

CUMT TO DEVELOP SPEAKING SKILLS THROUGH TPR IN AN EFL CLASSROOM

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LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS
Y FRANCÉS

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CONTROLLED USE OF THE MOTHER TONGUE TO DEVELOP SPEAKING SKILLS
THROUGH TOTAL PHYSICAL RESPONSE IN AN EFL CLASSROOM

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Thank you for having done what you did, with what they did to you.

Abstract

This action research project centers on the influence that controlled use of the mother tongue (CUMT) in both students and the teacher may have in an EFL classroom where Total Physical Response (TPR) is used as a tool for the development of speaking skills. It is characterized as being qualitative research in which the data were gathered through observations, an interview with the head teacher, a survey, artifacts, audio recordings and field notes. This study emerges in response to the observation that students are expected to speak in English, yet their environment fails to encourage this behavior, often conflicting with their personal preferences, making the student lose interest in the English class. Through the data analysis method chosen, which is the grounded method, the gathered data were coded, analyzed and categories were proposed to elaborate on a solid data-driven theory.

Keywords: CUMT; EFL classroom; TPR; speaking skills; encourage; personal preferences.

Resumen

Este proyecto de investigación-acción se centra en la influencia que el uso controlado de la lengua materna (UCLM) tanto en los estudiantes como en el profesor pueda tener en un aula de inglés como lengua extranjera donde se utiliza la Respuesta Física Total (RFT) como herramienta para el desarrollo de habilidades de expresión oral. Se caracteriza por ser una investigación cualitativa en la que los datos se recopilaron mediante observaciones, entrevista, encuesta, artefactos, grabaciones de audio y notas de campo. Esta surge como respuesta a que se espera que los estudiantes hablen en inglés, pero su entorno no fomenta este comportamiento, a menudo entrando en conflicto con sus preferencias personales, lo que hace que el estudiante

perda interés en la clase de inglés. A través del método de análisis de datos elegido, que es la teoría fundamentada en datos, los datos recopilados se codificaron, analizaron y se propusieron categorías para elaborar una teoría sólida basada en estos.

Keywords: UCML; aula de inglés como lengua extranjera; RFT; habilidades de expresión oral; fomento; preferencias personale

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CHAPTER 1: CONTEXTUALIZATION AND RESEARCH PROBLEM

Introduction

In this chapter, the participants' context is presented, including an exploration of students' attitudes towards the English class and the process of learning English. Moreover, the characteristics of the participants are described in relation to language use and their preferences. Additionally, the problem addressed in this study is defined, justified, and its relevance and importance are explained. Lastly, the research question is presented as well as the general and specific objectives.

Context

The present research was carried out at Instituto Pedagógico Nacional (IPN) which is a public state educational institution located in Usaquén, Bogotá. The information found in the school's PEI (Proyecto Educativo Institucional) (2019) encompasses details such as its origins, goals, strategies, and so on. Related to the IPN's origins, it was founded in 1927 and it worked by itself as both an educational institution and a former of educators until 1955. That is when the IPN gave rise to National Female Pedagogical University (NFPU) which responded to the demand of higher education levels. Later, the UPNF became the Universidad Pedagógica Nacional (UPN) which focused on training the future teachers of the society and after this the IPN continued to be an institution that aimed for human and academic education in preschool, primary and secondary, and special needs education.

According to the school's PEI (2019), the IPN finds as a course of action teaching using activities related to the learner's environment, this can be developed as not only an information transfer but also information use, and connection to the immediate context of students to foster the creation of new knowledge in an affective and social way.

Moreover, the PEI (2019) states that the IPN's mission is to lead the education of children, youth, and adults, considering their diverse backgrounds and needs. It is a center for innovation, research, and teacher training at the UPN, they strive to develop individuals who are critical thinkers, independent, ethical, and socially aware. Their aim is to foster a deep understanding of the world and contribute to creating a peaceful community. The IPN sees itself as an institution that innovates and promotes educational policies that are based on the expertise of their teachers, the teamwork with the UPN and their innovative approach that makes them a leading institution in teacher education.

Participants:

The participants of this project were students from IPN sixth grade whose legal guardians had to authorize the handling of any data collected with the observations and the field notes (see annex 1) from students throughout this project. To do so, an informed consent (see annex 2) was handed to the students for them to deliver to their legal guardians. Thus, through the observations made, it could be established that this group was made up of 26 students, of which 14 were girls and 12 were boys and their ages ranged from 11 to 12 years old. Also, their English classes took place on Thursdays and on Fridays. These scheduled lessons took place after their break time, which has a length of 30 minutes on Thursdays and 60 minutes on Fridays.

Related to the language use, they tended to use Spanish most of the time, English production was not present throughout the most part of the lesson (see annex 1). The interests of the class were focused on sports, being volleyball and soccer the most common ones, and music, students enjoyed singing (mostly in Spanish) and dancing, not necessarily formal dances with specific genres, instead, they tended to improvise while dancing in the classes.

Statement of the problem:

Observations and field notes (FN) (see annex 1) from the lessons allowed to recognize students' general strengths and weaknesses regarding the use of English as a foreign language (FN # 2, bullet points 4 & 9); (FN # 3, bullet points 2, 3 and 5); (FN # 4, bullet points 7, 8 & 9); (FN # 5, bullet points 5 & 10); (FN # 6, bullet points 3 & 8). As well, it was also possible to observe that students did not enjoy the classes and they preferred to do other activities different from the proposed by the teacher (FN # 1, bullet points 5, 9, 11, & 12); (FN # 2, bullet point 5); (FN # 3, bullet point 4); (FN # 4, bullet points 2, 3, 4, 5, 6 & 10); (FN # 5, bullet points 8 & 13); (FN # 6, bullet points 4, 6, 9 & 10).

An interview (Annex 3) to the head teacher was also performed to gather information regarding the students' attitude towards the English class and the way Spanish has influenced their process so far. From this interview it was possible to identify that students who have a lower proficiency level tend to feel afraid in class, avoiding participation in front of the group and avoiding asking questions unless asked personally to the teacher.

Interviewer: How does the breach affect each student's process?

Teacher: ...it is evident that some students who do not have a good English level maybe can feel afraid, other students don't like to participate, other students prefer to not say anything or when they have questions, they prefer to ask them directly to the teacher.

[Head teacher interview, September 2023]

It is also important to outline what was shared by the teacher in terms of the use of Spanish in the class:

Interviewer: How do students answer to Spanish use by the teacher?

Teacher: When I use Spanish I observed that my students feel more confident, they feel comfortable but of course English is challenging and of course it is a challenge that most of the students have to listen in English but normally they tend to answer or react in a positive way, because they feel more confident, and they feel they are in a comfort zone.

[Head teacher interview, September 2023]

This demonstrates the tendency to speak in Spanish throughout the lessons with students answering to the students' comfortability. Not only this but it could also be seen that students tended to ask questions to the teacher without exposing themselves to the group, as mentioned by the teacher, due to feeling afraid and out of the comfort zone.

Throughout the observations and field notes made, it was possible to observe the common lack of English interaction between students and the teacher. For example, in the field note (FN) #3 English interaction took place for the first time. In it, the teacher made an explanation in Spanish which she later asked to be given feedback in English, after that, Spanish became the main communication tool again. Considering what is found on the Basic Standards of Competencies in Foreign Languages: English (BSCFL) (2006), students that are in sixth grade should have a level around A2.1 which can be also classified as a Basic 1 level. At this grade students should start developing the ability to engage in routine conversations to greet, say goodbye, talk about the weather, or discuss how they feel in English.

Regrettably, based on the information gathered from the observations and field notes (see annex 1), it is undetermined if students have initiated the development of these abilities. For example, in FN #1 students needed to make use of their listening skill to complete the exercise, unfortunately they were distracted, and the teacher did not ask for feedback at the end of this activity to check if they had completed the exercise successfully. Another example of this can be taken from the FN #2 in which students were allegedly writing in English, this could have been a way to check if their writing skill was on point, unfortunately the nature of the class did not leave room to evaluate this. One last example can be found in the FN #4, in that lesson a lot of interaction between students and with the teacher took place, but unfortunately English was not

used on it, this could have been an opportunity to engage students into using English to communicate which could have been useful to determine their Speaking skill proficiency.

It is also important to mention the moment of the day in which the class took place since sometimes students arrived late (FN # 1, bullet point 4); (FN # 4, bullet point 1, 5), or they arrived with an active mindset, and it was difficult for them to comply with the teacher's instructions. They tended to profit from every opportunity they had to stand up and move. (FN # 2, bullet point 5); (FN # 3, bullet point 6); (FN # 4, bullet points 1, 2, 4, 10); (FN # 5, bullet points 1, & 13); (FN # 6, bullet points 4, 6, 8 & 9).

Connected to the moment of the day the class took place, the head teacher agreed that it affected students' performance, especially their lunch time which is 1 hour long.

Interviewer: How do you consider their lunch time/break time and the activities they do affect the class development?

Teacher: ...in that hour most of the students were playing football, were walking around the school, were running or they were doing different kind of activities, when they get to the classroom they are tired and it is kind of difficult that they try to pay attention at the last class because we have the last class of the day after lunch, so it is kind of difficult for them to pay attention.

[Head teacher interview, September 2023]

Regarding the use of language, certain students showed the ability to retain words that were given daily in their lessons. The problem is that the number of words they retained was only enough to answer the grammatical category questions the teacher made in class, but it seemed not enough to use them in a productive way, more specifically speaking. Related to the previous, it is important to mention that in real context questions about the grammatical category of a word were almost never present, and the way they were learning to use words did not match the needs the students have considering the BSCFL (2006).

On the other hand, the use of grammar explanations and categories, which was common in the lessons, did not show an impact on students, in fact, they did not show understanding or non-understanding, sometimes they seemed not to be listening to what the teacher was explaining due to them being distracted. Related to that, it is important to mention that even though they did not show understanding or non-understanding this did not mean they lacked the knowledge related to the basic grammatical categories they were asked, in fact, some of them showed a certain level of competence on how to classify a word with the given requirements (FN #3, bullet points 2 & 3). To complement the previous, students were not learning in a productive way, they learned isolated words and those words were only temporarily useful due to the activity done in the lesson, which could be a workshop or a question from the teacher, but this was soon forgotten. This could be seen due to students not being able to remember the meaning of a word previously presented in class.

Switching to a topic related to the use of language, it is necessary to mention the use of the mother tongue in students and the teacher. Spanish, which is the learners' and teacher's mother tongue, was present in all the lessons playing a main role. This does not mean English was absent at its full, this just means that the use of English was less common. In addition, since students preferred to speak in Spanish in almost all the class time, it was possible to conclude they felt more comfortable using than trying to speak in English. Nevertheless, in the other activities which were workshops, books or guides they needed to use their English knowledge, these other activities were mainly focused on developing their reading and writing skills. With this, it was possible to conclude that even if students had a general comprehension of the English language in its written forms, it was not possible to develop their speaking skills if their activities did not require them to speak in English.

Considering the previous, it is necessary to mention that throughout the lessons, students had the option to choose Spanish or English to communicate. In their activities they were never told to speak in English, and they did not need to do it either, that is why almost all the interaction was done in Spanish. Since the activities did not require them to speak in English it was not clear if students or even a few of them had the ability to do so or at what level they could do so. This means the speaking ability of students could not be observed properly throughout the lessons. It was not necessarily negative that their interactions took place in Spanish, but a Controlled Use of the Mother Tongue CUMT and a progressively switch to English may be useful for students to feel comfortable when trying to speak in English as well as developing this skill.

Taking into account the previous information, it is important as well to outline students tendency to use Spanish only throughout their lessons; they did not proactively use the language for communicative purposes, and that did not leave them room to show their skills. This does not mean they had a low level of pronunciation for example, because it was seen that some of them did have a certain competence in that skill (FN # 5, bullet points 5 & 10). This just means that the proposed activities did not let students show or develop their language production skills.

Regarding students' behavior throughout the lessons, it was clear that their willingness to pay attention was low, in the back of the classroom almost all the students were doing different activities, some of them were sat down on the floor hiding from the teacher and when they were asked to sit down, they refused, and sometimes the teacher needed to stop the lesson to organize them. The previous happened a lot of times and too much time from the class was consumed in the teacher organizing and the students refusing to comply with the instructions given.

According to Rao (2019) developing speaking skills should be done through the execution of activities that students find fun and enjoyable, this is because learners are afraid of making mistakes and of being judged. Considering the aforementioned, when students came from their break, they came from an environment in which they were moving, playing and speaking, and it was an abrupt change to be asked to relax, to remain quiet, and to stay still on a seat. Considering what was observed and registered in the field notes, it is logic to say that students were enjoying their time in their break, whether they were dancing, playing with a ball or even eating, they wanted to continue doing that even if the class had already started. To change those activities that they enjoyed for something they do not enjoy doing makes the class development difficult. This abrupt change of mindset may be the cause of the defiant attitude commonly seen in the students. Undoubtedly, this situation also influenced the learning process in the English lessons not only due to them needing to comply with instructions that did not match their physical and mental status, but also due to the disconnection between the students' likes and dislikes and the activities done throughout the lessons.

Rationale:

Students willingly use of English throughout the lessons hardly ever took place. With the previous in mind, this study wanted to carry out a pedagogical proposal in which students could develop two speaking skills, vocabulary, and comprehension. To do this, CUMT was proposed as the tool to ease this process. This decision is justified by what was stated by Atkinson in 1987 (as cited in Çelik, 2008), to consider the absolute use of EFL in an EFL classroom would only work if the focus of the lessons was on acquisition only, but that would not be possible nor practical. Students prefer it when their native language is used in class. To switch between languages is helpful when explaining difficult things and for grammar explanations as well.

(Manel et al., 2019). With the previous in mind, it is possible to affirm that students find it valuable when the teacher switches to L1 because this makes the learning process easier.

It is useful to outline Azimova's (2019) definition of the communicative approach because it will also make part of the course that will be followed on this project:

The communicative approach is based on the idea that in order to learn a second language successfully, you have to communicate real meaning. Thus, when learners are involved in real communication, their natural strategies for language acquisition will be active and used, and this will allow them to learn to use the language. (p. 474)

This makes this study relevant because its participants should encounter a different way of learning a foreign language. To switch from lessons in which grammar is the focus as it has traditionally been to lessons in which communication from real environments takes place can change student's perspective about the language and the English class.

In the same way, Tabbert (1984) affirmed that a prescriptivist intention to teach was not interesting and effective to educate students to be knowledgeable of a structure of English, nowadays the situation is almost the same. Literacy in English can be achieved but it will not happen through analyzing sentences and memorizing grammatical rules. Teaching English in a meaningful but also enjoyable way can be attempted to do with the use of TPR. According to Baiza (2020), children often associate a physical response with the spoken word when acquiring a foreign language. Memorizing becomes easier for children when they act commands and instructions out.

