

Related studies

Sariyati (2013) carried out a study in Indonesia, investigating whether the use of TPR is effective in English vocabulary mastery, and how the students respond toward teaching English vocabulary using the same method. Her study revealed that the TPR approach had a prominent effect on improving vocabulary mastery in her classes. It also showed that TPR can be adaptable for use in elementary school English classes, since it helps students learn languages more easily and in a funny way. Sariyati notes that her students participated without any stress condition in her classes. Thus, she affirms that students learn more when they are relaxed and, her finding also demonstrates that students improve their listening understanding, and they were able to perfectly perform the commands and instructions that she gave. However, she stated that some students became hyper-active when performing what they listened, and some others were less enthusiastic and shy during the activities.

Sariyati's study is similar to Asher's theory because he states that TPR is used as a stress-free method. Additionally, he argues that it improves students' listening comprehension, indicating that it could be appropriate for teachers who want to improve the listening skill in their classrooms, as it helps in improving these skills in a more natural way, without forcing students. However, as this approach involves lot of physical response, it is recommended to have a good class management; in this way students will not take it as a game, but as a way to learn English. Her study is important because even though its objectives

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

were not similar to those of our research, it provides significant information in terms of students' participation and their response to TPR activities. At the same time, her study highlights the advantages and disadvantages of this approach that future researchers and teachers can take into account for analyzing if TPR is appropriate for applying in their classes.

Muñoz and Valencia (2011) conducted a similar study in Pereira, Colombia about the application of TPR for teaching vocabulary to 3rd graders. After doing their research, they discovered that this method benefitted children's learning process because it was easier for the participants to give physical responses rather than verbal responses. They also found that children memorized vocabulary by remembering the action and they could also understand the meaning of the words even when the commands were not translated. Additionally, TPR caught children's attention and made them more attentive and focused on the lessons. Also they felt freely involved in their learning process since they were not under a condition of pressure. In the same way, this method generated an active thinking, which facilitated children's participation in the learning process; it also fostered a motivating environment, resulting in good attitudes from students. The study helped children learn cooperatively and collectively, as students who understood the new words worked as models for their peers. Through their research, Muñoz and Valencia suggested that Total Physical Response works most effectively in developing listening skills.

In conclusion, Muñoz & Valencia's study had similar findings to Sariyati's research, where once again it was evidenced that TPR is an appropriate method to work with children, as it not only helped them acquire vocabulary, but also increases their participation and motivation. Students' attitudes improved too, because children interacted more among themselves and they had a cooperative learning process. Additionally, we can highlight that the first skill that should be develop in children is listening, and that English teachers can make use of it for helping their students to develop that skill. Both studies provided us with

important information about the impact or effect of applying TPR approach for different purposes in the acquisition of a foreign language. On the one hand, their research has showed that TPR has many benefits for the children, because it facilitates the students' learning process and language acquisition skills. On the other hand, it improves their listening comprehension, their attitudes and increases their participation.

Theoretical framework

Four main concepts guide this study, the first one TPR as "Stress-Free Activities" which shows why this approach is helpful for the acquisition of a foreign language in children, with the use of a TPR variety tools as TPR'P, TPR'O, TPR'S, and TPR'B. The second one is Listening Comprehension, which shows why it is important in students' participation and learning environment for communicate with other people, in different environments. For its part, Communication Skills highlights how the two previous concepts influence on the development of students' oral production and its importance. Finally, Students' Participation; is important in our study since it can help us to give answer to our main question. Thus, these four terms help understand the basis of this research.

Concept of TPR Approach

James Asher is the developer of the Total Physical Response approach, which he considers a stress-free approach for the acquisition of a second language. Richards and Rodgers (2001) claim that TPR is commonly used for teaching a language around the coordination of speech and action through physical motor activity and in which anxiety and stress are reduced. Asher (2009) affirms that this teaching approach helps students learn another language in the same way that a baby learns his mother tongue. This method has two phases: modeling by the instructor and demonstration by the learner. It means that both, the teacher and the students have an important role at the moment of learning a language in TPR classes.

In the two phases mentioned above, Asher states that students have the primary role as listeners and performers in TPR approach. He argues that they should listen attentively and react to language teaching in a collective and individual way. Also, they are encouraged to speak when they feel ready to, allowing them to develop their speaking abilities at their' own pace, and they are responsible to assess their own progress. Teachers as well play an active and direct role, since they are the ones who decide what to teach, what kind of material they should use and, how to prepare and organize them, in which they should provide feedback and avoid making many corrections. It is important to clarify that their role is not only to teach, but also to provide opportunities for learning. Additionally, Asher (as cited in Richards and Rodgers, 2001) highlights 3 important hypotheses that he feels can facilitate a better environment for learning foreign languages. The first one is a natural way, or “bio-program” for language learning, the second considers different learning functions in the brain (right and left hemisphere) where new words are learned and retained for a long time because students learn by doing. Piaget (as cited in Huitt and Hummel, 2003) supports Asher’s theory since he considered that language acquisition implies movement and physical reactions.

In addition, Wilson (2014) explains that TPR is not just limited to whole body commands such as walking, turning around, hold the book, etc. He argues that there are four variations on TPR, which are: TPR-Objects, TPR-Pictures, TPR-Body and TPR-Story telling. Firstly, TPR-O is always used with objects to associate the new vocabulary, to improve and extend language. Secondly type, TPR-P is one of the most commonly used in classes since it is an effective language-learning tool, and teachers do not need to bring objects or things to the classes. Also, it is easier for explaining places, countries, and things, to identify people, background and foreground objects, among others. “The actual physical response with pictures is fairly basic pointing at something but the opportunity for vocabulary acquisition is as broad as the types of pictures you can use.” (p. 4). Newspaper and magazine pictures can

be used too, and they work well. Thirdly, seen as the main one, TPR-B which involves any kind of movement done by following instructions having to do with body movements like, stand up, sit down, turn around, turn right, turn left, or by reacting to verbal input. The latter, TPR-S, involves role-play and acting to understand a story, and also to internalizing vocabulary.

It is important to consider that the students have the primary role as it was mentioned before, while the teacher guides them in their processes using different material (as the different variation of TPR) to facilitating their learning. However, this approach must be well handled, because it implies constant physical response, which can become repetitive and TPR does not seem to be recommendable for advanced learners as adolescents and adults because students at that level have already developed other skills and this approach could limit their improvement. Even though, Asher (as cited in Richards and Rodgers, 2001, p. 75) argues that the adult should proceed to language mastery through the right hemisphere activity. Brown (2007, p. 30) supports his point of view, when he argues that TPR has some limitations because it seemed to be especially effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence.

Listening Comprehension

Listening comprehension is used in language teaching to refer to a complex process that allows people to understand spoken language, (Rost, 2001, p. 7). It is also defined by Brown (2007, p. 249) as the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain; that affects a number of cognitive and affective aspects. Taking that into account, one of the first aspects we should do as teachers is asking ourselves why listening is important. Al-Batal (2010) states that it is important because it occupies a big chunk of the time we spend communicating in the language, also it provides

input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular, and promotes non-linear processing.

Based on these ideas, it can be said that listening is important because it enhances understanding; it is a process that requires comprehension or assimilation of knowledge.

Additionally, it allows students to learn new things and reflect on them to be able to respond to what they hear. Therefore, as teachers we should incorporate into our teaching practices and to provide opportunities for our students to enhance listening comprehension, still, it is important to mention that it is not an easy task because there are eight following challenges named by Brown (2007) that must be faced and that we took into account.

The eight aspects mentioned by Brown are: clustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress rhythm and intonation, and interaction. Clustering is to break down speech into smaller groups of words. Redundancy refers to the repetition of unnecessary information. Reduced forms, it could be phonological, syntactic or pragmatic. Performance variables are those pauses, hesitations, false starts and different meanings that the language has depending of the context. Colloquial language involves idioms, slangs. Rate of delivery is the comprehension of the language delivered at varying rates, speeds and, at times, delivered with few pauses. Stress, rhythm and intonation is the way that you express certain words of phrases based on the context of your conversation, and finally, interaction that implies to communicate with or react to each other. Al-Batal (2010) is also concerned about these factors, as he mentions that listening comprehension requires that listeners assume a participative role, where they face conversations, and a non-participative role where they listen to others. These role take place not only in an academic way, but also in various levels of colloquialism, in which they can be communicative competent in different environments and situations.

As teachers, it is important to focus on how to teach listening comprehension. Nation and Newton (2009) argue that a good listening teaching process is developed by three principles supporting listening stages that help students to have an excellent performance. First, the teachers must provide prior experience; it is a useful content that supports listening activities. Also, the learner's content knowledge is increased as they keep working on the theme. Second, the teacher must provide guidance during listening; while the students are doing the activity, they have to pay attention to specific details to provide information about what they heard. The teacher can include activities such as fill in the gaps, answering questions, covering main points of the record to assist students in their listening process. Finally, Nation and Newton say that it is important for students to work in groups to support listening as a source that helps learners understand, evaluate and compare answers with others about what they have heard, in this way they will have the opportunity to evaluate themselves and their peers.

On the contrary, Asher (2000) believes that listening should be learned and taught based on the model of first language acquired. Thus, teachers should take into consideration that comprehension is developed through body movements (nonverbal signals), ever since physical response is the first thing that children do for showing listening comprehension. Therefore, relevant information is not just produced by sounds, but also by movements. Buck (2001, p. 47) claims that gestures or facial expressions can substitute for a verbal message, as in the case of shoulder shrug to indicate that the speaker does not know or does not care. Sometimes body movements might reinforce a message, as in the case of emphatic gestures stressing important points, or at other times they might be intended to completely modify the interpretation of the spoken message. Consequently, from this theoretical construct, it could be said that listening is an active skill that demands dynamic involvement from the learners, which is important because it enhances understanding. Listening allows the comprehension of

knowledge and interaction among students. Additionally, we need to be aware of the 8 factors that can affect students listening comprehension, in order to avoid those limitations during the classes. Teachers must be responsible for how they handle those problems and for using different strategies to better facilitate activities improving the students' listening comprehension.

Communication skills

One often considers communication skills to be the act of transferring information from one person to another. Noone (2011) states that sometimes as human beings, we are not aware about the importance of having good communication skills, not only in our mother tongue, but also in a foreign language. Since we need to communicate at any time, whether in our country or in other places it is the most important skill, because it helps you express your inner thoughts, your feelings, and your knowledge. Warren and Windle (2014) argue that in order to communicate effectively, we must do two things: firstly, send clear and concise messages, and secondly, hear and correctly understand messages someone is sending to us. This means that the better you say it, the more people will understand you. As teachers we need to recognize that schools are one of the principle places where students learn to communicate. Therefore, in the classroom we should develop communicative strategies, which are going to be useful for our students' life.

Warren and Windle (2014) also affirm that communication involves three components: verbal messages, paraverbal messages and, nonverbal messages. Verbal messages are understood as words we choose for communicating something; we need to select them properly in order to say exactly what we want to express, and thus having no interference in the communication. However, Asher (as cited in Richards and Rodgers, 2001) argues that for communicating it is not necessary to do it verbally. He insists that each person has agency in deciding when to do it. This means that it is acceptable if students say 1, 5 or 10

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

words, because they are developing their oral production at their own pace. This also shows that they are around trying to improve it and to be able to communicate verbally. Additionally, Warren and Windle (2014) argue that paraverbal messages, are those that we transmit through the tone, pitch, and pacing of our voices. It is how we say something, not what we say. In the classrooms it is important to teach students this method, because they need to be aware that those three aspects can change the meaning of what they say, and this can give rise to misunderstandings affecting communication. Lastly, nonverbal messages relate to our body language. Students should be taught that they could communicate in the language using not only oral production, but also through body movements, facial expression and hand movements.

At the same time, we must be careful with the communication barriers in the classroom that can exist in any of the three components of communication (verbal, paraverbal, and nonverbal) to prevent students from having a poor communication not only between students and teacher, but also with the society. According to Wilson (2014), some of these barriers are: lack of sensitivity to receiver, lack of basic communication skills, insufficient knowledge of the subject, information overload and, emotional interference. In this regard, Warren and Windle (2014) argue that when people are under stress, they are more apt to inject communication barriers into their conversation. Thus, communication skills are vital in everyday life because it allows one to communicate effectively and to be able to understand the verbal or nonverbal messages that others want to transmit. It is also important for being as clear as possible when communicating ideas in order to be easily understood. Furthermore, it is necessary that teachers teach their students these skills, and that they serve as a good example for them. Still, we cannot forget the barriers that communication has; consequently, teachers need to work on and avoid them.

Students' Participation

Participation has been used in various ways in education. Holdsworth (as cited in youth studies Australia, 1996, p. 27) argues that it can mean being there and taking part in activities over which students may have little or no say. Also, it can result in students' confidence in speaking out about certain issues or topics. However, he also states that participation means much more than that; he said that it is an active sharing by students in decisions about and implementation of education policies and practices and the key issues that determine the nature of the world in which they live. Cieniewicz (2014, p.5) also discusses that participation is an extremely crucial element for learning. It could be said that participation is not only the fact of raising a hand, but it is the active sharing by students that involves making decisions of their own lives. Still, one must ask why students' participation is important.

According to Frederick (as cited in Hollander, 2002, p. 318) who uses the term discussion in referring to participation, affirms that the fundamental value of discussions is that through them students develop a sense of ownership and responsibility for their own learning. It means that participation permits students to search for their own answers, to express themselves (ideas, feelings, thoughts), to increase their appreciation for complexity and diversity, and to develop their listening, cognitive, and critical skills. Additionally, he states that participation increases students' self-confidence and thus their motivation, since they can reflect on how well they understood.

In the same way, Cieniewicz (2014) claims that participation is important because when students are active participants they learn more and it helps them to retain the information for longer periods. Similarly, Holdsworth (1996) states that participation is important because students can make contributions that are valuable for their lives, and academically the participation meets the academic or curriculum goals that schools are

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

required to achieve. Besides, students' participation in class is significant because it allows students to develop some skills. They develop self-confidence and it allows hearing their voices, their point of view and contributions, and they can show their understanding.

