

**FOSTERING VOCABULARY LEARNING THROUGH TOTAL PHYSICAL RESPONSE
METHOD (TPR) AND THE USE OF FLASHCARDS AS EFFECTIVE VISUAL AIDS**

Research Project Degree Work presented by
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**UNIVERSIDAD SANTO TOMÁS
VICERRECTORIA DE UNIVERSIDAD ABIERTA Y A DISTANCIA
FACULTY OF EDUCATION
BACHELOR IN ENGLISH AS A FOREIGN LANGUAGE
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Resumen

El proyecto de investigación tiene como propósito principal observar el impacto del método de Respuesta Física Total (TPR), y el uso de material visual como recursos en la enseñanza del vocabulario de la lengua extranjera Inglés, con a estudiantes de cuarto grado de la Institución Educativa Agropecuaria Miguel Ángel Rangel de Tajumbina, un pequeño corregimiento cerca de La Cruz, Nariño. A nivel pedagógico, el objetivo central era el mejoramiento de proceso de enseñanza y aprendizaje del inglés.

Para lograr los objetivos de estudio, se hizo un test diagnóstico que permitiera identificar el conocimiento previo de los estudiantes en el vocabulario y su actitud frente al aprendizaje.

En la implementación de la propuesta se desarrolló un ciclo de clases con temas escogidos de acuerdo con lo establecido en el Programa de la Asignatura y conforme a los contenidos recomendados para la enseñanza del inglés en distintos textos escolares de apoyo. Se involucró en el componente del diseño y de la práctica pedagógica, el método de Respuesta Física Total, (también conocido como TPR), desarrollado por James Asher, construido en torno a la coordinación del habla y la acción, y que intenta enseñar el lenguaje a través de la actividad física.

Al terminar el proceso se aplicó un test final para analizar los resultados alcanzados. Los resultados obtenidos muestran que el uso combinado del Método TPR y el uso de materiales visuales, fueron un medio visual de apoyo adecuado al medio rural propio de la institución educativa analizada y contribuyeron al mejoramiento significativo en el proceso de enseñanza aprendizaje de vocabulario en los estudiantes

Adicionalmente se identificó un significativo cambio de actitud de los estudiantes frente al aprendizaje y el surgimiento de iniciativas individuales que lograban reproducir los escenarios de clase a partir de juegos derivados de la propuesta pedagógica.

Palabras Clave:

Enseñanza, aprendizaje, vocabulario, tarjetas con imágenes, Método de Respuesta física total.

Abstract

The main purpose of the research project is to determine the impact of using Total Physical Response (TPR) method and flashcards, as adequate visual aids, to implement the teaching of English language vocabulary to fourth grade students of Institución Educativa Agropecuaria Miguel Ángel Rangel, located in Tajumbina, a small village near La Cruz, Nariño.

This research project firstly takes into consideration the importance and usefulness of vocabulary learning and establishes how students will be able to learn English vocabulary with the use of visual aids as flashcards taking into account the Total Physical Response Method (TPR) in fourth grade students who belong to a rural school. This topic was chosen due to the convenience of teaching and learning vocabulary with the application of TPR combined with flashcards. Using flashcards as visual aids is one of the paramount sources of interest in order to children and young children can learn vocabulary into the English class.

This project used action research design which included a pedagogical intervention and in turn techniques for data collection and analysis. Finally, the results found in this research conducted to draw some conclusions and recommendations that define the nature of the project itself and how these teaching strategies were carried out in this particular context.

Final results obtained show that the combined use of TPR Method and flashcards, chosen as an appropriate visual support medium in the rural environment of the analyzed educational institution, generates significant improvement in the teaching-learning process in the students.

Additionally, there was a significant change in students' attitude towards learning and individual initiatives emerged, managed to reproduce class scenarios from games derived from the pedagogical proposal.

Key words:

Teaching, Learning, Vocabulary, Flashcards, Total Physical Respond Method.

Chapter one: Problem Statement and Justification

Problem Statement Description

The first chapter deals with problem description, research question, objectives and the reason why this research problem was chosen. Then, some terms included in this research project will be explained in order to make readers better understand them in the context and with the limitations found in this research.

As a whole, when teaching English to elemental school students, many situations occur since English is a new language for them. The lack of English vocabulary and the lack of teaching strategies in teaching English vocabulary become the main problems in fourth elementary students of *the Institución Educativa Agropecuaria Miguel Angel Rangel*.

Thus, this research project deals with a current fact of importance, which is teaching vocabulary using flashcards based in TPR with the fourth grade students of *Institución Educativa Agropecuaria Miguel Angel Rangel* in Tajumbina. Theory says that using flashcards could be encouraging and meaningful because of the relationship of picture to spelling, its brightness and colorfulness and its purpose to get immediate output in order to learn new language. Besides from my own experience, the use of flashcards can be convenient with young learners who depend a lot on visual material, games, movement and action to learn.

At *Institución Educativa Agropecuaria Miguel Angel Rangel*, the students involved in this research faced great difficulties when learning English as a foreign language and some evidence can be found through different observations made in this institution during pedagogical practices. Using Total Physical Response Method and flashcards might provide a better alternative in order to learn a foreign language. The single most important task facing language learners is acquiring meaningful and a sufficient range of vocabulary to participate in oral activities as well in written activities.

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on ear and the degree to which learners influence the learning of the others. (Octaviany, 2007, p. 16). It could be seen in the institution that some vocabulary has been taught and students learn it with lists facing a real problem when they want to use it or when they notice they have to use the

vocabulary in other contexts so it could be told that students have a real problem when learning and using vocabulary. This is particularly serious when it comes to using the language in some kind of production.

Through this research, flashcards could become an important resource for vocabulary teaching, and some techniques based on Total Physical Response Method can also turn into useful resources in order to develop an efficient classroom practice with students. The goal of this work is to recognize the impact of how the visual aids and the TPR method can be employed in lessons as well as to reach results on why they work in learning English and in what way they exactly become useful to learn vocabulary.

The interest of developing this research has its foundations on real observation established in *the Institución Educativa Agropecuaria Miguel Angel Rangel* during some classes. It was possible to identify a great lack of vocabulary elements that should have already been learned in the fourth grade. By observing sixth grade students could not apply the kind of vocabulary that they had studied years before in the *Institución Educativa Agropecuaria Miguel Angel Rangel*.

This research phenomenon might be caused by different related facts

The first one deals with the limited amount of time students have for English in the elementary school. They just have one hour per week in fourth and fifth grade and in the previous grades English is not studied.

The second one deals with the scarcity and low effectiveness of materials used for teaching, and how meaningful the activities become for the students when they study the topics. It has been seen that, most of the time, vocabulary learning is provided by a list of words with their meanings in Spanish and in some cases how they are pronounced.

The third one has to do with the teacher's constraints. Most of the time the teacher who was in charge of English lessons at the school was the teacher who did not have enough hours in the schedule in order to fulfill his work assignments, so it is normal to find a Biology, Spanish or Music teacher, teaching English at a school. Even though in schools teachers have to be in charge of all the subjects, including English, it has been difficult and hard for those teachers to guide students when learning this foreign language because there have been mistakes in their teachings or they also avoid teaching what they do not know and they prefer not to teach the foreign language.

A final fact when trying to find a cause of this problem deals with students expectations. Most of them are not interested in studying because of the context where they live; they want to work in farms or in business when they finish their studies at high school. Related to the high school, another issue to

take into consideration is the implementation of the curriculum because in some cases, teachers do not exactly follow this guide and they do not fulfill what this document requires.

Then, the purpose of this work is to develop a research that can help students learn vocabulary through the implementation of flashcards activities with the application of TPR method. The research focuses on the analysis of how the class can be useful and appropriate when teaching vocabulary and looks for an alternative for further learning process in schools with similar characteristics such as mentioned ones before. So, the research concern of the current project can be comprised in the next research question and objective.

Research Question

How do the incorporation of the total physical response method activities and the use of flashcards foster the learning of English vocabulary in fourth grade students at the Institución Educativa Agropecuaria Miguel Angel Rangel in Tajumbina?

Research Objectives

General Objective. To determine how the incorporation of Total Physical Response Method activities and the use of flashcards foster the English vocabulary learning in fourth grade students at Institución Educativa Agropecuaria Miguel Angel Rangel in Tajumbina.

Justification

Currently, English is the language that has assumed the greatest deployment in the world, so knowing it is an important competence for innumerable performances in modern life; therefore, it is important to develop methodologies and strategies that facilitate their learning.

The simplest form of communication that students have with a foreign language is the elementary vocabulary, so a process that facilitates the learning of vocabulary is very convenient to begin familiarization with a new language.

On the other hand, it is also important to consider that vocabulary functions as the main source of a language, without it none language could exist. Speaking would be meaningless and perhaps impossible to learn having only structure without vocabulary. Then, vocabulary teaching is one of the most important components of any language class.

This research considers that the strategies and materials used by the teachers in charge of English subject did not generate good results, because children did not learn the vocabulary that the teachers taught them, so it is sought to establish whether TPR method activities and visual aids, help children to better learn the vocabulary they did not learn before.

This research intends to provide a new sort of material to teachers who are in charge of the subject taking into account that the results of the research about the impact in students learning can be positive and appropriate. If the results of the research show a positive impact about the learning of vocabulary with children in this context, it can be useful to propose changes and improvements in some parts of the curriculum applying techniques and activities stated in the research.

Combining techniques and activities of the TPR method with the use of flashcards in the instructional design will lead students to have all the senses stimulated and so, they might conduct them to develop better learning process.

Flashcards are a fairly resource, because they are handy, simple, and versatile, but it is yet often-underexploited resource. Flashcards that are used as a teaching learning aid at any kind of level are chosen to increase the students' vocabulary. It will make the student interested in studying vocabulary because most of them like to play such a card. Flashcard are free, adaptable, easy to use and can be taken almost anywhere and studied during free moments.

The teacher does not need any specific time to drill new vocabulary. Baleghizadeh and Ashoori (2011), affirm that flash cards have been used for teaching a variety of purposes during the history of language teaching. They are used not only for teaching vocabulary but also for teaching propositions, articles, sentence structures, tenses, and phrasal verbs. In addition to teaching vocabulary, flash cards have been used to improve both comprehension and reading speed. (p. 4).

Children construct social systems of communication playing games and interacting with peers, using some strategies like giggling, laughing, body language, facial expressions that enable the child's communication. Total Physical Response supports the cognitive development of children; it stimulates all their senses, imagination and creativity. With Total Physical Response activities, children use physical and mental energy in a productive way, besides, it facilitates the development of language and social skills like cooperation, negotiating, competing, and following rules.

Taking into account the local context of the school, a distant and difficult access place, where English is not as important as it should be, the use of flashcards and the practice of the activities

established in TPR when teaching vocabulary is an excellent way to improve students' learning, regarding the word structures, their meanings, their pronunciation, and their association with the pictures. So teaching vocabulary through flashcards could be implemented in this setting trying to look for new and motivating ways to learn English.

These kind of materials are useful tools when students are introducing new vocabulary because images are better ways in order to show new things, so students can retain, easier and faster, new items on vocabulary when they have the opportunity to watch an image that is related with the word or phrase. "It is believed that flash cards are more effective than word lists because the former can be easily separated into several groups. Hence, learners can easily focus on difficult words over simpler words". (op cit. p. 8).

The characteristics of flashcards made them easy to use because they can be built just with paper and something to hold it, but some others require color, a better design, good material and creativeness, it depends on what you want to make. A relevant factor to take into consideration is the flashcards become material that you can take anytime and anywhere, they are neither heavy nor big. Besides, the color, the shape, and the animated images or cartoons of the flashcards provide higher levels of interest and motivation.

Another reason why the Miguel Angel Rangel Agricultural Educational Institution was chosen depended on the personal experience of teaching English during some months in this school, during which it was noticed that the students had not learned the simple vocabulary that had been studied in school. By doing a review on the board about the vocabulary that should be studied following the primary curriculum, the students did not remember the basic vocabulary. In addition, this Institution was chosen because nobody had developed an investigation that could bring some kind of benefit despite the fact that the Institution was aware of this situation.

Chapter two: Theoretical Framework

Theoretical assumptions inspiring the pedagogical proposal

In this section, some literature explaining foreign language learning through the application of flashcards as visual aids and Total Physical Response method is developed as a way to guide and support the whole research. This literature is presented in order to better understand what visual aids such as flashcards involve, what TPR method means, and the concepts supporting learning through visual aids as the flashcards. Each concept and theory present evidence that learning vocabulary could be better comprehended through the usage of visual aids, specifically flashcards, and TPR in order to improve students' oral and written vocabulary production. The quality of the visual aids is essential to determine the effectiveness of the class, so the visual aids used in the classroom need to be carefully chosen so they invite interaction and creative response.

Defining Vocabulary

Generally, it is assumed that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

Words in a particular language become an essentials part to control English perfectly. And word can be defined as Jackson, H. (2000) claim that is an uninterruptible unit of structure consisting of one or more morphemes and which typically occur in the structure of phrases. The morphemes are the ultimate grammatical constituents, the minimal meaningful units of language and words are the smallest of the linguistic units which can occur on its own in speech or writing. Besides, word is defined as sound or combination of sounds forming a unit of the grammar or vocabulary of a language.

Having established what a word means it is time to define that vocabulary is as the knowledge of words and word meanings. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, receptive vocabulary is typically larger than

productive vocabulary, and may include many words to which we assign some meaning, even if we do not know their full definitions and connotations.

Of all the language skills, it is widely acknowledged that vocabulary is a very important part in English language learning because no one can communicate in any meaningful way without vocabulary. It is obvious that learners see vocabulary as being a very, if not the most, important element in language learning. Learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge. The theoretical contributions about vocabulary were very helpful in this project since it was necessary to know the importance of this meaning in order to study a language. Students can learn vocabulary in an easier way if they follow the four language skills: listening, reading, speaking and writing taking into account the directions of the teacher.

In order to understand how vocabulary items work or relate to the four language skills, it will be helpful to make clear first by grouping the skills into two pairs. There are two ways in so doing: Firstly, listening and speaking are the skills necessary in oral communication, they can be grouped together. For some learners, this is the focus of their interest. Reading and writing can be grouped together since they are the skills necessary in written communication, and this may be the main focus or motivation for other learners. Alternatively, we can group listening and reading together, since they both are used to understand language which was produced by other people. To this extent, listening and reading are known as receptive skills, and speaking and writing are productive skills.

Vocabulary can be classified as receptive (words we understand when others use them) or productive (words we use ourselves). Vocabulary can also be classified as oral or written. Thus, each of us has four vocabularies: Words we understand when we hear them (receptive/oral), words we can read (receptive/written), words we use in our speech (productive/oral), and words we use in our writing (productive/written). (Graves, M., et al. 2016. p.11). In summary: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary refers to words learners use to understand what they hear. Speaking vocabulary is known as words they use when they speak. Reading vocabulary concerns words in prints that they recognize and use to understand what they read, and writing vocabulary involves words they use in their own writing.

An important key to learning is the bond between words and images or the appropriate contexts. “Instruction that involves activating prior knowledge and comparing and contrasting word meanings is likely to be more powerful than simple combinations of contextual information and definitions. Such

instruction has also been shown to improve comprehension of selections containing the words taught.” (Graves et al., 2016, p. 23).

Graves emphasizes that in a study with students, it was found that the use of semantic/feature analysis led to significantly higher vocabulary scores than more traditional vocabulary instruction. One of the simplest ways to relate a word to its meaning is to show its image, so the flashcards are presented as a simple and versatile solution.

Through the guidance was performed in the process of teaching with students of fourth grade of Institución Educativa Agropecuaria Miguel Angel Rangel, it was appreciated that students improved communicative skills. Besides, considering this research project, students learned vocabulary using the flashcards and the T.P.R. method because through movements, mimicry and games, they learned to listen, read, write and speak using short sentences in English. At the end the students learned to love this subject because they felt very comfortable learning in this way.

Vocabulary Learning

There is an international discussion on the importance of vocabulary learning in the general process of learning a new language, especially English. Frequently it is said that the appropriation of elements of vocabulary by the students does not have to be approached as a specific work and that it is necessary to approach the learning in integral form. However, taking into account the difficulties to connect with a natural speech environment, vocabulary learning is a powerful tool to advance effectively in the process. According to international institutions, "learning vocabulary is as important as learning grammar..." (Shen, 2003, p. 2).

Good background in vocabulary generates fluency and security. "... Without such ability, even if there are no grammatical mistakes, users can not be categorized as native speakers." (Ibid.)

According to Shen, it is now recognized that vocabulary has assumed a central and essential role in discussions about language learning. Many studies have been developed with approaches that reaffirm its importance and, in addition, approaches to assess vocabulary have become particularly specialized. Therefore, the weak or discriminated status of vocabulary as the essence of a new language learning, as criticized on some occasions in the past, has changed substantially and is no longer a reasonable argument. (Ibid. p. 4).

The first form of communication that students easily grasp and that can be developed in a playful way is the contact with the elementary vocabulary.

“A statewide survey of teachers in California identified the top three challenges facing secondary teachers regarding English-language learners:

- 1) Communicating with English-language learners about academic, social, and personal issues
- 2) Encouraging and motivating English-language learners; and
- 3) Addressing the individual and diverse needs of English-language learners in both academic skills and English-language acquisition.” (Alliance, 2005. p. 1)

According to the Alliance for Excellent education, which has developed a methodology for English language learning, based on six strategies,”The first of the six key strategies is vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student’s background knowledge.” (Alliance, 2005. p. 5)

A view regarding to vocabulary learning

There is not a common or simple protocol for the conceptualization of learning nor an overall theory of how vocabulary is learnt. According to Robert Easterbrok (2000, p. 35) “unsuccessful attempts have been made to that provide a theory or model can explain vocabulary learning ... it will require the coordinated work of linguists, SLA (second language acquisition) researchers, psychologists and neurobiologists in order to create one. Working within the constraint of the absence of an established theory of vocabulary learning, researchers locate learning within the cognitive domain, and sometimes, specifically in the *learning domain*.

