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MAJOR: APPLIED LINGUISTICS IN ENGLISH PROGRAM


TITLE: INCIDENCE OF TOTAL PHYSICAL RESPONSE METHOD IN THE TEACHING SECOND LANGUAGE PROGRAM APPLIED AT "ISABEL DE GODIN" HIGH SCHOOL AT THIRD SECRETARIAL BILINGUAL BACCALAUREATE YEAR DURING THE FIRST TERM 2006-2007

PROJECT OF DEGREE, BEFORE OBTAINING THE BACHELORS' DEGREE IN APPLIED LINGUISTICS IN ENGLISH LANGUAGE

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We, Msc. Daniel Herrera, Director and Dr. Oswaldo Villa T., Co-director, duly certify that the thesis under the title: INCIDENCE OF TOTAL PHYSICAL RESPONSE METHOD IN THE TEACHING SECOND LANGUAGE PROGRAM APPLIED AT "ISABEL DE GODIN" HIGH SCHOOL AT THIRD SECRETARIAL BILINGUAL BACCALAUREATE YEAR DURING THE FIRST TERM 2006-2007, has been reviewed and found it apt for formal sustain.

Msc. Daniel Herrera                    Dr. Oswaldo Villa T.

Director                                        Co-director

# DEDICATION

*This thesis is dedicated to my dear family for being there. But especially to Fabiola, my lovely aunt, who was been an inspiration for me since I was a little girl.*

Marcela Pastor Herrera

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Marcela Pastor Herrera

INTRODUCTION

Education of mean-level students must be oriented towards the objective of contributing to create a society that respects its intrinsic cultural values and their identity, but simultaneously diverse and; in addition, it must stimulate the capacity to interrelate with people from different nations and cultures. Therefore, students need appropriate and effective communication mechanisms.

The English National Program issued by The Ministry of Education and Culture of Ecuador states that learning more than one language is advantageous for all, for that reason, the attention to the necessities of the citizens and communication, which is the most important in this globalize world, must be a feature in the modern education.

If it is considered that the challenge of the contemporary education is to contribute to develop the competitions of the students to coexist in their local community and in a near world-wife community, it could be stated that the knowledge of several languages, in special of the English language as it was recognized mainly like the universal language.

The Ministry of Education and Culture of Ecuador, coherent with these premises, considers to the English language as a tool of work for professional that today are getting prepared in the classrooms in quality of students and, therefore, one of the important elements is their integral formation.

The programming of the English subject for the eighth, ninth, the tenth grades from Basic Education and three from Baccalaureate, has a functional – communicative approach, it is expected that the students develops the receptive linguistic competitions of listening and reading and the productive competitions like primary approach and in

a narrow relation with aspects of socialization, development of values and development of sub-skills, those that are of utility in the studying process and in the future professional exercise.

# "ISABEL DE GODIN" HIGH SCHOOL
# HISTORICAL BACKGROUND

Its educational path comes from 1935 with the name of Municipal School of Handicrafts "Isabela Católica", it was well-know because of the specialities of Dressmaking and Machine Embroidering. On July 10, 1936 the Municipal Ordinance was approved to change its name to "Municipal Lyceum Isabel de Godín". In 1939, International Trading speciality began, turning into Dressmaking College, Embroidery and International Trading by ministerial resolutions No. 56 / 57 issued on November, 1940. However, authorities negotiated with the Department of Education and by ministerial resolution No. 39 on September 15, 1948 its autonomy was obtained with the specialities of: Dressmaking, Embroidering, Trading, and Administration.

By ministerial resolution No. 65 issued on May 12, 1964 the Department of Education resolved to nationalize to the Municipal College "Isabel de Godín" since January 1st of this year.

During the 1981-1982 school year, by ministerial resolution No.000246 Trading and Administration Nocturnal Post-baccalaureate Executive Bilingual Secretariat two-year specialization was opened. By ministerial agreement No. 10114 the Department of Education and Culture agreed to change the "Isabel de Godin" Misses' Technical National College to "Isabel de Godin" High Technical Institute since 1985-1986's school year with the following academic structure:

a) Three-year studies basic cycle,
b) Three-year studies diversified cycle in the following baccalaureates: Trading and Administration, Accounting, Bilingual Secretariat and Handcrafting specializations.
c) Post-baccalaureate specialization cycle of two-year technical formation for average controls in the specializations of Executive

Bilingual Secretariat, Executive Spanish Secretariat and Dressmaking Industry. On January 9, 1987 by resolution No. 226 the Department of Education authorized the Trading and Administration Baccalaureate Cycle Diversified First Course (Year) with specializations of: Computing and Spanish Secretariat. By resolution No. 378 the Department of Education, night section was created since l989-1990's school period, its school life began on 1990-1991's school year. On April 28, 1993 by resolution No. 1062 the Department of Education authorized Post-baccalaureate career with the nomenclature of Fashion Designing from 1993-1994's school period, with study plan sent by ministerial agreement No. 3749 on August 24, 1990. In 1993, Dressmaking Industry Nocturnal baccalaureate began. By resolution No. 2417, the Department of Education and Culture resolved to authorize the Fashion Designing one-year technological cycle beginning on 1994-1995's school year, for pupils who have approved their Post-baccalaureate two-year studies. According to the official record No. 400, on August 29, 2001, 1786 Executive Decree was issued trying to provide an educational level structural classification, establishing a link between baccalaureate, general basic education, and high education; it was depending on this decree that the "Isabel de Godin" Institute began a restructuring process of its Technical baccalaureates. Besides, on 2002 it was implemented in the Assistant baccalaureates in Short Careers in Managing Secretarial Software, Accounting Software and Fashion Computing Designing.

Institutions support needs to be mentioned as INSOTEC (2000) when outlining some reforms that were implemented especially in the Dressmaking Industry Baccalaureate. Since 2002, a integral restructuring process has begun in the Dressmaking Industry Baccalaureate sponsored by the Technical Education Reinforcement

Project, known as PRETEC handled by the Department of Education and Culture with EDUCTRADE's support, which is based principally on the quality management standard on institutional processes.

# MADAME  ISABELA  GODIN DES ODONNAIS
# THE HEROINE OF THE TERRIBLE SAGA OF THE AMAZON



Madam Isabela Godin took a journey in the Amazon territory to search for her husband Jean Godin. In this journey, all of the members of her party were killed as a result of accidents, malaria, and even attacks by vampire bats. She was found by local Indians while, dazed and delirious, continued trekking through the rainforest by herself and they took her to Church Mission, from where she was able to continue her journey to eventually be reunited with her husband.

Jean Godin, a French adventurer who was a member of a scientific team, and his wife Madame Isabel Godin were separately having an epic journey in the Amazon which really caught the public's attention. Jean Godin had been a chain-bearer (official measurer) on La Contamine's expedition when it was based in Quito in 1735 to determine the circumference of the earth at the equator. It was here that he met and married Isabela. When the time came for Godin to return to France he traveled down the Amazon by himself, in order to make arrangements for a second journey in which he would bring his Peruvian wife with him because Isabela was pregnant at the time (and was not in a good condition to travel). He set out from Riobamba, near Quito, in March 1749 – arriving in Cayenne, French Guiana, in April

1750. Unfortunately, the Spanish and Portuguese authorities refused him permission to return upriver to Quito to fetch his wife. There was a long period during which he unsuccessfully tried to convince the authorities to grant permission, also using influential contacts in the French government to put pressure on the Spanish and Portuguese authorities who they were not letting foreigners travel through their territories in the Americas in spite of the fact that Godin had originally been granted a special exemption because he was part of a very special scientific expedition. The chance to return and collect Isabela was very limited and the couple was left stranded on opposite ends of the Amazon for nearly 20 years.

It was in 1763 when Godin wrote a letter to the French Minister of Foreign Affairs encouraging France to invade Portuguese and Spanish colonies in the Americas to claim the vast (and potentially very rich) territories of the Amazon but he received no reply.

In 1765, a Portuguese galley (a ship powered by oarsmen) arrived, with orders from the King of Portugal to pick up Godin, take him to his wife and bring her back. But unfortunately, Godin's fear that the Portuguese had somehow intercepted his letter to the French Minister of Foreign Affairs overwhelmed him – he suspected that the sudden appearance of the ship was an elaborate trap to capture him. He pretended to be ill, while the Portuguese ship remained in the harbor waiting for him for almost a year until the French authorities finally ordered the ship to leave with or without Godin.

In his place, Godin agreed to send a friend who he provided with money and letters to help him bring his wife back. The ship began the eight months voyage up the Amazon. However, somewhere along the way, Godin's friend absconded with all the money, and the ship reached its destination and its men had to wait again for three more years!

On the other side, Isabela found out about it through rumors that were circulating around the country. She sent a servant off to investigate, but it was two years before he finally returned with confirmation of the rumor. It was 1769, and Isabela had now been separated from her husband for twenty years!

When Isabela finally began the journey to find her husband, all of the members of her party were killed as a result of accidents, malaria, and even attacks by vampire bats. Dazed and delirious, Isabela continued trekking through the Amazon rainforest by herself until she was found by local Indians. They took her to a Church Mission, from where she was able to continue her journey to eventually be reunited with her husband.

Here is a report of one of her team that joined her journey through the Amazon to help her find her husband: "I am part of an expedition, with the leader Madame Isabel Godin des Odinnais. She is searching for her husband, whom she has not seen in numerous years. They were a happy couple, ready to have a child, when Jean Godin was called for an expedition down the Amazon. He refused to allow Isabel to go with him, for the accommodations would be very unpleasant. He set off on his journey but never returned. Madam Isabel awaited his return for many years and began to give up hope. But, I returned one day to let her know of news I had heard. I am part of a tribe in the Amazon, but I had a meeting with Isabel years before, when our tribe ventured north into Rio Bamba, Ecuador. Her son was sick, and I was to help save him, after all, I am the medicine woman. I tried various herbs and remedies to cure his ailments, but there was nothing I could do. When I heard news that a ship was awaiting her arrival, I felt it my duty to let her know this information. When I finally reached her home, and told her that she was supposed to journey across the Andes and a ship would be there to take her to her

husband in Cayenne, French Guyana, she was so content. She went into another room for a few minutes, and then came back. She told me that one of her servants was to go see if the rumor was true, and if it was, she would go find her husband. She offered me a place to live until her servant's return, but I gratefully declined, and said that I would come back and join her expedition if she were to leave. So, I went back to my tribe, for that was where I belonged, and waited for a very long time before I was contacted about the journey. It turned out the rumor was true, so I went back to Riobamba, and got everyone prepared for the trip.

We started on our journey as soon as we found out that it was not a rumor, but was actual news. Unfortunately, none of the Godin's children had survived the years – the youngest, aged nineteen had recently died of malaria, so Isabela, together with her two brothers, her young nephew, four servants, thirty-one Indians, and a trio of French travelers set out for Lagunas where the ship was waiting. Isabela's father had also set out on the journey several months before Isabela to make sure that accommodation and other arrangements could be prepared in advance for her.

We knew what was to come would not be an easy task, but Isabela was certain she could find her husband. We had very few belongings, for it would be hard enough without carrying anything. Every ounce made the pack seem hundreds of pounds heavier. Our first few days were quite an easy journey, but as we reached the Andes, we saw what we had in store for our trip. The Andes were towering above us, and we knew this would probably be the most difficult part of our expedition, or so we thought at the time. That day, we made camp below the mountain which we would conquer. When we woke up the next morning, the sun was just coming over the horizon. It was one of the most beautiful sights I had ever seen. We packed our belongings, and for the next few days, we trekked through

the never ending hill, taking it one step at a time. Finally, after many days of this, we reached our next challenge. Something we never realized could be so horrible and dangerous.

The rest of our group had expected nothing to be like it was in this tangled web of animals and plants all around us. The first day venturing though the rainforest was the toughest for everyone else, but I felt right at home. As we reached an opening in the trees, I decided that everyone had been through enough and suggested that we set up camp. They all agreed, and our night began. First, I was going to go hunting, but one of the servants insisted that they go instead of me. Although hesitant, I agreed that they could go, while I started the fire. I knew all the plants and animals around me, and everything seemed perfect until I heard a dreadful scream, right as the first spark from the sticks hit the logs surrounded by stones. Everyone jumped out of their seats, and panicking, they tried to figure out who the scream had come from, but everyone was fine.

I looked at my belongings, and seeing my gun was missing, I remembered one of Isabel's servants had gone hunting. The ear piercing scream rang again, echoing through the hollow trunks of rotted trees, and through the canopy, hundreds of feet above us. Everyone was looking around in a panic. I ran in the direction the servant had gone, hoping I'd be able to find him quickly. He screamed again and I knew I was headed in the general direction. Each time, I got closer and closer. I spotted an orange tail brush against the tree trunk right in front of me. I knew what it was as soon as I saw the face of the servant, who was backed against a tree. He looked like he was staring death in the face, and if I hadn't shown up, he may have been. A jaguar was staring at the servant, with a hungry look in his eyes. His sharp teeth glared as he sniffed the fresh catch the servant was holding. I told him softly to slowly throw the meat on the ground, and quietly walk away. He did as I said, and when he got over to me, he

was shaking. He had scrapes and bruises all over him, from the tree he was leaning against, so I went and found some Dragon's Blood. This helps heal wounds, and acts as a natural bandage. This would allow us to continue on our journey without the servant being in too much pain.

The next morning we continued on, heading for a town where we would meet up with some people who would help us on our journey. When we got there, we expected crowds of people, but no one was to be found. The town was abandoned. We found a canoe, and headed on, hoping we'd find help along the way. When we reached the river, we decided that two people would continue on the journey, and find help.
We would all stay at the bank of the river. The first few days went smoothly, but one night, one of the servants turned red, and started shivering. He had a very high fever. All I could do was treat the symptoms, because I didn't know what was causing this disease. Each day, a new person seemed to become ill, and I knew it was only a matter of time before I would catch the disease, also.

I would never forget the day I woke up and felt like my head weighed a thousand pounds. It felt like a sweltering jungle, yet I could not stop shivering. It was as if the temperature was below freezing. I knew what was happening, and I also knew that there was nothing that could be done to stop the spread of this disease. The previous day, the servant who had first contracted the illness had became one with the spirits. Soon I would, too. In the middle of the night, I woke up, and felt rain beating down on my face. I tried to move, but there was nothing I could do to get away from the harsh rain. It felt like shades of glass cutting my face, but there was nowhere I could go. The sky lit up, and there was a roar, which made my head pound even more than usual. I shivered, and couldn't stop. I heard a crack and the tree behind me started to fall. As the tree got only inches away, it stopped,

and everything was over. I looked at everyone else, sleeping soundly, and the sky, clear as could be. Suddenly, I felt cool water hit my face once more, but this time, it felt good. Madame Isabel was wiping my face. She told me everything was all right, and I went back to sleep. I was just delirious, there was no storm at all, no rain, no thunder, no tree... they were just illusions. I never woke up.

Everyone had become one with the spirits, except for Isabel. Her will to find her husband got her through the tough times, and she wandered for nine days. She met up with some kind Indians, who took her to safety, and after a change of clothes, and some food, they sent her on her way. She then found authorities, who took her to a boat, which sailed to Cayenne, French Guyana. This was twenty years after her husband first left. Although not everyone survived, Isabel reunited with her waiting husband in Cayenne in mid-1770.

The Godins remained in Cayenne for several years before returning to France, along with Isabela's father, in 1773. By now the story of the Godin's long separation, and Isabela's extraordinary ordeal were well-known throughout France – making them very famous. They settled on the family estate which Jean had inherited in Saint-Amand Montrond, 150 miles south of Paris, where the couple lived comfortably and worked for many years. Jean and Isabela both died in 1792 .

# CHAPTER ONE

## PROBLEM IDENTIFICATION

On May 12th 1993, the Ministry of Education and Culture of Ecuador decided to increase the hour load of English to five hours weekly in schools and high schools nationwide.