Therefore, teachers need to find appropriate ways or strategies to encourage class participation and we consider that TPR is a good alternative for doing so, since it is a Stress-Free approach and some studies as Muñoz and Valencia (2011) and Saritati's (2013) have shown that when students are less stressed, their participation increases. Additionally, Hollander (2002, p. 322) suggests some strategies that teachers should take into account to increase student's participation. The first one is shifting the focus to the collective, where students need to view participation not just in an individual way, but also as collective way; it means contributing to a shared experience. The second one is developing discussion skills, and refers to develop fundamental skills that allow participation, in which students need to learn how to listen to others and add their own thoughts to discussion. The third one is a self-evaluation, in which students assess their own participation.

Lastly, Hollander affirms that students and teachers must specify participation goals. Those goals must be concrete and practically attainable in one term, and must be unique to an individual. In addition to Hollander's strategies, the Teaching Center (2009) from Washington University in St. Louis suggests other strategies such as: shaping the environment; using a variety of teaching methods, including lectures, discussions, and small-group work; organizing each class session to include opportunities to ask and answer questions; prepare initial and follow-up questions ahead of time; using verbal and non-verbal cues to encourage participation; listening fully to your students' questions and answers; avoiding interrupting, among others. Thus, it can be assumed that participation plays a significant role in students' learning, self-confidence, motivation, responsibilities and consciousness of diversity. As teachers, it is essential to encourage students' participation in class. Cieniewicz (2014, p. 5)

states that when participation does not occur in a class, its absence has a chilling effect on efforts to learn, motivation, and one's general attitude toward that course. It is also important to take into account that not all students participate in the same way or at the same rate, and that teachers need to find the appropriate ways or strategies for making participation possible. These strategies could possibly be the ones from Hollander or from the teaching center.

Chapter 3: Research Methodology

After a brief discussion of some theoretical constructs taking into account for our research, there were raised several aspects that are evidenced in this section. Chapter 3 shows the method used in the research, which was mix method, an action research that presents the two cycles done in our study. It is also presents information about the relation that the line of research of the university has with our study, setting of the study, participants, instruments used to collect data, validity of the study, and ethical concerns. In that way, we proceeded to make reference to the method that supports this study, making reference to the paradigms used on it.

Action Research

According to Nunan (1992), action research concerns particular social groups or communities, and involves the intervention records to behaviors and events that have relevance in a research project. It shows students' points of view, behaviors, interactions, possible problems, and possible strengths. It also permits teachers to modify their practices and evaluate and improve results, which is good for our research project as we are analyzing the impact of applying stress-free activities from TPR on students. At the same time, it is related to the students' participation in their interaction with the foreign language and their social life, because they can tell us their perspectives about their experiences with this approach. With this method, the researcher could interpret and analyze the data before the research ends. Following Burns's (2003) point of view, it can be said that action research, the

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

researcher or the teacher (in this case, the pre-service teacher) can be involved during the process in order to manage or guide questions in the real practice or theoretical interest with the aim of improving the social competences in community groups.

In our research, we served as both pre-service teachers and participant observers, conducting research to develop the project and see the results and its effects on the students. Action research is a cyclical study that can be replanted as many times as necessary, because it requires collecting enough information to analyze data and to get results from the research. According to Nunan (1992), action research includes four basic stages: the identification of an issue or challenge, the planning of a change, the observation of the process and the consequences of that change, and finally, the reflection of the process and the consequences of that. Based on Nunan's theory, our research project was developed in two cycles: observation and implementation cycles.

Observation cycle. At the beginning of our pedagogical practicum we noticed students' lack of participation, interaction, and engagement in their languages skills. For these reasons, it was difficult for us to converse with them, develop activities, and be understood. After these observations, we proceeded to think in ways to change these issues, developing different activities accompanied by different materials such as flashcards, videos, songs, pictures, storytelling, and worksheets, to incorporate the four languages skills in order to see students' reactions. From those activities we observed that it was easier for them to carry out activities in which they did not feel stressed or pressured by someone. Still students kept up with some difficulties in their listening and speaking skills as they could not express their ideas and opinions, they were stood out in reading and writing activities. This made us realize that teaching the students in a stress-free environment would facilitate their language acquisition, because they would feel comfortable and more motivated to participate in class.

Intervention cycle. Keeping in mind the observation cycle and the issues found, in the second phase stress-free activities were applied to encourage students' participation in their English classes. In order to observe its impact, data were analyzed showing us that students' participation increased, they demonstrated a good attitude, they acquired new vocabulary, they felt less stressed and, their listening comprehension and oral production were better in comparison with the perceived in the observation cycle. However, this approach did not help students better understand because some movements were confusing or the activities became repetitive and boring as seen in chapter 4. Bearing in mind that we implemented different types of TPR, we recognized that it would be beneficial to restart a new cycle by observing the implementation of only one specific type of TPR, and to use this approach not only in listening and speaking, but also in reading and writing activities.

Mixed method

In our research report we implemented a mixed method as a research strategy for achieving our goals established since the beginning, by using qualitative and quantitative paradigms in order to process and analyze the data obtained in the implementation cycle. In our study we implemented TPR as a research approach as experiments, surveys, checklist, video recordings, and questionnaires can be measurable as instruments to collect data; and others that can be descriptive such as data collected with field diaries, videos recordings, questionnaires and semi structured interviews. In that way, mixed method is related with action research since it permitted us to valid the information through a research by using multiple strategies to enhance construct with qualitative and quantitative methods.

According to Denzin and Licoln (cited in Klenke, 2008, p.7) qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. In this

way, with this action research we will fulfill our objectives since we could observe students' behaviors and participation, and the results will be measurable in a quantitative and qualitative way. On the other hand, quantitative research, allows quantifying the data and generalizing results from participants of a specific population of interest in order to have a whole idea of the impact that the implementation of this activities have on students' participation.

This research also measures the frequency of different participant's points of view and opinions about a topic. Besides, Creswell (as cited in Williams, 2007) states that quantitative research employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data. This approach is useful for our research study to collect numerical data and to have a number of participants' results on the impact of applying TPR approach. Additionally, it can be used for action research collecting and analyzing data. Cohen, Manion and Morrison (2007; p. 501) argue that quantitative data analysis has no greater or lesser importance than qualitative analysis. It is often associated with large-scale research, but can also serve smaller scale investigations, with case studies, action research, correlation research, and experiments.

In conclusion, with a mix method we can obtain information by using multiple strategies like qualitative a quantitative methods in which we can measure the information and have a qualitative results of our project.

Research line

This research project was related to the La Salle University's slogan, "Educación lenguaje y comunicación" (Education, language and communication), and with its research topic, "training in languages and bilingualism." This line aims to produce theoretical and empirical knowledge about the relationship among education, language and communication in all its complexity. In our research, communication was important, as its objective was to

encourage students' to participate; this participation could be possible if students have a good communication skills. For that reason, we consider that this line of research was the most appropriate for our study since La Salle University (2013; p. 38) argues that "El lenguaje es uno de los recursos empleados para realizar y aprobar la vida en el entorno social." (Language is one of the resources used to accomplish life in the social environment.). Thus, in the future, with the help of TPR approach, students will have the opportunity to communicate and to interact with other people who speak English, to make use of this language to learn about other cultures, religions, and to achieve other goals related with language and communication.

Moreover, as it is expressed in the line of research, education system takes human being as the role of professor o student, whereas that, communication takes humans as speakers and receivers. But, this line of research does not address the subject with any of these denominations, it understands it as an agent who can be affected and modified by external media. It also considers the agent as a person responsible for his own formation. Education cannot be simply reduced to knowledge. There are multiple contexts and ways of life and as teachers, it is our task to give students the tools to learn about other cultures, other ways of seeing the world, other ways to communicate and in our case, how TPR can be used for more effective communication in English. In order to follow the sequence of the mentioned above, it will be explaining the population where we work and the participants who we worked with.

Setting of the study

I.E.D José Manuel Restrepo is a public institution that is located in Galán neighborhood in Bogotá, Colombia, with preschool, elementary, middle school and high school students. It is part of the eight pilot bilingual schools in the city since 2011, and it is the first and only school in Latin America that belongs to the Global Partners Juniors, a project that seeks interaction between children in different cities around the world through

learning about different cultures, customs and traditions. Although the school provides a syllabus made by students from Universidad Nacional de Colombia and Universidad Distrital Francisco José de Caldas, but it is not being implemented in the institution. Instead, the institutional committee designed a curriculum, where they selected specific topics from that syllabus and a number of objectives to work with in all the grades, but in different levels.

Participants

José Manuel Restrepo School has elementary, middle and high school levels. The classes were composed by approximately 100 students, but we worked with 50 students, selected randomly from first grade who were between six and seven years old and fourth graders who were between nine and ten years old. They were involved in all the classes of the implementation of stress-free activities. In both grades, there were more girls than boys. Most of the students are from social economic stratum one to which is the lowest in Colombia. They had four hours per week of English classes, divided in two two-hour long sections. The head teachers taught two of those sessions, and we taught the other two sessions, implementing TPR approach in all the activities.

Data collection instruments

We used four instruments for the data collection needed to carry out this research project and to achieve our objectives. The first instrument was a field diary that helped us identify the weaknesses of the participants, the main problems in their learning process, and basic observations of the intervention phase. The second instrument was video recording, which helped us get more specific information about students' participation. The third instrument that we used was a checklist that showed us if students had achieved the goals of the class with the use of TPR. We also used semi-structured interviews and questionnaires at the end of the project, which showed us the students' opinions about this approach in English class, their attitudes and the goals that they achieved during the classes.

Instrument N° 1, field diaries. Field diaries are common in communicative teaching approaches; it allowed us to get all the classroom facts during the English classes support with instrument 2. Field diaries permit researchers to obtain constant feedback from the students' learning process and also from the teaching process, as proposed by Burns (2003). This instrument was used during the observation phase to collect information about the background of the students and issues that they presented in the English classes, students' reactions that they had during the implementation of different activities in the same cycle, and it was also used in the second phase to write students responses, reactions and factors that could be important in our research report. (See annex 1, field diaries form, for complete data)

Instrument N° 2, video recordings. The video recordings helped us obtain more specific information from students' learning processes. According to Derry et al. (2009, p. 7) accessible video technologies provide researchers with powerful 'microscopes' that greatly increase the interactional detail that can be obtained and permanently stored for comprehensive analysis and reanalysis by multiple investigators. Thus, with this instrument in the second cycle we could reinforce the notes taken in the field diaries. Besides, with its use we were able to observe specific details like students' gestures, expressions, reactions and an exact number of students who achieved some goals with the TPR approach as seen in chapter four. (See annex 2, video recordings, for complete data)

Instrument N° 3, checklist. The checklist allowed us to assess students' performance in stress-free activities in the second phase of the study where we took into account three degrees for its achievements. (See annex 3, checklist, for complete data) According to Brown (2004), a checklist is a viable alternative for recording observation results. It is also a simple tool, which is the best option for observing only a few factors within a real time. During the research, we found that observing is not a simple task, but alternatives such as checklists or rating scales, can be helpful and practical in assessing collected data. With the results of the

checklist, we could have general idea from different aspects about the impact of stress-free activities in English classes in terms of students' participation, students' comprehension and others as it is explaining in chapter four.

Instrument N° 4, semi-structured interview. Cohen and Crabtree (2006) argues that semi-structured interviews help interviewers collect data in a reliable and qualitative comparable way. With these kinds of interviews, informers have the freedom to express themselves and give their points of view. This semi-structured interview was used at the end of the second cycle after the implementation of TPR, to know students' opinion and perspectives about its use in their English classes. It was also carried out by asking them nine specific questions in which we (interviewer-interviewee) had the opportunity to add more questions or ask for explanation. (See annex 4, semi-structured interview, for complete data)

Instrument N° 5, questionnaires. Key (1997) states that a questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured. We decided to utilize this instrument after doing the semi-structured interview that could provide us with more information. This instrument was useful in our research as one of its advantages is the reduction of expenses and time involved in conducting interviews, and that it is possible to analyze the data in a quantitative way. Also using fixed questions allows for more comparable information from the data gathered. Most importantly, it provided us with data on the participants' perceptions and feelings from the phenomena being observed, which were very useful for our data analysis. (See annex 5, questionnaires, for complete data)

Validity

According to Shenton (2004), validity is essential in promoting confidence, by following provisions made by researchers, adopting well-establish methods, and developing early familiarity with the culture or participating organizations. Other methods such as

random sampling, triangulation, iterative questioning, and frequent debriefing sessions were also used in this project to show the credibility of the results. This project was carefully conducted with an internal and external validity. The first one is dependable since we decided to select fifty participants at random as informants; in that way any influences could not interfere with the purpose of the study. The participants were in elementary school, from two different grades. Shenton (2004) explains that random method is particularly appropriate to the nature of the investigation, and he emphasizes, using Bouma's and Atkinson's words (as cited in Shenton, 2004, p. 65), "a random sampling procedure provides the greatest assurance that those selected are a representative sample of the larger group." On the other hand, external validity was also an integral part of this project. Shuttleworth (2009) argues in his article that the main criteria of external validity is the process of generalization, and whether results obtained from a small sample group, often in laboratory surroundings, can be extended to make predictions about the entire population.

This study has an external validity since it can be applied in any elementary school and it is suitable in different contexts. Additionally, it can be implemented at any time with children of different ages. The main basis of this study was the triangulation approach. According to Shenton (2004, p.65), triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research. We used triangulation in order to facilitate the validation of our collected data, combining instruments and comparing the information obtained for better results that validates our research.

Ethical concerns

Ethical concerns must always be taken into account in an educational research. Del Siegle (2004) points out that there are some codes of ethics that includes the protection from: physical or psychological harm, privacy and confidentiality, Protection against unjustifiable

deception and the subject must give voluntary informed consent to participate in research. He also says that parents must give permission for the students to participate as they are minors, and that students who are 7 or more are in the right to make their own decision.

In order to address ethical concerns in our study, we asked for institutional permission to carry out our research with the population who we were working with. It was also necessary to ask for parental approval, as the participants were all underage. (See annex 2, parental consent, for complete data). All the participants were able to make their own decision and choices in participating in the activities as we did not forced them to do it. These collaborations helped to protect the students' confidentiality and, we monitored the data to ensure the safety of each participant.

