

**Total Physical Response as a Translanguaging strategy for Vocabulary Acquisition in a 4th
grade classroom**

Henry Felipe Basto Pérez

Asesor

Nelson Mellizo Guaqueta

Departamento de Lenguas

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ACCEPTANCE NOTE

Jury President

Jury

Dedicated to:

My beautiful family, for being there for me throughout my entire journey.

ACKNOWLEDGEMENTS

I want to thank the academy, for showing me the value of looking forward to and
having the commitment to change the world for the better.

I want to thank my teachers for lighting the candle of my vocation,
and the challenges that helped me grow as a teacher.

Abstract

This research was conducted at the Liceo Femenino Mercedes Nariño, with 28th students from fourth grade. The focus of the investigation was to explore the impact of translanguaging and total physical response on the vocabulary acquisition of EFL learners. To do so, the implementation consisted of fourteen activities in three phases, using instruments such as workshops, tests and field notes. Finally, through triangulation, the analysis resulted in a significant improvement in the students' vocabulary acquisition process. To conclude, the research states the opportunities and highlights of this TPR – translanguaging approach as a strategy to improve English vocabulary.

Key Words: Translanguaging, Vocabulary Acquisition, Total Physical Response, English as a Foreign Language.

Resumen

Esta investigación se llevó a cabo en el Liceo Femenino Mercedes Nariño, con 28 estudiantes de cuarto grado. El objetivo principal de la investigación fue explorar el impacto del translanguaging y total physical response en la adquisición de vocabulario de estudiantes de EFL. Para ello, se implementaron 14 actividades divididas en tres fases, utilizando instrumentos como talleres, pruebas y notas de campo. Finalmente, mediante triangulación, el análisis resultó en una mejora significativa en la calidad y el entusiasmo de los estudiantes con su proceso de adquisición de vocabulario. En conclusión, la investigación demuestra las oportunidades y los aspectos más destacados de este enfoque de TPR (translanguaging) como estrategia para mejorar el vocabulario en inglés.

Palabras Clave: Translanguaging, Adquisición de Vocabulario, Respuesta Física Total, Inglés como lengua extranjera.

TABLE OF CONTENTS

Acknowledgments	4
Abstract	5
Chapter I	10
1. Introduction	10
1.1. Context and delimitation	10
1.2. Population	11
1.3. Diagnostic	12
1.4. Problem Statement	15
1.5. Justification	17
1.6. Investigation Question	18
1.7. Objectives	18
1.7.1. General Objective	18
1.7.2. Specific Objectives	19
Chapter II	20
2. Theoretical Framework	20
2.1. State of the Art	20
2.2. Conceptual Framework	26

	8
2.2.3. Vocabulary Acquisition	27
2.2.1. Translanguaging	29
2.2.2. Total Physical Response	32
Chapter III	34
3. Methodological Design	34
3.1. Research Paradigm	34
3.2. Type of Research	35
3.3. Data Collection Instruments	37
3.4. Analysis Categories	39
3.5. Population and Sampling	41
3.6. Ethical Considerations.....	41
Chapter IV	43
4. Pedagogic Proposal	43
4.1. Pedagogic Focus	43
4.2. Intervention phases	45
4.3. Academic Program	48
4.4. Class Plan Model	50
Chapter V	52

5. Analysis	52
5.1. Implementation Analysis	52
5.2. Data Analysis	54
5.2.1 Category: Vocabulary Competence	54
5.2.2 Category: Translanguaging	61
5.2.3 Category: Response to Stimuli	65
Summary of Results	69
Conclusions	72
General Recommendations	74
References	76
Appendix	83

Chapter I

INTRODUCTION

1. Introduction

The first chapter of this document aims to present the context of the research carried out in the Liceo Femenino Mercedes Nariño, as well as explain the delimitation of the population chosen and the diagnostic tests run to create this proposal. Additionally, it also states the justification for the implementation of a pedagogical proposal to use Total Physical Response as a Translanguaging strategy, to boost Vocabulary Acquisition in a 4th grade classroom.

1.1. Context and delimitation

This investigation takes place in the Liceo Femenino Mercedes Nariño, located in the 18th locality of Bogotá, Rafael Uribe Uribe, in the San José Sur neighborhood. It operates in the morning and an afternoon schedule, and counts with education levels such as preschool, elementary, middle school and high school. In terms of infrastructure, the institution has an ample campus divided into sections for different education levels, as well as a church, soccer fields, a racing track, and a cafeteria for both students and teachers.

Moving to the classroom, they are equipped to host a class of 30 to 35 students, all of them with their own chair and table, often organized in little groups of 4 tables facing each other. There is also a main desk and chair for the teacher, accompanied by a board to aid the teacher in their explanations. In addition, many classrooms also have a wall-mounted TV, with possible connections to media players or laptops, via an HDMI cable.

As an institution, its mission aims towards the integrity of their students, fostering values such as respect, honesty, solidarity and autonomy, oriented towards transformation and a life plan. (Manual de Convivencia, 2025) The institution has a focus on creating students “with autonomous, critical and analytical thinking, able to provide solutions, take decisions and take on the responsibilities derived from said decisions” (Manual de Convivencia, 2025, p. 3). Its vision focuses on these goals, as well as the competence in sciences, art, technology and the use of foreign languages, focused on English and French.

Lastly, the syllabus shows the impact of the mission and vision of the institution, as each grade has classes of different subjects taught in one of the focus languages, such as Biology or Geography, being taught in English. Their organization aims to create an international bachelor, ensuring their knowledge and recognition extends to an international level, to aid the students in their life plan. The current English syllabus for the institutions has the aim to create spaces for the students to develop most subjects in Spanish, and in English in following years. This is the case for subjects such as biology, geography and ethics, are taught entirely in English from 4th grade, continuing with the topics from previous academic years. This aims to create a transition towards bilingual classrooms, and impulse the students to possess strong knowledge in more than one language.

1.2. Population

Delving into the population of this research, the population consists of a 28-student 4th grade classroom of Geography in English, all female and aged 8 to 10. According to a diagnostic survey (See Annex 1), most of them live in a family composed of their parents and their siblings, although some exceptions exist (i.e. living with their grandparents, a single parent, an uncle/aunt,

among others). Socio-economically speaking, most of the population homes pertain to strata 2 and 3.

Among the occupations of their families, the vast majority of the report is divided between professional careers and jobs related, followed by alternative jobs. A minority also reported the occupation of a stay-at-home parent/guardian. When asked for their favorite classes, most responded with English and Physical Education, and reported their most disliked classes being Math, and Language. Lastly, their favorite activities, from collected data, were summarized as watching movies, social media and reading.

1.3. Diagnostic

For this research, the population chosen are students of 4th grade, during the space of geography in English, following the bilingual syllabus of the institution. The first diagnostic activity consisted of two parts, aimed to test the pre-existing vocabulary knowledge that was necessary for the current curriculum plan. The first part consisted of locating the Colombian Regions in a blank map (See Annex 7). For this part, analysis resulted in 84% of the students being able to remember and associate the name of each region and their location when presented in English and being asked if they knew what they meant, yet only the 68% succeeded in locating the English names appropriately in the map provided in the test.

In regard to their skills, reading and listening are the most developed, as most of the students were able to correctly identify a written word by listening to its pronunciation, and to recognize the meaning from words written on the board. Writing seems to show a different scenario, as when presented with an English word, the written response would often include written versions of the pronunciation, rather than the word (i.e. *East*, being written as *Ist*, as seen

in Annex 2). This shows that even though recognition and comprehension is already in development, production still finds limitations related to the differences in pronunciation, yet the effort to understand and adapt is present in the students. This is further seen when regarding their speaking skill, as many students have memorized certain phrases taught by the teacher, such as asking to go to the bathroom, or a brief game played to keep the attention and lower the volume of the class. When asked to create new sentences, the students struggle to understand the structure of the language, and although they speak out loud the words necessary to form an idea, they are often disconnected and lacking the structure of a sentence in English. This can be seen in the following extract, from a fieldnote:

Following this, the question of the use of vocabulary appears, as although the students were able to identify and replicate a word, the gesture, and the meaning in Spanish, almost none of the students were able to identify the words when used within a sentence. In one particular case, the word for Fishing was easily understood by the third attempt, yet when used in the phrase I am fishing by the river, no student was able to discern the specific word. (Fieldnotes, 2025)

An important finding of this diagnostic is an already present level of translanguaging in the students, as they were able to make relations between the words in English and their meaning in Spanish by the linguistic similarities of the words (i.e. Caribbean being similar to the word Caribe). Additionally, a second level of multilingual competences, or leveraging was also present, as in some cases where the word was not clear, the students opted instead to add the word that looked the most alike to the Spanish translation, or a combination of how they remembered the Spanish word and how the English equivalent is written.

The second part of this diagnostic exercise aimed to explore the utility of Total Physical Response (TPR) strategies in the understanding of the meaning of a word. For this activity, a short explanation of the cardinal points was carried out, using TPR as a leverage for the meaning of the words that were spoken during the talk. For this, the explanation included pointing hands towards different points of reference within the classroom and indicating verbally the word that corresponded to the gesture. As a result of this explanation, the students claimed to have better understanding of the meaning and use of the vocabulary for cardinal points, resulting in 92% of the students being able to correctly write the corresponding cardinal point when given the map of the first activity as a reference, and several phrases to fill in the blanks. (See Annex 2)

Another important finding of this test, regarding translanguaging, was the mixing of certain words with their pronunciation as it should be understood if speaking in Spanish, such as South being written as *Saut*, or East being written as *Ist* in a few of the answers turned in by the students. Also, during the resolution of this exercise, it was also possible to see the students replicating the movements displayed during the explanation as a guide and an aid in understanding the meaning of each of the words, and how to apply them appropriately within the activity, action that was seen in 7 out of 25 students (28%).

When analyzing these results, the students consistently made a significant use of the topics learned in Spanish to solve and overcome the challenges and activities proposed, yet many students still present shortcomings when having to remember the meaning and use of a word in English, as well as the proper term to describe the knowledge that is already possessed by the student, or the connection between topics that have been studied in Spanish and their counterpart in English.

1.4. Problem Statement

Stemming from the results of the diagnostic tests carried out with the students of the classroom 401, it is clear that the students' main weakness is the internalization and the connection between ideas that they already understand and English vocabulary necessary for them to recognize and use the same words when in a foreign classroom. Even when most of the students were able to make the necessary relations to utilize the English words provided, many of them have shortcomings when remembering the meaning of an isolated word, their use, or how to relate these terms to the knowledge they already have studied before in Spanish.

This is defined as lack of vocabulary, as the students often find themselves without the proper words to respond to an activity or stimulus. According to Schmitt (2008), "learners need large vocabularies to successfully use a second language, and so high vocabulary targets need to be set and pursued." (p.353). This comes from the inherent necessity to comprehend the words in a text to be able to grasp the idea or concept behind it.

Furthermore, authors such as Laufer (1989) argues that a vocabulary competence of 95% is sufficient, which raises the question of how much vocabulary is being taught in an English classroom, but most of all, the relevance of the words known. This is especially seen in the population of this research, as most students often struggle to remember words from previous classes or get confused between multiple new words being taught in the same day.

In response to this difficulty, it is determined that the main problem of this research is focused on the lack of English vocabulary in the students. According to the Ley General de Educación (1994), learning a foreign language is a necessity in education for Colombian students. This need is further exemplified by the Ministry of Education, as it is stated that

English learning is an opportunity for students to engage in processes of global economy, as well as any cultural exchange they may be subject within their lives.

With this need in mind, it is important to note that the main four skills defined by the Referentes para la Didáctica del Lenguaje en el Segundo Ciclo (2010) are reading, speaking, listening and writing, all in need of a vocabulary sufficient to produce coherent and meaningful ideas, or to be able to understand and analyze messages received in English. Having the need for sufficient vocabulary to correctly develop the expected activities for their cycle (Second Cycle), the problem stays clear: The students lack vocabulary enough for ideas to be fully understood, and the class development, although aiming to solve this problem, creates some others. One such example is that the student often find themselves with clumps of words taught on the same class, creating confusion and diminishing on the impact and acquisition of any particular word.

1.5. Justification

With the problem defined, this document acts as an invitation to the creation and design of pedagogical strategies and proposals aimed at nurture and develop the vocabulary acquisition of all students, especially in the second cycle (3rd and 4th grades). Furthermore, it is important to see vocabulary and its acquisition as the primary sources and tools that any student has towards starting the development of any of the four main skills of a language: Reading, Writing, Listening and Speaking.

In addition, this research calls for not forgetting the importance of vocabulary acquisition in the teaching of any foreign language, such as production and comprehension, often regarded as the measure of the competence and proficiency of any language. According to Meara (1980), “learning new words is not an instantaneous process - if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned” (p.7). It is important to know that the necessity to understand and being able to interpret and interact with the world around us is the main pillar from which English can be constructed and comprehended. These two actions, on the most basic level, need semantic competence to be able to connect the world around them to the conceptions already existing in the student.

Additionally, it is important to consider the opportunities that are already present within the classroom, such as the knowledge students have in their mother language. Then, adapting these opportunities into tools for language acquisition creates a rich class environment that is engaging to students, and overcomes language barriers that are present for some students. According to Seals (2021), “new speakers were more likely to “give it a go” with the target linguistic variety, incorporating it into their speech where previously they used little to none of it” (p. 5). To sum up, using the students main language as a conduit for acquisition is key for

them to become an active participant in their language acquisition, and how it is implemented to their personal contexts.

