

ABSTRACT

THE USE OF TPR STORYTELLING (AS A TECHNIQUE) IN THE DEVELOPMENT  
OF LISTENING COMPREHENSION IN STUDENTS OF SIXTH GRADE OF LICEO  
DE LA UNIVERSIDAD NARIÑO HIGH SCHOOL

By

Anna Alvarez  
Elizabeth Salas

Submitted to the Faculty of Human Sciences  
In partial fulfillment of the requirements for  
The degree of B.A in the department of  
Linguistics and Languages  
English and French Program  
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## ABSTRACT

Listening is one of the most important skills for learning a foreign language and in EFL settings it is useful to provide oral input to develop language learning. However, in EFL settings and especially in Pasto, few techniques have been applied to develop and improve listening. The purpose of this study is to diagnose the effect of Total Physical Response Storytelling (TPRS) as a technique on the listening comprehension of sixth grade learners at the Liceo de la Universidad de Nariño. TPR Storytelling involves supporting a story with gestures and movements, which enhance meaning.

## RESUMEN

La escucha es una de las habilidades más importantes para el aprendizaje de una lengua extranjera y en los ambientes en los cuales el inglés no es la lengua nativa es útil proporcionar input oral para desarrollar el aprendizaje de esta. Sin embargo, en estos ambientes y especialmente en Pasto, pocas técnicas han sido aplicadas para desarrollar y mejorar la escucha.

El propósito de este estudio es diagnosticar el efecto de la técnica Respuesta Física Total en cuanto a la narración oral de historias en la comprensión de escucha en estudiantes de grado sexto de la institución educativa Liceo de la Universidad de Nariño. Esta técnica involucra en la historia gestos y movimientos los cuales ayudan a ilustrar y mejorar la comprensión de significados.

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*First of all thanks God to give me the life and the opportunity*

*to have a wonderful mother who always helps me and*

*works very hard to give me all what I need.*

*She taught me to be responsible, honest and made me realize*

*the importance of studying in order to be a better person.*

*In addition, thanks teachers who shared their knowledge*

*and taught me to be an actual teacher.*

*This is the first step to reach greater achievements.*

*Elizabeth Salas*

*I want to thank God for the help he gives me everyday,  
and for the family I have.*

*Besides I want to thank and share this success especially  
with my father's memory because he was and is very important for me,  
with my mother because she is the best mother around the world, with my husband  
because he waited for me everyday with a smile in his face, he was patient when I needed  
it, and also he provided me with the things I needed, and all people  
who helped me in anyway to reach my objective.*

*Anna Alvarez*

## TABLE OF CONTENTS

List of Tables	v
List of Figures	vi
CHAPTER 1: INTRODUCTION TO THE PROBLEM	1
Introduction	1
Problem Statement	1
Research Question	2
Hypothesis	2
Justification	3
Objectives	4
General Objective	4
Specific Objectives	4
Limitations	4
Definition of Terms	6
CHAPTER 2: LITERATURE REVIEW	8
Theoretical Foundations	8
Brief Historical Review of Listening	8
The Importance of Listening	8
Psychological Processes	
Related to the Ability of Listening	9
Some Important Characteristics of Listening	9
Planning Instructions for the Development of Listening Proficiency	11
Schema Theory	13
Listening Comprehension	
Multilevel, Interactive Process of Meaning Creation	14
Comprehensible Input	15
Principles for Listening Comprehension	
in the Classroom	16
Efficient Listening	17
Modes of Listening	17
Characteristics of the Real Listening Situations	18
Evidences of the Ability on Listening	
in TPR Storytelling	19
Total Physical Response TPR	19
TPR Storytelling	20
TPR Storytelling (Blaine Ray)	21
Total Physical Response Storytelling	22
Steps to Use TPRS	23
TPR Story-telling	24
Why Does TPRS Work?	26
Listening in TPR Storytelling	27
Previous Research	27

CHAPTER 3: METHODOLOGY	29
Design	29
Subjects	29
Materials	29
Instruments	30
Procedure	30
Variables	31
Dependent Variable	31
Independent Variable	31
Analysis of Data	31
CHAPTER 4: RESULTS	33
Pretest	33
Posttest	36
CHAPTER: 5 DISCUSSION	41
CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS	44
Conclusions	44
Recommendations.	45
REFERENCES	48
APPENDIX	50



## LIST OF TABLES

	Pag
Table 1. Pretest Results	33
Table 2. Pretest Frequencies	35
Table 3. Posttest Results	36
Table 4. Posttest Frequencies	38

## LIST OF FIGURES

	Pag
Figure 1. Pretest Results	34
Figure 2. Pretest Frequencies and Scores	35
Figure 3. Pretest Percentage	36
Figure 4. Posttest Results	37
Figure 5. Posttest Frequencies and Scores	38
Figure 6. Posttest Percentage	39
Figure 7. Parallel Pretest – Posttest	40

## APPENDIX

	Pag
APPENDIX A. Tests	51
APPENDIX B. Pretest – Posttest Stories	53
APPENDIX C. Lesson Plan	54
APPENDIX D. Set of Stories	58

## CHAPTER 1. INTRODUCTION TO THE PROBLEM

### Introduction

According to Law 115 (February eighth 1994), English teaching in Colombia is compulsory. This law establishes students must develop an intermediate communicative competence in a foreign language, for this reason, public and private primary and high schools include English in their curricula. However, some syllabuses developed by teachers might only include grammar and translation, considering the only skills, which help students get better scores in ICFES exams. Thus, listening, the first of the abilities human beings develop when they acquire their native language (Asher, 1984), may be neglected or disregarded, removing from students the opportunity to be exposed to a comprehensible input in the classrooms (Richards & Rodgers, 1986: 132). The input received through listening could contribute to learn and possibly to acquire the target language. Listening, like the other basic skills, allows learners to develop communicative competence, taking students to achieve the goal stated in Law 115.

### Problem Statement

Listening is the first ability human beings develop from birth, because they are constantly exposed to the native language. According to Asher (1982) in very early stages of life, children listen comprehensively, they capture the messages that are communicated and they can also respond to them with movements. Later, language appears and, children answer orally; the language development process continues being perfected until reaching a perfect oral communication under normal conditions. The considerations above mentioned concern the importance of exposure

by which students can listen to and understand the message given in the foreign language, in this case English. Sometimes reality in the classrooms of this city is a different one; students do not understand or they misunderstand what it is said in English. In other cases teachers do not present appealing or adequate activities for the students, which makes them reject listening activities or practices which are related to listening. It can be seen, for instance, situations when students disturb classes, they do not pay attention; they do not participate, are bored or confused or simply do not attend regularly English classes. It is important to clarify that the situations above mentioned are not always the result of lack of understanding and the neglecting of listening activities.

Considering these limitations, it may become more difficult for learners to develop, improve or apply listening comprehension. These situations have led to analyze and implement a technique attempting to develop an efficient listening skill which allows the learners to understand the message of short - oral stories, acted and expressed in the foreign language, in this case English.

#### Research Question

What is the effect of TPR storytelling (as a technique) in the listening comprehension of short oral stories in English in students of sixth grade?

#### Hypothesis

For this study a null hypothesis has been selected: The technique of TPR Storytelling does not influence neither positively nor negatively in the listening comprehension of short oral stories in English in students of sixth grade.

### Justification

Students acquire largely their native language due to the exposure they face every day living in a native context. In the same way, they need exposure to the target language in the shape of active listening, which should lead learners to improve their skills in the foreign language.

The truth is that the students in this context are learning English as a foreign language, so that they do not have the opportunity to be exposed to foreign language outside the classroom. Thus, the English classroom is the only place where students are exposed to the target language. In some cases this exposure could be limited to reading. The activities carried out in the classroom, depending on the purpose and the methodology selected by teachers, may include translation of texts and the application of grammatical rules, which makes exposure artificial and not communicative.

This research pursues to face this reality which may affect EFL learning. Although it is not possible to affirm that TPR Storytelling will have a positive or negative influence in teaching, it is hoped that this paper will contribute to enhance the conditions for EFL learning.

Furthermore, the principles behind TPR and the technique that will be applied in this study should be researched to profit from other methods, to implement new techniques and to contribute to increase the existent literature on the topic of TPR, which is very scarce.

In the same way, it is sought to analyze the results of implementing a relatively unknown technique in this context. The technique of TPR

Storytelling might reduce expenses in the purchase of materials, an advantage, especially for teachers in public schools.

Finally, it is also hoped that this paper serves as the starting point for future research, which would deepen in the issue of TPR, or others related to it by providing future researchers with some data that could be applicable and relevant to teaching.

### Objectives

#### *General Objective*

To diagnose the listening comprehension of short oral stories in English in students of sixth grade after using TPR storytelling (as a technique)

#### *Specific Objectives*

To provide the students with comprehensible, meaningful and contextualized input.

To carry out classes which have oral and aural content in the target language.

To provide the students with a context where English is mainly spoken.

### Limitations

During the development of the research different limitations appeared. The main one was the previous lack of exposure to spoken language; this influenced the attention that students paid to the stories and the results obtained. Students always had English classes in Spanish. For this reason most of them did not like listening to the foreign language, as a consequence, they did not try to listen to and understand what was said in each class, which was conducted mainly in English.

Another limitation was the schedule for English classes, which consisted of three hours a week, two hours on Wednesdays and one hour on Fridays. It is

important to clarify that one hour at the Liceo de la Universidad high school, corresponded to 45 minutes. This schedule was not enough to carry out the activities adequately; also usually on Wednesdays and Fridays there were not classes because of different reasons, for example a mathematics contest, a reading club called “Caen las cosas”, an annual trip, teachers’ strikes, among others. In addition, sometimes some students did not attend classes for different reasons; this interrupted their learning process and progress. Furthermore, due to the high school requirements related to the syllabus and the students’ English level, which was low, it was not possible to have a significant number of stories. Only four stories (different to the pretest and posttest stories) were told in a period of three months. The teacher had to explain thoroughly and for almost one month one grammar and/or vocabulary topic, so the story could not be told until they internalized the grammar and vocabulary aspects of the lesson. In addition, the teacher could not go over the syllabus stated by the high school.

On the other hand, the sample group had 50 students; it became a limitation because, for the teacher, it was difficult to control the discipline and attention of all of them. The treatment procedure had to be modified according to the circumstances of that context; in this way, some steps were omitted and changed, an example the role plays could not be carried out due to the large number of students.

The sample group was composed by sixth grade students, and their English background was not homogeneous, they came from different elementary schools and the syllabuses and topics, studied in each one of them, were not the same.

Finally, stress and the anxiety of the students, which could be the result of



different social, personal or cultural factors also, influenced the results obtained in applying the technique. Although these factors could be important, they were not considered here because this paper is focused on a quantitative study, not in a qualitative one.

### Definition of Terms

TPR: which stands for Total Physical Response is a method for language teaching, originally developed by James Asher, an American professor of psychology, in 1960s, TPR is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they response physically to parental commands, such as “pick it up”, and “put it down”. TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items. Asher, J. (2000). [www. Trp-ip.or.jp/~ume3/papers/introduction.html](http://www.Trp-ip.or.jp/~ume3/papers/introduction.html).

TPR Storytelling: it was developed by Blaine Ray in 1990 who took as a foundation the method called TPR and their limitations (the use of imperatives and its short sentences or phrases). Ray (2003) states the following regarding TPR Storytelling:

“ I believe this technique which allows the students to learn a language listening interesting stories, the students they look at the performance of the story (they act it, they retell it, they revise and later they write it). Also, it has other benefits like the first floor stress level since the students acquire a foreign language listening to it in a natural way”.

*Top - down process:* According to Nunan (1999), it suggests that the listener actively constructs the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears.

*Bottom – up process:* Nunan (1999) suggests that bottom – up is the processing of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (or phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts.

## CHAPTER 2. LITERATURE REVIEW

### Theoretical Foundations

This research considers the skill of listening as one of the most important skills to learn a foreign language. For this reason, literature about listening is essential to understand this paper.

#### *Brief Historical Review of Listening.*

The ability of listening, with a disastrous past as for the lack of interest to include it in the teaching of foreign languages, began to have importance from 1970 with the arrival of communicative methods (communicative, natural, and other methods), as a consequence of these changes began to appear in the markets many complete courses with total emphasis in the ability of listening. Nowadays, listening takes its own place into the classrooms of foreign teaching; since it is affirmed that thanks to this skill the students obtain input to develop the ability of speech (Celce - Murcia: Morley, 2001: 69-70).

After considering a brief historical review of listening, it is necessary to identify the importance of listening since it justifies this research.

#### *The Importance of Listening.*

People are exposed much to listening rather than to reading, writing and speaking (Celce - Murcia: Morley, 2001: 70).

This means human beings after their birth are exposed to language, they do a comprehensible listening; however in their first months of life they do not produce words to answer, they use movement to indicate that they understand what someone is saying and they look for the way to demonstrate it (Asher, 2001).

It was said before that listening is an important skill, which has two important processes; it would be a good idea to consider them briefly.

*Psychological Processes Related to the Ability of Listening.*

The ability of listening has two very important psychological processes, the bottom - up and top - down; the first one is related to the attention that the receiver puts to the message and with its details which are related to the input of the language. On the other hand, the second is associated with the understanding of the language, with the extraction of main ideas and it is used by the receiver to predict somehow the rest of the message, this allows him to understand with more easiness the oral messages and to extract from them what is requested according to the activity to develop (Celce-Murcia: Morley, 2000: 74).

It is indispensable for our research to realize some important characteristics on listening comprehension based on visual materials and important features, which are directly related with it.

*Some Important Characteristics of Listening*

The research began in 1970's; the importance of visual materials in listening and reading comprehension had to be recognized.

In this field Branford and Johnson (1972) could demonstrate that a text or a passage without background knowledge is too difficult to understand even if it is in the native language.

In this way many studies have shown that visual materials are good helpers to understand reading and listening Comprehension. Nevertheless this text does its emphasis on reading and listening comprehension it is important to clarify that this work aims to listening comprehension so that, here only those things related to it are taken into account.

Moreover, visual materials provide the input to make an understandable discourse and studies have shown that oral skills are better developed when students have a good listening comprehension as a consequence it must be taught as a skill in itself.

Joiner (Omaggio: Joiner, 2001) suggests that there are three characteristics that have led to recognize the importance of listening in teaching a language. Those characteristics are:

- 1) Comprehension based approaches assert that listening leads to develop speaking.
- 2) Emphasis that is put on the repetitive skills basically deals with the input that listening provides.
- 3) Prevalence of functional-notional approaches which emphasize on communicative competence, including listening.

Furthermore, it is necessary to add that some years ago adults spent in listening 45 percent of their time, and that now this percentage could be higher due to the technological advances on interactive technologies. So that it is important to deepen in techniques that lead to teach better this comprehensible skill (Omaggio, 2001: 150-184)

Besides Richards (1983) proposes a model of processes that listening carries out, this model involves six steps that are:

- “1. Determining the type of interaction or speech event (such as conversation, lecture, discussion or debate);
2. Recalling scripts (on schemata) relevant to the situation.
3. Making inferences about the goals of spoken language;
4. The propositional meaning of the utterance;
5. Assigning an illocutionary (functional) meaning of the message;

6. Remembering and acting upon the information while detecting the original form of the message.” (p.184)

*Planning Instructions for the Development of Listening Proficiency*

In all researches made before it is demonstrated that students can perform better a listening activity when they are interested in the topic or when they are familiarized with the topic, especially in beginners and intermediate levels. In addition, it is important for teachers to understand that they have to guide students to extract specific information from the passage; beginners and intermediate students also need prelistening activities that help them to predict the content and to understand better.

Furthermore, Lund (1990) builds a taxonomic framework for listening, this framework has two elements: the first one is the listener function which deals with the purposes that a listener has when he listens to a passage; the second one is listening response that listener has on the comprehension of the message.

From those two aspects the listener's function is the most important because it gives a purpose for listening. These purposes are six and they are the following:

- 1) *Identification*: to pay attention only to some aspects of the message not to the whole passage.
- 2) *Orientation*: To consider important facts of the text such as participants, topic, tone and so on.
- 3) *Main idea comprehension*: to identify the main idea of the passage.
- 4) *Detail comprehension*: to comprehend more specific information. It is special for intermediate levels.

