The influence of implementing the Total Physical Response method in the motivation for EFL

learning in third grade students at Santa Ines public school in Santander de Quilichao

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APPROVAL

UNIVERSIDAD DEL CAUCA

The Undersigned Committee of Human and Social Sciences School approves the project developed by Luis Mauricio Guerrero, Cristian Daniel Muñoz and Yeison Alexander Reyes entitled:

The influence of implementing the Total Physical response method in the motivation for EFL learning in third grade students at Santa Ines public school in Santander de Quilichao

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Oral defense location and date:

Dedicated to

To our teachers and friends.

Abstract

This study intends to reflect on the influence of the implementation of the Total Physical Response Method in the motivation for EFL learning in third grade students at Santa Ines public school in Santander de Quilichao. This qualitative action-research was conducted in four stages in which observation, audiovisual materials, interviews, and field journals were the instruments used to gather data. The results indicated that the Total Physical Response method came up as a positive strategy to teach English as a foreign language and contributed to increase students' interest and participation during the activities. Therefore, this method is found to be effective for teachers who are lacking strategies and methods in English teaching and for experienced teachers as a favorable strategy.

Keywords: *Total Physical Response Method, motivation, EFL, strategy to teach English.*

Resumen

Este estudio intenta reflexionar sobre la influencia de la implementación del Método de Respuesta Física Total en la motivación por el aprendizaje de inglés como lengua extranjera de los estudiantes de grado tercero de la escuela pública Santa Inés en Santander de Quilichao. Esta investigación acción cualitativa fue desarrollada en cuatro fases donde la observación, el material audiovisual, las entrevistas y los diarios de campo fueron los instrumentos para recolectar datos. Los resultados indicaron que el Método de Respuesta Física Total se presenta como una estrategia positiva para la enseñanza de inglés como lengua extranjera y también contribuye a incrementar el interés y participación de los estudiantes durante las actividades. Por lo tanto, este método resulta ser efectivo para profesores que carecen de estrategias y métodos en la enseñanza del inglés y para los experimentados como una estrategia muy favorable.

Palabras clave: *Método de Respuesta Física Total, Motivación. Estrategia para enseñar Inglés.*

Résumé

Cette étude tente de réfléchir sur l'influence de la mise en œuvre de la Méthode de Réponse Physique Totale sur la motivation pour l'apprentissage de l'anglais comme langue étrangère des élèves en troisième année de l'école publique Santa Inés à Santander de Quilichao. Cette recherche-action, laquelle est qualitative, et qui a été développée en quatre phases dont l'observation, le matériel audiovisuel, les interviews et les journaux de terrain ont été les instruments pour recueillir des données. Les résultats ont montré que la méthode de réponse physique totale est perçue comme une stratégie positive pour l'enseignement de l'anglais comme langue étrangère et contribue également à accroître l'intérêt et la participation des étudiants pendant les activités. Par conséquent, cette méthode s'avère efficace pour les enseignants qui manquent de stratégies et de méthodes dans l'enseignement de l'anglais et pour ceux expérimentés comme une stratégie très favorable.

Palabras clave : *Méthode de réponse physique totale, motivation, EFL, stratégie pour enseigner l'anglais.*

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Introduction

Learning English is essential for today's globalized world, as it is a relevant source for today and future generations to be immersed in the digital era which started in the 1980s. Thus, teaching and learning English has become relevant in Colombian schools (Ministry of National Education, 2015). To succeed in the language learning process, a combination of personality factors such as motivation, self-esteem, confidence and risk-taking are required (Brown, 2007).

In previous studies (Carrasco, 2020) aiming to inquire on the influence of the TPR method to enhance English learning, the improvement of motivational processes was evidenced. The method helped students with the appropriation of English through activities combining listening, speaking, observation and imitation through body language to reach a meaningful learning. Besides, having done a detailed observation of the third-grade classroom environment located in Santander de Quilichao, an evident lack of motivation was found. Consequently, a research question was placed: What is the influence of TPR on the third-grade student's motivation in the English learning process at Santa Inés school in Santander de Quilichao?

To have a better understanding of the problem, a qualitative action-research study was proposed to reflect by using observation, a field journal, audiovisual material, and some interviews on the influence of the implementation of the Total Physical Response Method in the motivation for EFL learning. The study was divided into three chapters: the problem statement, the conceptual framework, and methodological aspects.

Problem statement

Nowadays, speaking more than two languages gives you the opportunity to be up to date with a competitive world which means a globalized world. For this reason, English is well known to be the language that fits best in most countries. This is the case of Colombia where the ministry of education has placed all its efforts to boost EFL at public schools. However, there exists a lack of English teachers in most of these institutions around the country. In Santander de Quilichao, this situation is evidenced as some public schools are willing to let pre-service teachers support the English subject.

To illustrate the previous situation, critical conversations were held with teacher María Deyanira who shared her concerns regarding both learning and teaching English at the Santa Ines school. Furthermore, she stated that she does not feel she has the proper strategies, however, she does her best. Additionally, she said that she was greatly pleased when an English monitor worked with her course before the covid-19 pandemic, because they displayed motivation to learn English due to the variety of dynamic activities that he implemented. Therefore, there is certainly a recurrent situation within the elementary public schools' classrooms: the teachers are not always qualified nor have the expertise to implement different approaches and methodologies into practice. Thus, the English learning process turns into a non-relevant matter to students.

In respect to Latorre (2005), each research begins with the concern of its researchers that moves them to work on a specific "problem", which in this case is the lack of motivation for EFL learning that third-grade students from Santa Ines school displayed during an observation. In this sense, two problematic issues that can be given attention to were identified: the first is the

lack of use of different methods and strategies to teach English inside the classroom and the second is the lack of interest and motivation from students.

Students' lack of motivation in learning English is not only a matter of the third-grade teacher, but a deeper understanding that involves the participants' family, friends, and themselves. Then, being aware of the English teaching methods studied during the career of bachelor of Modern Languages, researchers understood how meaningful it would be to work on a dynamic method that promotes participants' motivation.

Undoubtedly, the role of the English teacher is to help awaken students' motivation to learn the target language. This is why, in English teaching, different methods and strategies have been used to boost the effectiveness of the EFL (Aldana, 2018). Of the many strategies and methods used in EFL, TPR appears to be a suitable one that proves to increase motivation levels. Therefore, the next question has been placed: What is the influence of TPR on the third-grade student's motivation in the English learning process at Santa Inés school in Santander de Quilichao?

Rationale

Throughout the experience as foreign languages students, researchers have evidenced the benefits of speaking different languages such as enriching professional lives. Additionally, speaking two or more languages offers great advantages in a globalized world. An example of this is Colombia where teaching and learning English has become relevant to education due to commercial relations with foreign countries and the opportunities for personal and professional growth (Carrasco, 2020).

When learning English, it is essential to consider two personality factors such as motivation and self-esteem. On one hand, fostering motivation activates students' emotions which helps them to achieve effective learning. TPR method is considered as a method that promotes a dynamic environment and which provides both students and teachers an easy and appropriate context to participate actively, without shyness, interactions and even games. So, students' emotions are remarkably visible which end by impacting positively their English learning process. Besides, due to the lack of use of different English teaching methods in the third-grade classroom, students' learning process becomes non relevant to them, this is why we find an opportunity to implement different strategies to make the English learning process dynamic and engaging. Among the multiple strategies and the method provided by Total Physical Response, students from the previous school mentioned might increase their interest and the probability to succeed in the learning English process.