In the last place, vocabulary can be seen as an opportunity of engagement, as according to Stroud (2014), "It is important for students to experience all levels of such engagement, for example during the learning of new vocabulary, so as to best improve their chances of noticing and retention"(p.341) This is especially true when connected to strategies that invite students to participate, such as gesture, moving, and aiming to understand and help their classmates understand what is being taught. This also comes as the opportunity to create new pedagogical proposals that aim to make this process a dynamic experience for the students, or to leverage in the world they already know in more ways than just the words they already speak.

1.6. Investigation Question

With the previously mentioned ideas in mind, this action research has the main goal of answering the question: What is the impact of Total Physical Response as a Translanguaging strategy for Vocabulary Acquisition in a 4th grade classroom of the Liceo Femenino Mercedes Nariño?

1.7. Objectives

1.7.1. General Objective

Explore the impact of Total Physical Response as a Translanguaging strategy for Vocabulary Acquisition in a 4th grade classroom of the Liceo Femenino Mercedes Nariño

1.7.2. Specific Objectives

- Analyze the impact of a plurilingual environment on the learning of English vocabulary.
- Study the effectiveness of gestures and expression activities in the understanding of new words in English.
- Examine the possible uses of physical cues and movements as a strategy to connect meaning to multiple languages.

Chapter II

THEORETICAL FRAMEWORK

With a clear problem in mind, and the investigative interest of this research as it aims to highlight new possibilities as to how to teach new vocabulary, it is imperative to make a theoretical revision of the documents related to this research and its investigative goal, with the goal of finding and studying research papers and analysis that relate to this topic, and therefore serves as a reference for the problem described, as well as any further considerations and possible results of this investigative inquiry.

2.1. State of the Art

To make an appropriate search for related research proposals that are relevant, and add to the current research, the following categories were considered: *Translanguaging*, *Total Physical Response*, and *Vocabulary acquisition*. These concepts are not only relevant to the documents presented below but also are defined individually to create a clear perspective and to explain their relevance within the scope of this research.

Table 1

No.	Title	Year/Author	Context	Key Words
1	<i>Translanguaging in the classroom: Emerging issues for research and pedagogy</i>	Canagarajah (2011)	International	Translanguaging, translanguaging competence, communicative practice, teaching strategies
2	<i>"Teacher, ¿Puedo Hablar en Español?" A Reflection on</i>	Ortega (2019)	National	Colombia, English as a foreign language,

	<i>Plurilingualism and Translanguaging Practices in EFL</i>			plurilingualism, social justice, translanguaging
3	<i>Translanguaging in the EFL classroom: its usage, purpose, advantages, and disadvantages as perceived by a group of EFL learners and their educator</i>	Cardona (2020)	Local	Learning process, Interlanguage, Code-switching, Borrowing, Translanguaging
4	<i>Using total physical response (TPR) method on young learners English language teaching.</i>	Nuraeni, C. (2019)	International	total physical response, young learner, English language teaching
5	<i>Promoting English vocabulary learning through the Total Physical Response (TPR) method in fifth-grade students at a public school in San Gil</i>	Bayona, S. (2022).	National/Local	TPR (Total Physical Response), motivation, vocabulary, mediation, appealing environment, appraisal process, improvement, strategies
6	<i>The effectiveness of TPR (Total Physical Response) method in English vocabulary mastery of elementary school children.</i>	Sariyati, I. (2013)	International	effectiveness, TPR method, vocabulary, vocabulary mastery
7	<i>Vocabulary acquisition: A neglected aspect of language learning.</i>	Meara, P. (1980).	International	Vocabulary acquisition, vocabulary teaching, language learning
8	<i>Learning vocabulary in EFL contexts through vocabulary learning strategies.</i>	Ghazal, L. (2007).	International	vocabulary, learning, strategy, style, training, independent learning
9	<i>Fostering vocabulary learning through a cultural context and ICTS</i>	Cristancho Segura, Y. V. (2016)	National/Local	Vocabulary learning, Cultural Context, TICS, Intercultural

	<i>resources in an EFL classroom.</i>			Competence, Communication.
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The first document for this purpose, in an international context, is Translanguaging in the classroom: Emerging issues for research and pedagogy, by Canagarajah (2011). This research aims to investigate the implications of translanguaging on the education of multilingual students. It provides a wide view on all the issues or challenges that come from implementing translanguaging into the classroom. The author concludes that translanguaging is used as a way to resist traditional models of teaching, which often focus on written language. Nevertheless, they also note the risky nature of this approach. Then, it is important to consider said issues to make sure the methodologies and the analysis have the necessary measures to recognize, analyze, and react to them. In addition, this also serves as a precaution to make sure the methodologies to be worked on avoid repetition.

In a national context, a reflection on “Teacher, ¿Puedo Hablar en Español?” A Reflection on Plurilingualism and Translanguaging Practices in EFL, by Ortega (2019). The objective of this document is to reflect on opportunities and challenges that come from the implementation of translanguaging in ELF, as well as to advocate for a change in the teaching strategies of EFL. From this reflection, the author concludes that it is necessary to change teaching strategies aimed at fluidity rather than rigor. This is supported by ideas such as implementing the students’ own skills in their mother language as leverage to learn in a second language. Additionally, the author remarks on the role of the linguistic and cultural repertoires of students, subjects that need to be observed and analyzed within this implementation.

Now, for a local context, the first research paper is written by Cardona (2020), and it is titled *Translanguaging in the EFL classroom: its usage, purpose, advantages, and disadvantages as perceived by a group of EFL learners and their educators*. This research paper complements and delves further into the concept mentioned previously: monolingual learning. This is important as it shows in a very local context how EFL education is mostly perceived as monolingual, and how this may be affected by preconceptions derived from foreign sources (pedagogical tools and research). More importantly, it also offers insights on the perspective of translanguaging for teachers in a local context. This is especially important as it gives a framework on the preconceptions that exist for translanguaging in the school that this research is implemented to.

Following with the second concept, the first document for TPR, in an international context, the document *Using total physical response (TPR) method on young learners English language teaching* written by Nuraeni, C. (2019) is centered about the uses, advantages and considerations of using TPR with young learners. To start, the author notes the specific needs of young learners (Ages 5 to 11), when learning. Not only is it important to look into the social needs of young students, but also their energy levels, their openness to learning and their attention span. In regard to these needs, Nuraeni proposes TPR as an alternative method to create spaces that encourage learners to use their energy, to keep their attention on the topic of the class, and to make movement a part of the learning process. The conclusions of this research highlight the positive impact of physical cues in the engagement of students, as well as a significant improvement in active participation, communication and vocabulary acquisition. This acts as a reference to the advantages as well as the possible results of this document, as well as giving

insights into some possible considerations and analysis topics that could arise in applying the methodology of this investigation proposal.

Additionally, TPR is also explored by authors such as Sariyati, I. (2013), researcher of the document named *The effectiveness of TPR (Total Physical Response) method in English vocabulary mastery of elementary school children*. The objective of this research was to explore the extent of the impact that TPR could have on the acquisition of new vocabulary. Their conclusions were significant, as they claim TPR to be an effective method to use on children due to the impact that TPR had on their motivation, and that using TPR to make the class entertaining was a great strategy to enhance vocabulary mastery. This research is highly valuable, as it provides results and expectations on similar strategies worked on in this research, as well as an optimistic prediction on the possible results.

In a national context, TPR is explored by authors such as Bayona, S. (2022), in their document by the name of *Promoting English vocabulary learning through the Total Physical Response (TPR) method in fifth-grade students at a public school in San Gil*. For this research the author investigated the results of implementing TPR into a fifth-grade class, and, according to their results, it was outstanding, although it also highlighted the challenges that come from such an implementation. Among these results, it is important to take note of any weaknesses or opportunities and be prepared to change and promote improvement for current education systems. For this research, it is relevant as it promotes further research and discussion of the concepts, methodologies and strategies proposed to contribute to innovation and critical thinking of our educational systems.

The last concept to be explored is vocabulary learning, and to understand this it is important to read from previous documents such as Meara, P. (1980), in their paper *Vocabulary*

acquisition: A neglected aspect of language learning. This document had as an objective calling attention to vocabulary acquisition rather than vocabulary teaching, and the implications of this distinction. The results of this investigation leave an opportunity to continue research in regard to vocabulary acquisition, as the author claims that work on this concept has been limited and narrow, and that further research is important. This acts as the opener for the matter of this investigation, as it aims to provide further insight into the role of the student within learning, rather than a teacher-oriented focus.

Another author that talks about vocabulary acquisition is Ghazal, L. (2007) in their paper *Learning vocabulary in EFL contexts through vocabulary learning strategies*. In this research, the critical role of vocabulary in language learning that was mentioned before is further analyzed. For the author of this research, vocabulary acts as the building blocks for the learning and construction of a language, and they propose a series of strategies used to boost vocabulary learning in EFL students. Considerations apply on how the focus on vocabulary leads to an effective acquisition of a foreign language, and how it is essential to dedicate time and effort in order to create efficient and independent ELF learners. From this paper, inspiration is taken, as well as advice on contributing and analyzing the role of vocabulary learning in the learning process of a foreign language.

Finally, the last research document to act as reference for this research is also related to vocabulary learning, applied to a local context. In the document *Fostering vocabulary learning through a cultural context and ICTS resources in an EFL classroom*, written by Cristancho Segura, Y. V. (2016). There are insights into the possible strategies and results that come from focusing on vocabulary learning in a local context. In this paper, the author aimed to provide an alternative to grammar-based approaches, as they are often used in our local educative context.

The results of this research are of great importance, as they show a positive outcome of focusing on vocabulary learning in a context similar to the one proposed in this research. Additionally, important considerations come from this research, as one of the main recommendations left by the author of this research is to focus the vocabulary to be taught in contexts that are familiar to the student, as this guarantees the student find connection with the words proposed, encouraging not only the learning of these words, but their use in spaces outside the classroom.

Overall, the analysis and review of previous investigations is of great importance, as it highlights the positive outcome that is expected of this research, while also serving as an outline for possible challenges and risks of this implementation. Important considerations come to mind in regard to creating engagement in the class, designing activities with vocabulary that is relevant to the students, and creating enough reinforcement for the vocabulary to be properly learnt, rather than displayed in one single class. Lastly, this part aids in focusing this research towards reflecting on what has been said, while also presenting opportunities to help on application and insights.

2.2. Conceptual Framework

As stated in the previous section, it is important to also delve into the concepts that are utilized during this research, with the aim of giving clarity on the understanding and definition that they take during the research. For this reason, we now approach four main concepts:

Translanguaging, Total Physical Response, and Vocabulary acquisition.

2.2.1. Vocabulary Acquisition

Vocabulary

As the main objective of this investigation, vocabulary is a first definition crucial to this research. As defined by (Stahl & Murray, 1994; Stahl & Nagy, 2006, as cited by Neuman and Dwyer 2009), “vocabulary is more than words. It is knowledge. To know a word’s meaning is to know what a word represents and to begin to understand the network of concepts that goes with it.” This definition provides us with the perspective that makes vocabulary one of the most crucial parts, if not the most, to understand and learn any language.

To delve deeper, it is important to also understand how vocabulary acquisition occurs. According to Oxford, R., & Scarcella, R. (1994), the process of vocabulary acquisition is seen as a process of learning and contextualization, in which first the world is learned and then, slowly and with the use of a proper context, the link towards the context of real-world scenarios is achieved. Is this process what establishes vocabulary learning as the pillar for the development of most communicative skills. In the context of English alone, it is argued that “The actual figures for English suggest that a basic vocabulary of about two thousand words accounts for approximately 80 percent of what we regularly see or hear.” (Decarrico, J. S. ,2001, p.287).

Vocabulary acquisition

Within the context shared previously, the question of how vocabulary acquisition for a foreign language happens and how it can be boosted becomes essential, even from the silence of a learner that still has no production skills. According to Haenen (2001), “During the soundless utterance of the action, learners begin to execute all the operations of the mental action quickly and without error.” (p. 164). Adding to this process, (Bai, Z, 2018) affirms that vocabulary

acquisition is a primordial aspect, no matter the curriculum nor the model of language. In this necessity is that this research aims to provide a testimonium, or a result that invites further development of this process.

To dive further, often the first processes within a foreign or second language relate to its acquisition, rather than production. This is supported by Schmitt (2019), with the claim that

There is plenty of research, along with teacher experience, to show that receptive mastery of a lexical item (ability to understand it when listening or reading) is generally stronger than productive mastery (ability to produce it in one's own speech or writing).

(p. 4)

Considering this process, it is clear that vocabulary acquisition is a matter of great importance within EFL education. As the student is receptive to the English language, multiple processes take place first to understand and comprehend that which is communicated.

Among the characteristics of this acquisitive process, one important aspect is the semantics of the words that the student has contact with. According to Llach and Gómez (2007), the semantic field that are related to the children's life are usually developed in a greater level than those separated from their context. In this way, vocabulary related to hobbies, home activities and children activities are learnt and used by the students more than those regarding sciences, foreign cultures and external topics. This is fundamental in analyzing and constructing vocabulary, as it is the basis for a structured learning plan.

2.2.2. Translanguaging

As a start, according to Garcia & Lin (2017), “the term translanguaging has been increasingly used in the scholarly literature to refer to both the complex and fluid language practices of bilinguals, as well as the pedagogical approaches that leverage those practices” (p. 2). In other words, translanguaging is defined as the connection between the existing notions of one’s own language, and the pedagogical tools and strategies that make use of these to learn and involve the student with another language.

Furthermore, this idea is further seen in a definition provided by Canagarajah (2011), as they state that “for multilinguals, languages are part of a repertoire that is accessed for their communicative purposes; languages are not discrete and separated but form an integrated system for them” (p. 1). This is often a reality within a classroom, as one cannot define the environment of an ELT class as a pure expression of the target language, especially when those learning are still in the process of developing their basic communicative skills.