- 5) *Full comprehension*: To understand details and main ideas. It is special for advanced levels.
- 6) *Replication*: to reproduce the message.

These six listener functions cannot be separated from listener responses, which are:

*Doing*: to do physical response.

*Choosing*: to organize or match (pictures advertisements)

*Transferring*: To transfer the information from one modality to another (passages to dialogues)

*Answering*: to answer questions

*Considering*: to take notes, to prepare an outline and so on.

*Extending*: to change or to complete the text (change the end, the characters...)

*Duplicating*: to proof that the function or replication has been carried out.

*Modeling*: To imitate some features

*Conversing*: to interact with the passage.

It is important to say that it is a process from beginners to advanced and each step is carried out in a specific level. Consequently, in this case only the first stages, which concern to our research, are worked in it; the others are provided only for additional information. (Omaggio: Lund, 2001: 184-187)

According to the model of processes suggested by Richards the schemata or the scripts relevant to multiple situations are essential in listening, thus it is interesting to review briefly the schema theory.

### *Schema Theory*

An important support related to the top-down approach is schema theory. Bartlett (Nunan: Bartlett, 1932) was the first author who used this concept called schema. According to Bartlett the knowledge we carry around in our heads is organized into interrelated patterns. They could be called stereotypical mental scripts or scenarios of different situations and events, those scripts are responses to numerous experiences of similar events. A human being is able to build up hundreds of mental schemas, they make people understand many situations whatever epoch or part of our lives.

A great definition of schema is mentioned below:

“Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences (Nunan, 1999)”

The schema theory is evident in cross- cultural contexts and situations. A wrong scheme in any situation could lead somebody to a trouble. People respond according to the mental schema they have and they depend directly on their culture and environment, these mental frameworks are critically important in helping human beings to predict and then cope with the exigencies of everyday life (Nunan, 1999).

On the other hand, many researches have demonstrated that listeners do not understand every single word; they remember some bits, they forget some bits and sometimes they add some pieces which were not in the real text or discourse and they are result of the inference and the comprehension.

All said above suggests that in classrooms, teachers have to stimulate and develop not only bottom-up skills but also top-down skills related to schema theory; they help



students use previous knowledge and information in order to understand what they listen to.

The listener has to interpret what he listens to arrive at the understanding, in this way, it is important to keep in mind that listening comprehension is an interactive process and the psychological processes and the characteristics of listening are related to it.

*Listening Comprehension Is a Multilevel, Interactive, Process of Meaning  
Creation*

When a listener is really involved in an oral discourse, many processes work together at different levels at the same time in order to lead to understanding.

The top - down process awakes the listener expectations and it helps to understand the topic, the context and the nature of the world. On the other hand, the bottom - up process is activated by those sounds that the listener attempts to decode and assign meaning.

The listener has to experience some stages when she / he listens to a message, those are:

Perceptual processing: the listener uses acoustic signal, and he/she uses the previous knowledge to do an efficient listening. (Celce Murcia: Anderson, 1985) then, passing phase comes, here the listener works with those things heard to have meaningful units; and finally the utilization stage is where the listener establishes a relation between the things and the previous knowledge to develop an efficient listening to use it.

When a listener is novice he/she has to pay attention in a conscious way, but when the listener has some experience attention becomes automatic (Celce Murcia: Wilcox, 2001: 88-89).

Listening has a goal and listeners do not understand word for word but they hear

the whole message, understand and with the previous knowledge they fill in the gaps to do a comprehensive listening.

Teachers have a difficult task; they have to provide language to the students so that they can listen to the target language, in this way the comprehensible input of Krashen must be considered in this paper.

### *Comprehensible Input*

Krashen suggests that comprehensible input is necessary to produce output in the target language; however, that output is produced only when learners are ready, it is not a good idea to force them. Based on Krashen's ideas some methods emerged; one of the best known was born in the 1980s with Asher, it was called Total Physical response (TPR). This method considers the theory of Krashen and other principles suggested by Asher about the nature of first language acquisition. These principles are:

“1. We should stress comprehension rather than production at the beginning levels of second language instruction with no demand on the learners to produce the target language.

2. We should obey the “here and now” principle, which argues that language should be associated with things that are physically present in the environment.

3. Learners should demonstrate comprehension by listening to and Carrying out instructions couched in the imperative (Nunan, 1999)”

These principles can be applied in second and foreign language learning in order to ease the target language learning.

Moreover, the present paper aims to develop listening comprehension in a specific place which is the classroom, so in this way it is useful to consider the psychological

processes in the listening skill as well as the principles which could be followed in the classroom for developing listening comprehension.

*Principles for Listening Comprehension in the Classroom.*

Celce-Murcia (2001) quotes Wilcox Peterson who suggests some principles that listening comprehension has in the classroom; these are:

First, increase the amount of listening time in language class because it has to be the main channel for teaching, the listener has to be captured by interesting and comprehensible input closely related with the lesson.

Second, use listening before other activities, it is specially recommended for beginners and low intermediate levels, also listening must be given before asking students to talk, read or write something in the target language.

Third, Include both, global and selective listening because the first one encourages listeners to understand the main idea, the second one encourages listeners to have details and accuracy.

Then, activate top-level skills; it is made by given advance organizer, discussions, and activators. Those make students can activate their background and it is recommended at all levels.

Next, work towards automaticity in processing, for this, it is important to include exercises that help students recognize and use familiar materials.

Finally, develop conscious listening strategies to awake awareness in students of their own comprehension process; they must understand how processing operation interacts with the text.

Listening is a skill, which has a close relationship with comprehension, so that an

efficient listening especially in classrooms is important and it is the wanted goal in this paper.

### *Efficient Listening.*

« The ability to identify and to understand what others are saying. This involves understanding of a speaker's accent or pronunciation, his grammar and his vocabulary and the grasping of his meaning » (Howatt & Dakin, 1999: 1).

Listening comprehension considers a psychomotor process that consists on receiving sound waves, which, at the end of the process, arrive at the brain (Brown, 1994: 235).

Besides, listening has three modes, which are relevant, not only in real situations but also in classroom interactions.

These principles and efficient listening have a close relationship with the three modes of listening because they are implicitly present in the classroom too.

### *Modes of Listening.*

There are three modes of listening according to how people interact in, those modes are: the Bi-directional refers to the continuous interaction among those involved, is mainly dialogues that can be given between two or more people. The auto directional is defined as the inner dialogue that people have with themselves in order to reflect, to resolve a problem and others. The Unidirectional it is used to inform people who are only listeners and although they can react to the message, there is no interaction for example the messages broadcast in the radio, in television and other (Celce-Murcia: Morley, 2001: 72-73).

In this way it is a good idea to keep in mind the characteristics of the real listening

situations which are in the three modes of listening.

*Characteristics of the Real Listening Situations.*

According to Penny Ur (1996) daily speech has the following characteristics: daily language is informal and spontaneous: and has several characteristics, for instance brevity; which is represented when people take turns to speak using short interventions; the pronunciation is not standard, people blend or cut words; the vocabulary is not formal but common and informal. Other features of language we listen to daily life are: in the oral messages grammar is not very organized, and rules of usage are neglected. The noise many times disturbs the conversations (fillers, hesitations) the language heard is redundant, when the speaker usually repeats and reiterates in different ways the same message.

The language we listen to in the L1 also shows these features: the expectations of the receiver help him / her know or infer what is going to be said later and realize the purpose of a conversation. Moreover most of the times the receiver listens to a message while s/he is looking directly to the originator of it, that is there is looking and listening at the same time.

Ongoing, purposeful listener response: in a conversation there is continuous interaction, the receiver intervenes actively with the originator; someone does not wait until the end of the message to intervene, he does not consider turns to speaking.

The speaker's attention: The originator goes to the receiver directly keeping in mind the person's reactions and attention.

Therefore, the messages given in listening activities should resemble closely the listening of daily life and obviously should follow the characteristics enunciated previously

to obtain more success in the activities.

Now, it is necessary to focus on listening in TPR storytelling in order to establish a close relationship between them.

#### *Evidences of the Ability of Listening in TPR Storytelling*

These evidences can be classified according to the level of the students' knowledge; beginners after listening a story should be able to identify the names of the characters, the localization of the story, the place where it is developed and to understand the main idea of the story. The intermediate students should be able to summarize the story giving it a logical sequence with beginning, knot and outcome. The advanced students should repeat the story fairly accurate describing details and with dialogues and characterization. And the most advanced students should repeat the history with the most excellent details (Ray, 2003)

It is important to consider first TPR, which is the method, and then to introduce storytelling which is a technique that belongs to the method.

#### *Total Physical Response TPR*

It is a method for language teaching that considers speech and actions as a way to teach a second or foreign language. It is said that the combination of speech and movements makes easier the remembrance of sounds, meaning and grammar of the target language, the spoken language emerges naturally when listening comprehension is established. Also, TPR argues that first language acquisition is similar to second language acquisition, thus this process of acquisition can be imitated to teach a second or foreign language. On the other hand, it is believed that body movements reduce the stress in learners, so that the process of acquisition of a target language is better, in addition, TPR is

directly connected with the right- brain learning; there is not a precise age for using this method, children in the same way than adults can learn a second language with the help of body movements. In the procedure followed by this method, learners are expected to listen to and perform or imitate what they listen and what teacher does. Materials that the teacher needs in the classroom are: the teacher's voice, actions, gestures, and sometimes pictures depending on the topic (Richards & Rodgers, 1986).

After the previous review dealing with TPR, it is time to focus on the technique, which will be applied in this research.

### *TPR Storytelling*

«TPR Storytelling is a powerful technique for teaching a language. A teacher could use oral stories to develop the ability of efficient listening » (Celce-Murcia: Garvie, 1990: 161).

Children enjoy when they hear stories, especially when they are illustrated. Everything depends on the teacher who can use several resources (books, pictures, marionettes, puppets...) The story can be read or said by the teacher, and children can work alone or in group with many activities that can be useful to help students understand the story. In addition, TPR storytelling is a technique that includes actions, expressions and other ways to teach a language. The teacher narrates and teaches a story by doing movements that represent the story. Each sign or movement has a characteristic and a representation. First, the students listen to and then, they practice the story acted by the teacher and after that they include the story aspects of the classroom or themselves. Next a period of time students should be able to understand a new story that includes the previous vocabulary and body movements. Finally, students should be in the capacity to create their

own stories (Celce- Murcia: Peck, 2001: 163).

Moreover, in the following paragraph it can be found the explanation of TPR storytelling given by its creator.

*TPR storytelling (Blaine Ray)*

Blaine Ray created TPR Storytelling in 1990; this technique is carried out in practice by many teachers who have had a great success, it can be carried out without spending much money in materials.

TPR Storytelling took some bases of the TPR, and for that reason it is important to talk about some characteristics of TPR. TPR is a successful method and it was well known between the 60s and the 70s, its author, James Asher argues that people can learn a second or a foreign language as the boy learns his mother tongue. It is said that the acquisition of a foreign language is obtained by listening and understanding the language, that is to say that first, the input is given and then the student can produce the output by the use of the previous knowledge. In this method the teacher has to say sentences in the foreign language and carries out actions to explain to his students the meaning of them and then students are asked to carry out the movements while the teacher says the sentences. This method may have good results because the students associate the words with the movements. However TPR has two serious limitations, which are: the use of imperatives and the use of short phrases or sentences.

Blaine Ray (2003) believes that Storytelling is a technique with which the students learn better because they can listen, look, act, retell, revise and write a short story. These things help students think in the foreign language, they find interesting classes because they are an active part in the classroom, besides there is an increasing motivation



and a low level of stress. In addition it can be said that students learn a foreign language listening to it in a natural environment.

This technique also eliminates the tedious task of memorization and replaces it with a spontaneous background. The sentences of the stories become a part of the students' lives, because they interact with the story in a natural way, and although in TPR there is not grammar explanations, however advanced tests have demonstrated that it is acquired in a successful way from the first levels.

A big amount of definitions and opinions related to TPR storytelling can be found, the following allows to know the five steps of TPR storytelling.

#### *Total Physical Response Storytelling*

Teachers have found in TPR a successful way to teach vocabulary because students can remember it easier and for longer time than they do with other methods. This method has a silence period in which students acquire an effective comprehension of the target language. Then, the oral production emerges in an easy way; those characteristics make TPR different from listening and drilling methods. Students who learn with TPR do not forget easily, they establish long-lasting associations between the brain and muscles. Nevertheless, TPR has three serious limitations.

First, it is done in imperative, so that it excludes other forms of sentences; second it has only short sentences or words; and finally, it reinforces only passive language skills.

As a result, Blaine Ray proposes TPR Storytelling between 1980 and 1990 it consists on utilizing and expanding acquired vocabulary through stories, which students can see, act out, listen, retell revise and rewrite.

This technique helps students to think in the target language, they have the

opportunity to interact with the story according to their own imagination, creation and originality. Those things motivate students who are anxious to retell the story among them; but it is not only motivating, it is a good helper for promoting fluency, accuracy and listening comprehension which is the aim of this research. Those benefits are attributed to the low level of stress in TPRS classes.

Besides, it is difficult and boring to memorize large lists of vocabulary and rules of grammar, but with TPRS it is not necessary, students remember short phrases of stories and it is easier to do.

Although grammar is not the main aim of TPRS, scores obtained by learners have shown that they acquire a high level of grammar accuracy in an early stage of language courses when they learn with TPRS.

#### *Steps to use TPRS*

*Step one:* the teacher could play with new words and act them out in front of the students, the teacher has to use TPR, pictures, body movements and different actions to provide comprehensible input, then the teacher gives short commands and scenarios for students to practice and internalize the new vocabulary.

*Step two:* once students know the new words the class is divided and the students work in pairs, one student shows a word and the other performs the action or one student does the action and the other says the word.

*Step three:* the teacher tells a story exaggerating details to capture students attention; using pictures, puppets, students who act the story out while the teacher tells it or other kind of helpers; the story has to contain the words learned before. Once students have internalized the story they act it to other student; they can use memory or key helpers as

illustrations or words written on the board. The teacher goes around the class and listens to the students. Then a volunteer could say the story to the whole class and the teacher could change some few details of the story.

*Step four:* the class is divided into small groups; they have to build the main story using the vocabulary of already seen. Once the story is already done the teacher repeats step three and act the whole story to the students. It could be reinforced with readings; exercises and mini-stories the students could build using the whole story.

*Step five:* the teacher gives the opportunity to the students to use their imagination and create their own stories; they could do pictures, drama, essays, back to back group/pair work and so on.

This is a simple form to lead students to learn to communicate in other language in an easy and funny way. But it is important to underline that the stories have to be comprehensible for the students and they have to use “real” language, if they have this characteristics the goal of communication is not difficult to obtain.

In conclusion, this technique is used with success in ESL contexts classes where students acquire and internalize the language, and this help them to communicate successfully.

The following is another opinion related to TPRS. It explains how and why it works; in addition, it considers the assessment, which allows determining the comprehension of students.

#### *TPR Story-telling*

Blaine Ray invented TPR Story-telling in order to have more interesting and

exciting classes with his students. He realized that they did not like to learn lessons from a textbook since they found them boring.

Ray states his theory in Asher's theory; According to Asher, people can learn a foreign language in the same way as they learn their first language, also students are expected to produce language almost at the end of a language course.

Ray discovered that his students began to be interested in class when he began to use this method, but the application of the technique was not free from problems and limitations.

The author started teaching the third person through stories that students had to act out; his technique conserved physical movements, which had been successful. Over the years this technique began an all-encompassing method and methodology to teach foreign languages.

TPRS combines Asher's theory with Krashen's language acquisition strategies, guiding teachers to teach the four skills of a language, also students acquire a large amount of vocabulary.

The original objective of TPRS was to prepare students for College Board Advanced Placement exams for beginners. This technique allowed students to be fluent, besides they could write in a very good way in three years of study.

TPRS begins by teaching vocabulary with gestures and associations, and then acting a story and making students re-tell the story. Students acquire rapidly a foreign language as Asher said without effort and involuntary.

The method considers the five hypothesis of Natural Approach, which are: the acquisition hypothesis, the input hypothesis, the natural order hypothesis, the

affective filter hypothesis and the monitor hypothesis.