On the other hand, self-esteem is considered relevant when fostering confidence in students as they need it to participate in a dynamic learning environment. Total Physical Response, as observed by Xie (2021) implies elements such as seeing, hearing, complete body

experiences, working with others, playing, doing, or acting. All this is turned into a meaningful learning process. In addition, when students are persuaded to learn English through TPR, their self-esteem and confidence are fostered (Xie, 2021, p. 296).

As third-grade teacher shared with this project that her students do not feel committed to English, the strategies implemented in the course have not been so inspiring for them. For this reason, implementing the action-research would be essential to inquire beyond new strategies to improve English learning among participants. Total Physical Response is useful to teach English to young learners since it can effectively encourage students' enthusiasm, evoke students' interests, reduce affective filters, enhance motivation, and build up confidence to learn English (Savić, 2014). Therefore, implementing Total physical response not only might increase students' interest in learning English but foster self-esteem which is essential when implementing dynamic activities with the participants.

Objectives

General Objective

To reflect on the use of the Total Physical Response method and its influence on students' English learning motivation in the third grade of Santa Inés elementary public school.

Specific objectives

- To identify the extrinsic motivation that third grade students have over Learning English as a foreign language before and after the implementation of the TPR.
- To implement activities based on the Total Physical Response method that will be carried out during the sessions.
- To describe students' outcome towards their interest and feelings regarding the implemented activities based on TPR.

Conceptual framework

The conceptual framework is the collection, systematization, and exposition of the fundamental concepts for the development of a research, whether in the scientific area or in the humanistic area. The conceptual framework or theoretical perspective is integrated with theories, theoretical approaches, studies, and antecedents in general, which refer to the research problem (Baptista, 2014). Considering the relevance of the conceptual framework related to a study, the concepts to be carried out during this research were: Language teaching method, strategy, Total Physical Response, individual differences, motivation, self-esteem, emotions, English as a foreign language, and basic learning rights.

Language teaching method

It is a single set of procedures which teachers are to follow in the classroom. With the aim of driving students to learn a language and depending on the goal, a language teaching method is taken into consideration. Methods are also usually based on a set of beliefs about the nature of language and learning (Nunan, 2003, 5).

The Total Physical Response Method

This is a method to learn English in which both actions and speech are combined to foster an environment of dynamism because of the application of motor activities. Additionally, in agreement with one of the most influential researchers regarding TPR, who is Asher (1977), the TPR method, in the first learning stage of a language, that includes physical commands, is of great importance. Furthermore, one of his three influential learning hypotheses is related to a

stress-free environment. Consequently, physical commands plus a stress-free environment which are highly associated with TPR method become more relevant than only focusing on grammatical structures (Asher 2007, as cited in Savic 2014, 448). So, the researchers' intention concerning the implementation of TPR activities in the third graders will be entirely influenced by commands (gestures). According to Richard (2014, 277), "the stronger the memory association combining motor activity and tracing activities, such as verbal rehearsal, the probability of successful recall is increased". To make this clear, the way a person learns the native language should be considered when learning a new language. Therefore, the teacher first gives a command and performs the corresponding action with four volunteers in front of the class (command: Stand up.), while the class just listens and watches them perform. New commands are added one by one to a set of already internalized commands (Stand up. Sit down. Turn around. Jump. Stop. Walk.), with the teacher modeling the corresponding activities together with the volunteers, and frequently changing the sequence of commands¨ (Larsen-Freeman 2004, 109, as cited in Savic M. 2014, 449). To carry out activities based on this method, **strategies** were required, which are defined as methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2007, 119). As this research aims to apply five activities based on TPR, strategies are required to achieve each activity's goal.

Another concept that is relevant to this study is **English as a Foreign Language** which is seen as useful when pretending to communicate with either native English speakers, or non-Spanish speaking people for work, business, studies, or vacation. As Peng, S. (2019, 33) says "EFL means learning English in non-English-speaking countries¨. Regarding the third graders, it was expected that activities based on TPR foster the speaking skill competences as it is stated on

the Basic Learning Rights. Successfully learning English as a foreign language requires, as proposed by Brown (2007, 152), "the combination of personality factors such as motivation and Self-esteem"**.**

Motivation

The term motivation represents an essential segment of the study, it is a major construct in the core of it which is why it is pertinent to develop it in depth for a better understanding. The term "motivation" (Dornyei, Z. 2001, 6-7) is generally seen as a very important human characteristic but which is also very complex to explain because of human behavior. Referring to motivation is going to the causes and origins of a particular action. Concerning the above, it is very common to hear someone say ¨That person achieved his goals since he was motivated¨. So, it is not simply that someone was motivated; there is a set of details that are part of motivation. Consequently, it will be reflected on people's decisions, how hard they will pursue a goal and their willingness to achieve it. Hence, decision making, the effort and persistence are significant factors resulting from motivation's causes and origins which are seen in people's actions. Therefore, extrinsic motivation is found pertinent for this study since it implies to be motivated to learn a new language (Jabbari & Tohidi, 2012). Then, researchers will be able to perceive the students' motivations when implementing the TPR method.

Motivation for EFL learning

Motivation for EFL helps students accomplish target language goals and tasks given that, sometimes, students are not willing to commit errors then disabling them to improve and progress. Besides, when committing them, they can learn and enjoy the process. It turns motivation into a relevant matter for the English learning environment. Thus, when motivation becomes useful for students, mistakes do not make a negative influence in the learning process

(Dörnyei, 2001) when a pleasant atmosphere is provided. In accordance with the influence of motivation in English learners, it relies on the fact that success in this process depends on the student's attitude most of the time (Dörnyei,2001). In addition, it drives them to overcome any barrier as it works as a driver of guidance, control, and persistence in human behavior. Therefore, the students' behavior will depict the influence of the TPR method while being presented with dynamic activities. Whether the effort, persistence and decision-making are noticed or not, the researchers will be able to find the TPR as a proper method or not to influence students' motivation positively.

Self-esteem factor is considered a response from students' attitudes toward the experiences they are having. Whether they show interest or not in learning English, they will feel confident to expose it. It means, the attitude of approval or disapproval and the beliefs to be capable, significant, successful, and worthy when performing language tasks and everyday activities (Coopersmith, 1997).

Personality factors/Individual differences

According to Richards and Schmidt (2002), the behavior, attitude, beliefs, thoughts, actions, and feelings are linked to the personality factors or individual differences (Gardner, 1985) which are distinctive in each other. Thus, a student who has developed them would be visible in an English classroom. Human behavior plays an outstanding role when learning a foreign language, since they may affect positively or negatively. Regarding human behavior, we may find two (2) relevant personality factors in the EFL like self-esteem and motivation. Besides, when talking about personality factors, affectivity takes a remarkable part within it as it is associated with the willingness to receive and the worth people place on something (Brown, 2007, 152-153). So,

when these personality factors persuade a student, we may see him as a confident, willing and self-esteem student.

For this reason, the personality factors mentioned above are considered as manners to awaken students' **emotions** which are essential when implementing total physical response, as this implies the combination of physical activities to learning the target language. Therefore, when emotions are associated with a stimulus, they are activated in a way, so they have a relevant role in the English learning process (Moreno et al., 2018, 5). In view of the above, participants will be able to achieve the required **Basic Learning Rights**. This is a curriculum map that helps teachers to adapt the contents into a specific learning environment and according to the social context, as well as making English teaching and learning a relevant tool to go through the challenges concerning the 21st century's students (Ministry of Education, 2016).

Previous studies

Carrasco (2020) conducted a study using Total Physical Response activities to enhance motivation which encouraged students to learn, achieve, retain, and reproduce what they learned in the English classes. This study focused on qualitative-interpretative research since it understands and interprets the subjectivity of human reality (Hernández, 2003). The study had a population of 81 students from three seventh grade classrooms from three institutions in Barranquilla. The results revealed some insights regarding the development of motivational aspects facing the English learning process through TPR.

At the end of the study, the implementation of TPR activities displayed positive results. This method builds comfortable learning environments for students to feel confident. It also showed how functional, entertaining, and inclusive this method can be in different contexts. Besides, the study also concludes that students' interest in learning English awakened and encouraged them to go further to put into practice what they already studied. That is why, motivation is considered pertinent when aiming to get more effective English learning. Regarding the lack of motivation of the third graders, implementing TPR as a strategy that mixes motor activities and English learning, appears to be a compatible and well-suited method.

Another study by Ramirez (2018) proposed activities based on TPR which allowed the researchers to know how positive it is to implement the TPR in an English learning process. This method fostered students' motivation and interest. In addition, this method was found suitable for young learners as it includes movements that not only facilitates the learning of a foreign language but promotes social and corporal skills. Besides, for non-expertise teachers, this is found useful as it is an articulated tool to develop their pedagogical skills in the classroom to

carry out a dynamic learning of English through different recreational activities that promote the physical activity of their students. Therefore, this method positively enhances both teachers' teaching methodologies and students' learning process.

In accordance with the relevance of motivation in the English learning process, another work conducted by Mejía (2014) based on the identification of the causes of the low and difficulty of English learning in a group from the University of Icesi. To carry out this work, quantitative and qualitative methods were used as well as interviews, scales, and questionnaires. This work allowed researchers to notice that students from a low social status are more prone to fail English subjects. According to the results about motivation and attitude presented in Mejía research work, it reflects a high impact when a student has a positive attitude toward English learning. Considering that this situation positively fosters student's interest in learning, participating, and developing tasks, it is relevant to highlight that this student will have a positive impact when attending an English course, as the student will find it either useful or profitable. Otherwise, when students do not feel suitable for the course of English, it will turn meaningless. Thus, motivation is pertinent when looking for ways to reduce the factors of difficulty in learning English.

In a study by Xie (2021) TPR activities were applied by the researchers to investigate the effectiveness of this language teaching method. In this research, six participants (two students in a range from 5 to 12 years, two teachers, two parents) from a school in Guizhou province in China were selected. This study had a qualitative approach, and the interview and observation were used as instruments. The present study released positive findings since this method effectively arouses learners' enthusiasm, evokes their interests, reduces the affective filter, increases motivation, and increases confidence in learning English. In the conclusion they stated

that ¨TPR is mainly dependent on students listening to a command and then immediately responding with the appropriate physical action, gesture, eyesight, and facial expression via TPR songs, TPR games and pair work and so on¨. A great factor that caught the attention of the researchers was the increase of motivation which is needed in an English learning environment. According to English competences, this research is focused on the speaking competence, so TPR is found suitable ¨because TPR emphasizes on students' communicative competence, it is required to have a good foundation in the speaking skill¨.

Lopez (2021) proposed a study using Total physical Response activities to innovate English teaching as a foreign language. The participants were 35 students from elementary schools located in Ecuador between 6 and 7 years old. The instruments used in the study were the In-depth interview guide, consisting of five questions; the focus group guide, to collect 'Teachers´ experiences using dance and movements in EFL practice'; and the Assessment rubric. The results of the non-parametric Wilcoxon test displayed the positive effects of TPR by evaluating the hypotheses for motivation and vocabulary acquisition before and after the educational intervention using dancing and singing as learning tools. Total Physical Response generates more participatory learning classes and students feel motivated and more active. In addition, when children practice English in a fun way, they retain more information in the target language.

In another study, Centeno (2019) proposed activities using the Total Physical response method for learning English and used 24 students from seventh grade between 12 and 17 years of the educational institution "La Muralla" in Belalcazar, a municipality from Cauca. The instruments used for data collection were an interview, a survey, and a field journal. The results showed that activities based on TPR had a positive impact on the way in which these students

perceive the English language and its learning. There was also a relevant improvement in their attitude during English lessons which contributed to increasing students' interest in learning English and somehow, their friends' interest too.

Contextual framework

For obtaining a wide range of contextualization upon the students from third grade of the Santa Inés School, the researchers inquired about the municipality where the school is located and the school environment. In addition, Martinez (2006) defines the contextualization process as a critical reflection of the students about the context that surrounds them. This allowed researchers to have a clearer comprehension of the study subject as additional aspects (external) are considered. Without specifying a definition of contextual framework, Baptista (2014) mentions that "although the qualitative approach is inductive, we need to know more about the "terrain that we are treading" (p.358). It is relevant to place the study subject in a specific context to explain the characteristics of the environment where the research was carried out.

Colombia is a great country which is full of diversity and unique cities and towns, and this is the case of Santander de Quilichao where fauna and flora are as relevant as its people, making it an authentic place to dwell. This city is associated with the land of monkey pod tree (Samanes) because the most famous one that resides in the park called ¨Simón Bolívar¨, in front of the Instituto Técnico High school, where there is a public pool built in the river; in this place many kids, families, citizens and visitors gather to have a great time. In addition, thanks to its geographical location that approaches it to some other major cities as Cali and Popayán, the local economy profits from agriculture, local commerce, industrial infrastructure, and undoubtedly,

education. It is appropriate to highlight the value this city has placed over building educational institutions to empower the people and boost the future of its citizens.

For these reasons, this study was conducted in the Santander de Quilichao's context: a municipality belonging to the Cauca department located in the south-west of Colombia and very well known as "Tierra de Oro". This city is also recognized for its natural and cultural diversity where people have dwelled together in the construction of its peace and good future, from decades ago. Throughout time, the city has placed a remarkable value on education which is evident in the numerous opportunities regarding institutions whether it is elementary, middle, or high school. A particular institution, located in the south area of the municipality, became the first target of this research. Its name is "Colegio Fernández Guerra sede Santa Ines" and it is a public school that offers elementary education from kindergarten to fifth grade. The third-grade class is the course where this research was carried out, in which kids come from both the country and urban area.

All the nature that surrounds the schools makes it a pleasant and enjoyable place for students and teachers. The feature of combining green spaces along with TPR activities during the learning process allows students to feel less anxious and more committed. Yet another good reason is that it promotes a low-stress environment which is suitable to foster meaningful learning.

Methodological aspects

Qualitative research

According to the aim of this research, statistics were not considered but a reflection upon the implementation of the activities, as well as knowing both students and teacher considerations regarding the English learning process. That is why qualitative research was considered as a proper approach to this research, as it makes use of interviews, field journal, classroom observations and open-ended questionnaires to obtain, analyze, interpret, and reflect upon the data (Zohrabi, 2013).

Around the decade of 1920's, qualitative research was implemented by some researchers who were part of The School of Chicago and made collection of data an instrument. In the same manner, this research used qualitative research to collect and reflect upon data. Furthermore, qualitative research makes it possible to gather and analyze individualistic data on deeper levels which is an advantage (Haradhan, 2018). As this research is mainly focused on the participants' behavior, a quantitative approach does not provide the proper tools to reflect upon the implementation of TPR activities on the target population.