It could be considered as enough for learning L2 and developing the four skills of Language (listening, speaking, reading, and writing) with success. However, results are quite different when facing bilingual realities as it is tested in "Isabel de Godin" High School located in Riobamba City, Ecuador.

In despite of the fact that the textbook is well issued and the content is valuable, activities should be performed to support this learning process.

The consequence is not only is getting poor bachelors but also people who will not be able to communicate with people abroad. Therefore, it is required to quit thinking that only students are affected with this matter but everyone as part of this society.

With all this facts there is only the deep desire of constructing reality, a reality that belongs to each one of us.

Creating a country, a home to stay.

## PROBLEM SETTING

I always wanted to see my students actually express their own needs, desires and ideas in the target language with considerable fluency and accuracy. While this happen with some students, I knew they were far too few.

The programming of the English subject for the eighth, ninth, the tenth grades from Basic Education and three from Baccalaureate, has a functional - communicative approach, it is expected that the student develops the receptive linguistic competitions of listening and reading and the productive competitions of speaking and writing.

However, teachers feel tied to the textbook and do not use techniques or practical exercises to develop the receptive linguistic competitions.

Even when the Program is focused in teaching students receiving and sharing information, as it is considered that the challenge of the contemporary education is to contribute to develop the competitions of the students to coexist nation and worldwide, not enough attention is provided to comprehension.

As consequence, students are unable to speak with fluency and accuracy that is the aim when facing bilingual individuals.

What is the incidence of Total Physical Response Method in the Teaching Second Language Program applied at "Isabel de Godin" High School at Third Secretarial Bilingual Baccalaureate Year during the first term 2006-2007?

# VARIABLES WORKING OUT

I have identified dependent and independent variables:

Independent: Total Physical Response Method

Dependent: Teaching Second Language Program

| ENGLISH PROFIENCY LEVEL AND SKILLS MATRIX | | | | | |
|---|---|---|---|---|---|
| english profiency level | VARIABLES | | | | |
| | Beginning | early intermediate | Intermediate | early advanced | Advanced |
| Listening | Understands no spoken English. • Progresses to understanding simple questions and statements with a strong reliance on graphic stimuli | Demonstrates an understanding of simple and familiar conversations, questions, and statements when spoken at normal speeds. • Restates information for clarification | Demonstrates an understanding of informal conversation. • Comprehends lectures on familiar subjects conducted at normal speeds of discourse | Understands most conversations and lectures on familiar topics at a normal speed of discourse | Understands both social and academic language without difficulty. |
| Speaking | Progresses from expressing non-verbally to expressing the most basic and routine needs. • Asks and answers questions on very familiar topics | Shows more confidence, but still encounters difficulty with everyday conversations. • Handles some academic language tasks but still needs assistance | Develops social and academic languages, yet participation in such conversations is hesitant due to errors in idiom or structure | Demonstrates the ability to speak the language in most situations. • Produces an occasional error in idiom or structure | Uses both social and academic language with a high degree of fluency |
| Reading | Reads and understands simple text ranging from a non-English reader to a simple text in English. • Uses vocabulary that is basic and limited. • Rereads and checks for meaning is commonplace, details are often missed | Comprehends simple, basic, familiar material. • Reads more complex material several times and is able to understand new vocabulary if introduced in a highly contextual manner | Reads simple and familiar material. • Reads facts, but inferred meaning is usually misunderstood. | Comprehends most factual information. • Reads for information and description. • Divides the text into main ideas and sub-categories | Reads from a variety of written forms, ranging from technical materials to newspaper items. • Acquires new knowledge on unfamiliar topics in areas of a general nature |
| Writing | Writes and understands simple text ranging from a non-English text to writes simple text in English. • Recognizes basic and limited vocabulary. • Rereads and checks for meaning; details are included within written text | Develops survival skills for writing. • Writes short sentences and paragraphs while demonstrating a developmental understanding of grammar, punctuation, spelling, and use of tenses. • Works inconsistently; accuracy still varies | Develops sufficient skills to meet any survival need. • Writes notes and responds to questions on familiar topics by using an already-established repertoire of writing patterns. • Produces past tenses of words at varying degrees of accuracy | Writes summaries and other types of correspondence that demonstrate control and knowledge of common conventions. • Produces common errors in spelling and punctuation. • Organizes paragraphs but there still exists some difficulty with writing complex sentences | Writes effectively in most situations. • Demonstrates a refined knowledge of spelling, punctuation, and vocabulary. • Writes complex sentences to express ideas clearly |

## OBJECTIVES

## GENERAL OBJECTIVES

- To design a proposal to fortify and to innovate the process of teaching-learning of the English language

- To determine and improve the understanding level of students

- To determine the improvement of students by using TPR methodology

## SPECIFIC OBJECTIVES

- To design a methodological proposal of English that incorporates a communicative education

- To develop the capacity of the student in telling the world about Ecuador

- To develop skills to use English as an effective tool for the general and professional development in benefit of the country.

- To implement a plan of academic overcoming, for English area teachers that allows to carry out in an suitable way

- To diagnose teachers' and students' performance

## JUSTIFICATION

Humans have the innate capacity to learn language. By two years of age a child can understand a multitude of novel utterances. By six a normal child has mastered the essential elements of his native language including semantics, syntax, and phonology, and can produce thousands of novel sentences. If raised in a multilingual environment a child will master multiple languages, without any kind of formal schooling.

Why, then, are attrition rates of students in foreign language programs so high? How is it possible that 95 percent of adults with a college education have studied a second language, but less than 5 percent report that they feel comfortable using it? Perhaps the answer is that the manner in which second languages are typically taught in the classroom lacks authenticity and is based on outdated behaviorist models.

Looking at this quotation "the teacher's skill in the presenting experiences in such a way that student bound to succeed" Anthony Stirling I thought this was a noble goal, but unattainable to the degree that I wished in language teaching. After I discovered TPR, I changed my mind.

The education of students of the mean level in Ecuador must be oriented towards the objective to contribute to create a society that respects its intrinsic cultural values and their identity, but simultaneously diverse, and in addition must stimulate the capacity to interrelate with people from different nations and cultures. Therefore, the students need appropriate and effective mechanisms of communication.

This study tries to compile present information of our social reality for understanding some educational artifices and to implement

the solutions that my program offers against the present method that is not productive when asking: Did I learn English during my school and high school education?

Total Physical Response (TPR) is the name given to a learning strategy that is being practiced successfully by many teachers all over the world. The basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils.

Learning to understand and respond to language physically is something all learners can do well. As a result they feel successful as a student and they experience the enjoyment of easy learning. They are usually surprised about the speed with which they learn to understand English.

# CHAPTER TWO

## THEORETICAL AND CONCEPTUAL FOCUS

The TPR method aids learning foreign languages and relies on the assumption that when learning a second or additional language, that language is internalized through a process of codebreaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production.

The method was popularized by Blaine Ray, a Spanish teacher who saw how well interactive movements and stories helped his students learn. Since then, he has created the foundation of a method, called Teaching Proficiency through Reading and Storytelling (TPRS), which adds fun stories to Asher's methods.

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth. The process is visible when we observe how infants internalize their first language.

Communication between parents and their children combines both verbal and physical aspects. The child responds physically to the speech of their parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. It is during this period that the internalization and codebreaking occurs. After this stage the child is able to reproduce the language spontaneously. With TPR the language teacher tries to mimic this process in class.

In the classroom the teacher and students take on roles similar to that of the parent and child respectively. Students must respond physically to the words of the teacher. The activity may be a simple game such as *Simon Says* or may involve more complex grammar and more detailed scenarios.

TPR can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for story telling.

## ADVANTAGES

- It was fun and easy. Students would enjoy getting up out of their chairs and moving around.
- Simple TPR activities did not require a great deal of preparation on the part of the teacher. However some of the more complex applications might do.
- "TPR is aptitude-free." according to Asher. It was inclusive working well with a mixed ability class.
- It was good for kinesthetic learners who needed to be active in the class.
- It was a good tool for building vocabulary.
- It was memorable. Actions helped strengthen the connections in the brain.
- Class size needed not be a problem.
- "TPR seemed to work effectively for children and adults. There was no age barrier." according to Asher.

## DISADVANTAGES

- Whilst it could be used at higher levels TPR is most useful for beginners. It was also at the higher levels where preparation becomes an issue for the teacher.

- Students were not generally given the opportunity to express their own thoughts in a creative way.
- It was easy to overuse TPR. "Any novelty, if carried on too long, would trigger adaptation." Asher wrote, "No matter how exciting and productive the innovation, people will tire of it."
- The teacher might find that it was limited in terms of language scope. Certain target languages might not be suited to this method.
- It could be a challenge for shy students.

## HYPOTHESIS SYSTEM

ALTERNATIVE HYPOTHESIS

**H₁** The application of TPR method improves the English Learning in students of Third Baccalaureate Year of "Isabel de Godin" High School

NULL HYPOTHESIS

**Ho** The application of TPR method does not improve the English Learning in students of Third Baccalaureate Year of "Isabel de Godin" High School

## TEACHING SECOND LANGUAGE PROGRAM

Language and communication are at the heart of the human experience. Government must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic society and abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language, modern or classical.

## DEFINITION

It refers to teaching English to students for whom it is not their mother tongue.

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual speaker. Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

## PURPOSE

Purposes and uses of foreign languages are as diverse as the students who study them. Some students study another language in

hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who master multiple languages. Still others seek greater understanding of other people and other cultures. Many approach foreign language study, as they do other courses, simply to fulfill a graduation requirement.

Regardless of the reason for study, foreign languages have something to offer everyone. It is with this philosophy in mind that the standards task force identified five goal areas that encompass all of these reasons: Communication, Cultures, Connections, Comparisons, and Communities—the five C's of foreign language education.

## METHODOLOGY

All the linguistic and social knowledge required for effective human-to-human interaction was encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is communication, which also highlights *the why, the whom,* and *the when.* So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's foreign language classroom.

## LANGUAGE TEACHING METHODS

Below, it is a description of the basic principles and procedures of the most recognized methods for teaching a second or foreign language:

- Grammar-Translation Approach

- Direct Approach

- Reading Approach

- Audiolingual Method

- Community Language Learning

- The Silent Way

- Communicative Approach--Functional-Notional

- Total Physical Response

# CHAPTER THREE

## TOTAL PHYSICAL RESPONSE

### DEFINITION

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth. The process is visible when we observe how infants internalize their first language.

With acquisition as the main focus in second language learning, TPR was developed in 1974, and continues to be used in the language classroom. It is focused on comprehension development before speaking; besides, it states that speech will emerge naturally as students internalize the language that is being spoken.

This method combines information and skills through the use of the kinesthetic sensory system. As a result, this success leads to a high degree of motivation.

### PURPOSE

The aim is to understand the spoken language before developing speaking skills. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

### METHODOLOGY

TPR method was popularized by Blaine Ray, a Spanish teacher who saw how well interactive movements and stories helped his students to learn. Since them, he has created the foundation of a

method, called Teaching Proficiency through Reading and Storytelling (TPRS), which adds funny stories.

The basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils. These commands, or series of commands, are simple at the beginning but after some time they may become more complex. A TPR sequence can be a chain of actions relating to a compound task, or even contain a story-line. Learning to understand and respond to language physically is something all – normally gifted – learners can do well. As a result, they feel successful as a student and, they experience the enjoyment of easy learning. They are usually surprised about the speed with which they learn to understand English.

The TPR method aids learning foreign languages and relies on the assumption that when learning a second or additional language, that language is internalized through a process of codebreaking similar to first language development and that this process allows for a long period of listening and developing comprehension prior to production.

Students respond to commands that require physical movement. TPR is an ESL/EAL behaviorist minded teacher's main tool.

This strategy does not focus just on oral commands, but has been developed through the years with other aspects incorporated, which can include the use of pictures and props.

One of Van Patten's guidelines in developing structured input activities states that learners must "do something" with the input that is given to them to acquire the information and this is exactly what Total Physical Response does for the students.

This method should not be the only approached used within the language classroom. Just like any other method, its overuse can be tiresome to students and can become ineffective. When teaching in the language classroom there is not one particular method that works for everything. A teacher must be open minded to the different approaches that are available to teach a language because what might work for one class one year may not work for another class because of the diversity of intelligence. Total Physical Response does have many beneficial components to it in reference to the learner's perspective. When used correctly, TPR will be an enjoyable learning experience for the student and for the teacher, making the lesson effective.

Small children learn virtually all language in context. In the classroom we do not have the time that small children do to learn. This is quite a different process. We need to teach students words in ways that they enable them to remember the words, so that early on they can understand them when they hear them and later on the can retrieve them from memory when they want to produce them in speech or writing.

The Total Physical Response works because it is comprehensible input with high believability since we create intimate, personal experiences for the students.

## TPR TESTING, TECHNIQUES AND CHECKING COMPREHENSION

I considered the acquisition of vocabulary to be the basis of the language acquisition process so that students were able to retell a story that they have heard and subsequently could manipulate the language more freely. It was, in fact, primarily in this way that fluency was achieved through TPR Storytelling.

Due to the importance of thorough vocabulary acquisition, in TPR Storytelling, comprehension checks occurred constantly to make sure that the teacher was always alert to what items the students needed to work on. From this point of view, this was the main reason for doing any form of testing.

Some teachers felt that we did not test enough. I thought we did. Some believed that we did not test appropriately, that our means of assessment should be more like our ways of teaching. Because of the tremendous importance of vocabulary, I found that students' knowledge of vocabulary pretty well reflected their ability to speak and comprehend aurally. Their writing, particularly their timed writings did also and additionally was an excellent indication of what they have acquired grammatically. Retelling stories is another excellent means of assessment. When students retold stories, they demonstrated their fluency, their grammatical accuracy and their knowledge of vocabulary.

Practice each of the following techniques, focusing on one each day, continued doing this until feeling comfortable using all of them. Then, practice combining them so that you could get constant variety in your classes.

These were the nine vocabulary techniques:

1. Novel Commands

The first key to making your class came alive is the effective use of the novel command. A novel command combined known words into a sentence with novel meaning. For example, if the students knew the words *nose*, *touch* and *floor*, the sentence *Touch the floor with your nose* is a novel command. Students have never heard this particular command, yet they understood clearly what you were saying. What we referred to in this book as "novel commands" were commands that were used to help teach certain specific vocabulary by giving comprehensible input. Effectively using novel commands kept the students guessing. They were always wondering what you would come up with next. The more ridiculous a novel commands sounded the more interesting and fun it might be.

You would be able to use novel commands for most nouns. For example:

*apple*

- Pick up the apple and put it on your head.
- Throw the apple up and catch it.
- Put the apple runs around your ear

*ceiling*

- Touch the ceiling with the book
- Laugh at the ceiling
- Look at the ceiling and don't laugh

2. Chain Commands

Chain commands were commands given in groups of three or four. Before saying the commands, either told the class or signal to them to wait until you have given all the commands. For example:

- Stand up, jump twice, touch your nose and sit down.

- Touch your nose and your hair and put your head on the desk.

3. Play Commands – Working with and Individual or the Whole Class

Students needed breaks from classwork at times. Have a student put a pencil on the door and hold it there with his/her ear. Have another student put his/her right shoulder on a chair and walk in a circle. Have two students get up and play catch with a third student's hand.

The teacher might also give play commands to the whole class.

4. Play Commands – Role Reversal

Often, after the teacher has given a lot of play commands to individual students, the students got a chance to give commands. In TPR this was usually called role reversal. Some of the ways we did this are:

a. Several students give three commands each to the teacher

b. A good student gives three commands to all the students

c. Many students each give three commands to one student.

5. Aural Comprehension Checking of the Whole Class

I did in three ways:

- From time to time I read out loud every word that we have studied so far. As I read each item, everyone does the appropriate action.