Moreover, TPRS is directly connected with reading; children must read in a comfortable place and they must have free access to reading. In addition the teacher's reading has to be as if they were reading to their children who are beginning to learn their mother tongue.

#### *Why Does TPRS Work?*

One of the most important characteristics of TPRS is that it focuses on students, it makes it successful.

The relationship between students and TPRS is established through the stories, which are told with humor to maintain a high interest from the students; also the stories are personalized due to the students' interest in themselves, not in other things.

Teachers have to be sure that their students have internalized the language, because this is the focus of the instruction in this technique, something important is the positive feedback teacher provides to their students through applause.

On the other hand, teachers say that after four workshops in classes they are satisfied and they trust in this technique to teach a foreign language to their students.

#### *On assessment*

It is indispensable to have an eye contact with the students to realize if you are being clear or not.

Check students understanding by asking questions about the stories, if the students answer the questions the stories are being clear; and remember these stories have to be told and retold.

It is a good idea to test students with an unannounced test; it helps students to

expect more tests to measure long-term retention. Besides teachers can give a list of words in Spanish and English to match; the scores should be between 80% and 100% to show that students have internalized mastered and acquired the language.

It is important to recycle those words, which are not internalized and include them in the next lesson.

Finally, it is important to clarify that teachers can adapt their textbooks and stories using short situations, which are closer to the students.

According to the following paragraph it can be seen that there has been evidence of the relationship between TPR Storytelling and the ability of listening, it also helps justify the present research.

#### *Listening in TPR Storytelling*

The interesting stories motivate the students and allow them to be attentive and concentrate their attention in the events that happen in the story. They give understanding indications with silence, laugh, body movements, etc. These answers indicate an active listening that encourages them to communicate by saying the story and through it; these answers also indicate that they understand the message. (Bowles & Hellen, 2000).

#### Previous Research

The problem of the lack of development of the listening skill is a topic very studied in the field of the languages, about it many researches have been carried out; however, this has been focused on different points of view and the methods or the techniques suggested to develop this skill are completely different to TPR Storytelling which was applied in the present research. Unfortunately, researches and studies dealing with TPR storytelling in the development of listening have not been carried out in this

context, there are some related to Total Physical applied to other aspects, different to the listening skill.

## CHAPTER 3. METHODOLOGY

### Design

A pre-experimental design was used in this study. It was a one group pretest-posttest design, consisting on a pretest, a group, a treatment and a posttest. It corresponds to the following representation:

$T_1 \quad X \quad T_2$

### Subjects

This research was carried out in the Liceo de la Universidad de Nariño high school (where permission was previously requested). The subjects were students of sixth grade; their ages ranged from 11 to 13, they were 33 boys and 17 girls and the class consisted of 50 students, most of which belong to medium-low socioeconomic status.

### Materials

The materials were adapted, suited and created according to the students' context, their background knowledge of the foreign language, their age and their interests; short stories were used, they were narrated three times by the teacher in the classroom. Most of the times, the short stories were acted out by the teacher. Students could not act them out because of the time and the large number of students in the classroom (50 students).

TPR Storytelling uses oral version of short stories, but it is accompanied by body movements which help recreate stories. However, for some stories this was not possible. For this reason the student-teachers included additional materials to help students understand the topic. These materials included drawings, pictures, maps and posters. They were used depending on the complexity of the story.



### Instruments

The instruments that were used to gather information were two multiple choice and completion tests, each one with ten incomplete statements (the tests can be seen in appendix A). Students were expected to choose the right answer of four options; only one of them completed correctly the statement of the stories that were narrated and acted out by the teacher (pretest – posttest stories can be seen in appendix B). The first test was given before the application of the treatment (November) and the second test was given after the application of the treatment (April).

Students determined, chose, completed, and marked which of the four options completed better the incomplete statement, according to their listening comprehension. In addition, some field notes on behavior, reactions and other attitudes of students were also considered.

### Procedure

As stated before there are steps to implement TPR Storytelling. However, given the characteristics of the setting where the study was carried out the procedure was applied in the following way (it can be seen an example of a lesson plan based on TPR Storytelling in appendix C):

First, the class began with a very short warm-up activity using imperatives or commands (stand up, Sit down...), which are typical of TPR. Second, the teacher made a brief review of the previous topic. Next, the new grammar or vocabulary topic was introduced and some oral and written exercises were carried out (grammar and vocabulary were considered as a central part in this procedure because we could not neglect the high school's syllabus, which was given at the beginning of the academic year). After, a brief

introduction related to the short story to be studied was made a pre-listening. Also the vocabulary, which was not the focus of the lesson, was included and the students helped find out the meaning of that vocabulary by means of body movements, pictures, flashcards, and drawings. Later, the teacher told and acted the story three times. The story was short because the teacher had to narrate it using body movements that helped students understand better the topic and the message of the story and at the same time develop listening skills.

Simultaneously, the students made attempts to understand the story. After that, students were assessed to determine the comprehension by means of different activities (true and false statements, written questions, matching, multiple-choice tests, right and wrong statements). Finally, at the end of the treatment a written test (posttest) was given to determine the listening comprehension level after the treatment.

#### Variables

The present study had the following variables:

*Independent Variable:* the use of TPR Storytelling (as for acted oral narration of short stories)

*Dependent Variable:* The development, of the listening comprehension, of short oral stories in English, achieved by the students.

#### Analysis of Data

A test was applied before the application of the treatment, which was the pretest. The other test was applied at the end of the treatment; that was the posttest. The two tests contained multiple choice and completion questions each one with ten statements, only one of the four options was correct one and it completed the short story that was narrated and

acted by the teacher.

The data included a quantitative and qualitative analysis of the results that were obtained. The first aspect of the quantitative analysis was determined with a measure of central tendency and of variability that will be a descriptive statistics, for comparing the two tests (pre-post).

The second aspect, qualitative analysis was developed keeping in mind the class observations about the reactions of the students, their behavior, participation and attention.

## CHAPTER 4. RESULTS

### Pretest

After the application of the pretest to a sample group of 50 students of the sixth grade of Liceo de la Universidad high school, it could be determined that the students had a mean of 7.8 average of right answers and a standard deviation of 1.56. It could be seen that the highest score was ten and the lowest was three, it established a rank of seven with a frequency of seven cases. The following table shows the previous information.

Table 1. Pretest.

Most common score	8
Average of right answers	7.8
Rank	7
Highest score	10
Lowest score	3
Standard deviation	1.56

For a better understanding of this data figure 1 illustrates the results of the pretest.

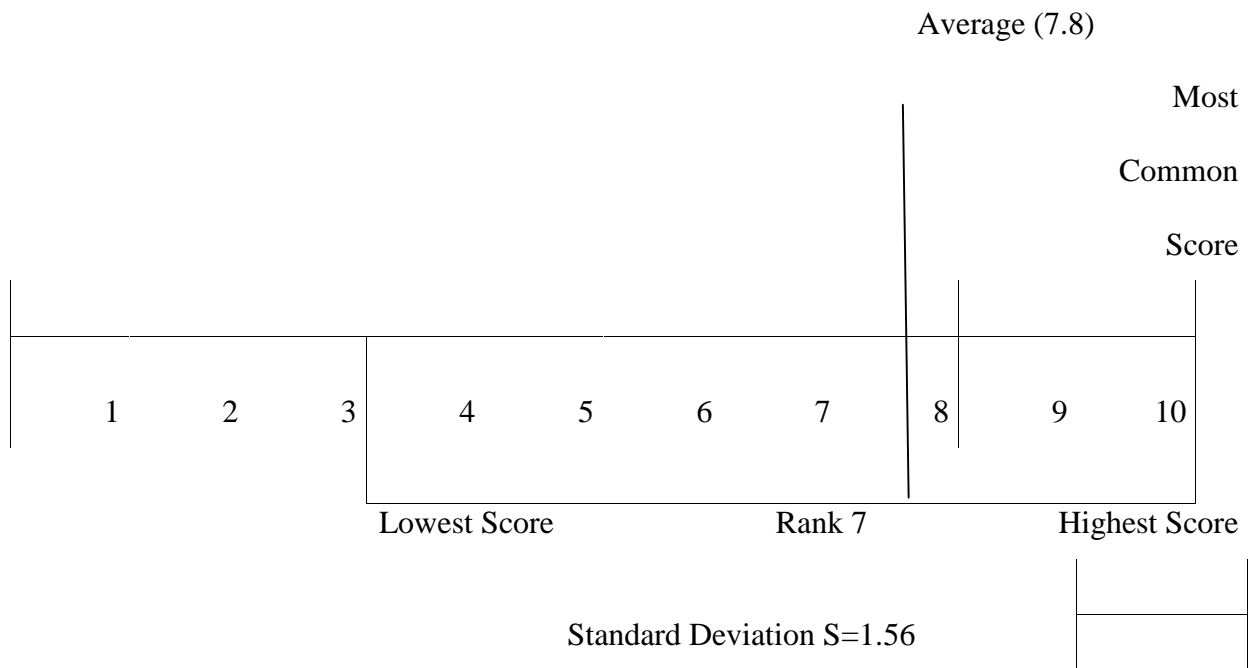


Figure 1. Pretest Results.

In the pretest eight different frequencies were found; the highest frequency corresponded to the score of eight; 16 students got it. Then a frequency of 13 corresponding to the score of nine was found and the score of seven had a frequency of seven, in addition the score of ten had a frequency of five. Four students got a score of six; only three students got five and one student got a score of four. The lowest frequency corresponded to the score of three, obtained by one student only.

Table two summarizes this information. The frequencies are presented decreasingly.

Table 2. Pretest Frequencies.

Score	Frequency
8	16
9	13
7	7
10	5
6	4
5	3
4	1
3	1

In figure 2 it could be seen graphically the frequencies and scores of the pretest.

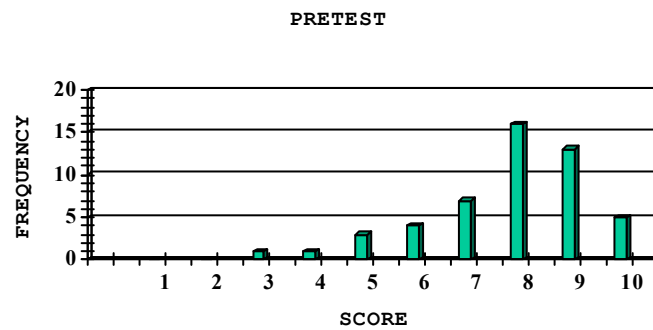


Figure 2. Pretest (Frequencies and Scores)

Based on the results of the pretest, it can be said that 90% of the students (sample) passed the test and 10% of the students failed it. The results may show that the sample was significantly homogeneous; in other words, the students had an acceptable

listening comprehension. Figure 3 illustrates this percentage.

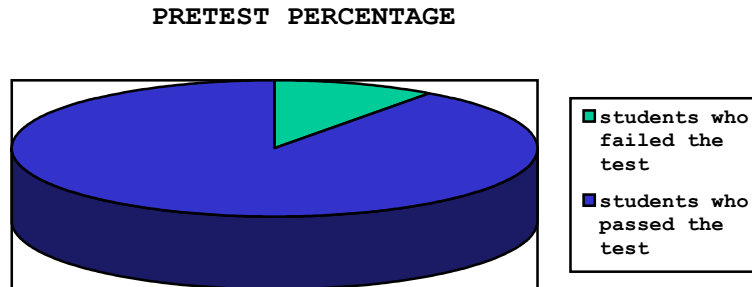


Figure 3. Pretest Percentage.

Posttest

After having carried out classes implementing TPR Storytelling with a sample group of 49 (one student did not attend classes that day) students of the sixth grade of Liceo de la Universidad high school, a posttest was applied. The Posttest had a mean of 8.8 average of right answers and standard deviation of. 1.33. The highest score was ten and the lowest was four, this information showed a rank of six. Table three presents the previous data.

Table 3. Posttest Results.

Most common score	10
Average of right answers	8.8
Rank	6
Highest score	10
Lowest score	4
Standard deviation	1.33

In the following figure 4 the posttest results are illustrated.

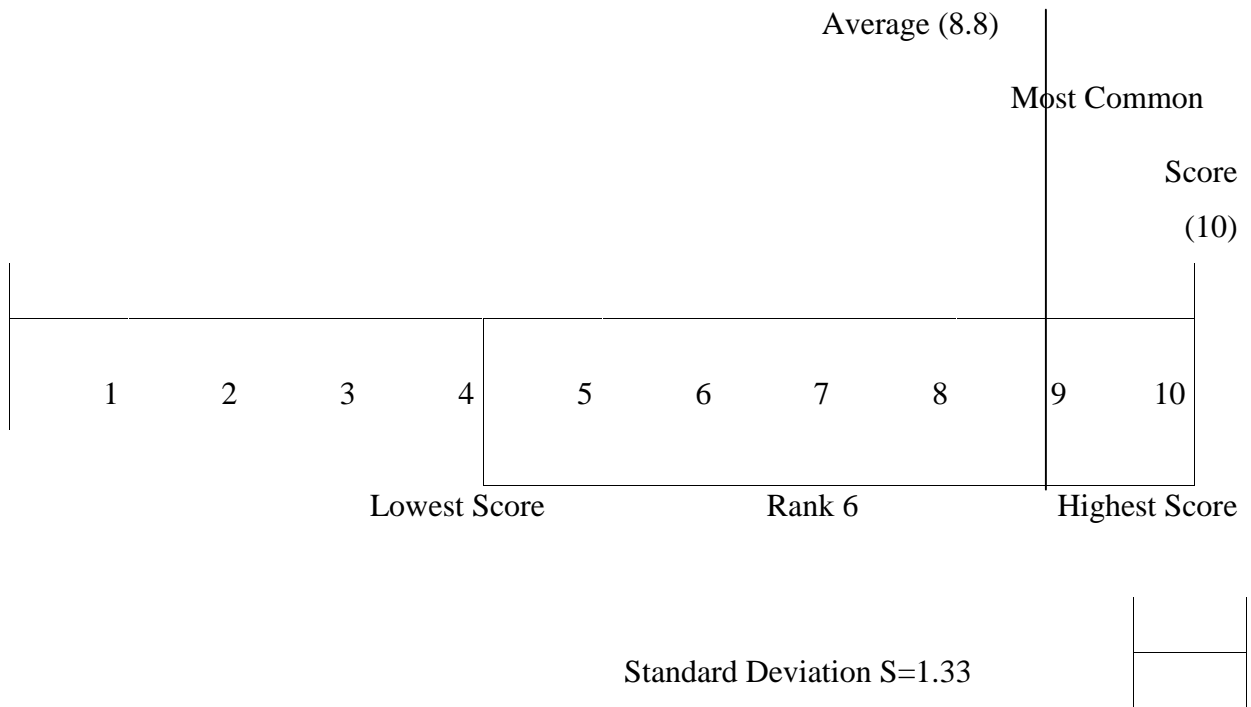


Figure 4. Posttest Results.

In addition, in the posttest could be determined that there were seven different frequencies. The highest frequency corresponded to the score of ten; 18 students got this score. Also, 16 students obtained a score of nine. Nine students got a score of eight and only three students got a score of seven. The scores of six, five and four were gotten by one student in each score. Table four synthesizes the previous information results. The frequencies are organized decreasingly.



Table 4. Posttest Frequencies.

Score	Frequency
10	18
9	16
8	9
7	3
6	1
5	1
4	1

Figure 5 illustrates the posttest results.

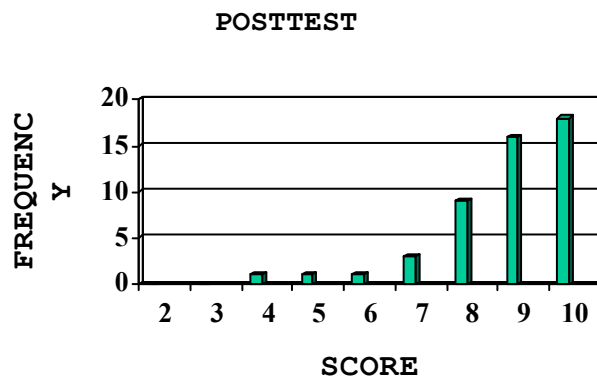


Figure 5. Posttest Frequencies and Scores.