Nevertheless, it is also important to consider what comes from defining the word translanguaging and the context in which this definition exists, as Poza, L. (2017) warns us about:

While some of the literature demands a shift to the recognition and normalization of multilinguals’ language practices in place of inaccurate monolingual paradigms, elsewhere translanguaging appears as a repackaging of code switching, or as one of several scaffolds for facilitating the scholastic achievement of linguistic minority students without disrupting prevalent ideologies of language and power relations among linguistic communities. (p. 103)

In addition, according to Baker and Wright (2017, p. 280), translanguaging is defined as a process to create meaning, and through the use of two sets of tools, or two languages, arrive to new experiences and understandings of what one single language could not achieve. In this sense, translanguaging transcends translation, and makes use of it among all the other linguistic tools in the disposition of the learner.

Adding to this, there is also another important facet of translanguaging, as according to Blackledge, A., & Creese, A. (2017), “what makes translanguaging different from other fluid languaging practices is that it is transformative, with the potential to remove the hierarchy of languaging practices that deem some more valuable than others.” (p. 33). This means that translanguaging is seen as a practice that resists or redefines practices that creates an unwelcoming classroom environment for those that make use of the full repertoire of another language to subvert standard foreign language practices.

In summary, the term translanguaging is explained in a few words, as the use of linguistic tools that are native to the learner in order to create, understand and shape the knowledge they acquire from a foreign language. This process creates new cognitive processes that transform the learning process into a fluid construction, difficult to achieve when using a single language. Yet, the implications of translanguaging subvert this definition, and it is important to also understand the social and political role that this practice has in a classroom, as they serve as a channel for communication and expression of ideas that are often difficult when focused on a single language. Those are among the implications that stem for minority language speakers. These conceptions are of great importance when gathering information from the actions proposed on this research, as well as the analysis that may result, not only in the scope of this investigation, but the possibilities to invite researchers to delve further into this concept.

Within the realm of translanguaging, developing activities consist of the consideration of some key aspects, such as proposing tasks that aim to make use of resources in more than one language, or creating tools and resources for the classroom that make use of their mother language in the construction and understanding of new words. The idea of these activities is to foster the use of the mother language as an assisting tool in the development of a task, or to imply the need of the lexical repertoire of a student to complete an assignment.

In sum, it is important to consider the strengths and weaknesses of translanguaging when creating an implementation in the classroom. One such consideration, according to Garcia and Lin (2017), is that “bilingual education must develop bilingual students’ ability to use language according to the rules and regulations that have been socially constructed for that particular named language.” (p. 10). The challenge itself comes when adapting this into a classroom where students do not have a space to use the other language, and these rules are often limited to the classroom. Then, to implement translanguaging, it is important to carefully review the material and the context for the activities, as it must be an invitation to the student to participate, rather than an obligation. This includes setting up an arrangement of lexical tools to provide for the student and then creating tasks that invite them to take advantage of such tools. This is, in its pure form, an approach to break through the barriers that often come with setting up a foreign language class, and a view on how this can be approached.

2.2.3. Total Physical Response

Total Physical Response (TPR) is a strategy that is defined as “to have the students listen to a command in a foreign language and immediately obey with a physical action.” (Asher, J. J. 1969, p. 257). According to Widodo, H. P. (2005), this concept originated in first place from the fact that listening competence is developed within language acquisition much earlier than the first utterance, making a map with the infant’s cognitive processes for the language much prior to their first attempt at expressing themselves in that language. Then, how can the teacher make use of these skills if the infant at this stage is unable to give feedback on what he hears? According to Asher (1969), this is where TPR finds its purpose, as the infant is able to give physical feedback even if as a response to a listened stimulus.

If that is the case, then it is possible to use physical stimulus to follow this naturalistic vision of language acquisition when learning a foreign language. This is supported by Brown (2007), linking physical activities to language learning results in an easier recollection of what is learned, from their **trace theory**. Consequently, it is easier for the learner to use these learnings when a similar physical stimulus appears.

This also responds to another important concept in psychology, as Garcia, R. (1985, 1988) argues that TPR finds a way to involve the right side of the brain into the play of learning a foreign language. Asher (1982) also suggests additional benefits of the role of the right hemisphere, as he claims that “they play to the right hemisphere of the brain- the uncritical side, which may explain why input in this manner has high believability for students.” (p.I-17). These approximations, joined by the references that were explored above, give insight into how TPR is a response to low attention spans, high energy levels and the social need of the young learner.

Activities within TPR can be varied, as long as they commit to linking movement to a command. For example, one game that can be carried out for this purpose is to have the students within a classroom attentive to certain words, that have been previously connected to a gesture by the teacher. Then, at random intervals, or depending on the plan of the class, the teacher uses one of these commands for the students to follow with the corresponding gesture. This helps create an environment that is engaging for students, and that keeps the attention on the activity.

To conclude, TPR as a concept delves into the connection between physical stimuli and the manifestation of understanding in English students, as well as acting as a connection between the concept of translanguaging explained above, and the main objective of seeing the impact on vocabulary learning. Overall, TPR provides a strategy that is applied to students that find vocabulary learning to be difficult, boring, or that have difficulties expressing verbally what their minds may already be constructing, and that is leveraged by the teacher in order to boost the learning of new words and meanings, even if the response received from the student is not a verbal one.

Chapter III

METHODOLOGICAL DESIGN

To continue with the goal of investigating and giving answers to the objectives proposed, the next step is to define the methodology to be used during this document. Starting with the research paradigm, this chapter also explores the research type, the instruments to be used for data collection, and the categories with their respective indicators.

3.1. Research Paradigm

For this research, a qualitative paradigm has been chosen, as its aim is defined as “[...] to collect primary, first-hand, textual data and analyze it using specific interpretive methods.” (Taherdoost, H. 2022, p54). With this in mind, the goal of qualitative research finds relevance in matters that numbers and statistics find hard to analyze, such as social, cultural, ethical and educational. This is important as it allows the researcher not only to analyze social and human connections, but also to highlight the social role of the researcher themselves within the act of researching and observing a phenomenon.

Additionally, according to (DeJaeghere et al., 2020) this sets apart the qualitative research, as it is rather subjective, and is seen as exploration and transformation, instead of testing hypothesis. For this reason, this research carries out the potential to find more information and theories, to create new questions, to observe particular realities, and to invite the reader to ask themselves the same questions, making them a part of this investigative effort to analyze part of human nature.

3.2. Type of Research

Action Research

Action Research, as its name suggests, involves acting in response to an observed problematic, with the goal of generating changes both in the knowledge and the social context of those involved. According to Clark et al. (2020), the purpose of action research is:

Action research offers a postmodernist stance to epistemology (theory of knowledge) and supports developing questions and new inquiries during the research process. In this way action research is an emergent process that allows beliefs and decisions to be negotiated as reality and meaning are being constructed in the socially mediated space of the classroom. (p. 18)

Taking this into account, action research offers a goal that is relevant to the purpose of this investigation, as it converts the classroom into a space in which new ideas and concepts are put to the test, analyzed and transformed. This idea is taken further as a crucial tool in the educative field, as according to Oranga, J., & Gisore, B. (2023):

Action research stands out as a proactive inquiry tool in school communities that promises immediate, factual and contextual solutions to various problems that exist or arise from time to time and provides the impetus and reflection needed in support of learning. (p. 8)

Now, to start the process of action research, it is important to define the steps of action research that aims to be significant. According to Clark et al. (2020), the steps of any action research are defined as:

- 1. Plan:** For this step, it is important to start not only by analyzing the population and the problems that are addressed in the research, but also to search for information on relevant theories and research proposals that have spoken about similar problems. For this part, it is necessary for the researchers to ask themselves how the proposal generates knowledge, and insights into how it invites further research, the practicality of its implementation, and if it acts as a cycle on its own, starting with what has been researched before and ending in an open conclusion that allows a new cycle of research to begin.
- 2. Act:** This step involves the design of the steps, materials, and data collection techniques that are used in the development of action research. For this step, it is mandatory to delve into the relevance, the expected and possible unexpected results, as well as the role that these instruments play in the next step, and the schedule of application that is necessary to carry out the research.
- 3. Observe:** Using the tools created previously, this step is dedicated to recollection of the information and results of the actions implemented during the Act phase of the investigation. In here, the researcher aims to collect as much information as possible, as the results that come from this implementation could exceed the expected outcomes. It is here that further research might be possible and new ideas and theories may spring to life.
- 4. Reflect:** Referring to those new theories and knowledge, this step focuses on analyzing the results and how they are relevant to the investigation proposal as well as the field of research. It is also here that the researcher has to develop how the results are presented and disseminated to add to the research theories, to inspire

further research, and to raise challenges that come from the implementation of the ideas presented.

- 5. Repeat:** Lastly, as action research is seen as a cycle, the last step focuses on how the research is carried out, the ideas to follow and the theories to complement.

3.3. Data Collection Instruments

In qualitative research, it is important to select instruments that are able to collect reality rather than a set of data, with the opportunity to observe all possible scenarios. Within the notions provided by DeJaeghere, such as exploration and subjectivity, the instruments more appropriate to the goal of this research are the ones related to registering, recording and documenting the events and actions observed, as well as the social and human implications of such observations. With this in mind, the instruments proposed for this research are:

Diagnostic tests

Diagnostic tests are a crucial collection tool for this research, as they are the main source of insights in regard to the process of students within action research. According to Conforme et al. (2019), “when analyzing the results obtained from the application of diagnostic tests, the teacher develops feedback strategies according to the reality, interest and needs of students” (p.58). As such, diagnostic tests help the researcher to understand the reality that comes from the implementation, and accompanied by a field diary, create a space in which the connection between the reality of the student and the results of their tasks provides a deeper insight into the impact of the actions, beyond the limitations of either one. (See Annex 7)

Field Diaries

As a tool, a field diary proves to be key in recording the thought process of the researcher and their actions, as well as providing a space for any possible outcome within the implementation. Yet, a field diary acts as an insight into the mind and the feeling, including the researcher. For this reason, authors such as Scheinvar, E., & do Nascimento, M. L. (2017) define it as authorial and collective work. Authorial in the sense that it is a production of the researcher, and is inherently created within the mind, the feeling, the context and the life of the writer. In addition, it is collective work, as:

It is the processes that constitute us, that are present and drive the perceptions fixed on paper. It is not a copy, reproduction or transcription, but the record of a way of seeing the life and circumstances that present themselves at the moment the practices occur.

(Scheinvar, E., & do Nascimento, M. L. 2017, p4)

In this way, this tool provides insights not only regarding the students, their actions, the phenomena and the different outcomes, but also serves as a reflection of the role and the impact of this research on the teacher as well (as exemplified in Annex 3).

Workshops

The final instrument that is used for the analysis of this research is workshops. By definition, workshops are “an arrangement whereby a group of people learn, acquire new knowledge, perform creative problem-solving, or innovate in relation to a domain-specific issue.” (Ørngreen & Levinsen, 2017, p.71). Within this research, workshops act as the main framework for the implementation of the strategy and are key to creating the classroom environment that invites TPR and translanguaging into the classroom. Additionally, this

instrument will help to provide a space for students to be active participants within the class, in turn creates opportunities for further observations.

3.4. Analysis Categories

To fulfill the aim of this research, it is important to establish the categories of this research, as well as the indicators that help in the analysis of the data collected and the conclusions to derive from it. For this research, there are three analysis units that are considered, each with two categories indicators to help determine if the impact of this implementation on vocabulary learning is significant, or to create conclusions and new research challenges if not.

As a method to analyze collected information, triangulation serves the purpose of connecting different sets of data to create a joined conclusion. In words of Donkoh & Mensah (2023), “triangulation is about studying one phenomenon from multiple sources of data, using different theories, methods and researchers” (p. 7). For this, theories from different researchers on the topic are brought and contrasted with results from the implementation of this research, with the aim of connecting previous theories with the findings of the research, and continue the discussion on the results obtained, and what the theory states. The next table goes over the indicators that will be used for this triangulation:

Table 2

Analysis Unit	Category	Indicator
Vocabulary Acquisition	1. Vocabulary Competence	1.1 Recognize meaning of words by writing the correct word for a definition.
		1.2 Identifies related words on the topic of the activity by adding words to their participation.
		1.3 Add description to the meaning of words by using similar terms.
	2. Translanguaging	2.1 Uses Spanish words as a tool to correctly identify their English counterpart, by using it as leverage to reach the meaning.
		2.2 Uses their native language to overcome language barriers, by using it to help classmates or participate in class.
	3.1 Response to Stimuli	3.1 Generates an expected gesture when presented with a verbal stimulus.
		3.2 Uses gestures as leverage to remember vocabulary, by replicating it to remember the word.

3.5. Population and Sampling

The population chosen for this research proposal consists of 28 students of 4th grade between the ages of 8 to 10, all within the group 401 in the afternoon schedule, in the Liceo Femenino Mercedes Nariño. Taking into consideration that the research takes place in between the change from 4th to 5th grade, and that not all students could be present for the diagnostic tests, the sampling was reduced to 15 students. The criteria used to select the sample for this research consisted of the availability of the students to attend all planned activities, as well as the optimization of analysis and data collection for the purposes of the research. With the aim of gathering a significant set of data, the selected students consisted of half of the population plus one, including the same number of students that had a great performance in the diagnostic test, and those that presented low performance or significant obstacles during its presentation.

3.6. Ethical Considerations

An important step in any investigation that involves the collection of data from students, especially underage, is to have the proper consent to carry out the activities. This necessity is supported by the British Educational Research Association [BERA] (2018), and it is the reason why this research involves a written consent from the legal guardians for the children involved. To continue, the purpose of this written consent was to inform the legal guardians of the implications of this investigation, its goals, and the treatment of the information collected from the sessions planned. Parents were also informed about the voluntary nature of this study, and the possibility of withdrawing at any point. (See Annex 4).