This project aims for students to develop their speaking skills through TPR since it influences positively the learning process of students, this can be supported with was said by

Larsen-Freeman in 2000 (as cited in Xie, 2021), as TPR helps in the construction of an active, free and safe environment that may increase learner's enthusiasm. TPR students move in a comfortable setting, which implies not only acquiring but also producing language more easily.

Considering the previous information, this project's intention to engage the students and the teacher in a controlled use of mother tongue as a tool to develop Speaking skills needs to be complemented with the use of TPR. This use will happen throughout the lessons, and it will be previously defined on each lesson plan. It will progressively change with the objective of letting students use it in certain moments, clarifying when the teacher has to use it and by the end of the intervention the objective is for English to have played a more important role and moving Spanish into a second role.

Research question:

How might sixth graders' English speaking skills be fostered by integrating CUMT and TPR within an EFL classroom?

Objectives:

General Objective:

- To interpret the possible impacts of CUMT in developing English speaking skills through TPR in an EFL classroom.

Specific Objectives:

- To describe the results of integrating the use of Spanish in a controlled way in an EFL classroom.
- To identify what strategies may impact the speaking skills development process on EFL learners while developing lessons based on TPR principles.

CHAPTER 2: CONCEPTUAL CONTEXT

State of the art:

To perform this project, it was essential to conduct an examination of numerous studies due to their relation to TPR, speaking skills development, and use of mother tongue in EFL.

The first study which is a qualitative one, is a national study titled *Selective Use of the Mother Tongue to Enhance Students' English Learning Processes...Beyond the Same Assumptions* was conducted by Cuartas and published in 2014. It took place in an all-girls school in Medellin, Colombia. It aimed to enhance students' learning process through the controlled use of L1. For the development of this study, field notes, two questionnaires and recordings of interviews were used. Before the intervention, students were told what the aims of the lessons would be in regards of the use of L1 and English. The researcher let students use the L1 with freedom as well as sharing with them it was okay to use it, but they should keep in mind that the use of English was intended to progressively increase. The instructor throughout the lessons kept using English but making sure it matched students' abilities. She also engaged them in activities where they would work in pairs or groups as well as focusing everything on the Communicative Approach.

Related to the findings, they were divided in regards of the teacher's use of L1 and students' use of L1. In the first group it is important to mention that this use eased the process of explaining meaning by using translations when it was appropriate, it let the teacher connect the lesson content with students' previous knowledge. It is also important to note that other resources positively influence the use of L1, for example the use of Realia, Body Language, and exemplifications. Concerning the students' use of English, it was a tool that made students feel more relaxed when they intended to participate in the classroom, naturally making them feel

more motivated. It also let them give more accurate definitions of words while English use gradually increased.

This study is important for the present project because it elicits hints on how to work with mother tongue in classrooms, for example when asking students to define a word in English or in Spanish using only 3 words from the other language. Another example, which was part of the classes' development of the study, was the use of body language and exemplifications as a tool to help students understand input without resorting to their mother tongue. When using body language, gestures and actions, Spanish was avoided as a first tool, and students rather were encouraged to figure out the meaning of new vocabulary. It is important to mention as well that even though this project is very similar to this study, it has two key differences. First, the population is very different, in this study participants are from an all-girl school located in another city. Second, even though certain core principles from TPR were present, they arose throughout the development of the class, they were not intended to be used since the beginning as this one.

The second study that will be now reviewed for this section is an international qualitative descriptive research work titled *Judiciousness of mother tongue use in EFL classroom*. It was published in 2020 and it was written by Burdujan. This research aimed to propose a reasoned list of moments when the mother tongue may be used to benefit the learning process in EFL classrooms. This study intended to propose reasons for the L1 use in the EFL classroom based on theoretical assumptions. After doing that, the study proposes certain moments that happen in an EFL classroom to be handled using the mother tongue. Related to the list and the moments where the researcher stated it would be useful to use the mother tongue, for the present study the next ones are relevant:

Giving instructions is the first on the list, and the reason for this is to make sure students understand what is expected from them throughout the lesson. Second may be an optional use that based on the objectives proposed for my study may not be a very common tool but to teach abstract terms the use of mother tongue was proposed by the researcher. The third moment when it is recommended is when learners language proficiency is low, this does not mean that mother tongue must be used always, but it must be used as a tool to ease the processes in the classroom.

There are two points that are also crucial for this study that are included on the list. First, classroom conflicts should not be managed in English, since this is a moment that is different to the English teaching process, and second, when discussing errors and mistakes the mother tongue should be used since these errors and mistakes may be caused using the mother tongue.

The third study is an international qualitative study published in 2012 titled *Teaching English Through Spanish: A Secondary School EFL Teachers' Language Choices in the Foreign Language Classroom*, it was written by Moratta and Coyle. This study took place in a secondary school from Spain with 28 students whose ages ranged from 13 to 14. They received 3 hours of English weekly. Data were gathered through observation and recording of a class as well as an interview with their teacher that had the objective of recognizing if the teacher was aware of their language choice as well as if they responded to pedagogical needs.

The intention of this study was to address how a non-native teacher uses language in an EFL classroom as well as why certain decisions related to that use are made. This study paid attention to the amount of language used by the students and compared it to the amount of English used by the teacher as well as the types of language used by the latter. The types of language observed were use of L1, use of target language, codeswitching, L1 citation and target language citation.

This study also helped in the identification of some pedagogical functions regarding the use of language in class. This proved to be useful to this study because it let the research teacher recognize if the mother tongue or the language objective should be used for those pedagogical functions, which are modeling, correcting or scaffolding. Based on the findings of this study which mainly conclude that the amount of English input should increase and the use of the L1 should continue but being limited to certain functions it is logic to conclude it is directly related to this study. To be more specific, it is necessary to mention that this study is relevant because among its conclusions it states that the use of L1 is useful, but it should not be the main tool in the classes. The objective in an EFL classroom is to develop competences in English, and it is important as teachers to give the students enough input in the correct class moments to find a balance between the use of L1 to guarantee understanding and the use of the target language to develop students' competences.

The fourth study which is a qualitative one, is a local study titled *Enhancing Listening Skills on Second Graders Through TPR Implementation* was conducted by Cruz and published in 2017. It took place at Colegio Técnico Domingo Faustino Sarmiento School. It intended to determine the influence of implementing TPR on listening development. About its participants, they were students who throughout the study went from first grade to second grade. Regarding the instruments used, it is necessary to note that field notes played the main role, but artifacts were also used. The pedagogical intervention of this study was not divided into stages as they usually do, but they were interspersed. This project lessons were always divided into three stages, a pre-listening, while listening and post-listening stage. 10 lessons made part of this intervention and in all of them new action stories, songs and vocabulary were introduced.

This study is relevant to this one, because it divides the TPR approach into two parts. The first one is everything related to the comprehension part (these are the listening skills) and the second is everything related to the production stage (these are the speaking skills which my study is focusing on). This is useful because it consolidates a starting point for my study since it focuses on speaking skills only.

Paying more attention on the TPR related findings, action stories, and action songs proved to be beneficial for the students' learning process since they are the input a learner receives with its L1. In this part it is also relevant to mention that the stories used by the researcher were short so that students' attention span was maintained. This is a useful resource considering the characteristics of the population of this project. Related to the songs, since most of the students knew them in Spanish, the understanding process was eased since this is the learners mother tongue. This is related to this study since the main intention is to work with CUMT.

The fifth study is an international study published in 2018. It is mixed research written by Soamole and Hanapi titled *The Improvement of Students' Speaking Skill through the Total Physical Response (TPR)*. It was performed with the participation of 27 eighth graders from SMP Negeri Waeperang, which is located in Indonesia. Students were characterized for having a low proficiency in English speaking skills as well as having never been in contact with TPR.

Since this was an action-research study it was divided into four steps being them planning, implementation, observation, and reflection. To gather the data, they made class observations and implementations as well as speaking tests for the students. Regarding the intervention, the researchers met with the students and engaged them in activities related to TPR and specific abilities, for example, expressing congratulations, agreement and disagreement.

This study's findings state that TPR improved the speaking skill proficiency of the participants of the study, which is connected as well to the learners' attitudes towards the activities since it positively influenced their performances. This is directly connected to this study because it worked with two of its three constructs, and it connected them working with a similar population. It proves to be relevant because it shows that in this population TPR was able to improve students' proficiency as well as their attitudes towards the process.

The sixth study which is also a qualitative one, is a local study titled *Fostering Speaking Skills Through Cooperative Learning on 11th Graders* was conducted by Torres and published in 2017. It took place in I.E.D. Rafael Bernal Jimenez with 11th graders. It aimed to examine the influence of cooperative learning over the learner's speaking skills. Related to the instruments, it is important to mention that field notes, surveys and students' outcomes of the activities were used throughout the study.

Since Cooperative Learning was one of the main constructs that was guiding the study, it was necessary to check if the school's program principles and methodologies matched the methodologies and principles of this approach. This was the first step in the pedagogical intervention since they did not match so the teacher needed to familiarize students with this approach. The intervention focused on students' speaking skills development using Cooperative Learning. Focusing now on the findings and conclusions of the study it is important to mention that there were benefits in the process of developing speaking skills when learners worked not only in groups or pairs but also when they are playing an important role in the activity that is being performed. There were also findings related to the way cooperative learning influences their learning process which outlined the positive effects when engaging students into conversation, since the use of the target language increased.

The last research is relevant for this study since it aims to develop Speaking Skills while using a Cooperative Learning whose principles may be useful. Certain elements from it like working in pairs or groups where each student plays an important role demonstrated to be positive in the lessons that is why even though that teaching approach is different to this study's, certain elements from it may influence its development. Not just this, but also familiarizing students with the approach the researcher aims to use is something that is necessary to avoid abrupt changes of methodology which may have negative impacts on the lessons. This will be considered for this study for the same reason.

The seventh study, which is qualitative, is a local study titled *Social affective strategies in EFL self-confidence* was conducted by Páez and published in 2017. It took place in Rafael Bernal Jimenez. As its main objective, the researcher wanted to analyze the impact of implementing social affective strategies in classrooms on students' EFL speaking confidence. About its participants, they were second graders in a big classroom with a lot of space. Regarding the instruments used, the researcher employed observations, documents and audio-visual materials.

Now, focusing on the pedagogical intervention, it was divided into four units. The first unit worked with directions that were given in the classroom and in the students' daily life. To do this, digital resources to show images, songs and slides were used. Also, the teacher was involved through movement and verbal commands. The second unit engaged students into the creation of action stories. This unit is characterized by using recycled language and content from the previous unit. The third unit was like the previous units but with the characteristic that this one aimed to teach about body parts while using the previous content presented. Finally, the fourth unit intended to use all previous knowledge but with the particularity of combining the

previous content and knowledge of students to determine whether a piece of clothing matched the body part or not.

Related to the researcher stated that it is difficult for learners to develop their speaking production, so it is then necessary to implement tools or strategies to engage their use of English. This lets them communicate basic information to avoid stressful situations that may have negative impacts on each learner's process. Considering the aforementioned, this study is relevant to the present one since it works with physical activities like action stories which are a core part of the TPR approach, and they do this with the particularity of using social affective strategies which include processes like relaxation, visualization, positive self-talk, etc. These strategies may be useful to this study since stress-free environments may benefit the development of speaking skills.

The eighth study is an international qualitative and quantitative research published in 2013. It was written by Ahola-Houtsonen and it is titled *LEARNING AND TEACHING ENGLISH SPEAKING SKILLS AT UPPER SECONDARY SCHOOL: The students' and the teachers' views*. This study took place in two different schools in Finland and 2 teachers, and 44 students took part in it, they were in secondary school. This study aimed to describe what affected the speaking skills learning and teaching process as well as identifying the opinions of both students and teachers regarding such processes.

To gather data, an interview with the teachers was done and a questionnaire was made for the students. The analysis of the data collected let the author conclude that it is clear that students and teachers understand and agree that learning and teaching speaking skills is necessary. But it is not going to be useful if students are not encouraged to use the tools and knowledge they

obtain in their lessons. In that order it is the teachers' responsibility to create an environment in which students feel encouraged to speak and participate.

This study proves to be relevant to this research because it focused on speaking skills and what may affect the process of teaching them. This can be connected to TPR, because TPR can be used as a tool to create an environment in which students feel encouraged to use their speaking skills as well as practicing them. This study concludes as well that time management is important since education in a school is conditioned by the syllabus they have to follow, this means teachers should also pay attention to the amount of time used to teach speaking skills since these are usually left out and more relevance is given to grammar explanations.

Theoretical Framework:

Before considering applying this project's proposal it is necessary to do a conceptual review of its main constructs. This is necessary to lay a strong foundation for the entire project development. This chapter aims to define the constructs that will guide the course of the entire study: controlled use of the mother tongue (CUMT), speaking skills and TPR.

CUMT in EFL classroom:

It is important to mention that referring to CUMT means to clarify and specify what moments and with what intentions the mother tongue is used by both students and the teacher in the EFL classroom. It is useful to mention what was said by Auerbach in 1993 (as cited in Voicu, 2012), regarding a bilingual approach in an EFL classroom, as using native language brings positive results in the learners' processes. There has been a change from the "dogma" of using English only in classes due to these positive results. With the previous in mind, this project aims to replicate positive results by using the mother tongue selectively in its lessons.

Using the mother tongue is something that happens in foreign language teaching classes everyday around the world, this may be conscious or unconsciously promoted or limited by the teacher. This may happen because using the mother tongue eases the process of learning a second language, and it is usually the first tool a learner has when learning, for instance, new vocabulary. Voicu (2012) affirms that: “The mother tongue can be probably more beneficial to beginners. As they progress in their learning the target language will take the lead” (p. 214). It is then valid to affirm that it is more useful to control the use of the mother tongue rather than just letting it be, especially considering the errors that may be transferred from the mother tongue.

To develop on the previous, the ideas shared by Wu (2018) can be outlined. He proposed the concept of translanguaging, which refers to the way a language learner uses the knowledge from their mother tongue to communicate more effectively. As affirmed by Wu, translanguaging takes place normally when giving instructions are given in a different language to the learners’. This use of knowledge from the mother tongue can be used to seamlessly help students understand concepts or ideas for the class development.

Wu (2018) also affirms that using the learners' mother tongue reduces cognitive load. Also, that the amount and way the mother tongue is used can be influenced by the nature of the activities proposed. With this in mind, it can be affirmed that the use of Spanish in students can be controlled, based on what is expected from them in the activities. The amount and frequency of the mother tongue use can be controlled in students, based on the activities needed, which means that it will be clear for students when they can use Spanish as a tool to ease their process, or when they are supposed to avoid it to practice in the target language.