The results showed that 96% of the students passed the test and only 4% of them failed it after having applied the treatment, so that it could be said that after the treatment using TPR Storytelling, the students improved their listening comprehension skill. Figure 6 shows the posttest percentage.

#### POSTTEST PERCENTAGE

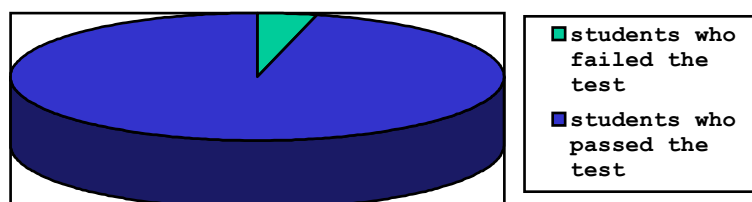


Figure 6. Posttest Percentage.

The sample in the posttest demonstrated to be more homogeneous than in the pretest; this could be determined by means of the standard deviation, which was of 1.33.

It is important to compare the pretest and posttest scores to have a better idea of the results.

In the pretest only five students obtained the highest score while in the posttest 18 students got it; the difference of 13 students before the application of the treatment shows that it was effective. Also in the posttest 16 students had nine correct answers of ten possible; whereas, in the pretest only 13 students had them. Moreover, in the pretest 16 students had a score of eight while in the posttest there were seven students less; those students were ranked in higher scores. Finally, it could be determined that in the pretest five students had a low performance and their scores were five, four and three; in the posttest only two students had a low performance and their scores were five and four.

On the other hand, it could be determined that after applying TPR Storytelling in a classroom with a sample of 50 students, they developed and improved their listening skills at the end of the treatment. It could be said TPR Storytelling developed and improved the

students listening comprehension by a 6%

In figure 7 a parallel between the frequencies and the scores of the pre – posttest is presented to make evident the development of listening comprehension after applying TPR Storytelling.

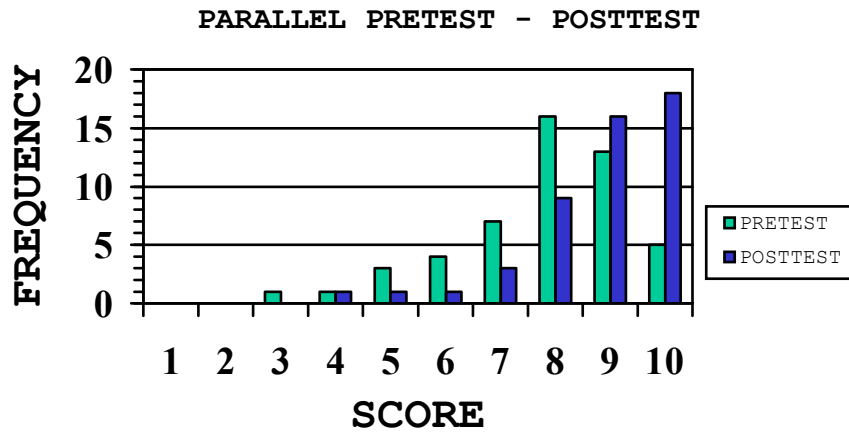


Figure 7. Parallel Pretest and Posttest Frequencies and Scores.

## CHAPTER 5. DISCUSSION

The objective of this paper was to diagnose the effect of TPR Storytelling in the development of listening comprehension of short oral stories in a sample of 50 students in sixth grade. After analyzing the results it could be determined that TPR Storytelling had a positive effect on listening comprehension, since the results of the posttest were higher (average of 8.8) than the results of the pretest (average of 7.8). In addition, this paper shows that almost all the scores of the posttest were in and near the highest score of the scale, which was 10. In the posttest only two students failed the examination; however the score of these students was not very low, they had scores of four and five. In contrast, in the pretest five students failed the test and their scores ranged from three to five. It is important to clarify that the two students who failed the posttest were not interested on the exercise, they did not mark the answers after a comprehensive listening and they did not check the answers during the story telling. On the other side, it is important to refer to the standard deviation which in the posttest was lower (1.33) than the standard deviation of the pretest (1.56), it suggests that there was more dispersion in the scores of the pretest, and this dispersion was represented lengthwise of the scale. On the contrary, the dispersion of the posttest was guided more toward the positive part of the scale (from four to ten). The results found in the posttest permit to state that TPR Storytelling helped students learn better because they can listen to, look and understand a short story, providing a meaningful context for learning.

It is important to underline that the results of the posttest could be more reliable since the sample group of 49 students was divided at random into two groups of 25 and 24 students (one student did not attend classes that day). This was done in order to minimize

the possibilities of copying and to provide a less stressful environment. In the pretest the situation was different and the story was told while the whole group was in the classroom, it could be said that some high scores were not the result of a comprehensible listening of the story but of copying. Also, in the posttest the students had showed a positive attitude during the test, maybe this contributed to get a good performance. It could be established that sixth grade students were motivated perhaps because of the use of a story closer to them and because some previous topics were included.

As it was stated, the treatment was applied during three months. However, due to different circumstances (discussed in the limitations) only four stories (except pretest and posttest) were told. Although the goal was to carry out at least ten stories in order to develop the students' listening comprehension skill, the results after telling only four stories were positive and satisfactory. It could be stated that if the ten stories would have been applied, the results would have been much better.

It is also important to clarify that the steps of the procedure stated by the author of the technique were not followed strictly; some of them had to be modified or omitted because of two aspects. First, the number of students of an English class, which in this context generally ranges from forty to sixty; and second the students' interests, contexts, levels of proficiency and background. Even though some principles were modified or not considered, the results obtained were effective.

In addition, it can be said that students learn a foreign language listening to it in a natural environment (Ray, 2001). Nevertheless, this is a very limited study restricted to a single field, this study was addressed to the effect TPR Storytelling had in listening comprehension, so that the possible effect of this technique in grammar or vocabulary

learning was not considered.

Finally, this study was carried out with children of a sixth grade and the results obtained, reflected their listening comprehension progress, which was satisfactory.

Nevertheless, we are not in a position to generalize our results to other students such as adults because of different factors and situations that influence the ways children and adults have to learn a foreign language.

## CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

After carrying out the present study, the following conclusions were determined.

The use of TPR Storytelling actually had a positive effect in the listening comprehension of short oral stories in sixth grade students of “Liceo de la Universidad de Nariño high school.

Despite of different external factors, which intervened in this research, and the omission and modification of some steps of the technique, the results obtained were positive and satisfactory as shown in the statistical part. It is worth mentioning that the students' involvement with the English classes and their motivation by the end of the treatment were visible, which is also very satisfactory.

Even though students were exposed to traditional methods (Grammar translation method) before the TPR storytelling was applied, they assimilated easily the technique, which is more oriented toward naturalistic approaches. This shows that if learners are given the chance to try something new in the classroom and if teachers are committed to work hard, the students will improve.

The use of stories according to the students' interests, contexts, levels and background motivated them to pay attention and understand the stories; so that it can be said that students achieved an efficient listening.

Although the learners did not understand the message word for word, they understood general ideas related to the stories like Wilcox (2001) stated. This means that the learners were able to make predictions about the story and apply other processes which enable them to be better listeners in the L2.

In spite of the fact that the present research was addressed to the effect of TPR Storytelling in the development of listening comprehension, it was evident that TPR Storytelling also had a positive effect on some aspects of grammar and vocabulary, as it was shown descriptively in the posttest. To show the effect of this technique on grammar and vocabulary was not the original objective, but it is worth mentioning that not only general listening improved, but also these two language components.

Additionally, the exposure students had to the foreign language contributed to the production of short and accurate (grammatically and orally) utterances in English, this exposure and its incidence in the learners' production is related to the comprehensible input stated by Krashen (Nunan, 1999: Krashen).

It is also important to consider that TPR Storytelling is a technique which did not require a lot of money or special settings and/or resources to be applied. A normal classroom and materials, which are easy to obtain by any teacher, like pictures, drawings and puppets were used. So TPR Storytelling is a technique which can be easily implemented to bring variety into the EFL classroom.

Using TPR Storytelling, the students learned in a low stressed and natural environment, so that the learning experience was positive and satisfactory for learners and their progress can be seen in the statistical part.

A disadvantage related to TPR Storytelling could be the great deal of time needed to apply the five steps suggested by the technique, which allows achieving a complete learning (four skills) process.

#### Recommendations

It is convenient to set some recommendations, which could be useful in further



research. First of all, it is important to consider the idea of conducting surveys to establish the effect of TPR Storytelling on vocabulary and grammar because it was not the aim of the present paper to observe its effects on all the skills and components of language.

Second, it is a good idea to keep in mind the students' interests, contexts and levels of proficiency to choose, adapt and/or create the stories to be applied. This could motivate students and activate the top- down process (Nunan, 1999). Third, it was kept in mind that forcing students to produce language at very early stages could lower the students' motivation; it is better to wait for students to produce language by themselves and when they feel confident as Krashen states. At least this could be said to be applicable to classes with beginners, as is the case of this paper.

Fourth, it is useful to take into account the number of students of an English class in order to plan different activities. A small class allows a better control of the students' processes in listening comprehension and activities like retelling a story and role plays can be carried out more successfully. Fifth, additional materials or resources are very useful and sometimes they help recreate some situations, which are impossible to be performed by a teacher with body movements. Resources are often needed to achieve a better understanding and to provide students with additional visual and auditory input. Those materials have to be chosen carefully, it is recommendable to keep in mind the size, presentation, color, quality, clarity and the ethics and cultural appropriacy behind pictures or drawings. Sixth, it is necessary to provide a real language to the students to achieve meaningful language learning; also students could feel the foreign language closer to them.

Seventh, it is indispensable to check students understanding after finishing each story in order to follow the learning process and in the same way, it could help the

teacher be aware of any additional element that may be needed to improve learning.

Eight, it may be better to apply TPR storytelling technique when the teacher is free and independent to choose his/her own methodology to create the course syllabus; on the contrary, some conflicts with other teachers and with the students might obstruct the appropriate development of the technique.

Finally, after having carried out this research, it is a good idea to propose a set of stories that could help implement TPR Storytelling in classroom. Some stories were applied in this study and the others could not be applied because of the time and learning style of the students. This set of stories may be used by other student-teachers in upcoming research papers or by other teachers as a tool to explore in a more organized way the use of a rather unknown technique – in this setting, that is - such as TPR storytelling.

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# APPENDIX

## Appendix A

Anna Alvarez-Elizabeth Salas

subject: English

Objective: To assess listening comprehension level of Sixth grade students.

Name: \_\_\_\_\_

## WHO'S HAPPY

Choose and mark the right option, which complete the sentences.

1. Maria isn't \_\_\_\_\_  
 a. Happy                                      b. Rich                                      c. Short                                      d. Japanese
2. Omar is a famous \_\_\_\_\_.  
 a. Pilot                                      b. engineer                                      c. Doctor                                      d. Rock star
3. Maria is \_\_\_\_\_.  
 a. Lawyer                                      b. Tall                                      c. Rich                                      d. Poor
4. Maria has \_\_\_\_\_ children.  
 a. Two girls                                      b. Three children                                      c. Four dogs                                      d. Five children
5. There are \_\_\_\_\_ bedrooms in her house.  
 a. Two                                      b. Three                                      c. Ten                                      d. Five
6. Omar has a \_\_\_\_\_ car.  
 a. Old                                      b. New                                      c. Fast                                      d. Red
7. Omar has a house with a \_\_\_\_\_.  
 a. Garden                                      b. Swimming pool                                      c. Children                                      d. Horses
8. There is a \_\_\_\_\_ in the house of Maria.  
 a. Dog                                      b. Cat                                      c. Lion                                      d. Mouse
9. There are \_\_\_\_\_ bedrooms in the Omar's house.  
 a. Ten                                      b. Sixteen                                      c. Five                                      d. Twenty
10. Omar wants a family with two \_\_\_\_\_.  
 a. Girls                                      b. Mothers                                      c. Kids                                      d. Fathers

## Posttest

## The robbery

Choose and mark the right option, which complete the sentence.

1. The man is drinking a \_\_\_\_\_  
 A. coke                                      b. Soda                                      c. Glass of milk                      d. cup of coffee
  
2. The library is \_\_\_\_\_  
 a. Behind the sixth grade classroom                                      b. Near the sixth grade classroom  
 c. Next to the sixth grade classroom                                      d. Across from the sixth grade classroom
  
3. \_\_\_\_\_ Is the reporter.  
 a. Maria Williams      b. Donna Gibson      c. Sara Lewis      d. Anna Peterson
  
4. The reporter is in the \_\_\_\_\_  
 a. Post office              b. Living room              c. Church              d. Library
  
5. The name of the TV news is \_\_\_\_\_  
 a. Mars                      b. Cripton                      c. The world                      d. Era
  
6. The man has \_\_\_\_\_ hair  
 a. Curly                      b. Blond                      d. Red                      d. Black
  
7. The place of the robbery is \_\_\_\_\_  
 a. The drugstore      b. The school              c. The post office              d. The zoo
  
8. The robber is around \_\_\_\_\_ years old.  
 a. 12                      b. 30                      c. 40                      d. 70
  
9. The \_\_\_\_\_ are crying and running.  
 A. Teachers              b. Students              c. Robbers              d. Dogs
  
10. The robbery is \_\_\_\_\_  
 a. At 11:00              b. At 10:00              c. At 7:00              d. At 1:00

## Appendix B PRETEST - POSTTEST STORIES

### PRETEST STORY

#### WHO IS HAPPY?

Look at this woman. Her name is María Sanchez. These are her three children, Julia, Daniela and Mario. María is an English teacher, she is poor and she is not famous. Look at her house. It is small and there is no pool. There are three bedrooms in her house. María's dog is old. María isn't happy. She would like a big house, a new car and a lot of money.

Look at this man. His name is Omar Gonzales. He is a rock star. He is very rich and famous. Look at this house. It is large and expensive, and there is a swimming pool there. There are ten bedrooms in the house. Omar's car is new. It is a white Mercedes. It is fast and comfortable. In the car there is a climate control system, a CD player, a VCR, a phone and a fax machine.

But Omar isn't happy. He would like a small house, a small car and a family with two kids.

### POSTTEST STORY

#### THE ROBBERY

Good morning, I am Sara Lewis reporter of Cripton TV news "the best news for you". Right now, there is a robbery at this public high school and I'm here at the action place. Today is Wednesday, April 20<sup>th</sup> 2005. It is 11:00 o'clock, it is very hot. I'm in the library across from the sixth grade classroom. I see a strange man, he is going to the sixth grade classroom. He is short and heavy and he isn't good looking, he has short red hair. He is around 30 years old. He is eating a delicious hamburger and drinking a cold coke. He is going into the sixth grade classroom; he wants to take the students' bags.

Poor sixth grade students are crying and running, they take their bags and leave classroom because that strange and bad man is a thief and he wants to steal their things.



## Appendix C LESSON PLAN

**LESSON PLAN**

(Based on TPR Storytelling)

**1. GOAL**

◆ Students will be able to understand a story, which includes vocabulary seen in class previously.

**2. OBJECTIVES**

- ◆ Students will be able to know and remember prepositions of place.
- ◆ Students will be able to know and remember the months of the year and dates.
- ◆ Students will be able to know and remember present progressive tense.
- ◆ Students will be able to know and remember vocabulary related to food.
- ◆ Students will be able to know new vocabulary, which will be used in the story.

**3. MATERIALS AND RESOURCES**

Board, eraser, marker,

Flashcards: Vocabulary

Best	TV News	Robbery	Action Place	Hot	
See	Strange	Around	Delicious	Cold	Go Into
Want	Bag	Take	Thief	Steal	Leave

Pictures: reporter, library, robber (who has red hair), hamburger, children crying and running

Realia: bags (students' bags), a coke.

Body movements: see, run, cry, around, steal, hot, cold, take, delicious, go into, leave, short, heavy.

The other teacher

**4. PROCEDURE****10: 40 WARM - UP**

Students go into the classroom they greet the teacher and they sit down, later she says “stand up” and “how are you class” the class answers “we are fine thanks and you?”

teacher says “I’m excellent”; teacher says “sit down please” . Then she asks one students for closing the door (or opening it, it depends on the weather. She checks attendance and she says “please rise you hand when you listen to your names”.