Moreover, to ensure that the students that participated in this research have their identities protected, all information collected from them has been appropriately converted to data that does

not carry their personal data. As an example, although the names of the students were collected in multiple activities, for analysis purposes they were not shown, and instead converted to numbers that could reflect their individual processes and development without putting any of them at risk. In addition, none of the activities had a requirement of participation, and within the sessions, the main goal was to continue providing the students with the knowledge stipulated by their curriculum, so as to prevent obstacles in their learning program.

In the last place, the parents were also informed of the potential benefits and risks of participating in this investigation. Among these, we can find the following benefits: new opportunities to learn vocabulary, its use and structure, as well as the use and construction of new tools that can aid them in their future English classes. Among the risks, it was also important to note the lack of motivation in a non-quantitative class environment, and the possibility of the students not being able to adapt to the methodology developed for this implementation.

Chapter IV

PEDAGOGIC PROPOSAL

This chapter follows on track of the theory proposed before, and with the methodological design already established, it focuses on the implementation of this proposal. For this, it starts with the focus of the pedagogic intervention, and then defines the phases of implementation, the academic program, and an example of the class model to be used.

As an active implementation, this proposal aims to motivate students to find and use the tools at their disposal when acquiring vocabulary for a foreign language. By exposing students to TPR and translanguaging notions, it analyzes and determine the effectiveness of these strategies to boost the acquisition of new vocabulary in English, especially around directions, cardinal points and Colombia's culture, following the intended syllabus for a class of Geography in English.

4.1. Pedagogic Focus

To start, it is important to develop the learning concept that is used in this intervention, as working with young learners calls for a proposal that nurtures key aspects of learning at a young age, such as imagination, creativity and high energy levels. Also, the challenges present play a significant role in the development of this research, as the class must be ready for children that are easy to distract, energetic, socially active and presented with a topic that is difficult to connect with.

Given these details, the pedagogic standpoint that is most appropriate to create an engaging and creative environment, while also making sure of taking advantage of the high energy levels and imagination, is a constructive focus. To define constructivism, a look at Naylor

& Keogh (1999), states that “learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge” (p. 93). This idea challenges learners and educators, as it proposes a classroom where no one is completely right, and instead the knowledge acquired starts as a construction, stemming from the existing ideas and constructions within each student, and the teacher.

With this in mind, the conception of knowledge as independent from the environment or the experience of the involved is left behind, in favor of a social effort in which all participants play a role. Bednarz (1998), claims that “Constructivism breaks radically with the foundations of empiric-realism, which claims to encode reality in terms of substances and phenomena which are independent of the observers involved.” (p. 5). Then, it is necessary to define the vision of content and roles of the student and the teacher, as it is constructed into an academic implementation.

First, in regard to the content of the implementation, it is focused on cardinal points and locations of Colombia, following the syllabus proposed by the institution, and the goal for the class that is developed. Within this classroom, it is expected that the students can use and leverage on the tools provided by this proposal to acquire and use new vocabulary. Given the local context, it is important to find and create strategies that link all acquired vocabulary with the experiences and knowledge that the students have, as it leads to a constructive space in which the students and their experiences play a significant role.

Talking about roles, the definition of the student’s role within this paradigm is to be an active member on the construction and development of new vocabulary, as it is within their reality and experiences that the new words and activities must find a place. This plays a crucial role in the acquisition of new words, as this construction that they have about their context is key

to creating connection and internalization of new words and meanings. As for the role of the teacher, it is key for the teacher to pay close attention to the constructive process within the classroom. Constructivism carries its own set of challenges and is here where the teacher must be ready to react and guide knowledge construction towards a meaningful and useful result for all students, making sure to tailor the process to their experiences, while also leaving room for their own constructive process.

Lastly, as for the development of this intervention, the activities and resources that are key to their knowledge are within the classroom itself. As the vocabulary proposed can be used in a context outside of the classroom, the goal of the intervention is to make connections between the tools that they already possess, such as their mother language and the movement, and the vocabulary that is necessary to express ideas such as a location, guiding someone, or locating parts of their country, all within resources that stay available to them while outside of the classroom. For evaluation purposes, several activities are also connected to workshops or tests, as follow-up on their progress is crucial in analyzing and exploring the effectiveness of the implementation, as well as further consideration.

4.2. Intervention phases

To carry out this implementation in an organized manner, while also focusing on finding results that respond to the objectives proposed, this implementation consists of three phases: the introduction to new vocabulary, the construction of a plurilingual toolset, and the uses of this toolset in a real scenario.

First Phase

During the first phase, the focus of the implementation is to present new vocabulary to the students, while also making connections to their mother language, and establishing a first approach towards the use of TPR in the classroom. The first activities use TPR and translanguaging as an introduction to the students, with the goal of creating awareness of their existence and motivating the students to use them within the classroom. As for vocabulary acquisition, this phase starts in a streamlined manner, as one gesture or command is associated with a specific word, to start the connection between gestures and the acquisition of new terms, as well as the connection between these gestures and known words in their mother language.

In this way, the first activities have the end goal of familiarizing the students to the use of their mother language as leverage within the English classroom, to propose the basis for the vocabulary and the class engagement that is used within the implementation, and to create the first notions of connection between a gesture and a word in English. Being introductory, the expected result for this phase is that the students start to use the leverage tools in the classroom, and the first approach towards a gesture-based method of remembering their vocabulary.

Second Phase

The second phase is focused primarily on the participation of the students, and the active use of the translanguaging and TPR within the classroom. Now it is expected for the students to be familiar with the use of a multilingual set of tools, and exercises focused on gestures and movement. The activity in this phase contains many new words, and each activity is connected to a TPR focused development, therefore new gestures are added each class. To ensure retention, each class starts with an activity focused on movement involved in the previous class.

Additionally, the vocabulary presented has increased difficulty, and it is expected that the students will struggle to remember the writing for the given words. This means for the students to start making use of gestures and a multilingual approach to acquiring these words, as well as the connection to their context, as the topics are connected to geography topics that were already worked in their mother language during previous grades, according to the curriculum of the institution.

Third Phase

The last phase is heavily focused on the students playing a role in the creation of gestures, and the use of translanguaging within the classroom. During this phase, the activities aim for the students to propose gestures, via acting, using it as an active part of their answers, or as help to their classmates. In terms of vocabulary, the focuses shift from vocabulary-based answers to the use of words within predefined sentences. The role of this change is to evaluate the correct comprehension of the vocabulary presented, and the effectiveness of their use within a real scenario.

As a reflection on the process of this investigation, this phase concludes with the evaluative process, and its main purpose is to wrap up the set of data acquired through the intervention. It is expected that by this phase the students are able to utilize translanguaging and gestures proactively during the class, and that activities result in a construction of knowledge that is not limited to the teacher or the students. It also serves as the focus point for considerations, recommendations and future research matters.

4.3. Academic Program

WEEK	ACTIVITY	LEARNING OBJECTIVE
I. Presentation and Diagnostic	An explanation of the cardinal points using gestures, followed by a test activity to locate the cardinal direction of each region in a map of Colombia.	Introduce the concept of linking words with gestures, and the utility of linking Spanish words to aid in their comprehension.
II. Frontiers	Given with a map of Colombia and their surrounding countries/oceans, the students had to locate the cardinal direction of each geographic point and write the correct word to refer to it or comprehend it to complete the idea.	Evaluate the use of gestures by the students as an aid in completing a test-based activity, and the recognition of the meaning for the words contained within a complete phrase.
III. What's that word?	As an introduction to the next topic, the students were asked to share words related to climate, in Spanish. After, they would mimic the activity when linked to the English word, for their classmates to guess the correct word.	Introduce vocabulary close to the students to create an association between their mother language and the construction within the class, fostering the use of their existing knowledge to overcome language barriers.
IV. Caribbean Region	With a guide suggesting topics for the Caribbean region, the students were asked to participate by adding words connected to the culture and customs of the region, followed by creating a gesture to remember that word.	Make active use of existing concepts and knowledge, adapting it into an English environment and new vocabulary.
V. Caribbean Culture	A map was created on the board with a mix of words from the ones shared previously, and introducing new vocabulary. As for the gestures created last class, the challenge was to explain to their classmates using the gesture or English words that would be related to the target word.	Explore the connection between words in English, and the capacity for the students to rely on gestures and English words to leverage on a meaning for a word, rather than direct translation.
VI. Pacific Culture	A mental map for the Pacific region was created on the board, with most of the vocabulary used being already explained before. Then, the students pass to the front by turns and guess the word selected by the teacher. To help, other students could use gestures as a hint to the participating student.	Evaluate the effectiveness of gestures and activities in the acquisition of new vocabulary, as well as the collaborative work to use the available tools as help to understand, or help others understand the meaning of a word.

VII. English is my tool	Using climate phenomenons, a set of phrases was created in English, and shared with the students one by one. Most of the words in the sentence were words already explained, and that worked as a description for the target word.	Explore the impact of familiar words on the understanding of new ones and make use of existing knowledge and the mother language. Use of leverage to understand the definition, and therefore the meaning of a brand-new word.
VIII. My location	(Connection activity following students vacations) In a game Simon says, the students need to correctly act the gesture for any prompt instructed by the teacher. This focused heavily on cardinal points and the reconnection to the tools of gesture and translanguaging.	Explore the impact of gestures in vocabulary acquisition in a mid-long term. Create awareness of the concepts of our own perception when applying gestures and the meaning of words.
IX. The North	With a map in their hands, the students turn to different directions in the classroom and point to things and classmates that are to a specific cardinal point. This is a prompt by the teacher, adopting a predefined phrase to say it out loud.	Understand the concept of perspective and make use of known words and gestures to create simple phrases that reflect on their actual perception of the world around them.
XII. Map locations	With the help of origami arrows and instructions on directions vocabulary, the students had to locate the cardinal points and paste them in their notebook, writing the correct cardinal points next to it.	Evaluate the individual understanding of words, and connect the ideas between similar concepts, as leverage for future activities.
XIII. Directions	Using the image of three pets, introduce gestures and phrases to indicate direction, such as left, right, in front, behind. The students participate by creating phrases with the images and vocabulary on the board, while the images switch on each question.	Explore the use of gestures and collaboration to assist in the creation of new sentences, as well as the connections between existing knowledge and gestures as leverage to create sentences and identify words.
XIV. Applied directions	Two props are located on different desks within the classroom, and the students give the commands in a predefined phrase that included the name of the student to move one prop to the position of the other, based on an instruction on the board.	Evaluate collaborative work, and the difference between the perception of each student for a word, while using gestures to overcome differences in meaning.

XV. Directions in context	With an image of a room, the student needs to create phrases that explain the location of items based on a direction related to another object within the image.	Evaluate individual understanding of concepts and the structure of a phrase in English, also, to explore the implementation of new words into the construction of known concepts.
XVI. Direction Commands	To escape out of a maze, the students give directions to a student in the front, alternating between reference phrases with objects on the maze and gestures of the next instruction. A set of 5 phrases needed to be completed before checking if it was the solution.	Use existing gestures to communicate meaning and create new gestures for introduced vocabulary.

4.4. Class Plan Model

For the development of this research, each session had a corresponding lesson planned beforehand. To ensure that the activities developed are relevant to the investigation, a clear structure was established, starting with an objective for each session. The importance of setting these objectives from the start, as supported by Farrell (2002), is that “clear, well-written objectives are the first step in daily lesson planning. These objectives help state precisely what we want our students to learn, help guide the selection of appropriate activities and help provide overall lesson focus and direction” (p. 32). Having set a clear objective for each session, the next step was to create the activities to be developed, considering the time available.

For this purpose, it is important to plan activities that allow a certain degree of flexibility, as the time component of a class can be subject to external factors that may impact the duration of any given activity. Such examples are best described by Jensen (2001), claiming that “time management can also be challenging for beginning teachers and even experienced teachers cannot always accurately predict how long a certain activity will take or when a discussion will become so engaging that it should be allowed to continue.” (p. 405). With these considerations in

mind, a clear structure with objectives and a timeline for estimating the time to be used in each activity was developed. (See Annex 3)

Chapter V

ANALYSIS

As a result of the implementation planned previously, this chapter displays the strengths and challenges that were encountered during its application, as well as the analysis from each activity and its impact on the vocabulary acquisition for the students that participated in this research. The end goal was to analyze and explore the impact of using TPR as a translanguaging strategy to vocabulary acquisition, within a 5th grade of the Liceo Femenino Mercedes Nariño.

5.1. Implementation Analysis

The first step of this implementation was the creation of a plan for the activities to be developed, following a syllabus provided by the school. The key aspects of this plan were the creation of activities that fulfilled the purpose of the curriculum, while also focusing on an indicator of the research, and the implementation of the strategies proposed. Nevertheless, the reality in pedagogical implementation was significantly affected by external factors outside of the scope of the initial framework.

The first challenge that arose from such an implementation was the conflict between the classes planned by the curriculum, and the activities that the school carried out on top of it. According to the institution's agenda, multiple activities took place over previously scheduled classes, such as cultural activities, the celebration of the institution, pedagogical interventions by third parties and other universities. These activities often take place over previously planned activities, and therefore extended, or sometimes invalidated planned activities, as the time left could not allocate all the activities planned to follow the curriculum.