- Other times I have students close their eyes and, while I read out all the words, they each count how many words they don't know. At the end I ask everyone who knew all of the words to raise their hands, then everyone who missed just one and so on.
- At other times I say the word in the target language and they all chorally shout out the word in English.

## 6. Aural Comprehension Checking of an Individual

Checking the aural comprehension of an individual was an important technique that must be utilized in an effective classroom. It was a *key* assessment tool.

Pick a slower student – one in the 20-to-40 percentile range, one that we called a "barometer" student, because his/her performance would tell you whether you need to do some further work on some particular words or you could move on to some new ones.

Many teachers just assumed their students did not know until the next test. By that time it was too late. You needed to know which words they did not know during the practice process.

## 7. Using Single-Sentence Commands to Both the Class and the Individual

Unlike a chain command, a single-sentence command was just one sentence with a delay afterwards. Say the command and have the class or the individual perform it. If you were working with the entire class, said, "Touch your nose," and let the entire class do the action before moving on to the next command.

During this time it was not your intent to teach the words. You were only trying to practice the words in an interesting way. So you did not model any of these commands.

8. Personalized Questions and Answers (Q and A)

Another excellent way to add variety and interest to the vocabulary acquisition process was to ask questions to the class about themselves and have them answer you. Whenever possible, you needed to relate them to your students' lives. You wanted to build a comfortable atmosphere so that students would answer you out loud in the target language.

Personalized questions and answers (Q and A) were nothing more than a conversation between you and the class. After having the students do actions for a short time, you talk to the class using the same words. If they were learning "eat dinner," you asked them where they eat dinner or how many times a week they eat in a restaurant. You ask a question and the students answer you.

In the first month of class all Q and A would require very simple short answers, including yes/no answers. If the question was too difficult, rephrase it so that it is an "either/or" question or a yes/no question. As students got more advanced, questions would be more personalized. You would ask more questions about their lives in order to add interest.

9. Personalized Mini-Situations

Personalized mini-situations were a powerful tool for providing comprehensible input as the class progresses. They were about a student in the class. In the first month they were used occasionally for variety as a part of the process of teaching

vocabulary. For example, you could tell a simple three- or four-sentence story like this one:

10. Songs and Chants

Singing was an important way to teach new words and to add variety to the class.

Music and chants were a fun and powerful way to learn language and not forget it. But of course they were not a full solution. They were good means of acquiring vocabulary.

11. Stories

Story lines were easily remembered. A story line not heard or told for years can be remembered because the brain could sequence it. This was a very powerful language acquisition tool that enabled students to fix events of a story in their memories along with words that describe them. They could later demonstrate that they have learned a story by retelling it in their own words.

12. Live Experiences and Movies

We tended to remember details about live experiences and movies. We always acted out stories in class, because this gave students a powerful experience – visually and aurally. This clearly helped many students to later visualize the stories and remember their story lines. It was an obvious factor in their ability to retell them.

13. Visualization

Visualization along with exposure to language was extremely effective. Some people were not good at visualizing and suffer in several ways as a result. Those who improved their visualization skill also improved in some or all of the following

areas: aural comprehension, reading comprehension, oral expression, written expression, following directions, sense of humor, critical thinking.

We encouraged students to visualize both vocabulary items and story lines. Besides often helping learners to remember language, this practice might help some individuals to better their ability to visualize and thereby help them improve in some of the above-mentioned was.

14.  Games

The competition in games added an element of fun and interest to the learning process. For example:

a. Play Simon Says and try to have students make a mistake in following the commands. All the students stand up and the teacher gives commands to the whole class. Students are supposed to perform only those commands that are preceded by the words *Simon Says.* When a student performs a command that doesn't have *Simon says* before it, s/he is out of the game and must sit down.

b. Have a contest to see who can say the words fastest.

c. Have a competition to see who can say all the words without a mistake.

## HOW TO MAINTAIN HIGH INTEREST AND AN OPTIMAL PACE

In order to maximize the chances of success for every student, you must keep the class constantly both interesting and comprehensible for everyone at the same time that you keep the pace reasonable. Interest was the most important key of all. Not only was it

important for the obvious reason that students would pay attention if an activity was interesting, but also, according to Krashen:

> *A very interesting hypothesis is that we acquire best only when the pressure is completely off, when anxiety is zero, when the acquirer's focus is entirely on communication: in short, when the interchange or input is so interesting that the acquirer 'forgets' that it is in a second language. ... second language acquisition occurs when comprehensible input is delivered in a low-anxiety situation, when real messages of real interest are transmitted and understood. (1983)*

The challenge from a teacher's perspective was to make a generally boring task – learning vocabulary – an interesting one. Now most of the class was reserved for fun activities like mini-situations, acting out mini-stories and personalized Q and A.

A frequent change of activity was necessary. This did not mean that you used TPR and then go to worksheets. It just meant that you became good at varying the action of TPR and the ways of providing comprehensible input.

Vary whom you check. Check different students aurally, then check the class, and then check more individual students. If there were words they don't know, go back and practice them again. Review the mini-stories again by retelling them and asking questions about them. As you continue to ask questions about the mini-stories, students will be reminded of the words you have taught them and practiced with them.

Teachers must make the class interesting, realistic and comprehensible. While they might be able to keep the interest of the best students, it would be very difficult to hold the attention of students who just did not understand class. Teaching a second or

foreign language through TPR Storytelling kept students listening because it was comprehensible and it was fun and interesting.

Make your class interesting by talking about the students. You could be sure they were listening if you were talking about them. When you tell mini-stories and mini-situations, often make them center around the lives of your students. They would pay attention better and they would remember what you have taught better. We did not always make the stories bizarre. We often used things right out of our students' lives. The person in the story goes to a local park, goes to a rock concert of a group the students love, or goes to a nearby store that everyone knows. Bring in events from their lives. Have mini-stories contain important school events or national events. Talk about food the kids eat. This all part of "personalization".

One of the most important facets of the art of teaching with this method was pacing. It would take some experience to know how fast to teach the words. Some teachers race along, presenting 19 words in five minutes; as consequence, this almost always lead to serious problems. If the teacher has taught the words without some of the students having mastered them and keeps moving along, the class becomes frustrating for those students. They did not understand much and they soon check out of the class, mentally first and the physically. Students drop language classes because they are lost. It is rare to lose a student who knows what was going on.

The challenge was to keep the class always both interesting and understandable for every student. If your best student was a ten and your slowest student was a one, you needed to focus primarily on students rated two to four and always be looking for clues to how fast they are learning the vocabulary. If you did this, even the slowest student in class would still learn. In general, a pace of 8 to 12 words

an hour in high school was very achievable. At this rate even slower students could internalize the great majority of the words.

## TEACHING GRAMMAR

What is the primary goal of language study? If we polled language students, we would probably find that over 95 percent of them would say the main thing they would like to be able to do in a second language is to speak and understand the spoken word, just as they do in their first language. They would like to speak and understand it "like a native". They would of course speak it with correct grammar.

There seemed to be general agreement among language teachers that, sooner or later, language learners or acquirers should be able to produce grammatically correct language. Not all agreed about when in the course of learning or acquiring the target language grammatical accuracy should be attained. Most language texts and most language classes spent a considerable amount of time at all stages on grammar explanations and grammatical accuracy exercises. Most assessment of language students, at all stages, gave considerable weight to grammatical accuracy.

Most teachers knew that acquiring a language is "picking it up". In specific reference to grammar, it was "an unconscious process of constructing grammar rules", sometimes referred to as "creative construction." In Krashen's view, it was an unconscious effort. It happened when students were focused on the message and not on the form of the message, on the idea being expressed and not on whether it was expressed with correct grammar. Acquisition happened gradually, not all at once. It was evident that it has happened when an acquirer could regularly produce correctly in appropriate circumstances a form, structure or vocabulary item without having to

consider whether it obeyed a rule and without struggling to get it right.

What is accomplished by doing learning activities, by studying grammar? What teachers and students have traditionally thought was that studying grammar rules builds accuracy in speech. It seemed so obvious, and yet it turned out there was little evidence to support this idea.

Grammatical accuracy in speech was a primary goal of grammar study, yet grammar study did little to accomplish this goal.

Krashen hypothesized that only three things were accomplished by studying grammar:

1. Understanding the grammar system of a language

2. Preparation for a test on grammar rules which teacher or educational body thinks were worth knowing

3. Allowing learners to use what Krashen described as language monitor which they could use to make sure they were adhering to grammar rules as they spoke. In order to monitor and edit speech, three conditions must be met. The speaker must:
   a. know the grammar rule

   b. be focused on the rule

   c. have time to edit using the rule

It was obvious that meeting all three of these conditions did not happen for each word in our speech. It did happen occasionally, but

only occasionally. There was rarely time. Even when there was, the first two conditions seldom occurred. Many teachers and some students probably felt they were teaching and learning grammar not only in order for the students to build accuracy in speech but also for students to be able to monitor their own speech. It was highly unlikely the rules learned would help much in monitoring speech unless the student has already acquired a lot of language. In such a case there could be some minor edition of speech. Even then, the edition might occur because the items in question sound right due to acquisition rather than because the appropriate learned rules were consciously applied.

If we assumed a computer-brained superstar student knew all the words, all the rules and all the forms, we saw that this still was not enough. The student must also be focused on the need to apply all of these rules. And s/he must be able to apply the rules quickly enough so the person listening would remain patient enough to still listen. While this might seemed like an extreme example, the concept was valid. To speak correctly, the person would have to edit every sentence s/he utters. S/he would need to edit and correct every word s/he utters. It was obvious that even for the most intelligent of the intelligent this whole process was virtually impossible. It was obvious how much more trouble an average student would have pulling this off after learning all of the above.

There was a general agreement that production of grammatically accurate speech was one of the primary goals of language study. And yet, if Krashen was right about how grammatically correct speech is achieved, in most language classes and texts there was a great deal of time spent on activities which did not lead to it.

So, if learning grammar rules do not lead to grammatically accurate speech, what do? Krashen presented convincing evidence

that comprehensible input was what leaded to the great majority of acquisition of language. He also believed that nearly all language was acquired. What we needed to do then, above all, was to provide a great quantity of comprehensible input in a variety of ways.

If we were to take this idea to its logical extreme, all we would do in language classes would be provide comprehensible input. The Natural Approach purports to do something close to this, although in practice most practitioners seem to include many learning activities.

Agreeing with Krashen that input must be emphasized, he had noted that if we could give our students 6,000 words (100 words per minute) of comprehensible input in every class throughout the school year, then we could give our students a million words a year of comprehensible input.

On the other hand, if we put our students in groups doing output activities, the students would:
1. speak slowly

2. use very simple words and structures

3. use language that has already been acquired and as result, would be getting virtually no new input during that time

Looking at the numbers, it could easily been seen what was most efficient in learning a foreign language – comprehensible input.

To get our students to hear and understand a million words, we could simply teach them a few phrases and use those phrases over and over. Too boring. So we must have a specific plan that would

frequently provide students with new interesting comprehensible input.

In TPRS we included speaking activities, although the great majority of them were not learning activities, since students and teachers focus on the content and not on the correctness of the language. Usually they were, in some measure, acquisition activities, since they generally entailed listening as well as speaking. However, this was not the main purpose of them. The main purpose of them was neither learning nor acquisition, but the building of confidence in speaking. Speaking helped to make a student feel like a real speaker of her/his new language. Practice in speaking over time seems to also decrease the speaker's anxiety. Confidence was a significant ingredient in fluency. Indirectly, then, the speaking activities we used contributed to the development of fluency.

Some activities were neither acquisition nor learning activities. Speaking was not always a learning activity. Sometimes it was just expression, communicating, output. It was also "performance of the speaker's competence", it was an indication of the level of competence of a student in the language, allowing assessment of what features of the language a student has acquired – a valuable assessment tool.

Regular students acquired at a slower pace via aural input, acquired very little by reading and will not monitor and edit their own speech well. They might not learn rules well. Even if they did learn them well, they might not monitor or edit well due to anxiety or stress or some other factor. Some seemed not care about correctness, feeling it was not worth the effort, since they could usually get across their meaning whether they were using correct grammar or not.

Soon after initial storytelling began, students could start to learn grammar. Once you began to teach grammar, it was not a

matter of flooding students with a variety of grammar points from that time on. Au contraire, for the first several months it was best to work on one point for a while before moving on to the next so that students had a good opportunity to both learn and acquire each basic grammar feature. If you delayed most grammar until later levels, students spent much less time learning grammar but actually learned it better.

Some teachers might not want to teach without explicit grammar instruction because students made errors early. But, the fact was that students made early errors under any system. It was just that with our approach they were actually talking much earlier, so they were bound to make more errors.

Emphasizing rules early forced students to slow down their speech and edit it more, meaning that they might always be editing when they speak. A byproduct of learning was hesitancy, which was the opposite of fluency. The earlier the learning, the more the hesitancy. Ignoring rules for the first many months allowed fluency to develop.

Another effect of putting off focusing on grammar was that the longer you did so, the better your students would learn it. For one thing, the language they have acquired would make it easier for them to understand the grammar, since they could actually "see" it in their own speech. For another, no matter what you emphasized, some of the lower students would have disappeared, so you would be working on grammar with a more select group of kids, many of whom would be good learners.

To summarize how and in what circumstances we dealt with grammar in TPRS.

    1. The first major way we dealt with it was by providing comprehensible input. We were careful to

make sure that, at any given stage; the grammatical features of the input were comprehensible.

2. The second major way we dealt with it was to use guide words in our work on mini-stories.

3. We delayed any attention to grammatical correctness in production until, at the earliest, late in the first year.

4. For the purposes of grammatical accuracy only, we divided our classes into two groups:

    a. Those who could achieve it to a considerable degree.
    We work on accuracy with this group.

    b. Those who did not seem to be able to achieve it to much degree. We worked very little on accuracy with this group.

5. We did not work on improving more advanced grammar with our better students until they were doing the basics correctly. We used some learning activities to work on grammatical features that students have yet to acquire through comprehensible input and storytelling.

## STUDENT RAPPORT

Perhaps the most important part of teaching was getting along with the students. Most teachers know that one key to the job was getting the students on their side and getting them to learn by making

the activities fun. That, unfortunately, was more easily said than done.

Whatever method you choose, somehow you must get information about your student's lives. You would put this information to good use in class. You talk to the class about individual students. It does not matter how to get the information, only that you know it and use it at appropriate times during the class. Everyone has things they are interested in.

When your students enter the room, shake their hands. Go up to one and ask about this family or his day. Ask bout what he did last night or about sports. Ask if he has a girlfriend or if the gets along with his mom. Find out if his parents are divorced. If so, does he live with his mom or dad? These are simple questions, yet they show that you care. When students leave the room, stand at the door and give them a warm, two-handed handshake. Compliment them on their nice clothes. Tell them you are glad they are in your class. Above all, smile.

## ADAPTING A TEXTBOOK FOR TPRS

Those of us who were involved in encouraging teachers to use TPR Storytelling were frequently asked, "How can I use this method with the textbook my school makes me use?"

The real issue for most teachers was not vocabulary, but grammar. They thought they had to do the grammar in their adopted textbook. Even though the book's grammar lessons very likely did not follow the natural order of acquisition, they felt that the grammar sequence was cared because it was 'in the book'. Once they understood how to teach grammar through stories, they were likely to be much less apprehensive about it".

An important technique that we used to make sure that students started to use grammatical features and new vocabulary too, was guide words. When we had them retell a mini-story, we required them to use all the guide words of mini-story in their retelling. Some grammatical features needed explanation, so we quickly explained them when we listed the guide words for them. We started doing this soon after storytelling began. We did not drill them or have students do worksheets or exercise in a textbook – learning activities that did not bring the results we were looking for. Some features, such as verb forms and noun/adjective agreement, did require learning activities. We delayed these as long as we felt we could, certainly until virtually all of our students were speaking with considerable fluency.

There were several options when adapting a textbook to teach through TPRS. All of them dealt with both grammar and vocabulary. All of them presupposed that you have taught at least 100 words though classical TPR before you began to work on storytelling.