Having mentioned when the mother tongue is used and when and why it is useful, it is now necessary to develop the idea of whom should manage this controlled use or who should use

the mother tongue in a controlled way. To make it free from ambiguity, CUMT in a beginner's group should be intended and mandatory for the teacher(s) and should be intended, but not mandatory for students. This means that in a classroom where CUMT is taking place, a teacher should be conscious of the moments he/she uses the mother tongue and with what intention.

In regards of the students, a student should be encouraged to use the mother tongue in certain situations, but not being able to make use of the mother tongue in the intended moment does not mean the student will not be able to develop skills on the foreign language to be learned. Finally, it is important to mention that the times and the way students are supposed to use the mother tongue may vary based on the activities planned and on the students' proficiency level.

To support the relevance of the moments the mother tongue is intended to be used in teachers it is useful to go to Burdujan's proposal (2020), Spanish will be used to give instructions to make sure students understand what they are supposed to do, it will be used to explain abstract terms or to answer abstract questions because it enhances clarity, it is more efficient and it leaves room for the student to learn about other areas different from English. Explaining abstract terms or answering abstract questions in the language objective may not be timewise. The last moment Spanish is proposed to be useful depends on the students' proficiency level and their comfortability, for example, if an activity needs a teacher to communicate in English and the student is not able to understand, it is the role of the teacher to help them understand, and using the mother tongue is a tool to do so.

When working in an EFL learning environment it is inevitable for the teacher to avoid students translating words to their mother tongue as it is the first resource a learner has when learning a different language. Al-Amri & Abdul-Raof (2014) affirm that translation first, does

not over consume time, and second, is a natural activity. With this in mind, it is possible to conclude that with the proper setting and in a correctly structured environment, translation can be merged into a wide variety of teaching methodologies and be useful for learners.

To support the relevance of translation in an EFL classroom, it can be outlined what was also said by Butzkamm (2003), since he affirms that “...a ‘foreign language friendly’ atmosphere is best achieved through selective use of the mother tongue” (p. 32). This means that even though use of the mother tongue will happen inevitably, if a teacher uses it selectively, it can become a tool that may increase the amount of target language used while creating an environment in which students feel comfortable using it.

One last important thing to mention is how controlling Spanish can be used a tool to motivate students to dare to participate, even if being in front of their partners. Seligson (1997) (as cited in Hanáková and Metruk, 2017) affirm that by using English as much as possible in the classroom, students are allowed to have listening practice and gives them the opportunity to interact with English naturally. Even though the previous information is true, having the opportunity to speak in a language does not mean a student will do it. That affirmation excludes important factors like students' comfortability and shyness, students' motivation and confidence speaking in public.

Controlling the use of Spanish means controlling the moments it is used and the moments it cannot. Not allowing students to use Spanish for interpretations when a teacher gives an instruction or makes an adjustment to a class activity, may incur into students' frustration and distancing from the language learning process, losing interest and willingness to participate.

Following that same logic, allowing students to only use Spanish will not leave room for language practice and development. It is necessary as previously mentioned, to know in what

moments it is done, and it is necessary for the teacher to know in what moments Spanish should be controlled or not. These moments are when giving instructions, when correcting a student, when making clarifications, when giving examples or when solving a class conflict. Even though those are the proposed moments based on the theoretical work done so far, there may be exceptions and variations based on the teacher's perspective, the students' needs or/And the dynamic of the class.

Speaking skills

When learning a new language, it is common to hear about the skills that you have to acquire to master that language, being them usually listening, speaking, writing and reading. When a person talks about producing language, they are referring to speaking and writing, and when they talk about receiving and understanding language they are referring to writing and reading. When referring to speaking skills, it is important as well to mention that it is different to develop speaking skills in your mother tongue than it is to learn them in a foreign language. In this case of English, it is a complex process that need to be addressed correctly. This can be supported with what was said by Nunan (2003) since he affirmed that “Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.” (p. 48)

Nunan (2003) also explains that when we refer to speaking in a language it is important to understand there are many linguistic elements that make part of this process, they are usually unconsciously ignored in the speaker's mother tongue but for a teacher who aims to teach speaking skills it is important to have them clear. These elements were initially outlined in Longman (1996) (as cited in Nunan, 2003) and they are the next:

- Text: Stretches of language of an undetermined length.

- Utterance: Spoken texts are made of utterances, they do not need to be grammatically complete nor correct. For example, asking: “Pizza?” instead of “Would you like some pizza?” means the same, the first one is an utterance.
- Phrase: Two or more words which function as a unit but do not have a subject or a verb for a marked tense.
- Clause: Two or more words which do have a verb for a marked tense.
- Morpheme: They are bound to words, for example prefixes or suffixes.
- Word: Also called free-morpheme. It is a piece of language that can stand on its own and have meaning.
- Phoneme: A unit of sound that distinguishes meaning.

Having addressed and defined what this study refers to speaking skills it is important now to go over deeply on what it is referred to with “skills”, being them not necessarily a unit of knowledge but as its name says, they are different abilities that can be developed in aims for improving the speaking competence.

To go over the types of speaking skills, it is useful to revisit the ones outlined by Harris (1974) (as cited in Eliwarti, 2015), these 5 components are comprehension, grammar, vocabulary, pronunciation, and fluency. 1) Comprehension refers to the interaction done with a subject so that there is a response and an initiation of speech. 2) The grammar part refers to the manipulation of the structure in a sentence as well as the distinguishment of appropriate grammatical forms of, for example, verbs. 3) Vocabulary refers to one of the most important parts of the speaking ability, since without enough vocabulary nothing can be conveyed. 4) Pronunciation helps students share clearer ideas; it refers to the sounds a speaker makes when producing a sentence. 5) Fluency refers to the set of signs that indicate that a speaker does not

have to spend a lot of time searching for language resources to share what they want to share in terms of meaning.

In this study the focus will be comprehension and vocabulary skills. The other types of speaking skills are important as well, and will be worked on unintentionally, but considering time management and the intention to work with TPR the focus will be on vocabulary and comprehension. Learning a foreign language brings difficulties in the learners' process, it is part of it, but to make it less stressful and better focused, only these two will be the focus for this research. Even if these difficulties are not part of the objectives of my study, they will be present inevitably in the lesson development. These difficulties are related to pronunciation, intonation, comfortability with the language, etc.

Improving comprehension and vocabulary skills may lead to immediate improvements in overall speaking proficiency if approached correctly. If a learner understands more of what they hear and has a bigger lexical pool, they will not only have more resources to interact, but they will also be able to interact more effectively since they will be better equipped to communicate. Harmer (2007) affirms that insufficient vocabulary knowledge may evolve into problems of comprehension in learners. Having a rich vocabulary gives a learner more ways and opportunities to communicate in the language they are using.

The previous leads to conclude that working in vocabulary development implies certain effects in the learners' abilities to understand and to respond to English input, which in this case focuses on the speaking production part. To leave it in simpler words, a strong vocabulary eases comprehension and facilitates effective communication, which means these two skills are directly connected. A strategy to ease this process and separate it from the traditional way of approaching vocabulary through translation only is to use word families. Subon (2016)

concluded that using word families effectively increased the amount of vocabulary a learner acquires when comparing it with other strategies.

When learning vocabulary in another language, it is common to translate and use the native language to simplify the process. This is a natural tendency and a typical reaction for a learner of a foreign language, but it is also important to note that translation of words is not the only option for acquiring vocabulary. The use of tools such as a dictionary of meanings can positively influence the acquisition of new vocabulary.

Total Physical Response (TPR)

Çelik et al. (2020) stated that this method of language teaching was developed by a psychology teacher named James Asher in 1960. Since then, a multiple number of theorists and teachers have conducted research on the theory and practice of this methodology. To give a general definition of what TPR is, it is necessary to draw on Asher's definition (1969) (as cited in Çelik et al, 2020) when he mentions that it is a learning strategy in which a student answers to a command with a physical action as well as being defined more as an experience than a concept. Even though the previous is a definition that surrounds the essential of TPR there are other relevant parts of TPR as well as principles of the method that will be addressed to give a wider definition of the concept.

To develop a little bit more the theoretical definition of TPR it is possible to support what was mentioned by Asher (1972) (as cited in Xie, 2021), as TPR is mainly based on problem-solving via pair work, group work with peers or with the teacher's help. This means that TPR is not only answering physically to verbal commands but also addressing the need to solve proposed problems in an educational environment working with the group, both the students' partners and teacher.

When referring to TPR, it is also important to mention how the target language and the native language of the learner behaves when implementing it. To do this it is possible to outline what was said by Çelik et al. (2020). The native language is used when introducing the method and in the first stages of the learning process. After that happens, the idea is for the teacher to show meaning through demonstration, using the target language as well as physical examples of the vocabulary chunks. While the teacher does that, the students watch, observe, and replicate.

In addition, it is important to outline gross and fine motor skills because working with TPR means working with them. This study will work with both at different levels and at different moments, not as a final objective, but as resources that will be sometimes used due to their usefulness. To give a definition, Gonzalez et al. (2019), state that when someone refers to motor development there are two main areas that are evoked. Gross motor skills cover the first area, and it refers to large muscles' movements, for example sitting, crawling, walking or running. And the second area is covered by fine motor skills which involves use of smaller muscles in activities like grasping, manipulating objects, or making drawings. These two types of skills are essential to human's everyday life, which implies a responsibility of the learning environments of students to develop and reinforce them. This can be done if school everyday activities are influenced using TPR, in activities that involve gross and fine motor skills.

The use of TPR in teaching a foreign language is not only due to its effects on language learning but also because it has proven to be a tool that positively influences students' motivation, and a student that is motivated definitively improves their learning process as affirmed by Harmer (1998). For example, a class where students are moving is much more enjoyable than a class where they are asked to stay still for a long time. This is even more evident if the student enjoys activities involving movement, such as playing sports, over

activities that require more cognitive exercise than physical exercise. It is here that TPR serves as a bridge between physical movement to liven up a class and cognitive exercise to acquire and practice the knowledge that must be acquired.

Connected to how TPR influences in students' motivation it is also useful to mention what was affirmed by Denková (2018), as she affirmed that bizarre, exaggerated and personalized actions or situations proposed by the teacher in the classroom activates students and enhances their creativity. By incorporating dynamic and interactive elements in the class, not only in the explanation but in the development of the class, students are more engaged while also creating a more stimulating and enjoyable learning environment.

CHAPTER 3: METHODOLOGICAL DESIGN

Throughout this chapter, the research design that was used to set up this proposal is outlined and the research paradigm, the study type, the instruments used for data collection are deeply explored. The intention is to provide clarity on how this research project was structured and carried out.

Paradigm

The study was structured around a specific research paradigm which is the qualitative one. This paradigm was defined by Hammersley (2012) as a form of social inquiry that has a design which is at the same time flexible and driven by data. It also uses data that is relatively unstructured, it emphasizes the role of subjectivity in the research process, and it gives relevance to verbal forms of analysis rather than statistical ones.

This research paradigm proves to be relevant for this study due to its intention of analyzing how the CUMT may affect the Speaking skills development via TPR because it is an assignment in which the gathered data is relatively unstructured, and the participant and teacher's

subjectivity plays a fundamental role. This study can also be categorized using the definition of qualitative research because of the predominance of verbal analysis in the data analysis section.

Research Methodology

This exploration is executed as an action research (AR) endeavor in which not only theoretical work is performed but also practical actions are taken. As stated by Burns (2009) an AR process implies observing what is happening in an educational environment, identifying a problem or specific situation and developing an academic detailed plan based on theoretical background that will work as a tool to support the actions that will be taken. That is not necessarily to expect a result but to observe the outcome and use it in further planning and further practical actions to perform. It is important to note that the objective of an Action Research (AR) process is not to find a solution to a problem, instead, it aims to observe, analyze, and establish milestones to guarantee an ongoing development of the object of study.

Data collection instruments

Field notes

Field notes are directly connected to observation since in fact they are the results of the observations (Cohen, Manion & Morrison, 2007). Field notes will be used in this study because of the intention to capture details, behaviors and intentions of the participants while Spanish and TPR is integrated on their lessons. This matches as well with Richards (2014) definition of a field note, he states that they can be the written record of an observation that is performed.

In this study the field notes are divided into two columns, in the first one the explicit information that is observed is written. In the second one an interpretation by the researcher is done regarding the situations that are presented in the lessons. This is done to facilitate the data collection but also to give qualitative feedback on what is observed.

Survey

A survey is an instrument that aims to gather information from a specific population using questions. As mentioned by Story (2009) a good survey aims for the surveyed to give answers that were needed and useful to be known and not nice and well to be known. The information gathered from it is influenced by the kind of questions asked. This author also mentions that the questions from a survey should be reliable, valid and easy to answer, making the survey less than 10 minutes long.

Audio recordings transcription

Audio recordings are a tool that allows any researcher to capture information directly as it happens in the research setting, this guarantees the information found on them to be accurate. For the nature of this research, which focuses on speaking skills, this tool works to record students' speech. Duranti (2006), refers to the transcription of audio recordings as a way to transform spoken speech into written word, which lets a researcher analyze a particular phenomenon. The information from audio recordings can also be used in all the activities that happen in the classroom, comparing it to what happens with field notes, the information from the audio recordings is always fresh and it can be easily revisited as many times as possible.

When referring to the concept of artifact it is not incorrect to think of it as a synonym of object. Nevertheless, it is important to narrow that concept since in this case the artifacts are present in a research context. According to Drijvers & Trouche (2008) “The artifact is the ‘bare tool’, the material or abstract object, which is available to the user to sustain a certain kind of activity” (p. 6). In this sense, the artifacts will be the resources used by the researcher or the participants throughout the lessons, for example, any writing or speaking product created by students or the scores from the diagnostic test when feedback is given.

Ethical considerations

The ethical considerations of this study will now be shared, which means, the guidelines that were followed to guarantee the researcher's and the participant's safety throughout the research. To guarantee the privacy and the security of the participants, in this case the students, they had to hand their legal guardians an informed consent which had to be signed if they authorized data handling on this research. The information gathered as well as the evidence shown belong only to those students whose legal guardians consented to be part of this research. Not only were these guidelines followed to guarantee safety, security and privacy but also to guarantee the information presented in this study is reliable, the adherence to these standards and specifications is what makes the information found in this study valid.

CHAPTER 4: PEDAGOGICAL INTERVENTION

Pedagogical Approach

The pedagogical approach that was used throughout this intervention was constructivism. Participants do not have a passive role throughout the intervention, in fact, they have an active role as they are in charge of building their knowledge. This is done by them using experience and their previous knowledge. According to Bhattacharjee (2015) Constructivism suggests the creation of our own understanding of the world by thinking about and analyzing our experiences. It also suggests the development of one's personal "rules" and ways of thinking that help us find meaning in the things we see and live. In shorter words, learning is the act of adapting our mental structures to incorporate new experiences.

