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The use of pre-recorded audios and videos on TPR based games as a language learning strategy to improve classroom management and motivation.

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Abstract

This research analyzes the effect of using pre-recorded videos and audios on TPR based games in primary students in order to improve the teaching-learning process. By applying this method along with audiovisual aids instead of traditional methods, it was showed a positive impact on the students' knowledge and better acquisition of the vocabulary. It is also an interesting and funny way to teach. This allows the students to focus on the class, to participate, enjoy the moment, and the most important; to get significant learning.

.This research also analyzes the different factors involved in the teaching-learning process. It compares the results of various strategies with the one obtained from this research.

1. Introduction

Nowadays, there are so many traditional teachers in schools who do not apply activities during the class to motivate their students. They are strictly under a system where the students are always sitting and writing. This situation makes the class feel boring and it makes more difficult the process of learning. At the same time, it affects the classroom management because, as we know, sometimes when the kids get bored in class, they start to misbehave.

The present research talks about the use of pre-recorded audios and videos based on the Total Physical Response method, with the objective of improving students' motivation and classroom management in primary school.

This document analyzes some methods and their effects when they are used along with audiovisual aids. They are mainly focused on the TPR approach, which is considered an effective and interesting method that promotes students' interaction and participation, so they keep themselves active and motivated.

This research is mainly aimed to show the effects of not so traditional strategies over the students learning process, their motivation, and classroom management.

The results of this research may be useful for the teachers who are willing to create a totally different environment in their classrooms, by innovating with the use of their own pre-recorded audios and videos, in order to keep their students motivated and always focused on learning while playing.

2. Research problem.

2.1. Research question

What is the effect of using pre-recorded videos and audios on TPR based games in primary students?

2.2. Problem statement

When it comes to teaching kids, it is important to think about how to get the students' attention. In some cases, teachers do not apply the right strategies to motivate the students or they are immersed in traditional games. Also teachers do not have an innovative way to implement the activities, so students get bored and they do not get a general idea.

One of the main problems when it comes to implementing games in the classroom is that students usually struggle to understand how the game is supposed to be performed. As a consequence, they get confused and this makes difficult to develop the game. At the same time, the purpose of the strategy gets lost.

Most teachers know how difficult classroom management is when it comes to first and second-grade students at the time to apply an activity or play a game; everybody wants to participate, jump and yell. Sometimes it is difficult for the teacher to explain what the activity is about. This research focuses on the use of pre-recorded videos in order that the students pay more attention and have a clear idea of what they are supposed to do; this also helps to make easier the teacher's work and improve the students' behavior.

3. Justification

Teaching English, especially to children, should be an enjoyable, interesting, and understandable process. In doing so, there should be appropriate methods for teaching English to them. Some of these methods allow the teacher to effectively use games and audiovisual aids to keep the students interested, and at the same time help them to learn.

This research is focused on using audio-visual aids as a more dynamic way to develop a specific TPR based game. It aims to provide pre-recorded videos in order to give a clear example on how the game is supposed to be performed, it would be a step by step guide, so the student will have a clear idea about what they have to do. As the second part of this strategy, the students will receive the instructions in real-time, from a pre-recorded audio, guiding the kids on what they have to do.

All of this process will allow students to be fully immersed in the strategy due to the videos and audios catching their attention, and motivating them. At the same time, they will help them to improve their language acquisition. This will also help the teacher to develop positive classroom management abilities

4. Background

There is plenty of researches that had been previously led when it comes to audiovisual aids in the teaching-learning process, such as “The video as a strategy for the English teaching ” by Medina in 2014 developed at Escuela de Idiomas de la Universidad de la Guajira, Colombia applied directly to English teachers.

Medina, Y. Y. (2014) argued that there is a typology of classification of the videos (informative, entertainment, and educational) and the knowledge of these typologies makes the teacher can use them in a most appropriate and relevant way, as a strategy for English language teaching, but they are not used in the classes. However, a trend was observed to the use of the informative video in the educational process.

In Kırıkkale University, Faculty of Education, Turkish, another research was developed in related to videos, the theme was The use of videos and audiovisual materials in foreign language teaching classroom by Dr.I Cakir 2006, in this research were given some activities in order to use the video inside the EFL classrooms to achieve the academics goals.