### **10:45 REVIEW**

The teacher makes a brief review about topics previously given (prepositions of place, the months of the year and dates, present progressive tense, vocabulary related to food.)

### **10: 55 PRE -LISTENING**

The teacher talks about TV news (she uses a flashcard and some students know the meaning of TV news)

Teacher asks for the names of some well-known TV news. The students say Caracol noticias, Noticias RCN, CM& la noticia, Noticias uno.

Also she asks for the meaning of reporter (she shows a picture) what does reporter mean?

Students according to the picture and the similar writing of this word in English and Spanish say “reportero” they talk briefly about this job.

Now, teacher ask for what a robber could be (she uses a picture to illustrate its meaning) students look at the picture and one of then says “ladrón” and she wants to know what would happen if a robber got into the classroom. Students say that they would cry, run, hit the robber, or call the police...

### **11: 10 LISTENING: STORY THE ROBBERY (Instructions)**

After a brief review students have to listen to the teacher telling a story called the Robbery. First teacher gives to the students some vocabulary, which could help them to understand better. The vocabulary will be given by means of body movements, flashcards, pictures and realia.

The story will be repeated three times. The first time students have to pay attention carefully and the second and third time students have to take a test and complete some incomplete statements according to what they hear and understand.

### **11:15 STORY: THE ROBBERY**

The teacher tells the story and she plays the role of reporter (she also uses all the resources above mention)

Good morning, I am Sara Lewis reporter of Cripton TV news “the best news for you”. Right now, there is a robbery at this public high school and I’ m here at the action place.

Today is Wednesday, April 20<sup>th</sup> 2005. It is 11:00 o' clock, it is very hot (teacher does a movement which shows that the weather is hot). I'm in the library (the other teacher shows a picture of a library) across from the sixth grade classroom. I see (the teacher does a movement to explain the verb see) a strange man, he is going to the sixth grade classroom (teacher walks toward the sixth grade door). He is short (teacher uses a sign to illustrate the height of the robber) and heavy (teacher uses her body to illustrate the weight) and he isn't good looking, he has short red hair (teacher touches her hair and the other teacher shows a picture of the robber). He is around 30 years old. He is eating a delicious hamburger (the other teacher shows a picture of a hamburger) and drinking a cold coke (the other shows a coke). He is going into (teacher leaves the classroom and gets into in order to indicate this action) the sixth grade classroom, he wants to take (teacher tries to take a student's bag) the students' bags.

Poor sixth grade students are crying and running (the teacher runs around the classroom and does a mimicry of being crying also the other teacher shows a picture of some children running and crying), they take their bags and leave (the other teacher takes her bag and leaves the classroom) the classroom because that strange and bad man is a thief and he wants to steal (teacher takes something and it hide it under her jacket in a suspicious way) their things.

**11:35** the students check their answers last time and give their paper to the teacher. They aren't allowed to copy. Some students could finish the test first so they have to remain in their seats quiet.

### **11: 40 POST LISTENING**

When all the students finish they try to retell the story. This exercise is using L1 because they are in the first step of TPRS and teachers could not force them to produce oral language in the foreign language.

Almost all students participate and it shows that they understood the story. Students' comments have to do with the happiness because of their understanding; they are motivated. Then the teacher and the whole develop the test and students can realize if their answers are right or wrong. In addition students can ask some question about the story and the exercise.

**11: 55 CLASS ENDS**

**5. OBSERVATIONS**

☞ It is important to clarify that students give their opinion in L1 because they are not able to speak in English yet.



## APPENDIX D: SET OF STORIES

It can be seen in the set of stories HELLO! TPR Storytelling



Universidad de Nariño

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# HELLO! TPR STORYTELLING

SET OF STORIES BASED ON TPR STORYTELLING

ADAPTED BY

ANNA ALVAREZ

ELIZABETH SALAS

ENGLISH AND FRENCH PROGRAM

2005

# TABLE OF CONTENTS

- ☺ Presentation
- ☺ Stories
- ☺ Pretest Story: Who's happy?
- ☺ Story 1: At Crystal neighborhood
- ☺ Story 2: What do they eat?
- ☺ Story 3: Carolina Cruz
- ☺ Story 4: Shopping
- ☺ Story 5: Juan Carlos' day
- ☺ Story 6: Saint valentine's day
- ☺ Story 7: Who is happy among the animals?
- ☺ Story 8: Lewises at home
- ☺ Story 9: They are looking for a home
- ☺ Story 10: The opposite
- ☺ Story 11: The terrible twins
- ☺ Story 12: Sebastian's bedroom
- ☺ Story 13: A short, short story
- ☺ Story 14: The mystery
- ☺ Posttest story: The robbery
- ☺ Answers

# HELLO! TPR STORYTELLING

## SET OF STORIES

“Hello, TPR Storytelling” is a set of 16 stories, which aims to encourage students to learn English, developing, first listening and then other basic skills (speaking, reading and writing).

TPR storytelling is a technique created by Blaine Ray in 1990; he considered the limitations of a method called Total Physical Response (TPR) and tried to avoid them, creating this technique.

According to Ray (2003) In TPR Storytelling students learn a language by listening to interesting stories the students. First they look at the performance of the story then they act it out, they retell it, they revise and later they write it. Also, it has other benefits like reducing stress level since the students acquire a foreign language listening to it in a natural way.

This paper has 16 stories (including pre –posttest stories). Each story has a grammar or vocabulary topic to reinforce, an assessment activity and additional material recommended. All the stories, which can be found in this paper, have been taken, adapted and / or created according to the students interests, levels of proficiency, background knowledge, among other aspects which are considered by the technique.

The procedure to follow, is very easy, the teacher has to give the vocabulary unknown and some grammar points by means of body movements and explanations. Then she /he tells the story and acts it out (the story can be repeated three times) using body



movements and additional materials like drawings, pictures, puppets, realia, flash cards etc. After that, students are allowed to tell the main idea or if they are able to act the story out. Next, an assessment activity is provided to measure the listening comprehension. Finally feedback is given by the teacher at the end of each story in a general form.

This set of stories could be applied with beginners and intermediate level students.

It is important to clarify that the set of stories presented in this paper was addressed to develop listening comprehension. However it is not a reason to affirm that it could not be used to develop vocabulary or grammar. In addition, at the end, the references show the resources, which have been used, as sources for stories.

Finally, it is useful to clarify that this set of stories is only a proposal and anyone can take it into consideration.



STORY	STORY 1	STORY 2	STORY 3
TITLE	AT CRYSTAL NEIGHBORHOOD	WHAT DO THEY EAT?	CAROLINA CRUZ
OBJECTIVE	TO REINFORCE PREPOSITIONS OF PLACE AND VOCABULARY RELATED TO PLACES	TO REINFORCE VOCABULARY OF FOOD	TO REINFORCE EXPRESSIONS WITH GOING TO
AUDIENCE	BEGINNERS	BEGINNERS	BEGINNERS - INTERMEDIATE
SKILLS	LISTENING	LISTENING	LISTENING
ASSESSMENT	TRUE OR FALSE	RIGHT OR WRONG	ORGINIZE THE PICTURES

STORY 4	STORY 5	STORY 6	STORY 7
SHOPPING	JUAN CARLOS' DAY	SAINT VALENTINE'S DAY	WHO IS HAPPY AMONG THE ANIMALS?
TO REINFORCE HOW MUCH	TO REINFORCE SIMPLE PRESENT AND ROUTINES	TO REINFORCE ORDINAL NUMBERS AND EXPRESSING DATES	TO REINFORCE THERE IS AND THERE ARE
BEGINNERS- INTERMEDIATE LEVEL	BEGINNERS- INTERMEDIATE LEVEL	BEGINNERS- INTERMEDIATE LEVEL	BEGINNERS- INTERMEDIATE LEVEL
LISTENING TRUE OR FALSE	LISTENING	LISTENING AND WRITING	LISTENING AND SPEAKING
ORGANIZE THE PICTURES	ORGANIZE CORRECTLY THE STORY	ANSWER OPEN QUESTIONS	ORAL QUESTIONS

STORY 8	STORY 9	STORY 10
LEWISES AT HOME	THEY ARE LOOKING FOR A HOME	THE OPPOSITE
TO REINFORCE PRESENT PROGRESSIVE	TO REINFOERCE EXPRESSIONS WITH CAN	TO REINFORCE OPPOSITE OBJECTIVES
BEGINNERS-INTERMEDIATE	BEGINNERS-INTERMEDIATE	BEGINNERS-INTERMEDIATE
LISTENING AND SPEAKING	LISTENING	LISTENING
ANSWER OPEN QUESTIONS	CORRECT SPELLING	PUZZLE

STORY 11	STORY 12	STORY 13	STORY 14
THE TERRIBLE TWINS	SEBASTIANS' BEDROOM	A SHORT, SHORT STORY	THE MYSTERY
TO REINFORCE SIMPLE PRESENT	TO REINFORCE THE USE OF PREPOSITIONS	TO REINFORCE SIMPLE PAST	TO REINFORCE SIMPLE PAST TENSE
BEGINNERS – INTERMEDIATE	BEGINNERS – INTERMEDIATE	BEGINNERS – INTERMEDIATE	BEGINNERS – INTERMEDIATE
LISTENING AND WRITING	LISTENING	LISTENING AND WRITING	LISTENING, SPEAKING AND WRITING
FILL IN THE BLANKS	DRAW THE SEBASTINA'S BEDROOM	WRITE A POSSIBLE END	REWRITE THE STORY AND TELL IT

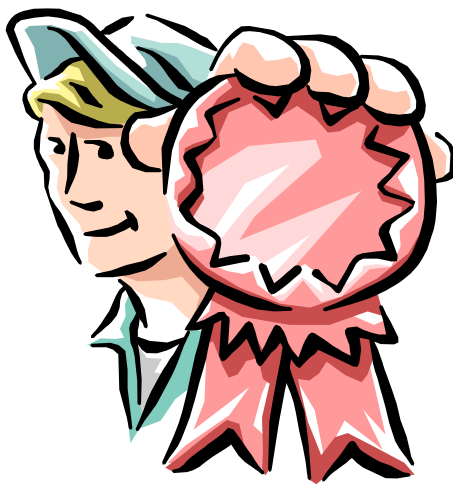
# Stories

## HELLO! TPR STORYTELLING

Some of the following stories have been part of the treatment TPR Storytelling in the sixth grade of Liceo integrado Universidad de Nariño high school. Others could not be applied because of the time.

Some of these stories have been adapted or created according to the context of the sample group (students of sixth grade Liceo integrado Universidad de Nariño high school). However with some adjustments could be used in other settings and in other levels. Furthermore, additional material was used in order to illustrate and to facilitate the students' understanding.

So let's start



## *Pretest story WHO IS HAPPY?*

Look at this woman. Her name is Maria Sanchez. These are her three children, Julia, Daniela and Mario. Maria is an English teacher, she is poor and she is not famous.

Look at her house. It is small and there is no pool. There are three bedrooms in her house. Maria's dog is old. Maria isn't happy. She would like a big house, a new car and a lot of money.

Look at this man. His name is Omar Gonzales. He is a rock star. He is very rich and famous. Look at this house. It is large and expensive, and there is a swimming pool there. There are ten bedrooms in the house.

Omar's car is new. It is a white Mercedes. It is fast and comfortable. In the car there is a climate control system, a CD player, a VCR, a phone and a fax machine.

But Omar isn't happy. He would like a small house, a small car and a family with two kids.

### *Additional Materials*

Pictures: Maria, Omar, three children, swimming pool, a dog, car, house

Body movements: look at, three, dog, not to be happy, big, car, a lot of money, ten, rock star, fast, phone and small.

Realia: money, colors

Additional vocabulary

Reference: Adapted from Hartley, B. & Viney, P. (1994). *New American Stream Line*.  
Hong Kong: Oxford University Press

## Pretest

Objective: To assess listening comprehension level of Sixth grade students.

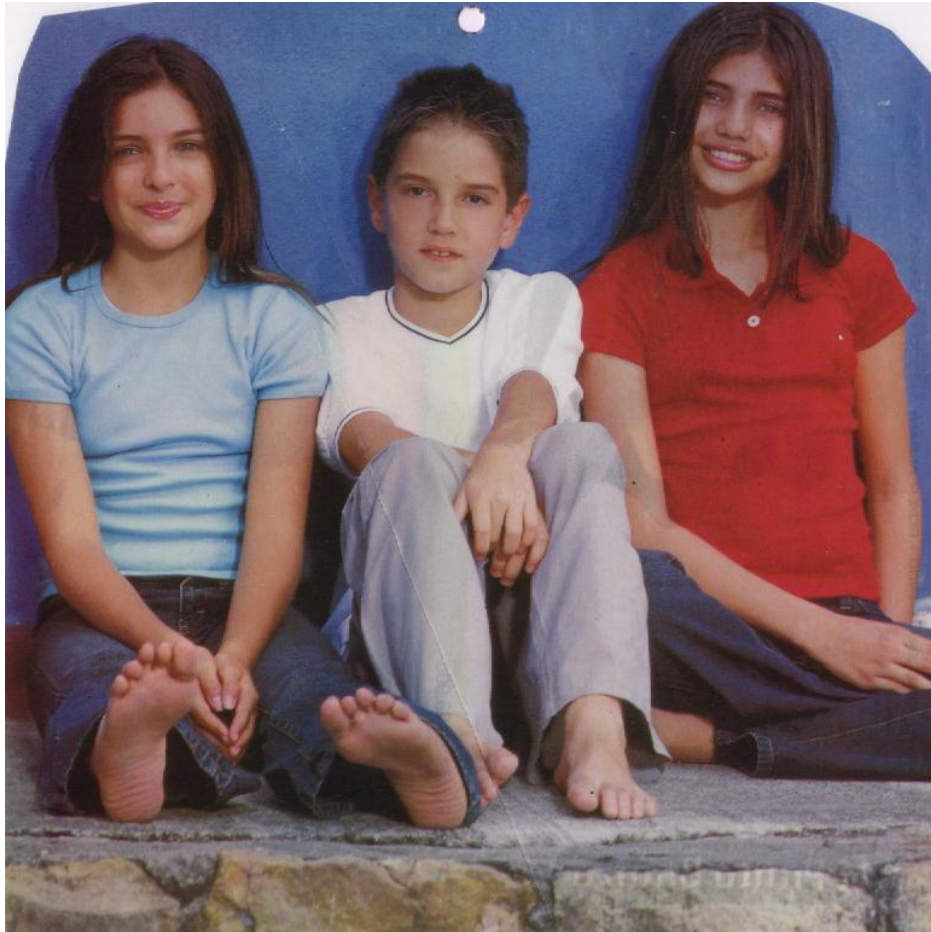
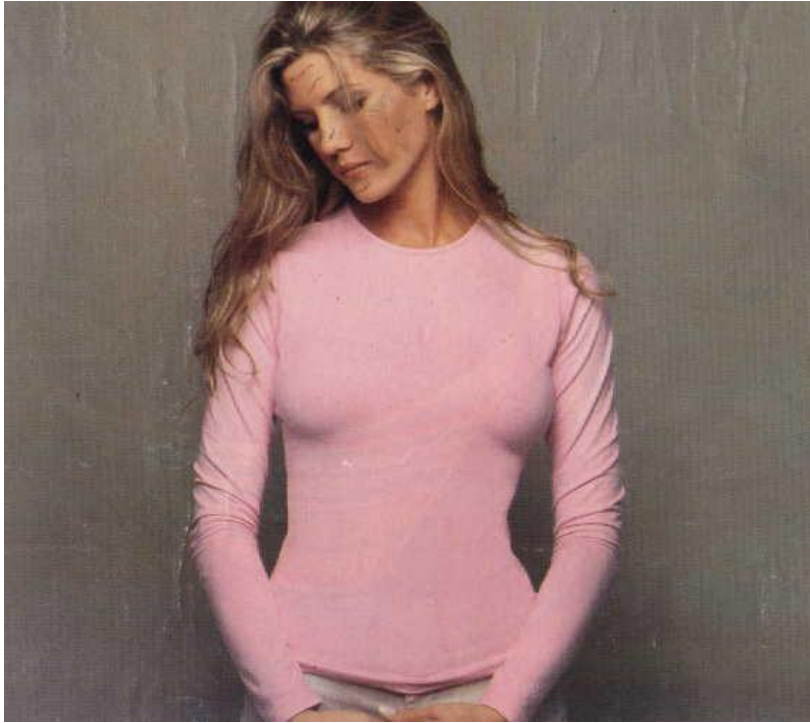
Name: \_\_\_\_\_