Chapter 4: Data Analysis and findings

From the data collected through different field instruments, interview designs and evaluations, coding was realized by generating initial codes, grouping concepts that were constantly repeated or that had a relation. It was done for catching the complexity of meaning within the data. Then, we proceeded to define themes among them and emerged 3 categories which were: Comprehension through TPR approach, Participants' Responses, and Vocabulary Acquisition by Using TPR. After that, the following step was to analyze them, contrasting, comparing and supporting their findings with the grounded theory that we mentioned in chapter two. Finally, a report was made in order to give a final conclusion to our study.

Category 1: Comprehension through TPR approach

This category describes the students' understanding, their ease and difficulty when applying TPR activities to listening and speaking skills. It is composed of two codes: Students understanding through movements, and listening comprehension through TPR.

Code 1.1: Students' understanding through movements. As seen in chapter two, Asher (2009) argued that when a foreign language is learned, and taught by lecturing and

explaining, topics are kept in the left lobe of the brain (logical memory) and the content is easily forgotten, because students retain the information in short term memory making it less real to them. On the other hand, if the language is taught and learned by using movements, the right lobe “believes”, and it will keep the information in the long-term memory. The following comments and data analysis illustrate how the implementation of TPR had a good impact in terms of students’ understanding, as they learned through action and movements, helping them retain and store information. Still, we kept in mind how the activities were implemented, to avoid having repetitive classes and allowing students to get bored.

Throughout the intervention cycle it was found that the use of body movement is useful for students’ learning process since it facilitates their understanding. One student affirmed, “Ósea como, hacer con las manos movimientos para que los demás entiendan, no necesariamente uno tiene que estar hablando y hablando sino pues también uno puede utilizar movimientos para hacerse entender.” (See appendix 3 semi-structure-interviews, Participant AB, personal communication, November 28, 2013) “It means, to do hand movements to be understood, it’s not necessary that you are speaking and speaking, but you can also use body movements to be understood”.

Participant KL agrees with him as he argues, “Si pues porque tú haces el movimiento y eso me ayuda a entender de qué se trata.” (See appendix 4 semi-structure-interviews, Participant KL, personal communication, November 28, 2013) “Yes, because you make the movements and that helps me to understand what are you are talking about”. Bearing in mind participant’s AB and KL points of view we can say that TPR helps to understand better when someone is talking in English. They also emphasize that it is not necessary to speak for being understood. Other student agreed with this statement, saying that body movements reinforced the ideas they were learning in English as it is observable in the following opinion expressed by participant IJ, “Si, pues porque uno piensa, entiende mejor en inglés que en español con

los movimientos.” (See appendix 5 semi-structure-interviews, Participant IJ, personal communication, November 28, 2013) “Yes, because we think, we understand better with the movements in English than in Spanish”.

Comments below are taken from different data collected during the observations of the intervention which are consistent with the answers given by the students: “For the participants it was easier to understand when the teacher presented the topic using TPR approach. They repeated the body movements to identify different seasons.” (See appendix 6 field diary N° 2, 2013, for complete data). The following two comments that were taken from the field diaries support how body movements helped students in a listening comprehension exercise and how it was useful to remember vocabulary learnt in previous classes. The first comment says: “They told me that they did not know that vocabulary, and that they did not understand because the song was so fast. So I played again the song, and I made some body movements and gestures in order to be understood. This second time, they understood better the song, and they completed all the lyrics”. (See appendix 7 field diary N° 9, 2013, for complete data) And the second, “The class started with the song that they have learnt the last session, which was good because through movements they remembered the lyrics, TPR helped them to memorize the song because they learn by doing. For the students was good and also for me because the song combined with the movements, helped them to understand better and to learn faster” (See appendix 8 field diary N° 10, 2013, for complete data).

It was noticed that the use of facial expressions, hand movements, and body movements facilitated students' comprehension in different activities and it helped most of the students to understand the spoken language as it was evidenced in participants' opinions and in the field diaries notes. Nevertheless, the data also showed that TPR did not have the same impact in all of the students. For some of them the movements were confusing, which did not allow them to have a clear idea of what the topic was about as it was expressed by one

of the students during the personal communication. “Profesora: ¿Entiende mejor cuando la profesora usa movimientos corporales para su comprensión de escucha? – Participante: No, porque me confundo.” (See appendix 9 semi-structure interviews, Participant CD, personal communication, November 28, 2013, question 5.) Teacher: Do you understand better when the teacher uses body movements in your listening comprehension? –Participant “No, because it confused me. I get confused”.

As it was observed in the comments, TPR not always works as it is expected, since some movements are confusing for them and teachers need to find another way to explain the topic or to look for other movements that can be understood for students. Other opinions argued by students AB, CD and OP during the semi-structured interview, support that TPR it is not useful for all the participants and that it should not be used constantly because not all of them understand in the same way, and because its constantly use make the approach boring or repetitive. Participant AB said “No, pues es cómo mejor hablar inglés, porque algunas personas entienden unos movimientos y otras no. Entonces sería más o menos, un poquito si y un poquito no para que todos entiendan.” (See appendix 3 semi-structure interviews, Participant AB, personal communication, November 28, 2013, question 7.) “No, it is better to speak in English, because some people understand better with movements and some do not. So, it would be better if we use it sometimes and not all the time, in that way everybody can understand”.

Participant CD argues “Es que a veces cuando tu haces los movimientos si entendemos, pero cuando otros lo hacen yo casi no entiendo y es que cómo que no se como hacerlo”. “Sometimes when you do the movements we understand, but when other people do it I hardly ever understand and I do not how to do it.” (See appendix 9 semi-structure interviews, participant CD, personal communication, November 28, 2013, question 2.)

And participant OP agrees saying “Es que a veces me aburro porque cómo que hacemos siempre movimientos y de tantos movimientos pues yo como que me confundo y no entiendo tanto. “Sometimes I get bored because we do always the same movements, and with all those movements I get confused and I do not understand too much.” (See appendix 10 semi-structure interviews, Participant OP, personal communication, November 28, 2013, question 5.) Besides; in the field diaries it was observed that for the participants it was not easy to perform something with body movements because all the vocabulary cannot be represented through TPR, there are some words that are imposible to represent or that can have a similarity with others, so it makes difficult to have a clear meaning. “They showed that they are getting bored using the approach because it is too repetitive and with Christmas topic was not easy to perform the vocabulary for the reason that there is no way to make specific movements that interpret what the students want to express. (See appendix 11 field diary N° 5, 2013, for complete data).

On the other hand, in order to have a general idea about the impact of TPR in terms of understanding, it was designed a table that shows specifically the number of students who understood, who did not understand and those who had a neutral understanding with the use of TPR in English classes. In the table, the last two columns present the averages of the students and it corresponding percentage according with the data presented in columns 2-6. It contains the degree of students' comprehension using stress-free activities, compared in five different classes taken from data collected with instrument 2 and using some indicators from that checklists (See appendix checklists 12-16, N° 2, 3, 4, 6, 7, for complete data).

Table 1**Students' Comprehension and Stress Free Activities**

DC	September <u>10th</u> N ^o s	September <u>24th</u> N ^o s	October <u>1st</u> N ^o s	October <u>15th</u> N ^o s	October <u>22nd</u> N ^o s	Average N ^o s	Percentage N ^o s
U	31	29	32	30	28	30	60%
N	16	17	15	18	19	17	34%
N-U	3	4	3	2	3	3	6%

Note: DC = degree of comprehension, N^o S = Number of students, U = Understanding by using stress-free activities, N = Neutral understanding by using stress-free activities, N-U = Non understanding by using stress-free activities.

On the table above, it is clear that the majority of the students understood the activities implemented with a TPR approach as they achieved the goals proposed in the checklists. An average of 30, of the 50 participants, demonstrated comprehension in the content, the implementation had a positive impact on them, because they were involved in different situations and activities. They communicated their ideas with their peers and with the teacher, and they interpreted other students' knowledge through the movements. On the other hand, 34% of students represented by an average of 17 participants had a neutral understanding, which shows that students presented some difficulties in their understanding with the use of TPR activities, because some movements were confusing for them as mentioned in previous comments. Lastly, only 6% of the students did not understand stress-free activities, as it was very confusing for them in their language learning process.

After observing results from table number one, comments presented in the field diaries and participants' answers, it can be concluded that TPR was a useful approach for the majority of the participants since body movements helped them to understand, to have a better listening comprehension, to express and communicate with others, and to remember vocabulary. Finally, this approach did not have a good impact in all the participants. As the data showed, the minorities of them were confused about some movement because they were not clear enough, the classes turned repetitive, and for others it became boring due to it

constantly use. The following code shows how this approach has worked on participants in terms of listening comprehension.

Code 1.2: Listening comprehension through TPR

This category shows the data analysis by comparing the two cycles of the study (observation and implementation). At the beginning of the first cycle, the participants were taken aback, as the English class went from being mostly taught in Spanish to be mostly taught in English. It can be said that they reacted so strongly because their comprehension skills were underdeveloped. The students were always looking for translations in the classes with the pre-service teachers and they were not able to respond to different activities related to speaking. This was shown by the following comment from a field diary: "Students present difficulties in listening understanding when we are explaining an activity in English, since they look at each other demonstrating their non-understanding and asking to others what we were talking about". (See appendix 1, field diary N° 01, 2013, for complete data).

Nevertheless throughout the implementation cycle, students' reactions were different, and can be said to be positive. From infancy students are taught to understand movements. Parents constantly use gestures and infants and children often respond with movements. As a result, in the classes, we were constantly making use of our body to project our ideas and to teach them some topics, and the students began to understand the spoken language. Asher (as cited in Brown, 2000, p. 30) supports this point of view arguing that when children are learning in their mother tongue, they tend to listen carefully before they start to speak, and their listening is usually accompanied by physical response (movements, gestures, looking, etc). Richards and Rodgers (1986; p. 93) confirm Asher's theory when they stated that learners in TPR have the primary roles of listener and performer. We realized that when learners followed the teacher' instructions, and started to participate and interact more; they listened attentively and responded physically to commands.

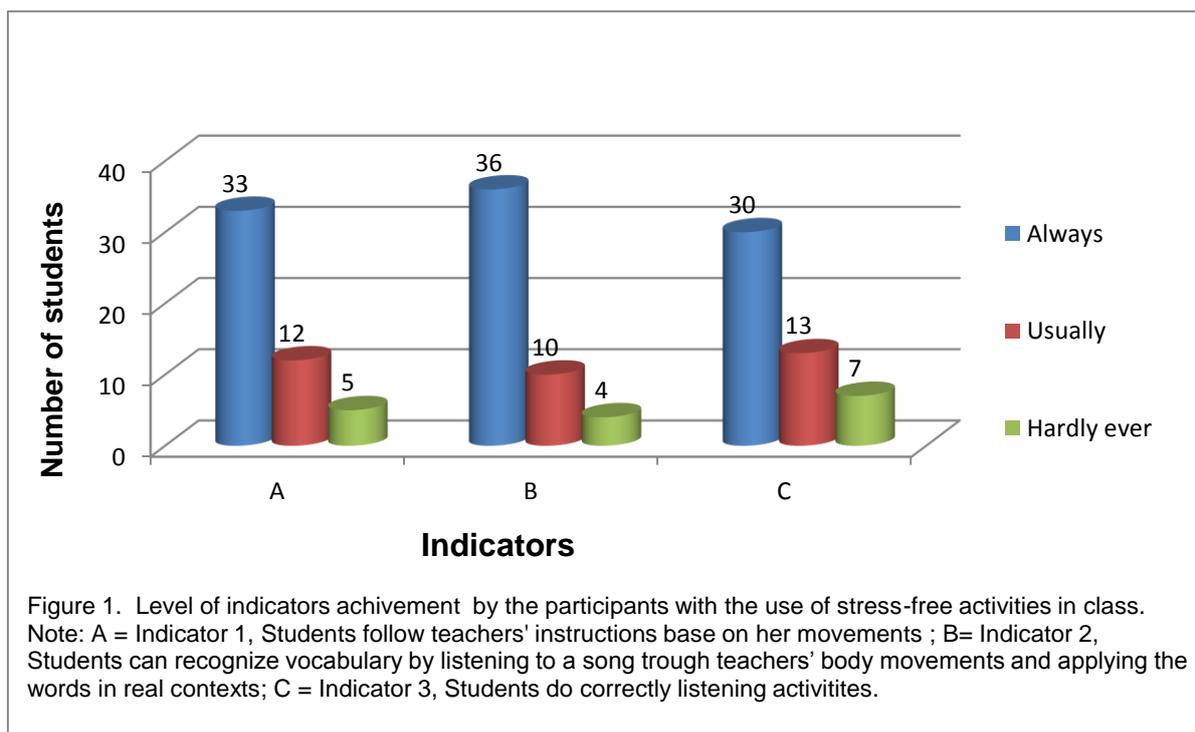


Figure 1. Students' Listening Comprehension, Checklist Results

Figure 1 shows checklist results about students' comprehension in the intervention cycle. It takes into account three indicators as it is presented in the bottom of the figure. It also illustrates students' listening comprehension in English classes with the use of stress-free activities, by comparing the indicators mentioned above with the checklist results. (See appendix 14, Checklist N° 4, appendix 16, Checklist N° 7; and appendix 17, Checklist N° 5, for complete data). It is clear in graphic A, B and C that most of the students achieved the indicators. It means that an average of 33 of 50 students, equivalent to 66% of the total of the participants, had a better listening comprehension with the use of TPR. On the other hand, only 24% of the participants the use of this approach usually helped them in their listening comprehension for the reason that they did not achieve all the indicators as the majority of the group. And for the minority of the participants, equivalent to 10% the use of stress-free activities hardly ever helped them in their listening comprehension. Some students' answers during the semi-structured interview argued that TPR helped them to understand better and faster listening activities such as conversations, audios, or teachers' instructions.