Cakir I. (2006) suggests that videos should be combined with some different tasks, such as worksheets so that the students can practice all the skills. Finally, a recommendation, which seems to be important is that the teacher could record some videos and audios and share it among them.

In Esteli, Nicaragua, a research was carried out associated with audiovisual aids too, its topic is The influence of micro-pills and the task-based learning methodology over the learning of the English language skills of listening and speaking by Alaniz, Barahona, and Fuentes in 2012.

According to Alaniz, D. Barahona, J., Fuentes, E. (2012) Micropills are short videos that are used to convey a message using simple drawings and recordings; to apply this research they recorded a micropill for each lesson plan along with different tasks. They obtained very good results, the students agreed that the micropills were helpful to understand the vocabulary and messages and it motivated them to participate in the English class.

5. Literature Review

This chapter discusses the main variables of this research from the points of view of different issues from different other researches that are very closely related to the focus of this study. First, it introduces a general review of the process of teaching English to kids, the challenges and the role that classroom management plays in the teaching-learning process. Next, it mentions some of the most effective methods or approaches used when teaching English. Lastly, it explains the use of audiovisuals in language teaching and learning and the effects that they have on the education process.

5.1. Teaching English to kids

The Ministry of Education implemented the subject of English in primary education in 2018, which has contribute to the comprehensive training of students and their basic skills according to the basic requirements of the country. Basic language learning have developed language skills which allow students to respond to the challenges and demands of the 21st century.

For the incorporation of the English subject, the common European framework of references for languages has been adapted, this is the international standard that defines the linguistic competences and provides a common base for the preparation of language programs, curricular orientations, evaluations, teaching materials, among others. In addition, it describes integrative children's learning in language development, in order to use a language to communicate effectively.

Young children are natural language acquirers. They are self-motivated to pick up a language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work the rules for themselves.

As McGlothlin (1997) remarks; Children learn new languages very easily, almost too easily, unlike adults who must toil, struggle and put in long hours of hard work to make even small gains in their ability in a new language.

On the other hand, a child seems to just pick it up out of thin air. To a child, it is all play and no work. And, to make it even more frustrating for adult learners, the results of a child's language play are superior to the results of an adult's language struggle.

According to Wendy Arnolds (2010), a lot of children's learning is dependent on making connections between what they know and what they are able to understand in the speech they hear. The teacher supports children's understanding more effectively if they direct their pupils' attention to specific points, for activities that actively support learners' understanding. The motivation to learn a language is to be able to communicate, using all the resources they have already acquired, to interact with other people about their needs and interests. This seems to be in line with social constructivist theories.

1. Piaget believed that a young learner constructs or builds understanding over time. Time helps them to acquire even more the knowledge gotten if they are persistent.
2. Vygotsky believed that learning was ahead of development and for development to occur, interaction with adults or peers who are more knowledgeable is needed. This has been termed the zone of proximal development; this is the difference between what a learner can do without help and what he or she can do with the help.
3. Bruner extended Vygotsky's ZPD theory by defining the role of the more knowledgeable other as someone who is actively involved in the learning processes by closing the gap between what has been partially and fully understood. This has been termed 'scaffolding'.

5.1.1. Challenges inside the teaching process.

It is important to talk about the problems presented in the ESL classrooms in the schools. Many students do not pay enough attention to the English classes because they are not clear of the tasks or they do not see a new language as an opportunity to be successful in the university or in any work field.

5.1.2 Classroom management

For some students, the classroom is the focal point of their English exposure. It is the base of where, when, why, and how they speak English. The physical appearance of the classroom itself is very important. English teachers should try to give the impression to students that they are making a visit abroad, each time they go to the English classroom. The class there is not only a chance to speak English, it should also be a cultural dip into a foreign setting and international atmosphere.

The rules of the class form an essential part in the teaching process, students can not get a significant knowledge if they do not know what rules to follow according to Michele Louwerse (2008), one way to look at rules is as a way of communication between the teacher and the class. In setting and enforcing rules, a teacher can convey expectations and values, while students communicate in turn through how they respond to the rules. The better able to communicate in English the students are, the more the rules can be negotiated among teachers and students.