The concept of cognitive domain is used to mean that learning is generally “connected with thinking or conscious mental processes”. The view of vocabulary learning adopted in the present research is this rather broadly defined process: the process by which language or information are obtained, stored, retrieved and used. This leads us to the next step: how learners can get vocabulary knowledge into memory.

Easterbrok (2000) points out that vocabulary learning is an incremental process, and therefore a complicated process in any learning context. The incremental nature of vocabulary learning strongly

suggests words must be met and used multiple times to be truly learned. It is said that if something remains in ‘consciousness’ long enough, it can be ‘modified’ and the act of modifying is one that is often done to prevent decay and proactive interference from new information. “Getting something to remain in ‘consciousness’ long enough to actually ‘modify’ it is referred to as a ‘cognitive process’. This refers to working memories’ storage capacity. Many cognitive processes are to do with ‘cognition’. Cognition includes issues like selective attention, perception, memory, language and thought.” (Easterbrook, 2000, p. 36)

The combination of several elements that refer to an object, such as a word and an image, can generate, in fact, a stronger and more persistent imprint in the memory, so that learning can be reinforced by the reiteration of contents and by the repetition. Such is the case of learning processes that combine pedagogical resources. This is a two-way street: audio is translated into visual and visual re-translated into audio. This happens in working memory and is manipulated by the person doing the learning.

This combination of different elements, taken to a pedagogical strategy, is the formula handled in the present project: first, the visual factor is used from the images of the flashcards, and, secondly, the reinforcement is superimposed with several types of activities based on the TPR method, such as the pronunciation of the word, the corporal representation, the pointing of the objects, the performance of actions, etc. From the reinforcement with these varied types of representation of the words, and according to the theory, the vocabulary is apprehended in a more fluid and efficient way

Teaching English Vocabulary

Teaching a foreign language is not an easy task to develop, even more teaching vocabulary; although it will certainly cause some trouble for students, it does not mean that they will always fail in the process of learning it.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. It is evident that while “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. (Zahedi, Y and Abdi, M. 2012, p. 2266), and, therefore, it is important to recognize that the basis of the language is the vocabulary and teaching English vocabulary is the main and paramount objective when the learners start the language learning process. So, learning vocabulary becomes an essential skill for being developed in students. Even though vocabulary is the sub-skill of a language, it plays a very important role in language learning and teaching because students often instinctively recognize the importance of vocabulary to their

languages learning. Teaching vocabulary helps students understand and communicate with others in English.

Teaching English has become nowadays a demanding and challenging profession because in this globalized world every person needs to know English in order to get more opportunities taking into account studies, jobs, business and some other benefits that learning English brings.

When we teach a foreign language, we should have a clear objective directed toward making the learners able to communicate in the target language in an integral way, meaning oral and literacy competences. According to Brown (2000) “Teaching is guiding and facilitating learning, enabling, and setting the condition for learning” (p.16). There are some factors that affect foreign language acquisition; those factors should be considered when teaching: The age, ability, need, motivation, and context, environment, and L2 exposure of the learner. “The material which is going to be presented should be based on the learners’ age, ability, aspiration and need, native language, and previous language experience” (Octaviano, 2007). In addition, the emphasis of learning and teaching English as the first foreign language is always on the mastery of listening, speaking, writing, and reading, no skill should be ignored. The English teaching and learning lessons should involve the four skills.

It is very important to show that, in addition to being a profession with challenges and projections, teaching of the English language has generated many fields of research and multiple experimental processes throughout the world, of which this project is part. In Colombia, many research projects on teaching English lead to similar conclusions in relation to the use of various audiovisual resources and student participation.

In the report of a pedagogical experience, Guevara and Ordóñez (2012) conclude “...it is necessary to encourage real communication from the start and to use students’ participation in pedagogical decision-making. Taking into account their interests and ideas is essential for them to learn that the foreign language can be useful to communicate and that this can be interesting and enjoyable.” (p. 21)

In this work, authors reveal, “Teachers used different types of games, songs and story-telling for their learning. Students could actively participate not only in the performances themselves but in the selection of subjects and the decisions on how they were to be developed. Apart from involving children, teachers made these performances authentic by using real language and adapting it to the students’ context and interests.” (Idem).

A similar investigation developed by Universidad de Pereira shows the effectiveness of the use of the TPR method in the teaching of English language in children with an age range equal to that of the present work. “As classes progressed, the children demonstrated that they knew more about the language to respond and act out the commands given by the teacher. Also, we found that this method could facilitate the students understanding of vocabulary by perceiving the meaning from a real context. Consequently, children could memorize the vocabulary by remembering the action and they could also understand the meaning of the words even when the commands were not translated.” (Muñoz & Valencia. 2011. p. 58)

“Finally, the use of the TPR method was interesting because it caught children’s attention and made them be attentive and focused in the lessons; also, they felt freely involved in the learning process since they were not under a condition of oppression. All these factors permitted the children to achieve the learning aims proposed for each lesson by participating and practicing the vocabulary.” (Idem. p. 63)

Total Physical Response – TPR in Vocabulary Learning and Teaching

Total Physical Response Method developed by James Asher (quoted by Richards & Rodgers, 1998) is a method built around the coordination of speech and action, and it attempts to teach language through physical (motor) activity. Total Physical Response (also known as TPR) is a well-know and very effective method for bringing language to life in the EFL classroom. Dr. James Asher created TPR to facilitate the kids of language learning environment and process represented by the way we all learn our first languages as babies. According to him, TPR is based on the premise that the human brain has a biological program for acquiring any natural language on ear. The process is noticeable when we observe how children internalize their first language. Communication between parents and their children combines both verbal and physical aspects. The child responds physically to the speech of their parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child gets the language without being able to speak. It is during this period that the internalization and code breaking occurs. After this stage, the child is able to reproduce the language spontaneously.

In the classroom, teacher and students play similar roles of parents and children, respectively, because students respond physically to the teacher's words and associate classroom activities as an extension of the home environment, also identifying positive affect and high levels of bonding, to the signals of a small child that produce the affective-emotional aspects of a receptive style. These aspects, in combination with behaviors that are cognitively responsive to the child’s needs, including the

provision of rich verbal input and maintaining and expanding on the child's interests, provide the range of support necessary for multiple aspects of a child's learning. Then, if the relationship between the teacher and the student reproduces that of the father and the child, the latter will feel an atmosphere of trust and facilitate the learning process.

Otherwise, TPR can be used to practice and teach various things. It is well applied to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. TPR can be varied in any different activities such as storytelling, dialogue, games, or a pattern drill. (Octaviany, 2007. p 17). The practice with children in Tajumbina included activities which better combined TPR with flashcards and was a very interesting learning process because showed the versatility of this combination. Due to students' age, pedagogical design included activities associated to games and relations with their institution, their classmates and their connection with nature and rural life. The most common were:

- Identifying objects in class, body parts, animals and plants, etc.

- Simulating farmer's work, exploring forest, etc.

- Executing commands such as jumping, advancing, retreating, walking, etc

- Assigning qualities and characteristics to people or things, as shapes and colors

- Using prepositions to determine situations or specifications

- Expressing various emotions

In addition, it was evidenced that TPR can be used for new vocabulary and grammar to help students understand the target language in chunks or word by word. This method is a wonderful way not only to introduce the language but teach all types of complicated constructions; using visual materials like flashcards can stimulate students' performance.

In order to involve the term Total Physical Response to this project, it is important to define and to evidence its relevance in language teaching and learning process. This method was very important throughout this research because it uses visual cues; TPR was very effective when teaching concrete objects and ideas, such a vocabulary, simple commands and basic sentence structures. When students looked at an image or an action, they understood what the teacher was saying. For these reasons, the use of TPR was considered a good idea.

It is a set of methods developed by the Dr. James J. Asher a teacher of psychology of the State University of San José, with the purpose of developing an efficient technique for the learning-teaching of languages. The method was originated based in the assumption that, when an new language is learned,

this language is internalized through a process of decoding similar to the development of the first language and this process demands a long period of comprehension' development before the production of language, which means that to learn any language, in this case English, it is necessary to start by understandable words in order to form structures with the vocabulary learned during the process. In this research project, when children were already familiar with the vocabulary, it was possible some progress in the construction, interpretation and production of sentences. This verifies the importance of vocabulary in language learning. The process is visible when we observe how the children internalize the language; the communication among parents and children combines the verbal and kinesthetic skills. For many months, the child absorbs the language without being able to speak it. According to Vygotsky cited in Brown (2000), social interaction plays an important role in the learning process and he proposed the zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction. (p. 287). It is during this period that the internalization and the decoding of messages happen. After this stage the child is capable of reproducing the language spontaneously so, children combine words with movements and gestures having major facility to obtain language competence, this process of internalization and assimilation of messages can be supported by kinesthesia in order to associate words and actions. Asher states that the assimilation of information and skills can be significantly accelerated through the use of the kinesthetic sensory system.

There is a relation between the motor development and the language development as fundamental base for the acquisition of a new language. This method is closely related to the behaviorist psychology (where any physical action is a behavior) because it integrates the action stimulus – response as support of the learning. Acquisition requires meaningful interactions in the target language – natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

Additionally, Octaviany (2007) reported García when he states that “the two very important concepts in TPR are the notion of Total Physical Response involvement and the role played by the right hemisphere of the brain in learning a second language by action” (p. 15). According to Asher, quoted by Richards, (1998) learning a new language by action is a process occurred in the right hemisphere of the brain since the left hemisphere learns when the right acts; in contrasts to audio lingual approaches that are focused in the use of the left hemisphere.

“The left brain can be described as logical, one-track, and cynical. It is used when analyzing, talking, discussing, etc. Most classroom activities in schools are aimed at the left brain. The right brain

is used when moving, acting, using metaphor, drawing, pointing, etc. It is targeted by sports and extra-curricular activities in most schools.

When language is taught by lecturing or explaining, the cynical left brain is targeted and the information is kept in short term memory (if at all). It is soon forgotten as it never becomes “real” to the student. When language is taught actively through movement, the right brain “believes” the information and retains it, in the same way that skills such as swimming or riding a bicycle are remembered long term.” (Shearon, 2016, p. 3).

In addition, TPR is a great tool for learning-teaching a foreign language not only for children but also for adults, Asher (1968) argues that similarly, the adult should precede to language mastery through right-hemisphere motor activities, while the left hemisphere watches and learns. “Our data indicated that adults were far superior to children in second, third and fourth and eighth grades in listening comprehension when all students learned with the Total Physical Response Method.” (p. 39)

The principles of TPR

It is also important to recognize some principles that guide this method. Previous to applying the TPR method for teaching a foreign language, a teacher must comprehend its principles to use it properly in the teaching learning process.

Diane Larsen-Freeman (2000) propose the following principles in order to depict better ideas about teaching learning process by using TPR:

- Through action the meaning of a word can be conveyed. Moreover, memory is activated through learners’ response.
- Before developing speaking students should develop listening and the understanding of the target language.
- By the kinesthetic abilities, the students can begin to learn parts of the target language rapidly.
- The teacher can direct student behavior through the imperative voice as a powerful linguistic device.
- By observing and performing actions, students can learn vocabulary.
- Sensation of success and tranquility eases learning.
- Correction should not frustrate students; it should be carried out in an encouraging way.

- Students' language learning is more effective when it is enjoyable.
- Speaking skill development should be emphasized over writing skill development.
- Speaking skill development process will begin when learners are ready.
- The correction procedure of students' errors should be postponed until students have become proficient at some extent.

Naturally, the TPR emphasizes physical activities, movement, and even play, as essential factors in the development of pedagogical processes. The association of these factors with the consolidation of vocabulary learning is fundamental in the method.

Asher conceives TPR as directed to right-brain learning, most foreign language teaching methods are directed to the left-brain learning. In addition, Asher, based on the work by Jean Piaget, reports that the child-learner acquires language through kinesthesia; "Asher holds that the child language learner acquires language through motor movement - a right-hemisphere activity. Right-hemisphere activities must occur before the left hemisphere can process language for production. Therefore, when an amount of learning has been developed in the right hemisphere, then the left hemisphere will be activated to produce language and to initiate other language processes." (Richards and Rodgers, 1998, p. 91)

According to the beliefs above, it can be concluded that learners will understand the meaning of the words easily if they use their kinesthetic abilities while they are learning a new language. Moreover, when students use physical movement in the process of language learning it is appropriate to the characteristic of the children because they like to be constantly engaged in kinesthetic activities.

Young children are physically active; they like to be in motion; besides they do not like to stay in a place which constricts them to be in a state of stillness. Additionally, children will pay attention to other people and try to imitate just what other people do and say, they also like to imitate and mime. This is the manner how children learn and acquire new knowledge; they like to be involved in active situations. To make them active in the learning process, the teacher should create the appropriate conditions suitable to the characteristics of the children which may raise motivation on students towards effective learning. Learners should feel successful and not feel pessimistic. A teacher should be careful in correcting the students' mistakes, since correcting mistakes improperly will make the students feel frustrated. Therefore, an English teacher must be able to create flexibility in the classroom in this way; the goal of the learning can be well achieved.

The goals of TPR

Richards and Rodgers (1999) declare that: “The general objective of Total Physical Response is to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.” (p. 91). Hence, if our goal is to foster English vocabulary learning process in elementary school children, the TPR method is a clearly favorable alternative.

Teachers who use TPR believe in the importance of having the students to enjoy their experience in learning to communicate a foreign language. Larsen-Freeman (2000) declare that “T.P.R was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency”.(p. 144) because TPR does not require a spoken response from students which allowing them to stay relaxed. In addition, if implemented properly, students always understand what is happening during TPR practice, resulting in increased confidence because through movements children have fun and learn easier; therefore, the physical reaction to verbal commands reduces inhibition and stress in students, consequently students will enjoy the class.

From the above report, these are the objectives of TPR:

- Developing listening and speaking skills at a beginning level. However, Listening and physical response skills are emphasized over oral production.
- Using comprehension as a mean to speaking.
- Students are not required to speak until they feel naturally ready or confident enough to do so. Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.
- Imparting instructions in the imperative form. The teacher directs and students "act" in response. "The instructor is the director of a stage play in which the students are the actors" (Asher, 1969). Example: The teacher models some actions in front of the class then the students should perform those commands.
- Remembering a command or order through the association with a physical movement or action. Using commands to direct behavior, the use of commands requiring physical actions from the students in response become the most important teaching technique in terms of TPR. Example: The students sit in a semicircle around the teacher; they listen carefully to his/her

commands and do exactly what the teacher does. The students are encouraged to respond to commands in a relaxed way through the expression of a movement. The first routine could be "Stand up! Walk! Stop! Turn! Sit down!" - The routine is repeated several times until individual students indicate that they are ready to perform it without the instructor as a model. Each repetition of a routine is never an exact duplication of the previously done sequence. The instructor recombines the previously learned material to form new commands. When some of the students are ready to produce basic sentences structures in the target language, they give commands to the teacher and the other students.

- Injecting humor into the lessons whenever possible to make them more enjoyable for learners. The imperative mood is the most common language function employed in TPR, so the teacher must add the funny side.
- Memory retention is long when a concept is learned and associated to a physical movement.

Teacher's role in TPR method

Another important part when talking about a method must be the role of the teacher and in TPR the teacher plays an active and direct role, the students are the actors and the facilitator is the director of a stage play. According to Larsen-Freeman, (2000) "The teacher should be like an orchestra leader—conducting, guiding, and controlling the students' behavior in the target language". (p.68). Teacher's purpose is to decide what to teach, to select the topics for the class, to use and to present the new materials. Asher declares that the teacher must have clearly in mind the expressions and new orders that will be used in the classroom, since the development of the class must be fast-moving and there is no time to make it spontaneously. The teacher directs the class interaction and turn taking, because the teacher is who initiates the interaction among students. According to Asher, the teacher has the responsibility to offer the appropriate exposure to the target language with the intention that the students internalize the basic rules of the language. In that sense, the teacher can control the language input that the students should learn by providing the basic information for the students to create their cognitive map. Teacher should permit that the students develop the speaking skill step by step according to their capacity.

When giving feedback at early stages of learning, the teacher should not give excessive correction in order to avoid inhibition, when the students' progress in the process of learning the target language, more teacher's corrections are expected, as the learners' language improves. Asher recommends avoiding

preconceptions such as “illusion of simplicity” by which the teacher underestimates the difficulties involved in learning a foreign language.

Learner’s role in TPR method

Total Physical Response (TPR) is a set of methods developed by the Dr. James Asher since 1968, to aid teaching foreign languages. Since then, many theorists and pedagogues have continued to develop the method, adapting it to new technologies and new pedagogical proposals.

After having analyzed the role of the teacher, it is important to clarify what becomes the role of the student and the main role of students in a TPR context is to be listeners and performers. Students should give a physical representation to verbal commands given by the teacher; students are encouraged to respond individually and collectively. The learners’ lack of information about the content, since the content is established by the teacher, must keep the imperative format that characterizes the TPR. It is expected that students recognize and respond to innovative commands mixed with previous items. The student begins as a listener and an executor of actions that demonstrate his understanding. (Asher, 1968)

Now, it is reasonable that the students react surprised when the teacher gives an illogical command created for identifiable elements, for instance: “Sit down on the table!” Students should produce new combinations for their own; it is suitable to monitor and evaluate their progress. They are encouraged to speak when they are ready to do it as soon as they have internalized enough structures of the target language. During the pedagogical implementation, students participated significantly more active.