Occasional use of TPRS would, on the other hand, at least give students more comprehensible input than they would have received otherwise. While it was true that this would help them to acquire some language, it was also true that frequent exposure to comprehensible input yielded much, much more acquisition. If, at the same time, the teacher avoided focusing on grammar, students' fluency tended to develop without impairment.

Look at the vocabulary of the chapter in the textbook and write down all the non-cognates. You would be teaching them in sets of three, so write them down in sets of three. There should be no more than three grammatical concepts in any given chapter – one main one and up to two minor ones. Make an effort to include these concepts as you begin to write mini-stories. To write your first mini-story, pick three words from the chapter which exemplify a grammar point you

want to emphasize. The story must have a point, be interesting and catch the students off guard. It was also helpful to use students in the class and/or celebrities as characters in the story. And of course, use simple sentences. The mini-stories would include as guide words all of the words the students need to know for the chapter.

Look at the vocabulary of the chapter in the textbook and down all the non-cognates. You would be teaching them in sets of three, so write them down in sets of three. While your textbook is likely to address as many as three grammatical topics in every chapter, you would find that it was better to simple include examples of the grammar in numerous mini-stories throughout the year. If you tried to write stories which taught just the specific grammatical principles of a particular chapter, you would most likely produce stories which smack of unnatural language. If you scattered all aspects of the language in mini-stories throughout the year, your students would hear more natural language, the grammar would be continually reinforced all year long, all they would gradually and naturally be acquiring it.

## TPR KEYS TO FLUENCY IN THE LANGUAGE CLASSROOM

There were four elements that stood out as the most essential things that must happen in a language class in order to continually foster the development of oral fluency:

1. We got early fluency in TPR Storytelling classes because we made sure students aurally acquired the vocabulary very thoroughly. Once they have acquired words thoroughly enough, they were able to produce them orally in their own speech. This was the golden key to fluency. At the very beginning there was a "silent period" when students did not speak at all. Traditionally in TPR this important period lasted from a few hours to several weeks. The main reason for not

having students talk immediately was that they were unfamiliar with the words and therefore it would be stressful to them to try to produce them. In other words, they were not ready; they could not do it adequately. While the silent period was important, it was even more important to focus on thorough vocabulary acquisition, which was extremely important at the beginning and at every other level. If a student knew a word well enough, s/he could use it in speech; in consequence, this was why we worked on the acquisition of the vocabulary first. This paid off in confidence and; therefore, in fluency on the part of the speaker. We had students transferring in, we had students who were absent, and we had slow learners.
Not only quantity contributed to thorough acquisition but also technique. Teaching vocabulary must be done in such a way that students could remember the words on a long-term basis. It meant that students could come up with words, phrases and expressions to say them when they wanted to say them. And little later it meant they could did this with ease almost anytime, fluently.

2. After the words have been acquired in very limited contexts involving action, they must be put into fuller contexts. Encountering and producing the material they were acquiring in a variety of contexts that were interesting or meaningful to students motivated them and allowed them to acquire it efficiently. The acquisition occurred incidentally, without their being aware of it. It was an impossible challenge to keep all students interested all the time, but the closer we

came to doing this, the greater the success of the students.

3. There must be at least one vehicle for developing fluent oral expression – a way for students to express themselves orally in their own words, not memorized lines. It must be easy and enjoyable and/or interesting for students to use, and of course it must not be stressful. We used language to say what happen, what happens normally, what is happening at the moment, what we would like to happen and what we think might happen. We also used it to say what did not happen, what generally does not happen and so forth. And we used it to ask questions about what happened, what might happen, etc.

   A story might be told in any tense – past, present, future. It might be told from various points of view – by narrator, by one of the characters to another one, to one of the characters by the narrator and so on. Students were free to choose the particular words and word order they wanted to use to form the sentence that tell the story.

4. A language class must be comprehensible. The surest way to get your students to not even try in your class was to make the class incomprehensible. When the class was conducted in the target language, nearly all of the students must understand everything that was said. Comprehensibility was inextricably linked to thorough vocabulary acquisition and teacher awareness of which vocabulary items have yet to be mastered. Part and parcel of the vocabulary teaching was quick comprehension checking of "barometer" students, students who were between 20th and 40th

percentile in ability who served as barometers students for the whole class to find out which items required more work with actions.

# CHAPTER FOUR

## RESEARCH TYPE AND DESIGN

This research will be Cuasi Experimental one from which a pretest needs to be given in order to assess the level of English comprehension of students from two classes of Third Baccalaureate Year in "Isabel de Godin" High School.

The proposal will be introduced during three months and at the end of this period a posttest will show the results.

For data collection teachers will gave a questionnaire related to Teaching Language Program, Total Physical Response. Meanwhile, students will fill out a test to assess their knowledge about L2.

## POPULATION AND SAMPLE

| | |
|---|---|
| Population: | 300 students from Third Secretarial Bilingual Baccalaureate Year |
| Sample: | 40 students from Third Baccalaureate S.B. "A" and "B" Year |
| Experimental: | 19 students from Third Baccalaureate S.B. "A" Year |
| Control: | 21 students from Third Baccalaureate S.B. "B" Year |
| Instruments: | Questionnaires open, close and mix questions |

Aspects and topics:      Studies level, know-how, experience, and performance

## FIELDING

This research will be developed in Third Secretarial Bilingual Baccalaureate at "Isabel de Godin" High School during the first term 2006 – 2007.

## INSTRUMENTS FOR DATA COLLECTION

With the taken samples during the first term 2006 – 2007, the results will be analysed manually.

## PROCESSING AND ANALYSIS

This is the most synthetic, accessible and attractive way to present data. There are several forms of presenting data, such as linear graphs, semi logarithmic coordinates, surface diagrams, pictograms, etc. for a correct design of graphs, take under account:

- Accuracy and clearness per title
- Write explaining notes at the bottom of each group
- Avoid column graphs that may be confusing; present data in a linear style.

To present a total amount divided into a group of categories or phenomena to illustrate percentage. The analysis of results is the interpretation given in relation with the theoretical frame and the stated hypothesis. The theoretical analysis deals with the study of the elements of information and the evaluation of the way they may respond to the hypothesis as stated in the research. The interpretation of results tries to find out the information picked up and relate it with the theory.

ANALYSIS OF RESULTS

# INSTITUTO TECNOLOGICO ISABEL DE GODIN
## ACTA DE CALIFICACIONES
**TERCERO A BACHILLERATO SECRETARIADO BILINGÜE SECCION DIURNA**
**PERIODO LECTIVO: 2006-2007     QUIMESTRE I     EVALUACION_2**

**DOCENTE: MAS. LOPEZ  LIGIA**                          **ASIGNATURA: INGLES TECNICO**

| Nº | APELLIDOS Y NOMBRES | Ev1 | Ev2 | Ev3 | Ev4 | EvP | PRM | OBSERVACION |
|----|---------------------|-----|-----|-----|-----|-----|-----|-------------|
| 1 | AGUAGALLO COSTALES ELSA CARINA | 17 | 18 | | | | | |
| 2 | BARRIGA MARTINEZ DIANA CAROLINA | 16 | 20 | | | | | |
| 3 | CHAVEZ ARRESE MICHELLE VALENTINA | 19 | 20 | | | | | |
| 4 | CUJANO GUAMBO ANGELICA MARIA | 19 | 19 | | | | | |
| 5 | DAVILA YANEZ GABRIELA PAULINA | 14 | 18 | | | | | |
| 6 | GUACHO SAGÑAY MARIA MERCEDES | 13 | 18 | | | | | |
| 7 | LARA SANDOVAL JESSICA DEL ROCIO | 16 | 19 | | | | | |
| 8 | LUZURIAGA GUADALUPE GABRIELA ELIZABETH | 10 | 18 | | | | | |
| 9 | MASSON HERNANDEZ ERICA PAULINA | 18 | 18 | | | | | |
| 10 | PADILLA PADILLA ALBA ANDREINA | 15 | 18 | | | | | |
| 11 | PINO VELASCO MAYRA VERONICA | 14 | 19 | | | | | |
| 12 | PULGAR COBA JESSICA FERNANDA | 14 | 19 | | | | | |
| 13 | QUINLLE GUALLI ELVIA MARIA | 14 | 18 | | | | | |
| 14 | ROMAN ENCALADA ROCIO ELIZABETH | 12 | 18 | | | | | |
| 15 | RUBIO JADAN AURORA IVANOVA | 18 | 19 | | | | | |
| 16 | SANI LEON ERICA PAOLA | 15 | 19 | | | | | |
| 17 | SANTOS PADILLA ANDREA ELIZABETH | 18 | 20 | | | | | |
| 18 | VILEMA MACAS MERY PATRICIA | 10 | 18 | | | | | |
| 19 | YUMI NARANJO JEISICA FERNANDA | 14 | 19 | | | | | |

**PROMEDIO:**
| | | |
|---|---|---|
| **SOBRESALIENTE:** | **00** | **0.00%** |
| **MUY BUENA:** | **00** | **0.00%** |
| **BUENA:** | **00** | **0.00%** |
| **REGULAR:** | **00** | **0.00%** |
| **INSUFICIENTE:** | **00** | **0.00%** |
| **SIN NOTA:** | **19** | **100.00%** |

**VIC.ACADEMICO          F.PROFESOR          FECHA ENTREGA**

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# INSTITUTO TECNOLOGICO ISABEL DE GODIN
## ACTA DE CALIFICACIONES
**TERCERO B BACHILLERATO SECRETARIADO BILINGÜE SECCION DIURNA**
**PERIODO LECTIVO: 2006-2007       QUIMESTRE I        EVALUACION_PRINCIPAL**
**DOCENTE: LIC. PULGAR GRACIELA                    ASIGNATURA: INGLES TECNICO**

| Nº | APELLIDOS Y NOMBRES | Ev1 | Ev2 | Ev3 | Ev4 | EvP | PRM | OBSERVACION |
|----|--------------------|-----|-----|-----|-----|-----|-----|-------------|
| 1 | CABAY VALLA GISELA MARITZA | 20 | 16 | | | | | |
| 2 | CALERO DOMINGUEZ MARIA FERNANDA | 20 | 15 | | | | | |
| 3 | CARRASCO SALGADO MARTHA AZUCENA | 16 | 18 | | | | | |
| 4 | CASTILLO NIAMA ABIGAIL ELIZABETH | 16 | 19 | | | | | |
| 5 | CEPEDA HERNANDEZ VIVIANA ALEXANDRA | 18 | 13 | | | | | |
| 6 | DUCHI PESANTEZ PILAR ARACELY | 20 | 16 | | | | | |
| 7 | GUAPULEMA TIXI KARINA ELIZABETH | 20 | 17 | | | | | |
| 8 | JACOME QUINANCELA MARIA JOSE | 20 | 11 | | | | | |
| 9 | LEON FALCONI MARIA BELEN | 16 | 18 | | | | | |
| 10 | LOPEZ GANAN PAMELA MARIA | 19 | 15 | | | | | |
| 11 | LOPEZ LOPEZ AIDA LUCIA | 20 | 14 | | | | | |
| 12 | LOZA VASQUEZ MARIA BELEN | 20 | 15 | | | | | |
| 13 | MALDONADO CORONEL MARIA ISABEL | 20 | 14 | | | | | |
| 14 | MENESES AYME MERSI GABRIELA | 18 | 14 | | | | | |
| 15 | MULLO SINALUISA ANA MERCEDES | 20 | 17 | | | | | |
| 16 | QUINCHUELA ANDRADE JHOANNA ELIZABETH | 18 | 15 | | | | | |
| 17 | REMACHE YEPEZ SILVIA ISABEL | 20 | 18 | | | | | |
| 18 | ROJAS BRONCANO DAYSI MARIA | 20 | 11 | | | | | |
| 19 | TENEZACA YADAICELA ERIKA PATRICIA | 16 | 15 | | | | | |
| 20 | VALLEJO OROZCO ADRIANA MARLENE | 17 | 15 | | | | | |
| 21 | ZAVALA MORALES ANDREA NATALY | 16 | 14 | | | | | |

**PROMEDIO:**

| | | |
|---|---|---|
| **SOBRESALIENTE:** | 00 | 0.00% |
| **MUY BUENA:** | 00 | 0.00% |
| **BUENA:** | 00 | 0.00% |
| **REGULAR:** | 00 | 0.00% |
| **INSUFICIENTE:** | 00 | 0.00% |
| **SIN NOTA:** | 21 | 100.00% |

**VIC.ACADEMICO        F.PROFESOR        FECHA ENTREGA**

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# STATISTICAL PROCEDURE FOR DATA COLLECTION

| No. | EXPERIMENTAL GROUP | | CONTROL GROUP | |
| --- | --- | --- | --- | --- |
| | PRE-TEST | POST-TEST | PRE-TEST | POST-TEST |
| | SCORE (Xi) | SCORE (Xi) | SCORE (Xi) | SCORE (Xi) |
| 1 | 17 | 18 | 20 | 16 |
| 2 | 16 | 20 | 20 | 15 |
| 3 | 19 | 20 | 16 | 18 |
| 4 | 19 | 19 | 16 | 19 |
| 5 | 14 | 18 | 18 | 13 |
| 6 | 13 | 18 | 20 | 16 |
| 7 | 16 | 19 | 20 | 17 |
| 8 | 10 | 18 | 20 | 11 |
| 9 | 18 | 18 | 16 | 18 |
| 10 | 15 | 18 | 19 | 15 |
| 11 | 14 | 19 | 20 | 14 |
| 12 | 14 | 19 | 20 | 15 |
| 13 | 14 | 18 | 20 | 14 |
| 14 | 12 | 18 | 18 | 14 |
| 15 | 18 | 19 | 20 | 17 |
| 16 | 15 | 19 | 18 | 15 |
| 17 | 18 | 20 | 20 | 18 |
| 18 | 10 | 18 | 20 | 11 |
| 19 | 14 | 19 | 16 | 15 |
| N= 19 | ∑= 286 | ∑= 355 | 17 | 15 |
| | | | 16 | 14 |
| | | | ∑= 390 | ∑= 320 |

TABLE 1

## EXPERIMENTAL GROUP PRE TEST SCORES

| EXPERIMENTAL GROUP | |
|---|---|
| | PRE-TEST |
| No. | SCORE (Xi) |
| 1 | 17.00 |
| 2 | 16.00 |
| 3 | 19.00 |
| 4 | 19.00 |
| 5 | 14.00 |
| 6 | 13.00 |
| 7 | 16.00 |
| 8 | 10.00 |
| 9 | 18.00 |
| 10 | 15.00 |
| 11 | 14.00 |
| 12 | 14.00 |
| 13 | 14.00 |
| 14 | 12.00 |
| 15 | 18.00 |
| 16 | 15.00 |
| 17 | 18.00 |
| 18 | 10.00 |
| 19 | 14.00 |
| N= 19 | 286.00 |