According to Wilson (2008), a student's discipline does not have to be a headache for teachers if they can keep a few strategies in mind. Although it is good to want to connect with their students, they have to be the teacher and adult first. Many new teachers make the mistake of trying to be a friend and connect with the students at the beginning of the year because they believe this will help him or her to get a trouble-free classroom.

This is a clear idea of why the teacher must be an authority figure inside the classroom but also a comprehensible person in order to act as a neutral when the class is becoming aggressive among them.

In reality, if a new teacher tries to be "friends" with the students at the beginning of the school year, she actually discredited herself as an adult and leader in the classroom. If you begin the school year as the "cool" or laid back teacher, the students will not take you seriously, and when a student becomes unruly and you try to discipline that student, he or she will not listen to you because you have presented yourself as a buddy rather than a serious authority figure that commands their respect.

5.1.3. Motivation

Students motivation is indispensable, how do the students are going to learn if they do not have to motivation to want it. Mathews Higs, (2008) says that one of the most important aspects of a teacher's job is to motivate students. In order for a student to be motivated, he or she must possess a desire to learn and be willing to aim this desire toward achieving academic goals. For successful student motivation to occur, a student must want to participate in the learning process.

This is not a simple task for teachers to accomplish; but when it is done correctly, student motivation can have great results. A high school student who has little or no interest in attending college can be motivated enough to change his or her mind. It only takes one teacher, and sometimes the guidance of parents, but it certainly can be done.

Motivation is a critical component in the learning process and plays a very important role in helping students to become involved in academic activities. Motivation is defined as a situation that gives energy to the behavior, directs and sustains it. This includes goals and activities requiring that the objectives provide motivation to move and action.

Studies have revealed that parents form an important role in the motivational field of their kids life as Gottfried, Fleming, and Gottfried (1994) exposed lack of participation from the parents' in the students education may have a negative impact and the sense of incompleteness and also the lack of attention for the materials the children read because there is a significant relationship between parent involvement in the academic motivation and education of the children. If the students feel that their parents do not care about his or her education this student could not have any motivation it is to say he won't be able to achieve his goals.

According to Palmer (2007), student motivation is an important element for high-quality education, and learning does not really occur unless a constant motivation is provided for the student. Internal motivation and external motivation are common types of motivation

According to Deci and Ryan (1985), intrinsic motivation depends on individual feelings, internal instincts, and desires, but external motivation depends on the

incentives of external events, their purpose, and their external stimulation. Intrinsic motivation arises from within the individual and is guided by pleasure and satisfaction performed on the challenge. Internal motivation has a unique possibility to release human potential.

Wang, Lin and Chen (2008) classify learning motivation as a three-step process: Desire to know willingness to participate in an activity, desire to comply with official requirements, and desire to reach a social goal and desire to escape.

5.2. Some effective strategies and methods to teach children a language.

Throughout the history of teaching languages, a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. Next some of the most used are introduced.

5.2.1. Communicative language teaching.

The methodology chosen by many teachers nowadays is usually identified as “communicative”. But what is referred to, when we speak about “communicative”?

Communicative language teaching sets as its goal the teaching of communicative competence; which refers to a learner’s ability to use language to communicate successfully. Canale and Swain (1980) defined Communicative Competence as composing competence in four areas: words and rules, appropriacy, cohesion and coherence, and the use of communication strategies.

According to Richards (2006), communicative language teaching can be understood as a set of principles about the goals of language teaching, and the role of teachers and learners in the classroom.

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

5.2.2. The audiolingual method

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method and was the first to be based on linguistic theory and behavioral psychology.

According to M. Rhalmi (2009), the Audio-Lingual method of teaching is based on the structural view of language and the behaviorist theory of language learning.

The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations, and knowledge of sufficient vocabulary to use with grammar patterns (Mohammed Rhalmi. 2009) This method aims at developing listening and speaking skills which is a step away from the Grammar translation method.