For data collection, the third-grade teacher shared her thoughts and reflections to obtain a broader perspective of what it meant to be an elementary school English teacher who does not have the required expertise. Otherwise, considering the strengths of a qualitative research, if researchers get immersed in the classroom environment when implementing the TPR activities, they gain an insider's view of the field, which allows the researcher to find issues that are often missed by the scientific, more positivistic enquiries (Haradhan, 2018, 20).

Action-Research design

This project was based on the action-research design which is a concept first exposed by Kurt Lewin in the 1940's who stated that "researchers seek to learn about a context in order to carry out a social program, in which both knowledge and social change are achieved" (p.45). Action-research gives teachers the opportunity to constantly observe, identify issues, plan strategies and to put them into practice to later reflect upon them. This type of research allowed teachers, researchers, and educators to improve and innovate their methodologies to accomplish learning objectives.

Unlike traditional research, where the purpose is to develop theories and discover generalized principles (Efron & Ravid, 2013); the action-research purpose is to improve the practice. Here, the boundaries among theory, research, and practice are blurred which allows researchers to make considerable changes inside the classroom processes that in our case are related to the motivation and the English learning process. Consequently, some actions were conducted in the present study, thus, the stages are focused on: the identification of the problem, the construction of a strategic plan, the observation, and the critical reflection of the process.

According to Elliot (1993), "the process of a research starts with a general idea to improve or change any problematic issue of the professional practice, identifying the problem, diagnosing it, and then planning the hypothesis of action¨. Besides, to implement the TPR method, ten (10) activities and five (5) sessions were designed, so for each session, two (2) activities were conducted. To collect the data, three instruments were used: Observation, field diary and interview. In addition, the researchers performed a role of both teacher and researcher as it is stated by (Efron & Ravid, 2013, 57) ¨Qualitative researchers perceive subjectivity as an integral part of the research process¨. Having in mind this is qualitative research, the researcher role was performed as a qualitative researcher, since they did ¨interact extensively with

individuals at the study's setting. The researcher acknowledges his or her own subjectivity and biases¨. (Efron & Ravid, 2013, 48).

According to the selection of the participants, the criteria was based on a collective selection rather than an individual one. This was centered on the third grade of Santa Ines elementary school in Santander de Quilichao, where EFL pre-service teachers from Universidad del Cauca have not carried out any project to have an impact. For this reason, the current action-research project decided to work alongside the third-grade teacher from the school to enhance English learning motivation.

To carry out the implementation and to consider the benefits of the TPR method with young learners to the educational practice, five (5) sessions were structured, in which one activity (structured in different stages) was conducted for each session, as well as complementary activities (The ones which were not based on TPR, but they provided additional means to reach the goal) regarding the objective of each activity. To implementing the activities, each session lasted one (1) hour. During the first (before the activity #1) and last (after the activity #5) session, the interview was conducted to both teacher and students separately, to obtain prior and subsequent perspectives regarding the implementation of TPR activities.

Figure 1. First session interview and activity

1. **Interview**	
Pre-Interview: Teacher	
Objective:	To know the experiences and challenges she has had while teaching English before implementing TPR activities.
Pre-Interview: Students	
Objective:	To obtain a wider perception of the students about their English learning process before implementing TPR activities.

2. **Activity 1:** ¨Peel banana¨	
Objective:	To learn verbs that allow students to talk about food
- BLR (DBA): 3° - Estándares básicos de competencias	¨Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes¨ ● Menciono lo que me gusta y lo que no me gusta ● Participo en representaciones cortas; memorizo y comprendo los parlamentos. ● Participó activamente en juegos de palabras y rondas. ● Refuerzo con gestos lo que digo para hacerme entender.

Materials:	Television, laptop, speaker
Evaluation:	The teacher researcher will perform the movements and the students should say the verb out loud on their own.
New words:	Peel, Shake, Chop, Drink, Eat.
Preparation: 5 minutes	To play a video regarding the Peel banana activity, by using a television, laptop, and speaker.
Time / procedure	
5 minutes	1. After having played the video, the teacher-researcher will stand up in front of the class and show the students how to move the body to perform Peel Banana. While this, the students should pay close attention.
10 minutes	2. The teacher-researcher will ask the students to start imitating the performance (movements). So, students will have to rise and follow the researcher-teacher.
10 minutes	3. The students will be asked to say the verbs aloud while performing the movements.
10 minutes	4. Later, the students will have to follow all sounds and movements the teacher-researcher does. If he moves and says slowly ¨shake banana¨, students should imitate him the more they can.
20 minutes	5. Complementary activity: Finally, the students will be given a worksheet with the actions printed on it. The researcher-teacher will ask them to color the action in the order he says and performs the action. 20 minutes.

Complementary activity:	See annex D.
Transcript of the performance:	Peel banana, peel-peel banana; shake banana, shake-shake banana; chop banana, chop-chop banana; drink banana, chop-chop banana; drink banana, drink-drink banana; eat banana, eat-eat banana.
Source:	(*Peel Banana - Warm Up for Your Class or Home - ESL Teaching Tips - Mike's Home*, 2017)

Figure 2. Second activity

1. **Activity 2**: Food in the school	
Objective:	To learn food vocabulary related to the one they use to eat
- BLR (DBA): 3°	¨Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes¨ ● Refuerzo con gestos lo que digo para hacerme entender.

- Estándares básicos de competencias	● Uso gestos y movimientos corporales para hacerme entender mejor. ● Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. ● Participó activamente en juegos de palabras y rondas.
Materials:	Board, printed images, and realia.
Evaluation:	The teacher researcher will ask some questions such as:
New words:	Juice, Cookies, Banana, Rice, Eggs, Chocolate, Apple, Bread.
Preparation: 5 minutes	To present each food in large images and say them aloud to the students.

Time/ Procedure:	
5 minutes	1. According to the images presented, the researcher-teacher will interact with students about the food they can drink, chop, shake, eat and peel. In other words, students will be asked, for example: "¿nosotros podemos *drink* el *juice* to *eat* el *juice*?".
10 minutes	2. Sequentially, he will let students know the gestures they should perform when a food is mentioned. So, if the researcher-teacher says ¨eggs¨, students should make an eating gesture. (according to activity number one).
15 minutes	3. After that, students will be chosen to participate by groups of five (5) in front of the board. The researcher-teacher will have pasted the images on the board. Then, he will explain to participants to point or touch as quickly as they can, the food he says.
25 minutes	4. Complementary activity. Finally, a handicraft activity will be developed. The researcher-teacher will deliver each food image to the students and explain to them to raise an image when he mentions one randomly, at the same time, he will tell the students to make the gesture of either drinking, eating, shaking, peeling, or chopping, depending on the food image. At this point, some students are asked to say some food vocabulary to their classmates. Concerning the decoration of the objects, different materials such as: silk paper, play-doh and colors will be considered.
Complementary activity:	See annex E
Source:	Authentic materials from the researchers

Figure 3. Third activity

1. **Activity 3:** Warm-up and Feedback	
Objective:	To recap the first actions and food vocabulary they learned on the first and second session
- BLR (DBA): 3° - Estándares básicos de competencias	¨Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes¨ ● Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor ● Uso gestos y movimientos corporales para hacerme entender mejor.
Materials:	Printed images and tape
Evaluation:	They should head to the right flashcard, according to the researcher-teacher instruction.
New words:	Run and walk
Preparation: 5 minutes	The researcher-teacher will perform the ¨walking¨and ¨running¨ action, while he says aloud each verb.
Time/ Procedure: 15 minutes 10 minutes	1. Flashcards (Drink, Peel, Eat, Chop, Shake) will be placed by separated all around the playground by the researcher-teacher. Then, the researcher-teacher will explain to the students that they have either to walk or run to the zone marked by a flashcard. If he says, run to the ¨*shake flashcard*¨, students should run to that zone and so on. 2. So, when the students are in a flashcard's zone, they will be asked to represent the action with a gesture.

15 minutes	**3.** After that, another dynamic activity will be carried out, ¨charades¨. Some students will be given an action to perform, and the rest of the classmates will have to guess as fast as they can.
15 minutes	4. At the end, all students will have to be sitting down to play ¨hot potato¨. The researcher teacher will explain to them that the student who gets the ball, will have to perform the gestures according to the action that is said.
Source:	Authentic materials from the researchers

Figure 4. Fourth activity

1. Activity 4: Personal pronouns	
Context:	The first sentence, by saying a personal pronoun + verb + object, concerning the previous activities
Objective:	To lead the students, through gestures and heuristic strategies, to construct a sentence in English.
- BLR (DBA): 3° - Estándares básicos de competencias	¨Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes¨ ● Describo lo que estoy haciendo ● Describo lo que hacen algunos miembros de mi comunidad.
Materials:	Printed images and realia
Evaluation:	The students should say every word that the researcher teacher performs
New words:	I, you, he, she, it, we, they.
Preparation: 5 minutes	The researcher-teacher will let students know what each personal pronoun is by pointing them (asking students ¨¿De quién estoy hablando? ¨), meanwhile, he will be making gestures with his hand to represent each personal pronoun.
Time/ Procedure: 5 minutes 5 minutes	1. The students are shown a gesture for each personal pronoun. 2. The researcher-teacher will ask the students to say the word as they imitate a movement with their hands to represent the personal pronouns.

10 minutes	3. After having performed the movements, the researcher-teacher will ask students to say aloud the personal pronoun, they think he is just performing.
20 minutes	4. Complementary activity: At this point, the students will be given some cards with each personal pronoun and said to organize them in the order the researcher-teacher performs the gestures with the hand. Having organized them, they will be asked to perform the gestures, while the teacher shows the cards that the students had already been given.
15 minutes	5. In the end, the researcher-teacher will perform a gesture regarding the personal pronouns for students to say it. After this, other gestures will be performed about the actions studied in the first session, so students will have to say it, too. Then, a real food object is shown for them to say the name. Finally, the researcher-teacher will explain to the students that they are all going to create a sentence in English by saying the words that he only will be performing. For example: The researcher-teacher will perform the following gestures and show a food realia: ● First person of personal pronoun in singular gesture = I ● Eating gesture = eat ● Cookies real object = cookies. To put all things together, the researcher-teacher will ask the students to say the three (3) words they just said. So, at this point, the students will have said their first sentence in English by following the researcher-teacher gestures.
Complementary activity:	See annex F

Source:	Authentic material from the researchers

Figure 5. Fifth activity

Activity 5: Likes and dislikes	
Context:	To express their *likes* and *dislikes*
Objective:	To combine the sentence they have already learned, by say the action they like or dislike to do
- BLR (DBA): 3° - Estándares básicos de competencias	¨Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes¨ ● Menciono lo que me gusta y no me gusta. ● Describo características de mí mismo, de otras personas, de animales y del clima. ● Uso gestos y movimientos corporales para hacerme entender mejor. ● Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo: asintiendo o negando con la cabeza.
Materials:	Printed images
Evaluation:	The students should say the complete sentence, by saying a personal pronoun + like or dislike + verb + object. All this is regarding the previous activities
New words:	Likes and Dislikes.
Preparation:	A short video of likes and dislikes regarding the food they have already studied, will be played.

5 minutes	
Time/ Procedure: 5 minutes 5 minutes 25 minutes 20 minutes	1. The researcher-teacher will present to the students two (2) emojis as used in technological devices when chatting. One emoji which represents *likes* and another which represents *dislikes*. 2. Then, the researcher-teacher will make a face-gesture according to the emoji. Consequently, students will be asked to imitate both images. When the *like*-emoji is shown, they should make an approval face-gesture, on the contrary, they should make a disapproval face-gesture, when the *dislike*-emoji is shown. 3. The students will be taken to the backyard of the school, where they will be playing a dynamic game. The researcher-teacher will explain the aim of the activity, which is based on their likes or dislikes. Thus, the students are presented with some of the vocabulary food for them to decide whether they like it or not, if they do, they should run to a stipulated zone with the *like* sign or if they do not, to the dislike zone. Finally, the researcher-teacher will ask them to say aloud ¨gustar¨ and ¨disgusto¨ in English. 4. Complementary activity: The students will be given a worksheet for them to draw the food they like and dislike. Finally, some of them will be asked to say the ones they like either to eat or drink and the ones they dislike.
Complementary activity:	See annex G

Source:	Authentic material from the researchers

Interview

Post Interview: Teacher	
Objective:	To allow the researchers to know her insights on the TPR activities and its influence on the third graders, either in a positive or negative manner.
Post Interview: Students	
Objective:	To obtain a wider perception of the students about their English learning process after implementing TPR activities.

Instruments

In accordance with qualitative research, this work implemented three (3) instruments such as: field diary, observation, and interview. Thus, it is necessary to consider an approach which provides the adequate data that researchers require regarding their objective. To go along with the proper approach in this qualitative research, the student's perspectives were highly relevant. As a consequence, to ensure this action-research validity and trustworthiness that is framed on the qualitative approach, the use of different methods (Efron & Ravid, 2013) were considered: **a. Triangulation** which is a practice that relies on more than one source of data that in our study was the interview, observation and field journal; **b. Disciplined** subjectivity that acknowledges the researcher's own subjectivity which in this study was the reflections made after the direct observation of the classroom environment, participants and the development of the TPR method; a thick description, a peer review and a data audit.

Field journal

A field journal can be defined as an instrument for recording procedural information. This instrument is used methodically to obtain the information in each stage and is based on different data collection techniques that help to retrieve information to know the reality. It deepens into new facts within the context, sequence a process of investigation, intervention and finally gather data for subsequent evaluative work (Obando, 1993)

Aiming to collect information of each session during the action plan with the third graders, the field journal was chosen to be a primary tool to have a detailed experience from both participants and the researchers. There are two main items that played a relevant role during the observation: first, the descriptive field notes, which according to Efron & Ravid, (2013) "aim to record what happened during the observation without inferring feelings or responses to what is happening. In the descriptive notes (See annexe A), describe the physical setting; provide a verbal portrait of the participants; record the acts, activities, and events that take place; and document conversations verbatim" (p.88); and second, the reflective field notes which are used to record reflections and insights about what is happening in the setting.

Observation

Qualitative observation involves delving deeply into social situations and maintaining an active role, as well as a permanent reflection. It requires also to be attentive to details, events, and interactions (Baptista, 2014). This instrument is relevant to qualitative research since it "provides a powerful insight into the authentic life of schools and classrooms […] you can systematically observe the activities, people, and physical aspects of your educational setting (Efron & Ravid, 2013). To add, the data collected through observation ensured this study validity using the **data audit** method which records the transcribed notes from observation, interviews, photographs, and the videos that were a source to analyze the classroom environment. Therefore, this observation was tracked by using audio-visual devices. During the five sessions of the action-research, photos and videos were taken.