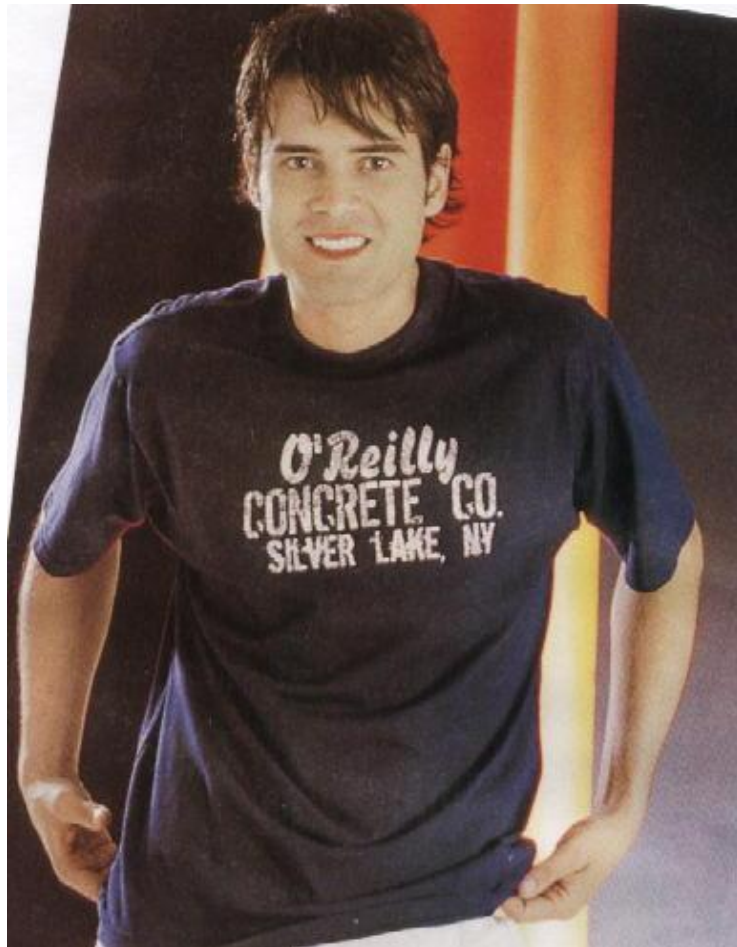
### WHO'S HAPPY

Choose and mark the right option, which complete the sentences.

1. Maria isn't \_\_\_\_\_
  - a. Happy
  - b. Rich
  - c. Short
  - d. Japanese
2. Omar is a famous \_\_\_\_\_.
  - a. Pilot
  - b. engineer
  - c. Doctor
  - d. Rock star
3. Maria is \_\_\_\_\_.
  - a. Lawyer
  - b. Tall
  - c. Rich
  - d. Poor
11. Maria has \_\_\_\_\_ children.
  - a. Two girls
  - b. Three children
  - c. Four dogs
  - d. Five children
12. There are \_\_\_\_\_ bedrooms in her house.
  - a. Two
  - b. Three
  - c. Ten
  - d. Five
13. Omar has a \_\_\_\_\_ car.
  - a. Old
  - b. New
  - c. Fast
  - d. Red
14. Omar has a house with a \_\_\_\_\_.
  - a. Garden
  - b. Swimming pool
  - c. Children
  - d. Horses
15. There is a \_\_\_\_\_ in the house of Maria.
  - a. Dog
  - b. Cat
  - c. Lion
  - d. Mouse
16. There are \_\_\_\_\_ bedrooms in the Omar's house.
  - a. Ten
  - b. Sixteen
  - c. Five
  - d. Twenty
17. Omar wants a family with two \_\_\_\_\_.
  - a. Girls
  - b. Mothers
  - c. Kids
  - d. Fathers









## *Story 1 AT CRYSTAL NEIGHBORHOOD*

👉 Topic: Prepositions of Place

Vocabulary related to places

👉 Objective: to reinforce prepositions of place and vocabulary related to places

Story

Jack is a new neighbor and he is looking for different places in the neighborhood because he is lost. Jack is in front of the university, on Church Street. He asks a woman for directions to the hospital, it is on the corner of Main Street and First Avenue. Then, he goes to the Movie Theater; it is behind the museum. Finally he goes to the supermarket; it is next to the post office and across from the library.

### Additional Materials

Pictures: Jack

Map

Body movements: look for, in front of, go to, behind, next to and across from.

Reference: Created by Elizabeth Salas

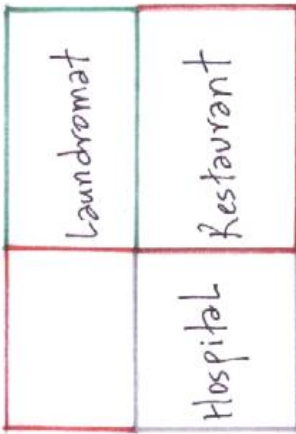
## Assessment

Answer true or false.

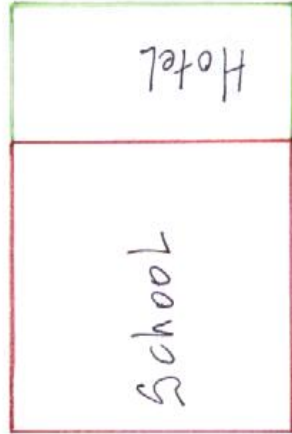
- |                                                                     |   |   |
|---------------------------------------------------------------------|---|---|
| 1. Jack isn't lost                                                  | T | F |
| 2. Jack is on Pine Street                                           | T | F |
| 3. The supermarket is next to the post office                       | T | F |
| 4. The hospital is on the corner of Main Street<br>and First Avenue | T | F |
| 5. Jack goes to the movie theater                                   | T | F |



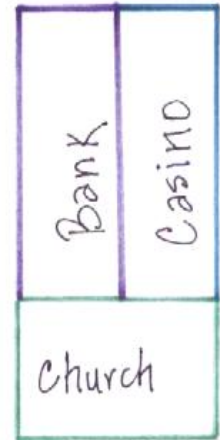
FIRST AVENUE



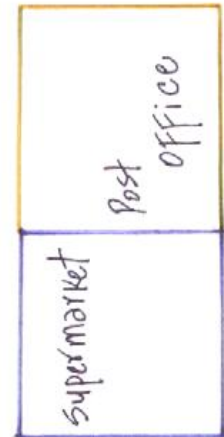
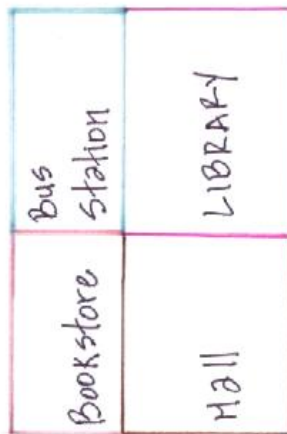
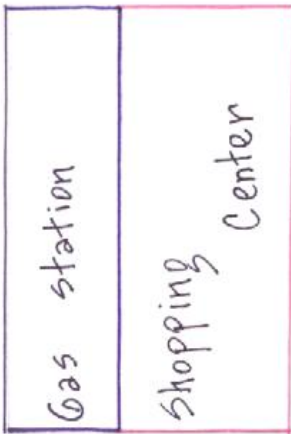
MAIN STREET



CHURCH STREET



SECOND AVENUE



## Story 2 WHAT DO THEY EAT?

👉 Topic: Food

👉 Objective: to reinforce vocabulary related to food

Story

He's Bill. He is from United States, in his country, they like fast food. For example, hamburgers, hot dogs and French fries. They drink a lot of soft drinks like coke, and for dessert, they love pies and ice

He's Christopher. He's from England. English people eat fish and chips, ice cream and sweets. Sausages are the typical food in the north. Their tea is a famous drink. They usually have it with cream, biscuits and strawberry jam.

### Additional Materials

Pictures: Bill, Christopher, food (hamburger, coke, tea...).

Body movements: drink and eat.

Additional vocabulary

Reference: Adapted from Rodriguez, E. & Wilches, T. (2002). *Teenagers 7 Students' book*. Cali: Grupo editorial Norma.

## Assessment

Based on their listening comprehension, students have to check right (R) or wrong (W).

	R	W
1. Bill usually eats vegetables		
2. People from United States drink a lot of tea		
3. Sweets are favorite food of English people		
4. People from United States eat fast food		
5. Sausages are typical food in England		
6. Bill loves pies and ice cream		
7. Christopher eats fish		
8. Tea isn' t a famous drink		

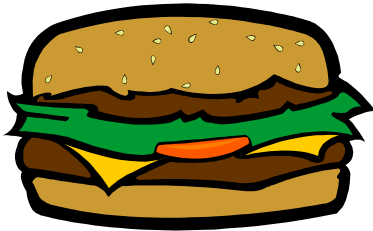
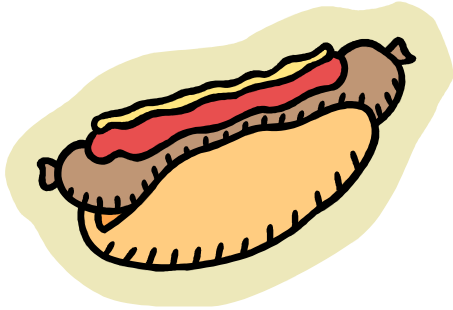
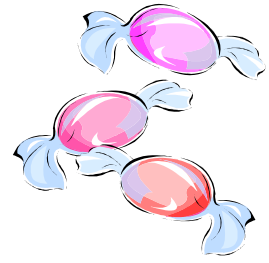


**Christopher**



**Bill**





## *Story3 CAROLINA CRUZ*

- 👉 Topic: Going to
- 👉 Objective: to reinforce expressions with going to.

### Story

I talked to Carolina Cruz, the famous top model, at her hotel this morning.

- Good morning Miss Cruz. What are you going to do today?
- Well, first I'm going to swim in the pool for half an hour, and then I'm going to have breakfast at ten o'clock with my producer Franco Rojas. Then the photographers are going to take pictures for a newspaper. In the afternoon I'm going to go shopping. I am going to try some new clothes for my next fashion show. Then I am going to sleep for one hour or two hours after five o'clock, because at seven o'clock I'm going to have dinner with a good friend. We are going dancing at the Salsa club... (But I hope you aren't going to write that in your newspaper. We're only good friends). And then I'm going to bed at about eleven o'clock.

- You're going to bed early?

Of course, I can't work all the time.

### *Additional Materials*

Pictures: interviewer, model

Clock

Body movements: talk to, swim, ten, photographers, take pictures, sleep, five, seven, and dancing.

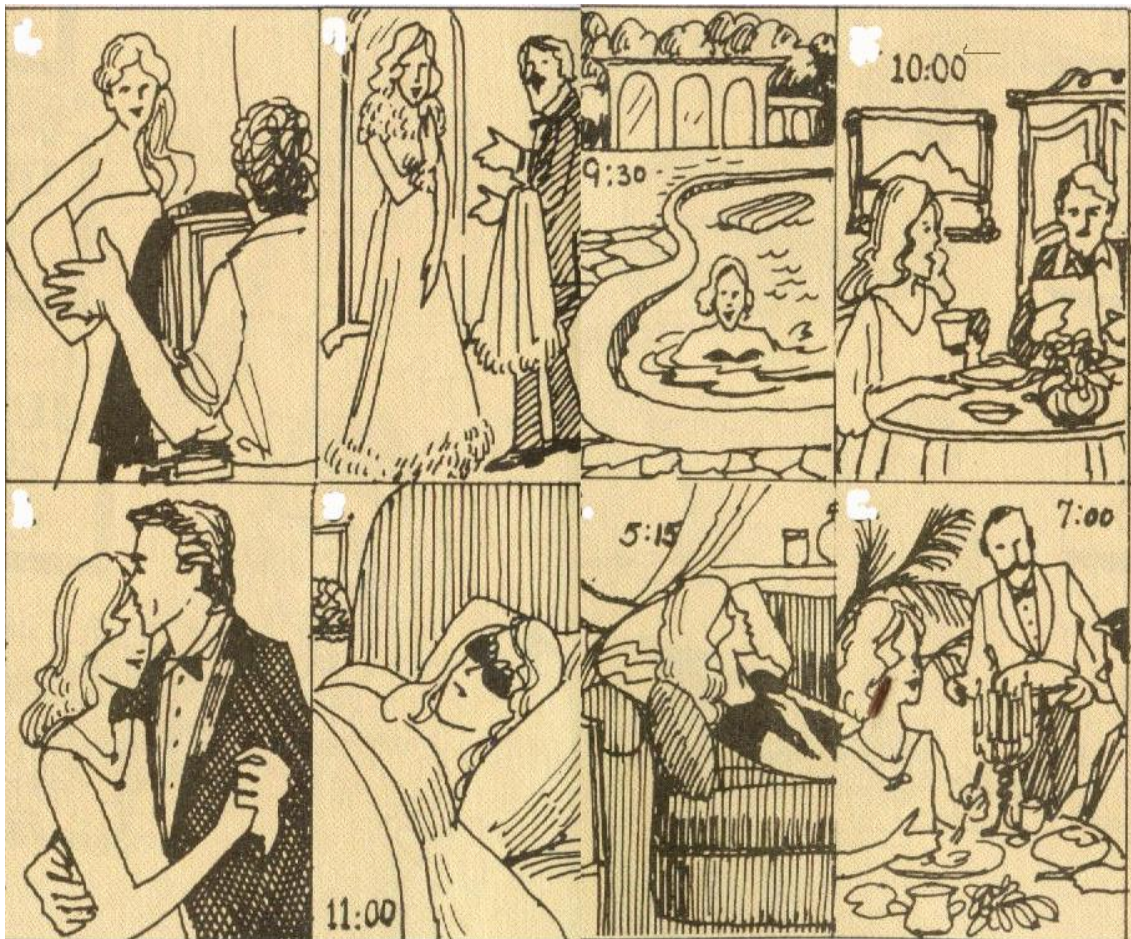
Realia: news paper

Additional vocabulary

Reference: Walker, M. (1991). *New Horizons in English 2*, third edition. USA: Addison – Wesley publishing company.

*Assessment*

What is Carolina Cruz going to do? Organize the pictures from 1 to eight according to Carolina's routine.



## *Story 4 SHOPPING*

- 👉 Topic: How Much
- 👉 Objective: to reinforce expressions with how much.

### Story

Teresa goes to buy some clothes.

She asks how much is this dress?

Alvaro says: it is \$ 21.000

Teresa: how much is this blouse?

Alvaro: this is \$ 16.000

Teresa: how much are these jeans?

Alvaro. These jeans are \$ 40.000

Teresa: How much are these shorts?

These shorts are \$ 12.000

Teresa: How much is this skirt?

Alvaro: Excuse me, I don't have time to make a list of each clothe in this store, are you going to buy something or not?

### *Additional Materials*

Pictures Clothes

Body movements: go and clothes

Realia: clothes, dress, jeans, socks and skirt

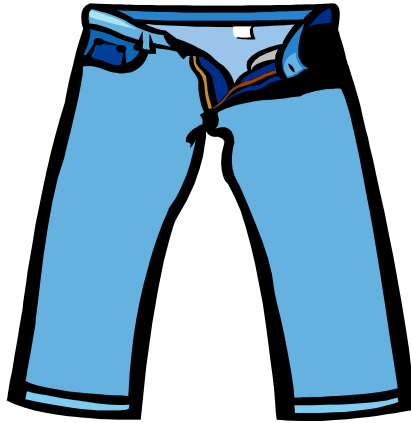
Additional vocabulary

Reference: Created by Anna Alvarez

## Assessment

Answer true or false according to your listening comprehension.

- |                            |   |   |
|----------------------------|---|---|
| 1. The dress is \$ 21.000  | T | F |
| 2. The blouse is \$ 6.000  | T | F |
| 3. The jeans are \$ 40.000 | T | F |
| 4. The shorts are \$ 2.000 | T | F |



## *Story 5* JUAN CARLOS' DAY

👉 Topic:        Simple Present  
                         Routines

👉 Objective: to reinforce simple present and routines.