The Audiolingual Approach to language teaching shares some characteristics with the Direct Method. Both were considered as a reaction against the weaknesses of the Grammar-Translation method. They stress the importance of speaking and listening competencies over the reading and writing competences. But there are also some differences; the direct method highlighted the teaching of vocabulary while the audiolingual approach focuses on grammar drills

5.2.3. Total Physical Response

Rowland (2008) says that the Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movements to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lower stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning.

How to use:

1. Prepare: Select the vocabulary that you are going to teach. Gather any equipment, props or pictures you will need to illustrate the meaning of the words.

2. Teachers modeling: Say the new vocabulary word for students. As you do this, use gestures, facial expressions, props or body movements to illustrate the meaning of the words.
3. Students modeling: Have students' volunteers mimic the same gestures, facial expressions, use of props or body movements modeled as you say the word.
4. Student participation: Have all students mimic the same gestures, facial expressions, use of props or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the move. Vary this activity by then doing the action and while students say the word.
5. Writing: Write the word and phrase where all the students can see it so that students can make the connection between oral and written words.
6. Repetition and practice: Teach the next word or phrase using the same method. Review and practice words with students multiple times to ensure learning. Recycle words regularly to make sure that students do not forget old words.

When to use?

Total Physical Response (TPR) may be used to teach many types of vocabulary connected with action. It is an effective strategy to use with English language learners as well with native speakers when learning new words.

Principles

1. Develop an understanding of the new language before speaking. Students can remain silent.
2. Moving the body helps language retention.
3. Imperatives are used to direct students.
4. Observing and performing actions are both beneficial.
5. Fixed routines are not helpful.
6. Novelty is fun, so teachers must mix up commands and add new ones.
7. Spoken language should be preferred to the written form.
8. students will speak when they are ready.

Variations

T.P.R circles

First, organize the students into a circle around the teacher. The teacher says the word and the last person to do the action is out. Then this person stands behind the teacher and watches for the students who do the action last. Eventually, there is only one student left, he or she is the winner.

T.P.R Simons Says

To play Simon Says, the teacher gives a command, and students should only do it if the teacher says "Simon says..." at the start. The teacher might say, "Simon Says, jump" or "Simon Says, run" and the students must do the action. However, if the teacher says, "Dance" the students should not do this. If anyone does the action that Simon does not say, they are out and have to watch for the mistakes of the other students.

T.P.R Jumping Game

When it comes to the Jumping Game, the teacher has to stick some flashcards on the board in order to provide a guide for the students. Then, they have to make a line in front of the board and they have to jump to the picture they hear in the audio. The students who do wrong are out. Just one can be the winner.

T.P.R Blowing Game.

It consists of doing two circles on the floor, then put in some cups with numbers on it, choose 2 kids, after that give a straw to each of them. The audio will say a number and The kids will blow the cup with that number out of the circle, the one who finishes first wins.

5.3. Audiovisual aids in English teaching for kids

According to Carlos Yorio (1987), a diverse view of language teaching is the most sensible and the most sensitive way of approaching the language classroom. Language teachers use a variety of teaching aids to make classroom activities interesting and interactive.

Teaching aids are important in the teaching-learning process. According to Ranasinghe and Leisher (2009), integrating technology into the classroom begins when a teacher prepares lessons that use technology in meaningful and relevant ways. Technological aids should support the curriculum rather than dominate it. Ranasinghe and Leisher say that technology should assist the teacher in creating a collaborative learning environment

Kleinman and Dwyer (1999) examined the effects of specific visual skills in facilitating learning. Their findings indicate that the use of color graphics in instructional modules as opposed to black and white graphics promotes better achievement in the learning of concepts.

Mathew & Alidmat (2013) conducted a study on the use of audio-visual aids in ELT (English Language Teaching). According to the authors, "Teaching and learning become monotonous when the language teachers are compelled to rely on the textbooks as the only source of language input" (p.88).

In their study, they explored how the use of audiovisual aids helps the language teacher in the EFL classroom at the undergraduate level.

They found that the result of their study indicates that using audiovisual aids in language teaching is helpful for both the teachers and the students. Both parties claimed that it makes the class interesting and effective (pp.89, 90).