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

The following comments from the participants GH, QR, MN and EF support the analysis of the previous figure. The first one said: “Si porque cuando la profesora hace los movimientos yo entiendo lo que dice el audio” (See appendix 18 semi-structure interview, Participant GH, personal communication, November 28, 2013, question 5.) “Yes, because when the teacher makes the movements I understand what the audio says”. Participant QR agrees with him and adds that the use of this approach helps them to understand faster by saying: “Si, porque los movimientos me ayudan a entender más rápido y a entender lo que escucho” (See appendix 19 semi-structure interview, Participant QR, personal communication, November 28, 2013, question 5.) “Yes, because the movements help me to understand quickly and to understand the listening”. And the last two participants share their opinion arguing that: “Porque con los movimientos yo entiendo lo que el profesor está tratando de decirme” (See appendix 20 semi-structure interview, Participant MN, personal communication, November 28, 2013, question 2.) “Because with the body I understand what the teacher is trying to say to me”; and student EF said: “Porque por ejemplo uno no sabe cuál es la palabra en ingles pero entonces cuando uno la hace la interactúa uno se acuerda o uno piensa, ya sabe cuál es la imagen” (See appendix 21 semi-structure interview, Participant EF, personal communication, November 28, 2013, question 3.) “For example, we do not know the word in English so when we do it and we interact, we remember or think about it, and we know what image it is.”

Bearing in mind the previous analysis and students' perspectives we could see that the majority of the students had a positive change in their listening comprehension, because they went from having a low understanding to being able to understand and to respond the spoken language. TPR helped students comprehend when the teacher was speaking in English, when listening to an audio recording, or when others students tried to express their ideas. However, the analysis showed some of them did not achieve the indicators established in the check lists.

Category 2: Participants' responses

This category describes 2 codes: students' participation, and participants' emotions. These emerged from the data collected during the classes, in the observation, and in the implementation cycle.

Code 2.1: students' participation. This code shows students' participation to the English classes based on the data obtained from field diaries and video recordings. As it was discussed in chapter 2, and in looking at Sariyati's (2013) study, total physical response is effective and suitable for children from elementary school to learn English as it makes them move physically while learning EFL. It allows them to become engaged in the activities, and to enjoy the process. Muñoz and Valencia (2011; p. 89) supports what Sariyati mentioned when they argue that when children are integrated to the activities, and when they are becoming active part of the class through their physical representation of verbal commands, their attitude and motivation increases as their outcomes are successful. Moreover it is important to say that even though the students responded positively to the TPR, it is important to be careful in how this approach is manage as Widodo (2004) recommends, because sometimes it can be repetitive and participants will get tired and bored of the activities. It is important to keep this in mind, and to acknowledge the participants' feelings and reactions.

During the observation cycle it was clear that some students had a negative response, since they were kind of confused because they were not used to continuously practicing English, and their participation was low owing to their lack of confidence in their communication skills. They were not able to express their ideas in speaking activities, and instead, they used their mother tongue to be understood. In the listening activities their facial expressions showed that they were unhappy and that they felt lost. Besides, students in those classes did not interact with each other. (See appendix 22 field diary N° 01, 2013, for complete data).

On the contrary, in the implementation cycle, most of the students had a positive response; they were participating in all the class activities, since they were actively engaged with them as evidenced in the following comments: “They were concentrated on the activity, in their faces it was reflected that they were having fun, they looked happy and it made the class more enjoyable”. (See appendix 23 video observation N° 6, 2013, for complete data). Also, the students interacted more with each other, and also with us, as seen in a note from the field diary “All the students have a good attitude, their participation and interaction with the classmates and with me is going well”. (See appendix 24 video observation N° 3, 2013, for complete data).

The students also seemed to be comfortable with listening activities, as the body movements helped them to understand pre-service teachers' instructions. They were more engaged in the classes and they tried to guess when they did not understand making it increase their participation as it was noticeable in the following comment “When students didn't understand an audio or didn't understand us they tried to guess what we said because they were interested on participate during the class.” (See appendix 23, video observation 6, for complete data). In the same way, in speaking activities students had the confidence to try to speak and they used body movements when were unsure about the pronunciation or the use of a correct word for saying something. Those affirmations are evidenced in the video recordings. “Students tried to speak during the class in English and they were not afraid to make pronunciation mistakes since they used their bodies for being understood while saying something”, “They feel comfortable and enthusiastic; all the students are making physical movements for representing Halloween traditions”. (See appendix 25 video observation N° 8, 2013, for complete data). However, although most of the students were engaged, some of them were shy, and it was hard for them to do some activities in front of their classmates, as they felt judged by other students, as it is presented in the next comments.

“Some of them were a little shy while they were performing the song in front of their classmates”. (See appendix 26, video observation N° 1, 2013, for complete data), “On the video we can see that for 3 students, it was not easy to participate in the activity because they did not feel comfortable, they were shy and afraid to make some mistakes”. (See appendix 26, video observation N° 7, 2013, for complete data). Also, sometimes the students were too excited and hyper, creating disorder in class (See appendix 27, video observation N° 2, 2013, for complete data). In addition, some students were confused with the movements or they got distracted for different factors as shown in the following notes: “Some students got distracted during the activity, they paid more attention to the mistakes that they class mates did, instead of focusing on the activity”. (See appendix 27, video observation N° 2, 2013, for complete data). The previous analysis demonstrates how students’ participation and confidence changed with the implementation of TPR. During the observation cycle most of participants’ attitudes were neutral and their participation and interaction was low; they were not comfortable in their communication skills, since listening and speaking activities were not easy for them to develop. However, with the implementation of TPR, most of the students had positive responses as they increased their participation, they interacted with everybody, and they enjoyed the activities.

Code 2.2: students’ emotions. One of the concerns mentioned by Asher’s was the emotional factor in language learning that it is evidenced in Brown (2000; p. 30), where he argues that he was convinced that language classes were often the focus of too much anxiety, so he wishes to devise a method that was stress-free as possible, where the learners would not feel overly self-conscious and defensive. Thus, TPR was used in hopes of making a difference in the participants’ emotions during implementation cycle. The observations noted that students were stressed because they did not understand the spoken language; they had anxious behaviors that in most of the cases it caused difficulties in their performance. (See appendix

22 field diary N° 01, 2013, for complete data). Students also felt frustrated when they were not able to project what they were thinking, and often felt judged by other students, students reinforce this claim by saying “No, porque escucho y no entiendo y los movimientos como que me confunden y me siento mal” (See appendix 4, semi-structure interview, Participant KL, personal communication, November 28, 2013, question 8.) “No, because when listening I do not understand, and the movements confuses me and I feel bad”. And student GH said that “No, porque a veces soy tímido y no quiero hablar ni hacer los movimientos” (See appendix 18, semi-structure interview, Participant GH, personal communication, November 28, 2013, question 9.) “Because sometimes I feel shy and I do not want to speak do the movements”

However, when using the TPR approach students were not stressed, and they began to talk freely, making comments as they expressed in the interviews. Participant IJ said that “Sí, porque cuando tu pones la canción yo no entiendo nada, pero después si entiendo cuando tú nos muestras la canción con la mímica entonces me siento bien” (See appendix 5 semi-structure interview, Participant IJ, personal communication, November 28, 2013, question 8.) “Yes, because when you play the song I do not understand anything, but when you perform the song doing mimics I feel fine”. Student OP also argued that it helps to reduce stress and to be calm. “Sí, porque cuando hablo o escucho así algo me ayuda a bajar mi stress me siento más calmada” (See appendix 10, semi-structure interview, Participant OP, personal communication, November 28, 2013, question 9.) “Yes, because when speaking or when listening something reduces my stress and I feel calm. And finally, participant QR in the personal communication argued that “Sí, porque cuando hablo me siento como aliviado, como hablar y sentirme bien porque hice algo bien o a veces hago un poco de errores” (See appendix 19 semi-structure interview, Participant QR, personal communication, November 28, 2013, question 9.) “Yes, because when I speak I feel relieved as talk and to feel good because I did something well or sometimes I make some mistakes”.

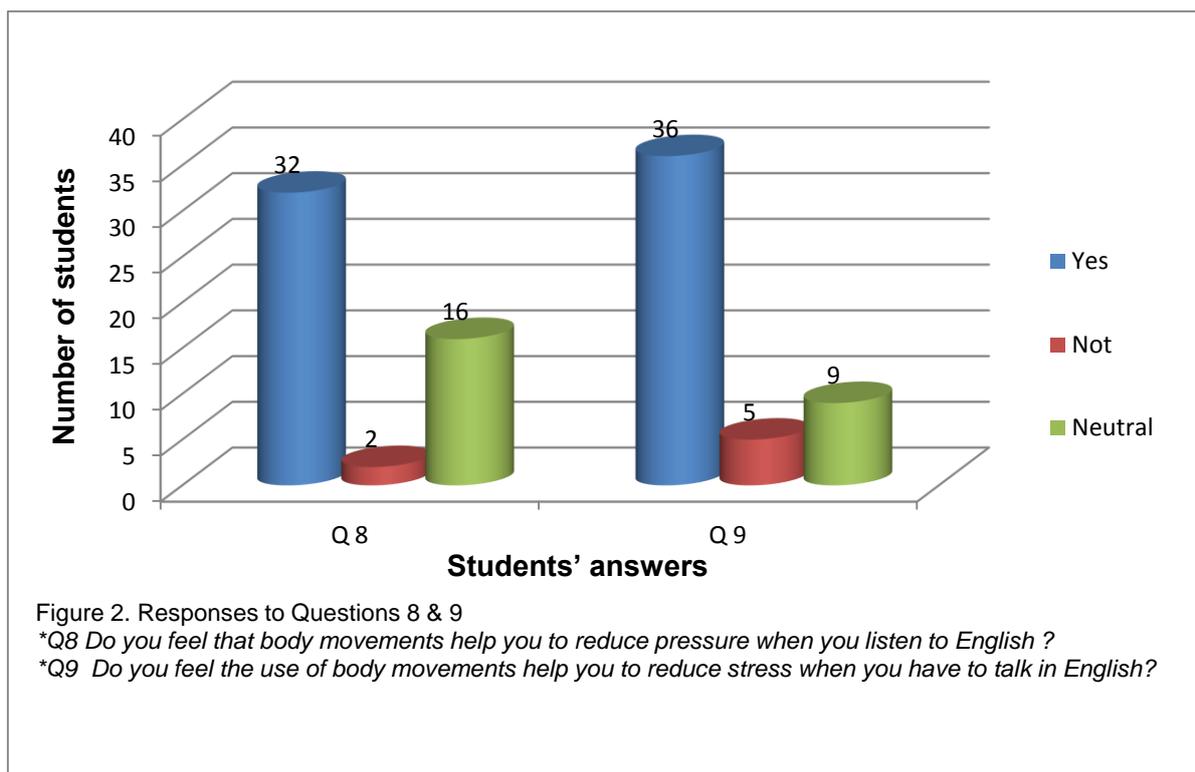


Figure 2. Students' Answers Questions 8 and 9, Questionnaires.

The analysis of the data obtained from the field diaries, video recordings, and semi-structured interviews proof that if students are stress-free, their language learning process is easier.

Besides, this environment could possibly be established if language skills, as vocabulary is taught through movements because when the learner is liberated from self-conscious and stressful situations, they will be able to give all his/her energy to learn. In the same vain, we decided to design a figure that presents students' answers to questions eight and nine from the questionnaires that shows general results of the impact of stress-free activities in terms of students' pressure and stress during their English classes. (See appendix 29, questionnaires results, for complete data).

Figure 2 illustrates that the implementation of TPR helped participants reduce the pressure and the stress in their English class in terms of listening and speaking. Since, an average of 34 of 50 students answered yes to the question as shown in the semi-structured interview and in the graphs in blue. Also, it is observable that 25% of the participants expressed that their level of pressure and stress during their English class was neutral because

it did not have an influence in them, represented in the green graphic. Finally 7% of the participants answered that TPR did not help them because they felt shy or confused, as red graph shows and they expressed in the comments above.

To sum up, this code showed the participants' emotions in the two cycles of the study, which corroborates Asher's and Richard and Rogers' theories in which they say that TPR better facilitates the language learning process in a stress-free environment. This approach allowed students to feel comfortable developing different activities using a foreign language, because they felt a willingness to participate, to interact with others and to be able to project their ideas without pressure. In that way, this approach was an useful implementation in participants' English classes, since the pressure was reduced and they felt comfortable when speaking and listening their classmates and receiving teacher's instructions as it was evidenced in the comments and in the graphic two.

Category 3: Vocabulary acquisition by using TPR

This category illustrates how students can get vocabulary through TPR in listening, speaking, and visual activities. According to the theory mentioned in chapter 2, it is important to get vocabulary in order to understand and to be understood by others. Edge (1993; p. 27) claims that "knowing a lot of words in a foreign language is important. The more words we know, the better our chance of understanding or making ourselves understood. It means that, the more vocabulary one have, the more a person can understand and express his ideas;" that is why, vocabulary is important in students' acquisition of a foreign language. Below, two codes are presented: vocabulary comprehension in TPR activities and visual aids.

Code 3.1: vocabulary comprehension in TPR activities: Nunan's theory (1991) explains that a child gets a huge amount of comprehensible input before beginning to speak. Thus, young children comprehend languages better than they can produce them. Asher states that TPR helps learners get more vocabulary as it helps them understand the meaning of the

TPR FOR ENCOURAGING STUDENTS' PARTICIPATION

words easily, using their kinesthetic abilities while learning a new language, and allowing students to directly practice using the vocabulary in real context. During this intervention, some participants showed their perspectives about the use of TPR for acquiring vocabulary.

Below are presented three comments from participants QR, GH and MN taken from the same question analyzed above, and perspectives collected during the implementation cycle, about how can TPR helped students in the vocabulary acquisition. The first participant argues that the use of this approach can help him to recognize vocabulary easily when performing a word. “Mm porque yo puedo ver como se mueven y como nos explican las palabras viéndolo y poniendo cuidado”. (See appendix 19 semi-structure interview, Participant QR, personal communication, November 28, 2013, question 3.) “Because I can see how they are moving, and how they are explaining the words by watching and paying attention.”