The role of aid materials

Currently, foreign language teachers can implement a myriad of instructional materials to help to teach language learners. Applications for digital devices, video blogs, educational platforms, and textbooks, among others, are essential to teach English as a foreign language (EFL). A study conducted by teachers at the Universidad Nacional de Colombia, (Cruz, E. & Velasco, L. 2016), concluded that teaching materials played an essential role in EFL teaching and learning. “Generally speaking, the way teaching materials were implemented throughout this course facilitated students’ EFL learning process and motivated them to positively embrace the use of the target language, to overcome their difficulties and to master the A1-level of English that they sought to achieve.” (p. 13).

This case study evidenced the importance of the teaching materials in the EFL teaching and learning process. Hopefully, its findings may be constructive not only for teachers but also for students when selecting and implementing these materials as tools to facilitate the teaching/learning of EFL. On the one hand, teachers would learn how to select the teaching materials and use them appropriately according to students' interests and needs.

TPR can be used for new vocabulary and grammar to help students understand the target language in chunks or word by word. This method is a wonderful way to not only introduce the language but also teach all types of complicated constructions; using visual materials like flashcards can stimulate students' performance.

There are usually no basic texts in a TPR course, however materials play an increasingly important role in student motivation. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, slides, and word charts.

It can be said that the TPR method does not contemplate specific resources, since it uses any available object and, specifically, the human body itself. It is here when the complementarity between the TPR method and the flashcards is noticed, as they constitute an easy and always available resource. This was verified during practice. The students were happy all the time with the flashcards and "the play", as they called the TPR method. It was always verified that kind of vocabulary was the most appropriate to be taught using TPR method and the flashcards. In every class.

In summary, resources used by the TPR method and applied in this project are classified in the following way: (Ludescher, F. 2018).

TPR-B for "TPR with body", which includes everything that can be done with general body movement: stand up, sit down, turn around, turn right, turn left, lift up your arm, touch your nose, etc. This is best done in a room with some space to move around.

TPR-O stands for "TPR with objects". This is best done sitting a table that has some objects on it. For example, one day you could raid the produce stand and then sit down with your Turkish friend to a table of fruit. That day you could not only learn the words for "apple", "banana", "orange", and so on, but also, "give me", "take", "put", "smell", "bite", "roll", "peel", and "show me".

TPR-P stands for "TPR with images". Images are extremely effective language learning tools. Gradually you can learn all the objects contained in the images, as well as verbs. If an image depicts a child reading a book, phrases such as: "The child reads a book", or "The child is studying a lesson", or "Where the child is", etc., may arise requests such as "Tell me what the child is doing". Even verb tenses can be incorporated by asking your partner to talk about all the images as if they had happened last week, today or next week. The actual physical response with images is quite basic, but the vocabulary acquisition opportunity is as broad as the types of images that can be used.

The ease and availability of these resources facilitated their use during the pedagogical practice of this project. It was evident that, in addition to taking your own pictures, you can find some children's pictures or story books that are also useful for this kind of learning. Newspaper and magazine pictures work well too. TPR-S involves the teacher (and eventually the students) acting out simple stories as a means of understanding them and internalizing vocabulary.

Flashcards

Visual aids are important resources for teachers in teaching because of their flexibility and simplicity. According to Cross (1992), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher to teaching English easily. Flashcards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Flashcards are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English.

According to the Oxford Advanced Learner's Dictionary, a flashcard is a card with one word and, sometimes, with some colored images. Flashcards are a simple, versatile and effective resource but relatively little exploited for teaching. Its versatility allows teachers to use creativity to adapt different themes in images to teach vocabulary at low cost and quickly. Vocabulary cards are an appropriate medium that motivates children to learn vocabulary and, later, to improve their English skills because of the striking of the images, their color, their simplicity and their association with play and physical activity.

It was Asher who developed TPR students' kits that focus on specific situations, such as the home, the supermarket, the beach, etc. The flashcards used in this project are based on those situations, to construct scenes that students can play.

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. The theory of multiple intelligences, developed by psychologist Howard Gardner in the late 1970's and early 1980's, posits that individuals possess eight or more relatively autonomous intelligences. Individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live. The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. (Gardner, 2000, p. 2).

Gardner ensures kids differ in their profiles and an educational approach that pays attention to this is going to be more effective than one that denies it. Teachers can make good use of the principles of Gardner's ideas in their classroom. This study will be examining how students perform on assignments that are geared towards their intelligence domain.

Gardner's research indicates that teachers should aim to appeal to all the different learners' types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flashcards can be bright and colorful and make a real impact on visual learners.

Depending on each child's preferred learning style some children understand topics better if they are represented visual, therefore flashcards can be an excellent support tool for teaching. Using flashcards in this case is an attractive alternative. They are stronger, clearer to show students real situation.

Flashcards are used to present language for the first time. Besides; they can be also used to practice vocabulary. They are useful for vocabulary review and consolidation. Students remember better the vocabulary when they know the image because they can associate it with its meaning. Moreover, working with flashcards in the classroom allows children not forget what they have learned because they can learn in a pleasant environment. Flashcards can be applied to learn any set of information. Flashcards help students review vocabulary words and their meanings.

The reason for working with didactic cards is that they are free, versatile and easy to use. Besides the flashcards use clear vibrant images and a simple format that allows teachers and children to easily interact with text and animations. Moreover, the usefulness and versatility of flashcards assure that they will never become "outdated" as a foreign language learning and teaching didactic tool.

In addition, one of the most important reasons to encourage the use of flashcards is that they are an efficient support for the memorization process. They are also important resources to promote the mental imagery that is an important metacognitive strategy. The Pick Performance Center (2018) poses that “the better you can relate the new information to what you already know, the easier it is to learn” and obviously, a good way to do this is by making a connection between what you are learning and what you have experienced, as occurs in class when students associate pictures and words.

This institute recommends the flashcards as one of the most efficient strategies for memorization, in addition to acronyms, acrostics, association, drawing and chunking.

In relation to operation and availability of the use of flashcards, taking into account the limitations already mentioned of availability of materials, a few existing cards were the basis for designing the set of final materials. However, it was identified that it was easy to elaborate them from various sources and with the collaboration of other people, including students. Therefore, the materials required for the project were initially defined and then the considered necessary cards were elaborated. This proved that the cards are indeed easy to process, they are always available and can be easily replaced.

TPR method and the use of Flashcards

The present study has focused on the impact of a strategy for learning vocabulary that combines the performance of varied activities (TPR method) with the exercise of memory from the use of images. The results obtained by other investigations carried out with independent groups have revealed that, the groups that were managed with the stimulus strategy based on the image and the physical activity, improved in the subsequent tests with respect to the instruction based on the strategy of the memory and traditional direct translation.. “A significant effect was found on the memory strategy instruction: imagery. In other words, the obtained findings indicate that this memory strategy engage learners in more cognitive activity, deeper processing, and higher retention in vocabulary learning” (Zahedi, Y and Abdi, M. (2012). p. 2270).

The idea of combining two factors that can be handled dynamically in children, such as physical activities and the observation of graphs, is crystallized in the union of TPR method and a versatile and always available graphic aid, such as flashcards.

According to (Craik & Lockhart's, 1972), how well information is remembered is not a function of how long a person is exposed to that information, but rather depends on the nature of the cognitive

processes that are employed to process that information. If the person is stimulated with familiar, pleasant or funny elements, the trace in the memory will be produced more easily and durably.

To use flashcard to apply TPR method with children is an extremely useful because with the TPR method, the teacher says a single action word or phrase such as “jump” or “point to your eyes” shows the corresponding flashcard and then demonstrates the action. Simply put, the idea is that when more cognitive resources are used in processing a word or phrase, more attention is paid, and the word or phrase is better retained.

“The memory trace can be understood as a byproduct of perceptual analysis and that trace persistence is a positive function of the depth to which the stimulus has been analyzed. Stimuli may also be retained over short intervals by continued processing at a constant depth.” (Craik & Lockhart's, 1972, p. 671),

The experience observed throughout this investigation showed that, at the beginning, the students could only follow the command and repeat the teacher's words. Then, a significant effect on the efficiency of the instruction was generated from the memory strategy based on the card images, corroborating the point raised by Zahedi and Abdi (2012) when they state that this memory strategy involves students in greater cognitive activity, deeper processing and greater retention in vocabulary learning. Since the retention of memory is greater when a concept is associated with a physical sensation, such as the visualization of an image, the students internalized the words by associating the images with the word spoken by the teacher and then they pronounced them with greater property. Instruction can range from something as simple as touch your nose to more complex sentences like go and stand to the girl who is wearing a red jumper. Children were able to understand much more than they could produce.

Advantages of using flashcards with children

Flashcards allow the illustration of many concepts or structures because they link some kind of writing and the images. They also attract student's attention when they are innovative colorful and creative. Flashcards have become important when motivating and encouraging students to participate in TPR class activities. Moreover, they can help students understand better what is being said by the teacher when there are difficulties of listening comprehension. According to Cross (1992) there are some advantages of using flashcards in language teaching. They are namely: a) Flashcards can be used for consolidating vocabulary; b) Flashcards are motivating and eye-catching because students feel comfortable when there are materials that can be perceived by the senses. In the lessons developed at

the institution, students felt comfortable and interested in each class, they requested the cards that would be used in the following classes, they liked to observe and touch them anyway; c) Vocabulary cards are effective and can be used for any level of students; d) Flashcards can be taken almost everywhere and studied when has free moment; e) Flashcards can be arranged to create logical grouping of the target words; f) Flashcards are cost effective/inexpensive; g) Flashcards provide visual link between L1 and the target language; and h) Flashcards also can be used for practicing structure and word order or for a variety of games.

Depending on each child's preferred learning style some children understand topics better if they are represented visual, therefore flashcards can be an excellent support resource for teaching. Meanwhile, flashcards are easy media to help students and teacher in learning process, especially to teach the students of elementary school. Teacher can use it at any time and in any situation when he wants to teach. Flashcards are used to present language for the first time besides; they can be also used to practice vocabulary. They are useful for vocabulary review and consolidation. Flashcards can be applied to learn any set of information. Flashcards help students review vocabulary words and their meanings. Taking into account that Multiple Intelligence theory reminds teachers that there are many types of learners within any one class, Gardner's research indicates that it is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. (Gardner, 2000). Flashcards can be bright and colorful and make a real impact on visual learners.

Key research studies on vocabulary learning

As theoretical bases to support this pedagogical proposal, several research studies related to the use of TPR and visual aids have been consulted. They become helpful as they guide the researcher to make decisions on methodology, procedures and mechanisms to be applied in this pedagogical implementation. A special emphasis is made on the use and application of the flashcards, chosen as a fundamental resource in this research work. That is because the wide variety of existing audiovisual media currently used to support educational processes may create the perception that such cards may not have the advantages of other modern means.

1 - *The Acquisition of Vocabulary through three Memory Strategies*, is a study, developed by Libia Maritza Pérez and Roberto Alvira, in a public school in Espinal, Tolima, Colombia. It reports an action research experience that explores the implications of applying three vocabulary strategies: word cards, association with pictures, and association with a topic through fables in the acquisition of new

vocabulary in a group of EFL low-level proficiency teenagers. The pedagogical proposal was divided into three stages. Previous stage or diagnosis and stage of development, during which word cards were given to associate them with images and then with broad themes. The strategy was applied and the collected data was analyzed and validated. During this second step, a questionnaire was applied to establish the usefulness of the process and recommend changes. In the third stage, the vocabulary retention of the participants was measured with vocabulary tests and research journals. After demonstrating and practicing the strategy, the students applied the steps on their own. Nine class plans were designed.

Results showed that these strategies were effective to expand the range of words progressively and improve the ability to recall them. The study also found that these strategies involve cognitive and affective factors that can affect students' perception about the strategies and their use.

2 - *Principles and Techniques of using visuals in teaching English Grammar*. This text summarizes the pedagogical experiences text about using materials and resources for teaching English studies and contains materials and resources for teaching English in Faculty of Education in University of Ilorin, Nigeria. It shows that visual aids are very important and their advantages are broad particularly in beginners' classes. They help the teacher get his class lively and beget interest from the students. The trajectory of English teaching is observed through several strategies or methodologies. All kinds of graphic resources are used, starting with the board to any object, but there is much recourse to comparative graphs between which the student may find differences. For example, when teaching comparative forms, pictures can be helpful for students to master quickly some forms of comparison. When teaching prepositions through visual aids, the teacher can use some real object so as to make the students visualize what they are being taught. When teaching tenses, the teachers can use comparisons of time with space, etc. Therefore, using visual aids help teachers to teach grammar communicatively.

3 - *A picture and a thousand words: Visual Tools in ELT* is a study from University of Applied Sciences Baltazar Zaprešić, in Zaprešić, Croatia. This study emphasizes visual tools, such as pictures and videos in any available format, can be used for a wide range of activities, from speaking and writing to enhancing students' vocabulary and grammar skills because the simultaneous visual and auditory input provided by visual tools facilitates both teaching and learning foreign languages. To make learning enjoyable for students, and to engage them, instructors use images that give students the opportunity to be creative and use their imagination. For example, if the goal is for students to produce a conditional sentence, an image of a shopping center can be used and a decision suggested. Another alternative is to

use phrases like "If I were... I would be able to...." Pictures can also be used when teaching past tenses. For example, students can be shown funny pictures on the basis of which they have to write a story and include what had happened before. This activity can be expanded by building on the ideas of others and linking together, resulting in a fun and very effective exercise. The paper will provide an overview of the experience in using visual tools with students and the workshop will provide some useful practical examples of classroom-ready exercises.

4 - *Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School* (Majadahonda, Spain) is a research project degree work developed for the acquisition of basic skills for elementary school students. This document has as principal line of investigation the acquisition of basic skills by the schoolchildren. Focuses on the emphasis on the use of graphic cards as a pedagogical resource and works on design, analysis and evaluation of educational materials. The first stage in the experience was a survey before the interaction with the group involved in the research, then the observation of the results was made with the introduction of varied audiovisual resources and measurement parameters were established that were consulted with the students. Most of the students were in favor of increasing the use of different visual materials, in particular, multimedia visuals.

5 - *New perspectives in Science Education. Using Visual Materials in Teaching Vocabulary in English as a Foreign Language Classrooms with Young Learners*. The aim of this research paper from "Fan S. Noli" University (Albania) is to show how visual materials are used in the EFL classroom when vocabulary is being taught and what their effect on Young Learners is. The use of visual aids such as pictures, posters, postcards, word calendars, charts, graphic organizers, picture books, television, videos from iTunes, and computers can help Young Learners easily understand and realize the main points that they have learned in the classroom.

6 – BBC web page explains the use of the TPR for the teaching and learning of the English language and contains abundant material of example in the development of class sessions. This page also has interesting material about the use of flashcards with many application examples with children, youth and adults and also has training devices for teachers.

7 - *TPR for ESL: How Total Physical Response Can Shake Up Your Classroom*. From FluentU English Educator Blog asks: Want to speak English naturally? Explains what Theories Support the Effectiveness of Total Physical Response. It is suggested that we should develop language-learning activities that surround our natural, childhood-sequel learning patterns. The document shows how TPR

is an excellent way to develop the listening, speaking and speaking skills of EFL students in a fun and collaborative way. Students understand English in a more practical and cognitive way, as they utilize brain lateralization and connect their memory with the actions they use in a variety of real-world situations. Finally, it is shown how to set up Total Physical Response Activities for Total Success.

For more information and deepening in the subjects made with pedagogical methodologies, there is abundant material available in multiple sources. An important source of consultation is that offered by several Colombian universities, especially the National University of Colombia and the Francisco José de Caldas District University.

A book of great utility is the one of the 3rd International Conference on Education & Educational Psychology, ICEEPSY that offers a set of the summaries of diverse complementary investigations. Below is a reference of some texts related to this project. .

1 - Helping Students Learn How to Learn. (Eleonora Papaleontiou - Louca, Associate Professor, Psychology, European University Cyprus, CYPRUS)

Problem Statement: How teachers will be able to assist their students' efforts to promote their metacognitive abilities and to 'Learn how to learn'.

The purpose of this study is to offer a theoretical framework on what 'Metacognition' and 'Metacognitive skills' are, and then give practical suggestions on how we, as educators, can improve our students' metacognitive skills and help them how to develop the ability to learn through life.

2 - The didactics: between tradition and modernity (Sahraoui Intissar)

How to teach well? The didactics is more concerned with questions that are related to the discipline. At first, it tries to deduct procedures of teaching from the structure of the object to be taught. It will work mainly on the organization of the knowledge to be taught by renewing the concepts of the pedagogy and by creating devices of learning.

3 - Comparison of the Effect of Three Methods of Creativity Development in Elementary Students In Tehran City (Mehrnaz Azadyekta, Academic member of islamic azad university of islamshahr. Phd in psychology)

Objectivity: This research was conducted with the objective of examining the effect of three methods of creativity development (brain storming, forced association and synectics) on creativity development in elementary students in Tehran city.

The present study was a pretest-posttest experimental design with control group. Conclusion: Regardless of the method, creativity training can lead to an increase in student's creativity.

4 - Increasing the Expressive Vocabulary of Young Children Learning English as a Second Language through Parent Involvement (Dr. Diana Brannon, Dr. Linda Dauksas, Elmhurst College)

The problem studied is the parent involvement in children's school success. Involved parents have children who earn higher grades, have better school attendance, increased graduation rates, and higher test scores.

The purpose of this study was to see the effect weekly parent training sessions in dialogic (shared) reading would have on English Language Learning (ELL) preschool students' vocabulary achievement and their literacy interactions with their parents or caregivers.