Instructional Design

This pedagogical intervention focused on the development of Speaking skills (vocabulary and comprehension) controlling the use of the mother tongue in the teacher and in the students

with activities influenced by TPR. This pedagogical intervention was divided into 3 stages. The first stage was divided into 5 lessons, the second stage was divided into 4 lessons and the third stage was divided into 4 lessons.

The goal of the first stage was to share with the students the information they were going to use in the development of the next two stages as well as creating the environment and the lesson routine that let the researcher control the use of the mother tongue as well as execute activities influenced by TPR. To be more specific, this information is not only about the topics from the school's program but also includes what was expected from them to aim for the correct development of the intervention in terms of the use of the mother tongue, their behavior in the classroom and the management of the space in the classroom.

Table 1

Objectives and description of the lesson plans of the first stage

Stage #1		Language topics and vocabulary	Strategies	
#	Class objectives		CUMT	TPR
1	<ul style="list-style-type: none"> To introduce students to past simple. To encourage students to use translation as a comprehension tool. 	Past simple tense	Students translated sentences directly to Spanish. Instructions and clarifications were given in Spanish too.	N/A
2	<ul style="list-style-type: none"> To introduce students to regular and irregular verbs To explain another part of the past simple topic. To allow students to acquire the meaning of new words. 	Regular and irregular verbs	Instructions and clarifications were given in Spanish. Translation was used by the teacher for individual words.	The verbs were performed by the teacher, which avoided using Spanish right away.
3	<ul style="list-style-type: none"> To reinforce the differentiation between regular and irregular verbs using students' materials. To teach new verbs in both present and past tense through an activity involving fine and gross motor skills. 	Regular and irregular verbs	Instructions and clarifications were given in English and Spanish.	Students needed to throw and catch a ball, after that they remembered the past form of verbs.
4	<ul style="list-style-type: none"> To engage students in an activity that requires them to speak to complete it. To continue practicing the grammatical topic with an activity using students' books and involving physical movement. 	Regular and irregular verbs	Instructions and clarifications were given in Spanish.	Students acted out their sentences without speaking while the rest created together the sentence in English.
5	<ul style="list-style-type: none"> To practice sentence structuring in past simple with students through a spoken activity. To share expressions with students to convey their opinions about past events. 	Past simple structures and useful expressions	Instructions and clarifications were given in English and Spanish. Students translated when they were asked to by the teacher.	N/A

The primary goal in the second stage was for students to continue using the knowledge from the past lesson as well as exploring new topics. Activities to develop speaking skills influenced by TPR took place in each lesson as in the first stage and the adherence to the CUMT

changed to be total. A secondary goal of the second stage was to introduce students to different spaces in the school. A change was intended to happen in their learning processes by changing the things they saw, the materials they used and the space where the lessons took place. This included not only reorganizing the space in the classroom like in the first stage but also taking advantage of, for example, the school's playground and the computers' room.

One important part of the second stage was the focus group. This was done for students to have space to share feedback about the classes they had had so far. They shared what they liked, what they disliked and what they would have liked to do in future lessons. This feedback was taken into consideration for the development of all the future classes from that point.

Table 2

Objectives of the lesson plans of the second stage

#	Stage #2		Strategies	
	Class objectives	Language topics and vocabulary	CUMT	TPR
6	<ul style="list-style-type: none"> To minimize the use of Spanish by encouraging students to use English only To encourage students to share their opinions while speaking in English 	Past simple tense, giving opinions, positive and negative adjectives.	Instructions and clarifications were given initially in English and then in Spanish. By giving students, the expressions to give opinions they are expected to avoid Spanish at least in the first parts of their speech. Students were helped in Spanish when needed to make it more efficient.	N/A
7	<ul style="list-style-type: none"> To practice sentence creation correctly through interactive activities To engage students through physical actions from students and occasionally from the teacher 	Past simple tense, regular and irregular verbs	Instructions and clarifications were given initially in English and then in Spanish. Students were expected to avoid using Spanish by following the activity instructions and by having the teacher's assistance and guidance to control.	The activity involved physical actions like standing up, walking to the board, and speaking out loud. The teacher used physical actions when the verb was not known.
8	<ul style="list-style-type: none"> To share vocabulary related to using a computer. To engage students in physical actions related to the vocabulary being taught. To allow students to practice the past simple topic with virtual activities. 	Phrases with verbs used to give instructions when using a computer. Past simple	Instructions and clarifications were given in English and students made sure they were understood using Spanish. Verbs were explained, not translating them but performing them.	Students hear, see, and repeat the action done by the teacher.
9	<ul style="list-style-type: none"> To practice past simple vocabulary and sentence creation through storytelling and physical actions. 	Regular and irregular verbs	Instructions and clarifications were given in Spanish. Students were expected to give their sentence in English, but Spanish could be used while figuring the sentence out. The teacher could use Spanish or English too to help students with their sentence creation.	Students said their sentences while also performing them.

The goal in the third stage was for students to continue implementing the tools they were given, reducing the amount of Spanish that was used by them and the teacher as much as possible. Speaking continued to be the expected focus of this cycle too, but specifically the use

of English that was expected from students was supposed to increase significantly when comparing it to previous lessons. To do this the activities focused in creating environments in which students needed to speak in English in real situations like preparing a conversation with a friend about events from their past, or like having interactions in English with the teacher and partners without any preparation time. The previous implied speaking in English to achieve the goal of the activities or to be able to communicate meaning.

Table 3

Objectives of the lesson plans of the third stage

#	Stage #3 Class objectives	Language topics and vocabulary	Strategies	
			CUMT	TPR
10	<ul style="list-style-type: none"> To practice speaking and communication skills by sharing personal experiences from the past To help students understand new vocabulary with previously used resources like physical performance, translation and use of dictionary. 	Past simple tense, regular and irregular verbs	Instructions and clarifications were given in English and Spanish. Spanish was avoided by giving the meaning of words and verbs by performing or giving examples of similar words, anyways translation was also used sometimes.	Verbs were performed by the teacher, to avoid using Spanish right away. The teacher makes use of physical actions to engage students and liven up the class.
11	<ul style="list-style-type: none"> To practice past tense structures and previously seen vocabulary. To encourage students to have a conversation about events from the past while adding physical actions to liven up the activity. 	Past simple tense, regular and irregular verbs and any other vocabulary students needed to tell their stories.	Instructions and clarifications were given in English. Spanish was avoided by giving the meaning of words and verbs by performing. The use of dictionaries was also prompted, avoiding translation from the teacher.	Students needed to make use of gestures, movements, and other physical actions in their story telling.
12	<ul style="list-style-type: none"> To introduce the concept of gerunds and infinitives through practical examples and repetition. To have students memorize the new verb categories by performing them 	Gerunds and infinitives. 3 verbs with gerund and 3 with infinitive.	Instructions and clarifications were given in English. Verbs were explained, not translating them but performing them. Students were prompted to speak in English sometime without giving them preparation time while instructions or explanations were made.	Students hear, see, and repeat the action done by the teacher. The teacher makes use of physical actions to engage students and liven up the class.
13	<ul style="list-style-type: none"> To promote peer interaction by letting students benefit from their partners' knowledge To increase the number of verbs that students can classify as verbs with gerund or infinitive. 	Gerunds and infinitives.	Instructions and clarifications were given in English. If a verb was not known, resources from previous classes were used, like using dictionaries or performing the verbs.	The teacher made use of physical actions to engage students and liven up the class. Students needed to change seats to share their verbs.

It is important to mention that for the three stages the CUMT and the TPR used in each class was specified in the correspondent lesson plan and they varied with each lesson. Nevertheless, these variations took place because of the dynamism and constant-changing environment that the classroom was in. It is important as well to mention that the topics that were seen throughout the intervention were tied to the school needs and syllabus. This was because the school had certain goals and achievements proposed since the beginning of the academic year,

which meant these lessons also had to match those goals. The student's book and the topics that were mandatory to see played an important role in the selection and design of the lesson plans. Nevertheless, knowledge that could complement their knowledge and academic goals was also included.

CUMT throughout the intervention:

CUMT in the first stage for students and teacher

It took place spontaneously in the lessons because this stage was used to set expectations regarding students and teacher's use of language instead of implementing the CUMT right away. This caused Spanish to be used more than English by students because it was easier for them to communicate in their mother tongue. The teacher occasionally used English or Spanish based on what happened on each lesson, but there was not a pattern, nor a criterion being followed.

CUMT in the second and third stage for students

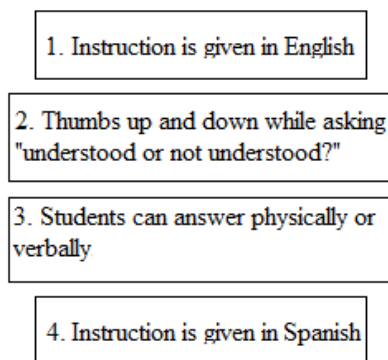
It is important to outline that the implementation of CUMT by students was intended but it was not mandatory, it was expected to happen because of the activities and the teacher's instructions. There is only one particularity that needs to be outlined, compared to the first stage, students were expected to speak less Spanish in the second stage. This was intended to happen as a result of the activities' needs and the teacher's CUMT.

CUMT in the second and third stage for teacher

It is important to outline that the implementation of CUMT by the teacher was intended and mandatory because in this way students would understand in what moments it was okay to speak in Spanish and in what moments they should speak in English. It took place every time an instruction was given to make sure students understood following a specific order:

Figure 1

Order when giving an instruction



This order when giving an instruction was present sporadically in the first stage, but it became an essential part of the second and third stage, sometimes with variations and sometimes following it as it was proposed. These variations were done based on the students' performance and on the teacher's desire to get students to avoid Spanish as an always present tool when receiving an instruction.

It was followed when students had questions that were abstract or when they needed explanation of abstract terms. An example of these kind of questions was "Why do regular verbs end with ed and not with et?". This was a totally valid question but attempting to answer it in English was not timewise and it led the student to be confused if the teacher did not give a simple answer. To avoid distancing too much from the class objective and to avoid confusions, Spanish was used to save time while answering the students' questions. A similar logic was followed when explaining an abstract term, nevertheless as stated in the first stage, a student's first resource when not knowing a word was supposed to be the dictionary, if the word was not in the dictionary or its meaning or translation was not clear the teacher could use Spanish to help the student understand.

One particularity that needs to be outlined from the third stage is that sometimes when giving instructions the teacher would not follow the order from Figure 1 but would just give the instructions and ask the students in English if they understood, Spanish was not used in those

moments. In addition, when time allowed it, throughout the third stage there were moments in which the questions from students even if they were abstract, were first answered in English and then in Spanish if needed. This was all to control Spanish use by reducing the amounts it was used from the students based on the lesson needs and the classroom environment.

In general terms, throughout the intervention CUMT was the resource used by the teacher to help students communicate in English. This means that the first interaction between the students and the teacher was done in English, and only if students asked for it or if the teacher realized the students were not understanding, Spanish was used. Another moment in which CUMT took place was when the teacher wanted to catch the students' attention or to check if they were understanding, examples of these questions were “Por favor repite la instrucción a todos en español” or “¿Al frente del salón escucharon lo que dijo su compañero?”.

One last thing to outline is each lesson from this intervention was divided into 3 or sometimes 2 parts. Being first a warm-up activity to liven up students or to remember and practice what was seen in previous lessons, second the development of the class activity itself and sometimes a third moment which was left to organize the classroom or let students organize their things for the next class. Each part was assigned an amount of time to be developed. For all the classes there was a “contingency time” in the case expected or unexpected things happened, like long to answer questions from students, events from the school, or even interruptions from outside the classroom environment.

Vision of learning

Related to the vision of learning, the criteria that guided this study was based on the Total Physical Response (TPR) method. According to Astutik et al. (2019), TPR finds in its method a structured combination of command speech and movement, this to learn a language through

physical movement. Naturally, the activities from this study were prepared using this methodology as a guidance, TPR was a means, but not the final goal.

The learning process in this study was also tied to what was said by Richards (2001) when he mentioned that learning in a TPR environment should liberate the learner from stressful situations, this was to make the process more natural for the learner to let them devote full energy to EFL Learning in this study was understood as competences achieved through the performance of calm activities that involved physical movement.

Vision of language

The vision of language in this proposal is supported by Halliday (1975) instrumental and heuristic functions. According to Halliday, the instrumental function of language is used when it is a tool for achieving practical goals and expressing desires. In the context of this study, learners utilized language to solve tasks and communicate ideas in the lessons they had. In the activities proposed there were scenarios in which students need to negotiate or make decisions individually or as a group, based on their needs, or the desires they had.

In addition, Halliday (1975) also proposed the heuristic function of language which involves using language to explore and expand one's understanding of the world. In the proposed scenarios on this intervention, students needed to use language to express insights and personal experiences, this fostered meaningful interactions between students and the teacher. Students needed to engage in conversation that required them to explore and inquire when something was not clear for others or when they wanted to make sure they understood an assignment (through self-narration).

Vision of classroom

The vision of the classroom for this pedagogical intervention was that one which aimed to create a communicative-friendly environment. As emphasized by Tudor (2001), a communicative classroom should provide learners with preparation for real-world language. With this in mind, there were lessons in which the classroom was not the traditional one, for example lessons took place outdoors in the students' playground.

A classroom is normally a dynamic environment, and by adding different places to develop a lesson, educators can enhance student engagement and promote diverse learning experiences. Moreover, this approach encourages activities that require students' utilization of gross and fine motor skills, fostering language acquisition through interactive and empiric learning scenarios.

Vision of teacher

In the implementation the teacher was characterized to have an active role as affirmed by Richards (2001) the teacher has the duty to more than teach, create opportunities for learners. Having a guiding role through the activities, making sure students understood the assignments, but also knowing when to leave room for students to have the active role. This dynamic environment was created by the teacher in the lesson planning beforehand. The teacher had an active role, but not because everything was developed by him, but because the teacher was pending throughout all the lessons for students' questions or requests.

Throughout the intervention the teacher was also expected to pay attention not only to the academic performance of students but also to their preferences and skills different to the ones from the English class, this was done to encourage and motivate students when needed or to personalize the lesson planning, guaranteeing the lessons answered to the needs, the likes and the

skills from the students. Richards (2001) affirmed as well that when referring to a classroom with activities influenced by the TPR approach, the teacher should gradually transition from less exigence to more exigence, making sure that transition is not abrupt.

Vision of student

Students were intended to have an active role throughout the classes. The development of this intervention was possible due to the active role of students throughout it. Students were expected and encouraged to participate, to speak between them and the teacher, to build knowledge using the resources given, their previous knowledge and their personal methodologies of developing activities.