MEAN                                     STANDARD DEVIATION

$$x = \frac{\sum Xi}{n}$$         $$S = \frac{\sum (Xi - x)^2}{\sqrt{n}}$$

$$x = 15.05$$

TABLE 2

TABLE TO DEMONSTRATE THE STANDARD DEVIATION

| SCORE (Xi) | (Xi-X) | (Xi-X) |
|---|---|---|
| 17 | 1.95 | 3.80 |
| 16 | 0.95 | 0.90 |
| 19 | 3.95 | 15.60 |
| 19 | 3.95 | 15.60 |
| 14 | -1.05 | 1.10 |
| 13 | -2.05 | 4.20 |
| 16 | 0.95 | 0.90 |
| 10 | -5.05 | 25.50 |
| 18 | 2.95 | 8.70 |
| 15 | -0.05 | 0.00 |
| 14 | -1.05 | 1.10 |
| 14 | -1.05 | 1.10 |
| 14 | -1.05 | 1.10 |
| 12 | -3.05 | 9.30 |
| 18 | 2.95 | 8.70 |
| 15 | -0.05 | 0.00 |
| 18 | 2.95 | 8.70 |
| 10 | -5.05 | 25.50 |
| 14 | -1.05 | 1.10 |
| | TOTAL | $\sum=$ 132.95 |

$$S= \frac{\sum (Xi - x)^2}{\sqrt{n}}$$

$$S= \sqrt{7}$$

$$S= 2.65$$

TABLE 3

## CONTROL GROUP PRE TEST SCORES

| CONTROL GROUP | |
|---|---|
| | PRE-TEST |
| No. | SCORE (Xi) |
| 1 | 20.00 |
| 2 | 20.00 |
| 3 | 16.00 |
| 4 | 16.00 |
| 5 | 18.00 |
| 6 | 20.00 |
| 7 | 20.00 |
| 8 | 20.00 |
| 9 | 16.00 |
| 10 | 19.00 |
| 11 | 20.00 |
| 12 | 20.00 |
| 13 | 20.00 |
| 14 | 18.00 |
| 15 | 20.00 |
| 16 | 18.00 |
| 17 | 20.00 |
| 18 | 20.00 |
| 19 | 16.00 |
| 20 | 17.00 |
| 21 | 16.00 |
| N= 21 | 390.00 |

MEAN

$$x= \frac{\sum Xi}{n}$$

$$x= 18.57$$

STANDARD DEVIATION

$$S= \frac{\sum (Xi - x)^2}{\sqrt{n}}$$

TABLE 4

## TABLE TO DEMONSTRATE THE STANDARD DEVIATION

| CONTROL GROUP | | |
|---|---|---|
| SCORE (Xi) | (Xi-X) | (Xi-X) |
| 20 | 1.43 | 2.04 |
| 20 | 1.43 | 2.04 |
| 16 | -2.57 | 6.60 |
| 16 | -2.57 | 6.60 |
| 18 | -0.57 | 0.32 |
| 20 | 1.43 | 2.04 |
| 20 | 1.43 | 2.04 |
| 20 | 1.43 | 2.04 |
| 16 | -2.57 | 6.60 |
| 19 | 0.43 | 0.18 |
| 20 | 1.43 | 2.04 |
| 20 | 1.43 | 2.04 |
| 20 | 1.43 | 2.04 |
| 18 | -0.57 | 0.32 |
| 20 | 1.43 | 2.04 |
| 18 | -0.57 | 0.32 |
| 20 | 1.43 | 2.04 |
| 20 | 1.43 | 2.04 |
| 16 | -2.57 | 6.60 |
| 17 | -1.57 | 2.46 |
| 16 | -2.57 | 6.60 |
|  | TOTAL | 59.14 |

$$S = \frac{\sum (Xi - x)^2}{\sqrt{n}}$$

$$S = \sqrt{2.82}$$

$$S = 1.68$$

TABLE 5

## EXPERIMENTAL GROUP POST TEST SCORES

| EXPERIMENTAL GROUP | |
|---|---|
| | POST-TEST |
| No. | SCORE (Xi) |
| 1 | 18.00 |
| 2 | 20.00 |
| 3 | 20.00 |
| 4 | 19.00 |
| 5 | 18.00 |
| 6 | 18.00 |
| 7 | 19.00 |
| 8 | 18.00 |
| 9 | 18.00 |
| 10 | 18.00 |
| 11 | 19.00 |
| 12 | 19.00 |
| 13 | 18.00 |
| 14 | 18.00 |
| 15 | 19.00 |
| 16 | 19.00 |
| 17 | 20.00 |
| 18 | 18.00 |
| 19 | 19.00 |
| N= 19 | 355.00 |

MEAN                                        STANDARD DEVIATION

$x = \dfrac{\sum Xi}{n}$                    $S = \dfrac{\sum (Xi - x)^2}{\sqrt{n}}$

$x = 18.68$

TABLE 6

TABLE TO DEMONSTRATE THE STANDARD DEVIATION

| EXPERIMENTAL GROUP | | |
|---|---|---|
| SCORE | (Xi-X) | (Xi-X) |
| 18.00 | -0.68 | 0.46 |
| 20.00 | 1.32 | 1.74 |
| 20.00 | 1.32 | 1.74 |
| 19.00 | 0.32 | 0.10 |
| 18.00 | -0.68 | 0.46 |
| 18.00 | -0.68 | 0.46 |
| 19.00 | 0.32 | 0.10 |
| 18.00 | -0.68 | 0.46 |
| 18.00 | -0.68 | 0.46 |
| 18.00 | -0.68 | 0.46 |
| 19.00 | 0.32 | 0.10 |
| 19.00 | 0.32 | 0.10 |
| 18.00 | -0.68 | 0.46 |
| 18.00 | -0.68 | 0.46 |
| 19.00 | 0.32 | 0.10 |
| 19.00 | 0.32 | 0.10 |
| 20.00 | 1.32 | 1.74 |
| 18.00 | -0.68 | 0.46 |
| 19.00 | 0.32 | 0.10 |
| | TOTAL | 10.11 |

$$S= \frac{\sum (Xi - x)^2}{\sqrt{n}}$$

$$S= \sqrt{0.53}$$

$$S= 0.73$$

TABLE 7

## CONTROL GROUP POST TEST SCORES

| CONTROL GROUP | |
|---|---|
| | POST-TEST |
| No. | SCORE (Xi) |
| 1 | 16.00 |
| 2 | 15.00 |
| 3 | 18.00 |
| 4 | 19.00 |
| 5 | 13.00 |
| 6 | 16.00 |
| 7 | 17.00 |
| 8 | 11.00 |
| 9 | 18.00 |
| 10 | 15.00 |
| 11 | 14.00 |
| 12 | 15.00 |
| 13 | 14.00 |
| 14 | 14.00 |
| 15 | 17.00 |
| 16 | 15.00 |
| 17 | 18.00 |
| 18 | 11.00 |
| 19 | 15.00 |
| 20 | 15.00 |
| 21 | 14.00 |
| N= 21 | 320.00 |

MEAN                                          STANDARD
DEVIATION

$x = \dfrac{\sum Xi}{n}$                      $S = \dfrac{\sum (Xi - x)^2}{\sqrt{n}}$

$x = 15.24$

50

TABLE 8

TABLE TO DEMONSTRATE THE STANDARD DEVIATION

| EXPERIMENTAL GROUP | | |
|---|---|---|
| SCORE | (Xi-X) | (Xi-X) |
| 18.00 | -0.68 | 0.46 |
| 20.00 | 1.32 | 1.74 |
| 20.00 | 1.32 | 1.74 |
| 19.00 | 0.32 | 0.10 |
| 18.00 | -0.68 | 0.46 |
| 18.00 | -0.68 | 0.46 |
| 19.00 | 0.32 | 0.10 |
| 18.00 | -0.68 | 0.46 |
| 18.00 | -0.68 | 0.46 |
| 18.00 | -0.68 | 0.46 |
| 19.00 | 0.32 | 0.10 |
| 19.00 | 0.32 | 0.10 |
| 18.00 | -0.68 | 0.46 |
| 18.00 | -0.68 | 0.46 |
| 19.00 | 0.32 | 0.10 |
| 19.00 | 0.32 | 0.10 |
| 20.00 | 1.32 | 1.74 |
| 18.00 | -0.68 | 0.46 |
| 19.00 | 0.32 | 0.10 |
| | TOTAL | 10.11 |

$$S = \frac{\sum (Xi - x)^2}{\sqrt{n}}$$

$$S = \sqrt{0.53}$$

$$S = 0.73$$

TABLE 9

MEAN

| COURSE | PRE-TEST | POST-TEST |
|--------|----------|-----------|
| 9th "A" | 15.05 | 18.68 |
| 9th "B" | 18.57 | 15.24 |