### Story

Juan Carlos always gets up at seven o'clock. He goes to the bathroom and takes a shower. He shaves his face, brushes his teeth, and combs his hair. Then he goes to his bedroom and gets dressed. He takes off his bathrobe, pajama and slippers. He puts on his underwear, his shirt and tie, his pants, and his socks and shoes. Then he goes to the kitchen and eats his breakfast.

### *Additional Materials*

Pictures: Juan Carlos' routine

Body movements: get up, seven, go to, take a shower, shave, face, brush teeth, comb hair, get dressed, take off, put on, underwear, shirt, tie, pants, socks, shoes and eat.

Additional vocabulary

Reference: Walker, M. (1991). *New Horizons in English 2*, Third edition. USA: Addison – Wesley publishing company.



### *Assessment*

- Listen to Juan Carlos' day and organize adequately the story while you hear. Use letters. (a, b, c, d and e)

#### Juan Carlos' day

1. \_\_\_\_\_ He puts on his underwear, his shirt and tie, his pants, and his socks and shoes. Then he goes to the kitchen and eats his breakfast.
2. \_\_\_\_\_ He shaves his face, brushes his teeth, and combs his hair.
3. \_\_\_\_\_ Juan Carlos always gets up at seven o'clock.
4. \_\_\_\_\_ Then he goes to his bedroom and gets dressed. He takes of his bathrobe, pajama and slippers.
5. \_\_\_\_\_ He goes to the bathroom and takes a shower.



## *Story 6 SAINT VALENTINE'S DAY*

👉 Topic: Ordinal Numbers

Expressing dates

👉 Objective: to reinforce ordinal numbers and expressing dates

Story

Joe: What day is today, Ann?

Ann: It's February 14<sup>th</sup>. It's Valentine's Day! Look! This is my present for my handsome friend Tony.

Joe: Tony? And where is he from? How old is he?

Ann: He is from Italy and he's 14.

Joe: And what is he like?

Ann: Ohh! He is handsome, intelligent, nice and...

Joe: Ok. Ok. Stop! Hey! And he is your boyfriend?

Ann: No! But, I'd love to.

Joe: right.

### *Additional Materials*

Pictures: Tony, Joe, Ann, Present

Flashcard: questions

Body movements: look, handsome, intelligent, stop, know and right,

Realia: present

Reference: Adapted from Rodriguez, E. & Wilches, T. & Miller, C. (2002). Teenagers 6 Students' book. Bogota: Grupo editorial Norma.

*Assessment*

Answer the following questions.

a. Who is talking?

■ .....

b. Write the date mentioned in the story

■ .....

c. How old is Tony?

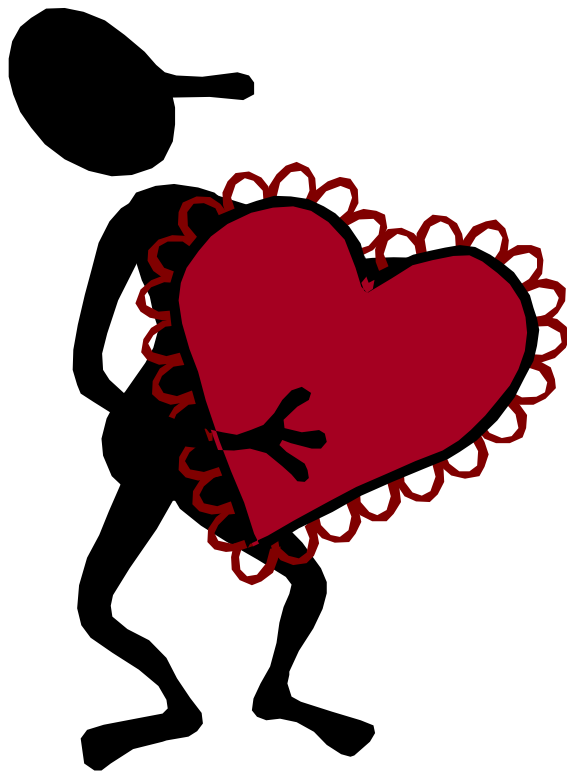
■ .....

d. Is Tony intelligent?

■ .....

e. Is Tony from Colombia?

■ .....



## *Story 7 WHO IS HAPPY AMONG THE ANIMALS?*

*(There is and There are)*

- 👉 Topic: There Is and There Are
- 👉 Objective: to reinforce there is and there are

### Story

This is a fish, his name is Alvaro and it lives alone in the sea. It has a small kitchen.

There is a freezer in its kitchen. There is a spoon in its kitchen. There is a pot and there is a dish too. Also there is a banana, an apple and a tomato in its kitchen.

It is sad, it isn't happy because it wants to have big kitchen and a family to share its life.

Finally it wants to have more things in its kitchen.

This is a bear. Her name is Nancy. She has two sons and she is the mother. She lives with her two sons in the jungle and she isn't happy. She lives in a big house and she has a very big kitchen. There are three pots in her kitchen. There are three spoons in her kitchen. There are three dishes in her kitchen. Also there are three freezers in her kitchen too.

There is a lot of food in her kitchen. There are three bananas, three apples and three tomatoes. She isn't happy because she wants to have a small kitchen.

She is tired of washing spoons and dishes.

### *Additional Materials*

Pictures (or puppets): bears, food

Flashcards

Body movements: small, spoon, sad, no to be happy, big, two, three, tired and wash.

Additional vocabulary

Reference: Created by Anna Alvarez

*Assessment*

Answer in the short form

1. Is there a freezer at the fish's kitchen?

• -----

2. Are there three tomatoes at the fish's kitchen?

• -----

3. Is there a spoon at the fish's kitchen?

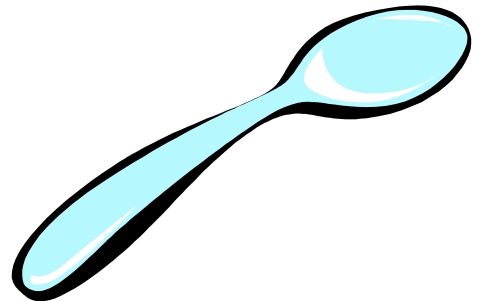
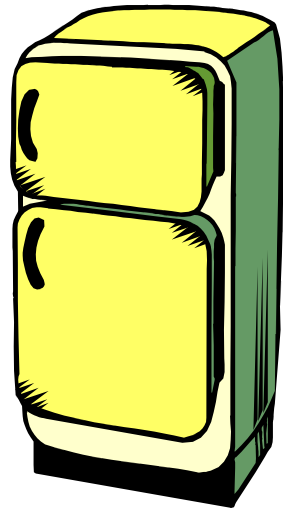
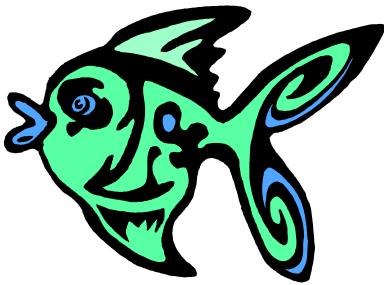
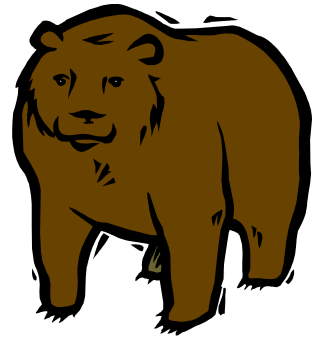
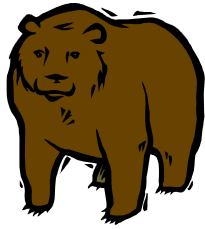
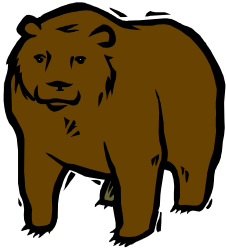
• -----

4. Are there three pots at the fish's kitchen?

• -----

5. Is there an apple at the fish's house?

• -----





## *Story 8 THE LEWISES AT HOME*

👉 Topic: Present Progressive

👉 Objective: to reinforce present progressive

### Story

It is eight o'clock and the Lewis family is very busy. Mr. and Mrs. Lewis are in the kitchen. Mrs. Lewis is washing the dishes, and Mr. Lewis is drying them. Donald Lewis is in the bedroom. He is doing math problems, and he is working hard. Lisa Lewis is playing the piano in the living room. She is practicing a very difficult song. Dennis Lewis is in the basement with a friend, Mark. They aren't studying. They are watching television.

Alan Lewis is leaving on a trip. He's a lawyer, and he's going to Boston. He's going by car.

### *Additional Materials*

Pictures: Mr. and Mrs. Lewis, Lisa, Donald, Dennis, Alan.

Flashcards: questions

Body movements: eight, busy, wash, dry, play the piano, not study, watch and television.

Reference: Lado, R. (1989). *Lado English Series 1*. United States of America: Requets Prentice Hall.

*Assessment*

Answer the following questions according to what you hear.

Questions:

1. Where is the Lewis family?

■ .....

2. What are Mr. and Mrs. Lewis doing?

■ .....

3. What is Donald doing?

■ .....

4. Where is he studying?

■ .....

5. Who is playing the piano?

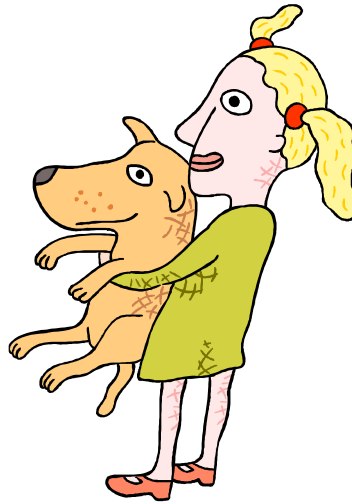
■ .....

6. Is she practicing an easy song?

■ .....

7. Is she practicing in the basement?

■ .....



## *Story 9 THEY ARE LOOKING FOR A HOME*

👉 Topic: Can

👉 Objective: to reinforce expressions with can.

### Story

These three small animals are looking for a home to live happily.

The canary a lovely yellow bird. It can't fly too high, but it can sing beautiful melodies.

It can be your perfect company.

The dolphin is intelligent and lovely.

It is active but very disciplined. It can't jump too high, but it can play in the water with a colorful ball.

The dog, this beautiful animal can guide blind people. It can't speak, but it can find prey in the forest. It can hide bones and find them after six months.

If you are interested in someone, contact 222-22220

### *Additional Materials*

Pictures or puppets of animals

Body movements: three, small, look for, can't fly, high, sing, intelligent, can't jump, play, ball, can't bark, dog, blind people, can't speak, hide, and six.

Additional vocabulary

Reference: adapted from Rodriguez, E. & Wilches, T. (2002). *Teenagers 7 Students' book*.

Cali: grupo editorial Norma.

## *Assessment*

Listen to the story and correct the spelling of the underlined words.

They are looking for a home

These three small animals are looking for a home to love (1) happy.

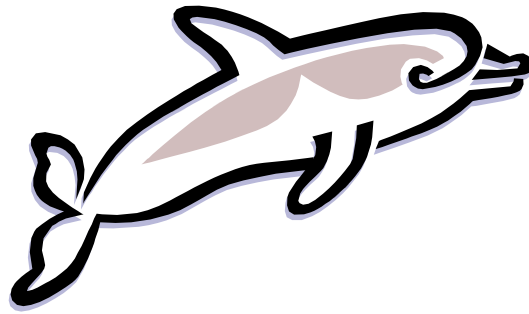
The canary, Lovely yellow bird. It can (2) fly too high, but it can't (3) see beautiful melodies. It can see (4) your perfect company.

The dolphin isn't (5) intelligent and lovely.

It is active but very disciplined. It can (6) jump too high, but it can pray (7) in the water with a colorful ball.

The dog, this beautiful animal can't (8) guide blind people. It can (9) bark, but it can find (10) prey in the forest. It can hide bones and find them after six months.

If you are interested in someone, contact 222-22220



## *Story 10 THE OPPOSITE*

- 👉 Topic: Opposite Adjectives
- 👉 Objective: to reinforce the use of opposite adjectives.

### Story

Everybody likes Susana. She is very popular. She always has a friendly smile on her face. She is kind and pleasant. Her clothes are always tidy and fashionable. Susana is successful and lucky, too.

Susana's husband, Freddy, is just the opposite; he is very unpopular. He always has an unfriendly frown on his face. He is unkind and unpleasant. His clothes are always untidy and unfashionable. Freddy is unsuccessful and unlucky, too.

### *Additional Materials*

#### Pictures

Body movements: smile, face, clothes and frown.

Additional vocabulary

Reference: Walker, M. (1994). Success Communicating in English 2. United States of America: Addison Wesley Publishing.

*Assessment*

Listen to the story, and pay attention to some adjectives included on it. Then find ten of those adjectives in the puzzle. Cross \_\_\_\_\_, down, | diagonal /

A	B	C	P	O	P	U	L	A	R	D	E	E	Z	X
S	D	Q	T	H	J	U	K	L	P	L	H	L	Y	I
A	C	D	Y	H	J	I	L	R	U	Y	I	B	V	U
C	Y	F	F	B	N	U	I	F	J	F	J	A	H	N
R	D	G	N	M	B	C	S	M	F	G	K	N	M	K
A	I	H	D	T	V	S	R	T	S	Y	L	O	H	I
L	T	T	O	P	E	Y	K	C	U	L	M	I	I	N
U	N	J	F	C	T	U	H	C	N	D	N	H	S	D
P	U	K	C	H	P	O	M	U	I	N	O	S	J	K
O	S	U	F	G	H	J	K	L	I	E	P	A	P	O
P	S	Q	W	E	R	T	Y	U	O	I	F	F	N	M
N	C	V	B	N	H	N	S	F	R	R	D	N	I	K
U	Q	F	Y	L	D	N	E	I	R	F	N	U	K	L





## *Story 11 THE TERRIBLE TWINS*

- 👉 Topic: Simple Present
- 👉 Objective: to reinforce simple present

### Story

My sister and her husband have two children. Thank goodness they don't have more than two! We call them the terrible twins! They don't listen to their parents. They do exactly what they want.

They don't go to bed early. They go to bed very late. They never go to bed before eleven o'clock in the evening! But they don't get up late. They get up early every day! They always get up before six o'clock in the morning! But do they go to the school on time? No, they don't! They never have breakfast in the kitchen. They sit in the living room and watch television.

They don't watch the morning news. They watch MTV! They are always late for school. After school they don't come straight home. They play with their friends.

In the evening they don't do their homework. They sit in front of the television again and watch videos. But my sister and her husband say, "You are only young once"

### *Additional Materials*

#### Pictures

Body movements: two, thanks goodness, listen to, not to go to bed, get up. Not to do something, sit, watch television, straight and play.

Additional vocabulary

Reference: Walker, M. (1994). *Success Communicating in English. Bonus Practice Bonus.*  
United States of America. Addison Wesley Publishing.

### *Assessment.*

Listen to the following story and fill in the blanks with the missing verbs.

#### THE TERRIBLE TWINS

My sister and her husband have two children. Thank goodness they don't (1) \_\_\_\_\_ more than two! We (2) \_\_\_\_\_ them the terrible twins!

They don't (3) \_\_\_\_\_ to their parents. They (4) \_\_\_\_\_ exactly what they want.

They don't go to bed early. They (5) \_\_\_\_\_ to bed very late.

They never go to bed before eleven o'clock in the evening!

But they don't (6) \_\_\_\_\_ late. They get up early every day! They always get up before six o'clock in the morning!

But do they go to the school on time? No, they don't! They never (7) \_\_\_\_\_ breakfast in the kitchen. They (8) \_\_\_\_\_ in the living room and (9) \_\_\_\_\_ television. They don't watch the morning news. They watch MTV! They are always late for school.

After school they don't (10) \_\_\_\_\_ straight home. They (11) \_\_\_\_\_ with their friends. In the evening they don't do their homework. They sit in front of the television again and watch videos.

But my sister and her husband (12) \_\_\_\_\_, "you are only young once"

## *Story 12 SEBASTIAN'S BEDROOM*

- 👉 Topic: Prepositions
- 👉 Objective: to reinforce the use of prepositions

### Story

Sebastian is eight years old. He is an only child and he is very messy.