Even though there were certain moments in which students were expected to pay attention only to the teacher's instructions or explanations, having a passive role was avoided by constantly being expected to respond to teacher's interactions. Students were also expected to not have a constant silent attitude but also their ideas, proposals and comments were always welcomed. As proposed by Richards (2001), learners were supposed to speak when they felt ready to speak, even if mistakes were made, they were encouraged to recognize and respond to the stimulus by the teacher, paying more attention to their understanding and not the grammatical accuracy.

CHAPTER 5: DATA ANALYSIS

Data Analysis Approach

The data analysis approach that was used in this study was based on the Grounded theory. Following Corbin and Strauss (1990) statement: "The procedures of grounded theory are

designed to develop a well-integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study. A grounded theory should aim to explain as well as to describe. “(p. 5)., this study aimed to experiment with the native language in the foreign language learning process which is a social but also educational phenomenon. Its intention was not only to observe and describe but also to explain, using a theoretical background, the events and situations encountered throughout the data collection instruments.

The grounded approach was also used due to its “open-minded” nature. Corbin and Strauss (1990) state this nature comes from certain underpinnings taken from pragmatism and symbolic interactionism. To leave these principles in simpler words, they can be defined first by saying that phenomena is not static, change is going to be a constant when analyzing it. That change can be, for example, the evolution of the conditions in a dynamic environment like a classroom. In second place, the actors have a certain freedom to behave based on their current conditions. The grounded theory approach is interactive, the process of gathering information and analyzing it has to start at the same time. The analysis of the data starts at the moment you start making observations. For example, with the field notes, not only observations are made but also conclusions and comments based on theoretical background are done.

This research and this data analysis process followed the guidelines proposed by Corbin and Strauss (1990). The first part in this procedure was the collection of the data, which took place not only before but also throughout the intervention using the data collection instruments defined before. The second part was that of coding. This process was done by first organizing all the data. This organization was done by gathering all the information, using a strategy of codification similar to color-coding. This method aimed to find patterns in the data found and organize them assigning a color to each pattern found. After finding these patterns, they were

grouped based on their similarity. After grouping them, categories were proposed based on how frequent and how relevant these patterns to the objectives of the research were.

The main difference was that, instead of assigning a color to each pattern, they were assigned a shape, for example, a star, a circle, a square, a triangle, a circle with a dot inside, etc. After organizing the information into categories, these were narrowed, to facilitate the process of analysis and description which was the next step. Each category was divided into subcategories which established limits of information. These limits made it easier to make the needed descriptions and the needed analysis.

Category 1. Speaking skills

This category encloses the way certain speaking skills were developed in this study. These elements were proposed based on the behavior patterns found in the data collected as well as the objectives from this study. This research intended to describe impacts on vocabulary and comprehension skills but throughout the implementation other skills emerged sporadically, being the most frequently present pronunciation skills. With the previous in mind for the data analysis this first category was divided into three subcategories, the first one focusing on vocabulary, the second on comprehension and the third one on pronunciation.

Vocabulary learning and practicing, a little-by-little process:

In this subcategory the data related to how new words and expressions were learnt was classified. This data encloses information from the research teacher's and the students' perspectives in terms of how vocabulary learning was approached. The vocabulary used in the activities of this intervention was highly influenced by the topic students needed to learn per school's curriculum which was past simple. In this order, most of the words that were employed were verbs, specifically in past simple.

Students' continuous work with similar vocabulary eased the process of acquisition, this could be seen throughout the intervention because most of the words employed were verbs in past simple and adjectives since students were constantly describing events from the past. This repetition and use of previously presented resources let students acquire more easily verbs.

This vocabulary acquisition was influenced as well by the way new words were presented, being the most common way through physical examples and translation. Another common behavior observed was the use of dictionaries, list of verbs and phones to find the meaning of words or the past form of verbs, students were commonly seen throughout the intervention using these materials to complement the teacher-researcher's methodology of explaining the verbs through physical activity.

When acting out the verbs, students seemed to understand better the meaning of words without translating them, nevertheless sometimes they were translated to make sure other students understood.

[Field notes Intervention #2. First stage]

Students were told they could use their list of verbs, dictionary, notebook and every other material they could have to prepare for the intervention.

[Field notes Intervention #6. Second stage]

Students were told they could use all their resources as always to prepare for the game.

[Field notes Intervention #7. Second stage]

A survey (see annex #4) was applied at the end of the third stage to gather information from the students' perspective in terms of their feelings, their perspectives about the class and about the methodology used by the teacher-researcher in terms of the use of Spanish. The second question from the survey expected students to answer if they considered their English level in general terms had improved or not, students agreed with having learnt new vocabulary with the methodology used by the teacher-researcher, being it with physical actions or without translating

immediately, specifically verbs and their forms in past simple tense. Their perspective of having improved is supported by their performance in the speaking activities:

Students started acting and the classroom started saying out loud verbs in present.

The research teacher made a short pause and reminded students of the terminations of regular verbs and to check their list for irregular verbs.

The research teacher told them the sentence would not be correct if they did not say the correct form of the verb in past. For the other words from the sentence the research teacher helped the students.

After this, students tried to pronounce the words in their past forms and started asking questions about how to pronounce them correctly.

[Field notes Intervention #4. First stage]

<p>2. Después de participar en las clases del profesor Nicolás, ¿consideras que tu nivel de inglés mejoró? Si la respuesta es sí, ¿qué aspectos mejoraron?</p> <p><i>Si, la pronunciación y el vocabulario en Pasado</i></p>	<p>2. Rta: Sí, mejoré mucho en el speaking y verbos.</p>
<p>2. Después de participar en las clases del profesor Nicolás, ¿consideras que tu nivel de inglés mejoró? Si la respuesta es sí, ¿qué aspectos mejoraron?</p> <p><i>ATA Mejoro el vocabulario, entendi mas los temas y el spiking</i></p>	<p>2. Después de participar en las clases del profesor Nicolás, ¿consideras que tu nivel de inglés mejoró? Si la respuesta es sí, ¿qué aspectos mejoraron?</p> <p><i>algunos verbos en pasado</i></p>

[Answers to the second question of the survey, students G, E, F and A]

It is also important to outline that collaborative work took place in the classroom in certain scenarios, for example, certain activities involved memorization and when other students realized their partners did not remember a word, they helped them, saying the word or saying the translation of the word to help them remember. Most of the times, this caused the teacher-researcher to make small adjustments to the activities. The next is an example of this:

When throwing the ball to the students, most of them answered correctly, but when a couple had difficulties answering, other students helped them.

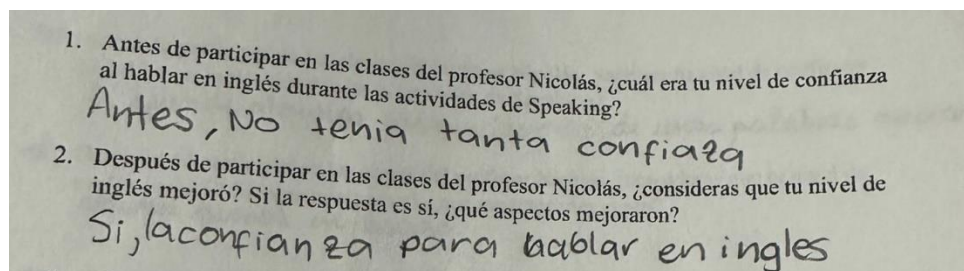
If the couple received help from others, they were told they needed to say the verb out loud for their participation to count.

[Field notes Intervention #3. First stage]

As previously seen, this collaborative work took place when students needed to work in pairs or in groups, pairs or groups that students could create on their own, but if the teacher-researcher considered changes were necessary, their groups were modified. In this kind of activities students were paying attention to each other, this allowed them to ask questions,

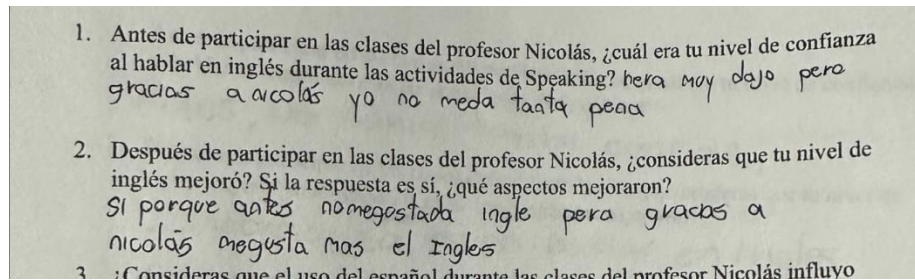
provide feedback or help with the activity objective. When this happened, students worked together to achieve the main goal of the activity and remembered either vocabulary previously used or new one.

One last and important pattern that needs to be outlined is that not all the students from the group showed improvement in terms of vocabulary acquisition, an example of this is student D, who in the survey manifested having improved, but in terms of confidence, and not in vocabulary and pronunciation as most of their partners did. Student D showed willingness to learn in the classes and was a participative student, but still demonstrated difficulties when acquiring vocabulary and pronouncing in English in general terms.



[Answers to the first and second question of the survey, Student D]

Another example of this is student S, who commonly asked follow-up questions to make sure he understood the instructions and as student D, was very participative and showed willingness to learn in the classes. Nevertheless, student S also had problems with the vocabulary acquisition. In the survey, student S manifested liking more English after the intervention as well as feeling more confident, but as student D, did not manifest having improved neither in terms of vocabulary nor pronunciation.



[Answers to the first and second question of the survey, Student S]

In general terms, vocabulary practice was constant throughout the whole intervention. This allowed students to be in constant touch with previously used words while acquiring new ones little by little. Students showed willingness and curiosity when working with new words, increasing their lexical pool and allowing them to communicate more easily in the activities. One last thing to mention in terms of vocabulary is that of course, not all the proposed vocabulary was acquired perfectly, but what was sure is that students got in contact with a different way of approaching it, expanding their learning ways.

Comprehension processes influenced by students' language proficiency level:

This subcategory emerged from the patterns observed in students' ability to respond verbally to the spoken language from the teacher-researcher and other students. Throughout the intervention, particular attention was paid to how students absorbed and processed information, especially in relation to the activities proposed in the intervention. Here, the obstacles that were found related to this subcategory are mentioned.

There was a behavior that was seen with students with a higher language proficiency level. When they worked in small groups or in pairs, they asked their partners to hear them and tell them if what they were saying was understood. After doing it with their partners, they sometimes asked the teacher-researcher; these students usually had a great performance when presenting.

While practicing, students sometimes approached the research teacher and asked him to hear their speaking presentation, they manifested it was just for practice, not to be evaluated. After this, students were seen working with their groups or partners, repeating their speaking presentation to each other.

[Field notes Intervention #11. Third stage]

This did not seem to be a direct consequence of them having a higher language proficiency level than their partners, it was just a behavior they had, and with it in mind, their partners were also encouraged to practice with their partners or groups after having prepared their interventions. Students then in the classroom tended to be divided into two groups, the ones that after preparing the dialogue started talking and getting distracted, and the ones who after creating the dialogue started practicing with them and asking for help to the teacher-researcher.

Students with a lower proficiency level tended to memorize more dialogues and not have a spontaneous speaking style. The previous can be connected to what was previously quoted from Harmer (2007) related to the fact that not having enough vocabulary arises problems in the comprehension competence from a learner. In that same order, if the learner has a lot of vocabulary more ways to communicate in the foreign language arise.

This is something that also influenced students' participation in activities that did not have a preparation time, in those activities most of the interventions were made by the same students, and the ones with lower proficiency level tended to manifest not understanding the speaking input the teacher-researcher or their partners made.

The activity started being focused on the same small group of students that wanted to participate. The research teacher then started making direct questions to certain students. Sometimes the research teacher helped them in the translation or creation of the sentence the student wanted to share. Some other times the research teacher wanted them to practice so students were just encouraged to speak without any assistance.

[Field notes Intervention #10. Third stage]

Another important aspect to outline is that throughout the lessons, it was common to have new words from the activities or questions from students. These new words were used by students in the activity and sometimes they were added to their lexicon. Students were gradually getting in contact with new words, one or two new words per week. It is important to mention that many times students encountered new verbs, and the activity required them to use the past form of that verb, but they did not even know its meaning in the base form.

The research teacher asked the students to give the past form of the verb bring, as this verb was repeated several times in its past form in the previous class as an example.

Certain students remembered the verb and others did not.

Students were told they would be seeing the same verbs a lot of times in future classes, for that reason they were told to memorize the verbs using their lists.

[Field notes Intervention #2. First stage]

This had direct consequences on the development of comprehension in the students, since going over the meanings of the verbs in Spanish first, and then handle them in the past tense, took more time than expected. This behavior was repeated during classes with most of the students. On the other hand, students who typically showed a higher level of English demonstrated more facility in creating discourse in response to stimulus from the teacher-researcher or from the activities. There, seemed to be easier to respond to English interactions for high level proficiency students than the ones with low level proficiency.

One important aspect that was repeated throughout the lessons was the way the teacher-researcher approached students sometimes with closed questions, expecting a verbal or physical “yes” or a “no”, an “understood” or a “not understood”. Or more related to trying to develop their comprehension, making open questions. Sometimes the teacher-researcher made these questions, asking students to answer themselves, without participating in front of others, just asking the question in English and then making other probing questions to guide their thinking.

When this process was done sometimes Spanish was used too to guarantee students were in the same page as the research teacher and other students.

In terms of the group, there was a clear skill difference in the comprehension skill. It becomes then necessary to consider how the lessons and the development of classes influenced students' proficiency and confidence when speaking. Students with a higher level were more willing to participate, in that order they tended to show more signs of understanding in the comprehension activities. It is important to also consider the other part of the group, specifically the comprehension skills for those students who avoided participating as much as possible.

Correcting pronunciation, developing confidence:

This category refers to the patterns found in students' behavior in terms of their pronunciation. In the speaking activities most of the students had difficulties pronouncing words, sometimes being difficult for the teacher-researcher and for the other students to understand what was being said. This situation was repeated throughout almost all the classes that involved a speaking interaction, considering that it was necessary to make corrections to the students, sometimes it was also necessary to repeat out loud what the student wanted to say to make sure everyone understood:

Student D: I love...I like.../gudbi/, like, I love /gow/ we /plait/ Tingo Tingo Tango

Research teacher: ... puedes repetirlo por favor?

Student D: I love, I like, /gu bi plai/ Tingo Tingo Tango. (ineligible)

Research teacher: What is the last part? Repeat the last part, the last part.

Student D: I love /jodwi plai/ Tingo Tingo Tango, I like /jouyu/ like.

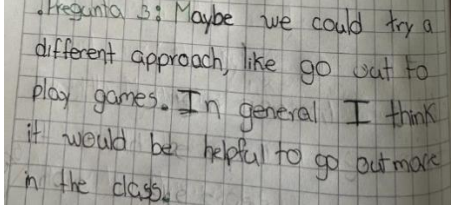
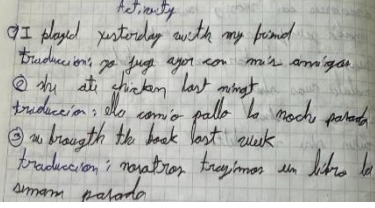
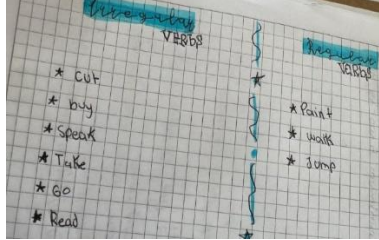
Research teacher (correcting): La voy a repetir (en voz alta) I liked how we played Tingo Tingo Tango.

[Audio recording. April 3rd, Min 1:00:55]

Another way to make these corrections was reading out loud what students had written.

When students had a speaking activity, the instructions did not tell them to write down what they

were going to say, but they commonly did it in the preparation time. That behavior influenced positively in the pronunciation correction because when it was difficult for the teacher-researcher and/or students to understand what the students were trying to say, what they wrote was used by the students or by the teacher-researcher to repeat out loud, correcting pronunciation and making sure everyone understood what their partner wanted to say:

		
[Artifact #1, Second stage, Intervention #6, student C]	[Artifact #2, First stage, Intervention #1, student I]	[Artifact #3, First stage, Intervention #2, student H]

Students agreed that throughout the intervention their pronunciation skills improved, giving them more confidence when speaking. This was a procedure that took time, and students showed progression little by little with both the activities proposed and with the corrections that were made in the classes:

<p>2. Después de participar en las clases del profesor Nicolás, ¿consideras que tu nivel de inglés mejoró? Si la respuesta es sí, ¿qué aspectos mejoraron? Si, mi pronunciación fue mejorando poco a poco y me dio menos pena de hablar en público en inglés</p>	
<p>3. ¿Consideras que el uso del español durante las clases del profesor Nicolás...?</p> <p>2. Después de participar en las clases del profesor Nicolás, ¿consideras que tu nivel de inglés mejoró? Si la respuesta es sí, ¿qué aspectos mejoraron? Si en la pronunciación y aprendido palabras</p>	
<p>MA: 1. Pues sinceramente para hablar mi nivel no es ni tan alto ni tan bajo, pero con las actividades aprendido a pronunciar mejor algunas palabras.</p>	

[Answer to the second question of the survey, student J, K & B]

Another aspect that influenced students' pronunciation proficiency throughout the classes was the way in which activities were presented. Students' performance changed based on whether students needed to speak in front of the entire group or their own group or the teacher-

researcher. They usually mumbled and spoke quietly if they had to speak in front of the whole group:

It was difficult to understand students, because of the noise outdoors and because they were speaking quietly.

It was necessary to ask students to repeat out loud what they were saying to make sure it was understood.

...

Students did not show a lot of willingness to speak out loud, they preferred repeating their sentence to the partners on their side.

[Field notes Intervention #9. Second stage]



[Outdoors interaction]

But it was easier to hear them and understand them when they spoke in front of their partners or the teacher-researcher only:

After organizing in couples, the research teacher spent some time with each couple/group making sure they were preparing the roleplay.

...

After a few minutes of this, certain students started practicing the roleplay, some memorizing it and some others reading it out loud.

[Field notes Intervention #11. Third stage]

This tendency to avoid individual interactions in front of the group was also seen in the focus group session, in which a student's proposal was to work in groups more.

Student T: I did not enjoy, or I did not like that teacher did not allow groups.

[Audio recording. April 3rd, Min 50:12]

One last aspect to take into consideration in terms of pronunciation is that students corrected their pronunciation more easily when they were working with individual words. If they were working with sentences, it became more difficult for them to correct it. One clear example of this is the activity that was done with Tingo Tingo Tango.

The research teacher changed the instruction, now students needed to say out loud the verb in past and not a complete sentence.

Students started showing more competitiveness after this change, students started helping their rows more.

There was a lot of noise because students were speaking at the same time correcting their partners; because of this, the students had to repeat the word again but to the research teacher.

[Field notes Intervention #7. Second stage]

It is necessary to give recognition to the students' performance in terms of pronunciation because the motivation and confidence they mentioned in the surveys was consequent with their performance in the classes. Having a student pronouncing perfectly a word was not necessary the main achievement in this section, but instead, giving them the confidence to pronounce words, even if making mistakes was. In that way they might get used to the sounds of English more easily, and as everything, corrections can be made along the way.

Category 2. CUMT presence in the EFL classroom

In this second category, the patterns observed related to the CUMT in an EFL setting are explored. To do it, this part was divided into three subcategories, each focusing on the impacts of CUMT in recurring scenarios from the intervention. The first one focuses on the impacts of using this tool when giving and adapting instructions, the second one focuses on how CUMT worked as a tool to simplify the clarification of mistakes or explanations without sacrificing precision, and the third one focuses on the effects of using Spanish when answering students' questions to liven up the class.

Giving instructions controlling Spanish use:

When instructions were initially given in English in the first stage or when following the proposed structured in the second, students with their gestures showed they were not understanding completely or at all, sometimes there were also utterances of confusion from them. After this happened, the teacher-researcher repeated the instruction, but in Spanish to which students answered understanding.

Students were explained in English the activity was going to be using a ball, throwing it to a couple, and the couple that caught the ball needed to say out loud the form in past of the verb the research teacher gave

Students were asked showing the thumbs if it was understood or not

Most of the students seemed to not have understood the question because most of them just continued looking at the research teacher without giving an answer, only a few of them answered yes or no, even fewer answered saying understood or not understood.

The instruction was repeated in Spanish, and students made jokes saying that the instruction should have been given in Spanish in first place because it was something easy to understand.

[Field notes Intervention #3. First stage]

Nevertheless, there were a few lessons from the first stage in which instructions were given in Spanish, and English was only use for a few words.

Students were divided in 2 groups and after reorganizing the classroom they were explained they needed to translate the sentences that were written in the board

These instructions were given totally in Spanish, only when writing the sentences in the board English was used by the research teacher to read them out loud

...

Having finished with the translation, students were given a short explanation on how to create sentences in past simple (In Spanish)

[Field notes Intervention #1. First stage]

In the last lessons from the second stage and in the lessons from the third stage the instructions started being given in English as much as possible and the instruction was not given in Spanish automatically, but variations were made. This is connected to what was proposed by Voicu (2012) when he affirmed that the use of the mother tongue is more beneficial for

beginners, proposing that as they get better, the language objective can start taking the lead. This is also connected to what Burdujan (2020) proposed when referring to the moments the mother tongue could be used in a classroom, being the first one, when giving instructions.

These variations were the next ones:

The teacher-researcher gave the instruction in English and asked the students to translate what was said, if it was not possible the teacher-researcher translated for them, word by word.

Students were told they were going to receive a paper that they needed to paste in their notebook. They were told to take care of it, to not damage it because there was only 1 copy per student.

Students were told by the research teacher this paper had three lists that included examples to talk about positive and negative things as well as ways to propose things. All these expressions were in past simple.

Students were told to say in Spanish what was said, and some students had a general idea of the instruction. Nevertheless, it was necessary to translate word by word, not only to make sure the instruction was understood but also to practice a little bit with new words students did not know.

[Field notes Intervention #5. First stage]

Affirmative	Negative	Interrogative
1. I really enjoyed...	1. I didn't enjoy...	1. It would be cool if we could...
2. One thing I liked was...	2. One thing I disliked was...	2. I think it would be helpful to...
3. I found it fun when we...	3. I found it difficult when we...	3. Maybe we could spend more time on...
4. I enjoyed learning about...	4. I didn't really like...	4. It would be nice to have more activities like...
5. It was great when we got to...	5. It wasn't fun when we had to...	5. I suggest that we...
6. I had a blast when...	6. One thing that bothered me was...	6. How about incorporating more...
7. What I really enjoyed about it was...	7. It wasn't my favorite when we had to...	7. I think adding more variety in activities like...
8. It was awesome when we got to...	8. I struggled with...	8. It might be beneficial to spend more time on...
9. I found it interesting when we explored...	9. I didn't think it was necessary to...	9. Maybe we could try a different approach to...
10. I liked how we...	10. I found it frustrating when...	10. I suggest we explore topics related to...

[Useful expressions list given to students, Intervention #5. First stage]

This way of giving the instructions demonstrated to be very efficient to make sure students understood the instruction, students also seemed to understand better if the word was translated one by one and not the complete sentence, nevertheless it did not leave room for students to interact actively with the teacher-researcher.

The teacher-researcher gave the instruction in English, then repeated the instructions word by word and all the students needed to translate word by word without his assistance, only with his confirmation to tell if they were translating it correctly.

Students were told in English the research teacher would be sharing some new verbs with them, but these verbs were going to be related to using the computer physically and virtually.

The research teacher then repeated word by word, and after stopping on each word he said “¿que significa qué? and students replied translating into Spanish. The teacher-researcher did not help translating any words, only confirming if they were correct or not.

[Field notes Intervention #8. Second stage]



[Computer room interaction, Intervention #8. Second stage]

This way of giving instructions encouraged students to have an active role by using their resources to find the word given by the teacher-researcher. This also led the students to pay more attention and be more engaged, as there was a sense of competitiveness to see who could translate the word first.

The teacher-researcher gave the instruction in English and asked one student at a time to translate the instruction for their partners.

Students were explained they would be repeating the word said by the research teacher, but they would be acting it too.

...

The teacher-researcher asked some students to repeat the instruction to their partners in English, some of them could do it but some others could not because they were not paying attention when the research teacher explained the activity.

[Field notes Intervention #12. Third stage]

This variation gave the student who was translating speaking practice and responsibility, but the other students that were only listening had a passive role, some of them got distracted because of this. Later, the teacher-researcher gave the instruction in English, at a normal pace, but then repeated the instruction very slowly a few times.

After the teacher-researcher confirmed students found their set of verbs, they were told to switch their seats and share their set of verbs with their partners and exchange the not repeated verbs. The teacher-researcher asked students if they had understood, to which some of them said they did and some others did not.

The teacher-researcher repeated the instruction, but slower, a few times, always in English, and continued only after students had understood the instruction.

[Field notes Intervention #13. Third stage]

This variation guaranteed students had several chances to understand the instruction, nevertheless it required students to be engaged. If they did not understand the first repetition, which was the slowest, they got distracted and stopped paying attention.

The teacher-researcher gave the instruction in English, at a normal pace, and repeated a few times more but at the same pace. This variation is like the previous one, but it added a level of difficulty, causing more students to get distracted but giving a sense of competitiveness between the few that were paying attention.

The teacher-researcher gave the instruction in English, at a normal pace, just once, without repetition. This small variation attempted to increase the level of difficulty for the students with a higher proficiency level, but as with the previous two, caused students to not understand the instruction and to get distracted.

To give a proper closing to this subcategory it can be mentioned that while certain variations, like the word-by-word translation, proved beneficial in enhancing understanding, others like fast paced instruction giving, gave more difficulties to students, particularly those with lower proficiency levels. It was imperative to adjust not only the way instructions were

given but in general the way communication in Spanish or English happened with students to address to their proficiency level.

Clarifying and correcting while controlling Spanish use

A pattern that was identified in almost all the lessons that is also present in the students' answers from the survey is when clarifications were made in Spanish to make the explanations easy to understand. Students mentioned that when not understanding, they tended to get distracted more easily. This was responded by using Spanish if topics seemed difficult to understand, to which students answered positively by paying more attention and being more participative.

<p>(4) Si porque lo entendia mas y hablaba mas con el</p>	<p>3. positivamente porque si no no entendia y al no entender X me distraia</p>
<p>¿Consideras que el uso del español durante las clases del profesor Nicolas influyo negativa o positivamente? Positivamente, nos ayudaba a entender mejor</p>	<p>Positivamente ya que ayuda a una mejor comprension</p>

[Answer to the third question of the survey, student L, I, J & G]

When students made mistakes the use of Spanish for clarification worked as a great way to make these effectively. On the other hand, it was not only easier to correct mistakes in Spanish but its use for clarification helped creating a supportive learning environment where students felt comfortable seeking assistance and expressing their feelings not only with the teacher but with some of their partners too. Being directly connected to the mistakes a learner makes, using Spanish let students feel less anxious in their learning process.

Not using Spanish is also a way to control its use, and as the classes went by, the use of Spanish was expected to decrease, or at least, students were expected to use English, and not Spanish as their first resource to communicate. Physical examples and definitions in English were the first resource to control Spanish by avoiding it, unfortunately this was not perfect, and it was sometimes necessary to use Spanish to make corrections when students made mistakes. This

was done this way because if students showed not understanding about what their mistake was, they were not going to be able to correct it, and to guarantee they knew what the mistake was, Spanish was used.

Sometimes students made mistakes, sometimes confusing verbs or other times not pronouncing the verb correctly in past, when this happened, the contestant was changed to give the opportunity to another student to participate.

After changing of contestant students ask why it was changed if the sentence was not guessed, the research teacher answered in Spanish by saying there were a lot of mistakes in the guessing and that other students needed to participate.

The activity had a short pause because the research teacher, still in Spanish, gave examples to students of those mistakes. This was done because students had not recognized those mistakes and started getting distracted and making a lot of noise.

After this explanation the activity continued.

[Field notes Intervention #4. First stage]

Streamlining of the class parts using Spanish to answer to students' questions

One of the things expected to happen that indeed happened in the intervention were questions from the students that could be related or not to the topic from each lesson. These questions were sometimes easy and fast to answer, but some other times answering those questions meant a lot of time from the class needed to be used. It was in those scenarios where CUMT worked as a pedagogical tool to make the explanation faster and easier for the student, or even to tell the student to write down or to remember the question, because it could be answered in another moment.

After having worked for some lessons with past simple verbs, students identified a pattern to recognize regular verbs: their ending, (-ed, -d or -ied). This can be connected to what Subon affirmed (2016), as he stated that working with word families increases the amount of acquired vocabulary. Nevertheless, due to the nature of this word family, students started to look for a similar pattern to identify irregular verbs, but of course, they did not find a similar one. Students were told by the teacher-researcher that they would find patterns, but they were not

going to be as clear and uniform as the pattern to identify regular verbs. To this, students replied by asking why it was that way, they wanted to know why there were two kinds of verbs in past simple when it would have been easier to just have one kind of verb. This is a question that was totally valid, unfortunately answering that question would take a long time, that was when Spanish was used to tell students the question was valid, and it could be answered but not in that moment.

Students interrupted the explanation to ask why there were irregular and regular verbs and not only regular verbs. Students said that way it would be easier to memorize and learn.

The research teacher told the students in Spanish that in languages there are things that even though they have an explanation, it would take a long time to explain, and since the activity needed to be finished, students were told their question would be answered but in another moment.

Students were told that in the next lesson they would talk more about regular and irregular verbs and ways to differentiate them easily.

[Field notes Intervention #1. First stage]

In the first stage similar questions were answered, sometimes in Spanish and some others in English. When this happened only a few students paid attention to the answer, all the other students started to get distracted, even if it was in Spanish. It was difficult to make all students pay attention when answering these kinds of questions.

Students had in their list the column of past participle verbs, most of the students said they did not know why that column was there or what it was for.

Students were explained that this was a list for a tense that they would use in the future, and that if they had the chance, they should memorize them too.

The students that were paying attention said it would be too difficult to learn the two at the same time so they would focus on the first column only.

While this interaction happened, most of the students got distracted and started doing different things and not paying attention. It was then necessary for the research teacher to get their attention again using Spanish.

After everyone started paying attention again, they were reminded the column of past participle verbs was optional to memorize and not mandatory for the trimester.

[Field notes Intervention #2. First stage]

In the second and third stage when telling the students in Spanish their questions could be answered in another moment, they immediately went back to the original topic, which in the previous example was memorizing recognizing irregular verbs in their lists.

Last but not least, these questions were answered after the class had finished, mostly in Spanish, while students got ready for the next class or during their break time. Sometimes there was also time to answer those questions in the students' preparation time for activities. Once again this can be connected to what was proposed by Burdujan (2020) when saying that abstract questions should be answered using the mother tongue, in this case, Spanish. In this intervention these questions were not only answered in Spanish, but an extra step was added. They were not answered in the classroom right away.

Right after the class ended and students had got their things ready, they approached the research teacher and reminded him of the questions they had asked in the class that were not answered. Students stayed with the research teacher until their questions were answered, only after this, they left the computer room.

[Field notes Intervention #8. Second stage]

Another behavior that needs to be outlined as well related to answering students' questions controlling the use of Spanish, is when students were in their preparation time for the dialogues, interventions, or games from the class. In this time students showed two ways to approach the teacher-researcher to ask questions, the first calling him or raising their hands, then waiting on their seats for him to go help them. The second was standing up and going to him to ask their questions. The second method was used by students when he took a long time to go help them. Students organized in a row waiting for their turn to ask their question(s).

In the first scenario it was possible to approach each student and give a more personalized assistance, using more time to answer in English to help students practice the language, avoiding Spanish. In the second scenario it was necessary to hurry up when assisting

students, because when they were in their rows waiting, they tended to get distracted or to start making a mess. There was when Spanish was used to answer the questions, trying to be as concise as possible to answer one question per student to let them go back to their seats and avoid leaving room for losing student's preparation time.

Most of the students wrote down what they wanted to say in their intervention, because of this, a long time was used to help each student.

Students after asking the research teacher a lot of times, even if the research teacher asked them to allow a few minutes, started standing up and going where the research teacher was and started making rows.

This initially was no problem, until the row was very long, and students started messing around and bothering each other.

There started to be a lot of noise in the classroom, so the research teacher started helping the students faster, and without English, using Spanish instead, to make it faster.

Students were also told to just make one question to let other students make their question, and that after correcting one question, they could go make the second one.

[Field notes Intervention #6. Second stage]

Category 3. TPR and CUMT to motivate students

This final category explores the individual roles of TPR and CUMT as motivational tools for students within the context of this study. Each tool caused certain patterns to repeat throughout the classes. These are related to the impact on students' engagement and motivation throughout the three stages of the implementation. These categories go over how TPR and CUMT fostered students' motivation.

Motivating role of TPR related activities in the classroom

The use of movements and actions helped the teacher-researcher create a stress-free environment to speak. In this environment students showed a feeling of confidence in themselves, sometimes when moving but most usually when speaking. Throughout the intervention, physical movements and actions from the teacher-researcher demonstrated to be

efficient as a tool to encourage and motivate students. This could be seen in their performance in general throughout the lessons.

When the activity started students initially seemed to feel shy, so the teacher-researcher needed to encourage them by making more exaggerated movements and use different verbs to help students feel more relaxed

These different actions were jumping together, or everyone faking laughter, which led to them laughing genuinely.

After making sure students felt more relaxed and less “observed” by others, they started acting the gerunds and infinitive verbs. (She enjoys reading books in her free time while mimicking reading a book, They enjoyed swimming at the beach last summer while mimicking swimming)

[Field notes Intervention #12. Third stage]

One important aspect that needs to be reviewed is the way students reacted to activities that involved gross motor skills or fine motor skills. Students performed better and were more engaged when the activity involved gross motor skills, this usually was accompanied by a sense of fun or competitiveness. In terms of the fine motor skills, the activity that involved students catching the ball and then throwing it showed in students a less enthusiastic attitude when compared to the the Eeny, Meeny, Miny, Moe activity or the switching chairs activity.

Although the noise sometimes was startling and distracting, students were engaged and showed a lot of interest in the activity.

[Field notes Intervention #7. Second stage]

Students sometimes jiggled when someone was not able to catch the ball, but besides that students were in silence most of the time.

[Field notes Intervention #3. First stage]

When switching chairs students laughed because sometimes, they made mistakes and did not sit correctly. This happened because of a sense of rush they had when the research teacher told them to switch.

[Field notes Intervention #13. First stage]

It is also necessary to mention that students were willing to comply with the activities that involved moving, and making actions, but throughout the lessons they reported feeling shy or feeling “cringe” when doing them. That is why the activities were then developed encouraging them to speak, through the movement, gestures, and actions from the teacher-researcher, and the students could do it too optionally. It was no longer a requirement for all the activities, just for a few of them. It is useful to revisit what was said by Çelik et al. (2020) while giving physical examples of the vocabulary chunks from the lesson the students watch, observe, and replicate. In the implementation, that last step was changed to be optional to respond to students’ feedback. Students showed more confidence and engagement when the teacher-researcher gave explanations moving around the classroom, explaining the meaning of words with signs or with actions, or when the research teacher used his arms and body to catch students attention.

When speaking about the events it was easy to get a part of the group distracted if the research teacher stayed only on one side of the classroom.

Because of this the research teacher started moving around the classroom and started asking questions to everyone, even if they were close or far from him. This behavior engaged students, because they knew they might be the next one to participate.

[Field notes Intervention #10. Third stage]

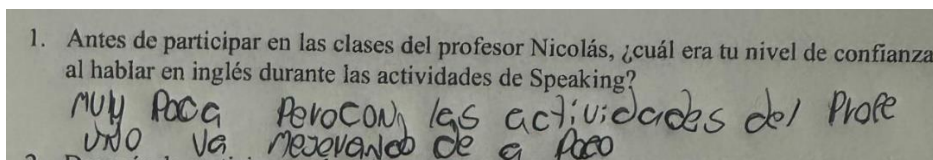
One important thing to mention about the previous behavior is that in certain moments, students could be paying attention not specifically because they feel motivated to learn and participate in the activity but because they did not want to feel embarrassed if the teacher-researcher asked something to them and they did not know what to say. This “fear” of the public took place in certain a few interactions with the group or with the teacher-researcher.

The teacher-researcher constant moving, gesticulating, mimicking proved to create a playful and exciting environment for students, nevertheless this could sometimes be a way for students to get distracted because students sometimes made jokes or laughed at what the teacher-researcher did or at what other students mimicking the teacher-researcher did. So even though it

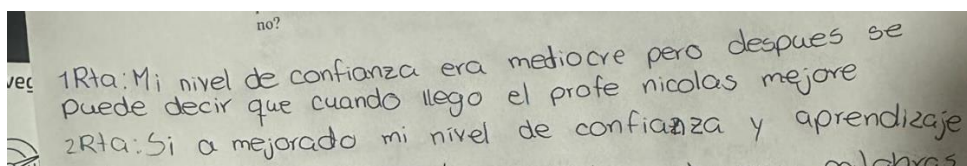
was initially positive, there was always a high risk of students losing attention when focusing too much on the movements.

Motivating role of Spanish use in the classroom

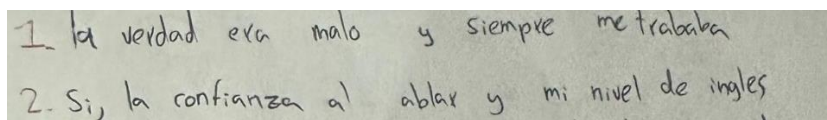
It is important to outline that in the survey it was affirmed that using Spanish in the class was useful, because students felt more confident and secure. They manifested that with the activities from the class they improved their confidence little by little.



[Answer to the first question of the survey, student M]

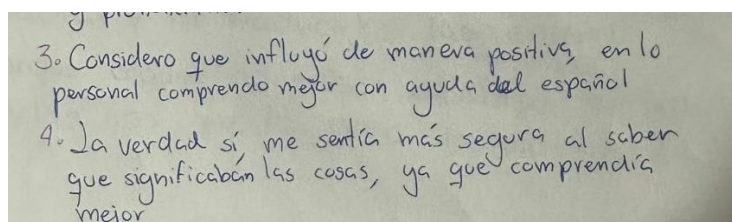


[Answer to the first and second questions of the survey, student C]



[Answer to the first and second questions of the survey, student L]

Sometimes the activities or the teacher-researcher encouraged students to only use English, but if they showed difficulties doing this, it was okay to speak in Spanish to give them the option to understand. However, they were supposed to try their best in English first and not immediately rely on Spanish.



[Answer to the third and fourth questions of the survey, student N]

If they still did not understand, the teacher-researcher chose not to translate into Spanish right away. Instead, as the intervention progressed, he found ways to help them understand the word without translating. For example, by using gestures or giving them the definition.

The couples started calling the research teacher to ask for translations, some of them were seen in previous classes and some others were not.

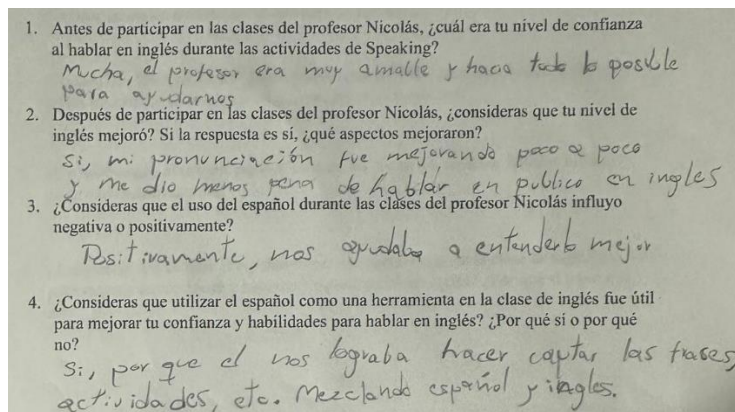
Similarly to how it happened in the second lesson, the research teacher avoided using Spanish and instead answered to these questions of translations by acting or by encouraging students to use their dictionaries.

Students initially showed dissatisfaction with this because they said it was easier to just give the translation but after seeing the research teacher was not going to translate, they started using their dictionaries, their lists or their phones.

The research teacher started answering questions related to how words were pronounced only, not translations

[Field notes Intervention #11. Third stage]

This frustration was usually present when introducing new vocabulary or when encouraging the students to speak or to create a dialogue or similar activities. To balance this frustration, Spanish was used by the teacher-researcher and students were also allowed to have first interactions in Spanish since this let them feel more confident before attempting to speak in English.



1. Antes de participar en las clases del profesor Nicolás, ¿cuál era tu nivel de confianza al hablar en inglés durante las actividades de Speaking?
Mucha, el profesor era muy amable y hacia todo lo posible para ayudarnos

2. Después de participar en las clases del profesor Nicolás, ¿consideras que tu nivel de inglés mejoró? Si la respuesta es sí, ¿qué aspectos mejoraron?
Sí, mi pronunciación fue mejorando poco a poco y me dio menos pena de hablar en público en inglés

3. ¿Consideras que el uso del español durante las clases del profesor Nicolás influyó negativa o positivamente?
Positivamente, nos ayudaba a entender mejor

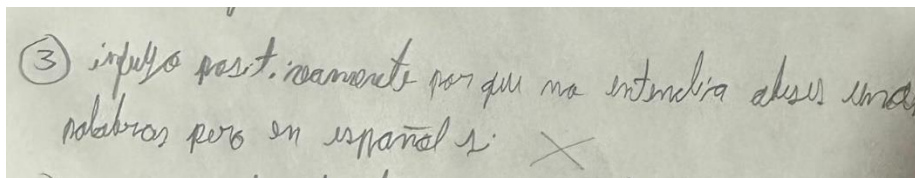
4. ¿Consideras que utilizar el español como una herramienta en la clase de inglés fue útil para mejorar tu confianza y habilidades para hablar en inglés? ¿Por qué sí o por qué no?
Sí, por que él nos lograba hacer captar las frases, actividades, etc. Mezclando español e inglés.

[Answers to the questions of the survey, student J]

Controlling Spanish became more necessary and useful in the third stage because students were expected to use more English, without less assistance and without the teacher-

researcher translating as in previous stages. This change on what was expected from students had two kinds of consequences. In some students needing to speak more in English caused the opposite, because when feeling the frustration, they used Spanish as their first resource to make their message clear. The other part of the group started attempting to speak in English, even if making mistakes they started trying, showing more confidence and more willingness to speak in English.

It was also seen from students that when using Spanish, they tended to feel more comfortable to ask about topics they considered important or about words they did not know. This can be related to what was shared by Wu (2018) when he shared that using a learner's mother tongue reduces cognitive load, which leads to students feeling more comfortable in the classroom.



[Answers to the third question of the survey, student I]

Using English only in the classroom with the group usually caused them to feel hesitant to ask questions, or they even demonstrated being apathetic towards the class when English was the only way they were told to communicate. They usually started getting distracted with their phones or with their partners when this happened. This is when Spanish was used to liven up the class flow.

<p>no? Si por que gracias a ella le podia preguntar al profe</p>	<p>4 Si porque por que me ayuda a tener mas confianza</p>
<p>4. Si por que asi no me distraia facil</p>	<p>Rta: Si, porque quita la vergüenza y te ayuda a mejorar.</p>

[Answer to the fourth question of the survey, student S, U, L & E]

As it has been seen in previous categories, students' performance and perspective throughout the intervention are connected and are a proof of the improvement they feel in terms of motivation, willingness to learn or to retake English as a subject of their interest.