The second participant agrees with him saying that TPR facilitates vocabulary acquisition in that in way he can learn English. “- Profesora: ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario? - GH: porque aprendo mucho inglés y vocabulario en inglés. Teacher: in what way do you think that the use of body movements helps your vocabulary acquisition? “Because I learn too much English and vocabulary” (See appendix 18 semi-structure interview, Participant GH, personal communication, November 28, 2013, question 3.) And the last student’ opinion emphasize that body movements help him to remember vocabulary, as he says “Me gustan las actividades donde uso mi cuerpo porque puedo recordar las palabras.” “I like the activities were I use my body because I can remember the words” (See appendix 20 semi-structure interview, Participant MN, personal communication, November 28, 2013, question 3. In order to support students’ opinion, there were taken the following comments from the video observations forms.

“We could see that for most of the students this kind of activity was much easier and faster for them to learn the weather, seasons and clothes vocabulary, because they showed their understanding through their facial, hands and body movements.” (See appendix 26 video observation N° 1, 2013, for complete data). As it is observable in the citation, TPR not only help students to learn vocabulary, but it also allows them to acquire and understand new words in a faster way. Another statement that corroborates the previous findings, and adds more information about the impact that this approach has on participants' vocabulary acquisition is the following one where it is evidenced that TPR not only facilitates de acquisition of vocabulary, but it also helps the students to improve their communications skills in a fun way as discussed in previous codes. “Students acquired more vocabulary doing this kind of activities with TPR than with others, for them it was fun and maybe easier to learn, they have improved their listening and speaking skills, and the objectives proposed for the class were fulfilled.” (See appendix 25, video observation N° 8, 2013, for complete data). Based on the data collected during the observation phase and students' points of view after the implementation, it was observable that this method helped students learn and retain vocabulary; it also helped them to express their ideas and speak when it was required.

In order to support this statement, a figure was designed to highlight the results from question 3 of the questionnaire, answered by all the participants, and that confirms students' points of view based on the previous comments (See appendix 29, questionnaires results, for complete data). Figure three shows how the students felt about the use of TPR in facilitating vocabulary acquisition in English classes. It is also apparent how the majority of the students agree that this approach always or usually helped them to acquire vocabulary in EFL; being 56% and 36% respectively, the majority of the participants. And the 8% of the population agree that this approach hardly ever or never facilitated their vocabulary acquisition in English classes.

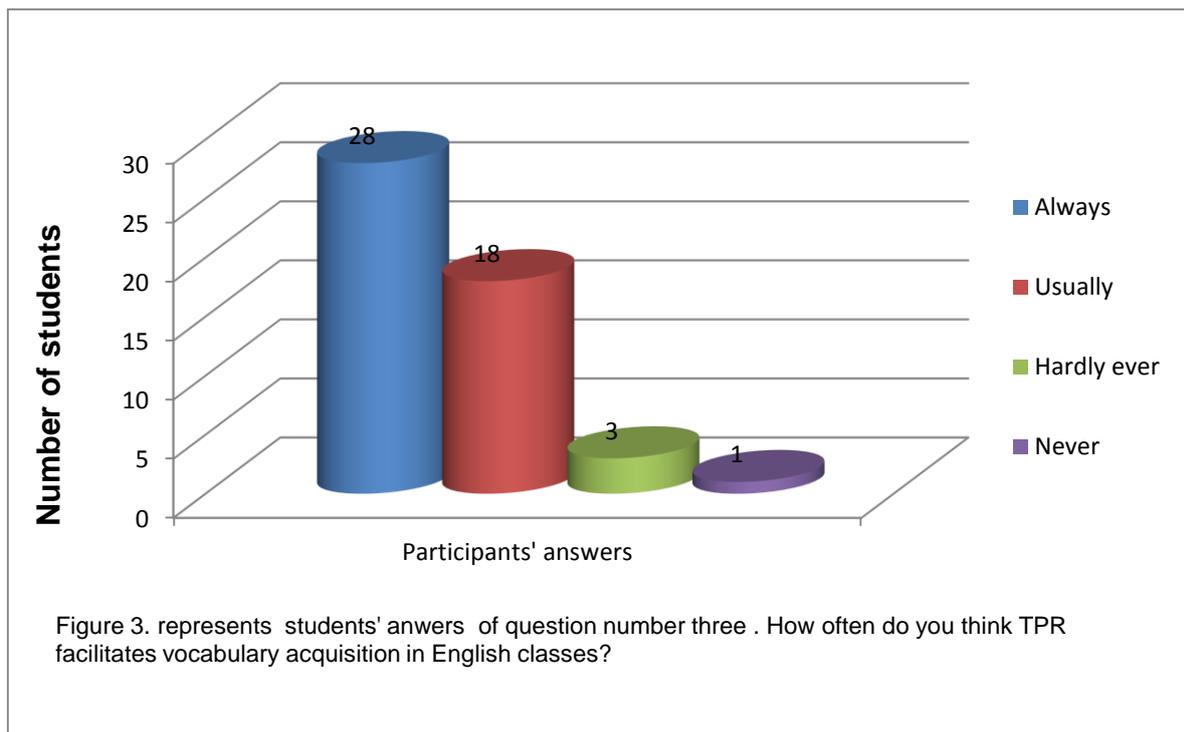


Figure 3. Participants' Answers, Question number 3 of the Questionnaire

Taking into account the previous comments and the graph above, it could be say that TPR was a good method to acquire vocabulary with beginners. During the observation phase students did not have too much vocabulary to express themselves and to interact with others, but after the implementation, students felt that this approach help them to learn vocabulary and to store information. Also, with the acquisition of these new words, students could express their ideas verbally and allowed them to be better understood. In this way, students can interact more with others and learn new vocabulary for their foreign language acquisition.

Code 3.2: visual aids. Visual aids in TPR assist with learning new words and improving the language. TPR Pictures help students in vocabulary acquisition, where students can make relations between the pictures and real-life contexts such as people, places, or cultures. In using this approach, it was decided to use visual aids to improve English acquisition. Richards and Rodgers (1999; p. 94) state that materials and regalia play an increasing role, however, in latter learning stage. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include

pictures, regalia, slides, and word charts. In the same vain, teachers can use those aids to support their classes in TPR activities. Those objects and pictures serves as a resource in TPR processes in the classrooms and they, help students relate words with the visual aid, and in that way, they get more vocabulary by following instructions given by the teacher. Visual images helped the students have a better understanding and acquire more vocabulary, because they were interacting with the pictures, and the objects, while using their bodies to express and understand new words. In some cases, students were confused by the body movements and were not able to select the right images or objects.

The following three comments were taken from the data collected, and confirm these affirmations. In the first one it is state that the use of body movements combined with a visual aid can help students to acquire new vocabulary as it was mentioned in chapter two. "The implementation of TPR'P was a useful tool for helping them to acquire the vocabulary." (See appendix 26, video observation N° 1, 2013, for complete data). Besides, as it was mentioned in chapter two, TPR is not just limited to body movements, but it also has others variations that facilitate students' understanding, language acquisition and confidence as seen in the following comment. "On the video we can see that students feel comfortable doing body movements and gestures in order to perform a story telling about season. Also, it is easier for them when they see some images that correspond to the right movements." (See appendix 27, video observation N° 7, 2013, for complete data). And the last one reinforces the discussion above. "Students did the right movements and pointed to the right images. Visual aids help them to understand better." (See appendix 17, checklist N° 5, 2013, for complete data). During the classes made with the use of the visual aids, most of the students achieved some indicators that were directly related with TPR, as shown in the next figure where it is the results of the checklist number 7.

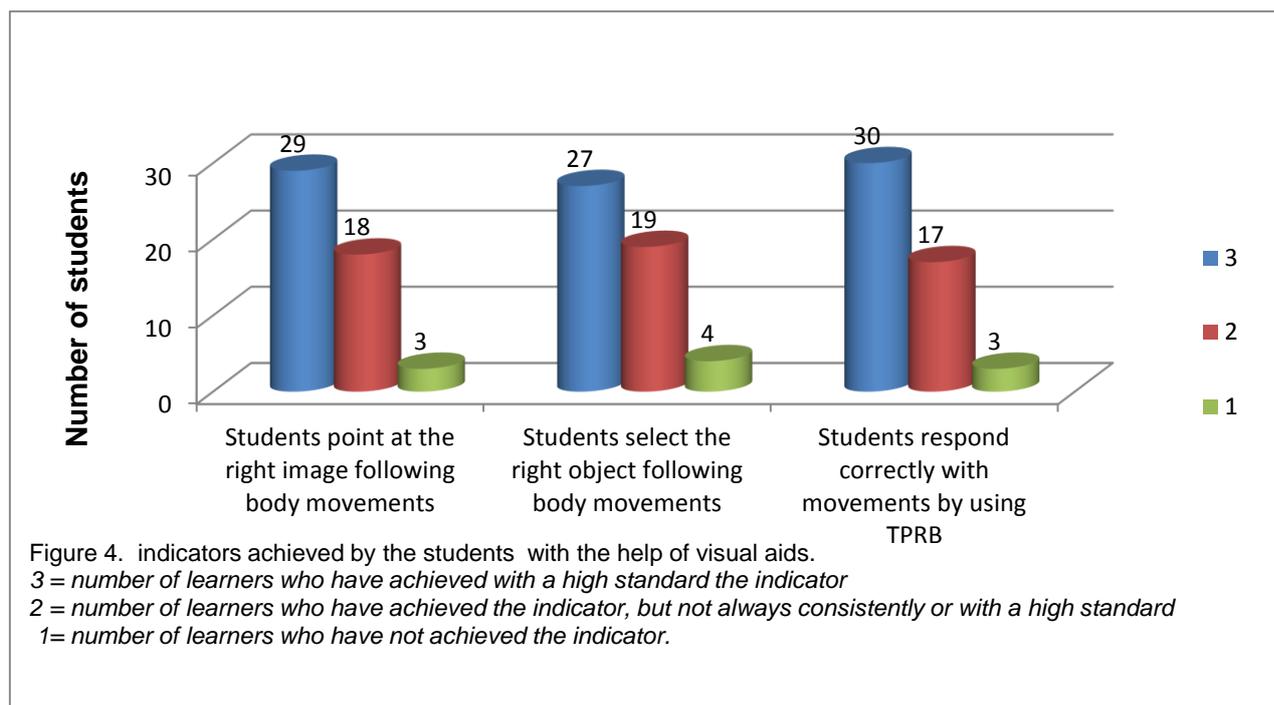


Figure 4. Check List 7 Results, Students' Achievement Indicators with TPR

The graphic above shows the results of some indicators achieved by the students using different types of TPR (See appendix 16, checklist N° 7, 2013, for complete data). Keeping in mind the data in the graphic, the use of visual aids helped most of the students recognize body movements and understand when the teacher was talking, achieving the indicators in a high level, as noted in the three columns in blue. 58% of the participants, equivalent to an average of 29 students, achieved the three indicators in a high standard. It means that they made a correct use of TPR'P, TPR'B, and TPR'O in their classes. At the same time, 18 students achieved the indicators related with visual aids, but not always consistently or with a high standard as the majority of the participants. And the 6% of the participants, equivalent to an average of 3 students did not achieve the indicators related with those visual aids as is presented in the three columns in green. These results show us how tools used in classes, such as objects, pictures or body movements help students to learn English and to develop English classes, being a support for the teacher and for the students to understand the spoken language. This code shows that visual aids are important in administering TPR activities. It also helped students learn more vocabulary in the way that they related the words with the

pictures, objects or any other visual tools used in class. When a baby is born, he starts relating objects in his context with the words and instructions given by his parents. In the same way, students can learn the vocabulary of a foreign language using TPR and visual aids following teacher's instructions.

To conclude the analysis of the three categories, it could be said that TPR helped students better understand and communicate in English through expressing their ideas using body movements. This approach also aided in facilitating the learners' language acquisition in a stress-free environment, increasing their confidence, participation and making them to develop their communication skills by expressing themselves not just with body movements, but also through using visual aids in learning more vocabulary.

Chapter 5: Conclusions and implications

This study supported the effectiveness of TPR approach as a stress-free activity to encourage students from a public school in Bogotá to participate in English class, in which the results were generally consistent. In the previous chapter, we analyzed the data collected during the study, the three emergent categories (Comprehension through TPR approach, Participants' responses, Vocabulary Acquisition by Using TPR), their corresponding codes, and previous findings were also mentioned. This chapter shows the conclusions of this research and discusses further pedagogical methods and research implications. At beginning of this study raised three specific objectives that guided this research and that gave answer to the three questions. The first one aimed to recognize the influence that TPR approach has on students' participation. As it was seen and analyzed in the previous chapter, stress-free activities had a positive influence on students since they started to have fun, it allowing them to feel happy and enthusiastic in the classes. This in turn resulted in more participation, and interaction with their classmates and with the preserves-teachers; students also showed an interest in learning English, which permitted them to achieve the class goals. In comparison

with the observation cycle we could see that all the bad aspects as low participation, mistakes in grammar, imbalance among the four skills changed in a positive way. The achievement of this goal helped to give an answer to question number one. Chapter 4 shows that participants had different reactions throughout the implementation of TPR activities in English classes.

Most of the students increased their participation because of the activities. The analysis showed that TPR worked as an icebreaker, helping most of the students feel comfortable, enjoy the classes and be relaxed; therefore it encouraged them to participate more, and to express their ideas with the vocabulary gained during the sessions. However, the influence of stress-free activities did not have the same impact in all the participants as some of them were shy and nervous; their participation was not as high as the rest of the group. This reaction was also fostered by teasing from other students, as it was shown in the analysis of the second category. What is evident is that stress-free activities from TPR permitted students to have different reactions as participation, emotion, comfort, interaction, and interest in learning English; their attitude also changed when they started to feel happy, enthusiastic and to have fun in all the classes where TPR was implemented.