He never knows where things are. His CD player is under the bed. His favorite jacket is on the computer. His video camera is under the bed. His pencils are in his sneaker. His backpack is on the floor and the books are always on the chair. Also, his jeans are on the floor. His red car is under the chair. His Mom is becoming crazy and his father never goes to Sebastian's bedroom to avoid being angry.

### *Additional Materials*

Pictures

Body movements: eight, under, on, in, car, crazy and angry

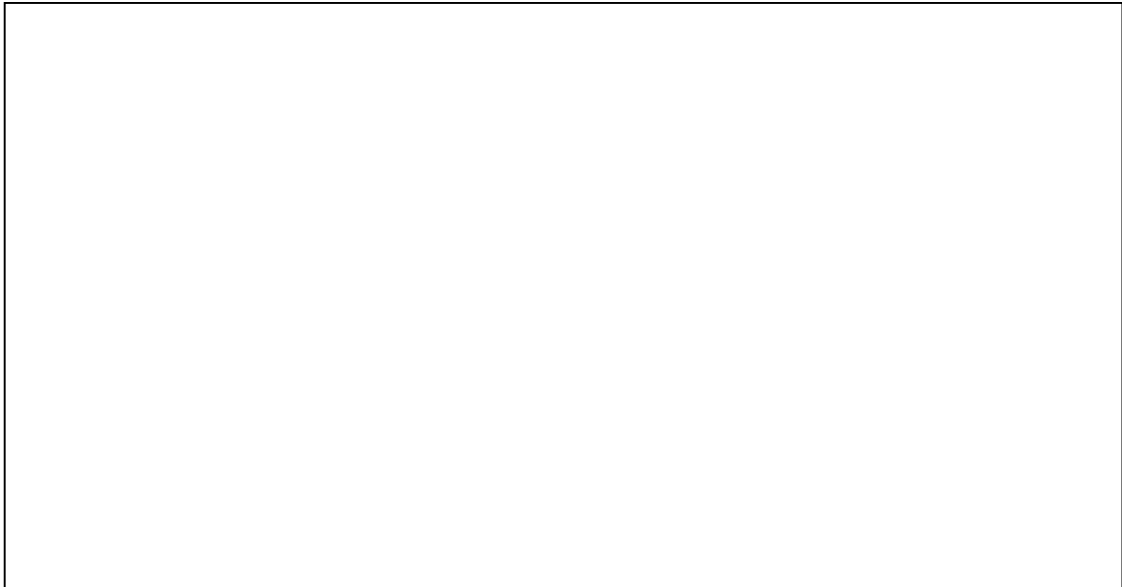
Realia: jacket, pencils, sneaker backpack. floor, books and chair,

Additional vocabulary

Reference: Adds, B. Barker, C. & Freebairn, I. (2003). *Postcards 1*. New York: Pearson Education. Longman.

## *Assessment*

1. Draw Sebastian's bedroom in the square below. The bedroom has to have a bed, a computer on the floor, a chair next to the bed and a sneaker.
2. Look at Sebastian's bedroom and draw the missing things where they are according to what you hear.



## *Story 13 A SHORT, SHORT STORY*

👉 Topic: Simple Past

👉 Objective: to reinforce simple present

### Story

Harry hurried into the lobby of Jackie's apartment house. He carried a bunch of flowers and a little box from the jewelry store. He waited nervously for the elevator. It stopped. Harry pushed the button for the sixth floor. He walked down the hall to 6D. He knocked on the door. Jackie opened the door and rushed into his arms.

### *Additional Materials*

#### Pictures

Body movements: hurry into, carry a bunch, flowers, little box, wait, stop, push, walk down, knock, open, and rush into.

Realia: arms

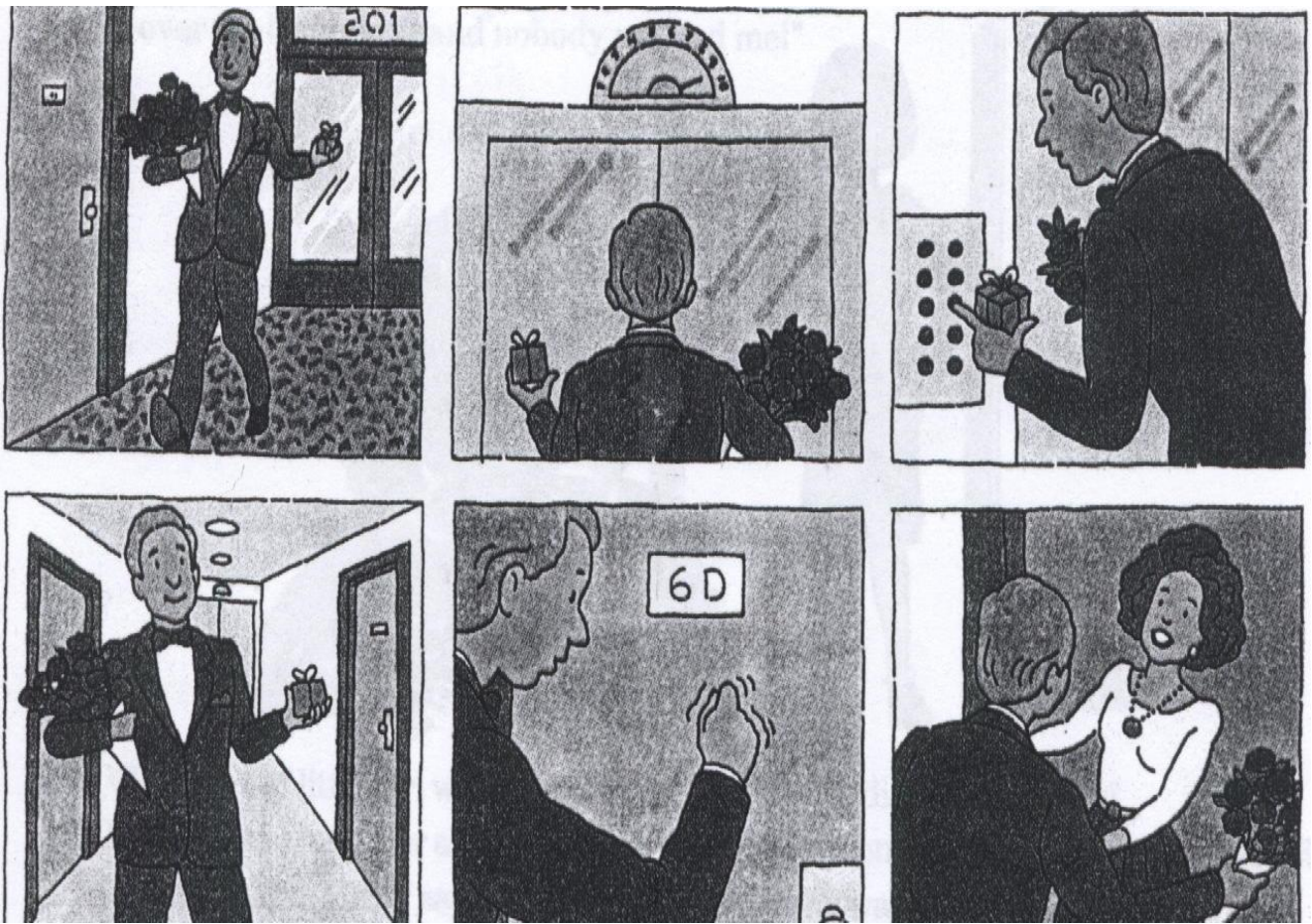
Additional vocabulary

Reference: Walker, M. (1994). *Success Communicating in English 2*. United States of America: Addison Wesley Publishing.

*Assessment*

Some students can act the story out while they are listening to it.

What do you think happened next? Write a short paragraph expressing a possible end and then read it.



## Story 14 THE MYSTERY

- 👉 Topic: Simple Past
- 👉 Objective: to reinforce simple past

### Story

Mr. and Mrs. Gonzales lived in a small house near New York with their children. Last week, he arrived home from work very late, and nobody was at home. When he got into the kitchen, he heard something strange. Then he decided to go to the garage. He found a baseball bat, and he took it. There was a sound on the second floor. He went into the bedroom, but he didn't find anything.

He saw something moving on the stairs and he ran to hit it with the bat, when a big, black cat escaped from him

### Additional Materials

Pictures: house, man, cat, etc.

Body movements: small, nobody, get into, hear, go to, find, take, go into, see, move, run, hit, big, and cat.

Cards

Additional vocabulary

Reference: Adapted from Rodriguez, E. & Wilches, T. (2002). *Teenagers 7 Students' book*.

Cali: grupo editorial Norma.

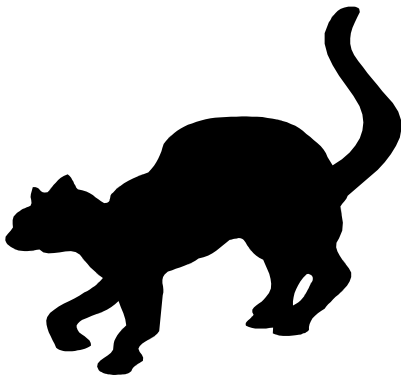
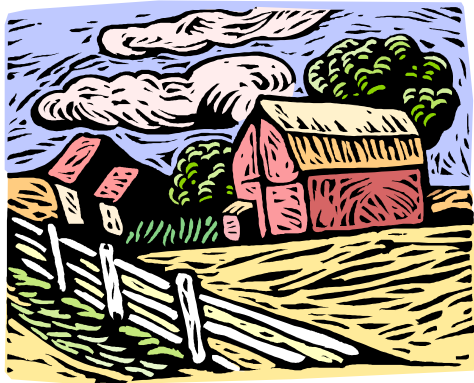


## *Assessment*

Rewrite the story and change the underlined words for new ones. You can change other words if necessary. After you finish, draw your story on four or five cards. Finally, tell the stories to your classmates using your pictures.

Mr. and Mrs. Gonzales lived in a small house near New York with their children. Last week, he arrived home from work very late, and nobody was at home. When he got into the kitchen, he heard something strange. Then he decided to go to the garage. He found a baseball bat, and he took it. There was a sound on the second floor. He went into the bedroom, but he didn't find anything.

He saw something moving on the stairs and he ran to hit it with the bat, when a big, black cat escaped from him



## *Posttest story* THE ROBBERY

Good morning, I am Sara Lewis reporter of Cripton TV news “the best news for you”. Right now, there is a robbery at this public high school and I’ m here at the action place.

Today is Wednesday, April 20<sup>th</sup> 2005. It is 11:00 o’ clock, it is very hot. I’m in the library across from the sixth grade classroom. I see a strange man; he is going to the sixth grade classroom. He is short and heavy and he isn’t good looking, he has short red hair. He is around 30 years old. He is eating a delicious hamburger and drinking a cold coke. He is going into the sixth grade classroom; he wants to take the students’ bags.

Poor sixth grade students are crying and running, they take their bags and leave the classroom because that strange and bad man is a thief and he wants to steal their things.

### *Additional Materials*

Pictures: Robber, library, reporter, hamburger, coke, and children

Body movements: this, here, hot, across from, see, go to, short, heavy, good looking, short, hair, around, eat, delicious, drink, old, go into, take, cry, run, leave, and steal.

Realia: coke, bags and colors.

Additional vocabulary

Reference: Addis, B. Barker, C. & Freebairn, I. (2003). *Postcards 1*. New York: Pearson Education. Longman.

## *Assessment*

The robbery

Name

- Choose and mark the right option, which complete the sentence.

11. The man is drinking a \_\_\_\_\_

- a. coke                      b. Soda                      c. Glass of milk                      d. cup of coffee

12. The library is \_\_\_\_\_

- a. Behind the sixth grade classroom                      b. Near the sixth grade classroom  
c. Next to the sixth grade classroom                      d. Across from the sixth grade classroom

13. \_\_\_\_\_ is the reporter.

- a. Maria Williams                      b. Donna Gibson                      c. Sara Lewis                      d. Anna Peterson

14. The reporter is in the \_\_\_\_\_

- a. Post office                      b. Living room                      c. Church                      d. Library

15. The name of the TV news is \_\_\_\_\_

- a. Mars                      b. Cripton                      c. The world                      d. Era

16. The man has \_\_\_\_\_ hair

- a. Curly                      b. Blond                      c. Red                      d. Black

17. The place of the robbery is \_\_\_\_\_

- a. The drugstore                      b. The school                      c. The post office                      d. The zoo

18. The robber is around \_\_\_\_\_ years old.

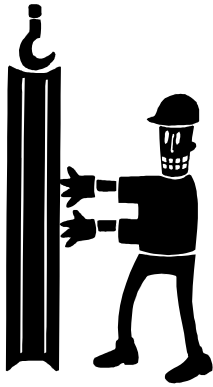
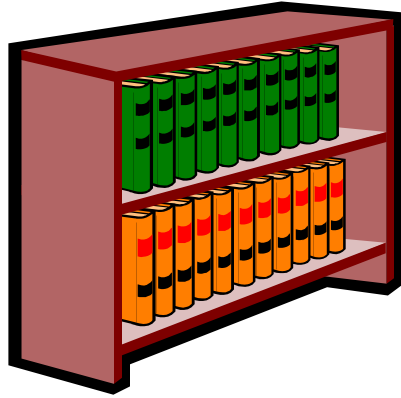
- a. 12                      b. 30                      c. 40                      d. 70

19. The \_\_\_\_\_ are crying and running.

- a Teachers                      b. Students                      c. Robbers                      d. Dogs

20. The robbery is \_\_\_\_\_

- a. At 11:00                      b. At 10:00                      c. At 7:00                      d. At 1:00



# ANSWERS

Pretest Story: WHO'S HAPPY

1. a 2. d 3. d 4. b 5. b 6. b 7. b 8. a 9. a 10. c

Story 1: AT CRYSTAL NEIGHBORHOOD

1. F 2. F 3. T 4. T 5. T

Story 2: WHAT DO THEY EAT?

1. W 2. W 3. R 4. R 5. R 6. R 7. R 8. W

Story 3: CAROLINA CRUZ

3	4	1	2
7	8	5	6

Story 4: SHOPPING

1. T 2. F 3. T 4. F

Story 5: JUAN CARLOS' DAY

1. e 2. c 3. a 4. d 5. b

Story 6: SAINT VALENTINE'S DAY

- a. Joe and Ann are talking      b. It's February 14<sup>th</sup>      c. He is 14  
d. Yes, he is      e. No, he isn't

Story 7: WHO IS HAPPY AMONG THE ANIMALS?

1. Yes, there is      2. No, there aren't      3. Yes, there is  
4. No, there aren't      5. Yes, there is

Story 8: LEWISES AT HOME

1. The Lewis family is at home      2. Mrs. Lewis is washing the dishes and Mr.  
Lewis is drying them  
3. Donald is doing math problems      4. He is in the bedroom  
5. Lisa Lewis is plating the piano      6. No she isn't  
7. No, she isn't

Story 9: THEY ARE LOOKING FOR A HOME

1. Live      2. Can't      3. Can      4. Sing      5. Is      6. Can't  
7. Play      8. Can      9. Can't      10. Find      8. Can't      9. Find

Story 10: THE OPPOSITE

A B C P O P U L A R D E E Z X  
S D Q T H J U K L P L H L Y I  
A C D Y H J I L R U Y I B V U  
C Y F F B N U I F J F J A H N  
R D G N M B C S M F G K N M K  
A I H D T V S R T S Y L O H I  
L T T O P E Y K C U L M I I N  
U N J F C T U H C N D N H S D  
P U K C H P O M U I N O S J K  
O S U F G H J K L I E P A P O  
P S Q W E R T Y U O I F F N M  
N C V B N H N S F R R D N I K  
U Q F Y L D N E I R F N U K L

Story 11: THE TERRIBLE TWINS

1. Have
2. Call
3. Listen
4. Do
5. Go
6. Get up
7. Have
8. Sit
9. Watch
10. Come
11. Play
12. Say

Story 12: SEBASTIAN'S BEDROOM

It has to be checked by the teacher.

Story 13: A SHORT, SHORT STORY

That depends on the student



Story 14: THE MYSTERY

That depends on the student

Posttest story: THE ROBBERY

1. a   2. d   3. c   4. d   5. b   6. c   7. b   8. b   9. b   10. a