5 - Second Language Research Findings: A Wrong Generalization to EFL Studies (Hoda Arkani, Semnan University, Department of English Language and Literature, Iran, Aram Reza Sadeghi, Semnan University, Department of English Language and Literature, Iran)

Many researches have been conducted in TEFL around the world both in countries that English is taught as a second language and those in which English is learned as a foreign language. There is a general awareness among specialists of this field that there are outstanding differences between the two.

6 - The Impact of Imagery strategy on EFL learners' vocabulary learning (Yagoub Zahedi, Shahindej Branch, Morteza Abdi, Malekan Branch)

Without any question, learning English vocabulary is an important benchmark for the university students. However, some students have great difficulty in learning English vocabulary. According to depth of processing hypothesis (Craik & Lockhart, 1972), how well information is remembered is not a function of how long a person is exposed to that information, but rather depends on the nature of the cognitive processes that are employed to process that information. Simply put, the idea is that when more cognitive resources are used in processing a word or phrase, more attention is paid, and the word or phrase is better retained.

The obtained results revealed that the imagery strategy resulted in the improvement of participants' vocabulary learning. The obtained findings indicate that semantic mapping strategy engages learners in more cognitive activity, deeper processing, and higher retention in vocabulary learning.

7 - A Generic Visual Analysis in Malaysian Second Language Teaching School Textbooks
(Subakir Mohd Yassin, Bahiyah Abdul Hamid, Zarina Othman, Kesumawati Abu Bakar, Fuzirah Hashim, Sheena Kaur)

The project adopts three widely used approaches for analyzing visual images: content, socio semiotic and ethno-methodology analyses. This paper highlights its preliminary analysis on the visual image representation in Malaysian English school textbooks. English school textbooks may abound with visual images that sometimes, more so than written texts, can articulate more forcefully social and cultural meanings.

The consultation of various research articles contributed significantly to strengthen the decision to work with the TPR method and the cards in the present project. It was very stimulating to know that, in the whole world, many teachers are working on the handling of the visual materials that were used in the practices of this research, and that, in a generalized way, the use of physical activities associated to visual and auditory stimuli is recommended in learning a new language, especially English, which is the language with the highest number of bibliographic and digital records.

Chapter Three: Research Design

The third chapter describes the context and type of research used in this work as well as the steps that deal with this research methodology and the techniques to collect and analyze the data.

Research context description

The high school *Institución Educativa Agropecuaria* Miguel Angel Rangel was place where the current project took place. The institution is located in Tajumbina-Nariño. It can be noticed that the school is located as adequately as possible, so that students from all around can reach the institution, since it is the only option they have in the region as the closest institution. Twenty-one years ago, Javier Muñoz Delgado founded this high school.

Taking into account the rural setting, *Institución Educativa Agropecuaria* Miguel Angel Rangel offers educational services in levels from kindergarten to eleven grade. This school has a classroom for each level, where the students spend 7 hours a day in their classes from Monday to Friday. There is a building where there are classrooms from the elementary school and the high school, offices, library, teachers' advisory rooms, a laboratory, computer rooms, toilets, the cafeteria, the stadium, an interactive room and there are green areas where students can exercise.

There is not a classroom especially equipped to English lessons, for this reason the teacher has to move through the different classrooms in order to develop each class. Students get all the classes in the same classroom during the day. Teachers in charge of English lessons frequently are not adequately prepared for teaching this subject because even though teachers have to be in charge of all the subjects, the level of preparation in another language is not often good in elementary education teachers. The institution does not count, as in other regions or institutions, with flexible audiovisual media available for the teaching of the English language. Despite having a computer classroom and other audiovisual media, these are not always available for English classes. In addition, interruptions of energy service are frequent, which disrupts the development of class sessions in which these technological means are being used.

This situation led to think of a simple, cheap, versatile, flexible, easy to design and always available didactic aid. The clearest answer found was the flashcards.

The research group consists of 36 students who attend the fourth grade of primary school. This group was chosen because, according to Briones (1995), a sample is representative when it reproduces the distributions and the values of different characteristics in the population. At first, children were restless and expectant. They do not face innovations or pedagogical experiences frequently, so they were very curious to know what the project would consist of. This was positive because it indicated a good level of receptivity; however, considering their low performance in the English language subject, they showed some concern for their ability to have good results.

Type of research

Generally, when we talk about the type of research for projects that include a pedagogical implementation, we refer to action research. Then, Action Research is a generic term for any process that follows a cycle in which one improves practice by systematically oscillating between taking actions in the field of practice, and inquiring into it. (Tripp, D. 2005. p. 2). Similarly, according to Harmer (2001), action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, (p. 344). In this particular case, I want to enhance vocabulary learning by using TPR and activities, which include the use of flashcards.

Action research is an eminently qualitative disciplined process of inquiry, conducted by and for those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions. As in, this project “Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.” (Sagor, R. 2000. p.1).

Whatever the scenario, action research always involves the same process that can be summarized in several steps, generally in a very flexible way, according to the type of work that is developed. They are planning, acting, observing and reflecting. These steps, which become an endless cycle for the teacher, begin, according to David Tripp (2005), with the identification and analysis of the problem, related in our case with the learning of English language. Then, a solution is designed from a proposal and the work is planned, (planning), a process is implemented in the class, (acting), the results generated in the students are described and measured (observing), and, finally, the changes produced are evaluated (reflecting). (p.16)

Data collection and Data analysis.

This section deals with the results of the research study, there is also a summary of the implementation of action research, as the design chosen to develop the study, the procedures and sources used to collect data and the ways to analyze the information that led to identify some key results of the whole investigation process.

In the next table, there is a brief summary of the research process per stage and after that, there is a particular subsection to explain the final results that respond the research question of the study.

Table # 1. Summary of data collection and analysis			
Research question: How do the incorporation of the Total Physical Response method activities and the use of flashcards foster the learning of English vocabulary in fourth grade students at the Institución Educativa Agropecuaria Miguel Angel Rangel in Tajumbina? Research Objective: To determine how the incorporation of Total Physical Response method activities and the use of flashcards foster English vocabulary learning in fourth grade students at Institución Educativa Agropecuaria Miguel Angel Rangel in Tajumbina.			
Research stages in Action Research Cycle	Data gathering sources / objectives	Data Analysis	Time Allocated
Diagnosis & Planning	-Diagnostic test (Appendix C) This source was aimed to identify the students 'needs, strengths and weaknesses regarding the use of English vocabulary in order to determine ways to enhance a more effective learning of vocabulary	The planning of this research included the determination of the type of material to be analyzed, the sampling conventions, the coding system, the categories and the resource for data collection (Teacher's Journal and Observation Format). The pedagogical planning included the definition of contents in the visual material and the design and selection, both of flashcards and of TPR method activities. After applying an oral and written test (Appendix C) which was designed according to the children's level and including the topics they should have known in the fourth grade, there were some important finding listed as follows: - Most children failed the test - Students had trouble remembering words in English - Students did not relate images or actions with the corresponding words - They did not accept that writing and reading in English were different. - Students had problems with pronunciation of English words	July 2016

Acting	In this stage, the pedagogical implementation took place. So, the students got involved in a set of lessons whose special features were the inclusion of TPR activities and the use of flashcards. It is necessary to say that before shaping the action plan itself, it was necessary to do action like the ones listed below: - Determine the group of work - Determine the number of sessions - Define the contents of visual aids - Design Pedagogical methodology with use of flashcards and TPR method - Design of visual aids - Decide on which type of activities of TPR method to be used - Define the evaluations criteria During these stage, I collected data to follow the action plan development through direct observations in the teacher's notebook These notes were used to record the development of the activities during the teaching and learning process and to guide the adjustments to the pedagogical procedures according to the students' response -Assessment tests (Appendices C) These instruments were proposed to collect data related to the implementation stage. Therefore, they were aimed to assess how the use of flashcards and the TPR Method activities, carried out in a cycle of five class sessions fostered the students' vocabulary learning.	Written and oral tests were applied at the end of each class sessions. See sample of them in Appendix C During each session, the teacher also collected the observations related to the students' response and performance of the students during the development of the pedagogical sessions. Therefore, it was intended to collect data to get more understanding on the students learning process of English vocabulary.	August & October 2016
Observing	To gather data in this stage of action research, I incorporated two sources _ performance tasks (Appendix C) and tests and the teacher's journal ((Table #2) notebook). these two sources have as a main objective the next one: To keep a track on the development of the pedagogical proposal in order to see how the plan of action was going on and incorporate the necessary changes to ensure effective learning of English vocabulary in the students.	Progress of students' learning process was permanently registered and qualified during the class sessions. Notes in the teacher's notebook were organized according to some topics that later became categories.. These observations were mainly focused on the quality of the students' answers. In the end, this data allowed to account that children learn vocabulary by following some patterns such as: memorization of words without the help of images, use of vocabulary in different contexts, easy incorporation of the words, Incorporation of the content of words, notorious improvement of pronunciation, among other important findings. Additionally, Accounts of numerical scores from the tests were recorded and tabulated which allowed seeing the students' progress among the different sessions.	October 2016
Reflecting (Analysis)	For the reflection stage, which is inherent to Action research, this study incorporated continuous reflection during the whole process based on information gathered in the Teacher's notebook. The objective of this source was to evaluate the general performance of the students, but also to evaluate the pedagogical process and provide information to adjust the pedagogical implementation.	The final quantitative and qualitative analysis of information indicates the degree of success achieved by the experience. One source that allowed constant analysis of reflection was the teacher's journal/notebook, where daily notes were taken, read and revised to incorporate changes while the implementation was going on.	2017 First semester

Some specifications about the data management and analysis.

As said above, for this research it was convenient to select content analysis as the approach for data analysis. This is a technique used to extract desired information from a body of material by systematically and objectively identifying specified characteristics of the material. (Smith, 2000. p. 313). In this case, the analysis is left until data has been collected and proceeds to encode by content. Using this method, the researcher works systematically through each transcript assigning codes, which can be numbers or words, to specific characteristics within the text. (Dawson, 2002. p. 118). The data elicited for analysis are the results of the learning process. These materials are recorded in the teacher's notebook and constitute the qualitative information that is the result of the follow-up during the class sessions. In addition, the grades obtained by the students in the different tests are available, which gradually show the effectiveness of the applied methodology.

The criteria used for the definition of session's contents were based on the programming of English subject for fourth grade. According to the general recommendations for English language learning in ages of 9-10 years, the vocabulary that best adapts to the age of the children is related to objects, actions and emotions typical of their daily experience. For the development of this practice, the chosen themes were Commands, Body parts, Shapes and colors, Prepositions of place and Emotions. The topics were prepared to be developed during five class sessions and a specific plan was designed for each class.

Design and Choice of flashcards.

There were only a few flashcards, which were the basis for designing the set of final materials, but taking into account the definition of required materials, graphics of the flashcards were extracted from various sources, including magazines, text graphics, Internet graphics, and even, drawings made by a cartoonist. In fact, they arose from the need to have materials that fit the needs defined by the project.

When developing these flashcards it was verified that they are indeed easy to process materials, they are always available and they are versatile and simple. As contents were already defined, graphics of the cards were easily organized to obtain an adequate and sufficient set for the development of the classes (See Appendix D).

Activities and games that teacher can develop with TPR method and flashcards

During the realization of this project, the teacher developed multiple activities with the TPR method and the flashcards, which are very similar to some games, for what they called the attention of children. Some examples of this type of activities are:

Memory tester: The cards are placed on the floor in a circle; afterwards, children receive the request to memorize the cards in a minute, and finally, in groups, in a period of two minutes, students will have to write the words they remember.

Picture recognition: A student shows a card and the others compete to say what it represents. The actors take turns

Activity with TPR: The teacher sticks some cards around the walls. Then, one of the images will be mentioned and children will run towards it or simply point it out.

Try music: Children walk around some cards in a circle while the music is playing. When the music stops, the teacher says the name of a card and the child who plays it first earns a point and saves the card.

Concentrate: On a board, a group of pairs of cards hidden under other white cards is placed. When a card is uncovered, students should be able to tell where the hidden card is that has the same graphic.

Mimes: A student performs a mimic action and the others compete to say what it represents. The actors take turns.

Like those used in this practice, many popular games such as lotteries, dominoes, etc., can be adapted to be pedagogically worked with the use of flashcards.

Application of evaluation tests during the process

In accordance with the objectives of this research, a diagnostic test was applied, that is, a set of questions that are asked to the participants before the training begins, and seeks to identify the level of appropriation of English vocabulary by students, and the nature of the difficulties in the learning process. This test that has two parts: a written one and an oral one. Some topics, some vocabulary and activities with flashcards were carefully chosen in order to establish which ones are the appropriate in order to be applied. Initially the subjects of the test were selected taking into account the program of the subject in the institution for the fourth grade and the level of the students. It is assumed that, under normal conditions, the selected students were able to answer the test satisfactorily.

The written part, which was initially developed, consists of a test of fifteen questions for which students must choose the true answer. The design is very simple and shows a figure and several response alternatives. The student must indicate the correct answer with an x. (See Appendix: C). The second part was the oral one, where students have to face eight statements in order to be solved. This part of the test was developed using flashcards. These cards contained graphics related to topics whose vocabulary the students had to know. Twenty-five minutes were assigned for the written test, which was developed as a group, and approximately six minutes per student for the oral test, which was done individually. Time assigned to the test was determined by conducting several preliminary tests, and considering students could have the opportunity to think about their answers. During the oral test, the teacher could repeat up to three times each oral statement.

Like the diagnostic test, a final test was also applied with two parts: one written and one oral. It took into account the advances that the student should have obtained after having experienced the card use tests and the TPR method. The method of application was the same. A duration of twenty-five minutes was established for the written test and about six minutes for each student in the oral test. (See Appendix: C)

Written and oral evaluations were also made in each class session. Comparing participants' final test scores to their diagnostic test scores enabled the teacher to see whether the training was successful in increasing participant knowledge of the training content. The special interest in this test aims to identify the level at which each student was involved in the process and how the overall performance of the group was.

Chapter Four: Pedagogical design and implementation

Contextualization

For the pedagogical implementation, a set of class sessions were designed specifically for the fourth grade students of elementary education at Institución Educativa Agropecuaria Miguel Ángel Rangel of the Municipality of La Cruz, in Nariño.

Description of the pedagogical proposal

The experience is carried out during seven class sessions with the students. Each lesson contains some key stages, namely introduction, development and closing. Besides, a diagnostic test is applied in the first session, and during the next five sessions, the participants had the English lessons widely influenced by the incorporation of TPR activities and the use of flashcards. Additionally, during those sessions students developed some performance evaluation tests and tasks as ways of gathering information to assess the impact of the pedagogical work being applied. Finally, in the very end of the process, the teacher applied a final test to evaluate the effect of the application of the whole proposal.

The syllabus for the fourth grade English subject included specific contents for each class session. Those topics were organized so that they made evident continuity with what the students had studied previously. The academic program of English subject for fourth grade has very basic objectives related to the learning of vocabulary and some minimal grammatical structures. This propose intended that students learn a vocabulary related to elements of daily life and phrases to greet, say goodbye and perform daily life activities. So, the themes worked during the sessions were commands, body parts, colors and shapes, emotions, and prepositions of place.

As previously mentioned, TPR was the adopted method for the lessons, the students established a direct relation with the vocabulary that they had to learn, through the identification of the words with the images and with the physical activities to internalize meaning. As already mentioned, the TPR method proposed seeks that children can give physical representation to the verbal commands, in order to internalize the vocabulary and achieve long-term retention of words, (Richards & Rodgers, 1986), then, the flashcards are used together with the activities of the TPR method to obtain a better participation and commitment of the students.

Pedagogical objectives

General objective

To strengthen the learning of the vocabulary in English language of the fourth grade students using flashcards and the TPR method.

Methodology based on TPR activities and visual aids

According to Easterbrok (2000, p. 36), the combination of several elements that refer to an object, such as an activity and an image, can generate a stronger and more persistent imprint in the memory, Asher states that the assimilation of information and skills can be significantly accelerated through the use of the kinesthetic sensory system, then this pedagogical design uses cards with varied illustrations, supported by various types of activities. Both the cards and the activities are characterized by availability, flexibility and versatility.

Cards are usually used at the beginning of the class sessions, when the subject to be developed is introduced, so that the students gather key vocabulary or language for the class, as central elements. Moreover, when the teacher begins using a flashcard in class, it is directly related to a physical activity, so the two elements reinforce the association with the word in English. For example, when the image of a child jumping is shown, a student is asked to perform the jump action and at that moment the word "jump" is pronounced and the written word is displayed

Furthermore, as part of the methodology of the English lessons, I included some teaching strategies which linked the teaching of vocabulary through flashcards and TPR. The strategies more used were the following: 1) Involving students in situations in which the meaning of oral language is understood immediately; 2) Allowing the student to remain silent while observing the effect of language on the actions of others; 3) Checking the student's comprehension by completing tasks guided by oral language; and 4) Focusing on the general meaning more than on the grammar.

The role of the participants

Following the patterns suggested in TPR, the teacher acted as an orchestra leader: directing, guiding and controlling the behavior of the students, the teacher defined and selected the topics for the class, prepared the materials, coordinated the sessions and, as a researcher, he took notes for the evaluation of the process.

The teacher allowed the student's initiative to be displayed, so that they could go at their own pace and he tried to involve all the students but avoided excessive pressure.

The teacher always had control of the visual aids during the class but delegated the students for the realization of some exercises. When performing some activity of the TPR method, the teacher coordinated the order of the sessions and prevented the activities from overflowing when they were considered as a game.

An important task was the identification of special difficulties on the part of some students, for which the teacher did some reinforcement tasks.

On the other hand, the students were initially quite passive listeners and then their protagonism started to increase during the development of the class sessions as the teacher involved them and they were getting the ability to participate.

The visual aids and activities used in pedagogical implementation

The topics developed during the implementation are part of the sets of vocabulary that should be studied in the subject. According to general recommendations for learning English at ages of 9-10 years, the recommended vocabulary for the age of fourth-year children is related to objects, actions and emotions typical of their daily experience. The topics were prepared to be developed during five class sessions. As an example of the activities and materials prepared, readers can see a sample of a lesson plan in Appendix A at the end of the document.

As previously stated, the central materials for the lesson were the flashcards. The aim was that the graphics presented were mnemonic and simple. Five sets of cards were organized to cover the themes established in this project: Commands, Body parts, Shapes and colors, Prepositions of place and Emotions.

The cards used for this practice were chosen and designed taking into account the cultural environment of the students, their age and their interests and in accordance with the contents established in the program of the subject. Due to the lack of this resource in the educational institution, cards were designed for each class session, resorting to existing elements, such as magazines, school sheets and, especially, drawings made by a cartoonist and with the collaboration of other people. When developing these cards, it was verified that they were really easy to process, use materials that are easy to obtain, are always available and are versatile and simple.

Another important issue of the pedagogical implementation was the TPR activities included during the English lessons. According to psychological researches, memory retention is longer when a concept is learned and associated to a physical movement and to images. The activities of TPR were defined according to the themes of each class, including various types of flashcards and actions involving music, physical exercises, commands, movements within the classroom, identification of objects through eye or physical contact, etc.

The research teacher chose among the multiple activities and games that the TPR method contemplates, those that are better related to the age and culture of children in the rural setting of the educational institution. The summary of these activities was detailed in the methodological design. All these activities were developed throughout this pedagogical practice. To get more details on the teaching materials and resources used in the pedagogical implementation, you can go to see Appendix D. Only the activities that were organized are mentioned, since many other activities were not formalized. They are: Picture recognition Alphabet soup, Creating stories, Didactic poster, Memory tester, Try music, Concentrate, Mimes, Physical Activities with TPR.

Evaluation criteria in EFL lessons

The most revealing essence of the evaluation is of a qualitative nature. Class sessions have as central elements the use of graphic cards and the performance of physical activities, which facilitated the observation of students' behavior and performance according to the central research topic defined to establish the validity of the proposal, which is the improvement of vocabulary learning English.

Categories are deduced from a causal handle, that is, data recorded are the product of the applied method and not of other circumstances. The entries in the teacher's notebook consider the categories and subcategories related to the evaluation of the effective vocabulary learning process by students from the application of the TPR method and the use of flashcards.

Then, the categories focus on making learning evident through the actions and visual representation of the flashcards, that the learned vocabulary is really incorporated into the language of the students, that the students overcome the initial difficulties and acquire a satisfactory level of pronunciation and writing. These variables were recorded and tabulated for the analysis throughout the class cycle.

Besides, this pedagogical experience lent itself to a conventional evaluation of quantitative type, taking into account the need and convenience of carrying out simple tests that qualified the number of

correct answers or errors of the students. This process was effectively carried out in each session, and, therefore, there is an evaluation of all the students for each lesson. See Appendix B: Matrix systematizing EFL students' scores of vocabulary tests.

Chapter Five: Data Analysis

The fundamental source of data collection was the direct observation of the development of the teaching process using a simple form to record the results of the application of the proposed resources in the teaching and learning of English vocabulary. (See Table 2. Observation Format for teacher's notebook and annotations example, p. 57). These data allow this experience to obtain essential data to know and recognize the real impact of the use of TPR method and the flashcards in the teaching of vocabulary.

As already established, this implementation cycle consists of five class sessions with the pedagogical design in the development of the lesson themes. The task of collecting information related to the performance of the students and the relevance and correctness of the method was carried out during the whole class cycle. Also some minor adjustments were made to the methodology.

The method used to collect information, which in turn is used to generate the evidence, is the key factor that enables verification of the process and allows conclusions to be drawn about the validity of the proposal. The format designed for the teacher's notebook fulfilled this task.

Final categories and subcategories

The data gathered during five tasks constituted the corpus for the analysis of this project development. Simplifying the proposal of Hernández, Fernández & Baptista, (2014, Chapter 14), the tasks or stages to carry out the analysis are organization, debugging, transformation and modeling of data. The objective is to generate an innovative plot body, draw conclusions and propose recommendations for new pedagogical experiences.

As the first task, organization consists in the grouping of homogeneous data about a universe of observations and the definition of parameters to generate categories. Since this project works with unstructured data, data grasped through observation and which is registered in a notebook, then, the organization of the data consists of identifying findings, connections, attributes and properties associated with the set of observations on EFL vocabulary learning. According to Hernández, Fernández & Baptista, (2014) a category or variable is defined especially by the relevance and importance of information with respect to the objective of the research, by the frequency with which the category appears in the data and by the clarity of its implications for constructing a more general theory. In this project, the criteria used

to define the categories were: 1) the correlation of the use of the TPR method and the flashcards with the level of vocabulary learning, this means that learning is effectively derived from the method, 2) the real results of the incorporation of learned vocabulary by children, 3) the level of skills reached by children in vocabulary pronunciation and writing.

The debugging is a task that prioritizes the importance of information, eliminates the one that is not important for the analysis, such as that related to subjective factors or very particular cases. In this case, all the information that did not refer directly to the improvement of vocabulary learning was omitted.

Data transformation refers to the standardization of observations so that a coherent and uniform body of data is formed. The notes in the teacher's notebook should become tabulations that have uniformity and be precise, clear and concrete, therefore they should be reconstructed and simplified so that they fit into the categories. In the notebook the teacher may have written: "the student S4 cannot pronounce the letter "r" and S6 corrects him by pronouncing the word" ear ", making the same mistake". When this information is tabulated, the teacher must make an annotation in the format corresponding to category 3.

Finally, data modeling is the way to structure and organize the data so that they can be viewed more logically and allow the generation of conclusions. The professor grouped appropriately the observations related to the same subject, initially in a general way and then in a more detailed way. Thus, the observations related to the students' response to the cards were grouped into category 1, subcategory 1, which refers to the memorization with support of the images. If the observation was about the way students associated words to actions, the annotation was grouped into category 1, subcategory 2. So the teacher worked until the notes of the notebook were exhausted. The final part of the work was to generalize the observations so that the information was consolidated. Notebook notes are handwritten, are very abundant and are not always ordered, so it is necessary to laboriously develop the stages of organization and debugging in order to have valid information. Below is an example of a teacher's notebook observation.

Table # 2. Observation Format for teacher's notebook and annotations example	
Class Session 4: Prepositions of place	
Category 1: Children made evident their vocabulary learning through action and visual representation	
Subcategory 1 <i>Students memorize words with the help of images</i>	Students look at the cards shown by the teacher where an elf is in different places. All, except S3, are right at the end of the session. When the exercise is done without the cards, S3, S5, S6 and S8 fail in more than two responses
Subcategory 2: <i>Students memorize words associating them to actions</i>	S5 reads the sentence "the elf is under the table". S1, who has the turn to place the toy on the site, approaches the table making a gesture that corresponds to the place. S2 does the same with the preposition "in front", S3 fails the exercise, S4, S5 S7 and S8 succeed. S6 hesitates and then hits. By repeating the exercise, the students pronounce the corresponding preposition aloud. In the end, everyone, except S3, performs the exercises well. When the exercise is done without help, asking students to locate themselves in one place, four students make mistakes more than twice.
Subcategory 3: <i>Children focused on word's meanings rather than on linguistic forms</i>	The degree of memorization of words is less than in previous sessions. When asked S1, where is S8, he shows her with his finger and responds in Spanish. His companions help him and he repeats: "behind the door". Most students hesitate before responding and the level of errors is high. Students confuse prepositions. Physical activities help strengthen learning accompanied by the repetition of words.

Simultaneously, at the end of each class session, a written and oral test was applied, the results of which were tabulated and constitute an additional element of analysis.

The following final table of categories and subcategories summarizes the data analysis procedures carried out in the attempt to find answer to the research question stated for this project.

Table # 3. Research question, Categories, Subcategories and Data Source		
Research question: How do the incorporation of the Total Physical Response method activities and the use of flashcards foster the learning of English vocabulary in fourth grade students at the Institución Educativa Agropecuaria Miguel Angel Rangel in Tajumbina?		
Categories	Subcategories	Data source
Children made evident their vocabulary learning through action and visual representation	Students memorize words with the help of images	Students' Performance tasks & tests. Teacher's notebook
	Students memorize words associating them to actions	
	Children focused on word's meanings rather than on linguistic forms	
Children gradually incorporated the learned vocabulary	Students learnt better words that have a referent in their closed reality	Students' Performance tasks Teacher's notebook tests..
	Students spontaneously use English words related to their environment.	
	Students incorporated content words learnt in other contexts, associated learned words and practiced combining them	
	Students remember words without the help of images or actions	
Children's pronunciation of words improved gradually		Teacher's notebook Performance tasks & tests.
Students started to become familiar with writing in English		Teacher's notebook Performance tasks & tests.

Category 1: Children made evident their vocabulary learning through action and visual representation

In spite of not having had similar previous pedagogical experiences, from the first moment the children showed an evident acceptance to the proposed method. This was an important factor for the practice because it meant a good degree of collaboration and availability. Very quickly, the students began to become familiar with the methodology and to appropriate the procedures; the didactic cards were a motivating and striking element because the students felt comfortable with materials they could perceive with their senses (Cross, 1992). This factor, together with the consideration that the brain keeps in memory the concepts associated with images and actions, longer and deeply, facilitated the general dynamics of learning. Although it is a simultaneous process, the observations show it by breaking down the memorization process associated with images and actions.

Subcategory 1. Students memorized words with the help of the images

The learning of vocabulary in English was effective for the students by using images as there were two or more senses stimulated in the perception process. As indicators of this learning I could observe that the response in memorization was so quick since the first class session. Initially, students alluded to the cards in Spanish and internalized the name that the teacher indicated in English. After a phase in which they only listened, all students repeated aloud, each word, first in group and then individually. For instance, in the session related to commands, the teacher asked about the action symbolized on the cards and students answered the words one by one. When students were asked to say the word without showing the corresponding card, they hesitated before giving the answer and made more mistakes. It was verified that the index of error or forgetfulness was very low when the exercise was carried out with the cards and increased a little when they were not counted on. For example, when S6 is shown three cards with the commands run, jump and read, he correctly repeats the words. When asked in Spanish to say the words without the cards, S6 hesitates and forgets the word "read". S4 does the same exercise correctly, but his response is slower, which shows less security. When the exercise is done by S3, a student who performs poorly in general, fails in the words run and jump when cards are shown and fails again when cards are subtracted

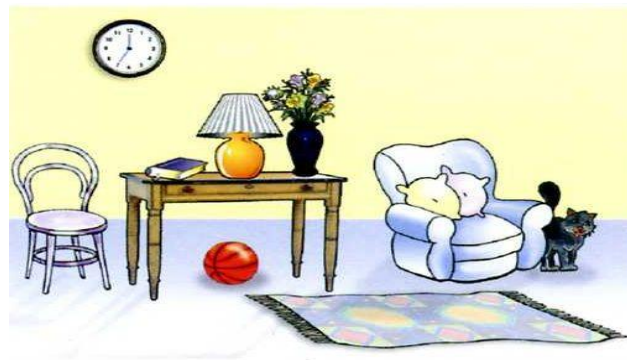
In the second session, related to body parts, the response was even better. After the first exercises with the cards the children's bodies replaced them in practice and the rhythm of student participation increased, associated with the action of indicating the body parts in themselves, in their classmates and, complementary, in the graphics of the cards. In this case, the bodies were an effective extension of the visual pedagogical resource.

For the third session, the students were better prepared to participate and easily memorized the colors and shapes. The students repeated the words that the teacher pronounced and they were in charge of finding other similar shapes inside the classroom and objects with colors that the teacher mentioned loudly. As a special case, black color was confused with white, by the resemblance to the word "blanco" in Spanish. Despite the clarifications, this error was persistent: the teacher asks S1, what is this and what color does it have? Pointing to a white box. S1 responds: "A black box". Some students laughed at the answer and S1 corrected: "white box".

In the fourth session the performance was a bit different because students were not very familiar with the prepositions and it was necessary to specify their meaning. The teacher explained that, in different languages, a word can have different meanings and there can be several words for the same meaning. As they were asked to link new words with concepts and abstract things, students had different and greater difficulties relating and memorizing words. This is logical because, according to Cherry (2018) who plays Piaget's theory of cognitive development, students of nine or ten years of age are in the concrete operational stage. During this stage, children begin to think logically about specific events, their thinking becomes more logical and organized and they become much more skilled in the use of logic, but they are still very concrete and literal in their thinking, which can be very rigid. Children at this point of development tend to struggle with abstract and hypothetical concepts. In a moment of this fourth class, the teacher prepared a poster with the image of a room where there were several objects and under the image, there were 8 sentences to complete with a single preposition of place. He asked volunteers to paste the correct flashcard where a written preposition was. No volunteer responded immediately. The students did not have the same spirit to participate as in previous sessions, but the teacher did not press them, allowing them to remain silent. The exercise was repeated several times to generate confidence and children began to react positively. In the exercise in which the students had to recognize the location of the objects in the image S4 answered all the questions with the preposition "in", when the teacher asked him why he answered like this, S4 answered: "todos los objetos están "in" el poster ". The students laughed and S8 shouted at him in Spanish: "out". The teacher then asked the

students to write the sentence that was on the poster in their notebooks with the drawing of the room. They also had to choose the most appropriate place preposition according to this drawing. Generally, the students recognized the words in Spanish, but had more difficulty remembering their equivalent in English, than the one they had had to remember body parts, colors and commands. The results improved progressively and, as session progressed, students were able to remember and mention the English words related to the prepositions. However, in the next session, when asked again about prepositions, students did not remember words as well as those related to colors, commands or body parts.

Didactic Poster



- 1) The clock isthe wall.
- 2) The ball isthe table.
- 3) The cat isthe armchair.
- 4) The table isthe armchair.
- 5) The carpet isthe floor.
- 6) The lamp isthe table.
- 7) The flowers arethe vase.
- 8) The table isthe chair
and the armchair.

For the fifth and final session, on emotions, the students recovered the performance with which they memorized the words, so it was necessary a shorter time of exposure of the cards to memorize them. During an activity, the teacher pronounced a word and showed the back of the flashcard with the written word about emotions, the students had to imitate the emotions that words represented. Students had fun watching the imitations of their partners, in addition to asking the teacher to say aloud the name of the student who made the best mimicry so that everyone could see it. Then, the teacher pronounced the words aloud and the students repeated them and marked them in their notebooks. Pronunciation and mimicry

were focused all the time. Then a volunteer, S6, stood in front of the class and "secretly" chose one of the emotions and asked another student to act. Everyone received a flashcard and they had to imagine a sentence to tell it out loud, then the students who were chosen by their own classmates had to act the prayers to complete the activity. In the final activity, each student received a piece of paper that had a riddle of words about emotions; under the puzzle, the students were able to identify the emotions with their drawings. The students demonstrated their creativity by painting each word with a different color. The theme of the session lent itself to children being more emotional and, according to Asher, the information was recorded more deeply in their brains. This practice shows that social interaction plays an important role in the learning process and that students build the new language in the zone of proximal development (ZPD) proposed by Vygotsky, through this socially mediated interaction. (Brown, 2000. p.287). In agreement with Zahedi and Abdi (2012, p.2270), "the obtained findings indicate that this memory strategy involves learners in more cognitive activity, deeper processing, and higher retention in vocabulary learning".

Subcategory 2: Students memorize words that associate them with actions

According to theory tasks of the TPR method are easily received because of natural tendency of children to perform physical activities, as Craik & Lockhart's (1972) say, if the person was stimulated with familiar, pleasant or funny elements, the trace in the memory would be produced more easily and durably.

The first evidence emerged during the first class session, specifically related to actions and movements of commands. At the same time they said the word, the students performed the action, so they had a double support for memorization. In parallel to the processes referred to with the cards, the students responded to generate processes of memorization of the words, associating them with actions. The exercises had better results when the students pronounced the words and at the same time performed the action or developed another activity directly related to the word. For example, students S1, S3, S6 and S7 individually performed the actions of walking, jumping, sitting and standing without error. When students S2, S4, S5 and S8 did the same exercise, only with the teacher's order, S2 and S5 failed in two actions, S7 failed in one action. Finally, the children enjoyed the exercise and showed a good level of memorization of the words with the help of actions.

When advancing to the next class, on parts of the body, students advanced in the appropriation of the method and memorized all the selected words, in group initially and then individually. The professor

applied the combined strategy of stimulating the right hemisphere of the brain, which learns by action, while the left hemisphere learns when the right hemisphere acts. Students widely applied TPR method by pointing out a part of the body with each word. The mime was a very suitable resource to indicate the parts of the body; the students pointed and touched his body and that of their classmates while reciting the words almost without errors. When the exercise was done without actions S3, S5, S7 and S8, those who already dominated the exercise, made some mistakes.

The same thing happened in the session of shapes and colors, with the simulation of forms with the arms, fingers or body, it was also observed that children reinforced the learning of words. An exercise without cards and without actions showed that the students S1, S2, S4, S5 and S8 made mistakes when choosing the words corresponding to colors. S3 showed very low results in memorization and improved slightly with the help of actions.

For the fourth session, a lower performance of memorization was observed. The words used were: on, in front of, under, next to, near, above, between, in, behind. As noted in the previous subcategory, it was observed that children have greater difficulties memorizing abstract concepts. The teacher brought a stuffed dog and asked the students to form a circle, introduced the dog, placed it in different places around the room and asked the students to move to where a preposition of place indicated with respect to the stuffed animal and to repeat the word. S4 showed great ability memorizing the words, S3 quite the opposite. When changing the exercise and asking where the dog was, at the beginning students answered in Spanish, despite having done the previous exercise of recognition of the words. Almost all students confused the use of on and in. During a final exercise, children followed the meaning of the words, pointing with their hands and using movements that indicated the locations.