This action-research study sought to observe and describe how the total physical response method influences the classroom learning environment from a teacher's and students' perspective. Furthermore, direct observation was a major source for retrieving information since here, the researchers approached face to face with the phenomenon they attempted to investigate. From one part, the researcher made records from what he saw, of the attitudes or behaviors from the students in the classroom. From the other part, he observed the students' interaction in class when doing activities based on Total Physical Response.

Therefore, direct observation offered the advantage of witnessing the sessions that were carried out in the school. Additionally, this instrument allowed researchers to detail and describe every aspect of the process that was performed by the participants.

The interview

According to the researchers' point of view, the interview allowed them to have a closer relationship with third graders, to obtain individualized information which was useful for the study's reliability and trustworthiness as this instrument provides support to the collected data by the field diary and the observation instruments. Additionally, (Efron & Ravid, 2013) the interview provides the opportunity for in-depth conversations and allows teacher researchers to ask questions to students, teachers, administrators, parents, and others connected with school.

That was the case of Rodas Ramírez & López Díaz (2018) work, since they made questions to teachers before and after the intervention, to compare their perceptions and to identify the effectiveness of the implementation of a teaching unit based on TPR to learn English. Furthermore, Efron & Ravid (2013) stated that ¨qualitative research findings emerge

from the participants' perspectives, an intense and detailed narrative allows your audience to better understand your interpretation of the data¨ (p.71), which reaffirms the relevance of the interview as an instrument for this research.

This method of inquiry also provides an understanding of the participants' experiences from their own perspectives because it allows them to voice their ideas, opinions, values, and knowledge on issues related to the investigation. Interview data complemented and substantiated observation data. The type of interview for the data collection was the semi structured interview which is based on open-ended questions and where participants are invited to co-construct the narrative and raise and pursue issues that are related to the study. In addition, with the aim of getting a deeper exploration, additional questions were asked to those students who were willing to offer wider thoughts.

- With the goal of obtaining a wider perception of the students about their English learning process, five (5) questions were structured. These questions were conducted before and after the implementation of the activities to compare their thoughts. **See annex B.**

- To obtain an external thought but equally relevant for this research, two interviews were structured to the third graders' teacher. The aim of the first interview let the researchers know the experiences and challenges she has had while teaching English. As the lack of motivation in learning English has been frequent in the participants, this interview was useful to have an extra point of view. Besides, in the second interview that was conducted after the intervention of the researchers, the teacher depicted her thoughts regarding the implementation of the activities of TPR. In other words, from her point of view, she allowed the researchers to know whether the activities of TPR influenced positively or negatively the participants.

Personal data management

The data collected during this study had strictly educational purposes. The interviews, observations and recordings from the students were rigorously stored in private storage units and were managed carefully to protect students' privacy and intimacy. Likewise, an informed consent form was provided both to parent's third graders and teacher in charge, in which detailed the aim of this research project.

Results

After seven (7) sessions with the participants and about one hour each of them, it is possible to state that the implementation of the Total Physical Response method was useful for them to be motivated during the English classes which are represented in a meaningful learning environment. Thus, TPR is a proper tool not only for a learning process but a teaching one since the teacher in charge of the third graders expressed her approval of this method as a strategy for teaching English. In accordance with the results, the researchers were able to evidence the positive impact that the method had over participants' motivation. The instruments used to gather the data allowed the researchers to appreciate the progress of most of the participants during each session. As the lesson plans were focused on the speaking and listening skill, the participants were eager to speak in English regarding the topics they have already learned.

Preliminary interview to participants:

At the beginning of the study, an opening interview which had five (5) questions was conducted individually to eighteen (18) participants belonging to the third grade.

With the aim of providing the participants with a gentle and quiet environment, each of them was interviewed in an empty classroom. Concerning the time frame with each student, the time taken with every participant was about 4 and 5 minutes maximum. Finally, it was not a strict talk, but a friendly one since we had a free space (classroom).

The purpose of this first interview was to get some first impressions, thoughts, or opinions from the participants regarding English as a foreign language, before implementing the TPR method. Thus, the researchers were able to have a wider perspective about some specific aspects they had decided before, like their experience when learning English to have an impression whether they like or not the subject. Also, to know which activities they have liked, it means, the ones they remembered much more (if they were related to the TPR method or not). As well, their interest in continuing learning English, so their position about the relevance of learning English was exposed. What they remember the most (in general), to know if they were impacted by any situation or event while they studied it. At last, what they would like to change, since the researchers could confirm the students' interest and activities they liked or not. Nevertheless, notes, recordings and observations were considered.

The questions conducted to the participants were the following:

1. Tell us your experience when learning English. How do you feel in English class?

2. What activities have you liked the most?

3. Would you like to keep learning English? Why?

4. What do you remember the most? (in general)

5. What would you like to change about the activities carried out in the English class? Or would you like to change any of the activities?

The participants' answers showed a positive attitude towards learning English in the classroom. *See annexe J*. Some of their answers also indicated the emphasis on learning vocabulary during the classes. Despite their positive attitude, they did not go beyond learning vocabulary and left aside the other four skills (speaking, listening, writing, reading) which are necessary to learn English, according to Iglesias, M. (2017). In addition, there were only two participants who said they knew how to greet in English (good morning, hello and bye) which makes evident the lack of working speaking skill in terms of communication that is highlighted in the DBA by the Ministry of Education. Therefore, the preliminary interview evidenced that the students' English class may have been focused on more writing activities, consequently, few dynamic activities with the goal of promoting the four skills were found. Nevertheless, it is relevant to say that some of the participants expressed interest in a specific game called ¨hot potato¨ which exposes the relevance of dynamic games or activities that require movement.

Field diary

With the aim of collecting data, a field journal was also used during the five sessions developed in the third-grade classroom. This was implemented into two (2) parts. In the first one, the notes taken by the researchers were descriptive, as they were attentive to their interactions, behaviors, attitudes, and the classroom environment. It allowed them to obtain extra information,

so they can be coherent when interpreting the data. In the second part, the reflective notes allowed researchers to have some thoughts about the students' participation in the sessions. As each session passed, meaningful knowledge was gained by the students. *See annexe K.*

From the first activity, the participants displayed positive interest in participating. They were asked to stand up from their seats to follow the teacher's instructions and sing the song ¨Peel banana¨. Despite the teachers having stopped singing it, they remained doing it on their own which reflected that it was a comfortable activity. Even as an ice-breaking activity, a dynamic one to foster students' enthusiasm for learning a topic or prompting their attention to the class, was clearly evidenced.

In accordance with the learning of English vocabulary, this method worked as a strategy for participants to learn quicker and more effectively some action verbs. As the sessions went by, the teachers, spontaneously, asked the participants how they would say an action in the target language (corresponding to the topics worked on the sessions) and they did it without taking so long. This was due to the high motivation they displayed. Regardless of the shyness of some of the participants in the first interview, they were all attentive and curious towards the activities. *See annexe K.* This was clearly seen first when the "Peel banana" song was performed, and the further activities demonstrated how movement, gestures, and assimilation along with communication allowed clear instructions driving them to a meaningful and comfortable learning English environment.

Observation

During the five sessions, students' attitudes and behaviors were registered exhaustively through direct observation in the classroom and during each activity. Every researcher had a

function: one to develop the activity, another one to take notes of the development and the last one observed and recorded every element of the session. In the first interview, non-emotion responses were a clear aspect in most of the participants, so they were just sitting down without expressing any kind of desire to learn English.

Furthermore, when outdoor activities were implemented, they were not as tough as it might have been considered, due to the disciplinary behavior. Participants were so focused that it was not required to scold any student. Given that direct observation provides a powerful insight into the authentic life of schools and classrooms (Efron & Ravid, 2013), participants' progress was evidenced each session when they understood instructions. For instance, when researchers asked participants to move or do gestures with their hands, the participants had prompt responses when assimilating those TPR elements with verbal communication. *See annex L.* Some participants displayed some shyness and insecurity when responding in the first interview before the TPR activities. However, when participating in some indoor activities, they felt at ease with them as it was observed unlike the first interview. *See annex N.* Also, some of them used to look for a closer place to the teachers to be more familiar with the topic. So, it was with a student who said, "I just want to get closer, teacher!". *See annex O.*

These pieces of evidence clearly point that participants were improving every session. Their gestures, willingness to participate, attention and extrinsic motivation were noticeable in most of them. Yet another example that proves the utility and benefits of the TPR method was the development regarding the worksheets. The participants were able to complete them successfully.

Closing interview to students

One notable pattern in participants' answers is the preference for the dynamic games which also included activities that require movements. *See annexe M*. There are two pertinent results regarding the preliminary and closing interview results: the first one involves the attitude they had before the session which in this case was positive; and after the sessions which agreed with the previous answers and showed new positive attitudes towards TPR. The second conclusion is that most participants agreed on the benefits of outdoor activities that included movement. They sympathized in a good manner with the activities in which they had to move, run, speak, and follow instructions.

On the questions about the reason to learn English, most of them did not share a clear reason but four participants. They said they could speak English in other countries. With respect to the aim of continuing with TPR activities they agreed not to make any changes because they liked them. Finally, in this interview they expressed much more English words than in the first one. The question about the things they remembered the most from the English classes allowed the researchers to observe their progress in terms of gaining knowledge.

Reflection

The Total Physical Response Method ended up promoting participants' motivation and engagement with the topics. They were willing to participate in every activity during the sessions enhancing in that manner their confidence and self-esteem. *See annexe K.*

As two personality factors are considered when learning English, researchers not only found the TPR method as relevant but could confirm it enhances those factors. Clearly, the intention is not having a whole English class based on movement and gesture activities, but a strategy to activate participants attention toward the topics. The first insight in this research was the lack of strategies to be implemented and reaching positive results in terms of interest from participants toward English learning. If this is not taken into consideration, the learning environment may become a non-relevant one for them, which turns negative for teachers in charge of the English subject. Concerning the second insight in this research, most of the participants were motivated but few of them would not like to participate in the activities because of self-esteem. When carrying out the TPR activities, those few participants' self-esteem was not an obstacle for being engaged in the class. Therefore, the TPR method effectively enhances both motivation and self-esteem which allows third graders to participate by free-willing.

To consider the above factors, researchers propose this method for teachers who are lacking strategies and methods in English teaching as a foreign language. Those teachers might struggle or have some difficulties in terms of teaching because of the few trainings they get from the Ministry of Education. In addition, they want to do their best and make their students feel interested in learning English, as they shared with the researchers the relevance of English in today's world. At this point, the TPR method will be helpful for teachers who are lacking strategies to achieve

two things in relation to English teaching. First, to motivate their students. Second, to make a meaningful English learning experience which allows students to understand and remember what they have learnt, helped by the personality factors in this process.

In accordance with the results, the extrinsic motivation in the third graders was not tough to identify. Considering the students who were quite shy in the first interview and the way (shyness) they shared their thoughts; the researchers were able to make a comparison and observation about their behavior in the activities. It means, if the implementation of the TPR method had not been positive, their positive behavior would not have been so evident, in terms of willingness to participate. They just wanted to be part of the English learning environment provided by the method implemented. However, not only them but most of the group wanted to participate. Despite not having a clear answer, they desired to speak and learn because they felt good in the English environment. as many of them who shared in the second interview. In addition, the outcome towards their interest and feelings were not as it was expected. The reason is not because of a law-impact in the implementation of TPR, but the high enthusiasm they made visible in the first interview. Nevertheless, their interest and feelings became higher during each session which reveals the high impact of the TPR method as a strategy in an English class. Then, it is possible to say that implementing this method would support teachers greatly when looking for strategies to turn a low student's motivation and interest into high ones. By doing this, it would be easier for them to teach the target language.

Finally, considering the positive answers by the third graders, it might be understood they felt good because there were only activities that required movement. However, in four sessions they were given a worksheet which they had to answer according to the topic worked in the session (by using the TPR method). Even though it was not necessary to do movements or gestures for

them to correctly answer the questions. That is how researchers can affirm that the influence of the TPR method was not only positive because of the dynamic activities but the positive results regarding the English learning.

Suggestions

Having in mind the positive impact because of the influence of the TPR in this research, it is possible to propose this method to both English teachers and teachers who are lacking strategies and methods in English teaching. According to the research carried out, the influence of the TPR provides a meaningful learning environment not only for the students but also teachers.

To start suggesting the TPR method, it is pertinent to divide them into two groups. First, for English teachers. As they are more used to a variety of English methods, they would not need it so frequently. However, if they want to promote a dynamic class to engage their students into a new topic, a TPR activity will be useful. Besides, if they are looking to start a positive class, a short TPR activity works well. Therefore, this method will be significant for them to engage their students. Considering that TPR is a method, it should be used more as a strategy.

Second, for teachers who are lacking strategies or methods in English teaching, they may use it as a method to teach different English topics. It means, to have a comfortable way of teaching. To make this clear, if they are to teach some action verbs, they should use movements and gestures which may make it easy for students to understand how to pronounce and remember. So, every topic they need to teach, TPR is found suitable to help the students' progress significantly.

The Universidad del Cauca should keep fostering research in the language classroom since it helps students and teachers analyze, observe, and improve the constantly changing teaching and learning processes.

Finally, it is possible to state that TPR offers both strategies and methods to reach the great goal which is fostering a meaningful learning environment with positive results for students and teachers.

Annexes

Annex A: Field journal protocol

Field journal	
Date of observation:	
Time frame:	
Location of observation:	
Grade:	
Observer:	
Session:	
Objective of the activity:	
Teacher in charge:	
Physical environment:	

Descriptive field notes	Reflective field notes

Annex B: Interview to students

Entrevista a los estudiantes

1. Cuéntanos tu experiencia a la hora de aprender inglés. ¿Cómo te sientes en la clase de inglés?, ¿por qué?

2. ¿Qué actividades te han gustado en las clases de inglés?

3. ¿Te gustaría seguir aprendiendo inglés? ¿Por qué?

4. ¿Qué es lo que más recuerdas de las clases de inglés?

5. ¿Qué te gustaría cambiar de las actividades que se hacen en la clase de inglés?

Annex C: Second interview to teacher

Entrevista a la profesora
1. ¿Qué fortalezas observó en las actividades?
2. ¿Qué debilidades observó en las actividades?
4. ¿Observó cambios en la motivación, interés y participación de sus estudiantes después de la ejecución de las actividades?
5. ¿Cuál es su opinión como docente acerca del método TPR para la enseñanza de lenguas extranjeras
6. ¿Seguiría utilizando actividades con el método TPR para la enseñanza de una lengua extranjera con sus estudiantes? ¿Por qué?
7. ¿Recomendaría a otros docentes de inglés el uso del método TPR? ¿Por qué?

Source: Adaptado de Ramírez y Díaz, (2018).

Annexe D: Complementary activity from activity 1.

Hello friends!

My name is: _____   Today is: _____
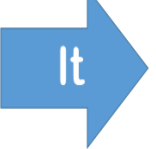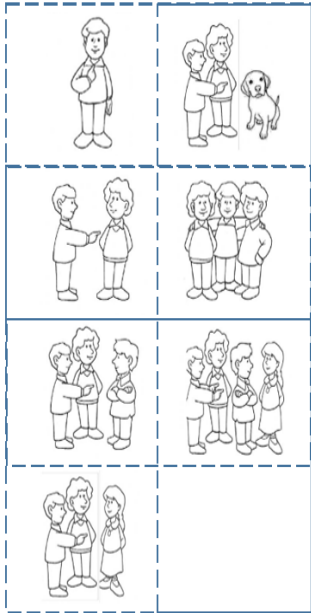
Peel
Chop
Drink
Eat
Shake

Annex E: Complementary activity from activity 2.

Hello friends!

My name is: _____   Today is: _____
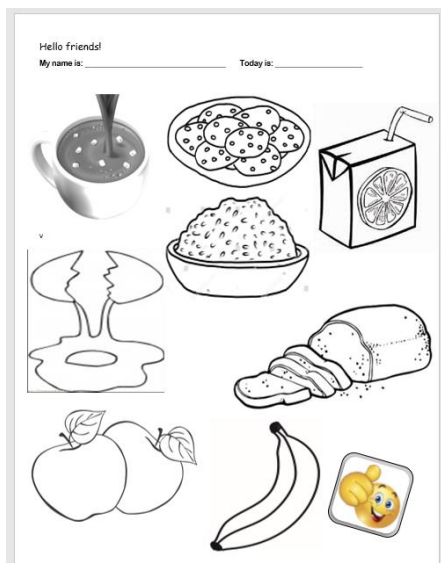
Annex F: Complementary activity from activity 4.
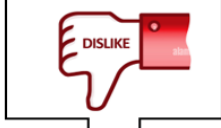

Annex G: Complementary activity from activity 5.

Annex H: Preliminary and Closing interview,

question 1.

Preliminary interview.
1. Cuéntanos tu experiencia a la hora de aprender inglés. ¿Cómo te sientes en la clase de Inglés?, ¿por qué?
Se siente bien...Porque nos hacen preguntas de inglés
bien, porque me he sentido bien
me siento bien porque estoy aprendiendo lo que me gusta
he aprendido mucho, me siento bien... porque enseñan mucho.
pues muy bien aprendiendo otro idioma para que cuando vayamos a otro país podamos hablar. Me siento bien porque estoy aprendiendo algo nuevo.
voy a entrar a un refuerzo de inglés- me siento bien
feliz. Porque siempre he querido estudiar inglés
me gusta. Me siento bien, porque si voy a un país puede hablar con otras personas
mmm… no…bien porque aprendo y por salir adelante
no. bien…
... Bien...porque hemos aprendido inglés
bien…porque la profesora nos explicó y nos pone a dibujar
bien…porque la profesora nos explica y nos pregunta

Closing interview
1.Cuéntanos tu experiencia a la hora de aprender inglés. ¿Cómo te sientes en la clase de Inglés?, ¿por qué?
Bien.. me siento bien porque usted hace juegos de
Bien..porque puedo aprender un nuevo idioma
Yo me sentí contenta porque
me sentí feliz, alegre y querer divertit...porque me gustaban y eran divertidas
muy bien,,,porque es muy divertida las actividades que haces y me haces sonreir
me siento bien...porque yo toda la vida he querido aprender inglés para ir a eeuu
bien...porque estoy aprendiendo
bien...porque siempre he querido estudiar inglés
bien...porque es bueno
fue divertido porque hacíamos diferentes actividades
bien...porque aprendo y puedo enseñarle a mis amigos y a mis hermanos
bien...porque
bien...porque aprendo
bien...porque aprendo mucho
bien...porque puedo aprender Inglés
bien
bien...porque algunas veces me gusta saludar a mi abuela, hello teacher
bien...porque algunas

Annex I: Preliminary and Closing interview, question 2.

Preliminary interview.   **2.¿Qué actividades te han gustado en las clases de inglés?**
No me acuerdo de una actividad en específico. solo que me enseñan inglés
No recuerdo
tingo tango en inglés
la escritura
las de uno copiar y escribir.
no me acuerdo
de hacer como carteleras
las que hay con juegos y preguntas de palabras en inglés
que me pregunten
no me acuerdo
hot potato
como se dice lápiz, cuaderno, cartuchera todo eso
aprender
tingo tango en inglés
bien…porque es divertido contestar a las preguntas de ingles
cuando hacemos los dibujos
cuando jugamos bingo
los nombres
habla en inglés, enseñar a los otros
hablar en inglés

Closing interview.   *2.¿Qué actividades te han gustado en las clases de inglés?*
La de las palabras
La de las actividades que hacíamos afuera, la del like , la de banana
Me gustó la que hicimos antes de irnos, la que decíamos si o no.
cuando salimos a ver qué comida era en Inglés
la de que uno tenía que elegir del like o dont like
hot potato
La de like y dont like
todas
El tingo tango y cuando corríamos a las fotos de like y I don't like
tingo tango
no sé
la que corríamos a tocar la foto
la de la canción de la banana
las que mas me gusto mas fue banana, cookies y shake
todas

Annex J: Field journal of session 2 and 4

Field journal	
Date of observation:	March 28th 2023
Time frame:	
Location of observation:	"Santa Inés school"
Grade:	third grade
Observer:	Luis Mauricio
Session:	Second Session
Objective of the activity:	
Teacher in charge:	Yeison and Luis
Physical environment:	The classroom was set by groups. The chairs were joined by groups students were studying maths.

Descriptive field notes	Reflective field notes
They have a high energy, they are participating and speaking. Teacher explains using the target language and also Spanish. They tend to follow the group. Some of them are willing to talk and participate. They were able to point the they recognize the verbs when the teacher perform the action they can pronounce the verbs and vocabulary when relating the pictures and gestures. The complementary activity started and teacher kept asking questions. The students recognize the food vocabulary. They like the participating and answering to questions. The teacher Mónica seems anxious.	

Field journal	
Date of observation:	
Time frame:	7:00 am– 8:00 am
Location of observation:	Santa ines School
Grade:	third grade
Observer:	Luis Mauricio
Session:	Fourth Session
Objective of the activity:	
Teacher in charge:	
Physical environment:	the classroom is divided by groups

Descriptive field notes	Reflective field notes
The students are focused and repeating what the teacher says. the teacher uses gestures and examples from real life to explain the pronouns. The students use their body language to relate the pronouns. they were able to recall what the teacher illustrated. they were also able to recognize the food and actions. Students relate the pronouns with the body gestures. The activity seems to help students with speaking. they are encouraged to work in groups. The lexical approach is well related	

Annex K: [1]

[1] Students participated in an outdoor activity in which they had to move quickly to the flashcards they were indicated. Most of them responded properly by using gestures.

Annex L:[2]

Annex M:[3]

[2] Seldom, despite having no idea what to say, they were willing to participate. This is one of the most exciting things observed in the third graders.

[3] They used to look for a closer position to the teachers to be the first to participate or answer.

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