CHAPTER 6: CONCLUSIONS

Conclusions

This study aimed to explore the possible effects of CUMT in developing English speaking skills through TPR in an EFL classroom. The first thing that has to be outlined, which is one of the first things that was identified throughout the intervention, is that controlling the use of the mother tongue in activities supported by TPR influences students' process. In this research these effects were focused on vocabulary and comprehension, but it could also be identified that it influenced another area, pronunciation.

After having described the effects it had on the previous chapter, it can be affirmed that this proposed methodology in terms of CUMT and TPR had positive effects in the student's procedure. But it is necessary to mention that these effects are said to be positive not because students memorized and did everything perfectly as they were told to in classes, but because they affirmed, and demonstrated feeling better participating and trying to learn things that may be difficult for them when Spanish and TPR are tools used by the teacher. This motivation and this increase in their confidence level created a stress-free environment, that gave students the opportunity to approach to English more easily.

Related to the impacts of implementing CUMT in an EFL classroom which is directly connected to the first specific objective of this research, it can be concluded first that there were

positive impacts. Students were immersed in an environment where they felt more relaxed, less stressed and where their mistakes were less judged by others. Nevertheless, in this environment, students constantly showed a tendency and a preference to work with their group of friends or their closest friend. Students who feel more comfortable show a better proficiency level, at least in terms of speaking.

Another impact that needs to be outlined related to CUMT, is that when students knew when they could use Spanish and when could not, they tended to try more to use their knowledge in the language objective, in this case English. Even though mistakes came to be frequent, it did not necessarily mean students were decreasing their proficiency level, but they were trying to participate and do the activities with the knowledge they had. This commonly avoided students from copying or requesting the answer from other students or even the teacher. Having disappeared the fear of being judged, students started using their own knowledge.

Switching to the second specific objective, after reviewing the vocabulary process of students, it can be affirmed that working with family words eases the process for students and for the teacher. This happens because students start creating patterns to acquire and remember the verbs more easily. Becoming more independent, avoiding translation as a first tool, which lets the teacher use the class time to, for example, check how students are preparing a dialogue or a presentation.

It is also important to mention that using TPR to teach vocabulary is a very effective tool, because it motivates students, it engages them and is useful to get their attention. Since students were not used to this approach, it was new and interesting for them to see their English teacher sharing new verbs while moving, dancing or running. It is possible to affirm as well that TPR worked above all and by far, as a tool to motivate students. Secondly, to a lesser extent, it served

as a tool to keep students engaged and focused on the class, and lastly, to an even lesser extent, to acquire new vocabulary.

One last aspect related to the TPR effects in students is related to the fine motor skills and the gross motor skills. Students seemed to enjoy both kinds of activities, but fine motor skills tended to be preferred by them, this may be an answer to their tendency to move and play games instead of just staying still in their seats. Activities that involved fine motor skills engaged students, but in a less enthusiastic way if compared to the activities where they needed to perform a verb or speak out loud while moving. With the previous in mind, it is possible to affirm that gross motor skills had better effects in students when they had more energy by livening them up, and fine motor skills could be a useful tool too, but it is not as engaging as the first one.

To elaborate on students' comprehension level, it was possible to identify that those with a higher understanding of English showed a more developed comprehension ability, not only after the intervention but also throughout it. In this same order attempting to develop this skill proved to be challenging for students and the teacher. A lot of time was dedicated to working with other areas like vocabulary expansion and fostering confidence and motivation when speaking. With that in mind, it is possible to affirm that before working with comprehension skills in students, other foundational skills should be more developed.

It is also necessary to mention that considering students' likes and needs proved to be positive for the development of the class, not only focusing on the topics required by the institution's program but also leaving room for recommendations from students, giving them the chance to feel heard, which works better when the classes were characterized by activities involving movement and speaking.

Implications

This research and its implementation had implications on the participants and their learning process, in the school and in the teacher-researcher. In terms of the learning process of students, they are now conscious there are different ways to approach vocabulary, comprehension and pronunciation very different to the traditional ones. Showing them English is a subject that can be learned while enjoying the process at the same time. This directly has effects not only on their subject performance but in their overall school performance, especially in students who had problems with getting good grades in the English subject.

Related to the school implications, the use of areas like the playground and the computer's room may not have had a big influence in this research, but students always showed eagerness to leave the classroom, making this possible to happen in the English class, students mentioned wanting to have more classes outside rather than only inside the classroom. If heard by the school, there could be changes on how the spaces of the school are used instead of being used only for the break and lunch times or sometimes when the teacher has a platform activity in the case of the computer's room.

Lastly, the implications for the teacher-researcher are related to how the classes were balanced with the needs of the school, the likes of students and the needs of the research. Being it difficult sometimes to balance all three, it became possible to do so when enough time, effort and organization was put into the process. Related to this, it is necessary to mention as well that CUMT encourages learners to use Spanish to progressively stop using it, it enhances confidence, and it lets students see Spanish not as something to be avoided absolutely, or as something to be used always, but it aims to find the correct moments to use it, making it a tool to develop language proficiency. In terms of TPR, it can be used as well, depending on the population, as a

tool to address needs and likes from students, to enhance their confidence and to take distance from traditional ways of teaching the language

Limitations

Now to refer to the limitations of this research, it is necessary to mention that the school tends to have a lot of extracurricular activities for students. This meant that sometimes the group was not complete in the classes. It also caused sometimes that classes could not be developed because the students needed to go to an event inside the school. With that in mind, a lot of classes were lost, which affected the implementation part of the research. Being part of the weekly schedule of students may have influenced its results.

Another limitation to consider is that big breach of level between students who have a very high proficiency level when compared to other participants. This breach caused certain activities to be very easy for some students and very difficult for others, forcing the teacher to adjust the classes while they happened. This may have also negatively affected those students with a high level since they may have felt frustrated about not being able to advance to new topics for them.

Further research

Another aspect to go over in this research is the suggestions for future investigation. Throughout this implementation there were certain aspects that affected its development, the objective of this part is to shed light on what aspects may be changed as recommendation to get more accurate and extensive results. Future studies could explore the possibility of expanding the population to more than one group as this may lead to a wider range of effects for the students. Also, given the limitations of this study, its effects may have varied by the number of hours per week. This refers specifically to those events from the school that required students to lose class

time. Having a weekly routine of the same number of hours may also influence the results of the research.

One last aspect to outline to keep in mind in further research is the use of ICTs. With a different setting or with different population it could be possible to implement the use of ICTs to complement this procedure or even to change the use of TPR with the use of ICTs, this could be done by ensuring that all students have access to a phone, or to a computer when needed, or if those two are not possible, ensuring to have a TV in the classroom and a computer could impact positively the results of this study.

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ANNEXES

Annex 1 Field Notes

Field Note #1		
School: Instituto Pedagógico Nacional	Observer:	Head teacher:
Class time: 13.30 – 15.00	Classroom:	
General Observations	Comments	
<ol style="list-style-type: none"> 1. The class starts and some students were left out while the teacher gives instructions for the class 2. The teacher speaks in Spanish and so do the students 3. The students are sat in lines 4. The students mention they come from their break, they are active and some of them are late and they say it is because they were far from the classroom 5. Students are making noise and they tend to ignore the teacher's instructions. 6. After the teacher called them out, they started paying attention. 7. Some students are using their phone. 8. The audio used for an exercise is English used by Latins with an accent. 9. Students get distracted because on the window they can see students from other classes passing by. 10. Students make several questions to the teacher, all of them in Spanish. 11. The teacher asked students to stop using their phones but they kept doing it. 12. After students finished the activity, they started dancing. 	<ol style="list-style-type: none"> 1. It seems the teacher wants students to know there can be negative consequences if they are not punctual for their classes 2. This may be a sign of the confidence students have to speak in English in the classes 3. This makes it more difficult to see the students that are in the back part of the classroom 4. . 5. It seems students do not usually follow instructions 6. . 7. They are free to use their phones, or at least it seems that way 8. . 9. This can be a challenge for the teacher, there are always students passing by and the students that are closer to the windows tend to get distracted more easily. 10. . 11. . 12. Students seem to enjoy dancing but not in a formal way, just to have fun in classes. 	

Annex 2 Informed consent.

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 Estatutaria 1581 de 2012 “Por la cual se dictan disposiciones generales para la protección de datos personales” y la Resolución 1642 del 18 de diciembre de 2018 “Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	
Resumen de la investigación	A partir de la observación se diseñará y se aplicará una propuesta pedagógica en la cual se hará un análisis de cómo el uso del español influye durante el proceso de adquisición de habilidades de habla en el idioma inglés
Descriptor clave del proyecto de investigación	Aprendizaje de vocabulario / Influencia interlingüística
Descripción de los posibles beneficios de participar en el estudio	Los estudiantes encontrarán en el español un recurso el cual podrán utilizar para facilitar la adquisición de vocabulario del idioma inglés
Mencione la forma en que se socializarán los resultados de la investigación	El documento que recopilará el análisis de la información recolectada será de carácter público y estará disponible en el repositorio de la universidad a través del siguiente link: http://repositorio.pedagogica.edu.co/handle/20.500.12209/54
Explicita la forma en que mantendrá la reserva de la información	Toda la información y participación de los estudiantes tendrá un carácter anónimo para así garantizar la seguridad de todos los participantes de este proceso. Como investigador será el único que tendrá acceso a la información recolectada durante el proceso investigativo.
Datos generales del investigador principal	Nombre(s) y Apellido(s):
	N° de Identificación: Teléfono
	Correo electrónico:

Annex 3 Interview transcript.

What is your general opinion about the students from the classroom?

I consider that the students from this group are students who have a good behavior, a good attitude to the class, they enjoy the activities, they are respectful people... I like they are curious, they ask different kind of questions regarding the class... they are expecting about what happen in the class, for the next class, I consider that my students are a good group to work, and they have or they create a good atmosphere to work with them.

Do you consider the students level is the expected for this grade?

I think yes, in general terms... my students level is the expected, so is normal that most of the time they don't consider most of the information from the previous grade because they don't practice at home and English is practicing and practicing and practicing and it is difficult if they do not practice the topics from the previous grade or they don't try to improve their skills because it is a task that, or the english level is difficult to increase just in the classroom but for the grade I consider my students have the expected level in terms of English language level. I have observed that they have previous knowledge, good previous knowledge and it makes that most of the topics that we work with them can be worked in an easy way

Is there a long breach between the level of the most advanced students and the ones with less language skill?

Yes, yes, maybe a situation that always happens at IPN in general is that most of the students have the opportunity to study at the language center on Saturdays but there are other students who do not have that chance, so in this sense of course when you are in the classroom you have students with high language level but there are other students who don't, so sometimes it is kind of difficult because when you are explaining a topic that is proper for the grade or proper for the students language level it tends to be boring for the students who have studied at the language center for a long time

How does that breach affect each student's process?

Of course, it is evident that some students who do not have a good English level can feel maybe afraid, other students don't like to participate, other students prefer to not say anything or just when they have some questions they prefer to ask them directly with the teacher than in front of the other classmates. This kind of situations affect students' processes, but I think it is not maybe a factor that can influence all the students in a negative way.

How do you consider their lunch time/break time and the activities they do affect the class development?

There is a particular situation with this group... we have a class that is after the break which is 30 minutes. For me it is okay, for me it is nice that they have the opportunity to take a break before the class because they have the opportunity to rest, to eat some food, go to the bathroom, so I think that it is great for them to have a better attitude to take the class. But the other situation is related to the lunch time, so they tend to change their behavior because they do not have the 30 minutes break, they have a complete hour and it is different because in that hour most of the students were playing football, were walking around the school, were running or they were doing different kind of activities, when they get to the classroom they are tired and it is kind of difficult that they try to pay attention at the last class because we have the last class of the day after lunch, so it is kind of difficult for them to pay attention, but they have a good attitude, it implies you have to be more creative in that class, because they are tired, most of them ate something and they want to sleep, it is a boring environment because they are tired, but if you work in a creative way and you have a good proposal for the class they will work in a proper way

Do you consider using Spanish in the classroom a tool to get positive results?

Yes, I think Spanish is not a bad element in the classroom, I think it is another tool for the good development of the class but it does not imply that you have to teach all the English class in Spanish because of course that is not the idea, the idea is for students to have the opportunity to listen to you in English, to listen to your pronunciation, to listen to you, they way you speak, the vocabulary you use, the structures you are using when you speak. So for that reason Spanish is a tool but it is not everything....

Yes most of the students tend to get better the topics or to understand the topics when you are explaining them in Spanish because when you are using your native language you have the opportunity to show the English in the student context

How do students answer to Spanish use by the teacher?

When I use Spanish I observed that my students feel more confident, they feel comfortable but of course English is challenging and of course it is a challenge that most of the students have to listen in English but normally they tend to answer or react in a positive way, because they feel more confident, and they feel they are in a comfort zone in which they can understand in a better way the topics but as I said, if it is an English class, you can't teach everything in Spanish the idea is that you can use English most of the time but Spanish is a tool.

How does using Spanish affect class management?

I do not know, according to my experience as a teacher, and what I have observed and experimented during all these years is that when you are speaking in English most of the time in terms of behavior or

attitude they think you aren't talking in a serious way but when you use Spanish and when you have to give an observation or when you have to give a recommendation or something like that they take it in a serious way, so I think Spanish affects in terms of how they can receive the information, normally when you tell a student okay sit down please, sit down please, but the student do not attend to your observation and when you do it in Spanish normally the students say Oh my god she is angry it is serious I have to do it, for that reason I think that Spanish of course affects the class management.

Annex 4 Survey

Survey:

Responde las siguientes preguntas basadas en las clases del profesor Nicolás, puedes utilizar toda la hoja para hacerlo:

1. Antes de participar en las clases del profesor Nicolás, ¿cuál era tu nivel de confianza al hablar en inglés durante las actividades de Speaking?
2. Después de participar en las clases del profesor Nicolás, ¿consideras que tu nivel de inglés mejoró? Si la respuesta es sí, ¿qué aspectos mejoraron?
3. ¿Consideras que el uso del español durante las clases del profesor Nicolás influyo negativa o positivamente?
4. ¿Consideras que utilizar el español como una herramienta en la clase de inglés fue útil para mejorar tu confianza y habilidades para hablar en inglés? ¿Por qué sí o por qué no?

R1A: 1. Pues sinceramente para hablarlo mi nivel no es ni tan alto ni tan bajo pero con las actividades e aprendido a pronunciar mejor algunas palabras.

R1A: 2. Mi nivel sinceramente si mejoró aunque a veces al escribir las palabras se me dificulta un poco.

R1A: 3. La verdad positivamente porque, si explica bien y también se le entiende.

R1A: 4: El español si ayuda mucho para agilizar y si es bueno.

Para el profe Nicolás: Me caen bien gracias por darnos tan buenas clases y chebren.