5.3.1. Videos

When you watch a movie or TV program, superficial and even deep feelings and emotions are elicited, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. These emotions are often triggered or heightened by the mood created by specific visual scenes, the actors, and/or the background music. A video can have a strong effect on your mind and senses.

The visual medium is the most powerful medium to propagate ideas and influence minds. Visual aids like movies in particular exercise and appeal to the collective imagination of youth across countries and cultures. Visual aids remain the same and allow for equal rehearsal and consistent memory pathways to be created

A survey conducted by Kaltura, an educational video content platform, highlights the importance of generating more educative audiovisual content. Although there is still little material created by teachers and students to enrich the educational experience, the adoption of this technology in classrooms is increasing.

Among the results found out by the survey, 92% of students say that video content raises the feeling of satisfaction in the learning experience. In turn, 83% of teachers consider that this tool promotes collaboration, while 84% think that it increases student educational achievements.

Of the 1,500 teachers and students surveyed, 95% believe that video is essential as a tool to eradicate the spread of fake news.

The study revealed that 80% think that videos help improve the onboarding process for new students. Despite the high acceptance of video in classrooms, only 26% of students answered that their teachers use video regularly.

5.3.1.1. Videos and the brain

The primary interest here is only on how a video is processed in students' brains to facilitate learning.

Gardner mentions that there are three types of core intelligence in each student's brain:

- a. Verbal/linguistic: Learn by reading, writing, speaking, listening, debating, discussing, and playing word games.

b. Visual/spatial: Learn by seeing, imagining, drawing, sculpting, painting, decorating, designing graphics and architecture, coordinating color, and creating mental pictures.

c. Musical/rhythmic: Learn by singing, humming, listening to music, composing, keeping time, performing, and recognizing rhythm.

These three types of intelligence are part of that unique profile of strong and weak intelligence that every student possesses. Neuroscience research has confirmed the physical difference in the neuronal networks of each student's brain (Zull, 2002). Instructors can only work with what each student brings to the classroom.

This pluralistic view of the mind permits to think of exposing students to a wide range of learning strategies. Drawing on from four to six intelligence allows virtually every student to use their strength intelligence as well as to strengthen their weaker ones. Videos can tap verbal/linguistic and visual/spatial, and even musical/rhythmic (Gardner, 2000; Veenema & Gardner, 1996).

A video clip engages both hemispheres of the brain (left and right). The left side processes the dialogue, plot, rhythm, and lyrics; the right side processes the visual images, relationships, sound effects, melodies, and harmonic relationships (Hébert & Peretz, 1997; Schlaug, Jancke, Haug, Staiger, & Steinmetz, 1995).

According to Allen, Kate & Marquez (2011), "Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words" (p.5). Different visuals bring variation in the classroom as they help to draw the attention of the learners toward the topics. The use' of different pictures related to the lesson of the class leads the classes to be lively as well as learners get some outlines of the topic. It is always better to have something visual in front of the learners so that they can understand the point well.

When used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing (Katchen, 2002).

5.3.2. Audios

How they could be used in language teaching.

According to Gilakjani (2011), the difficulties faced by EFL learners in classrooms are lack of motivation, lack of exposure to the target language, lack of emphasis on pronunciation by teachers and the influence of sounds and rules of learners' first language on English.

Most of the EFL teachers are aware that native speakers' accents, rhythm, and intonation used in the audio materials pose a difficulty to the undergraduate students. In this context, it is important to have an awareness of students' approach towards audio-visual aids and resources.

An understanding of students' views on these teaching aids gives scope for necessary modifications in the classroom teaching-learning process, for effective audio-visual enrichment. Since audio-visual resources are designed and introduced to improve the language proficiency of the students, an understanding of how these resources are effective in the classroom learning environment, would be beneficial while designing and integrating audio-visual resources with EFL textbooks.

6. Methodological design

The content of this research is based mainly on qualitative design. It is qualitative because it was necessary to make observations to draw conclusions about the effect of the activities carried out. Besides, it has a descriptive *design* because it involves describing the behavior of the students during this process.

The population of this research is formed by 814 students of Augusto Calderón Sandino in Estelí city. The sample used is the 25 students from 1st grade “C”, chosen among the 147 students of 1st grade. This sample was chosen randomly among the ten classrooms available.

Data collection

A questionnaire was implemented as an observation guide in order to collect as much information as possible about the students' behavior when the activity was performed. This method provided us the opportunity to analyze the different variables studied in this research.

Class preparation

In order to analyze the effects of the strategy applied, two classes were taught in the Augusto Calderon Sandino School; in first grade “C” and “D”.

The first step was to record the audiovisual material with the information related to the English class. Two videos and two audios were recorded in about twelve hours, including the scenes preparation, the lesson plans that were going to be developed in the classes, and the flashcards' preparation.

Videos and audios design

The topic used in the videos was: The family members. For the audio, we recorded the words: jump to mom, jump to dad, jump to grandma, jump to grandpa, jump to brother and jump to sister. The words were repeated simultaneously and without follow a pattern to control that the students really understood each word of the vocabulary.

Topic: Family members

Target vocabulary: Mom, dad, grandma, grandpa, sister, brother.

Script:

“Good morning kids, today we are going to learn how to play The Jumping Game.

In today’s lesson, we are going to review the family member’s vocabulary. First, you have to make a line in front of the picture, then you will have to jump to the picture of the family member you hear. The ones who don’t jump to the correct picture will lose and then will have to leave the game. Now, let’s go.”

After the explanations were given, the video’s participants started to do the activity.

The Jumping game

One of the first things done was the review of the family vocabulary related to the game using flashcards, in order to introduce part of the activity. After this, some students were uneasy and talking among them, but when the video started all of them started paying attention.

After we played the video twice; they understood the activity very well, so it was no necessary to explain by ourselves what the game was about.

To start the game the class was divided into two groups; boys and girls to perform the game as a competition. The game was practiced twice before the competition began. Once the activity started, the students seemed to be very excited and motivated. All of them wanted to be the winners.

The first ones in participate were the boys, they did an excellent work following the commands, although three or four of them were cheating at the time of jumping, they were holding their classmate’s shoulders in order to jump with them.

Then was the girls’ turn, they heard the audio and followed each command carefully, they were not cheating and did the activity in a very well behaved way.

In the class evaluation, it could be noticed that the students liked the activity because they marked on the happy face and in the loving face. None of them marked on the sad face, and they said that they wanted to do the activity again.

The Blowing Game

When we developed the “Blowing out” game, The students were excited because it was a new game for them. After that, we sang the song “I love my family”, everyone was singing and happy for the English class.

Then we asked the children to make a circle because we were going to play “The hot ball” in order to review the vocabulary about family members and greetings. A ball was given to the students and music was played, we asked to pass the ball while the music was playing; ten seconds later we stopped the music. We asked the student who had the ball “What’s your name?” and so on till we asked 7 different questions to different students

The questions were:

1. What’s your name?
2. How are you?
3. Who is him? (dad)
4. Who is her? (mom)
5. Who is him? (brother)
6. . Who is her? (grandma)
7. Who is him? (grandpa)

For the class’ development we presented the video, the students were paying attention and listening very carefully to the video, then we played it a second time. When the video finished, we asked if they understood everything. They did not have any doubt. They seemed to be excited to start the activity.

After that, the students did the activity pretty well. They followed the instructions according to what the audios were saying. This led us to think we had excellent results.

Finally, we did the ending activities, the vocabulary was reviewed one last time and the class' evaluation was done, all of the students placed the checkmark on the happy face and in the loving one. The students liked the activity very much, they wanted to continue playing and some of them asked when were we going to go again.

Topic: Family members.

Target language: mom, dad, brother, sister, grandma, grandpa and me.

Script: "Hello kids, today are going to learn how to play "Blowing out".

In today's lesson, we are going to review the family members' vocabulary. Two of you are going to come here and take a straw, then when the audio says a family member's name you have to look for that family member and using the straw blow it out of the circle. The one who blows out the cup first will win. Now let's go."

After the explanation was given the video's participants started to do the activity.

7. Results and Analysis.

In this section, we describe the results obtained from the lessons taught using pre-recorded audios and videos on TPR based games, as a language learning strategy, to improve classroom management and motivation.

Plenty of significant differences were spotted when comparing some of the more traditional methods used to teach the target vocabulary.

One of the main differences observed was between the classic activity based on writing the words of the vocabulary on the board like the grammar-translation method in which the main focus is on reading and writing with little attention, instead of speaking or listening. Using the traditional method of grammar-translation, students are expected to memorize an endless list of grammar rules and vocabulary and produce almost perfect translations, this method means a tedious experience and often creates frustration for students.

On the other hand, using the same set of words, but reinforcing some physical activity, and attractive visuals we used, it was observed that the students learned the words way quicker compared to the traditional method. The next week after this strategy was applied, the teacher wanted to prove the effectiveness of it, by asking the students if they remembered the vocabulary learned. It was evidenced that almost all the students pronounced the vocabulary that they had learned with the game and the visual aids because they answered all the questions that the teacher asked.

Another activity that we can use to compare our results, takes place when the teacher uses flashcards to teach vocabulary. The students react in a positive way because the visuals are attractive to them, and at the same time, they correlate the images to the words. At the moment of comparing this strategy with the one we used, we could observe that students were more concentrated and interested in the vocabulary when we introduced the video explaining the activity. They were more excited and willing to learn just because they were going to have the chance to get up of their chairs, move and play.

An improvement was also noticed when it comes to the children's listening at the moment of teaching the class because kids are asked to use their bodies to respond to the spoken commands.

Another point that is necessary to bring up is that comparing some of the most used strategies or activities to teach vocabulary, our videos and audios on TPR based games, allowed us to see how the teacher was less stressed out and more focused in the class, rather than having to control the students behavior. This is because all of the students were too interested in trying to keep up with the video and paying attention to the audios, helping this way to maintain a harmonious atmosphere in the classroom and improving the teacher's management of it.

It was a successful journey where it can be confirmed that the audiovisual aids used on TPR based games have so many advantages in the language-teaching learning, not to mention the positive influence on the students' behavior and knowledge acquisition. This strategy successfully motivated students in such an amazing way and allowed them to immerse themselves in the beautiful world of learning.

8. Conclusions

This research was carried out in about 3 months. The main objective was to determine and analyze the effects of the use of pre-recorded audios and videos on TPR based games as a language learning strategy to improve classroom management and motivation in students of Augusto Calderon Sandino School.

To achieve this goal, two videos were created in order to provide a clear explanation about the games' development, also some audios were recorded; these audios go hand to hand with the videos as a way to give the instructions.

They were implemented using some basic vocabulary according to the kids' level. This process allowed us to gather all the information needed, in order to analyze the different behavior patterns showed by the kids at the moment that the activity took place. In the end, it was found out if the strategy met the expected results. After applying the strategy; we found that videos are the most recommended audio-visual aids to teach English in first grade. They catch the students' attention, so they can acquire the instructions. Also, they promote classroom management; they keep students focused on the class, this improves the discipline and provides a comfortable environment in the classroom.

The results of the observation guide showed that most of the students were very motivated by the elements of the strategy applied. This led them to be totally focused on the topic taught, while they were enjoying the game. At the same time, this was very helpful for us as teachers, because they were so interested in what was happening that they were respecting all our instructions.

We can conclude saying that the elements used in this strategy had a positive influence in the teaching-learning process at the point that students were able to actually learn something and enjoy while doing it in comparison to some of the most used and traditional activities.

9. Recommendations

Here are presented some recommendations to anyone who decides to implement this activity in the classroom with their own students.

1. When it comes to the videos, the kids' motivation can be enhanced if they see more kids starring in the videos. Invite some kids to participate in the recording.
2. Moderate your pace when recording your own voice for the audios and try to be as clear as possible when speaking.
3. When using this strategy you can also include some background music in the audiovisual material to make it more attractive to kids, but be wise with the volume and type of music chosen, so it won't interpose in the main focus point.
4. When working with groups of students that are too big, we recommend to split it up into two smaller groups, so the strategy can be easier to develop.

9. Additional

Lesson plan

School: Augusto Calderon Sandino

Grade: First Grade "C"

Unit: Family members

Objective: To learn vocabulary related to family members.

Time: 45 minutes

Subject: English

Initial Activities	Time
Introducing ourselves	4 min
Singing two songs: "Baby shark" and "Family fingers"	6 min
Practice vocabulary related to actions. play the game "Simons says." To play Simon this game, the teacher gives a command, and students should only do it if the teacher says "Simon says..." at the start. The teacher might say, "Simon Says, jump" or "Simon Says, run" and the students must do the action. However, if the teacher says, "Dance" the students should not do this. If anyone does the action that Simon does not says, they are out and have to watch for the mistakes of the other students.	5 min
Development Activities	

Show a video in order to explain the activity that students are going to do. The video contains kids playing a game called 'The jumping game' where the students will recognize the name of each family member and they'll jump to the family member that the audio says.	6 min
Play "The Jumping game" using audios and pictures.	17 min
Ending Activities	
Feedback	3 min
Class' evaluation through the activity 'Checking the faces' Stick 3 faces on the board (happy, loving, sad), then invite students to check happy or loving face if they liked the class, or check on the sad face if they did not like the class.	4 min

Lesson plan

School: Augusto Calderon Sandino

Grade: First Grade

Unit: 5 Family

Lesson: 3 Vocabulary review

Objectives: To practice previously learned language

Time: 45 minutes

Subject: English

Initial Activities	Time
Warm-up activity: Sing the song "I love my family"	6 min.
Apply the dynamic "Hot potato," in order to review the learned language. Hot potato is an activity in which students can participate and give their ideas.	7
Development activities	
Apply the activity "Jumping game" using audios and pictures. It consists of inviting the students to make a line in front of the board. On the board, there are some flashcards related to the family members. Students have to follow the instructions and jump to the place where the family member picture that the speaker says is located.	20 min.

Ending activities	
<p>Give feedback</p> <p>Show some flashcards to the students and ask them the question, who is him/her? In order to know if they learned the vocabulary.</p> <p>If the student presents difficulty at the moment of answering; the teacher has to review the vocabulary and invite the students to repeat the words.</p>	7 min.
<p>Class´ evaluation through the activity ‘Checking the faces’</p> <p>Stick 3 faces on the board (happy, loving, sad), then invite students to check happy or loving face if they liked the class, or check on the sad face if they did not like the class.</p>	5 min.

Lesson Plan

School: Augusto Calderon Sandino

Grade: First Grade "C"

Unit: Family members

Lesson: 3 Vocabulary review

Objectives: To practice previously learned language

Time: 45 minutes

Subject: English

Initial activities	Time
Introduce ourselves	4 min
Sing the song "I love my family" with the kids	4 min
Practice vocabulary learned about greetings through the activity "The Hot ball", first ask the students to make a circle, then give them a ball and play some music; the kids will have to pass the ball while the music is playing. When the music stops the student who has the ball will answer the teacher's question.	7 min
Development activities	
Present a video in order to explain the game. The video contains people playing a game called "Blowing out", it consists of doing two circles on the floor, then put in some cups with family members' pictures on it, choose 2 kid, after that give a straw to each of them. The audio will say a family member's name and The kids will blow the cup with that picture out of the circle, the one who finishes first will win.	2 min

Apply the game “Blowing out” with the students using audios. The audio will say a family member’s name and The kids will blow the cup with that picture out of the circle, the one who finishes first will win.	20 min
Ending activities	
Give feedback	2 min
Class’ evaluation through the activity ‘Checking the faces’ Stick 3 faces on the board (happy, loving, sad), then invite students to check happy or loving face if they liked the class, or check on the sad face if they did not like the class.	6 min

Observation guide

1. What was the students’ reaction when you told the students that you were going to present a video?
2. What kind of behavior do the students show when they are watching the video? Are they paying attention?
3. When the students got a clear idea of the game, do they make questions about it? Do they look excited?
4. When the game is being developed, are the students correctly performing the commands of the audio? What kind of behavior do they show?
5. What difficulties could you identify?
6. Observations

Students of Augusto Calderon Sandino singing the song baby shark



Teacher Freddy Presenting the video to the students



The teacher organizing the students



Boys performing the activity



Girls performing the activity

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