FIGURE No. 1
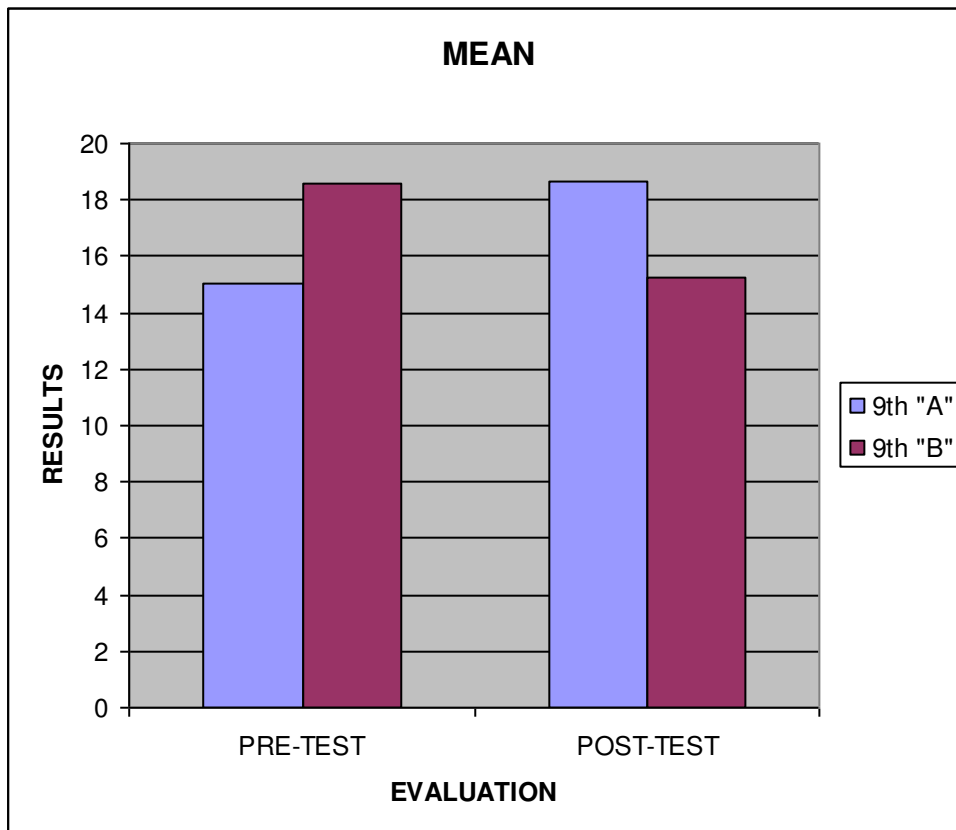
TABLE 10

MEAN

| COURSE | PRE-TEST | POST-TEST |
|--------|----------|-----------|
| 9th "A" | 2.65 | 0.73 |
| 9th "B" | 1.68 | 2.09 |

FIGURE No. 2
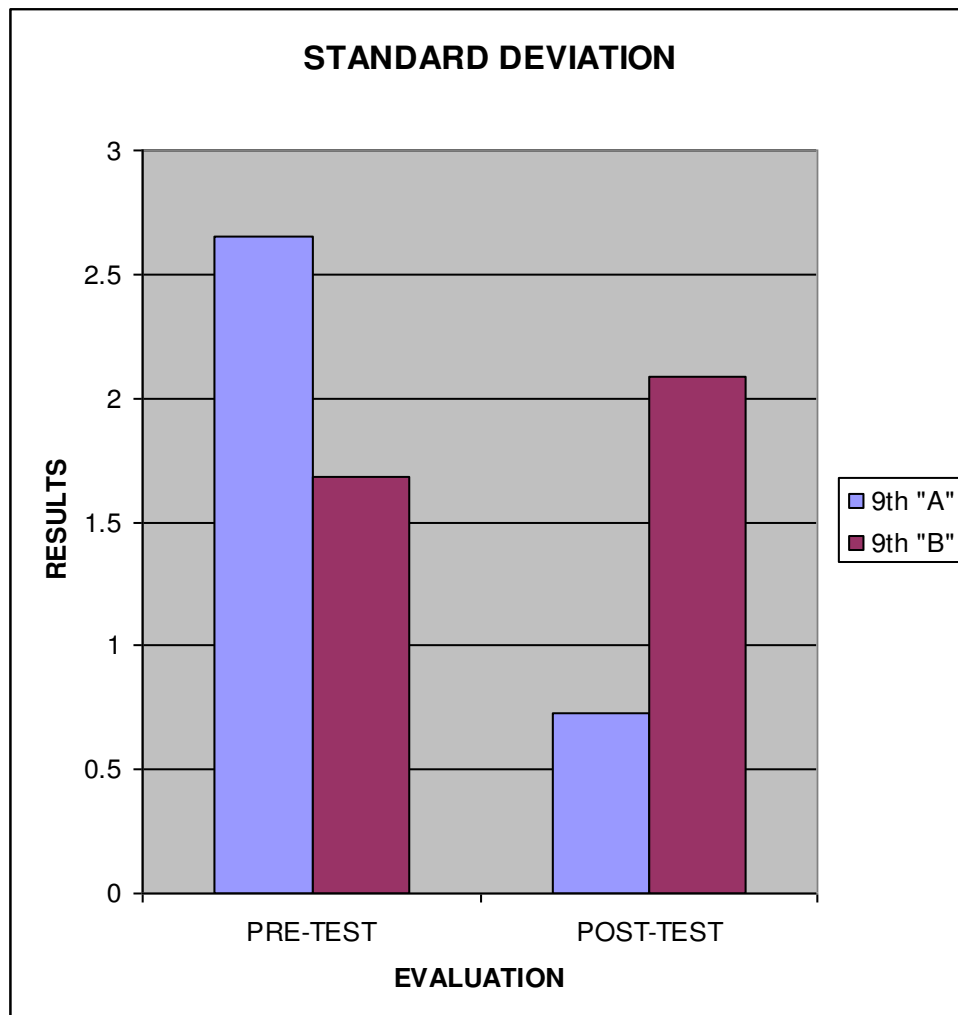
TABLE 11

MEAN

| COURSE | PRE-TEST | POST-TEST |
|--------|----------|-----------|
| 9th "A" | 15.05 | 18.68 |

FIGURE No. 3
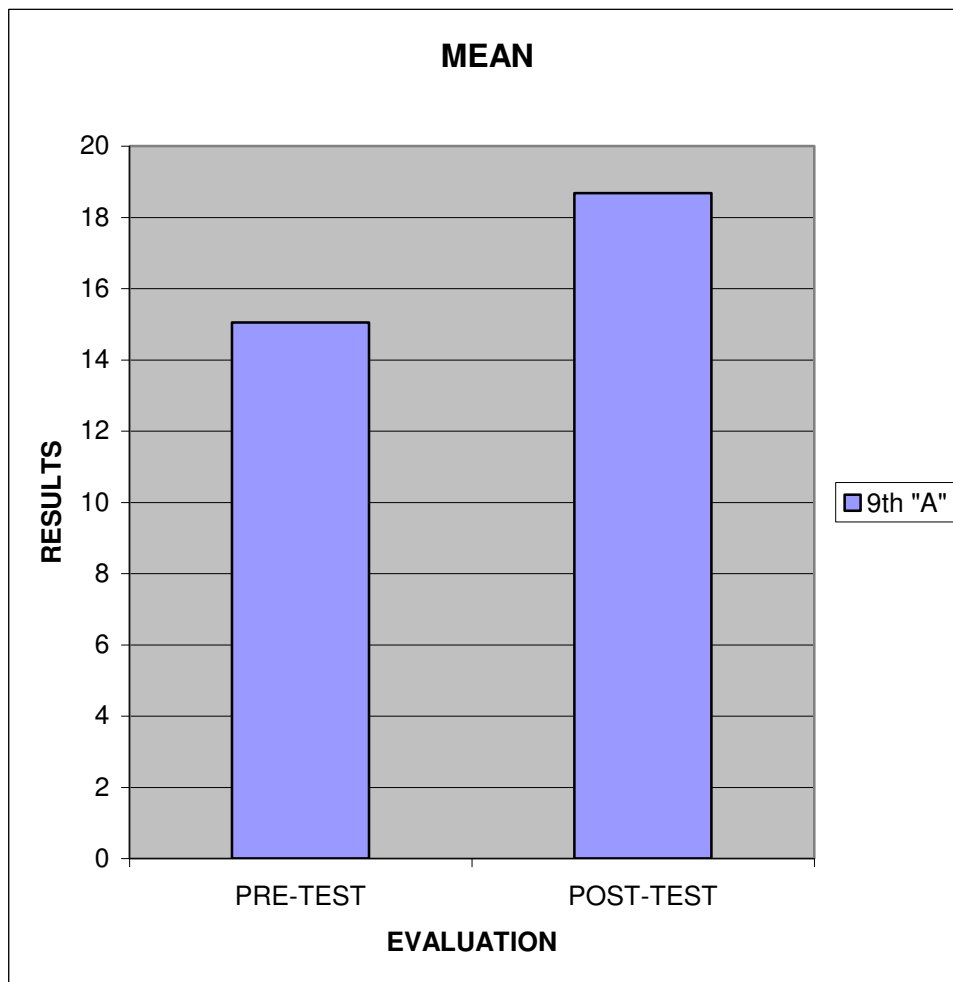


MEAN

TABLE 12

MEAN

| COURSE | PRE-TEST | POST-TEST |
|--------|----------|-----------|
| 9th "A" | 2.65 | 0.73 |

FIGURE No. 4
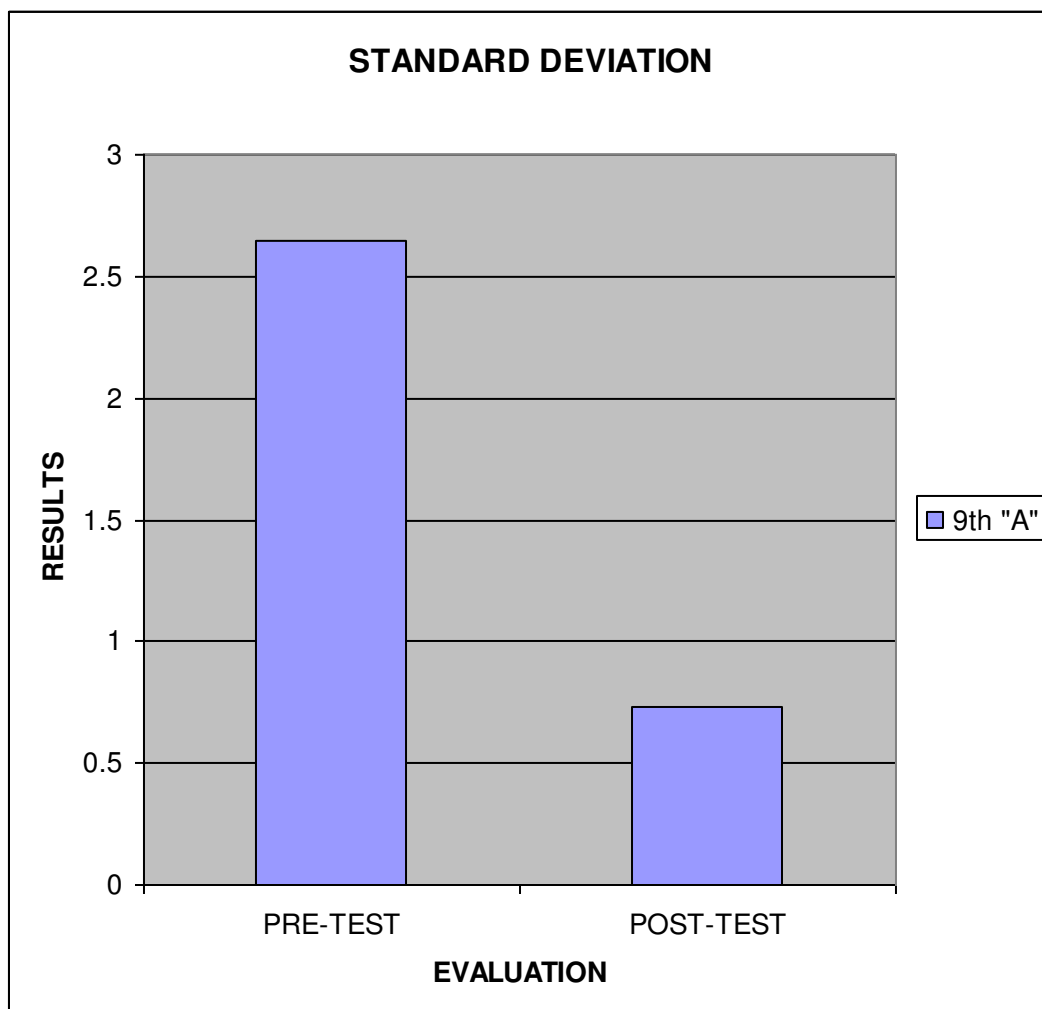
| | STUDENTS | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| PRE-TEST | 17.00 | 16.00 | 19.00 | 19.00 | 14.00 | 13.00 | 16.00 | 10.00 | 18.00 | 15.00 | 14.00 | 14.00 | 14.00 | 12.00 | 18.00 | 15.00 | 18.00 | 10.00 | 14.00 |
| POST-TEST | 18.00 | 20.00 | 20.00 | 19.00 | 18.00 | 18.00 | 19.00 | 18.00 | 18.00 | 18.00 | 19.00 | 19.00 | 18.00 | 18.00 | 19.00 | 19.00 | 20.00 | 18.00 | 19.00 |
| DIFFERENCE | 1.00 | 4.00 | 1.00 | 0.00 | 4.00 | 5.00 | 3.00 | 8.00 | 0.00 | 3.00 | 5.00 | 5.00 | 4.00 | 6.00 | 1.00 | 4.00 | 2.00 | 8.00 | 5.00 |

Results:

Sea $\mu d$      it represents the mean of the population of the differences. Then

Ho: $\mu d = 0$    the regular method haven't have any effect in the students

Ha: $\mu d > 0$    TPR have effect, the given graves of the students before TPR was applied were low, but after it was

           used they were better

|  | No. | MEAN (x) | ST DEVIATON (S) | SE MEAN |
|---|---|---|---|---|
| BEFORE | 19 | 15.05 | 2.65 | 0.61 |
| AFTER | 19 | 18.68 | 0.73 | 0.17 |
| DIFFERENCE | 19 | 3.63 | -1.92 | -0.44 |

MEAN STANDARD ERROR

$$\check{r}\,x = \frac{S}{\sqrt{n}}$$

BEFORE

$$\check{r}\,x = \frac{2.65}{\sqrt{25}}$$

$$\check{r}\,x = 0.61$$

AFTER

$$\check{r}\,x = \frac{0.73}{\sqrt{25}}$$

$$\check{r}\,x = 0.17$$

DIFFERENCE

$$\check{r}\,x = \frac{-1.92}{\sqrt{25}}$$

$$\check{r}\,x = -0.44$$

T-Student

$$t = \frac{S}{\check{r}\,x}$$

$$t = \frac{-1.92}{-0.44}$$

$$t = 4.36$$

Normalized Gaussian Distribution
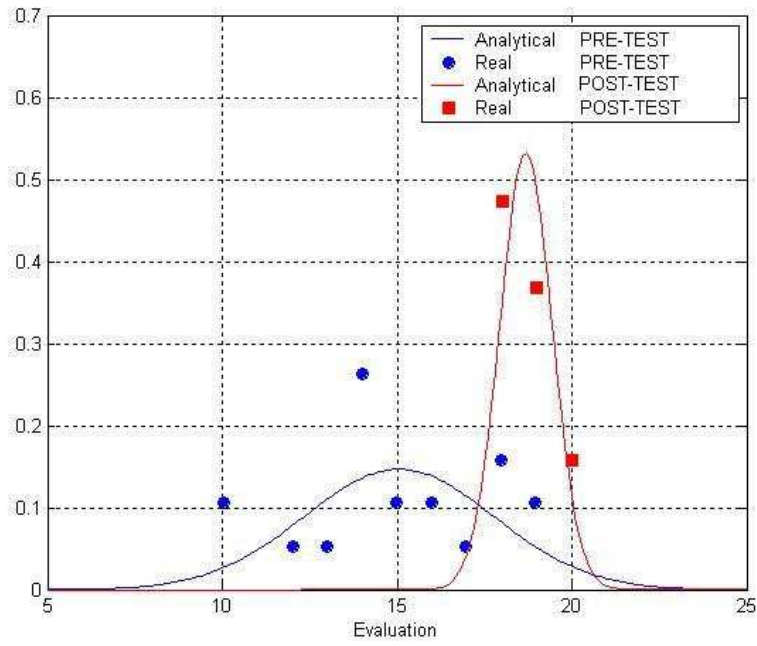


Normalized Gaussian Distribution
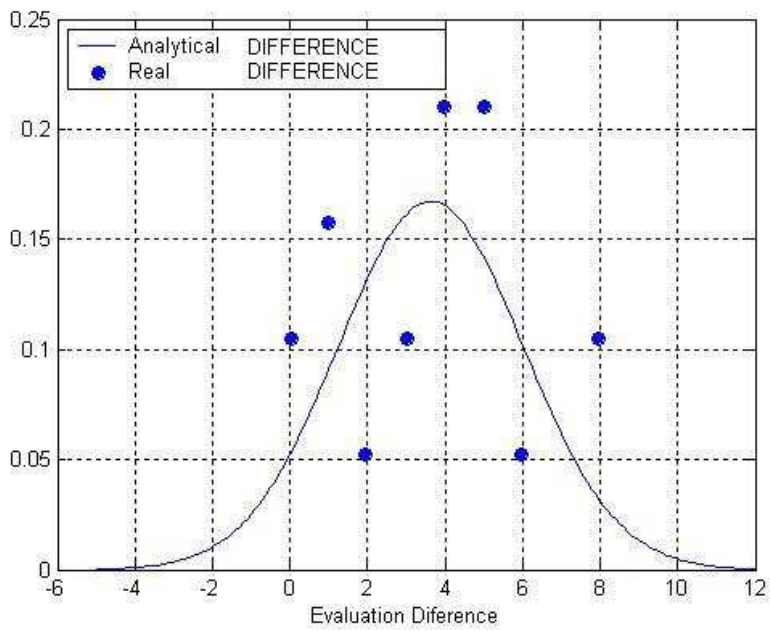
## CONCLUSIONS

- As shown in the graphic, TPR has succeeded in teaching L2. Knowledge and English skills improve at the end of the cycle.

- A teacher must keep in mind key components to TPR method in order for it to be effective.

- It is important to keep an interesting environment to get student's attention instead of having them bored.

## RECOMMENDATIONS

- Do not try to introduce too many words at a time or too quickly because then the method will not work.

- Take normal situations and exaggerate them. Turn small amounts of money into large amounts of money. Compare your students to movie stars.

- To keep it interesting, give it your best energy at all times. Your students are worth it. You will feel better and so will they. Enthusiasm is contagious.

# CHAPTER FIVE

## P R O P O S A L

## INTRODUCTION

Daily, teachers have to prepare classes, but also activities to develop the four skills (listening, reading, writing, and speaking) that are required in L2 teaching. Besides, they have to take care of catching students' interest to get their attention in order to achieve the learners increase their English knowledge.

However, you might have seen students who can't respond to English when it is spoken at normal speed. For this reason, I am proposing something different for teaching a second language in English classes to get the best results. It is called "THE FIVE-DAY LESSON PLAN", which is based on TPR (Total Physical Response.

This method is effective because students become active participants of the language classroom. This is especially useful for visual and kinesthetic learners when objects and actions are involved in the lesson. This approach does not just cover one aspect of a language and can be used in a variety of ways. This method can be used when teaching vocabulary, grammar and, in all levels of language instruction.

In my project you will find examples of basic procedures and some TPR sequences of various kinds that has succeed when teaching L2. After reading this document you may want to create some materials yourself. Good luck.

# JUSTIFICATION

When looking to the way that children learn their native language we realize that communication between parents and their children combines both verbal and physical aspects. The child responds physically to the speech of their parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. It is during this period that the internalization and codebreaking occurs. After this stage, the child is able to reproduce the language spontaneously. With TPR, the language teacher tries to mimic this process in class.

# OBJECTIVES

- To increase the use of TPR in the classroom in order to achieve communicative competence.


- To promote students' independence focusing on functional aspects of the language and using authentic opinions; challenge them to explain and stand their points of view.


- To develop students' confidence to communicate using L2.

# HOW TO USE THE PROPOSAL

I have developed a five-day lesson which plan serves two large purposes: most importantly it prepares students to be able to speak and write at an advanced level and it prepares students to take the Advanced Placement language exam given by Educational Testing Service. As follows:

| | |
|---|---|
| Monday: | Class Discussion |
| Tuesday: | 20-Second Responses |
| | Reading |
| Wednesday: | Freewriting |
| Thursday: | Aural Grammar Quiz |
| Friday: | Reading |

Students had not been asked to speak, only to try to understand and obey the command; they automatically connected the word with the action and understood exactly what I had just told them. Then, students have responded to the commands unconsciously showing that they understood the language.

Before beginning:
  1. Students have to take a pre-test
  2. Teachers apply "The Five-Day Lesson Plan" based on TPR
  3. Students have to take a post-test
  4. Conclusions and comparisons
  5. Statistical procedure

# FEASIBILITY

This research project was based on a rigorous investigation of the necessities that have been presented in the teaching-learning L2.

# IMPACT

TPR caused an enormous impact, because students felt a lot of difference than using traditional methods. They realized that discussing about topics that are important nowadays has kept their interest since the class beginning until the bell rang.

TPR trains students to respond quickly and naturally while also teaching vocabulary in a funny, lively lesson while combining reception and production. As students became familiarized, the challenge was taken enabling them to face reality using L2.

# EVALUATION

In the first place, students of control and experimental group took a pre-test; this was made to find their knowledge out and finally they took a post-test. Here, I noticed the improvement that the experimental group has achieved.

# PARTICIPANTS

Students of third A and B from "Isabel de Godin" High School.

# BENEFICIARIES

"Isabel de Godin" High School Students.

# PROPOSAL DEVELOPMENT

Learners have been totally involved in TPR activities because they were allowed to concentrate on one thing only: they were acting out what they'd heard. There was no pressure on them to speak the foreign language.

Before any learner can start to speak a foreign language spontaneously and creatively he or she must feel the inner readiness to do so. When learners were ready they felt that the words of the language spring from within themselves. This inner readiness has been developed gradually but inevitably with prolonged exposure to the sound of understood language and an active involvement in its meaning. TPR has proved to be an effective learning strategy in this respect.

During the first few weeks of an English starter course at school TPR might even be the main activity that the learners are involved in. A 'bookless' period impresses upon the learners the notion that language has been basically meaningful sound (rather than words on paper).

<u>MONDAY – CLASS DISCUSSION</u>

On Monday of every week, there is a class discussion. Always ask students about their weekends. Ask them if they have had any experiences they want to share with the class. Often they have traveled, gone to parties or had car wrecks that they will share with the class.

It is important for the teacher to speak a fair portion of the time to provide a good deal of comprehensible input in a truly conversational mode. Tell them what you did over the weekend. If no one speaks up, ask individual students what they did. If they don't have an answer, ask them specific questions such as:

- Did you watch TV?

- Did you watch football yesterday?

- Did you go to the football game Friday?

- What time did you get up Saturday morning?

- What did you do Saturday night?

Questions like these help you get the class speaking and thinking in English. They also help build good feelings in the class. They can talk to us, their class family, any time they want. A little practice with questioning techniques will make this part of the class easy.

Make sure you always are going from the general to the specific. If you ask a general question and don't get an answer, just ask more specific one. If you get specific enough, they will always answer. Likewise, if a student gives a general answer, make him/her come up

with something specific. They either watched TV or they didn't. there is no in-between on that question.