On a second level, the time of each class also acted as a restriction to a certain degree. The class assigned to create this implementation is geography in English, a space that only has one space per week, consisting of 50 minutes. This, added to activities such as attendance, a snack provided by the school that intersects with classes, and other situations, made all activities difficult to present, explain and complete within the same class, as it often ended with only 30 minutes available for implementation. A proposed solution for this was to complete the activities within 2 spaces of class, as the alternative to finishing activities at home had the risk of involving additional external factors, affecting the final results (such as assistance from the parents at home).

Lastly, the change between grades, from 4th to 5th grade, and the change of a scholar year presented a new challenge for the end of phase 2 and phase 3, as many teachers were changed in their assigned courses, and the school was undergoing a structural change on their schedules and curriculum, which resulted in discrepancies and doubt between the English teachers. This situation also resulted in lost time, as the first weeks of the scholar year were carried out by several teachers, changing constantly for each grade. After working this through with the teachers and the administration of the school, it was possible to get a schedule with the target population of this research, and it even opened new spaces to have more activities and implementations with them by week, which turned out to be positive for the final phase of the programmed activities.

All said, it is also important to note that even under these circumstances the proposed activities were all applied, and the disposition of the teacher that accompanied these activities was greatly appreciated, as they were always quick to offer constructive feedback on the teacher role used during this implementation, as well as the activities and spaces that were presented,

while always being open to the programmed phases of this research, which allowed for it to be enough evidence to conduct a comprehensive analysis of the categories and indicators proposed.

5.2. Data Analysis

For the purposes of this research, the analysis carried out is in response to the categories and indicators proposed in chapter 3. This makes use of all the evidence and activities collected and contrast it with current theories, to reach a conclusion on the effectiveness of the implementation and connect the results with each one of the indicators. For this, the technique used is triangulation, defined by Heale and Forbes (2013) as “the use of more than one approach to researching a question” (p. 98). This is executed with each activity including data pertaining to two different activities, converging into the analysis of the corresponding indicator.

5.2.1 Category: Vocabulary Competence

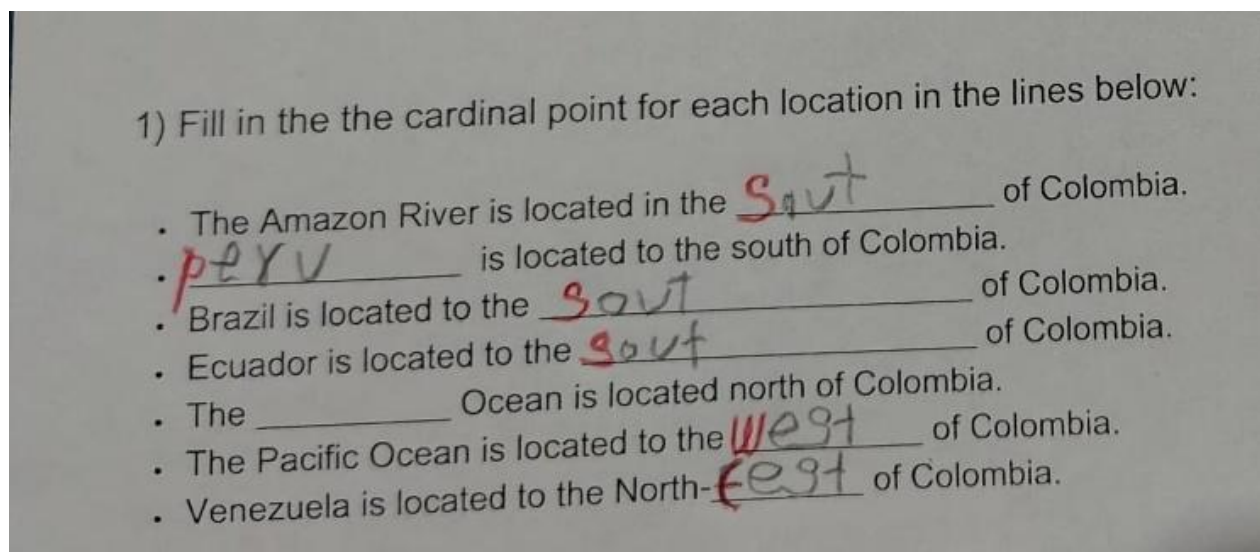
This category revolved around the capability for students to acquire new vocabulary, and the ability to correctly use it in consequent activities. As a unit of measure, it consisted of three individual indicators. The first of them aimed to evaluate the ability for the student to correctly use words that were taught in subsequent tasks, to validate the correct acquisition of the vocabulary proposed. The second indicator had the goal of exploring the use of familiar words as a part of the construction of new vocabulary, to review how the student used words previously taught as a part of the process. The last indicator for this category, sharing part of the concept of the previous one, aimed to explore the connections between words and their meaning, rather than grouping words based on context. The results of this analysis were significant, therefore, each indicator had activities analyzed to show this impact.

Indicator 1: Recognize meaning of words by writing the correct word for a definition

This indicator had the objective of determining the ability of the student to use a word correctly, in a scenario where the definition is clear and has been properly understood by them. In a sense, this was part of the overall improvement that was expected as a positive result of this implementation, as the ability to use the correct words for context was essential to guarantee new vocabulary had been properly acquired. As seen in Figure 1, during the start of the implementation, most students presented challenges when recalling written versions of words taught in class. For this example, in particular, they were using the cardinal points.

Figure 1

Activity on the use of cardinal points to identify Colombia's borders, from the activity: Frontiers

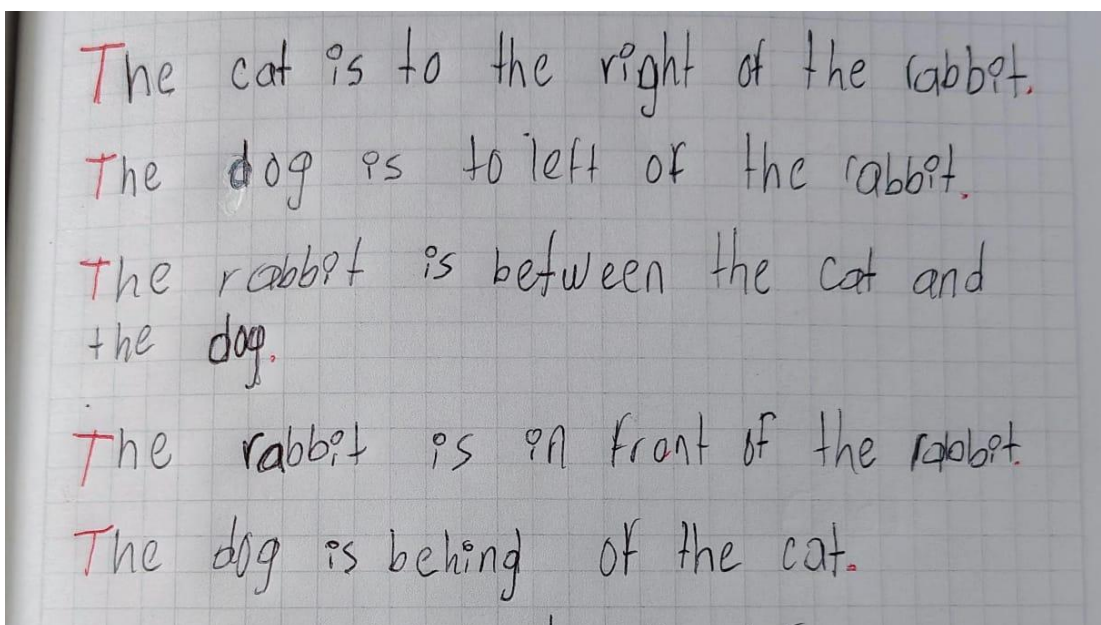


Nevertheless, by phase three, most students were able to form basic sentences to use a word in its correct definition. This positive result is supported by Joe (1998), as they claim that “engagement in tasks requiring reading and recall without explicitly focusing on vocabulary can facilitate the acquisition of vocabulary” (p. 374). Therefore, the best measure was the ability for

students to recall the words needed for an exercise centered around a topic, and not the direct vocabulary, as this would encourage them to use acquired words within a context, ensuring that the acquisition went beyond the mere translation act. As an example, below in figure 2, the student formed accurate sentences to use vocabulary for directions, when responding to the task of locating animals in relation to one another.

Figure 2

Activity on creating phrases to locate pets, from the activity: Directions



With these clarifications, the results showed a positive outcome: all 25 students showed a significant degree of improvement in their use of the words provided, and this improvement not only had an impact on the correct use of a word, but also in being able to reproduce the word correctly and within a complete sentence. This shows that being presented with tools to better understand and recall learnt words, the student was able to bring back the correct spelling and meaning of a word into a context that proved the word to be useful. This can be shown on the

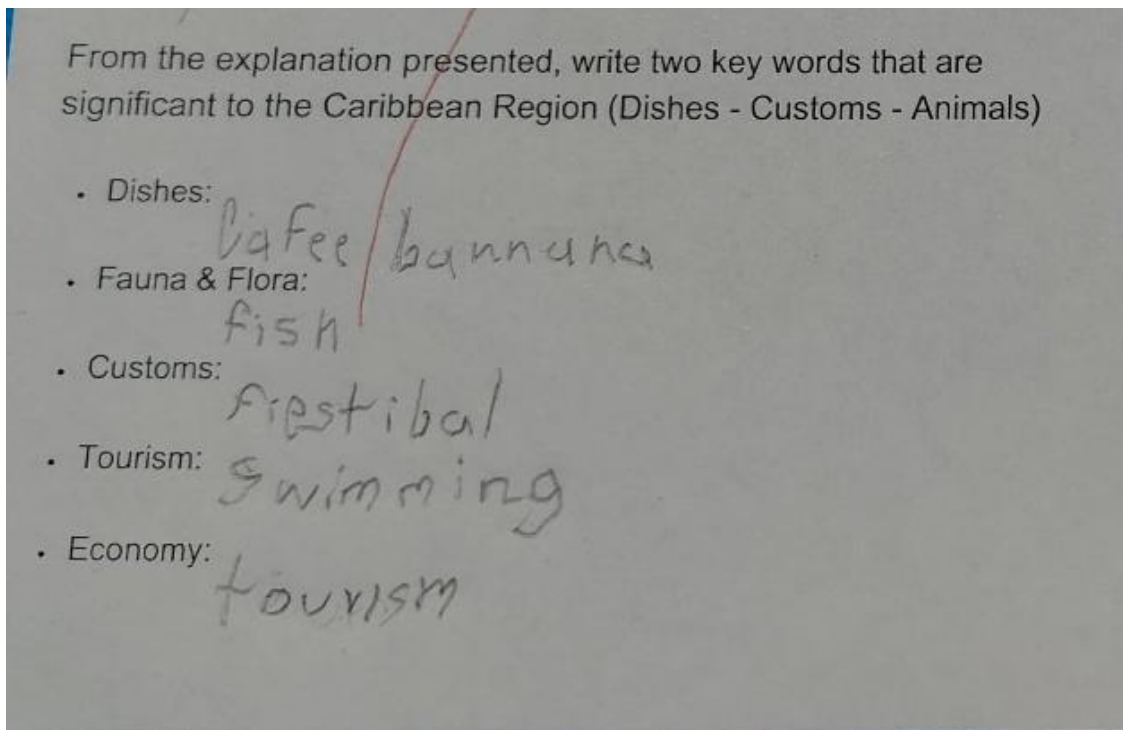
figures above, as we switched from single words, and writing based on listening and phonetic transcription, to the ability to write full sentences to respond to an activity and improve the writing of each word.

Indicator 2: Identifies related words on the topic of the activity by adding words to their participation

This indicator was chosen as a representation of the encouragement to bring vocabulary and their context into the classroom, to reinforce the knowledge of existing tools and words. This gives an opportunity to open the English classroom into an activity that is more than a unilateral transmission of words and vocabulary and instead allows the students to show and use their knowledge. Applying this both in culture and language, it became a part of the constructive process of new vocabulary. As a result, students added more words into the development of each class, showing improvement in the use of vocabulary acquired previously. As seen in figure 3, when asked to write down words related to the culture of the Caribbean region, it was clear that the students had a better understanding of the context in which a word can be used, as the students were able to recall words, and, in most cases, complement it with further additions.

Figure 3

Activity on adding relevant words to the Caribbean region, from the activity: Caribbean Region



On the topic of learning new words, Nation & Carter (1989) claim that “If words are learnt through inferencing + feedback, they are better retained than words learnt through presentation + formal practice” (p. 43). As their theory suggests, leaving an open space for the students to add words that are familiar to them proves to be a rich scenario and source for vocabulary acquisition. In the scenario of the activity presented above, additional cues were left for the students to add words of their own, or to use alternative vocabulary as a leverage to correctly express their knowledge about the Caribbean Region.