Like the session on commands, fifth section lends itself to actions. The new words used were thirsty, cold, happy, worried, confused, thoughtful, sick, amused, hysterical, hot, sad, disappointed, exhausted, scared, tired, sleepy, angry and hungry. A song was used in which some of these words are mentioned and the students were singled out emphasizing each word related to emotions. The song influenced in the memorization of the words in a significant way, because the words that were not included in the song had a lower memorization index. The words amused, disappointed, hysterical, which did not appear were little remembered. The word confused, despite not appearing in the song, was easily remembered for its similarity to its translation in Spanish. Again it became evident that "the two very important concepts in TPR are the notion of Total Physical Response and the role played by the right

hemisphere of the brain in learning a new language by action" (Octaviany, 2007, p.15). Finally, in an emotional session of expressiveness, the mime served again as a resource for learning. Children repeated the word and made the gestures (TPR actions) showing gestures that followed the words indicated on the cards. S3 regularly confused the words, but the other students made the gestures almost without error.

Subcategory 3: Children focused on the meaning of the words rather than on the linguistic forms.

As expected, children preferred images, spoken words and actions, to the logic of combinations and writing. In the current project, the teacher observed that children did not have significant problems to handle and remember the words studied, but they encountered difficulties when referring to a name combined with an adjective and they confused the order of the words. The same thing happened when establishing the order of verbs in the questions and, to the same extent, this difficulty arose when combining names with verbs and prepositions. The results of the oral tests were surprisingly positive when they were carried out on the word-for-word vocabulary studied, but the result was less when testing with combined expressions. This weakness was evidenced more from the third session, when children began to use expressions that combined the words studied in the previous sessions, it was sharpened in the fourth session, when prepositions were studied. In the last class section, when students had consolidated the learning of words, the exercise of organizing simple sentences was done; the first was: "I'm sad and you are happy"; in this exercise all the students, except S4, omitted the conjunction "and", although they knew it very well. Because of its similarity to the word "triste" in Spanish, S6 said: "I am thirsty you are happy. In the phrase "white house with green windows", the order of the words was reversed, S8 and S1 said: house white window green, (not plural) and the omission of the word "with" was also recorded. In the phrase "the dog is near the chair" the answer of S5 was "dog near chair".

There is a coincidence of these results with those registered in an investigative work with primary school children, Quiceno (2012) which notes that, "According to (Pavicic Takac, 2008), beginners do not have enough linguistic knowledge, so they have to make deliberate attempts to learn lexical elements often connected to a synonym, definition, translation to L1, or an illustration". It is evident precisely the immediate tendency of children to translate directly word by word

Category 2: Students gradually incorporate the learned vocabulary

Subcategory 1: Children learnt better words which have a referent in their closed reality

According to Gleitman, L & Gleitman, H. (1992), cited by Rubiela González, (2013, p.55), “words are not connected to the world in the same way; some words basically point to and refer to things in the world, while others organize the world into semantic systems and name according to the system”. It is necessary to make two considerations in this point: first names have a direct relationship with things, so they are usually easier to memorize. This was clearly observed in the greater capacity of children to memorize parts of the body, or even their qualities as shapes and colors. The memorization of prepositions and verbs required more reinforcement. However, it was observed this conclusion is more valid if the child knows the meaning of a word and is familiar with its reality; that’s because, if the word in Spanish is unknown, strange or infrequent, the student needs to develop an additional work to memorize the word in Spanish, so the effort is double and there is a lower level of memorization of the word in English. The conclusion is that children learn and memorize better those words more internalized by them in real life. This conclusion coincides with those subcategories, which express that children memorize better the words associated with images or actions. In both cases, we talk about dimensions that children handle and with which they are very familiar. In general, vocabulary dealt with in classes was familiar to the students, but the nature of the words had a different level of internalization. In an exercise of the fifth class, these phrases were prepared: worried boy and happy girl, thoughtful boy and scared girl, thirsty boy and angry girl. The children presented a lot of confusion in the expressions because they expected very logical combinations for them. S1 said "thirsty boy hungry girl", S2, S3, S4, S5 and S8 did not manage to build the sentences. S7 had a success but confessed that he was not aware of it.

Subcategory 2: Students spontaneously use English words related to their environment.

The students began the experience with little or no English knowledge at all, besides, it is also important to state that, initially, children felt a lot of fear to use words in English, including pronouncing; however, during the process their fears quickly disappeared and they showed emotional and linguistic engagement in each one of the activities proposed, from my own view, the methodology help them to increase their own confidence to use English.

Initially learning of names and adjectives was more efficient than that of verbs, however, an apparent paradox was presented. On the one hand, verbs are more difficult to learn than names, but once learned, they are handled in a more versatile way in a communication. As stated by Lidz, Gleitman & Gleitman (2001), children "can pretty well deduce the subcategorization privileges of verbs whose meanings they know, without having to hear every word in all of their licensed frames. ... they can deduce from newly obtained frame information new semantic properties of partly-learned verbs." (p 39). When children use verbs and expressions related to commands, such as jumping, running, sitting, moving, lifting, taking out the book, raising the hand, etc., they are familiar with the actions and tend to use other combinations of words. They make many mistakes, but they try to express things related to their environment spontaneously. Some cases of unscheduled correct expressions recorded during class sessions were: S4: "close your hand", "open the book"; S7: "listen and don't talk". Examples of some wrong expressions recorded in class: S4: "her hand" instead of "your hand", "repeat move" instead of "move you again", "raise your eyes" instead of "look up".

The atmosphere of freedom that was handled in the classrooms contributed to the generation of this type of expressions, which children practiced as a game. As a conclusion in here, the broader the cultural context of children, the better will be their spectrum of spontaneous learning based on their own initiative. In this project, S4 and S7 are children of a teacher and a lawyer, who, compared to other parents, have a much higher cultural level and generally link their children with complementary educational processes. Surely, this explains their greater participation and performance. When the teacher asked the students if they had contact with words in English, only S4, S7 and S8 replied that they heard things on television, but no one used expressions in English in their environment.

Subcategory 3: Students incorporated content words learned in other contexts

This subcategory refers to the fact that the students associated learned words and practiced combining them in new contexts. For students, combining TPR activities and visual aids and actions was very stimulating and led some of them to pay attention to their daily life and to learn words that had not been predicted in a regular class session. According to what they commented, they usually did not pay attention to some television programs broadcasted in English; but as a result of the engagement initiated in the English lessons, they started to catch the meaning of some words, either by the same television or by consulting their parents or elderly people. Therefore, children found out that they usually listen to many words in English but they did not pay attention to them and, since the beginning of the course, they were attracted by the curiosity to know more English words. In addition, with the set of words learned

and those that they incorporated into their repertoire, some of the children tried to communicate with each other in a very rudimentary way and felt the need to know other words to express themselves. In many cases, students did not use correct words and they often invented new words that "pretended" to be English words. Some examples of words and expressions from other contexts that the students incorporated were: rabbit, pig, guinea pig, elephant, village, church, buy, skip class, ask permission, give a blow. In the same way some words that they invented pretending to use English and which I heard them saying were "canchis" per playing field, "dañadus" for damaged, "torced" for twisted, "arregled" for arranged. So, these words that they tried to incorporate into the vocabulary were the ones they needed for daily communication. Their peers imitated students S4, S7 and S8, who practiced this type of incorrect communication as a game.

Subcategory 4: Students recall words without the help of images or actions

Initially the vocabulary practiced by children was very dependent on the help, especially the cards. They even seem to need the cards to pronounce the words, even when they already knew them. Progressively, when knowing the combinations of the words, there was a tendency to use words and expressions without needing help. As already mentioned, the memorization of the words was greater in the presence of the cards or carrying out the activities, which was interpreted by the teacher, as a type of "reading" that the children did in front of the object or the activity. By subtracting the object or activity the reading process was suspended, showing the dependence it generated. This fact was verified when the cards were shown to the students and they obtained better performance in their memorization. In this practice we can interpret that the social interaction that stimulates the promotion, exposed by Vygotsky, not only relates to people but also to the environment, which comes to play an important role in the learning process of the new language. During the process it was very common to see the students having fun and taking advantage of the resources used in the class sessions, but as they got progressing through the classes, they tried to use the vocabulary learned without the help of cards or the actions from the TPR method. We can deduce that this is a process similar to what children experience when they begin to use language in the absence of their parents. This process was identified towards the end of the experience, starting with the fourth class session, when children began to try to communicate with each other.

According to what was stated in the previous subcategory, students acquired greater autonomy in their incipient communication and, in this case, it was manifested with the use of spontaneous expressions inside and outside the classroom. As an example, we can cite the case of students who greet and name things in the classroom. All the students, except S3, did this type of spontaneous exercises, starting with

the teacher's greeting and the use of the words in English combined with Spanish ones. In addition, unofficially, the teacher found out that some students used the learned vocabulary in other scenarios of the educational institution.

Category 3: Children's pronunciation of words improved gradually

The main problem in the pronunciation was the spanishization of the words, which obeyed another original problem, which was the difficulty in pronouncing sounds, both vowel and consonant, typical of English, that do not exist in Spanish. From the beginning of the English words learning process, students were struck by the fact that the pronunciation included sounds different from those of Spanish. Wipf (1984) attributes the initial pronunciation problems to the difficulties in Listening comprehension. "In many instances, understanding the spoken word poses more obstacles to the language learner than speaking. Listening comprehension is a complex problem-solving skill. In generating speech, learners control the scope and difficulties of utterances, the listener, however, must be prepared to encounter and decode unfamiliar messages" (p. 345). Initially, the pronunciation of the students was very close to that of the Spanish phonemes, so it was common that the students read words as they were written or they copied the pronunciation as they heard it. For instance, "teibol" (table), "tit" (teeth), "tut"(tooth), "enderstend" (understand), etc.

As a general case, the students showed a greater ability to memorize the words than to pronounce the new sounds, so they remembered the words but pronounced them with errors. Although it did not delve into more advanced learning structures, it was observed that the students generated a special dimension in which they combined their skills in the use of their mother tongue with everything they learned from the new language, in the way that, according to Brown (2000, p.215), constitutes the interlanguage or the language of the apprentice. Interlanguage refers to the separateness of a second language learner's system, native and target languages (Ibid). This approach means that learners of a new language are not seen as producers of imperfect and ill-formed language full of errors, but as creative beings who use strategies through a gradual process of trial and error until, slowly and tediously, they manage to establish approximations increasingly closer to the system used by native speakers. During the pedagogical practice, students, without knowing it, used the strategy of spanishizing the words they learned as a mnemonic resource. Gradually, they tried to imitate teacher's pronunciation, who insisted that it was essential to correctly articulate the words to mean something in English. Below is a summary of difficulties the teacher researcher recorded in the pronunciation:

The words with final "r" are pronounced with the sound of the "r" in Spanish: students registered this error in hair, car, bird, etc. When students are encouraged to pronounce properly, some of them exaggerated and converted "r" into "g", then pronouncing, cag, hag. Some students made fun of their classmates until they did the exercise themselves. Surprisingly S5 demonstrated a fairly correct pronunciation. In the first session of classes, when the teacher requested the repetition of the words, S5 pronounced very appropriately the words *raise, come here, read, write, raise your hand, repeat*.

Students had difficulty in pronouncing "a" when it corresponded to the sound æ in man, bag, cat, cap. Some students pronounced "a" and others "e" with their sounds in Spanish. Students were familiar with the word "superman" and were surprised to know that the pronunciation was different from the one they handled.

The same problem occurred with the pronunciation of the vowel "i" in bird, bill. Generally, children tended to pronounce these words with the vowel "e" in Spanish and they were surprised when they noticed that they are written with "i".

In general, in Latin American Spanish no distinction is made in the pronunciation of "v" and "b", so students ignored the sound of the consonant "v" and pronounced "b", so they said "mobement", "bery". This situation was widespread

In the combination "th" students simply pronounced "d", as in mother, mouth. For the word thank, however, the pronunciation of "th" was with "f" in some cases, so it sounded like "fanks".

In words that start with the consonantal mergers with s: scr, spr, sm, str, sk, the general initial tendency of the students was to pronounce an initial "e", so they pronounced "esmail", "eskay", since these forms accommodate to spanish pronunciation.

The consonant digraph "sh" students pronounced it initially as the letter "ch" in Spanish, as in shoulder, which they pronounced "chulder".

To plurals that end without a vowel, students tended to add an "e", so that they sounded like in Spanish: "estudiantes", "teacheres".

In general, pronunciation problems occurred in words that have letter combinations that do not exist in Spanish and whose sounds are new to students. The problems that were solved better and more quickly were those related to the digraph "sh", the initial "e" and the plurals. The difficulties that persisted the most were the letter "r", the vowels "i" and "a" and the digraph "th" in words like "three".

It is important to mention that, despite not reaching a good level, pronunciation generally improved significantly through the vocalization exercises developed towards the end of this pedagogical exercise. Since listening is the first skill that must be developed in learning a new language, the activities

of TPR method, always accompanying words, help provide key elements to develop children's listening comprehension. Students recognized some sounds of the letters in English and realized a letter does not always have the same sound in all the words. Oral tests carried out through all the class sessions and the final oral test showed an appreciable evolution of the quality of pronunciation.

Category 4: Students began to become familiar with writing in English

From this subcategory, the students faced three main kinds of writing problems: Spanishization, inability to produce diphthongs and difficulties in combining consonants sounds. The students always made evident their strangeness because of the different vowel sounds and pronunciation patterns, which seemed so arbitrary and so different from those of their mother tongue. Students also expressed their dissatisfaction in front of writing as they considered as a lack of logic and simplicity. With difficulty, they assumed the fact that writing and pronunciation were so different in English to what they have experienced in Spanish. Although in the exercises the image and the writing of the words were shown in parallel, there was a level of oral memorization higher than written. One explanation for this is that in the development of class sessions, greater emphasis was placed on orality, not only because it is the most natural form of communication, but also because the method establishes the first exercises with the support of cards and activities.

Some combinations of consonants typical of English generate difficulties to memorize the writing, since they are not familiar to the students, but since they had orally memorized the word, they tended to write it as they remembered it. This makes us consider Spanishization as a resource, despite being a problem.

Indeed, the greatest difficulty in writing was presented in the letter combinations not used in Spanish. As an example of these patters, we can see the next writing exercise taken from the performance tasks and tests gathered during the intervention in fourth session. In this exercise, students have to write the sentence that contains a preposition that they hear pronounced by the teacher:

Sentence	Mistakes made by students in prepositions	Number of errors in a total of 8
The chair is behind the table	bijain, bijaind, bejaind, bejain, behain,	6
The ball is under the desk.	onder,	5

Pedro is between María y Aníbal	bituin, betuin, betuing, betwen	5
She is above the window.	abou, abov, abouv	4
The teacher is near the door	Niar	2

The following is a synthesis of the writing difficulties evidenced per case grouped in three types of errors.

Errors combining consonants:

Consonant digraph wh becomes "ju": Students wrote "juer" (where), "juat" (what), "juay" (why)

Consonant digraph ph is written as f: "fon" by phone, "foto" by photo

In the digraph kn, k is omitted: "nee" by knee

In the digraph wr, w is omitted: "rite" by write, "rong" by wrong

Errors producing diphthongs:

Spanishization in writing vowel diphthongs: ow, aw, oo: "lou" (low), "ouner" (owner), "lauyer" (lawyer), "bok" (book).

Cases of Spanishization:

Students tended to include an initial vowel in those words that start with consonants combination such as: sl, sm, scr, spr, str, sk. They usually tend to write an initial "e": "estudent" (student), "esmail" (smail), "esky" (sky), "estand" (stand).

Inclusion of an "e" in plural nouns that end without a vowel like -ps, -ts: "studentes", "mapes".

Substitution of "ll" by "y": because the sound of the combination "ll" tends to be confused in Spanish with that of the consonant "y", students also confuse them in the writing of some words in English, such as "Llelow" instead of "yellow"

Replacement of "h" with "j": because the letter h is not pronounced in Spanish, children write the words as they sound: "jand" instead of hand, "jere" instead of here. This is because children have memorized the word orally.

Omission of consonants at the end of a word: as some consonants are pronounced in attenuated form or not pronounced at the end of many words, students tend to omit their writing: "restauran", "studen", "differen".

The process was slow and the errors were many. Frequently the teacher worried about the numerous errors but, according to Brown, this type of errors are normal and even, profitable, because as he says "Inevitably, learners will make mistakes in the process of acquisition, and that process will be

impeded if they do not commit errors and then benefit from various forms of feedback on those errors.” (Brown, 2000, p. 2017). As discussed in the previous category, students are building their interlanguage in their own way, it does not matter if they know it or not.

The evolution of writing quality can be assessed quantitatively by reviewing the marks obtained by the students in the written tests done at the beginning and end of this pedagogical practice. Contrary to what happened with pronunciation, the use of cards contributed significantly to the learning of vocabulary writing, since students had to compare the words written by them with those of the cards, as part of their schoolwork.

Conclusions

As established along the paper, the objective of this project was to determine how the incorporation of the total physical response method activities and the use of flashcards could promote the learning of vocabulary in English in fourth grade students at Institución Educativa Agropecuaria Miguel Angel Rangel. To answer the research question, some categories were explained and supported in the previous chapter through the data gathered in class observations. This section presents the most relevant findings of the data analysis around the final categories established.