Keep asking questions and they will answer. Your main purpose here is to keep the discussion going. Whatever they say, challenge them to flesh out their ideas or be more specific or develop them more. Ask them questions like, "What do you mean when you say…?" or "Why do you think that?"

Discuss world events, controversial issues and local happenings. Read the newspaper and look for things to discuss. Advice columns offer good discussion ideas. Here are some class discussion and essay topics:

1. Should the drinking age be lowered?

2. What can society do to diminish drunk driving?

3. Should the government prohibit abortion?

4. Should the government censor movies?

5. Do clothes affect a person's behavior?

6. What is an ideal husband or wife?

7. Why is it important to know another language?

8. Are parents too strict?

9. Should drugs be legal?

10. How important is money?

As it progresses, students are more willing to talk about their experiences and share their ideas. Building trust with students is crucial. You play the role of a moderator. Keep asking questions that will make your students think. Make them defend their positions. Whatever they say, make them support their ideas with evidence. This will help them develop critical thinking skills. Yes, they can think in their new language. If they say that parents are too strict, first ask why. Whenever you can't think of something to get them to talk, go to something more specific. For example, when the class is talking about strict parents, tell them you want to go to a part and you won't be home until two in the morning. What should the parents do? Should the kid be allowed to go? What factors are involved in a curfew? Have students take both sides. Have them be the parents and the kid. Have them discuss the party and what will go on at the party. Always continue to have each side support what it says with something more than feelings.

Another way of framing a discussion is to have students use numbers to quantify things. For example, have them quantify their parents. A "ten" is the strictest possible and a "one" is the least strict. Where do their parents fall on this scale? A good person is a "ten" and a bad person is a "one". What does a person who is a "ten" do? What does a person who is a "one" do? You can elicit a lot of conversation by using numbers in this way.

TUESDAY – TWENTY-SECOND RESPONSES

One section of the foreign language advanced placement tests has students speak for second on a given topic. Every Tuesday students practice speaking in groups of two to each other for 20 seconds. They are to say as much as they can during the allotted time. For example, you could tell the students: "Convince your partner to go to the football game with you this weekend." When you present a topic such as this one, before the students speak, you should talk about it yourself to provide some comprehensible input. Once the 20 seconds are up, yell, "Time!" Then the second student speaks on the exact subject for 20 seconds. Ask three or four students to tell the class what their partners said. When you have allowed these few students to tell their answers to the lass, go on to the next topic. You can usually have four or five questions per class period. This takes about 20 to 25 minutes. The key words are *describe, convince,* and *explain.* Have students describe:

1. a (romantic, fun, interesting, different, funny) day

2. a trip

3. an ideal family, boy/girlfriend, date or birthday

4. clothes that are in style or out of style

5. an historic event

Have students take both sides when they convince their partners to do the following things or not to do them:

1. go to a party

2. talk (French, English, German, Spanish) for a day

3. go swimming this weekend

4. read a certain book

Also have students explain:

1. why people should not use drugs

2. why some people smoke

3. why their parents don't understand them

4. why some classes are boring

When you do 20-second responses, sometimes make them deal with the essay topic also. For example:

- Describe the house you will live in 20 years from now

- Describe your family in the future

- How will your community be different in 20 years?

<u>WEDNESDAY – FREEWRITING</u>

Every Wednesday the students do a "freewrite". Fluent writers of the language are able to write 100 words in five minutes. Their goal is to continue to write without stopping. They don't edit or correct during this time. They just keep writing. Students often are given a topic to write about.

1. their family

2. school

3. their favorite class

4. an ideal weekend

Having them do time writings without editing is a good way to assess fluency. When students have to write a certain numbers of words in a given time, it is easy to evaluate their abilities. And you can see how they are developing in both fluency and accuracy. This is really a very good assessment tool. The accuracy of their acquired language can be appraised quite well, since they don't have time to think about rules.

THURSDAY – AURAL GRAMMAR QUIZ

We give a simple 20-item right-or-wrong grammar quiz in which the teacher says sentences like the ones below and the students mark down whether each sentence is correct or not:

1. I goes

2. He is eating

3. They is going

4. They are speaking

5. You go

6. They speak

7. You was eating

Students need to read a great deal in order to continue to acquire lots of vocabulary. If you students can read more, they will acquire more vocabulary, their aural and reading comprehension will improve, and their accuracy in writing and speaking will too.

For students to enjoy what they read the material must be interesting to them. Some of the juvenile novels on the market are assigned a reading grade level by the publisher.

The benefits of doing a lot of reading are many. In addition to vocabulary acquisition, students pick up structure and morphology, idioms and such problematic matters. Such things they will have some familiarity with from the storytelling part of the class; others not. When they have done sufficient reading, many such things pop up correctly in their speech and writing. So there is gradual general improvement in correctness of both speech and writing. Their reading comprehension improves dramatically even in the course of reading a single novel. The breadth of material they comprehend aurally expands gradually but massively in the long run.

It is important that students understand the story line so that they will be interested in the book. We always focus on the content of what they are reading, and we don't worry about vocabulary as along as they get the gist and follow the story.

Students usually have a difficult time reading the first two or three chapters of a novel, so we start out by having them translate those chapters for a few consecutive days out loud in class. After that students do their in-class reading silently.

EVALUATION

The first step in becoming a great TPR teacher is getting the idea of continually checking for aural understanding in your mind. The reason this is so important is that it is essential that everyone understand almost everything in class. Your generally procedure is always:

1. TEACH


2. CHECK


Checking aural comprehension is extremely important. It gives you a clearer picture of what the class as a whole has mastered and what they need more exposure to. Whether you are checking the group or an individual, you take note of the yet-to-be-mastered items and you keep using them in commands to the class and to individuals until you are satisfied that nearly everyone has internalized them. Then you can stop checking for them, although you will still use them as part of the ever-growing repertoire of vocabulary that the class knows.

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# GLOSSARY

**Acquire, acquisition**

The process of "picking up" a language or elements of a language. They are contrasted with learn and learning.

**Acquisition activity**

This is any activity in which students focus on the message or meaning of language that is comprehensible to them. They do not focus on correctness in acquisition activities.

**Adaptation**

This is the term that Asher uses to describe the phenomenon of students' no longer responding to commands with the interest and delight that they do early in classical TPR. The term comes from biology.

**Barometer student or barometer check**

A student the teacher believes to be in the 20th to 40th percentile of a class and whose aural comprehension the teacher checks at times to determine what vocabulary items s/he has not yet internalized. The teacher takes such a student's answers as an indication of what items need to be worked on more by the whole class.

**Chain commands**

Two or more commands given one after another before any physical response is made.

**Class invention**

A story invented by a whole class responding to questions put to them by the teacher

Classical TPR

The use of commands with real action responses. The actions are often full-body responses and sometimes are pantomimed. This is contracted with hand TPR.

Comprehensible input

Language in the target tongue which students hear or read that is understandable to them. In TPR Storytelling we think it is important that it be highly believable in the earliest stage of acquisition, not just comprehensible.

Comprehension check

A quick assessment of whether one or more students comprehend certain material aurally – usually applied in TPRS during the stage of internalization of vocabulary.

Five-day lesson plan

The plan used by Blaine Ray and others in the second, third and fourth years of high school that involves doing a different specific activity each day of the week in the first 15 to 20 minutes of a 55-minute class.

Freewrite, freewriting

For a set brief time, usually from five to ten minutes, students write on a topic given by the teacher or on a topic of each individual's choice. They do not revise or correct what they write.

Guide word

(1) A new vocabulary word (or phrase) which is targeted for acquisition and is listed with other guide words and used in a minisituation, then in a mini-story and later in a main story. (2) A word (or phrase) listed with others, all of which may change in form when a personalized mini-

situation (PMS), mini-story or main story I retold from the perspective of one or more characters in the story and/or is retold in different tense. (3) A word (or phrase) which students are required to use in a story they are creating.

Hand TPR

This occurs when a command or vocabulary item is responded to not with a full physical response, but instead with a hand sign or gesture which represents the concept. For example, *run to the window* can be done by making a window with two fingers of one hand and having two fingers of the other hand "run" to it. Occasionally in hand TPR we use a facial expression instead of using hands, or the respondent simply points to something or someone. The contrasting concept is *classical TPR.*

Internalize, internalization

These words refer to the process in which students become throughtly familiar with vocabulary items (and other features of their new language) via aural comprehensible input. When a student has internalized an item, usually s/he is able to produce it in speech.

Learn, learning

We use these both in the ordinary, everyday way and, often, in the Krashenian sense of somehow getting to 'know the rules', a conscious knowledge about grammar.

Learning activity

Learning activities are ones in which students are learning rules, they are making a conscious attempt to internalize them, or they are focusing on the form of the message rather than the message itself. Whenever a student is producing language while focusing on correctness, s/he is engaged in a learning activity.

Mini-story

A brief story used as a vehicle for acquiring vocabulary and structure through comprehensible aural input and for providing an efficient an interesting way to begin expressive use of new vocabulary, morphology and structure.

Model

To perform an action in order to demonstrate the meaning of a word or phrase. The teacher models words or phrases as s/he presents them for the first time and later only when necessary. To check one's own speech to see whether one is accurately applying grammatical rules that one has learned.

Novel command

A command which students have in general never heard before and which contains elements they are already quite familiar with or can easily comprehend. In TPR Storytelling we nearly always use this term for commands that in addition contain a specific new vocabulary item which we want students to acquire. Typically, many novel commands are given one after another to provide comprehensible input of one particular item in various contexts. Though they need not be, many are bizarre and entertaining.

Personalized mini-situations (PMS)

A very brief story told for the purpose of providing comprehensible input of one or more vocabulary items in context, since it is a story, we sometimes use the verb tell with it. We call it a "mini-situation" because we need a term that is different from mini-story, which is used for a different purpose. We personalize mini-situations by giving one or more students' names to characters in them.

Personalized questions and answers (Q and A)

A brief session in which the teacher asks the students questions about themselves and in which specific individuals. The answers may be short or long.

Perspective

Telling a story "from perspective" is telling it from the point of view of one or more of the characters in the story or telling it to one or more of the characters. It may also mean telling a story in a different tense from any point of view.

Play commands

The purpose of play commands is to have a good time while providing some comprehensible input. Any understandable content may be used, and the commands may be given to the whole class or to one individual at a time.

Response time

The time that it takes a student to respond physically to command or another vocabulary item s/he is expected to respond to.

Role reversal

The giving of commands by a student to the teacher

Vocabulary

A word which is targeted for acquisition and is listed with other vocabulary items and used in a personalized mini-situation and a mini-story and in various other techniques.

ANNEX

RESEARCHING GUIDE INSTRUCTIONS

Dear Mrs. Lopez,

I am really glad to send you my proposal about TPR Method in Second Language Teaching.

Attached you will find the methodology on which I've been working in order to be used as a tool with the Experimental Group.

I would like you to talk your students about me and my purpose as follows:

> *Dear teenagers,*
>
> *I am really happy to write you. I am working on my thesis project called: "INCIDENCE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING THE SECOND LANGUAGE PROGRAM". It will be applied with you and I really need your assistance to get success in this project.*
>
> *I love to teach and always wanted to see my students actually express their own needs, desires and ideas in the target language with considerable fluency and accuracy.*
>
> *Please do not be afraid and just have fun as children when they begin to learn language without noticing.*
>
> *Best regards*
>
> *Marcela*

Besides, I need your assistance sending me information about "Isabel De Godin" High School: History and Backgrounds.

Thank you so much for your wonderful support.

<div align="right">09 8 795812</div>

Marcela                          tequilamelina@hotmail.com

# ISABEL DE GODIN INSTITUTE

DIAGNOSTIC TEST

Bilingual Secretary Speciality

Course: Third "A"

Date: September 20th, 2007

1. Underline the verb in each of the following advertising

   slogans      hunter stand up in any      one label spells style

   the old                crowd                    technology

   Philips has worked for you                          is dead

2. Write the plural forms of the nouns

   POTATO                    CHILD

   DISH                      BENCH

   DORMITORY                 TAX

   BACTERIUM                 SHEEP

   WOMAN                     LEAF

3. All the following sentences contain mistakes. Can you find the mistakes and correct them?
   o I drank two waters
   o I had a eggs for breakfast
   o There is many kind of tree in the world
   o I am study the English
   o Only twelve student was in classes tomorrow

4. Complete the sentences by using a pronoun more a form of BE GOING TO
   o The students took a quiz yesterday, and _____ another quiz today

- Peter wasn't in class today, and _____ in class tomorrow either
- Susan and George are in class today and _____ in class tomorrow too.
- My father ate lunch with Alan today, and _____ lunch with him tomorrow too.


5. Answer the following questions
   - Mention some main characteristics to be a good secretary

   - What is the secretary for you

   - How do you help to take care our environment

   - What is your opinion about the youth

# TECHNICAL ENGLISH EXAM

STUDENT'S NAME

COURSE: Third "A"

DATE:

Instructions: Red carefully each question and answer them, start with the ones you don't have problems then come back to those that need more attention. GOOD LUCK.

1. The following sentences contain mistakes find them and write in a correct form

   - Your sister have begin his job many years ago

   - My classmate don't can found the information when we were in class

   - I was thought about my objectives

   - Yesterday, my roommate Susan ask me to play with their

   - My teachers give me always we a lot of homework

2. Make statements, questions, and responses in the simple present tense using the following cues

   - We / live in a dorm
     an apartment

   - I / have classes on Sunday
     Three days a week

   - my roommate / come from Germany

Canada

- my roommate / always study at the library
  in our apartment

- my neighbors / play the stereo all night
  go to bed early

3. Answer the following questions
   - In what ways is TV good?

   - What effects does TV have on the human brain?

   - How does TV cause us to be dissatisfied?

   - What effect does TV violence have on man people?

4. These are the answers, write the information question
   - Television teaches us about science, medicine and arts

   - Non-native speakers can improve their English by watching
     TV

   - Because many people are addicted to TV

   - Violence on TV may cause people to act violently

5. Match only the pairs of words that have similar meaning

   sad                          film
   patient                      quality

| | |
|---|---|
| contractive | silent |
| unfortunate | attention |
| movie | loud |
| increase | unhappy |
| addiction | reply |
| view | rise |
| watch | see |

6.  Write a word that correspond to the following meaning

To move something from one place to another_____

Something to help us see small things_____

A person who works in the field of nutrition_____

An instrument to cut something_____

7.  Complete the information about the parts of the speech
    - A word that connects sentences, clauses or words is a _____
    - A word placed before a noun or pronoun to show its relation to another word is a _____
    - A word used as a name of a person, thing, place, etc, is a _____
    - A word that describes a noun is an_____

8.  Answer the following questions
    - What is the role of the secretary in the office?
    - Establish the difference between efficiently and effectively?
    - What are the principal skills and qualities of a secretary and why?
    - Why should a secretary be concerned about having a good work station?

9. Listen and complete the following questions

- What is the role of the secretary in an office?

- Establish the difference between efficiently and effectively?

- What are the principal skills and qualities of a secretary and why?

- Why should a secretary be concerned about having a good work station?

10. Listen and complete the following questions

  o Who probably starts the conversation?

  o Is she taking the English test?

  o Who is Nancy?

  o Where is she from?

  o What does she want to study?

SONGS

   1.  CRAZY / ALANIS MORISSETTE

In a church,by the face,

He talks about the people going under.

Only child know...

A man decides after seventy years,

That what he goes there for, is to unlock the door.

While those around him criticize and sleep...

And through a fractal on a breaking wall,

I see you my friend, and touch your face again.

Miracles will happen as we trip.

But we're never gonna survive, unless...

We get a little crazy

No we're never gonna survive, unless...

We are a little...

Crazy yellow people walking through my head.

One of them's got a gun, to shoot the other one.

And yet together they were friends at school

Ohh, get it, get it, get it, get it no no!

If all were there when we first took the pill,

Then maybe, then maybe, then maybe, then maybe...

Miracles will happen as we speak.