Within this framework, the results showed a positive result to a significant degree. Most students, being presented with an open opportunity to add words of their own, were quick to participate and start adding words that were similar in context. If the word was not already

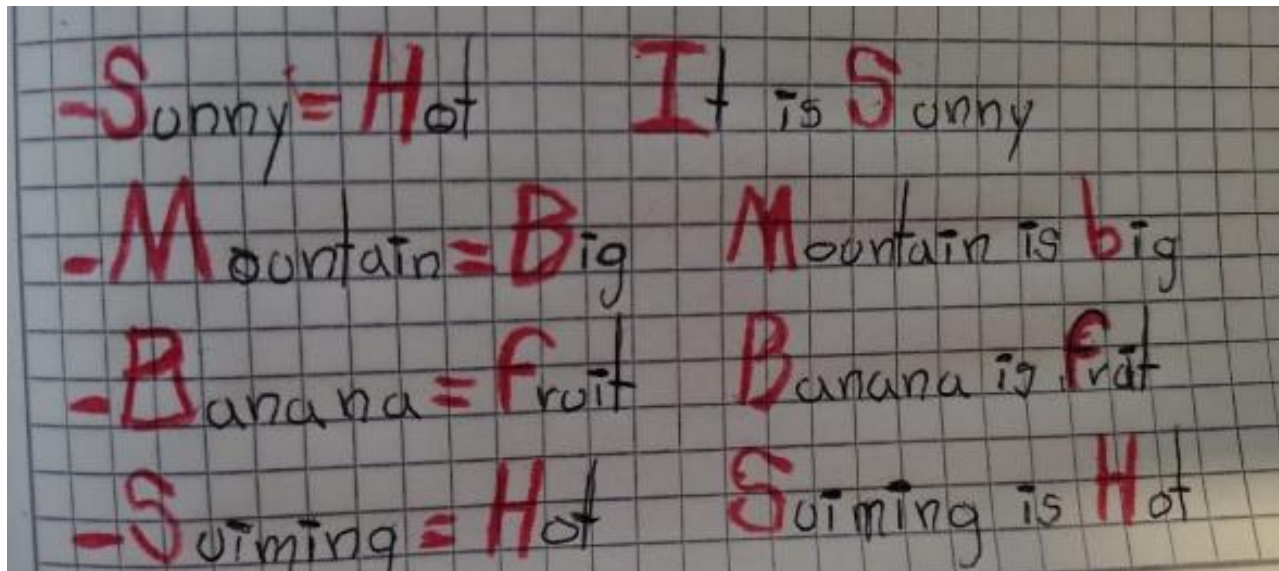
known, asking for the vocabulary for visual cues present in the activity helped them to complete the proposed task. In this regard, it is important to consider that the effectiveness of this approach is highly dependent on the engagement of the students and the cultivated desire to learn. It was observed that the most participative students would benefit the most from these activities, while others would need extra attention to bring them back, as the missing words became a source of frustration.

Indicator 3: Add description to the meaning of words by using similar terms

This indicator was used to diagnose the ability for the students to understand the meaning of words and express it within the English language, via definitions, or grouping words. According to Meara (1980), “One of the most accessible and most easily understood methods of studying the structure of semantic relationships in bilingual lexicons is the use of word associations” (p.13). Within this framework, the activities proposed to evaluate this indicator aimed to explore the extent to which similar words could be used by the students to explain a given term, and to create a description of a word that presented a challenge to be used on its own. In figure 4, we had an activity in which the students were asked to create a phrase describing climate and weather vocabulary. As seen in this activity, the students showed an understanding of terms that composed the definition of a word, and their ability to describe words was significantly improved.

Figure 4

Activity on description phrases, from the activity: A trip to the Pacific



As a result, these activities showed a positive outcome, although the implementation also brought challenges in regard to application and use of words as definitions of new vocabulary. On the positive side, most of the students were able to participate and provide words that shared connection with the presented vocabulary. Furthermore, they were able to represent, and associate words based on a topic, or the context of the activity. This meant that in most cases, the student was able to list a set of words that would share similarities in meaning to the proposed activity and use them as a description to link the meaning and communicate it with their classmates.

On the other hand, a situation that derived from this activity was the possibility of disconnecting of the meaning, and relying instead on the words used as leverage to arrive to the selected vocabulary. In many cases, subsequent questions on the meaning of a particular word would result in the students participating in with the same definition words, and some of these

participations would result in the student confusing the meaning of the word with the meaning of the word used to describe it. Following the example of Figure 4, when asked about the definition of the word sunny, or how to use it, a fraction of the students would use sentences and gestures that showed the definition of hot, instead of the desired or expected response.

Within these results, it is important to double check on the purpose and applications of activities that make the use of similar words, as this proves to be both a great tool to overcome the initial fear of not knowing the meaning or use of a particular term, but it also carries a risk. Overcoming this risk of students falling back to known words, preventing them from acquiring the new meanings, has to be prioritized within the development of activities that use similar contexts, or take advantage of these similarities as an opportunity to boost the use of the new vocabulary.

5.2.2 Category: Translanguaging

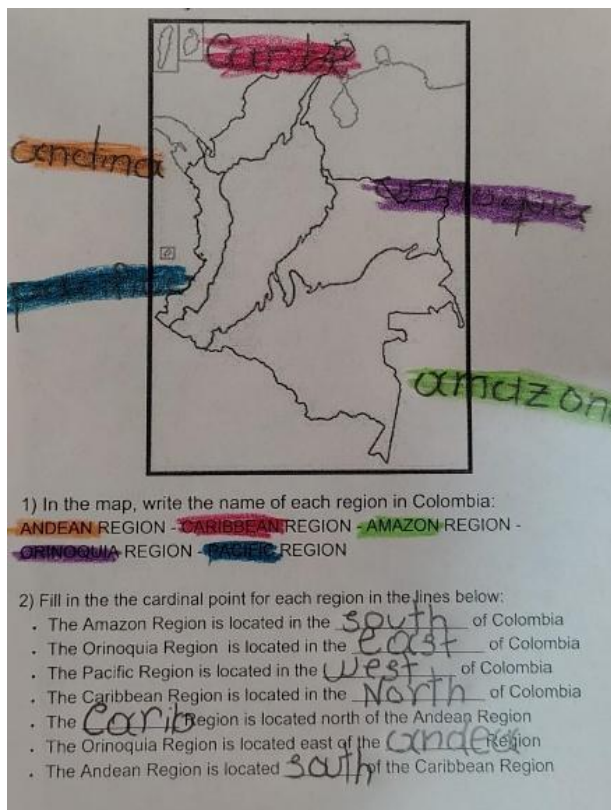
This category included two indicators, both with the goal of understanding the use of their mother language within the classroom, and the impact it had on the acquisition of vocabulary in English. For this purpose, the first indicator had the goal of evaluating the results of using Spanish words as a leverage to correctly identify a word in English, and therefore to aid in the acquisition of the word. The second, on the other hand, had the purpose of analyzing the use of these tools as a part of helping classmates understand unfamiliar concepts, as a part of the construction of new knowledge within the classroom, and the participation of everyone involved. In sum, this category explores the place of the mother language within the classroom, and the possible uses for it towards vocabulary acquisition.

Indicator 1: Uses Spanish words as a tool to correctly identify their English counterpart, by using it as leverage to reach the meaning

This indicator had the goal of evaluating the impact of Spanish cues or words on the learning of the English term used to describe it, as leverage to correctly recall the word needed for the purpose of the task. Tools that prove to be effective, as Garcia and Lin (2017) argue, are “using their entire linguistic repertoire, embodied actions, and other artifacts to interpret or design texts” (p. 16). In this sense, the purpose of this indicator was to analyze the role of such tools, and their effectiveness in helping the student to overcome language barriers and boost their vocabulary acquisition. One of the activities developed for this analysis had the goal of creating opportunities for the students to connect with the new vocabulary. In figure 5, the students were given the task to identify the regions of Colombia in order to complete the activity. As the class had studied the same topics in the past, within their mother language, it was added as a possibility to add the word in Spanish to the map before completing the rest of the activity.

Figure 5

Activity on using cardinal points from memory, from the activity: Regions of Colombia



Following this example, the use of Spanish as a part of the classroom proved to be a success, mostly in regard to breaking the barrier that an unknown language can bring to the classroom. Within the activities, as seen in Figure 5, the use of words in Spanish as leverage proved to be useful in impacting the understanding of the word in English, as most students that used the Spanish words as leverage obtained significantly better results than those that did not make use of them. An important challenge that comes from this indicator is to keep an open classroom, where the full access to their linguistic tools is available, while also inviting to the opportunity and the task of speaking in English.

Indicator 2: Uses their native language to overcome language barriers, by using it to help classmates or participate in class

For this indicator, the aim was to explore the challenges that come from the use and acquisition of a foreign language, and how the use of the mother language could help overcome them. The use of translanguaging for this purpose presented an opportunity to overcome an otherwise difficult part of learning vocabulary in English. According to Mahmood et al. (2024) “while translanguaging can facilitate communication and comprehension, it also contributes to pronunciation challenges” (p. 1639). For this, a fragment of a field note shows results from one activity in which sentences and instructions show some of the strategies that the students used to help each other in overcoming language barriers:

For this purpose, each of the words highlighted above was first said as an isolated concept in English, and then used in a phrase in Spanish, challenging the students to identify which word in the sentence corresponded to their English counterpart. In this class, many of the words that were easily identified were the ones that shared similarity in their pronunciation, such as Humid, Coconut, Ecosystem and Tourism. Overall, the use of words in Spanish assisted in breaking the barrier to unknown words. (Field Note, 2025)

As a result, this approach to the pronunciation of new vocabulary showed positive results. During most of the activities where the instructions were shared completely in English, one of the students said out loud one or two of the words that were understood, which was often followed by their classmates adding to the conversation or helping resolve the otherwise unknown term. Furthermore, this also showed positive results when the students were asked to reproduce the spoken version of a word on the board, or to write a word based on verbal instruction. These results, along with high levels of engagement, prove that a strategy to

overcome the challenge of pronunciation, which is often regarded as a difficult task within the process of vocabulary acquisition.

This same challenge has been documented many times, as Hassan (2014) explains “in many cases the spelling of English words leads the learners to guess the wrong pronunciation from the spelling of the words”. (p. 36). Therefore, activities of this nature, and the use of the mother language as a tool to explain and close the gap, result in a significant exercise for the students to learn new words in an integral manner.

5.2.3 Category: Response to Stimuli

This category had the aim to measure the impact of Total Physical Response activities and gestures in the acquisition and retention of new vocabulary. The activities proposed for this analysis were related to gesture based learning, and the use of said gestures as a leverage to overcome language barriers and better remember new terms and vocabulary. The two indicators share the goal of evaluating and exploring the use of gesture commands, the first in regard to the acquisition and connection of vocabulary with a gesture command, and the second in regard to the use of said gestures to communicate ideas with their classmates and help in task completion.

Indicator 1: Generate an expected gesture when presented with a verbal stimulus

Within the last category, this indicator aimed to evaluate the ability of the students to use gestures and movement-based activities as part of the process to acquire new vocabulary. For this, most of the activities implemented involved significant physical movement, and It was expected to be used as a part of helping the students to recall specific words or arrive at the meaning of a new one. One of the activities presented for this indicator was the connection of pointing gestures to the definition of directions such as *in front of, behind of, to the left, to the*

right. Initially presented as a game of Simon says, it was then applied as the students had to point to the classmate that corresponded to the given command. The results were outstanding, as seen in this fragment of the field note for that activity:

When asked to point to the classmate that was in front of them, the student hesitated for a couple of seconds, and then pointed to the right, with an expression of doubt. As an assistant to overcome this confusion, I asked them to play *Simmon says*, and as expected, placing the commands in succession was enough for the student to remember the corresponding gesture for each word. Once the command *point to the front* was given, the student pointed correctly, and quickly corrected the previously wrong statement, even when asked to repeat the same exercise after turning 90° to the left. (Field Note, 2025)

This result confirms the expectations previously presented on the potential for TPR to make a great strategy with activities aimed at children. As supported by Sariyati (2013), “TPR method is very suitable for children's characteristics; as they love moving around and get bored easily if just sit on the chair” (p. 62). In this sense, TPR was invaluable in creating a class scenario that motivated the students to be receptive to new words, and also to keep engaging with the language, the teacher and their classmates.

Nevertheless, it is important to address some of the challenges that come with movement-based approaches. For example, one challenge that arose from such an implementation was the conflict with existing issues within the classroom, and concepts outside of the class that were not fully understood by the children. From concepts such as laterality, and some students confusing the right and the left side in response to verbal instruction, to activities in which some students were able to recreate the expected gesture only by following their classmates. This creates a strategy that, for future research, must be carried out with a great level of care, as it has the

potential to create class engagement and use the energy and enthusiasm of children, yet it comes with its own set of challenges to be aware of.

Indicator 2: Use gestures as leverage to remember vocabulary, by replicating it to remember the word

The second and final indicator within this category had the purpose of analyzing the proactive use of the gestures provided as a strategy to recall the meaning of words, and being able to apply them in activities aimed at evaluating vocabulary acquisition, even as help to their classmates. This is supported by other researchers such as Morocho (2024), who claims that “learners' comprehension could be seen not only in their accurate physical responses but also in their ability to regulate other students' responses” (p. 51). As part of this, the students were expected to rely on the gestures and movements shared with the class to be able to accurately identify the meaning of words and create correct sentences for instructions. One activity for this purpose was to create a star for cardinal points on their notebooks, for which 4 paper arrows were created and shared with each student. During this activity, students actively used gestures to overcome confusion and complete the task effectively. As described in the Field Note below, this behavior was a constant for activities that had a gesture-based activity as its background:

With the activity started, the students were left without visual aid on the directions corresponding to each cardinal point, and had to rely on their existing knowledge, or the activities shared in the previous session. Not long after the activity started, the results were astounding: Almost 1 out of 3 students was seen replicating the gestures in silence, and then quickly moving to write down the correct word for the task. In every case, it was a natural response to solve the problem they had, to quickly point to each other, say out

loud the command that was given the class before, and the words with their meaning would be reminisced almost perfectly. (Field Note, 2025)

From this activity, the use of the gestures proved to be a key aspect of the students' approach to solving the activities. From the first class, students were seen already making use of the gesture as leverage to complete the activities, and to assist their classmates. When presenting a question to the teacher, a gesture or the command linked to it often sufficed for them to be able to recall the correct word and continue with the development of the activity. Furthermore, some activities show the interest of the student in creating and sharing with their classmates their own gestures to remember words, which opens the opportunity for this strategy to leave a lasting impact on the approach to new words.