An important fact that informs how children learn English vocabulary during the implementation stage is their quick memorization of the vocabulary presented through visual aids or demonstrated through actions. In most of the sessions, the students made evident their positive attitude towards learning English words, which were exemplified and represented through drawings, images and illustrations, accompanied by physical activities. In the single session where that availability was not so evident was in the session on the use of prepositions. After reviewing the information and analyzing the theoretical references on this topic, an adequate explanation was found for that fact, confirming that when the children are in the concrete operational stage, typical of school age, they need concrete and easy tasks to memorize references for link words with the meaning, such as the graphics of the cards or the actions associated to the words. This process is widely evident when working with concrete nouns, action verbs or quality adjectives; but when it comes to abstract language patterns such as prepositions, conjunctions or other abstract linguistic patterns, their learning can take more time and work. This also manifests itself in the process of constructing more complex sentences, in which children tend to use only the most significant or key words, disdaining linguistic forms. It was also observed that the memorization of words was more efficient when they corresponded to elements or objects that were more familiar to the students, so that the name of an object with which they did not have much contact was more difficult to memorize than the name of another object closer to them.

Since the very beginning of this pedagogical experience, children showed a clear inclination for the use of the applied methodology, based on the combination of images and activities, considered it fun and associated it in practice as a game, however, when they reached a some level of mastery of the words learned, they were satisfied to show that they handled them independently of the help of the teacher. This gradual process was evidenced more in the last classes and presented three manifestations. The first is

revealed when the students began to answer the questions without support from the cards. The second was simply the use of the vocabulary learned by the children spontaneously and independently of the tasks of the class. The third consisted of the incorporation of words learned in other contexts, some of them correct and others erroneous, even invented by them, which appeared to be words in English. These three aspects of the evolution of learning show a growing level of autonomy in students.

Another issue making part of vocabulary learning was pronunciation. It is necessary to say that pronunciation generated several types of difficulties for students, particularly in words which have sounds so extraneous to Spanish sounds. As a compensation strategy, the students responded by generally accommodating those sounds to those more similar to their mother tongue. In this way they generated a dimension in which they combined the use of their mother tongue with the learned vocabulary, what the theorists have called the interlanguage or the language of the apprentice. In this Interlanguage, in which many errors persist, children develop learning strategies that constitute support to slowly advance to more correct forms of expression. It is in this territory where students locate the arranged or invented words that they will then correct or reject, depending on the case. This means that the dimension of interlanguage will be reduced as the learning process progresses and the teacher does not have to worry much about its appearance. Although the main purpose of this project was to facilitate learning in vocabulary with the help of some techniques, the most significant result was the degree of appropriation achieved by students, communicating with each other and generating a level of autonomy that stimulated learning beyond the simple memorization of words.

A final component of vocabulary analyzed was writing. There were problems of writing which seemed to be centered in the difficulty on the part of the students to accept the letter combinations of English language. This difficulty and the rejection of the forms of writing that were considered strange, led students to spanishizing the words and replace, delete or add letters to the words, so that they better accommodated their expectations. Although the oral skills were a bit more successful, because children found more support in images and activities for oral memorization, the flashcards were a fundamental resource for the writing learning, since the students had them as a support to copy the words in their notebooks.

In summary, the use of flashcards and activities typical of the TPR method stimulates the learning of vocabulary in children between the ages of nine and ten, especially in the initial stage, by associating words with images or actions that support memory, encourages the use and expansion of vocabulary and helps memorization of writing in English.

Research and pedagogical implications

This section tries to summarize what the researcher considers some parallel results that came up during the research experience, which are not directly related to the central theme that is the promotion of learning of vocabulary in English in fourth grade students in Institución Educativa Agropecuaria Miguel Angel Rangel.

It is necessary to define the age range for which the proposed methodology is valid, since in this experience we worked with children of a specific age range, between nine and ten years old, who already know how to read and write in their mother tongue. It would be pertinent how the proposal might work with very young whose language development is different and for whom the entertainment produced by the cards and physical activities is no longer significant.

For the definition of contents in the syllabus related to vocabulary to be taught in the English classes, it is very important to handle familiar, stimulating and pleasant topics for the students, because those topics which they are more culturally familiar are learned more quickly and internalized deeply in memory, as children do not start from zero; but they use their own prior knowledge to learn the foreign language.

Regarding the handling of errors, a more advanced study, based on the results of this and other experiences, could lead to analyze the nature of interlanguage, how it is generated, what degree of regularity it has and what its main contents are, which would systematize the type of errors that are more frequent in students of this age. Therefore, we could design other more appropriate pedagogical strategies to allow errors as normal resource to engage in children's EFL learning.

The positive response that the students give to the methodology applied, with its two components, flashcards and TPR activities suggests that these resources can be used for other subjects in basic education, since children adopt them as a game in which they are very willing to participate. The two strategies enhance an environment of freedom. Both of them can be incorporated in the teaching of any subject as they deal with the association of imagery, action and game which are variables that stimulate the participation of children and in turn their learning.

Recommendations

Doing research requires constantly evaluating, reviewing and evaluating the pedagogical and research processes. Then, it is important to repeat experiences similar to the one carried out in this project.

Given the satisfactory results of this pedagogical experience, the teacher considers it important to deepen its application and complete the set of cards and determine the activities of TPR method, necessary for the subject throughout the school year. The process can be repeated including all fourth grade students, and if possible, do so for several school years, to obtain a more comprehensive view of its validity. The new experiences will lead to adjustments in the procedures, redefinition of contents and standardization of the methodology.

The next step to definitively validate the applied method and the teaching procedures, is to replicate the pedagogical practice with children of different degrees and therefore also of different ages, make the evaluation and globalize a proposal for the teaching of English for children of a defined age range.

Finally, we can think about elaborating and proposing a pedagogical project of greater relevance in the educational institutions of the Municipality, the Department or the country

Appendixes

Appendix A: Lesson Plan Sample



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
EDUCACIÓN ABIERTA Y A DISTANCIA
Personería Jurídica 3645 del 6 De Agosto de 1965

Lesson Plan

Institución Educativa Agropecuaria Miguel Ángel Rangel. La Cruz Nariño.

Student teacher: Natali Botina Realpe

Course: Fourth

Date of the class: April 11, 2013

Terminal Objective

By the end of the lesson, the students will be able to understand and to identify information about the human body and its parts through flashcards and Total Physical respond Method.

Enabling Objectives:

The students will listen to the teacher voice and will observe the flashcards in order to identify her/ his body parts.

The students will recognize the spelling of some body parts and will identify them into a drawing with flashcards.

The students will pronounce the body parts vocabulary appropriately identifying the parts in the puzzle.

Students will listen to a song and they will be capable of understand vocabulary with help of flashcards. Besides, they will be able to pronounce several words and to sing this song.

The students will be able to write short sentences according to the drawings in the flashcards and handout.

The students will be able to listen to some words related to body parts and they can be able to draw them

Language patterns and vocabulary

Body parts: This is/these are my (Head, eye(s), ear(s), nose, mouth, face, shoulder(s), arm(s), hand(s), finger(s), back, leg(s), knee(s), foot , feet, toe(s) moustache, thumb, teeth, heel, eyelashes, chin, tongue, forehead, nostril, beard, hair, eyelid, neck, elbow, lips, chest, eyebrow and belly.

Possessives adjective (your / my) commands: move, raise, open, close and touch (your part of the body).

Materials and equipment

Flashcards, teacher voice, poster, puzzle, crossword puzzles, handout, CD player, song, drawings, board, markers, notebooks and pencil

Procedure

Stages	Teacher -activities	Students -activities	Resources	Time
<u>Opening</u>	I say good morning to whole class. I start the lesson by telling aloud some body parts pointing them out and indicating flashcards about this theme. I will ask the students to repeat my word and at the same time to point out their body parts. What I will say has the following parameters: This is my arm/ these are my arms. This are her eyes, this is his head, and it depend of the person than appear in the flashcard.	The students listen carefully to the teacher voice and look at what she is doing in order to notice what the topic of the day is. The students repeat the actions that the teacher says and they follow what the teacher does with their hands.	Teacher voice and mimicry.	5'

<u>Development</u>	I will show a poster with the human body to the students, it will be stuck on the board, then I will give the students some flashcards that have the name of a body part.	The students have to look at the poster identifying the parts of the body using the cards the students should stick the right card in the right part of the body.	Flashcards, teacher voice, poster and cards (Appendix 1)	15'
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	The next activity has to do with a story. I will choose different flashcards and will ask the students to create a story, I will ask the students that describe the picture until I stop them. When I have finished I will show the flashcards again and whole group remember the last story I will pronounce aloud each part of story in order to students can repeat and understand it.	The students will have the chance to create a story identifying what is happening in the images.	Teacher voice, Students flashcards (Appendix 2)	15
	After that, I design by myself a wordsearch puzzle of the vocabulary about parts of body, this wordsearch puzzle has the picture of the part of the body and the color that the word needs to be underlined. I will give the worksheets to the students and I will explain the individual activity with an example. I put fifteen words to be found. In order to students remember the body parts vocabulary, flashcards will be stuck on the board.	The students will get piece of paper of the wordsearch puzzle where they have to find fifteen words and underline with the right color.	Flashcards. Teacher voice, worksheets about wordsearch puzzle and colors. (Appendix 3)	15'

	I will take some flashcards and I pronounce some sentences related to me and the students such as (this is my head, this is your head, these are my shoulders, these are your shoulders in order to explain implicitly the use of demonstratives and verb to be. Secondly I will write the sentences that I pronounce on the board. Finally I will tell my students they will choose one flashcard and in turns they will speak about the picture for one minute. Then they should write the sentences in their notebooks.	The students will listen attentively the short sentences that the teacher is going to tell, then they have to look the flashcards chosen by the teacher and they have to speak about these. Finally they have to write the sentences that the teacher is writing with clear and correct spelling.	Flashcards, teacher voice, board, markers, notebooks and pencils.	15'
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	I will play in the tape recorder a song that has to do with the vocabulary of some parts of the body. I will play the song several times and I will sing it with the students. I wrote down the song with some spaces in order to do some kind of listening assessment. I give the piece of paper to students to work individually. While the song is playing, I select the appropriate flashcard for the blank in order to students can identify the appropriate word more easily.	Students will listen to the song and they are in charge of pronouncing and then singing the song altogether. The students will complete and fill out the blanks that are in the piece of paper in order to have the full song.	Flashcards, teacher voice, students voice, Tape recorder, CD, scripts from the song. (Appendix 4)	15'
	After that, I have designed a piece of paper with the picture of some body parts which were learned through flashcards and Total Physical Respond method. Below them some lines in order to be completed. In the lines there must be short sentences that describe the pictures using this is / these are, my and of course the right use of verb to be. The teacher gives the paper individually.	The students will receive the piece of paper and they will apply all the contents that they have seen up to the moment. They have to write short sentences telling what there is/are in the pictures. Students have to be careful with their writing and appropriate use grammar.	Teacher voice, Piece of paper with the pictures of some body parts. (Appendix 5)	15

<u>Closing</u>	I will ask the students to form pairs and I will give them a marker to write sentences on the board taking into account some flashcards indicated by the teacher. I will show the two couples who are on the board three flashcards from the vocabulary of the body in order to they write sentences and mimic too. I finally I give a point for the correct understanding of the word.	The students will get a couple. They will watch three flashcards in order to write some sentences on the board and they will be able to do correctly. If the students write the sentences appropriately they will get a point.	Group work Teacher voice, flashcards board, markers,	15'
<u>Ongoing test</u>	The next activity has to do with an application of a test in order to know if the students learned the subject. The teacher has put one pictures and at their side there are some words about body parts, just one belongs to the picture. The students have to choose the correct word.	The students have to recognize the picture on the piece of paper and they will also choose the most appropriate word one that goes according to the picture.	Teacher voice, printed copies, colors (Appendix 7)	10

Final Notes

Evaluation will be carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

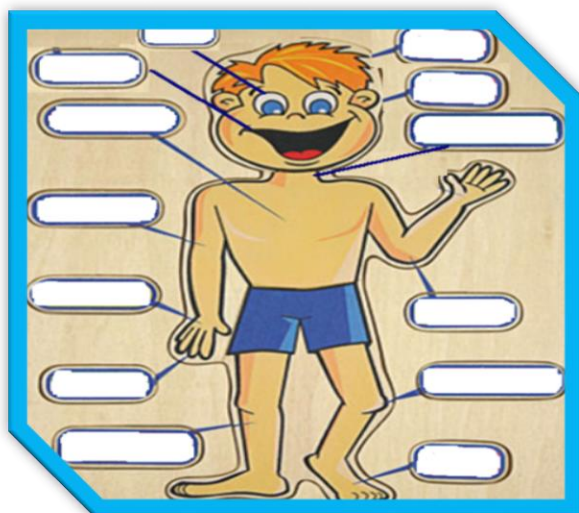
Appendixes are included at the end of the lesson plan in the same order they appear in the lesson.

Appendices for this lesson

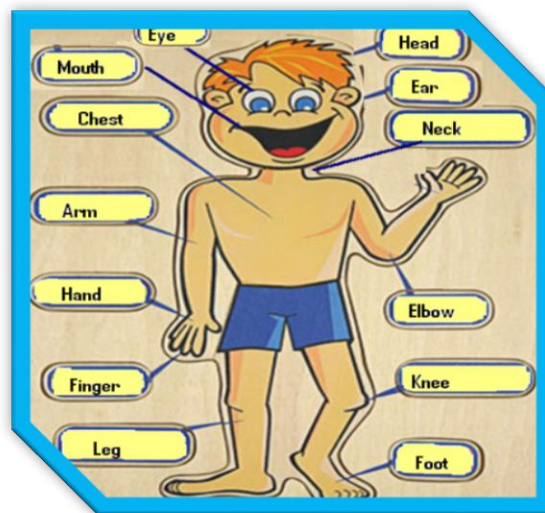
(Appendix 1)

Body parts

Bef



Af



In this image, teacher is showing some flashcards about body parts. Teacher is asking students to touch their body part and say its name. Besides, teacher had pasted on the board a poster with a draw of a person and on body cards with the names of the body parts, students have to recognizes the body part and stick it in the right place.



(Appendix 2)

Creating stories.

In this image, we can observe a group of students creating a story through flashcards.



(Appendix 3)

Wordsearch

puzzle



Fill all the words and paint them with the color given :





Students developing the wordsearch puzzle applying what they have learned

(Appendix 4)

Flashcards

These are the flashcards used in this class.



(Appendix 5)

Eyes, eyes, eyes

Listen to the song and fill in the blanks
with the right word.

____, ____, ____

to read a book by

____, ____, ____

to breathe in and out

____, ____, ____

to say this and that

____, ____, ____

to listen to songs

____, ____, ____

to think things out

____, ____, ____

to hold on loving heart

____, ____, ____

used for work and play

____, ____, ____

to take a step or two

Eyes, Eyes, eyes

to read a book by

Nose, nose, nose

to breathe in and out

Mouth, mouth mouth

to say this and that

Ears, ears ears

to listen to songs

Head, head head

to think things out

Chest , chest chest

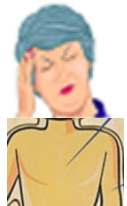
to hold on loving heart

Hand, hand hand

used for work and play

Feet, feet feet

to take a step or two.





Students are singing the song.

(Appendix 6)

This is my /
These are my



THESE ARE MY EYES



Students are developing the activity.



The student has finished his class work



(Appendix 7)

Group work.

Students work in pairs using flashcards.



(Appendix 8)



Here we can observe the final test that is applied to the students at the end of each lesson to know if they learned the subject.

Body Picture Test

Name: Paula Danicza Molina Muñoz 27 **10**

Circle the correct word.

body hand hair		eye ear mouth
ear legs neck		nose head eye
head ear hand		mouth neck nose
neck hand body		legs ear hair
hair head eye		legs mouth hand
hair ear eye		hand nose neck
head ear eye		nose mouth neck
mouth neck legs		hair nose hand
body mouth hair		ear head hand
eye mouth nose		ear body legs

Appendix B: Matrix systematizing EFL students 'scores of vocabulary tests

Quantitative data

As already established, in addition to the observation recorded in the teacher's notebook, a quantitative evaluation was carried out, based on a non-probabilistic sample with the notes of the eight selected students. It is important to remember that the initial tests, both oral and written, were applied taking into account the level of knowledge of the vocabulary expected from the children in the fourth grade, when a part of the academic program had already been developed. Although the test was very simple, the students did not know the answers and they felt insecure

The marks obtained by the students in the tests were tabulated to offer an overview of the results of the application of the method

Diagnostic test.

Students have been designated as S1, S2, etc. At the bottom of the table the average score appears.

Diagnostic Test – Written part

Student	Number of correct answers/15	Percent of correct answers
S1	4	26,67
S2	4	26,67
S3	3	20,00
S4	7	46,67
S5	5	33,33
S6	4	26,67
S7	8	53,33
S8	5	33,33
Average score	5	33,33

Diagnostic Test – Oral part

Student	Number of correct answers/8	Percent of correct answers
S1	2	25,00
S2	3	37,50
S3	1	12,50
S4	3	37,50
S5	2	25,00
S6	3	37,50
S7	2	25,00
S8	1	12,50
Average score	2,125	26,56

As appreciated, the results in the written test are not good. 5 correct answers on average from a total of 15, for a total average of 33.33%. Similar results are observed in oral test. The grades are also very low in the initial oral test, registering an average of 2,125 correct answers out of 8, for a percentage of 26,56% correct answers. In general terms, it can be said that students obtain ratings that show a third of the expected performance.

Final test

The final tests is an evident proof of the method effectiveness. The results are stimulating, taking account the short period of application.

Final Test – Written part

Student	Number of correct answers/15	Percent of correct answers
S1	11	73,33
S2	12	80,00
S3	5	33,33
S4	10	66,67
S5	12	80,00
S6	11	73,33
S7	14	93,33
S8	9	60,00
Average score	10,5	72,00

Final Test – Oral part

Student	Number of correct answers/8	Percent of correct answers
S1	6	75,00
S2	7	87,50
S3	5	62,50
S4	7	87,50
S5	8	100,00
S6	7	87,50
S7	7	87,50
S8	8	100,00
Average score	6,88	85,94

In the final written test there was an average of 10,5 correct answers against 5 in diagnostic test. This means that the answers were more than double that those at the beginning. The final percentage of correct answers in final written test was 72% in front of 33,33% at the beginning of this experience.

In oral test, the correct answers were 6,88 out of 8. The final percentage of correct answers in final oral test was 85,94% in front of 26,56% at the beginning of this experience.

Below is a comparative table of performance between the two tests

Comparisons: Diagnostic Test vs. Final Test

Written part

Absolut Values

	Number of correct answers/15		
Student	Diagnostic Test – Written part	Final Test – Written part	Difference
S1	4	11	7
S2	4	12	8
S3	3	5	2
S4	7	10	3
S5	5	12	7
S6	4	11	7
S7	8	14	6
S8	5	9	4
Average score/15	5	10,5	5.5

Percentage Values

	Percentage of correct answers /15		
Diagnostic Test – Written part %	Final Test – Written part %	Difference %	
26,67	73,33	275,00	
26,67	80,00	300,00	
20,00	33,33	166,67	
46,67	66,67	142,86	
33,33	80,00	240,00	
26,67	73,33	275,00	
53,33	93,33	175,00	
33,33	60,00	180,00	
33,33	72,00	219,32	

A simple look at these results shows that, from the implementation of this pedagogical practice, a performance of more than double the student's grades was obtained. In addition, it is important to note that the final tests applied were much more demanding than the initial tests, not only for its content, which included the vocabulary studied, but also for its structure, which demanded more attention and skill by the students.

As stated before, in the qualitative analysis, the oral test was the one in which greater results were obtained. The explanation, in addition to the reasons given on the prevalence of orality in the TPR method, is that most of the activities of the classes were done orally.

Oral Part

Absolut Values

	Number of correct answers/8		
Student	Diagnostic Test – Oral part	Final Test – Oral part	Difference
S1	2	6	4
S2	3	7	4
S3	1	5	4
S4	3	7	4
S5	2	8	6
S6	3	7	4
S7	2	7	5
S8	1	8	7
Average score/15	2,13	6,88	4,75

Percentage Values

	Percentage of correct answers/ 8		
Diagnostic Test – Oral part	Final Test – Oral part	Difference %	
25,00	75,00	300,00	
37,50	87,50	233,33	
12,50	62,50	500,00	
37,50	87,50	233,33	
25,00	100,00	400,00	
37,50	87,50	233,33	
25,00	87,50	350,00	
12,50	100,00	800,00	
31,00	85,94	381,25	

Although it is not a very effective test of the methodology efficiency, it is important to show that the percentage of improvement of the grades was 219% in the written test and 381% in the oral test.

Ongoing test

The evolution in the students' learning level was appreciated through the development of class sessions, as can be seen in the following table that numerically summarizes the correct answers obtained in the tests applied.

It is interesting to note that throughout the pedagogical experience the test scores of the students in the tests were quite satisfactory and show increasing results, except from the fourth session, when working with the prepositions.

Class Session	Class session number one. Commands	Class session number Two. Body Parts	Class session number Three. Colors and shapes	Class session number Five. Prepositions of place	Class session number Four. Emotions	
Student	Number of correct answers /10	Number of correct answers /10	Number of correct answers /10	Number of correct answers /9	Number of correct answers /8	Total Number of correct answers /47
S1	8	10	10	8	8	44
S2	9	10	10	9	8	46
S3	8	8	9	4	5	34
S4	10	10	10	9	8	47
S5	10	9	10	7	7	43
S6	9	10	10	8	7	44
S7	9	10	10	9	8	46
S8	9	10	10	9	8	46
Total Score	72	77	79	63	58	350/376
Percentage of correct answers	90,0%	96,3%	98,8%	87,5%	93,8%	93,08%

In summary, quantitatively, the student classifications are above 90% of the satisfaction.

Appendix C: Quantitative tests applied

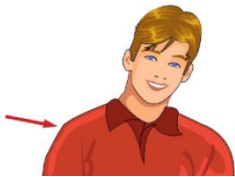
Diagnostic written vocabulary test

Written vocabulary test

Name: _____

Choose the correct answer by crossing (x) a, b, c, or d.

1. What body part is this?



- a. head
- b. eye
- c. shoulder
- d. elbow

2. What color is this?

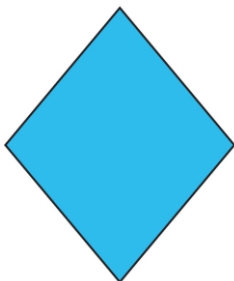


- a. blue
- b. green
- c. black
- d. red

3. How does he feel?



- a. happy
- b. sad
- c. thirsty
- d. hungry



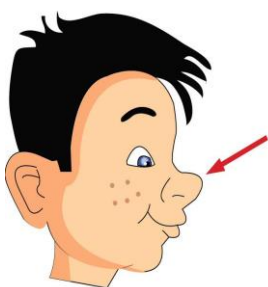
4. This is a ...
- a. square
 - b. circle
 - c. diamond
 - d. hexagon



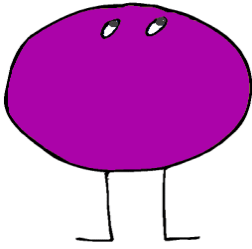
5. Where is the elf?
- a. In front of the table
 - b. under the table
 - c. next to the table
 - d. on the table



6. Please,...
- a. open your book
 - b. read your book
 - c. close your book
 - d. give me your book

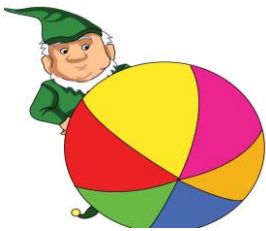


7. I breathe through the...
- a. arm
 - b. nose
 - c. ear
 - d. head



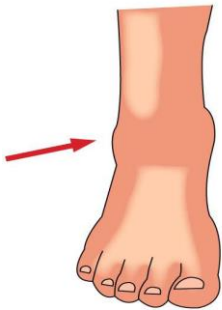
8. This grape is...

- a. black
- b. blue
- c. purple
- d. gray



9. Where is the elf?

- a. on the ball
- b. behind the ball
- c. in the ball
- d. under the ball



10. This is my...

- a. heel
- b. knee
- c. ankle
- d. chin



11. He is...

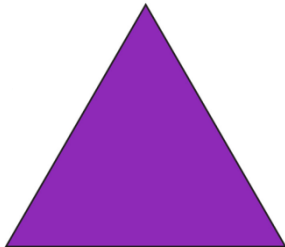
- a. scared
- b. thoughtful
- c. exhausted
- d. disappointed



12. Touch your ...
- a. knee
 - b. ear
 - c. chin
 - d. back



13. Where is the elf?
- a. above the ball
 - b. behind the ball
 - c. in the ball
 - d. next to the ball



14. What shape is this?
- a. circle
 - b. heart
 - c. triangle
 - d. oval



15. She is very
- a. amused
 - b. sad
 - c. sick
 - d. thoughtful

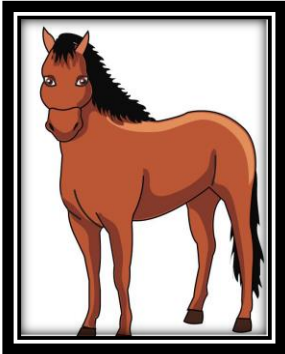
Diagnostic oral vocabulary test

Oral vocabulary test

The questions that are below will be stated by oral performance and the pictures that appear in this document are the flashcards which will be shown at the moment of the test.



1. Open your _____



2. The horse is _____



3. The elf is _____ the drum



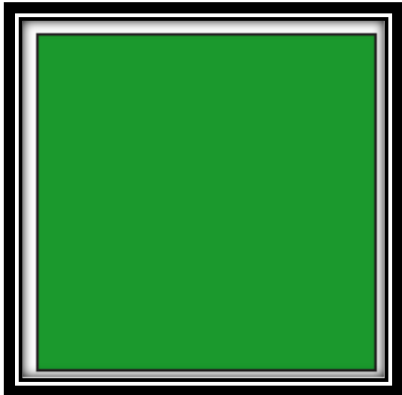
4 She is very _____



5. Open your _____



6. Sit down _____ the chair



7. This is a _____



8. She is very _____

Final written vocabulary test

Written vocabulary test

Name: _____

Write a sentence about the subject of the figure using the given word.



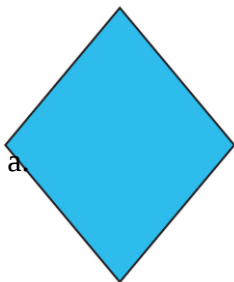
Body parts:



Colors:



Emotions:



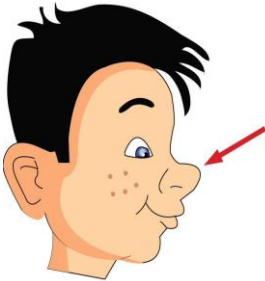
Forms:



Prepositions



Commands:



Body parts:



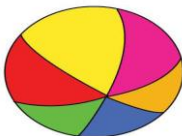
Emotions:

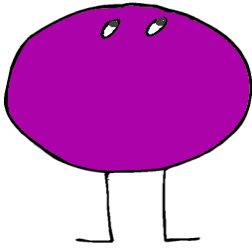


Body parts:

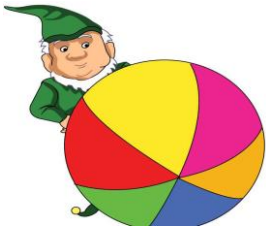


Prepositions:

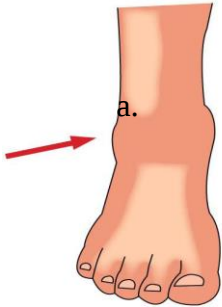




Colors:



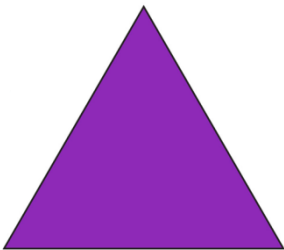
Prepositions:



Body parts:



Emotions:

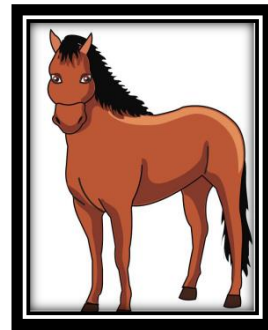


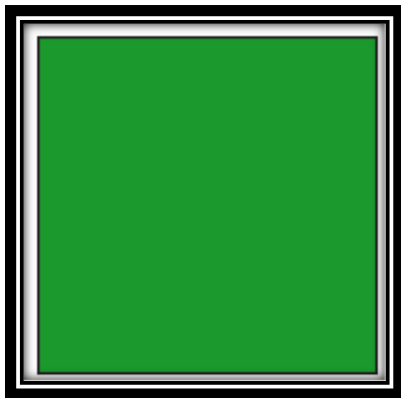
Forms:

Final oral vocabulary test

Oral vocabulary test

For this final test, the student is asked to pronounce a sentence when the image of a card is shown. The phrase is free but the student must use the word that designates the image. Any of the cards used in class sessions can be included in this test.





Students 'answers in English ongoing vocabulary test

VOCABULARY TEST

Name: Adhithyan

Class: IV (Four)

Choose the correct answer by crossing (x) a, b, c, or d.



1. This is her ...
a. mouth
b. ear
c. forehead
d. arm



2. My favorite color is...
a. red
b. purple
c. orange
d. green



3. He is very
a. happy
b. sad
c. exhausted
d. confused



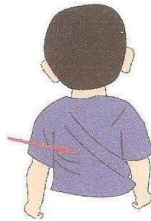
4. This is a...
a. circle
b. star
c. oval
d. triangle



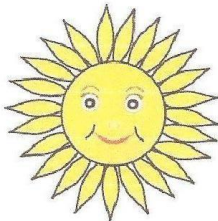
5. Where is the elf?
a. on the drum
b. next to the drum
c. in front of the drum
d. near the drum



6. Please
- a. stop
 - b. point
 - c. be quiet
 - d. sit down



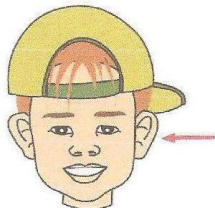
7. This is his ...
- a. neck
 - b. arm
 - c. finger
 - d. back



8. The sun is...
- a. orange
 - b. blue
 - c. yellow
 - d. blue



9. Where is the elf?
- a. behind the chair
 - b. on the chair
 - c. above of the chair
 - d. near the chair



10. This is my...
- a. forehead
 - b. arm
 - c. finger
 - d. ear



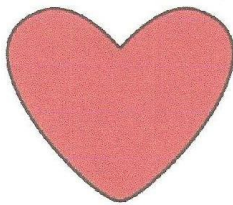
11. He is...
- a. scared
 - b. happy
 - c. sick
 - d. amused



12. Touch your ...
- a. lips
 - b. legs
 - c. fingers
 - d. arms



13. Where is the elf?
- a. behind the ball
 - b. in front of the ball
 - c. next to the ball
 - d. on the ball



14. What shape is this?
- a. circle
 - b. heart
 - c. triangle
 - d. oval



15. He is very
- a. happy
 - b. sad
 - c. hysterical
 - d. thoughtful

Appendix D: EFL teaching materials and resources.

Flashcards used in the project

Set of flashcards used in Lesson 1.



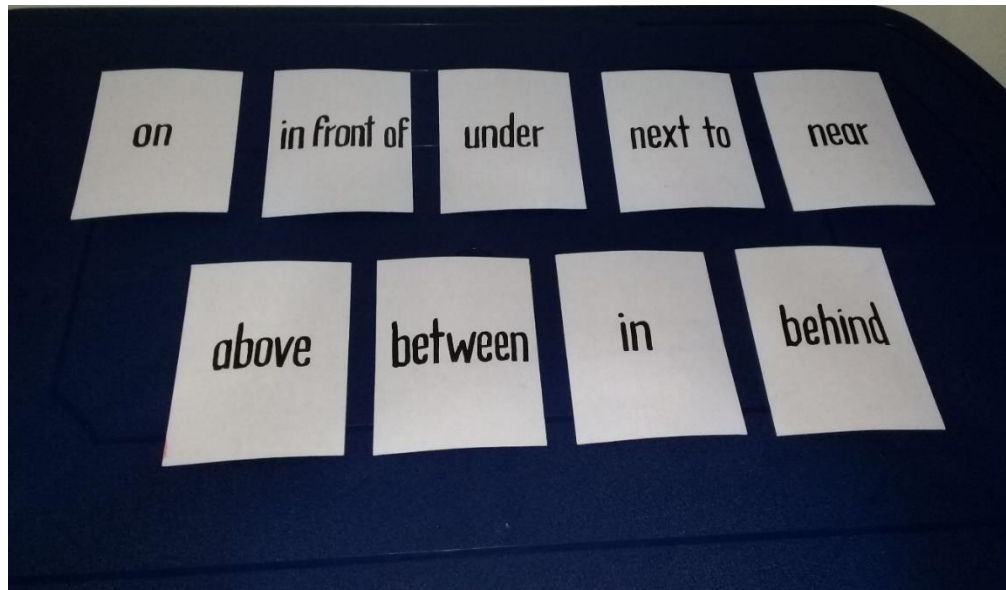
Set of flashcards used in Lesson 2



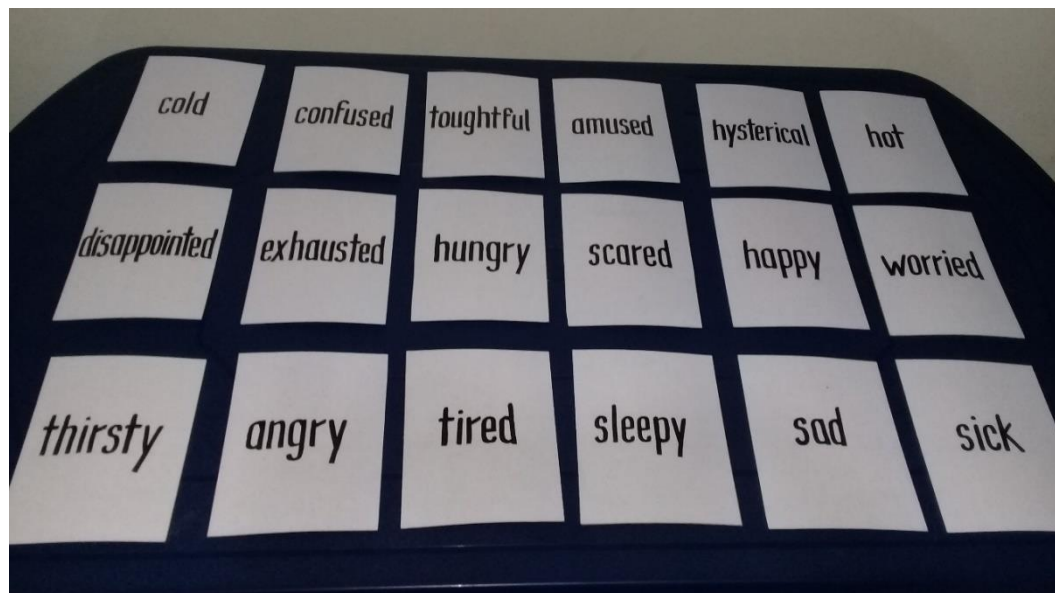
Set of flashcards used in Lesson 3.



Set of flashcards used in Lesson 4.



Set of flashcards used in Lesson 5



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