But we're never gonna survive unless...

We get a little crazy.

No we're never gonna survive unless...

We are a little...

Crazy...

No no, never survive, unless we get a little... bit...

Amanda decides to go along after seventeen years...

Oh darlin...

In a sky full of people, only some want to fly,

Isn't that crazy?

In a world full of people, only some want to fly,

Isn't that crazy?

Crazy...

In a heaven of people there's only some want to fly,

Ain't that crazy?

Oh babe... Oh darlin...

In a world full of people there's only some want to fly,

Isn't that crazy?

Isn't that crazy... Isn't that crazy... Isn't that crazy...

Ohh...

But we're never gonna survive unless, we get a little crazy.. crazy..

No we're never gonna to survive unless we are a little... crazy..

But we're never gonna survive unless, we get a little crazy.. crazy..

No we're never gonna to survive unless, we are a little.. crazy..

No no, never survive unless, we get a little bit...

And then you see things

The size

Of which you've never known before

They'll break it

Someday...

Only child know....

Them things
The size
Of which you've never known before

Someday...

## 2. BECAUSE YOU LOVED ME / CELINE DION

For all those times you stood by me

For all the truth that you made me see

For all the joy you brought to my life

For all the wrong that you made right

For every dream you made come true

For all the love I found in you

I'll be forever thankful baby

You're the one who held me up

Never let me fall

You're the one who saw me through through it all

You were my strength when I was weak

You were my voice when I couldn't speak

You were my eyes when I couldn't see

You saw the best there was in me

Lifted me up when I couldn't reach

You gave me faith 'coz you believed

I'm everything I am

Because you loved me

You gave me wings and made me fly

You touched my hand I could touch the sky

I lost my faith, you gave it back to me

You said no star was out of reach

You stood by me and I stood tall

I had your love I had it all

I'm grateful for each day you gave me

Maybe I don't know that much

But I know this much is true

I was blessed because I was loved by you

You were my strength when I was weak

You were my voice when I couldn't speak

You were my eyes when I couldn't see

You saw the best there was in me

Lifted me up when I couldn't reach

You gave me faith 'coz you believed

I'm everything I am

Because you loved me


You were always there for me

The tender wind that carried me

A light in the dark shining your love into my life

You've been my inspiration

Through the lies you were the truth

My world is a better place because of you


You were my strength when I was weak

You were my voice when I couldn't speak

You were my eyes when I couldn't see

You saw the best there was in me

Lifted me up when I couldn't reach

You gave me faith 'coz you believed

I'm everything I am

Because you loved me

### 3. WICKED GAME / CHRIS ISAAK

The world was on fire
No one could save me but you.
Strange what desire will make
foolish people do
I never dreamed that I'd meet
somebody like you
And I never dreamed that I'd lose
somebody like you


No, I don't want to fall in love
[This love is only gonna break
your heart]
No, I don't want to fall in love
[This love is only gonna break
your heart]
With you


What a wicked game you play
To make me feel this way
What a wicked thing to do
To let me dream of you
What a wicked thing to say
You never felt this way
What a wicked thing to do
To make me dream of you

And I don't wanna fall in love
[This love is only gonna break
your heart]
And I don't want to fall in love
[This love is only gonna break
your heart]


World was on fire
No one could save me but you
Strange what desire will make
foolish people do
I never dreamed that I'd love
somebody like you
I never dreamed that I'd lose
somebody like you


No I don't wanna fall in love
[This love is only gonna break
your heart
No I don't wanna fall in love
[This love is only gonna break
your heart]
With you


Nobody loves no one

4.  CLOSE TO YOU / CARPENTERS

Why do birds
Suddenly appear?
Everytime you are near
Just like me
They long to be
Close to you

Why do stars
Fall down from the sky?
Everytime you walk by
Just like me
They long to be
Close to you

On the day that you were born
The angels got together and decided
To create a dream come true
So they sprinkled moondust in your hair
Of gold and starlight in your eyes of blue

That is why all the girls in town
Follow you all around
Just like me
They long to be
Close to you

Just like me
They long to be
Close to you

5.  SUMMER LOVE / DAVID TAVARE

In a while...

maybe you remember,

when we met... on the beach

when you showed met the way

from that day,

we'd always be together

in our hearts... in our minds

nothing could throw it away


Show me the things that we felt in the time we were dreaming,

show me now... feel it now


In the past, we used to be together

every day, of our lifes

now its fading away

## 6.  ENJOY THE SILENCE / DEPECHE MODE

Words like violence

Break the silence

Come crashing in

Into my little world

Painful to me

Pierce right through me

Can't you understand

Oh my little girl

All I ever wanted

All I ever needed

Is here in my arms

Words are very unnecessary

They can only do harm

Vows are spoken

To be broken

Feelings are intense

Words are trivial

Pleasures remain

So does the pain

Words are meaningless

And forgettable

All I ever wanted

All I ever needed

Is here in my arms

Words are very unnecessary

They can only do harm

## 7.  ENDLESS LOVE / MARIAH CAREY

My love,

There's only you in my life

The only thing that's bright


My first love,

You're every breath that I take

You're every step I make


And I

I want to share

All my love with you

No one else will do...


And your eyes

Your eyes, your eyes

They tell me how much you care

Ooh yes, you will always be

My endless love


Two hearts,

Two hearts that beat as one

Our lives have just begun


I'll hold you close in my arms

I can't resist your charms


And love

Oh, love

I'll be a fool

For you,

I'm sure

You know I don't mind

Oh, you know I don't mind


'Cause you,

You mean the world to me

Oh

I know

I know

I've found in you

My endless love


Oooh, and love

Oh, love

I'll be that fool

For you,

I'm sure

That You know I don't mind

Oh you know-

I don't mind


And, YES

You'll be the only one

'Cause no one no one can deny

This love I have inside

And I'll give it all to you

My love

My love, my love

My endless love

8.  COME CLEAN RAIN / HILLARY DUFF

Back to the beginning
Back to when the earth, the sun,
the stars all aligned

'Cause perfect didn't feel so
perfect
Trying to fit a square into a circle
Was no life
I defy

Let the rain fall down
And wake my dreams
Let it wash away
My sanity
'Cause I wanna feel the thunder
I wanna scream
Let the rain fall down
I'm coming clean, I'm coming
clean

I'm shedding
Shedding every color
Trying to find a pigment of truth
Beneath my skin

'Cause different
Doesn't feel so different
And going out is better
Then always staying in
Feel the wind

I'm coming clean
Let the rain fall
Let the rain fall
I'm coming...

## 9. I'M WITH YOU / AVRIL LAVIGNE

I'm standing on the bridge

I'm waiting in the dark

I thought that you'd be here by now

There's nothing but the rain

No footsteps on the ground

I'm listening but there's no sound

Isn't anyone tryin' to find me?

Won't somebody come take me home?

It's a damn cold night

Trying to figure out this life

Won't you take me by the hand

Take me somewhere new

I don't know who you are

But I... I'm with you

I'm with you

I'm looking for a place

I'm searching for a face

Is anybody here I know?

'Cause nothing's going right

And everything's a mess

And no one likes to be alone

Isn't anyone tryin' to find me?

Won't somebody come take me home?

Why is everything so confusing?

Maybe I'm just out of my mind

It's a damn cold night

Trying to figure out this life

Won't you take me by the hand

Take me somewhere new

I don't know who you are

But I!

I'm with you!

I'm with you!

Take me by the hand

Take me somewhere new

I don't know who you are

But I!

I'm with you!

I'm with you!

Take me by the hand

Take me somewhere new

I don't know who you are

But I

I'm with you

I'm with you

10.      IMAGINE / JOHN LENNON

Imagine there's no Heaven

It's easy if you try

No hell below us

Above us only sky

Imagine all the people

Living for today


Imagine there's no countries

It isn't hard to do

Nothing to kill or die for

And no religion too

Imagine all the people

Living life in peace


You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will be as one


Imagine no possessions

I wonder if you can

No need for greed or hunger

A brotherhood of man

Imagine all the people

Sharing all the world


You may say I'm

a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will live as one

## 11.    INCOMPLETE / BACKSTREET BOYS

Empty spaces fill me up with
holes
Distant faces with no place left to
go
Without you, within me I can't
find no rest
Where I'm going is anybody's
guess

I've tried to go on like I never
knew you
I'm awake but my world is half
asleep
I pray for this heart to be
unbroken
But without you all I'm going to
be is, incomplete

Voices tell me I should carry on
But I am swimming in an ocean
all alone
Baby, my baby
It's written on your face
You still wonder if we made a big
mistake

I've tried to go on like I never
knew you
I'm awake but my world is half
asleep
I pray for this heart to be
unbroken
But without you all I'm going to
be is, incomplete

I don't mean to drag it on
But I can't seem to let you go
I don't wanna make you face this
world alone
I wanna let you go (alone)

I've tried to go on like I never
knew you
I'm awake but my world is half
asleep
I pray for this heart to be
unbroken
But without you all I'm going to
be is, incomplete

12.	NO RAIN / BLIND MELON

All I can say is that my life is
pretty plain
I like watchin' the puddles gather
rain

And all I can do is just pour
some tea for two
and speak my point of view
But it's not sane, It's not sane

I just want someone to say to me
oh,oh, oh, oh
I'll always be there when you
wake yea, yea
Ya know I'd like to keep my
cheeks dry today
So stay with me and I'll have it
made

And I don't understand why I
sleep all day
And I start to complain that
there's no rain

And all I can do is read a book to
stay awake
And it rips my life away, but it's a

great escape
escape......escape......escape......

All I can say is that my life is
pretty plain
ya don't like my point of view
ya think I'm insane
Its not sane......it's not sane.

I just want someone to say to me
oh, oh, oh, oh
I'll always be there when you
wake yea, yea
Ya know I'd like to keep my
cheeks dry today
So stay with me and I'll have it
made

(I'll have it made
I'll have it made
You know we're really gonna,
really gonna have it made
Gonna have it made
ahhh,ahhh, ahhh, ahhh)

## 13.     FEEL  / ROBBIE WILLIAMS

Come and hold my hand
I wanna contact the living
Not sure I understand
This role I've been given

I sit and talk to God
And he just laughs at my plans
My head speaks a language
I don't understand

I just want to feel real love
Fill the home that I live in
'Cause I got too much life
Running through my veins
Going to waste

I don't want to die
But I ain't keen on living either
Before I fall in love
I'm preparing to leave her
I scare myself to death
That's why I keep on running
Before I've arrived
I can see myself comming

I just want to feel real love
Fill the home that I live in
'Cause I got too much life
Running through my veins
Going to waste
And I need to feel real love
And a life ever after
I cannot get enough

I just want to feel real love
Fill the home that I live in
I got too much love
Running through my veins
To go to waste

I just wanna feel real love
In a life ever after
There's a hole in my soul
You can see it in my face
It's a real BIG place

Come and hold my hand
I want to contact the living
Not sure I understand
This role I've been given
Not sure I understand
Not sure I understand
Not sure I understand
Not sure I understand

14.    SAVE ME / REMY ZERO

I feel my wings have broken in your hands
I feel the words unspoken inside

When they pull you under
And I would give you anything you want
Well all I wanted
All my dreams have fallen down
Crawling around somebody save me
And two warm hands break right through me
Somebody save me
I don't care how you do it
Just stay
Stay
Come on
I've been waiting for you

I see the world has folded in your heart
I feel the waves crash down inside

And they pull me under
I would give you anything you want
Well all I wanted
And all my dreams have fallen down

Crawling around somebody save me
And two warm hands break right through me
Somebody save me
I don't care how you do it
Just stay
Stay
Come on
I've been waiting for you

And all my dreams are on the ground

Crawling around somebody save me
And two warm hands break right through me
Somebody save me
I don't care how you do it
Just save me

I've made this whole world shine for
Just stay
Stay
Come on
I'm still waiting for you

## 15.     YESTERDAY / THE BEATLES

Yesterday, all my troubles seemed so far away.

Now it looks as though they're here to stay.

Oh, I believe in yesterday.

Suddenly, I'm not half the man i used to be,

There's a shadow hanging over me,

Oh, yesterday came suddenly.

Why she had to go

I don't know she wouldn't say.

I said something wrong,

Now I long for yesterday.

Yesterday, love was such an easy game to play.

Now I need a place to hide away.

Oh, I believe in yesterday.

Why she had to go

I don't know she wouldn't say.

I said something wrong,

Now I long for yesterday.

Yesterday, love was such an easy game to play.

Now I need a place to hide away.

Oh, I believe in yesterday.

Mm mm mm mm mm mm mm.

## 16.    THE BLOWER'S DAUGHTER / DAMIEN RICE

And so it is

Just like you said it would be

Life goes easy on me

Most of the time

And so it is

The shorter story

No love, no glory

No hero in her skies

I can't take my eyes off you

I can't take my eyes off you

I can't take my eyes off you

I can't take my eyes off you

I can't take my eyes off you

I can't take my eyes...

And so it is

Just like you said it should be

We'll both forget the breeze

Most of the time

And so it is

The colder water

The blower's daughter

The pupil in denial

I can't take my eyes off you

I can't take my eyes off you

I can't take my eyes off you

I can't take my eyes off you

I can't take my eyes off you

I can't take my eyes...

Did I say that I loved you?

Did I say that I want to

Leave it all behind?

I can't take my mind off you

I can't take my mind off you...

I can't take my mind off you

I can't take my mind off you

I can't take my mind off you

I can't take my mind...

My mind...my mind...

'Til I find somebody new

17.	THE SCIENTIST / COLDPLAY

Come up to meet you, tell you I'm
sorry

I was just guessing

You don't know how lovely you
are

At numbers and figures

Pulling the puzzles apart

I had to find you

Questions of science

Tell you I need you

Science and progress

Tell you I set you apart

Do not speak as loud as my heart

Tell me your secrets

Tell me you love me

And ask me your questions

Come back and haunt me

oh, let's go back to the start

Oh, and I rush to the start

Running in circles

Running in circles

Calling tails

Chasing our tails

Heads on a science apart

Coming back as we are

Nobody said it was easy

Nobody said it was easy

It's such a shame for us to part

it's such a shame for us to part

Nobody said it was easy

Nobody said it was easy

No one ever said it would be this
hard

No one ever said it would be so
hard

oh, take me back to the start

I'm going back to the start..

18.      WORLD HOLD ON / BOB SINCLAIR

Open up your heart, what do you feel

Open up your heart, what do you feel... is real


The big bang may be a million years away

But I can't think of a better time to say


World, hold on

Instead of messing with our future, open up inside

World, hold on

Wonder you will have to answer to the children of the sky


World, hold on

Instead of messing with our future

Tell me no more lies

World, hold on

Wonder you will have to answer to the children of the sky


Children of the sky...

Children of the sky...


Look inside, you'll find a deeper love

The kind that only comes from high above


If you ever meet your inner child, don't cry

Tell them everything is gonna be alright


World, hold on

Instead of messing with our future, open up inside

World, hold on

Wonder you will have to answer to the children of the sky

World, hold on

Come one, everybody in the universe, come on

World, hold on

Wonder you will have to answer to the children of the sky

Children of the sky... alright

Open up your heart

Tell me, how do you feel

Listen now, tell them everything, right here right now

Alright, everybody, here in the world

You are all the children, alright

Together now, unite, and fight... oooh

Open up you heart, no, peace, love for everyone

Oh, no no no no no, alright, to the four corners of the world

Sing it loud, sing it loud, sing it loud loud loud

world hold on on

sing it loud, sing it proud

everybody, yeah yeah yeah yeah, oooh

Don't take no for an answer, no no, not today

Right here,spread love, everybody join together now

One , one heart, love and unity, everybody sing

yeah!

World, hold on

Come one, everybody in the universe, come on

World, hold on

Wonder you will have to answer to the children of the sky

World, hold on

Come one, everybody in the universe, come on

World, hold on

Wonder you will have to answer to the children of the sky