As for drawbacks, it is important to keep an eye on the connection the students are making with the use of the gestures, as in some cases students created the relation between the gesture and the word in Spanish only, which limited the application of this strategy as leverage when the activity or instruction focused only on their English counterparts. Nevertheless, the overall impact of the implementation of movement was positive, as the students had a significant improvement on their ability to recall vocabulary acquired, and engaged actively in activities that introduced new vocabulary, often trying to add their own take on a gesture that could link the meaning of a word to its written form.

Summary of Results

To summarize the impact and results of this research, this section condenses the analysis that was developed based on the categories of analysis and the corresponding indicators. These categories shared the common objective of analyzing a strategy to boost the vocabulary acquisition of EFL learners, through their vocabulary competences in the acquisition and use of new words in the classroom, the use of translanguaging to connect the knowledge in their mother language to the learning of English, and the impact of TPR within the classroom and the acquisition of new words.

To start with the category of vocabulary competence, the results were mostly positive, and the potential for such an implementation to further develop the vocabulary of students within their approach to the English language. In terms of acquisition, this research showed a significant improvement in the retention of new words by most of the students that participated and was helpful in overcoming challenges such as the differences in pronunciation and writing, the correct spelling of words in English and the ability for the student to recall and use correctly each word when the situation asked for it.

As for the challenges, it is still important to consider the implications of an approach that is based mostly on movement-based activities and participation, as some scenarios led to students losing attention, and therefore their acquisition and ability to use the vocabulary was not as developed as others. For this reason, this category is key in the development of activities and the classroom environment, as according to the results, the commitment to the teacher to react to the situation and effectively tailor the vocabulary learnt to active use proved a significant role in the quality and outcome of the vocabulary competence.

The second category, the use of translanguaging within the classroom, also showed promising results, yet the challenges that come from this are still a matter of further investigation. In their development, the students were eager to make use of the available toolset of their language as a means to understand and help their classmates understand new vocabulary, proving that opening the door to their realities and their perspectives from their mother language plays a significant role in the acquisition of new knowledge. Also, it boosted engagement for students that otherwise remained silent, giving them an opportunity to overcome the anxiety of expecting an answer in English.

As for challenges, translanguaging is still a topic that calls for investigation and careful consideration, as it carries its own set of risks within the classroom. One of such challenges is making sure to implement it in a way that is welcoming to all participants of the classroom, as different students may react differently to such an approach, and in some specific circumstances, it ends up affecting the correct development of the topic and activities. Having access to all these tools proved to be invaluable in the process of vocabulary acquisition yet it was important to make sure that they stayed as tools, avoiding the possibility of the use of Spanish overriding the end goal of learning new words in English, and how to use them effectively.

The last category, referring to Total Physical Response, resulted in an optimistic argument for the English classroom. Especially with children, full of energy, enthusiasm and creativity, it is often difficult to create activities that use this energy in an effective manner, instead of attempting to suppress it in favor of a calm and silent class. For this purpose, using movement and activities based on it was of great help in maintaining a class that was engaging in the students, inviting them to participate, and using this energy and this enthusiasm in a healthy manner.

This was also reflected in the results, as the students that participated were enthusiastic about starting the class and constantly attempted to participate and provide more for the class and the topic of the day. The fun and dynamic nature of the activities encouraged students to challenge themselves, initially driven by enjoyment, and then working through the process of learning and using what was available in the classroom to overcome difficulties. One caution that was necessary was for the teacher to act as a guide, to keep the energy and the enthusiasm focused on vocabulary acquisition, and to guide students in cases where they struggled to overcome the challenge of connecting the movement to the vocabulary, yet in most cases the outcome was of great value.

As a final note, it is important to note that the results were most significant for students that were constantly active and participated in class, and cases with low performance matched to the students that were accustomed to a more passive role within the classroom. Nevertheless, even in those cases, a push from the teacher was enough to create a window for them to be active and benefit from the opportunities the activities presented. In the end, the results were a direct relation between the engagement of the students and the commitment of the teacher to evaluate and make sure that all students were actively involved in the activities.

Conclusions

In response to the objectives of the research that started this journey, the first objective of this research was to analyze the impact of a plurilingual environment on the learning of English vocabulary. Within this research, it was evident that an environment where the mother language of the students is welcomed had a positive result on the vocabulary acquisition of the students. As such, this opened a new path for students to overcome the challenges and the fear of interacting with an unknown language, creating a space in which English vocabulary was not just a topic to learn, but an active effort in which their tools and knowledge played an active part of the construction of new knowledge. Many opportunities and challenges appeared in the process, and are possible in future research, yet the opportunity for the students to be an active participant within their learning of a new language proves to be worth the effort and attention of teachers and researchers going forward.

The second objective has as a goal to study the effectiveness of gestures and expression activities in the understanding of new words in English. This showed a significant impact on this research, as the use of movement and the body was invaluable when approaching new words and topics. As the children were engaged and active in most classes thanks to their high energy, activities that promoted vocabulary acquisition in the way of a movement game were received with a positive attitude. Apart from this, the call for movement also had the implication of the students pushing each other to participate and to be actively engaged, which in turn made the activities and active effort in the classroom and boosted the learning and retention of new words.

The last of the specific objectives was to examine the possible uses of physical cues and movements as a strategy to connect meaning to multiple languages. This was also remarkable within this implementation, as it offered the opportunity for students to have alternative ways to

recall specific vocabulary relevant to the activities proposed. Nevertheless, the main challenge of the interaction, and the call for further discussion comes from this objective. Having the option to respond to a verbal cue with a gesture, the acquisition of meaning was significant, yet when the physical cue was used, the results were closer to a mix, as in an effort to participate in class, some students started to make connections to the respective words in their native language. Although this proves the use of multiple languages to understand and reply to physical cues, in some cases it diminished from the impact and acquisition of the word in the target language.

Finally, the last answer goes to the main objective of this research, to explore the impact of Total Physical Response as a Translanguaging strategy for Vocabulary Acquisition in a 4th grade classroom of the Liceo Femenino Mercedes Nariño. In this regard, the results were mostly optimistic but also showed great opportunities for further research and investigation. On one hand, this research proves many positives in the use of TPR as a translanguaging strategy, as it created a classroom that was engaging, inviting and welcoming to all students, thriving on their participation and willingness to help others. On the other hand, it is also highlighted that in some cases these implementations push away students that are less likely to participate within the classroom and may create comfort zones which diminish from its potential. Ultimately, it is necessary to continue research on the matter, to better understand and create strategies moving forward.

General Recommendations

The first recommendation that comes from this research is a call for all teachers to pay special attention to the engagement level that is created in the classroom, especially working with children. It is suggested to explore alternative strategies to create classes that take full advantage of the characteristics of this population, such as their high energy, their creativity, their enthusiasm and their socializing skills. Additionally, it also calls for an English class that is less focused on an academic vision of the English language, and instead it focuses on alternatives that are more approachable by students, especially in an environment that values the language and bilingualism.

In regard to recommendations towards the management of investigations and action research carried out by the Universidad Pedagógica Nacional, it is important to consider several factors that are critical to the proper development of significant and relevant action research, and that could help future learning teachers accessing such a crucial part of our growth as educators. Also, it is valuable to aid in the results of future action research, to prevent obstacles and challenges that are detrimental to the results and the motivation to continue with this important task.

In the first place, it is necessary to create a space in which contact and implementation with the real context takes place over a longer period of time, as the constrain of having approximately 12-13 sessions to fully develop an action research is insufficient, and leaves little to no room for any inconveniences or external factors that further reduce the potential spaces to carry those activities. This also deeply affects the motivation and capacity of the researcher, as it puts an expectation and an extra layer of stress on an activity that by itself requires high levels of rigor.

In second place, it is also advisable for the corresponding entities at the university and the institutions to structure a support strategy that backs up the investigative efforts of learning teachers, as not all teachers and spaces are as open or welcome to new implementations and strategies as the academy and the call to action requires. This is another layer on top of the already mentioned limitation of time, the availability of teachers that are willing to accept learning teachers, and scheduling conflicts in regard to keeping the same populations after a change of the school year.

Finally, as advice for future researchers and investigators, this research has proved to be an opportunity to create opportunities for students to participate, to become a part of an active cognitive effort. This final comment serves to act as an invitation to continue exploring the opportunities and limitations of the English classroom, in hopes of creating strategies that can adapt to students and make the fundamental in the construction of knowledge. TPR is a valuable tool to transform energy and enthusiasm into allies of learning, and translanguaging is set as a door to create spaces in which students are able to fully utilize their knowledge as a tool to overcome challenges. In this sense, researchers must be open to try alternatives such as the ones studied during this investigation, as the classroom has the responsibility of being dynamic and flexible for all who want to learn.

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Appendix

Annex 1: Diagnostic Test Example

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES - DEPARTAMENTO DE LENGUA
FIRST DIAGNOSTIC SURVEY



DATE (FECHA):

TEACHER (PROFESOR/A):

1. Información del estudiante

Nombres	Apellidos
Edad	Ciudad de residencia
Localidad	Barrio
Estrato 1 _____ 2 _____ 3 _____ 4 _____ 5 _____	Tipo de Vivienda <input type="checkbox"/> Propia <input type="checkbox"/> Familiar <input type="checkbox"/> Arriendo

2. Información Familiar

Nombre del Acudiente: _____

Parentesco:

Padre o Madre _____

Abuelo/a _____

Otro: _____

Estudios del Acudiente:

Primaria _____

Secundaria _____

Técnico/Tecnólogo _____

Pregrado _____

Posgrado _____

Ninguno _____

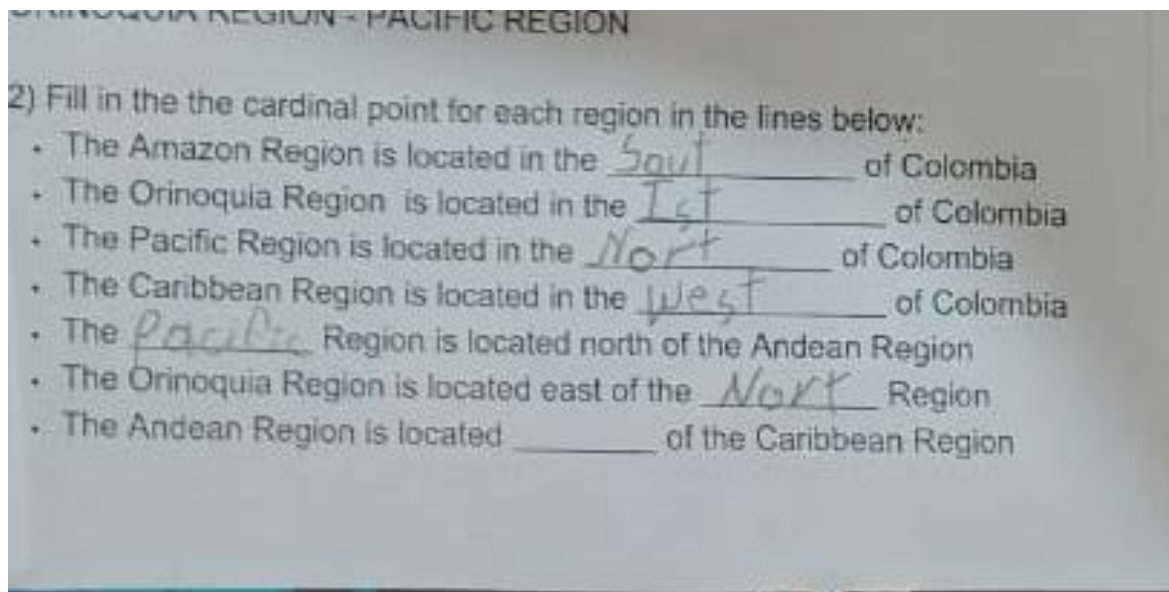
Ocupación del acudiente: _____

Respecto a la clase de inglés:

- ¿Considera que es importante aprender inglés en el colegio? Si ____ No ____
 - ¿Por qué? _____
- ¿Siente que puede hablar inglés con facilidad? Si ____ No ____
 - ¿Por qué? _____
- ¿Es el inglés una de sus clases favoritas? Si ____ No ____
 - ¿Por qué? _____
- ¿Le gusta asistir a la clase de inglés? Si ____ No ____
 - ¿Por qué? _____
- Del 1 al 3, ¿Cómo categorizaría su vocabulario de inglés?
 - 1 Bajo ____
 - 2 Medio ____

- 3 Alto ____
- ¿Por qué? _____

Annex 2: Vocabulary Test Example



Annex 3: Example of Field Diary

Planned session for: **October 21st – Liceo Femenino Mercedes Nariño - 401**

Field Note

Teacher: Henry Basto

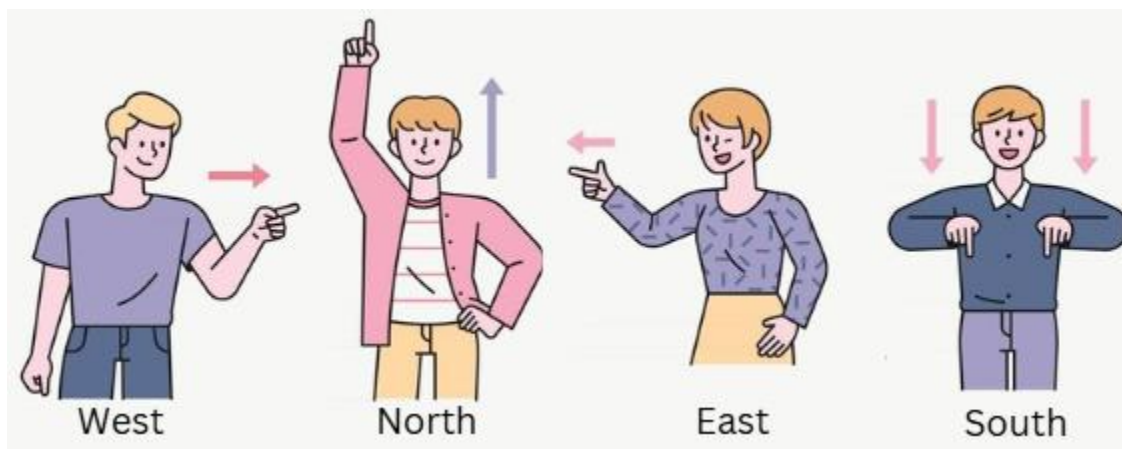
Class duration and students: 45 minutes – 26 students

Topic: Cardinal Points/Regions

Objectives: To apply locative gestures in locating the different reference points in a map of Colombia (Fulfilled)

Activity proposed: This class consisted of an activity to reinforce and evaluate the use of the tools and implementation provided during the first intervention, and also as a medium to reinforce the creation of new composite meanings (Cardinal points such as North-West, South-East, etc.)