The second objective aimed to identify if TPR approach makes a difference in participants' oral production in English, and it was achieved accordingly with the results showed in the previous chapter. The use of stress-free activities made a significant change on participants since students demonstrated more confidence on their verbal communication skills, they tried to speak more and they made use of body movements when were unsure about pronunciation or word usage. This objective also gave an answer to question number two that aimed to see the different effects that stress-free activities has on participants' oral production. The implementation of TPR approach allowed most students to acquire vocabulary. That vocabulary acquisition was possible as a result of the relation that students made among the sound, the movements and the visual aids. It was also perceived in the

analysis that through vocabulary acquisition, students lost their fear of participating in class because they were confident about their gained knowledge and they were stress-free which permitted them to express their ideas, to share with others, and to speak when they felt ready. It means that their oral production was encouraged at the moment that they felt confident with the foreign language. Finally, it was perceived that the vocabulary was not enough to permit students to say complete sentences because they did not know English grammar structures.

The final objective was achieved in chapter number four, when it was mentioned that students seemed to be comfortable in listening activities, as the body movements helped them understand pre-service teachers' instructions. With this implementation, participants were also engaged in the classes and they were more creative in their responses. This question was also answered with the analysis of the first category in the previous chapter and the achievement of the third objective. It was observed that gestures, body movements and hand movements helped students understand listening exercises, teachers' instructions and classmates' ideas or points of view. Also, the sources used with this approach like visual aids, storytelling and objects facilitated their listening comprehension, allowing learners to make relation among the tools, the words and the instructions given by the teacher. Moreover, this listening comprehension also helped students express their ideas in order to converse with the rest of the group.

The main goal of this study was to analyze the impact of a set of stress-free activities for encouraging students' participation in their English classes. The results highlight that it had a significant influence on students' responses, listening comprehension, oral production, vocabulary acquisition, and the most important aspect, their participation. Most of the students increased this last aspect in the acquisition of EFL through stress-free activities. Despite the fact that some movements were confusing for a small group of students, and that not all the vocabulary could be represented through movements, most of the participants

demonstrated a better understanding with this implementation since they expressed better and they were engaged during the class. Furthermore, this approach was useful in reducing students' stress and the pressure when they were participating in class, which allowed them to speak freely without any fear. It is important to keep in mind, that if teachers force students to speak, their learning process will be slower because students will feel pressure.

Pedagogical and further research implications

This study contributes to the field of research in the implementation of stress-free activities from TPR. Since Asher created the concept of TPR, many teachers have used it as a source to improve students' listening comprehension, and to encourage them to speak as it was shown during this research report. Future teachers can continue implementing this approach because of its positive impact, and making some modification, by using a variety of TPR tools like images, objects, storytelling, etc. This approach also allows students to be more stress-free, because when they do not feel teachers' pressure, students feel more comfortable to participate and to speak in class. To assist further researchers it is recommendable to use stress-free activities (TPR) with elementary schools with Basic English level, since kids are so active and get distracted easily. Hence, these kinds of activities engage them in the class and allow them to be more focused and share their points of view.

At the same time, TPR approach had some limitations since all topics cannot be explained with body movements, and not all vocabulary can be represented through it. This may be an invitation to other teacher-researchers who want to apply this approach, to bear in mind the context, population, English level and sources that are required during this process. For example, if this approach is applied with adults with a high English level, students could get bored and feel like they are not improving, because their vocabulary is more advanced, and they are able to produce and to develop more different activities, like reading or writing. As it was seen, TPR approach helps students learn a foreign language as they learned their

mother tongue, and it makes children use this approach not just to learn to speak a foreign language or a second language, but also, to gain vocabulary, to understand, to retain information for longer, to gain confidence and to increase their interaction. Furthermore, it is important for further researchers to carry out at list two research cycles during the study. In the first one, researchers should observe carefully students' behaviors, their weaknesses, their strengths, their confidence, and their English level before the implementation. In the second cycle, researchers should observe the same parameters during the implementation in order to see the impact that it had on them.

On the other hand, if future researchers want to improve students' speaking, reading and writing skills in their classes, TPR is not the best approach as it is focused on listening development. Still, if the purpose of any other study is to improve speaking accuracy or fluency, it is necessary to devote more time to the use of students' grammar upon the development of TPR activities in English class. Conversely, if the purpose is to improve listening comprehension it is suggested to make use of this approach, doing a pre-test and post-test in order to highlight the possible changes or improvements that students could have. Finally, it is important to have a good management of this approach, in which the activities must be well selected and thought out, as the activities can become repetitive. Therefore, teachers should alternate TPR with other approaches and activities that permit learners to develop all their multi-skills.

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Annexes

Annex 1. Field diary format

Field diary # __
Date:

Annex 2. Video observation format

Date:	Video observation #
Lesson objectives	
Activities implemented	TPR approach applied
Students reactions	Effects Positive: Negative:

Annex 3. Checklist format

Check list # __						
Date:						
Total of students:						
Objective	TPR implemented	Indicators	Achievement from 1 to 3 & number of students			Comments
			1	2	3	

Degrees of achievement

- 1.** Indicates the number of learners who have not been achieved the indicator, or who did it in a low standard.
- 2.** Indicates the number of learners who have achieved the indicator, but not always consistently or with a high standard.
- 3.** Indicates the number of learners who have achieved with a high standard the indicator.

Annex 4. Semi structured interview

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque? (Do you like activities where body movement is involved in order to learn English? Why?)
2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor? (Do you think the use of facial expressions, hand gestures and body movements help you understand English better?)
3. ¿Con que frecuencia piensa usted que TPR le ayuda en la adquisición de vocabulario en las clases de inglés? (How often do you think TPR facilitates vocabulary acquisition in English classes?)
4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales? (Have you noticed improvement in your speaking skill using body movements? If yes, how?)
5. Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha. (Do you understand better when the teacher uses body movements when giving instructions and explanations in class?)
6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha? (Do you think that body movements help you think quickly and get the general ideas in a listening activity?)
7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera? (Do you consider using body movements help you express things better in English? In what way?)
8. ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique. (Do you feel that body movements help you reduce pressure when you listen to English? Please explain?)

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique. (Do you feel the use of body movements help you reduce stress when you have to talk in English? Please explain?)

Annex 5. Questionnaire

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

3. ¿Con que frecuencia piensa usted que TPR le ayuda en la adquisición de vocabulario en las clases de inglés?

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

5. Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha.

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

8. ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

SIEMPRE CASI SIEMPRE CASI NUNCA NUNCA

Annex 6. Parental consent

Bogotá, Agosto de 2013

Asunto: Carta de autorización padres de familia

Apreciados padres de familia

Nosotras, Angie Porto y Laura Chaparro, estudiantes de la Universidad de la Salle de noveno semestre de la Licenciatura en Lengua Castellana Inglés y francés, y actuales practicantes en la institución Educativa Distrital José Manuel Restrepo en el área de inglés, estamos conduciendo un proyecto de investigación sobre el uso un método llamado Total Physycal Response (Respuesta física total) en el cual necesitamos de la colaboración y participación voluntaria de su hijo/a. Este método, está pensado para profesores que enseñan inglés como idioma extranjero en dónde los estudiantes son llamados a responder físicamente a órdenes verbales. Durante las sesiones se harán videos, entrevistas y evaluaciones para ver el impacto que este método tiene en ellos; y para garantizar su ética y privacidad todos los nombres de los participantes serán cambiados y codificados.

Solicitamos a ustedes su consentimiento para llevar a cabo con ellos actividades dónde este método sea implementado. De igual manera preguntaremos a los estudiantes que tienen permiso de sus padres si quieren participar en el proyecto y si están dispuestos al final de este a responder una encuesta y una entrevista. Si usted ha leído y está de acuerdo con lo expresado anteriormente por favor firme el siguiente consentimiento para que su hijo/a pueda participar de estas actividades realizadas durante las clases de inglés.

De ante mano, muchas gracias por su colaboración.

Cordialmente

Angie Lizeth Porto Angel

Laura Esperanza Chaparro Cruz

Consentimiento

Yo, _____ afirmo que he leído la carta de autorización y doy permiso para que mi hijo/a _____ participe en el estudio de investigación del método "Total Physical Response" que se realizará en las clases de inglés en el colegio José Manuel Restrepo.

Firma de Padre/Madre o acudiente

_____/_____/_____
Fecha

Appendices and supplemental materials

Appendix 1. Field diary N° 02

Field diary # 02**Date:** 20-08-2013

In our first class with first and fourth graders we developed different activities that showed us students' behaviors and their English level in class. In the first activity students were asked to describe some flashcards about fruit and vegetables and organized them in a food pyramid. Throughout this activity we could see students present difficulties in listening understanding when we are explaining an activity in English, since they look at each other demonstrating their non-understanding and asking to others what we were talking, because of this we couldn't develop the activity as it was expected because we thought that they had a better level since the school has a bilingual program. In the same way, students did not participate actively; they were shy and unsure about themselves. Therefore, we had to tell them all the time that it was just an activity that they shouldn't be shy or nervous about it.

In the second activity with the worksheet they were calmed; some of them came to us to ask for explanation, but this time in Spanish. We didn't do it, because we thought that if they want to improve their English, speaking in their mother tongue won't help them because they won't develop their communication skills, also, they can understand if we speak all the time in English. One thing that we didn't like was the fact that the teacher was helping to the students to develop the activity and doing translations all the time, she didn't leave them alone, and in that way they will never learn by themselves.

Appendix 2. Field diary N° 03**Field diary # 03****Date:** 27-08-2013

The class was developed according to the lesson plan; we could not finish all the activities proposed on this, due to the children took more time developing them. Again the behavior affected in some point the class, because they were too talkative that they did not let others concentrate.

Also we had to remind them that being too talkative in class is rude and disrespectful with the classmates and with the teacher and talking in Spanish is even worse because they are supposed to speak in English during the class.

We developed 3 activities: the flashcard with questions, a writing activity and a word search puzzle. With the flash cards we did the activity in this way: we pasted some flashcards that had some questions, several of them where personal questions as: what is your favorite food? Do you like vegetables? etc., the student had to take 1 flashcard and answer the question that he or she selected. We could see that students were not able to express themselves when they wanted to transmit information, their feelings, their thoughts or any other information as they did not have the basic level to communicate during the activities.

Despite this fact, they learnt some grammar as: there is and there are, verb to, or short sentences with present simple, Students did not participate that much in English, but they made use of Spanish to transmit their ideas since they don't have enough vocabulary or clear grammar structures. However we still need to search and find strategies to have better control of the group that catches students' attention and useful for their language acquisition.

Appendix 3. Semi-structured interview participant AB, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

AB: Sí, Porque eso es mucho más divertido vamos aprendiendo mucho más.

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

AB: Sí, porque cuando uno hace los movimientos uno va a entender más, de que se trata.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

AB: Ósea como, hacer con las manos movimientos para que los demás entiendan, no necesariamente uno tiene que estar hablando y hablando sino pues también uno puede utilizar movimientos para hacerse entender.

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

AB: Si claro, Porque yo antes era muy mala en inglés, ahora me está yendo mucho mejor, yo antes perdía siempre inglés, ahora me está yendo mucho mejor y los movimientos me han ayudado a mejorar.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

AB: Si señora, porque cuando tú haces movimientos se te entiende más que cuando hablas solo en inglés, porque cuando tú haces movimientos nosotros ponemos más cuidado que cuando tu solo hablas en inglés.

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

AB: Si porque cuando uno hace movimientos piensa más rápido que al hablar si yo estoy hablando, entonces si yo estoy haciendo los movimientos voy a entender mucho mejor y voy a pensar mejor.

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

AB: No, pues es como mejor hablar en inglés, porque algunas personas entienden unos movimientos y otras no. Entonces sería más o menos, un poquito si y un poquito no para que todos entiendan.

8: ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

AB: Si porque ósea cuando tu pones la canción de “spooky spooky” o la de “weather” porque eso era como más fácil porque si uno hacia el de “monster” o el de “spider” se entendía mas a solo hablarlo, porque algunos niños se confundían con otros.

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

AB: Menos estresada si porque cuando tú hablas algunas cosas en inglés yo digo ¿de qué se trata eso? Entonces como los otros niños son tan irrespetuosos entonces a uno le van a decir “eso está mal” entonces es mejor haciendo movimientos que no expresándose.

* ¿Entonces sientes que los niños se van a burlar más de ti si hablas y no que si te expresas con movimientos?

AB: Aja, correcto.

Bueno, muchas gracias.

Appendix 4. Semi-structured interview participant KL, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

KL: si pues porque me parece muy mano, si es de las manos o es del cuerpo y por eso.

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

KL: si, pues porque lo mismo que te dije en la primera, si tus nos muestras digamos los dientes uno ya sabe que es, pero si no pues no.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

KL: si me ayudan con los movimientos digamos los de “spider”, Vampire”, “Ghost” asi.

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

KL: Si, he mejorado mucho con actividades de cantando, canciones, así. Las imágenes que traes.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

KL: si, me ayuda a entender cuando tu pones digamos una canción y luego haces los movimientos digamos así si.

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

KL: Si pues porque tú haces el movimiento y eso me ayuda a entender de qué se trata.

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

KL: Pues, cantando y haciendo movimientos y usando el vocabulario.

8. ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

KL: No porque escucho y no entiendo y los movimientos como que me confunden y me siento mal.

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

KL: Si, pues porque cuando uno está estresado y cuando empezamos a cantar pues a mí me, pues no me estreso tanto.

* ¿Y cuál fue tu actividad favorita?

KL: La de Halloween, la que nos tocaba pasar al frente y nos tocaba decir qué era con los movimientos, cuando hacíamos la mímica y los otros adivinaban si digamos era Spider o así.

Appendix 5. Semi-structured interview participant IJ, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

IJ: si me gustan porque cuando uno sea grande se puede mover así uno sea viejito.

* ¿Pero te ayudan aprender inglés?

IJ: sí porque cuando uno sea más grande podrá ir a los Estados Unidos.

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

IJ: Si, pues porque uno piensa, entiende mejor en inglés que en español con los movimientos.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

IJ: si, como las actividades de hacer mímica.

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

IJ: No, porque es que yo casi no se hablar inglés.

* ¿Y estas actividades de movimientos no te han ayudado aprender más de lo que sabias o igual?

IJ: si me han ayudado.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

IJ: Si hablas y haces mímica pues entiendo.

*. ¿Y si no hago mímica?

IJ: Pues no entiendo nada.

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

IJ: si pues porque pone la canción y escribe la letra de la canción en inglés, y pues después hace los movimientos pues ahí entiendo.

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

IJ: Si, antes era más penosa porque me da pena que se rían y que me miren.

* ¿Pero los movimientos no te ayudaron?

IJ: No, porque igual me da pena pero si lo hacemos todos no me da pena porque no se burlan de mí, y así todos lo hacemos y aprendemos.

8 ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

IJ: si porque cuando tú pones la canción yo no entiendo nada, pero después si entiendo cuando tú nos muestras la canción con la mímica, entonces me siento bien.

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

IJ: No pues igual, yo siempre soy relajada profe.

Appendix 6. Field diary 2

<p>Field diary # 2 Date: September 10th, 2013</p>
<p>We consider that today was the best class we have ever had with the students, they were so interested, the activity really caught their attention, they were motivated and they participate a lot during the whole class. The activity consisted in a TPR listening exercise, where they listened a song about weather and through body movements they should show their understanding. We used a set of flash cards which contained weather vocabulary for helping them to understand better. Based on students attitude, we could say that we should keep working with this kind of activity since student liked, they were motivate and the best think is that they understood the topic because they were able to identify body movements recognizing the weather and they said the corresponding name of each weather when they saw the flash cards.</p> <p>On the other hand something that caught our attention and that made us really happy was that one of the students that never participate was doing all the activities, he was participating a lot, he sang, he danced, which is really good because through this kind of activity and the implementation of TPR we can help him and to the others students in their English language acquisition, without making feel them pressured, stress or scare.</p> <p>In conclusion it was a really good class, for the participants it was easier to understand when the teacher presented the topic using TPR approach. They repeated the body movements to identify different seasons. Also, they were focused in the activity, they had fun, and they showed understanding not only in speaking activities but also through body movements and listening.</p>

Appendix 7. Field diary 9

<p>Field diary # 9 Date: October 29th, 2013</p>
<p>The class started with a quiz about Halloween in order to finish the topic. Then, we socialized the answers and they made corrections to other students in order to make a cooperative assessment. It was useful for them because they recognized their mistakes and also they reinforced their knowledge. Then Christmas topic was introduced, we asked them what do we celebrate after Halloween, what month are we, in order to match the two topics. Then they named vocabulary about Christmas and the traditions here in Colombia, they were happy talking about this topic because they wanted to receive presents and to make the Christmas tree with their families. Then, students listened a song about Christmas, and we gave them a sheet of paper with the lyrics of the song to complete it according to the listening. This song was so hard for them, they did not understand too much. They told me that they did not know that vocabulary, and that they did not understand because the song was so fast. So I played again the song, and I made some body movements and gestures in order to be understood. This second time, they understood better the song and they completed all the lyrics. They realized that the song was not as hard as they thought. Then we socialized the lyric and the content of the song.</p> <p>The last activity was writing, where students wrote a letter to Santa, asking him for presents and doing some draws using the vocabulary saw in this session. Students felt comfortable, we think that the class was so short because we had just that class to see and work with this topic, so it is impossible to see if students learnt or not Christmas traditions and vocabulary. One option for improving this class could be to see more vocabulary about it and to do more listening, in this way for the students will be easier to understand the lyrics of a song and they won't feel uncomfortable because they don't know what the song is talking about.</p>

Appendix 8. Field diary 10

<p>Field diary # 10 Date: November 5th, 2013</p>
<p>The class started with the song that they have learnt the last session, which was good because thought movements they remembered the lyrics, TPR helped them to memorize the song because they learn by doing. For the students was good and also for me because the song combined with the movements, helped them to understand better and to learn faster.</p> <p>On the second activity they matched correctly the season with the corresponding weather using images and words. It was so interesting too because through the song they recognized all the vocabulary about weather and season. Also they made the association with the corresponding month of the year depending of each season.</p> <p>In the listening activity, they heard the characteristics that we had mentioned and then they guessed the right season according to the weather. It was exiting for as because they understand more and more every day, some of them continue doing translations when we speak, but others understand without making translations.</p> <p>The last activity was with TPR approach. They used they body to describe a season and the others guessed what they did. They had a great time and one of them came to us to say that he wanted to do the same activities the next class because they were having fun while they were learning. In conclusion, I have to keep working with them with those kinds of activities.</p>

Appendix 9. Semi-structured interview participant CD, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

CD: Si porque es mejor aprender

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

CD: Es que a veces cuando tu haces los movimientos si entendemos, pero cuando otros lo hacen yo casi no entiendo y es que como que no se como hacerlo.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

CD: No, porque uno no le puede entender.

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

CD: si, porque entiendo mejor.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

CD: No, porque me confundo.

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

CD: No, porque uno no le entiende

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

CD: Si, porque...

Appendix 10. Semi-structured interview participant OP, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

OP: Si me gustan porque puedo aprender más con, si con movimientos actividades.

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

OP: Sí, porque entiendo más, que haciéndome explicar con los movimientos... si me ayuda entender mejor, ella nos explica más con los movimientos que con el habla si, entonces yo entiendo más con los movimientos que cuando hablan.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

OP: Porque entiendo de un modo diferente que de hablar, entonces me siento más, si como más tranquila con eso.

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

OP: Sí, porque voy entendiendo paso a paso que me van explicando.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

OP: Es que a veces me aburro porque como que hacemos siempre movimientos y de tantos movimientos pues yo como que me confundo y no entiendo tanto.

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

OP: Si porque entiendo que es lo que están diciendo, que es lo que están hablando.

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

OP: Sí, porque em, como explicarle, porque entiendo como mas eh en movimientos, si como para explicar, comprender.

8. ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

OP: Ah sí, porque cuando escucho y es así que hablan no entiendo mucho, pero con los movimientos entiendo más.

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

OP: Sí, porque cuando hablo o escucho algo me ayuda a bajar mi stress me siento más calmada.

Appendix 11. Field diary 5

<p>Field diary # 5 Date: October 1st, 2013</p>
<p>The class went according to the lesson plan; however the last activity was not developed.</p> <p>The class started with a warm-up activity, where the topic was introduced by asking some questions about Christmas to the students. Then, students saw a set of flashcards related to the topic in order to introduce and identify Christmas vocabulary, the activity was good because it was a way for interacting with them and at the same they learned new vocabulary.</p> <p>The second activity was Santa's bag, where the students should take an image from the table, after that, to paste it in the bag according to what a classmate was saying wanted to have for Christmas, the activity was worthy because they practiced speaking and listening, Also they had the possibility of share their likes, and they could get to know from the other, which allows students to be tolerant with the different opinions from everyone. The third activity was a Christmas song called Santa clause is coming to town in which they should listen careful the song, in that way fill some blanks that were on the lyrics, and additionally they used their body to express understanding about it. This activity was kind of hard for the students, since the song was a little fast and for them was not that easy find the correct word, so the activity took more time that the one was planned. Although the difficulties presented, it was good because it made them to put more effort to develop the activity correctly. As well they practiced and tried to improve their pronunciation. However ,they showed that they are getting bored using the approach because it is too repetitive and with Christmas topic was not easy to perform the vocabulary for the reason that there is no way to make specific movements that interpret what the students want to express.</p>

Appendix 12. Checklist 2

Check list # 2						
Date: September 10 th , 2013						
Total of students: 50						
Objective	TPR implemented	Indicators	Achievement from 1 to 3 & number of students			Comments
			1	2	3	
To associate food with daily meals by using present simple in listening and speaking activities.	TPR'B	Students use simple present tense in a speaking activity.	2	19	29	For the students it was difficult to use present simple because they not used to do it. But gestures and expressions helped them to achieve the indicator.
		Students understand their classmate ideas and share their points of view through movements.	3	16	31	Most of the students understood their classmates by following instructions, some others were confused.
		Students are able to talk about food using body movements.	0	17	33	Students were relaxed during this activity because they enjoyed the use of body movements to express themselves.
Degrees of achievement						
1. Indicates the number of learners who have not been achieved the indicator, or who did it in a low standard.						
2. Indicates the number of learners who have achieved the indicator, but not always consistently or with a high standard.						
3. Indicates the number of learners who have achieved with a high standard the indicator.						

Appendix 13. Checklist 3

Check list # 3 Date: September 24 th 2013 Total of students: 50						
Objective	TPR implemented	Indicators	Achievement from 1 to 3 & number of students			Comments
			1	2	3	
1. To learn weather vocabulary through real situations, including the four seasons, body movements and pictures.	TPR 'B & TPR 'P	Students are able to talk about the daily weather using mimic.	2	18	30	The number of students who have 1 did not want to participate on the activity.
		Students use the correct body movement to show understanding of the story they listened in class.	10	15	25	Some students were confused about some movements and about the story, but after repeating they demonstrated a better understanding.
		Students can identify the four different seasons according to the teachers' hand gestures/movements	4	17	29	Students had a good understanding during the activity but some of them were confused with some movements.
		Students can differentiate weather by watching the teachers' expressions/movements and pointing at the right image.	5	13	32	Most of the students differentiated the kinds of weather in a high level. Others were not interesting on the topic.
Degrees of achievement						
1. Indicates the number of learners who have not been achieved the indicator, or who did it in a low standard.						
2. Indicates the number of learners who have achieved the indicator, but not always consistently or with a high standard.						
3. Indicates the number of learners who have achieved with a high standard the indicator.						

Appendix 14. Checklist 4

Check list # 4						
Date: October 1 st 2013						
Total of students:						
Objective	TPR implemented	Indicators	Achievement from 1 to 3 & number of students			Comments
			1	2	3	
1. To recognize vocabulary on weather and seasons by doing listening and speaking activities, through TPR approach	TPR 'B & TPR 'P	Students can recognize vocabulary by listening to a song through teachers' body movements and applying the words in real contexts	4	10	36	Most of the students were confused at the beginning but then they understood the song following teacher's movements.
		Students can identify the lyrics of the song through images and movements.	0	18	32	All of the students achieved this indicator; some in a high level some of them with some difficulties.
		Students can differentiate weather according to the teacher's expressions and pointing at the right image.	3	15	32	The minority of the students were confused with some body movements, but the majority of them demonstrated a good understanding by differentiating the weather according to the teacher's expressions.
		The students can express their weather preferences and explain why by using body movements in a speaking activity-	7	25	18	Not all the students did both things, some of them just did the movements and others just the speaking part.
Degrees of achievement						
1. Indicates the number of learners who have not been achieved the indicator, or who did it in a low standard.						
2. Indicates the number of learners who have achieved the indicator, but not always consistently or with a high standard.						
3. Indicates the number of learners who have achieved with a high standard the indicator.						

Appendix 15. Checklist 6

Check list # 6 Date: October 15 th 2013 Total of students: 50						
Objective	TPR implemented	Indicators	Achievement from 1 to 3 & number of students			Comments
			1	2	3	
1.To describe, weather, seasons and clothes using the physical movements and vocabulary they learned in the previous classes	TPR 'B	Students are able to identify the characteristics of seasons and weather.	6	21	23	Students were confused with seasons and weather at the beginning but then they understood.
		Students are able to demonstrate their understanding of the topic by using body movements	2	18	30	Students show a good understanding on the topic by doing different body movements.
		students are able to follow the teacher' instructions, to express themselves verbally and with body movements (TPR)	1	26	23	Some students had problems on their speaking, but they did the right movements.
		Students are able to identify the characteristics of seasons and weather through movements.	0	17	33	Students were confused with seasons and weather at the beginning but then they understood.
Degrees of achievement						
1. Indicates the number of learners who have not been achieved the indicator, or who did it in a low standard.						
2. Indicates the number of learners who have achieved the indicator, but not always consistently or with a high standard.						
3. Indicates the number of learners who have achieved with a high standard the indicator.						

Appendix 16. Checklist 7

Check list # 7						
Date: October 22 nd , 2013						
Total of students: 50						
Objective	TPR implemented	Indicators	Achievement from 1 to 3 & number of students			Comments
			1	2	3	
To be involved on Christmas vocabulary and its customs in real life.	TPR'B TPR'P TPR'O	Students point at the right image following body movements	3	18	29	The majority of the students achieved the indicators. The students who had 1 did not want to participate.
		Students do correctly listening activities by following teacher's instruction.	3	19	28	The listening activity was excellent because most of the students understood vocabulary about Christmas by following teacher's instructions and other classmates' movements.
		Students respond correctly with movements by using TPRB	3	17	30	TPR help the majority of the students to achieve the goals but they did not found a movement to express what they wanted to transmit.
		Students select the right object following body movements.	4	19	27	Most of the students selected the right object base on their experiences and the body movements.
Degrees of achievement						
1. Indicates the number of learners who have not been achieved the indicator, or who did it in a low standard.						
2. Indicates the number of learners who have achieved the indicator, but not always consistently or with a high standard.						
3. Indicates the number of learners who have achieved with a high standard the indicator.						

Appendix 17. Checklist 5

Checklist # 5						
Date: October 8 th , 2013						
Total of students: 50						
Objective	TPR implemented	Indicators	Achievement from 1 to 3 & number of students			Comments
			1	2	3	
1. To reinforce vocabulary about weather, seasons and clothes.	TPR 'B' & TPR 'P'	Students remember the vocabulary learned in the previous classes	5	57	10	Students don't practice at home and sometimes is difficult for them to remember the topic.
		Students are able to express their favorite clothes with body movements and pointing at some pictures	5	23	44	Students did the right movements and pointed the right images. Visual aids help them to understand better.
		Students are able to describe weather, seasons and clothes both verbal and non-verbally	0	26	46	At the moment of speaking some of the students had difficulties, but the non-verbally part they did it well.
		Students follow teachers' instructions base on her movements	5	12	33	The majority of the students understand teacher's instructions through movements during the class.
Degrees of achievement						
1. Indicates the number of learners who have not been achieved the indicator, or who did it in a low standard.						
2. Indicates the number of learners who have achieved the indicator, but not always consistently or with a high standard.						
3. Indicates the number of learners who have achieved with a high standard the indicator.						

Appendix 18. Semi-structured interview participant GH, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

GH: si porque uno sabe cómo hacerlo y porque sé cómo hacerlo.

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

GH: si porque voy aprender lo que el profesor me enseña.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

GH: porque aprendo mucho inglés y vocabulario en inglés.

* ¿Te ayuda aprender vocabulario como los números, las partes del cuerpo?

GH: si mira, one two, three four, five...

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

GH: No señora, porque es que yo siento que no entendí bien porque yo no entendí tanto.

* ¿Tú no entiendes tanto? ¿Ósea piensas que se te hace difícil hablar en inglés?

GH: Si, pero le voy a decir a mi mamá que me ayude.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

GH: Si porque cuando la profesora hace los movimientos yo entiendo lo que dice el audio.

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

GH: si, porque después yo sé hablar y entender.

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

GH: si, porque uno sabe más inglés, sabe cantar y sabe hablar.

8. ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

GH: si, porque cuando la profe dice algo tú dices que no, practicamos, lo decimos y yo después lo digo bien, y si no, yo lo digo mal y le digo a mi mamá que me ayude hablar en inglés porque a veces no sé.

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

GH: No, porque a veces soy tímido y no quiero hablar ni hacer los movimientos

* ¿sí? ¿Y en la clase?

GH: Si, también.

Appendix 19. Semi-structured interview participant QR, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

QR: Si, pues porque es divertido, y me siento mucho mejor.

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

QR: Mmm, pues más o menos, porque se puede decir los nombres en inglés de las partes de la mano de las partes del cuerpo, pues eso es lo que yo entiendo.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

QR: Mm porque yo puedo ver como se mueven y como nos explican las palabras viéndolo y poniendo cuidado.

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

QR: Si, pues porque cuando me pongo a estudiar noto y aprendo cosas nuevas, si darme cuenta ni siquiera.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

QR: Si, porque los movimientos me ayudan a entender más rápido y a entender lo que escucho

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

QR: Mm no casi, pues porque no sé, yo entiendo más cuando me explica.

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

QR: Pues sí, porque entre más se mueve más me explica y yo aprendo mas.

8. ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

QR: Sí, porque cuando escucho música y eso en inglés, me gusta cantar en inglés.

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

QR: Sí, porque cuando hablo me siento más aliviado, como hablar y sentirme bien porque hice algo bien o a veces hago un poco de errores.

Appendix 20. Semi- structured interview participant MN, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

MN: Si a mí me gusta porque uno puede digamos puede hacer las manualidades, puede aprender pero ejercitándose.

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

MN: Porque con los movimientos yo entiendo lo que el profesor está tratando de decirme.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

MN: Me gustan las actividades donde uso mi cuerpo porque puedo recordar las palabras.

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

MN: Sí, me han ayudado hartísimo, Porque en las evaluaciones yo me acuerdo como es.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

MN: Sí, porque digamos algunos niños hablan y la profesora les hace así (el estudiante muestra su mano y la cierra) para decirles que se queden callados, para hablar.

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

MN: Sí, porque ahí yo puedo saber cómo es y como toca hacerlo. Digamos hacer algo pero con manualidades digamos maus, nose, así . Digamos..mm contando con los dedos. (El estudiante va tocando las partes del cuerpo cuanto las nombra)

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

MN: más o menos, porque cuando toca hablar, toca hablar, cuando toca hacerlos moviéndose pues toca hacerlo ejercitándome.

8. ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

MN: Más o menos, porque cuando toca hablar, toca hablar, cuando toca hacerlos moviéndose pues toca hacerlo ejercitándome.

9. ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

MN: Sí, porque cuando la profesora habla en ingles sabemos cómo es y como toca hacerlo entonces, haciendo los movimientos corporales toca al menos movernos y des estresarnos.

Appendix 21. Semi-structured interview participant EF, personal communication

1. ¿Te gustan las actividades donde puedas utilizar tu cuerpo para aprender inglés y porque?

EF: si señora me gusta porque nos movemos nos interactuamos.

2. ¿Piensa que el uso de expresiones faciales, movimientos de la mano y movimientos del cuerpo lo ayudan a entender inglés mejor?

EF: Si señora, porque no sé, es como aprendemos con las mímicas.

3. ¿De qué manera piensa usted que el uso de movimientos corporales facilitan su adquisición de vocabulario?

EF: Porque por ejemplo uno no sabe cuál es la palabra en inglés pero entonces cuando uno la hace la interactúa uno se acuerda o uno piensa, ya sabe cuál es la imagen.

* Ósea, ¿Los movimientos te ayudan a acordarte de la palabra?

EF: Si señora.

4. ¿Ha notado mejoramiento en sus habilidades de habla usando movimientos corporales?

EF: Si, he mejorado mucho.

5. ¿Entiende mejor cuando la profesora usa movimientos corporales para mejorar su comprensión de escucha?

EF: Si, por ejemplo tú haces movimientos y yo entiendo mejor, sí.

6. ¿Piensa que los movimientos corporales lo ayudan a pensar más rápido y obtener una idea general en una actividad de escucha?

EF: si señora, me es más fácil entender así con los movimientos.

7. ¿Considera que usando movimientos corporales le ayudan a expresar mejor las cosas en inglés? ¿De qué manera?

EF: Si señora, es que de pronto soy tímido hablando y me expreso mejor con señas y movimientos

8. ¿Sientes que los movimientos corporales te ayudan a reducir la presión cuando usted escucha algo en inglés? por favor explique.

EF: Si señora, me parece más fácil hacer los movimientos y después decirlo en inglés y así uno lo entiende más en español.

9. : ¿Siente que usando movimientos corporales lo ayudan a reducir el stress cuando habla en inglés? Por favor explique.

EF: Yo me siento igual con los movimientos, o si no hago los movimientos, no me siento estresado.

Appendix 22. Field diary 01

<p>Field diary # 01 Date: August 13th, 2013</p>
<p>Throughout the class students have shown that their lack of continuously contact with the foreign language is interfering with the development of the class and with their learning processes, because students do not have confidence in their communication skills, since the head teacher translates all what it is being said, and do not let them to interact with the language, and it makes their participation low and that is not good, because the idea is not to be in front of them transferring knowledge, but it is that they construct their own. It means that they learn by doing and not by heart. Additionally, they were too talkative and it interrupted the class lot of times and we think that one of the reasons is that they felt lost in the topic, so it made them too lose the interest. Also they showed that they need to work more in simple vocabulary, in pronunciation and in some grammar expressions, because they are using their mother tongue to express something or to be understood. Besides, students in those classes did not interact with each other. And in order to carry out the next activities it needs to be improve, since we really want them understand and increase their participation.</p> <p>It can be conclude, that students need to work on their communication skills, since they were not able to express their ideas in speaking activities, and instead, they used their mother tongue to be understood. In the listening activities their facial expressions showed that they were unhappy and that they felt lost.</p>

Appendix 23. Video observation 6

Date: October 15th, 2013	Video observation # 6
<p>Lesson objectives</p> <p>To listen, learn and perform a Christmas song using TPR.</p>	
Activities implemented	TPR approach applied
TPR	TPR'B
<p>Students reactions</p> <ul style="list-style-type: none"> • Students performed a Christmas song with positive attitude • Students pronounced correctly the song and Christmas vocabulary when they saw some body movements. • Students showed understanding by interpreting what they listened. • When students didn't understand an audio or didn't understand us they tried to guess what we said because they were interested on participate during the class. 	<p>Positive effects:</p> <p>Students had a good attitude during the class, they were participating a lot, they showed that their listening comprehension and pronunciation are improving. They were concentrated on the activity, in their faces it was reflected that they were having fun, they looked happy and it made the class more enjoyable</p> <p>Negative effects:</p> <p>Despite the fact that working with TPR had had a positive impact on the students and that the class was enjoyable, the participants expressed that they are getting bored using the approach because it is too repetitive and although they showed understanding in the different activities, they said that with Christmas topic sometimes was not easy to perform the vocabulary for the reason that there is no way to make specific movements that interpret what the students want to express</p>

Appendix 24. Video observation 3

Date: September 24th, 2013	Video observation # 3
Lesson objectives To recognize and make body movements to express clothes, weather and seasons.	
Activities implemented Warm up activity	TPR approach applied TPR'B
Students reactions <ul style="list-style-type: none"> • Most of them were so excited about the activity. • The students were concentrated on the activity. They had a good attitude, their participation and interaction with the classmates and with us was good. • They tried to identify all the movements, according to the clothes. • Sometimes the body movements are similar, so they were a little confused about what was the correct word for each movement, in this case clothes. • They showed that they could identify the clothes and its movement, but sometimes they did not know or they forgot what the name is in English. • Some of them did not participate or some participated but they were not as enthusiastic as the majority. 	Positive effects: Students exhibited topic understanding through that kind of activity (TPR), since they recognized vocabulary through body movement. Also, all the students had a good attitude, their participation and interaction with the classmates and with me is going well. They were focused on the class. Moreover, one of the positives things of implementing TPR in class is that the objective proposed for the class was fulfilled. Negative effects: Some students did not participate, we could not identify the reason, but we think that it happened because they did not understand or because they did not like that kind of activities. Besides, as the activity caught their interest so much, and most of them wanted to participate, they screamed so much that it was hard to control all of them.

Appendix 25. Video observation 8

Date: October 29th, 2013	Video observation # 8
Lesson objectives To reinforce Halloween vocabulary inventing a story about Halloween traditions.	
Activities implemented Story about Halloween traditions	TPR approach applied TPR'B TPR'S
Students reactions <ul style="list-style-type: none"> • Students performed a story telling watching and using Halloween vocabulary • Students recognized Hallowing traditions while their classmates represented them with body movements • Students were motivated with the activity. • All of them used correct movements to perform the traditions. • Some of them didn't want to speak, just make the movements. • All they students felt comfortable with the activity, nobody was shy or afraid. 	Positive effects: Students acquired more vocabulary doing this kind of activities with TPR than with others, for them it was fun and maybe easier to learn, they have improved their listening and speaking skills, and the objectives proposed for the class were fulfilled. Students tried to speak during the class in English and they were not afraid to make pronunciation mistakes since they used their bodies for being understood while saying something. They felt comfortable and enthusiastic; all the students are making physical movements for representing Halloween traditions. Negative effects: On the video it was possible to see that some of them don't talk because they are afraid to do it, but they make movements, gestures and sounds in order to perform the activity.

Appendix 26. Video observation 1

Date: September 10th, 2013	Video observation # 1
<p>Lesson objectives To learn weather vocabulary through real situations, taking into account the four seasons, body movements and pictures.</p>	
<p>Activities implemented</p> <p>Song about weather</p> <p>Pictures</p>	<p>TPR approach applied</p> <p>TPR'B</p> <p>TPR'P</p>
<p>Students reactions</p> <ul style="list-style-type: none"> • Most of the students liked to perform the song using body movements TPR. • Most of the students had a good attitude. • They used the correct body movements to express the vocabulary. • Most of them participated as much as they could. • Some of them were a little shy while they were performing the song in front of their classmates. • They had a fun time doing the activity. • Two students showed that they were not that interested in that kind of activity, they did not participate that much. 	<p>Positive effects:</p> <p>We could see that for most of the students this kind of activity for most of the students was much easier and faster to learn the weather, seasons and clothes vocabulary, because they showed their understanding through their facial, hands and body movements.</p> <p>Additionally the implementation of TPR'P was a useful tool for helping them to acquire the vocabulary.</p> <p>Negative effects:</p> <p>This TPR activity was not interesting for all the students, because it was not easy for all of them to perform the song in front of their classmates, since they felt shy and uncomfortable</p>

Appendix 27. Video observation 7

Date: October 22nd, 2013	Video observation # 7
Lesson objectives To learn season vocabulary through a storytelling, using body movements and images.	
Activities implemented Story about seasons and Pictures	TPR approach applied TPR'B, TPR'P, TPR'S
Students reactions <ul style="list-style-type: none"> • Students performed well a story telling watching some images. • All the students had a good attitude and participation during the activity. • Most of them used the correct movements or words for expressing their ideas. • Some of them were shy and didn't feel comfortable to participate in the activity. • Most of them liked the activity. • Some of them were confused doing the right movements, but when they watched the images they remembered the right movement. 	Positive effects: On the video we watched that students felt comfortable doing body movements and gestures in order to perform a story telling about season. Also, it is easier for them when they see some images that correspond to the right movements. They had good attitude during the activity and they showed a good understanding on the topic. Negative effects: On the video we can see that for 3 students, it was not easy to participate in the activity because they did not feel comfortable, they were shy and afraid to make some mistakes. Also, sometimes students were not able to perform something, just when they saw some images.

Appendix 28. Video observation 2

Date: September 17th, 2013	Video observation # 2
<p>Lesson objectives</p> <p>To recognize weather and seasons' vocabulary in a listening activity, through TPR approach activities on students' listening and speaking skills.</p>	
<p>Activities implemented</p> <p>Warm up activity</p>	<p>TPR approach applied</p> <p>TPR'B</p>
<p>Students reactions</p> <ul style="list-style-type: none"> • The students showed that they can express their ideas through TPR. • They sometimes showed that they felt shy while performing activities relating to the weather outside of their classrooms. • Some of them were afraid that their mates will laugh at them. • Some of them were not as expressive as their other classmates, so for them was difficult to do the activity. • In the listening activities they showed better understanding when the teacher performed the song or story. • Students matched some pictures pointing with the finger; it means they implemented TPR approach for being understood. 	<p>Positive effects:</p> <p>For the students it was easier to understand when the teacher presented the topic using TPR approach. They repeated the body movements to identify the different seasons, showing that they understood the audio. Additionally for most of them this kind of approach was a fun way for learning a second language.</p> <p>Negative effects:</p> <p>Some students got distracted during the activity, they paid more attention to the mistakes that their class mates did, instead of focusing on the activity. Also, as this kind of activity implies lot of movement some of them got too excited and it created disorder.</p>

Appendix 29. Questionnaires results

Number of the question	Possible answers and number of students			
	Always	Usually	Hardly ever	Never
1	30	16	4	0
2	32	16	2	0
3	28	18	3	1
4	29	15	4	2
5	31	16	0	3
6	33	12	3	2
7	28	18	2	2
8	32	12	4	2
9	36	8	1	5