Within it, the first objective was to locate different bordering countries in the first image, for which a brief recap of the last activity explanation was utilized. As such, the first ten minutes of the class were dedicated to the four gestures that represent the four main cardinal points, as demonstrated in the figure below:



This was done with all the students at the same time, to ensure the meaning of the word was connected to the gesture. Following this, it was explained that something can be located within two directions, and how to combine the words to explain a location that was in diagonal to the instruction above.

Then, the activity consisted in locating different bordering countries and oceans in a map and write down the cardinal direction of their location in reference to Colombia.

Interpretation: Following the first activity developed, the students appeared eager to show the knowledge that remained from the first activity. The first clear indicator was that although half the class was able to follow the instruction and the gesture from the first class, many of them were still confused about the specific gesture for each cardinal point. Nevertheless, it was also impactful to see some of the students correct their classmates, and in doing so repeat the gesture at the same time the correction was spoken.

By the second half of the activity, the results seemed promising. While filling out the paper below, 14 students were observed at some point using the gestures and the activity coordinated at the start of the class to recall the term they needed for the activity. 12 times I was asked for help by students that were struggling to complete any of the questions, specially the one regarding Venezuela, as they would argue North was already the answer, or an incorrect one. This led me to believe that while the words were being used properly, the implementation of two cardinal points in a direction was a concept that the students were still struggling with.

As for TPR as a connection to the concepts and the acquisition of new vocabulary, it showed a good starting point, as in most cases doing the gesture was enough for the student to understand the word that was necessary, and classmates were quick to jump to the word, linking it to the gesture itself. Furthermore, when asked about cardinal points in Spanish, they were still able to connect it to the corresponding gesture most of the time.

Annex 3: Class plan example

Subject: Geography – English

Grade: Fifth grade

Topic: Directions

Duration: 1 hour, 1 session

Objectives:

- Create and use phrases to indicate the location of an object using another as a reference.
- Produce complete sentences following a provided structure.

Resources:

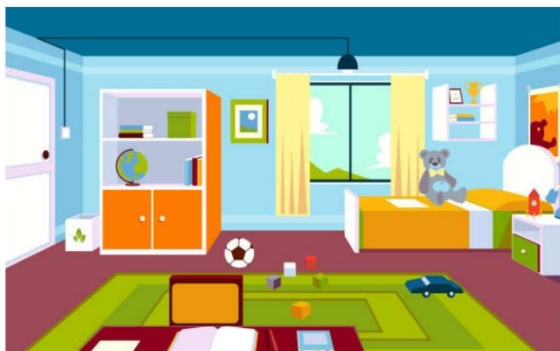
- Animal props (A cat, a rabbit, a dog)
- Activity “My Room”

Plan:

1. We start with a quick recap using animal cards passed on the board, for a 10-minute activity. The idea of this is to remind the students of the terms worked, and also to use a written version of location statements, such as:
 - a. The cat is to the right of the dog
 - b. The rabbit is between the dog and the cat
 - c. The rabbit is behind the dog
2. Second, to use and evaluate these statements, the students have a paper in which they need to fill out sentences according to location. To aid in explanation, the first 2 are guided with gestures and worked on as a group.

Liceo Femenino Mercedes Nariño - Fifth Grade
Activity - English - Locations

NAME _____ DATE _____



Help me make a list:

1. Where is my teddy bear?

2. Where is my window?

3. Where is my trash can?

4. Where is my football?

Hi, welcome to my room! I need to tell my friend all about this room, but I don't know how, can you help me?

5. Where is my notebook?

6. Where is my trophy?


7. Where is my toy rocket?



I can help you with two things I know:

The door to my room **is to the left of** my room
My building blocks **are behind of** my desk

Annex 4: Informed Consent

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 1 de 2	

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Departamento de Humanidades, Universidad Pedagógica		
Título del proyecto de investigación	Total Physical Response as a Translanguaging strategy for Vocabulary Acquisition in a 4th grade classroom		
Descripción breve y clara de la investigación	Los estudiantes participaran en actividades con uso de movimiento y la lengua materna (español), para aprender vocabulario en inglés		
Descripción de los posibles riesgos de participar en la investigación	<ul style="list-style-type: none"> • Que los estudiantes no se sientan motivados a participar • Que no entiendan en su totalidad el vocabulario introducido • Que se desanimen por la naturaleza no cuantitativa de las actividades 		
Descripción de los posibles beneficios de participar en la investigación.	<p>El estudiante tendrá la oportunidad de mejorar su proceso de adquisición de vocabulario por medio de herramientas como el gesto.</p> <p>El estudiante aprenderá vocabulario nuevo, y su uso en estructura.</p> <p>El estudiante tendrá apoyo constante para su desarrollo en clase.</p>		
Datos generales del investigador principal	Nombre(s) y Apellido(s) : Henry Felipe Basto Pérez		
	N° de identificación: 1030678811	Teléfono:	3058146719
	Correo electrónico: henrybp1@hotmail.com		
	Dirección: Universidad Pedagógica Nacional, Sede Calle 72		


PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: _____ Tipo de Identificación _____ N° _____

 Autorizo expresamente su participación en este proyecto y

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 2 de 2	

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____
 N° Identificación: _____ Fecha: _____

Firma del Testigo:

Nombre del testigo: _____
 N° de identificación: _____
 Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Nombre del Investigador responsable: Henry Felipe Basto Pérez
 N° Identificación: 1030678811
 Fecha: 09-23-2024

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Annex 5: Vocabulary Diagnostic Rubric Example

Below is an example of one of the rubrics used to diagnose the vocabulary competence of the students. Rubrics of this sort were used mostly in tests that had a limited number of answers, as they could be aligned to 4 categories depending on the number of correct answers the student had. This is important as it allows the researcher to better understand patterns for individuals within the implementation and navigate results to a precise degree of accuracy. Within the qualitative research, this serves a purpose of reference for the most part, yet it is always important to back up the results observed by analyzing the impact it has on each student.

Diagnostic Rubric #1					
Activity Name	Description	Indicator			
		Low	Medium	High	Highest
Cardinal points of Colombia	The students had eight (8) questions to fill completing phrases with the correct word for the cardinal points	The student does not comprehend the meaning of most of the words and is unable to use them appropriately.	The student comprehends the meaning of few words, and is able to use them when prompted, with some errors. (3-	The student comprehends the meaning of more than half of the words and is able to recall most with little error when	The student is able to comprehend most words, and excels in written and verbal forms, in the correct

		(0-2 correct questions)	4 correct questions)	asked. (5-6 correct questions)	context. (7-8 correct questions)
Student #1					x
Student #2				x	
Student #3			x		
Student #4			x		
Student #5	x				
Student #6				x	
Student #7	x				
Student #8					x
Student #9	x				
Student #10	x				
Student #11				x	
Student #12			x		
Student #13	x				

Student #14			x	
Student #15		x		
Student #16		x		
Student #17			x	
Student #18		x		
Student #19				x
Student #20			x	
Student #21				x
Student #22			x	
Student #23		x		
Student #24			x	
Student #25		x		
<p>Comments: While many students are able to connect the Spanish and English meaning of words, in practice they struggle to use them properly. When asked, the knowledge is present in Spanish and is the connection to English where the issue seems to originate from. Another significant error seen in the students refers to spelling, as up to 12 students were seen only able</p>				

to recall words from memory in their spoken form, and writing them as the pronunciation would look in Spanish

Annex 6: Example of evaluation Rubric - Recognize meaning of words by writing the correct word for a definition

The following was the second model of rubric used for the collection of data. This was used in most activities that required subjectivity, as the responses consisted of more than one aspect of analysis to review. The importance of such rubrics is to create a standpoint from which the implementation can be reviewed and provides insight into the development and construction of knowledge throughout the intervention. Finally, it also serves as a checkpoint from which the researcher analyzes the impact of an activity in an organized manner, as this setting allows the division of any particularity within the activity, and the trends within the classroom.

Evaluative Rubric #12 - Activity: My Pets					
Activity Name	Description	Indicator	Recognize meaning of words by writing the correct word for a definition		
		Low	Medium	High	Highest
		The student is not able to properly use	The student recognizes a few basic	The student recognizes the majority of the	The student is effective to use all direction

		directions vocabulary to describe a picture.	words and is able to use them to show the meaning.	words, and is able to effectively recognize and use them	words, and comprehends the meaning to use it in most occasions
My pets	The students were asked to write 7 sentences describing the direction of three pets within relation to the others.	3 out of 25 (12%)	10 out of 25 (40%)	9 out of 25 (36%)	2 out of 25 (8%)
		Low The student is not able to construct sentences using the vocabulary provided and a structure.	Medium The student fails to use the proper structure often yet is able to form sentences following an instruction.	High The student is able to construct sentences using a structure provided in most cases and has few struggles to adapt to a different structure.	Highest The student can create sentences on the go and follows the appropriate structure in most scenarios.

		4 out of 25 (16%)	7 out of 25 (28%)	11 out of 25 (44%)	3 out of 25 (12%)
--	--	----------------------	----------------------	-----------------------	-------------------

Annex 7: Diagnostic test #1

This kind of test was used to review the ability of students to use and recognize the meaning of vocabulary within the classroom. This was used in several activities that had the goal of reviewing the effectiveness of vocabulary used, as well as the ability to recognize its meaning. This was especially important when analyzing aspects such as the vocabulary acquired, its use cases, the ability of students to recall the meaning of a specific word, and when to use it.

Liceo Femenino Mercedes Nariño - Fourth Grade
Frontiers Activity - Geography - Cardinal Points
NAME _____ DATE _____



1) Fill in the the cardinal point for each location in the lines below:

- The Amazon River is located in the _____ of Colombia.
- _____ is located to the south of Colombia.
- Brazil is located to the _____ of Colombia.
- Ecuador is located to the _____ of Colombia.
- The _____ Ocean is located north of Colombia.
- The Pacific Ocean is located to the _____ of Colombia.
- Venezuela is located to the North-_____ of Colombia.

Liceo Femenino Mercedes Nariño - Fourth Grade
Frontiers Activity - Geography - Cardinal Points
NAME _____ DATE _____

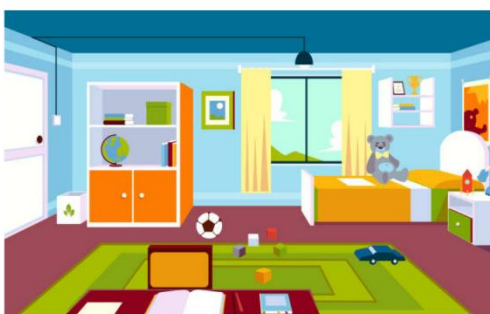


1) Fill in the the cardinal point for each location in the lines below:

- The Amazon River is located in the _____ of Colombia.
- _____ is located to the south of Colombia.
- Brazil is located to the _____ of Colombia.
- Ecuador is located to the _____ of Colombia.
- The _____ Ocean is located north of Colombia.
- The Pacific Ocean is located to the _____ of Colombia.
- Venezuela is located to the North-_____ of Colombia.

Liceo Femenino Mercedes Nariño - Fifth Grade
Activity - English - Locations

NAME _____ DATE _____



Help me make a list:

1. Where is my teddy bear?

2. Where is my window?

3. Where is my trash can?

4. Where is my football?

5. Where is my notebook?

6. Where is my trophy?

7. Where is my toy rocket?

Hi, welcome to my room! I need to tell my friend all about this room, but I don't know how, can you help me?



I can help you with two things I know:

The door to my room **is to the left of** my room
My building blocks **are behind of** my desk

Annex 8: Diagnostic test #4

The third manner of tests used aimed to open a space for the student to provide their own standpoint and vocabulary within an activity. Rather than expecting a set of predefined answers, the student was invited to add their own, with the goal of creating a space where students can use their existing knowledge and tools to generate new vocabulary or find use to vocabulary learnt in the past. This is important as it creates a space where vocabulary is not limited to what is being taught in the classroom and is instead an opportunity to always add more to the development of the topics.

Liceo Femenino Mercedes Nariño - Fourth Grade
First Activity - Geography - Colombian Regions
NAME _____ DATE _____



Caribbean Region



From the explanation presented, write two key words that are significant to the Caribbean Region (Dishes - Customs - Animals)

- . Dishes:
- . Fauna & Flora:
- . Customs:
- . Tourism:
- . Economy:

Liceo Femenino Mercedes Nariño - Fourth Grade
First Activity - Geography - Colombian Regions
NAME _____ DATE _____



Caribbean Region



From the explanation presented, write two key words that are significant to the Caribbean Region (Dishes - Customs - Animals)

- . Dishes:
- . Fauna & Flora:
- . Customs:
- . Tourism:
- . Economy: