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Traditional Methods Versus TPRS: Effects on Introductory French Students at a Medium-Sized Public University in the Midwestern United States

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By

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Abstract

     The purpose of this study was to measure the effectiveness of introducing a Teaching Proficiency through Reading and Storytelling (TPRS) approach in a French immersion classroom in comparison with a method which does not incorporate a story context within the lesson. This research was conducted in an introductory college level classroom setting. It is hypothesized that the language skills of the students in the experimental group using the TPRS method would show greater improvements on measures of listening, vocabulary, culture, grammar and writing abilities than those taught using methods which do not incorporate the story context. The research utilized a quasi-experimental pre- and post-test design to measure French language listening, vocabulary, culture, grammar and writing improvements resulting from lessons taught using both methods.

     In order to analyze the data collected from the listening, vocabulary, culture, grammar and writing measures, two-Tailed t-Tests were conducted. The results shown by the t-Tests indicate that traditional approaches for listening, grammar, and writing measures significantly increase for the control group (traditional approaches).

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Contents

1   CHAPTER – INTRODUCTION

1.1   Reasons for Research and Statement of Problem

Educational institutions are having to examine the methods they are using to help students learn in the most efficient and effective ways possible. The methods used in language instruction continue to evolve (Cherry, 2008). Studying this topic would help educators and administrators to make decisions regarding how to best balance efficiency and effectiveness in French language teaching.

Today, language instructors employ a number of methods to teach a target language (TL). Direct Grammar Translation Method was developed in France and Germany in the late 19th century; translation methods are still commonly used when teaching a language, especially in Europe (Alley & Overfield, 2008).

The communicative approaches developed in the 1970's in Europe and North America, when Canale and Swain (1980) introduced the "communicative competence' concept into discussions of language use. This approach developed in the 70s, and James Asher, became a part of it when he developed the Total Physical Storytelling (TPR). By providing "Comprehensible Input" (CI) linked to contextualized movements, Asher and his colleagues found that "physically responding to commands seems to produce long-term memory" (Davidheiser, 2002).

A word can have many different meanings. The meaning of a word often depends on its context, or on the emotion conveyed by the speaker's facial expression. Teaching Proficiency through Reading and Storytelling (TPRS) is a method in which the teacher must incorporate emotion and contextual details to help students understand meaning.

The TPRS approach uses stories with targeted vocabulary that will be useful for learning the lesson. However, the stories are not as much "told" by the teacher as they are "asked" of the students, so that learners can be involved in the creation of the story. "Yes" or "no" and "either or" questions are asked of the students using interrogative pronouns such as "why," where," "who" and "how" (Ray & Seely, 2012).

The question then arises, is TPRS a more effective method of learning the French language than those that rely less on communicative methods, such as primarily utilizing work books, text books and audio recordings. Of particular interest for the purposes of this study is how beginner level French language learners at a medium-sized public university in the mid-western United States perform when exposed to lessons taught using two different methods – the TPRS method versus the traditional teaching method (using text books, work books and audio recordings).

The traditional teaching methods which were used for this study, was the Audiolingual Method, the Natural Approach and the traditional grammar approach. These methods were used to teach the French language. Cultural aspects were included into these approaches.

1.2   The Purpose and Importance of this Study

The purpose of this study was to determine the effectiveness of introducing the TPRS method in a French immersion classroom in comparison with a method which does not incorporate a story context within the lesson. This research was conducted in an introductory classroom setting. It is hypothesized that the language skills of the students in the experimental group using the TPRS method would show greater improvements on

measures of listening, vocabulary, culture, grammar and writing abilities than those taught using methods which do not incorporate the story context. The research utilized a quasi-experimental pre- and post-test design to measure French language listening, vocabulary, culture, grammar and writing improvements resulting from lessons taught using both methods. The research question for this study is: how do elementary French students at a medium-sized public university in the Midwestern United States score on measures of French language listening, vocabulary, culture, grammar and writing when lessons are taught within a story context (TPRS) or without a story context (traditional method).

The results of this research would be a resource for educators, administrators and teachers. It would help inform their decision whether to include the TPRS method in Introductory French classrooms.

2   CHAPTER – THE REVIEW OF LITERATURE

2.1   Second Language Acquisition (SLA)

Second language acquisition (SLA) – naturalistic, instructed, or both – has long been a common activity for a majority of the human species and is becoming ever more vital as the ability to communicate in a second language (L2) increases in importance. The 300–400 million people whose native language is English, however, are greatly outnumbered by the 1–2 billion people for whom it is an official L2 (Doughty & Long, 2008). Countless children grow up in societies where they are exposed to one or more languages in the home, another when they travel to a nearby town to attend primary or secondary school, and a third or fourth if they move to a larger city or another province for tertiary education or for work (Doughty & Long, 2008).

The linguistic system used by L2 and foreign language learners who are in process of learning a TL. Interlanguage pragmatics is the study of the ways in which nonnative speakers acquire, comprehend, and use linguistic patterns in a L2. Interlanguage theory is generally credited to Larry Selinker (Crystal, 1997).

Since the 1980s, Krashen's theory of SLA has had a large impact on L2 teaching. This theory consists of five hypotheses: the acquisition-learning hypothesis, the input hypothesis (i+1), the monitor hypothesis, the natural order hypothesis, and the affective filter hypothesis (Krashen, 1987).

According to Krashen's **acquisition-learning hypothesis**, there are two independent ways to develop linguistic skills: acquisition and learning. This theory is one of the most fundamental of Krashen's theories on SLA.

According to him, both adults and children can subconsciously acquire a L2. This process is similar to the process that children experience when learning their native language. Acquisition also requires meaningful interaction in the target TL, during which the acquirer is focused on meaning rather than form (Krashen, 1987).

Learning a language is a conscious process. For instance, it is like what a student experiences in school. In the learner's mind, new knowledge and forms are represented consciously, for example knowledge of grammar rules. Language learning involves formal instruction and it is less effective and acquisition (Krashen, 1987).

Krashen explains **the input hypothesis** as how the learner acquires a L2. This hypothesis is concerned with "acquisition"; not with "learning". That is to say the learner improves and progresses along when he/she receives L2 input that is interesting, and a little beyond his/her current stage of linguistic competence. For instance, if a learner is at stage '*i*', then acquisition takes place when he/she is exposed to 'CI' that belongs to level '*i+1*' (Krashen, 1987). In other words, if '*i*' represents previously acquired linguistic competence, and the new knowledge we acquire, the hypothesis claims it that we move from I to '*i+1*'. '*+1*' represents the new knowledge or the language structures learners are ready to acquire (Krashen, 1987).

The Monitor hypothesis explains the relationship between acquisition and learning. The monitoring function is the practical result of the learned grammar.

According to Krashen, for the Monitoring to be successfully used, three conditions must be met: the L2 learner has sufficient time at the learner's disposal, the learner focuses on form or thinks about correctness and knows the rule (Krashen, 1987).

The natural order hypothesis is the acquisition of grammatical structures. It follows a "natural order" which is predictable. In other words, language instructors should be aware that certain structures of the TL are easier to acquire than others. Therefore, language teachers should start teaching the TL in an easy way (Krashen, 1987). For instance, using 'yes / no' questions before asking complex questions.

Finally, Krashen's fifth hypothesis, **the affective filter hypothesis**, expresses his view that a number of 'affective variables' play a facilitative, but non-casual, role in SLA. These variables are motivation, self-confidence and anxiety (Krashen, 1987).

2.2 History of Teaching Proficiency through Reading and Storytelling (TPRS)

The TPR method was first demonstrated by James J. Asher for teaching a language in 1965 (Ray & Seely, 2012). The TPR approach, as a method for teaching a foreign language, emphasizes the listening comprehension of students (Asher, 1977). According to Asher, pairing of physical responses with commands is the basis for effective language learning. Those commands includes terms such as: stand up, sit down, or walk. Each command is first modeled by the instructor as the word is spoken, and then students are asked to imitate the action and repeat the word (Cherry, 2008). In other words, comprehension of this approach is established through the use of physical gestures that represent words or phrases in the TL. It involves the students' listening and responding to

commands. The TPR method contains some negative aspects. Some content may not be always interesting to students, and also it may be difficult to teach abstract ideas to students (Byram, 2004). Nevertheless, TPR students typically obtain better learning outcomes than those taught with the Grammar-Translation method (Redfield, 1986).

2.3   Teaching Proficiency through Reading and Storytelling (TPRS)

According to Blaine Ray, the TPRS method is spreading, not solely in the United States but also abroad, in fifteen countries such as – India, Singapore, Japan, Mexico, Costa Rica, Argentina, Austria, Spain, Canada, Egypt, Senegal, the United Arab Emirates, the Bahamas, Malaysia, and the Philippines (Ray & Seely, 2012).

For Ray, the Total Physical Response (TPR) method was missing some elements to make the teaching more interesting. So, he began to develop a new teaching method combining the TPR method with the Natural Approach method (Ray & Seely, 2012).

At first, Ray used the Total Physical Response (TPR) method to teach Spanish in his classrooms in 1980s (Ray & Seely, 2012). He continued to use TPR, as students showed improvements in vocabulary acquisition using the method. However, after a couple of months, Ray found that the students were increasingly less eager to stand up, to run, and to sit down (Ray & Seely, 2012). Therefore, after using TPR, he started to experiment with another of the more innovative methods of teaching language, the Natural Approach described by Krashen and Terrell.

The hypotheses put primary importance on the CI that language learners are exposed to. Understanding spoken and written language input is seen as the only mechanism that resuts in the increase in underying linguistic competence, and language

output is not seen as having any effect on learners' ability. Furthermore, Krashen claimed that linguistic competence is only advanced when language is subconsciously acquired, and that conscious learning cannot be used as a source of natural language production (Krashen S. , 1981) (see Acquisition Learning Hypothesis). According to the thinking behind this approach, language is best acquired through CI. One primary target of the Natural Approach is to promote the use of naturalistic language in a classroom setting. To this end, the Natural Approach highlights free and participatory communication, and places reduced importance on conscious grammar study and explicit correction of student errors. This teaching method could be also considered a relatively stress-free method to learn a foreign language (Krashen & Terrel, 1983). Therefore, in keeping with the notions of the Natural Approach, Ray thought that if he just spoke the language in a classroom in a comprehensible way, the students would begin "to internalize it and would, over time, aquire grammatically accurate fluency" (Ray & Seely, 2012). Still, he was not fully satisfied with the results.

As Ray was not completely content with the results he was getting with either of two methods used solely, he began experimenting with combining elements of both approaches, thereby creating a new and unique method he felt was more effective: TPRS (Ray & Seely, 2012). Thus, though TPRS is considered to be a new method, it is primarily based on the work of two theorists in foreign language education: James Asher (TPR) and Stephen Krashen (Natural Approach) (Beal, 2011).

Staring in the 1990s, Ray's instruction began evolving to include Teaching Proficiency through Reading and Storytelling (TPRS) methods (Cherry, 2008). TPRS language acquisition is, at its core, a function of human social interaction. TPRS, as a

method fully reliant on the common and familiar communicative device of the story, might be a naturally engaging way to help students learn.

One of the best ways to learn a language quickly is to actually practice speaking that language (Horwitz, 1985). Simply translating a word can often lead learners to stop paying attention to its meaning (Huckin & Coady, 1999). Many students do not like to simply sit and listen to their instructor. If teachers were to only lecture students in the TL, it would likely make for an annoyed classroom full of students. Lessons delivered in this manner would frustrate most learners, as no one would understand what the instructor was saying (Kearney, Plax, Hays, & Ivey, 1991). However, students who were being taught with TPRS method, were not "bored" or "embarrassed." On the contrary, it helped them to memorize the vocabulary and to understand the context and language (Ray & Seely, 2012). Nevertheless, most of language teachers use CI.

In Introductory French classes, learners often want to know the direct translation of a word, rather than trying to understand its meaning through contextual activities in the TL (Marsh, 1998). The TPRS approach has been shown to support students in their understanding of the contextual meaning of words and phrases without using the direct translation method. The TPRS method was developed by Blaine Ray in the 1990s (Decker, 2008). According to Ray, one of the keys to successful language learning is repeating the same word several times (Ray & Seely, 2012). Instructors who teach TPRS maintain that a student must hear a word 75 times before it is committed to long-term memory (Cherry, 2008).

Parents and other adults typically limit the vocabulary that they use with small children; they also often speak slowly with them. The parents do not necessarily pay

attention to the fact that children are not fully comprehending what they are saying. This observation of what seems to be a natural phenomenon led language teachers to consider whether this might be a useful technique to use with students in their classrooms. They tried to teach using only the TL in the classrooms without translating, worrying less about comprehension. The belief being that students would ultimately begin to understand the word and contextual meanings (Ray & Seely, 2012). What they found was while this approach seems to work with children, it was less effective with adults:

> The main reason is that children have over 20,000 hours in the first six years to earn a language if they hear it ten hours a day for six years. A student might only have 400 to 600 hours in the classroom to learn to speak. Since time is the main difference in how small children pick up a language compared to how students learn to speak, we have to use a different model in the classroom.
>
> (Ray & Seely, 2012, p. 7).

Human brain physiology also plays an important role in learning a foreign language. Infants and young children have the ability to learn a foreign language more easily and with greater precision than do adults. They acquire the foreign language without any accent and with normal grammar. Infants and children learn a foreign language with seemingly little effort. At some age, physiologically, the brain becomes less able to receive input, therefore acquiring a foreign language becomes far more difficult (Huttenlocher, 2002).

Ray wanted to retain some of the benefits of more naturalistic language acquisition, but needed to find a way to deal with the comprehension challenges present among adult learners. He developed the TPRS method in order to address these comprehension concerns. Learning a foreign language through different type of short stories increases student engagement and makes the learning environment more interesting (Beal, 2011).

Stories hold an essential place in our lives. Perhaps storytelling was the reason why language developed in first place, as our minds began to inquire, wonder, think and imagine (Friday, 2014). Children or adults, in villages or in cities, storytelling remains the one of the most important communicative form. We all tell stories: the story of our life, workplace gossip, and the horrors on the news, imagining stories, etc. Our brains are hard-wired to think, to imagine and to express in terms of beginning, middle and end. It is how we, humans, understand the world. Storytelling is also one of the oldest method of teaching. It bonded the early human communities, giving children the answers to the biggest questions of creation, life, and the afterlife. Stories define us, shape us, control us, and make us. Not every human culture in the world is literate, but every single culture tells stories (Friday, 2014).

Even though teachers don't see themselves as storytellers, they already are, especially the language instructors, because they involve acting and theatrics in class rooms. Teachers do not stay still sitting on a chair. They walk around the class room, speak with different rhythm (Friday, 2014). They also use their hands to do gestures and their facial expressions. Storytelling are interactive (Friday, 2014). Integrating stories in a language classroom has several benefits, such as:

-Inspire meaningful stories.

-Not only children but adults also like to hear stories and curious to know the end.

-Communication in the classroom increase, so the engagement.

-Stories also improve the listening skills.

-Learning through stories is enjoyable, interesting and create a comfortable environment.

-It also motivates students to speak the language. (Friday, 2014)

Integrating stories in classroom may capture students' attention for the lessons. It will also create an interactive teacher-students classroom (Friday, 2014).

It is thought that the TPRS increase in engagement allows the learner to stay with the neural tasks need to acquire language abilities long enough to overcome the challenges of comprehension in adult learners (Ray & Seely, 2012).

The TPRS method for fluency contains four main elements:

1. Making the class 100% comprehensible.
2. Frequent oral repetition of the targeted material in the development of stories.
3. Keeping the class interesting.
4. Oral interaction about students themselves, topics of interest to them and stories that they hear and that they read.

 (Ray & Seely, 2012, p. 9).

The TPRS method is divided into three main steps:

a. Establishing meaning

b. Ask the story

c. Reading

(Ray & Seely, 2012, p. 35)

a. Establishing meaning – In this first step, new vocabulary phrases which will be used in the lesson are introduced to the students. These new phrases are constantly repeated several times during the first step. These sentences are also written on the blackboard or any place where students can see them, with the translations provided in the students' native language (if it is available). This technique helps students to check the meaning if they forget what a phrase means. Then the teacher practices these sentences with gestures, and asks questions of students using the target phrases until the students become familiar with them. (Ray & Seely, 2012).

The aim of the first step is to create a stress-free environment where students will feel relaxed enough to respond. Repetition, personal questions and translations are key elements during this first step.

b. Ask the story – In this section, basic structures of a foreign language are used in mini stories. For instance, in French language:

there is, there are   il y a

has, doesn't have   a / il n'a pas

wants to + VERB   veut + INFINITIF

prefers to + VERB	prefer + INFINITIF
needs to + VERB	a besoin de + INFINTIF
is going to + VERB	va + INFINITIF
has to + VERB	doit + INFINITIF
likes to + VERB	aime + INFINITIF
goes to the house of …	va chez …

(Ray & Seely, 2012, p. 37)

Before starting a story, the teacher has to make sure that all the questions and words in the TL are written or posted with the native language translation. These translations should be visible to all students should they forget their meanings. The teacher will create a mini story for the class using the words and questions that she posted or wrote (Ray & Seely, 2012).

This second step has three main points: the teacher retells the story, the student retells the story, and the perspective changes (Beal, 2011). First, the teacher tells the story without the participation of student actors. He/she will ask questions from students to check their comprehension. The teacher may use false statements and ask yes or no questions of students and to encourage engagement. According to Ray, the stories are more motivating if unexpected information is added to personalize and dramatize the story.

c. Reading – In this final step, the teacher delivers a written story in the TL, similar to the story that has been previously acted out by students in the classroom (Beal, 2011).

During this step, students are asked to read the story and to translate it into the native language. This section is also called "ping pong or volleyball reading." Students in the classroom are paired into several groups of two. In each pair, one student reads a sentence in the TL while the other translates the sentence into the native language. They each take turns as readers and translators. After two minutes, the teacher asks students to rotate, each finds a new partner, and the activity continues. With their new partners, students determine where each of them left off with their previous partner. Students continue switching every two minutes until the story has been read at least 1 1/2 times (depending on the length of the story, this could be anywhere from 5-10 minutes) (Keith, 2014).

According to Ray and Seely (2012), in this activity, students not only increase their vocabulary, but also acquire the basic structures, morphology, and idioms. They also begin to understand some of the more problematic grammar structures.

2.4   Studies Comparing TPRS and Traditional Methods

Research on the TPRS method was performed by Robert Dziedzic (2012). He conducted his study on 9th and 10th grade high school students enrolled in introductory Spanish language classes. In total, Dziedzic studied the progress of 65 students. The students were separated into two groups - a control group taught using traditional methods and an experimental group taught with TPR and TPRS. There was no pre-test given because the students had no previous exposure or introduction to the Spanish language, and were assumed to be starting with essentially equal Spanish comprehension skills. The experimental group received lessons incorporating the TPRS method of

integrating stories. The control group received lessons without the incorporation of stories. Rather, the lessons consisted of traditional activities in the TL. While students in both the control and experimental groups did equally well on post-intervention measures of listening, speaking and writing. The students in the TPRS performed significantly better on measures of the writing and speaking components on the post-test.

Another study has demonstrated that TPRS is a method which might improve student attendance. "The students' attendance increased respectively on the TPRS classes (Bustamante, 2009). Another notable finding of Bustamante's study are the increases in the average student scores on the Computer Adaptive Placement Exams (CAPE):

> The results showed by the t-tests indicate that TPRS Spanish instruction significantly increases college students' performance on the CAPE Test in the TL. At the beginning of the semester the group obtained an average score of 61.06. At the end of the semester the group obtained an average score of 121.82. The students moved from the novice level (100) to the novice-intermediate level (101) after receiving TPRS instruction during 16 weeks.
>
> (Bustamante, 2009)

Devidheiser (2002), in a study on Teaching German through TPRS identifies five elements that make the method a successful one. The first component is that the TPRS is an active learning method which fits the learning style of many German students. The second element is that TPRS helps German language students to take ownership of their learning. That is to say, they listen to stories and they physically recreate stories or write

them in the TL. According to Devidheiser, the third factor is that, through TPRS, students get more CI in a language class. The fourth is that students feel involved and validated. The final element, he identifies is that the TPRS method is fun and students do not feel annoyed as they do in classrooms using other methods.

A study on the TPRS method in French was carried out by Carol (2003). The purpose of this research was to examine the student perceptions among English-speaking high school students. The study examined student perceptions regarding their ability to acquire and retain basic French language skills. The study also examined student perceptions regarding "enjoyability" of instruction using different teaching methods. Nineteen students enrolled in an introductory French class participated in this study. The study took place at high school located in a rural farming area. The researcher compared results of these measures French when using four different teaching methods: the TPRS method, the TPR method, the Natural Approach and the traditional method.

During the research, regarding TPRS, communicative techniques and some of its related activities were used as interventions in oral reading and literature discussion. In measures of student perceptions of acquisition and retention, the TPR method scored highest in its effectiveness in acquisition and retention, reporting it to be "very" or "somewhat" effective. The traditional method lagged farther behind than the TPRS and Natural method (Carol, 2003).

The study also examined student enjoyment of the various methods. Again the Natural Method class activities scored the highest, with of students saying it was "very enjoyable" or "enjoyable." The TPRS method received the second highest. Notably, no students found traditional methods to be "very enjoyable" (Carol, 2003).

In this research study, TPRS was rated as the third most effective method after TPR and class activities (Carol, 2003).

Although there is some literature dealing with language acquisition in German (Davidheiser, 2002) and Spanish using the TPRS method (Bustamante, 2009) (Beal, 2011), and in French using the TPRS method and the TPR method (Carol, 2003), the review of literature are minimal to yield any research on French language instruction using the TPRS method, or any studies of TPRS that were conducted in the Midwestern United States. Research on the TPRS method in French language instruction and applied to populations different from those examined in previous studies, may yield different results than were found in previous studies.

3   CHAPTER – METHODOLOGY

The goal of this study is to measure the differing effectiveness of TPRS and traditional methods in instruction of Introductory French language. This study used a quantitative research approach utilizing a quasi-experimental pre- post-test design (see Appendix C). Students enrolled in Introductory French, comprised the potential pool of participants for this research, with participants segregated into two groups, an experimental group (with the TPRS approach) and a control group (with the traditional approach). Students were randomly divided into two groups. All participating students were assigned a number for identification and tracking of results on both the pre- and post-tests. The numbers also were used to maintain the anonymity of all study participants. Pre- and post-tests' scores were analyzed using descriptive and inferential statistical measures. The instructional phase of the study project lasted six days, consisting of six 50-minute sessions. Signed consent forms were obtained from all participants before the study began (see Appendix A).

3.1   Participants

This study was conducted at a Midwestern University with a small French department, 10 undergraduate students and four graduate students were enrolled in French degree programs. The department also currently offers French instruction to 54 non-French majors or minors. At the time the study was conducted, 32 students were registered in Introductory French classes.

Only those students who agreed to participate and signed the necessary consent form to part in this research study. In total, 20 students participated in the research after signing a consent form that was approved by the Institutional Review Board (IRB) of the institution (see Appendix A). Thirteen female and seven male students participated in the study. The L1 of all participants was English, and all had an approximately two-month exposure to French language instruction.

The students were randomly divided into two groups: Ten students were assigned to the experimental group, 6 female students and 4 male. Ten students were assigned to the control group: 7 female students and 3 male.

All data collected for this study, such as pre- and post-tests scores, were saved in password protected databases and were destroyed after the study was completed.

3.2   Materials

An identical pre-test instrument was used to assess the pre-existing language ability of all student participants in both groups. The same instrument was used again on all members of both groups after the instructional phase of the study was completed to determine any changes in participants' language abilities.

The textbook that was used with both groups during this study was entitled *Français Interactif* by Liberal Arts Instructional Technology Services at the University of Texas.

3.2.1   The experimental group

The researcher used a white board to write the story's phrases and vocabulary in the TL together with translations. Two stuffed animal toys, a pig and a dolphin, were used to help make the story more interesting. Pictures with different seasons and pictures related to the lesson's vocabulary were also used during the instruction. Activity sheets and questions (Appendix B) were given to students to check their comprehension in the target TL. Mini stories were also used during this study (see Appendix C). A detailed outline of the daily procedures is presented below (see 3.4.1).

3.2.2   The control group

The researcher used Power Point presentations, the French book (français interactif), white board examples and activity sheets to teach the lessons in the French language. A detailed outline of the daily procedures is presented below (see 3.4.2).

3.2.2.1   *Traditional Language Teaching Method Used in the Study*

Learners can often speak fluently in a foreign language without having learned its grammar rules. Yet, there are learners who fail to speak fluently even knowing the grammar rules well (Lightbown & Spada, 1999).

The traditional method used in this study involved using a textbook, audios and Power Point presentations. This specific traditional method can be defined as a teacher-centered teaching method. Typical language lessons use existing lesson plans, curriculum, and traditional methods of managing class materials. In most cases, teachers use the materials that have been used in the previous lessons. Also, in traditional

language classes, teachers diagnose the problems students are having and they create lesson plans according to these diagnoses (Richards & Rodgers, 2001).

In traditional language classes, the content of the lesson plans and activities are very similar every semester. Teachers will use the same elements over and over. Text book activities, grammar and vocabulary presentations are the main elements of this approach. (Richards & Rodgers, 2001).

However, in a foreign language classes, teachers often add and create interesting components to make the classroom lessons and activities more exciting and comprehensible.

3.3   Vocabulary list used for the study (both groups)

Le temps	Weather Words
Quel temps fait-il?	What's the weather?
Il fait beau.	It's nice.
Il fait chaud.	It's hot.
Il fait du soleil. / Il y a du soleil.	It's sunny.
Il fait frais.	It's cool.
Il fait mauvais.	It's bad.
Il fait froid.	It's cold.
Il fait du brouillard. / Il y a du brouillard.	It's foggy.
Il fait du vent. / Il y a du vent.	It's windy.

Il y a des nuages.	It's cloudy.
Il y a des orages.	There are storms.
Il pleut.	It's raining.
Il neige.	It's snowing.

Les saisons — **Seasons**

le printemps / au printemps	spring / in the spring
l'été (m) / en été	summer / in the summer
l'automne (m) / en automne	fall / in the fall
l'hiver (m) / en hiver	winter / in the winter

les activités — **Action Expressions**

aller	to go
aller au cinéma	to go to the movies
aller en boîte	to go clubbing
aller au concert	to go to a concert
aller à l'université	to go to the university
aller au parc	to go to the park

faire de la bicyclette	to go bicycle riding
faire du bateau	to go boating
faire de la planche à voile	to go windsurfing
faire des randonnées	to go hiking
faire du ski	to go skiing
faire du vélo	to go cycling
faire de la voile	to go sailing
faire une promenade	to take a walk
passer les vacances (f pl)	spend a vacation
visiter... (un lieu, pas une personne)	to visit... (a place, not a person)
une cathédrale	a cathedral
un château	a castle
une exposition	an exhibition, show
un monument	a monument
un musée	a museum

les verbes   **verbs**

aller	to go

partir	to leave
sortir	to exit, to go out
acheter	to buy
voyager	to travel
dormir	to sleep

3.4   Design and Procedure

Prior to treatment

In order to establish a baseline for all students, the researcher administered the pre-test to all 20 students one day prior to the beginning of instruction. The pretest was given to both the experimental and control groups. It is assessed students prior abilities to write, listen and speak in French.

Day 0

Materials:

Pre-test exam sheets.

Objectives:

-Students will understand the purpose of this study.

-Establish baseline measures of individual student abilities.

4:00 PM – 4:10 PM

Instructor introduced herself to the students. She briefly explained the purpose of the study. Students were given an opportunity to ask questions about this study. Student were

then assigned an identification number (students were identified only by number; student names were not collected at any point in the research). Finally, the students were randomly assigned to one of two groups, experimental or control.

4:00PM – 5:10 PM

The instructor administered the pre-test to all students.

3.4.1   Experimental group

Day 1

Materials:

Comprehension questionnaire, activity sheet, images and words written on flash cards. Toys: a pig and a dolphin.

Objectives:

- Students will be able to describe the story "Sophie la Cochonne".

- Students will be able to recognize the 4 seasons and some weather

 expressions in French.

- Students will be able to understand some expressions using the verb

 "faire" (to do/to make) and know how to conjugate the verb in present

 indicative mood.

4:00PM – 4:20 PM

The instructor told the story "Sophie la Cochonne" using TPRS method in French (see Appendix C).

4:20PM – 4:35PM

The students were asked to produce a similar short stories using "faire expressions.

4:35PM - 4:40PM

The instructor reviewed and explained target elements using the story, the verb "faire" (to do, to make) in present indicative mood, "faire expressions" and the vocabulary contained in the story.

4:40PM – 4:50PM

Students were divided into groups of three and the teacher assigned selected exercises (10 and 13) related to "faire" and "faire expressions." (see Appendix B)

Day 2

Materials:

Story sheet, white board and puppets

Objectives:

-Students will understand and distinguish the meanings of "partir", "sortir", "dormir" and "aller".

-They will understand how to conjugate those verbs in present indicative mood.

4:00PM – 4:05PM

Students watched a YouTube video of the song "Les Champs Elysees".

4:05PM – 4:15PM

The teacher reviewed the verbs "partir" (to leave, to go), "sortir" (to exit, to leave) and "dormir" (to sleep) and their conjugations. She referred back to the story from the previous lesson to provide examples of these verbs and their meanings.

4:15PM – 4:25PM

Students practiced using the verbs in activities by completing exercises 15 and 16 (see Appendix B).

4:25PM – 4:35PM

 The instructor reviewed the verb "aller" (to go) using examples from the story. Students practiced using the verb by completing exercise 20 (see Appendix B)

4:35PM – 4:45PM

Students were in pairs. They completed exercises 21 and 22 by using the verb "aller" (see appendix B)

4:45PM – 4:50PM

Students played a game using the verbs above. Students had to guess the verb.

Day 3

Materials:

Flash cards, images, exercises sheet.

Objectives:

-Students will recognize the near future "le futur proche".

-Students will be able to write sentences using "le futur proche".

4:00PM – 4:10PM

The teacher asked comprehension questions related to the target elements in the story. She highlighted "le futur proche" (the near future) in the story.

4:10PM – 4:20PM

The instructor explained "le futur proche" citing the story and using flash cards. Students were asked to practice exercises 25 and 26. (see appendix B)

4:20PM – 4:30PM

Students were asked to do exercises 24 "le futur proche". (see appendix B)

4:30PM – 4:40PM

The instructor reviewed cultural elements in the story. Students were interrogated on their skills on the French culture.

4:40PM – 4:50PM

Students shared their stories in front of the class.

Day 4

Materials:

Activity sheets and copy of the story

Objectives:

-Students reviewed the target elements of the chapter.

4:00PM – 4:10PM

The story were told by using the TPRS approach.

4:10PM – 4:20PM

Students were asked to be in pairs. They were asked to write similar story using the target

elements of the chapter.

4:20PM – 4:30PM

Students were asked to act the story in front of the classroom.

4:20PM – 4:45PM

Students were asked to translate "volleyball" the story "Sophie la cochonne".

4:45PM – 4:50PM

Students will share their sentences in front of the class.

Day 5

4:00PM – 4:05PM

The instructor will thank the students for helping her with the study.

4:05PM – 4:50PM

The teacher will give the post-test to the students.
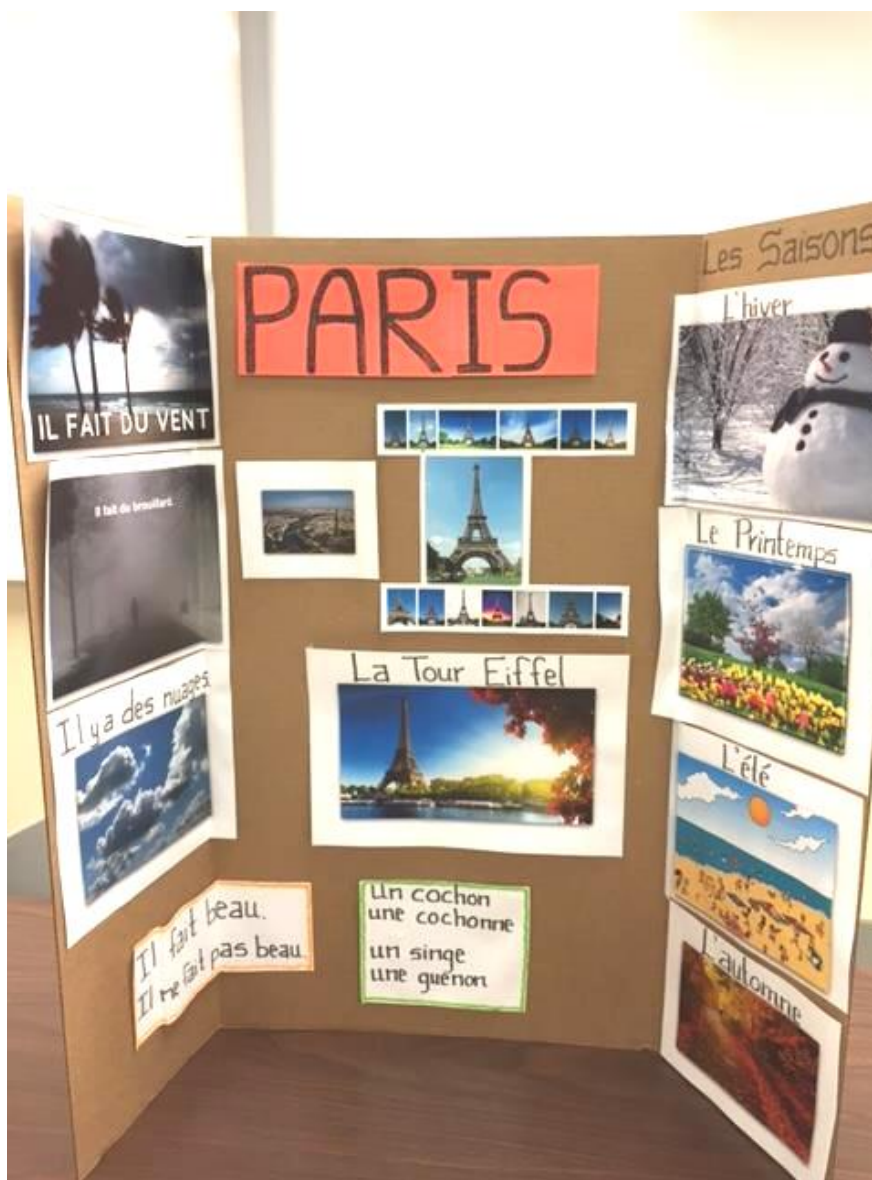
Figure 1 TPRS

Figure 2 Materials used teaching TPRS

Figure 3 Materials used teaching "faire expression"

3.4.2   Control group

Day 1

Materials:

Activity sheet, PowerPoint presentation, images and words written on flash cards.

Objectives:

    - Students will be able to recognize the 4 seasons and some weather expressions

      in French.

- Students will be able to understand some expressions using the verb "faire",

and they will also know how to conjugate it in present indicative mood.

4:00PM – 4:10 PM

The target elements of the lesson were randomly presented using the Natural Approach through PowerPoint, videos and pictures. For instance, the seasons were showed using images, then students were asked 'yes and no' questions. Then, the instructor asked complex question, like 'Quelle saison est-ce qu'il neige?' (*What season is it snowing*?).

4:10PM – 4:25 PM

The students were asked to complete the exercises 5, 6 and 8 of the lesson (see Appendix B).

4:25PM – 4:35 PM

The instructor reviewed and explained target elements using PowerPoint and the text book, the verb "faire" (to do, to make) in present indicative mood, "faire expressions" and the vocabulary.

4:35PM – 4:45 PM

The teacher asked students to do exercises 10 and 13 in a group of three on "faire" and "faire expressions".

4:45PM – 4:50 PM

The instructor asked every day life's questions related to "faire expression". For instance, the instructor asked ordinary questions from the students, such as, 'Est-ce que tu fais le lit tous les jours?' (Do you make the bed every day?)

Day 2

Materials:

 PowerPoint presentations, activity sheets.

Objectives:

   -Students will distinguish the meaning of "partir", "sortir", "dormir" and "aller".

   -They will also know how to conjugate those verbs in present indicative mood using the cognitive approach forms.

4:00PM – 4:05 PM

A French song was shown on YouTube "Les Champs Elysees".

4:05PM – 4:15 PM

The teacher reviewed the verbs "partir" (to leave, to go), "sortir" (to exit, to leave) and "dormir" (to sleep) and its conjugations. She used generic examples to explain the meaning of these verbs in details (in French). The teacher used the Natural Approach.

4:15PM – 4:25 PM

Students practiced verbs completing exercises 15 and 16 (see Appendix B).

4:25PM – 4:30PM

The instructor reviewed the verb "aller" (to go) with the students using generic examples and by completing exercise 20 (see Appendix B).

4:30PM – 4:45 PM

Students were in pairs and completed two exercises 21 and 22 related to the verb "aller" (see Appendix B).

4:45PM – 4:50 PM

Students played a game using the verbs (Students had to guess the verb).

Day 3

Materials:

Flash cards, images, activity sheets

Objectives:

    -Students will recognize "le futur proche".

    -Students will be able to write sentences using "le futur proche".

4:00PM – 4:05 PM

The instructor presented Paris through a PowerPoint arrangement.

4:10PM – 4:10 PM

The instructor let students ask questions about Paris.

4:10PM – 4:20 PM

The teacher explained the "futur proche"

4:20PM – 4:25 PM

The teacher asked comprehension questions related to target elements presented in the PowerPoint.

4:25PM – 4:35 PM

The students were asked to complete the exercises 24 and 25 (see Appendix B)

4:35PM – 4:40 PM

Students were asked to complete exercises 26 (see Appendix B).

4:40PM – 4:45 PM

Students were asked to create 5 sentences using "le futur proche".

4:45PM – 4:50 PM

Students shared their sentences in front of the class.

Day 4

Materials:

Activity sheets, PowerPoint

Objectives:

-Students will review the target elements of the lesson.

4:00PM – 4:10 PM

Students asked questions about the lesson.

4:10PM – 4:20PM

Students completed an exercise 11 and 12 to review "faire" and "faire expressions" (see Appendix B)

4:20PM – 4:30 PM

Students played hangman to review the target vocabulary.

4:30PM – 4:40 PM

Students reviewed "partir", "sortir", "dormer" and "aller" by completing exercises 17 and 23 (Appendix B).

4:40PM – 4:45 PM

Students asked genetic questions from their partners using "le futur proche".

4:45PM – 4:50 PM

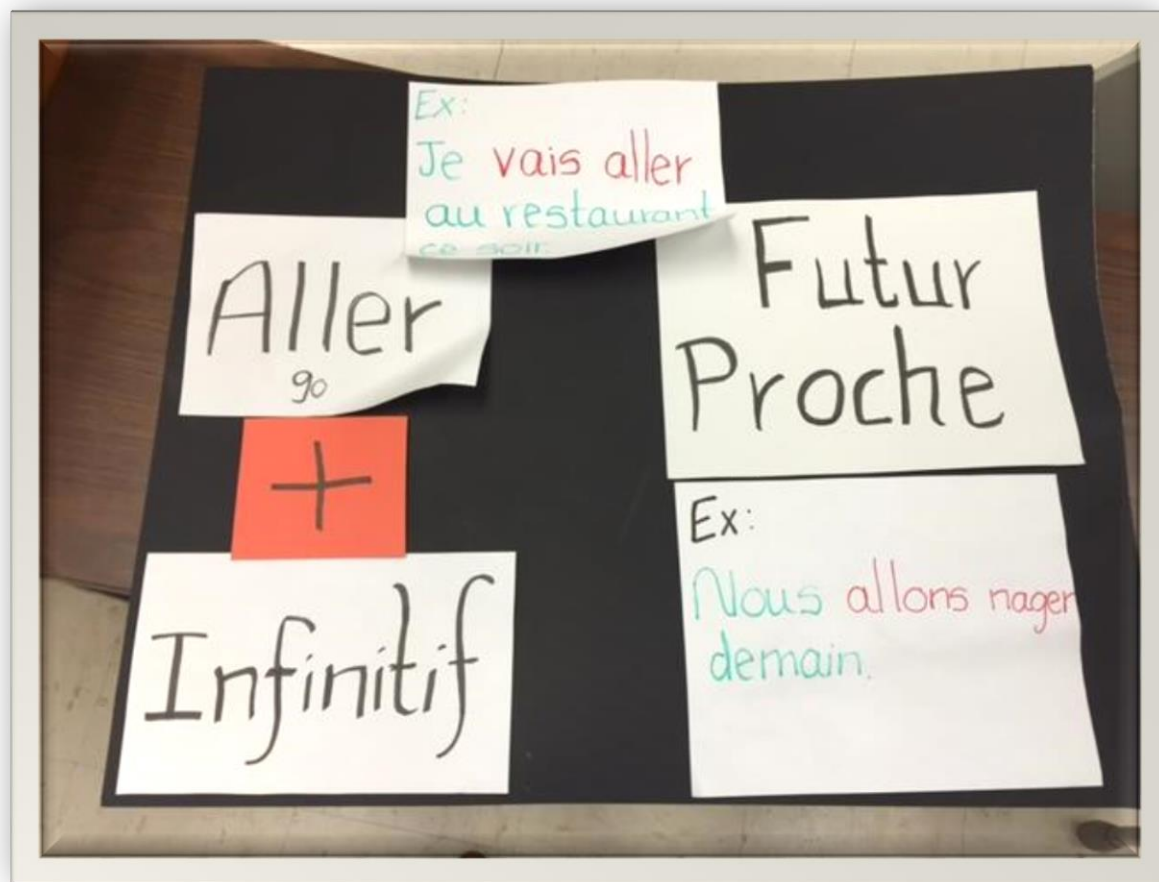The instructor explained the post-test.

Day 5

4:00PM – 4:05 PM

The instructor thanked the students for helping her with the study.

4:05PM – 4:55 PM

The teacher gave the post-test to the students.

Figure 4 Futur Proche

4   CHAPTER – DATA ANALYSIS

This study was aimed to measure the effectiveness of introducing the TPRS method to an introductory French classroom for college level students. Therefore, the researcher used two methods: TPRS and the traditional methods with pre- and post-tests design to measure the effectiveness between two groups. The students in both groups were measured on the same five-part pre- and post-tests: listening, vocabulary, culture, grammar and writing. The researcher was interested to know how the TPRS method would affect students' learning ability.

4.1   Results

Experimental and control groups were given the same pre- and post-tests. Results of the pre- and post-tests scores for listening, vocabulary, culture, grammar and writing measures can be seen in the tables below.

T-tests were calculated to determine the statistical significance of the differences in the means for each of the measures under consideration A t-test determine whether or not the difference between two means has occurred by chance. If the t-value (p) is small enough, one can conclude that the difference between two means is significant, that is to say, it represents a true difference in the population. Conventionally, what is known as the α-value is set a priori at .05 meaning that the researcher will accept a 1 in 20 chance that the difference is a random occurrence.

4.1.1   Listening

Table 1 Percentage of pre- and post-tests for listening measure

Listening						
	Experimental group			*Control group*		
	Pre	Post	**Difference**	Pre	Post	**Difference**
Scores in percentage	64.81	88.88	**24.07**	57.77	80.37	**22.6**

Table 2 2-Tailed t-Tests for measures of listening (α = 0.05)

Listening (Experimental group)		Listening (Control group)				
M	SD	M	SD	*t*	*df*	*p*
						0.015*
24.00	2.75	21.70	2.36	2.96	9	

The experimental group increased their listening skills by 24.07 %. The percentage of scores increased from 64.81% on the pre-tests to an 88.88% on the post-tests (see Table 1).

Also, the control group improved by 22.59%. It increased from a 57.77% on the pre-tests to an 80.37% on the post-tests (see Table 1).

Statistical analysis shows a significant differences between the experimental group and the control group (see Table 2).

4.1.2   Vocabulary

Table 3 Percentage of pre- and post-tests for vocabulary measure

Vocabulary						
	Experimental group			*Control group*		
	Pre	Post	**Difference**	Pre	Post	**Difference**
Scores in percentage	26.01	84.84	**58.83**	36.01	81.81	**45.8**

Table 4 2-Tailed t-Tests for measures of vocabulary (α = 0.05)

Vocabulary (Experimental group)		Vocabulary (Control group)				
M	SD	M	SD	*t*	*df*	*p*
28.00	4.45	27.00	2.21	0.67	9	0.517

The experimental group increased from 26.06% on the pre-tests to an 84.84% on the post tests. The difference between pre- and post-tests scores for the vocabulary category is 58.78% (see Table 3).

The control group upgraded from a 36.06% on the pre-tests to an 81.81% on the post tests. The difference between pre- and post-tests scores for the vocabulary category is 45.75% (see Table 3).

Scores for the vocabulary measure are not statistically significant (see Table 4).

4.1.3 Culture

Table 5 Percentage of pre- and post-tests for culture measure

Culture						
	Experimental group			*Control group*		
	Pre	Post	**Difference**	Pre	Post	**Difference**
Scores in percentage	21.66	92.5	**70.84**	28.33	90.83	**62.5**

Table 6 2-Tailed t-Tests for measures of culture measure (α = 0.05)

Culture (Experimental group)		Culture (Control group)				
M	SD	M	SD	*t*	*df*	*p*
11.10	1.66	10.90	0.99	0.28	9	0.780

Scores on the cultural measure in the experimental group increased from 21.66% to 92.5%, a difference of 70.83% (see Table 5).

In the control group it also increased by 62.5%. The pre-tests scores went from 28.33% to 90.83% post-tests (see Table 5).

Statistical analyses did not show a significant for the culture measure (see Table 6).

4.1.4 Grammar

Table 7 Percentage of pre- and post-tests for grammar measure

Grammar						
	Experimental group			*Control group*		
	Pre	Post	**Difference**	Pre	Post	**Difference**
Scores in percentage	3.84	43.07	**39.23**	0.76	86.15	**85.39**

Table 8 2-Tailed t-Tests for measures of grammar (α = 0.05)

Grammar (Experimental group)		Grammar (Control group)				
M	SD	M	SD	*t*	*df*	*P*
5.60	5.64	11.20	2.10	3.59	9	0.005*

Grammar knowledge in the experimental group increased less than in the control group. When comparing pre- and post-tests, the experimental group increased by 39.23% while the control group increased by 85.38%. The difference between both groups is 46.15% (see Table 7).

The control group increased from a 0.76% on the pre-tests to an 86.15% on the post tests. The experimental group scores from a 3.84% on the pre-tests as compared to a 43.07% on the post-tests (see Table 7).

When comparing both groups, the control group increased the post-tests with a difference of 46.15% (see Table 7).

Scores for the grammar measure are statistically significant for the control group (see Table 8).

4.1.5   Writing

Table 9 Percentage of pre- and post-tests for writing measure

Writing						
	Experimental group			Control group		
	Pre	Post	**Difference**	Pre	Post	**Difference**
Scores in percentage	14.66	64	**49.34**	24.66	76	**51.34**

Table 10   2-Tailed t-Tests for measures of writing (α = 0.05)

Writing (Experimental group)		Writing (Control group)				
M	SD	M	SD	*T*	*df*	*p*
9.60	2.12	11.40	1.65	2.58	9	0.029

The control group takes first place in writing criteria with an increase of 2% compared to the experimental group. The control group's gap between pre and post-test is 51.33% whereas in the experimental group increases with 49.33% (see Table 9).

Scores for the writing measure are statistically significant (see Table 10).

5   CHAPTER – DISCUSSION AND CONCLUSION

5.1   Summary of Findings

When analyzing the pre- and post-tests scores in listening, vocabulary, culture, grammar and writing measures, the researcher found some similarities and differences during the comparison of the pre- and post-tests.

In order to determine if TPRS was statistically significant in teaching a TL, a series of 2-Tailed t-Tests were conducted in comparing the scores of the traditional methods.

The difference between two groups in listening, grammar and writing measures were significant for the control group. When coaching French listening skills, the researcher believes that both approaches are beneficial.

One will note that the experimental group in the vocabulary measure increased by 13% compared to the control group. The researcher believes that the reason for this rise was the repetition of words of the TL. With the TPRS method the new vocabulary was repeated at least 50 times. Therefore, it can be concluded that the repetition might have helped students to memorize the words. There is a difference of 8.33% between these two methods on post-tests. The researcher considers the reason for the rise in the experimental group of 8.33% to be the repetition. However, the scores are not statistically significant for this measure (see Table 4).

The researcher concludes that the results might have been different if this study lasted for one semester and had a larger number of students. In TPRS students are obliged to participate and repeat the same words several times in different contexts. Therefore,

the students would not just memorize the word but also would be able to use it in different situations.

The culture measure did not have statistical significance in this study (see Table 6). It might be for the same reason as for the vocabulary measure.

Regarding the grammar measure, the control group highlighted its scores from 0.76% on pre-tests to 86.15% on post-tests (see Table 7). The difference between the two groups is also statistically significant (see Table 8). The researcher reasons the larger difference for the grammar measure was due to the method of teaching. In this study, the students were assessed on conjugations. Through the traditional method, students received a deeper explanation of grammar rules and how to conjugate the verbs. With the TPRS approach grammar rules were less explicitly explained.

Another reason for this rise might be the grammar activity sheets (see Appendix C). The control group were practiced completing exercises. Thus, the students were able to imply the rules they learned.

As mentioned in the result chapter, the writing measure was statistically significant (see Table 10) for the control group. In the pre-tests most of students in both groups were not capable of writing more than five lines. Afterward, they were skilled enough to write ten lines in average.

When averaging the five measures of the pre- and post-tests, the researcher noticed that the experimental group's overall average scores in percentage increased.

The purpose of this study was to compare the TPRS and the traditional approaches. It was to determine how the TPRS method affects an introductory French classroom

compared to the traditional teaching classroom. The study remained in infancy. After comparing pre- and post-tests, the researcher believes that there was no one perfect method to teach a language.

Therefore, these results demonstrated that combining these two methods could be useful for teaching new language to college level students.

The TPRS method was helpful for students in several ways:

-It created a comfortable environment for students to practice the language by being creative.

-It engaged all students in the classroom and the instructor was also engaged with the students.

-Because of the daily interaction, the teacher could verify the progress of each student in terms of vocabulary, culture, listening and comprehension.

The traditional method was also a helpful teaching method for students to comprehend the rules of grammar and writing. It also supported to improve their listening.

To conclude, the researcher believes that learning a language is not solely to obtain good scores on tests but to be able to speak the language. To speak a language you need to practice it. Therefore, the TPRS and the traditional approaches could be beneficial to learn a language.

Even though this research didn't find a significant result, it demonstrated the improvement in different measures. Therefore, educators should consider which teaching

method to use before creating their lesson plans. Besides, choosing the correct approach might help students to acquire the language rapidly.

5.2   Limitations of this study

The limits of this research study will greatly involve its ability to be generalized to other populations. The study, as proposed, was conducted with 20 university students taking Introductory French 100 level at a medium-sized public university in the Midwestern United States. However, 20 is not a statistically valid number of students for a study. Both small sample sizes and the likely homogeneity of the student subjects under study will likely be factors limiting the generalizability of research results.

Another limitation that the researcher faced was that this study was focused only on the basic level of French or, in other words, introductions to French level. Also, this research was conducted within a short time frame. Results may be different if measures were performed using students in another level or across multiple levels and also in a longer time frame. The researcher would have preferred a study of four-month time frame in order to fully implement all aspects of the TPRS method and traditional method.

This study would be particularly useful for French language instructors, especially for teachers who teach introductory French to students learning the French language in an English speaking country.

5.3   Implications for teaching

It is typical for college level students to feel uncomfortable to learn a new language. Some students abandon the classes half way through and others might not continue to

take the language class in the next semester. Moreover, most students do not feel confident enough to speak the language because of the environment. The researcher believes that the TPRS method makes a comfortable environment for students to practice the language. Therefore, the researcher suggests that college level language teachers should get a basic TPRS training.

The TPRS method could be applied not only in the language areas but also in other areas, such as Science, to teach vocabulary. We can see the increase of vocabulary practice in pre- and post- tests of the experimental. Therefore, all educational fields could benefit from the TPRS approach when the vocabulary is being taught. Educators must strive to make vocabulary acquisition interactive and challenging. The TPRS method helps students to gain the vocabulary knowledge.

5.4   Suggestions for further study

It would be interesting to conduct a study in French teaching using TPRS in a longer time frame on listening, vocabulary, culture, grammar and writing.

It would also be interesting to conduct similar studies in other languages, such as in Spanish, German, Italian and others, in order to compare their results to see which group of students will benefit the most from the TPRS method and the traditional method.

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6   APPENDICES

Appendix A

CONSENT FORM

The study is part of a **research** project designed to determine the effectiveness of two teaching methods of introductory French instruction.

Your participation is **voluntary**, your decision whether to participate will in no way affect your relationship with Minnesota State University, Mankato, and you may discontinue your participation at any time during the study.

No compensation is being offered in exchange for participation, and no direct benefit will accrue to those who choose to participate.

This project will take place in an Elementary French (100 level) classroom at Minnesota State University, Mankato (MNSU) in the spring semester 2015. The project will last five days, consisting of five 50-minu te sessions.

In the first session, participants will be asked to take a pre-test to assess their pre-existing knowledge of selected verb tenses and vocabulary. Participants will then receive 3 lessons on the selected concepts delivered using two different instructional methods. In the final session, participants will be asked to take a post-test on the concepts covered in the lessons.

Any foreseeable risks to participants are minimal, no greater than might be experienced in daily life.

Student data, defined as course content samples and test scores, will be collected throughout this research project. These materials will be transcribed into an electronic database by the researchers and then immediately destroyed. All raw data will be stored electronically in a password protected database accessible to only to the researchers.

The results of this study may be shared through the submission of a thesis and a thesis defense. It will also be shared with the chair and faculty of the MNSU World Languages and Cultures department. However, all data will be de-identified and presented publicly only in aggregated form.

For this purpose you are asked to review this information and indicate through your signature whether or not you agree to the use of your general results (as described) for addition in this project. Please be aware that even if you complete the project, you have the right to withhold permission from the researcher to use any data based on your participation. Also, at your request, the researcher will provide you with a written summary of the project's finding.

The research is certified by the Institutional Review Board (IRB) of this educational institution in compliance with university guidelines, and has been assigned the number: **724615**

If you have questions, would like a copy of this consent form, or would like any additional information regarding this research project please contact:

Dr. Gregory Taylor   gregory.taylor@mnsu.edu

Dr. Evan Bibbee   evan.bibbee@mnsu.edu

Rishani Merinnage De Costa   rishani.merinnage-de-costa@mnsu.edu

*** Please initial to confirm you have read all information on this page_____

*** Please initial to confirm you have read all information on this page_____

Responses will be confidential. However, whenever one works with online technology there is always the risk of compromising privacy, confidentiality, and/or anonymity. If you would like more information about the specific privacy risks posed by online surveys, please contact the Minnesota State University, Mankato Information and Technology Services Help Desk (507-389-6654) and ask to speak to the Information Security Manager. If you have questions about the treatment of human participants and Minnesota State University, Mankato, contact the IRB Administrator, Dr. Barry Ries, at 507-389-2321 or barry.ries@mnsu.edu.

Please note: You have the right to a copy of this consent form. One will be provided to you, upon request, at the time the forms are distributed. You can also request a copy by email student PI at:

rishani.merinnage-de-costa@mnsu.edu

I have been informed by the researcher of the general nature of the research project and of any foreseeable risks. I understand the following:

   1. I may withdraw my permission to participate in this research project at any time.

   2. Even if I complete the project, I have the right to withhold my permission from the researcher to use any data based on my participation.

   3. At my request, the researcher will provide me with a written summary of the project's findings.

   □   I agree.   □   I do not wish to participate.

_____

(Signature of the participant)

_____

(Date)

IRBnet ID: 724615

Appendix B

Exercice 4. Trains au départ

Ecoutez et complétez le tableau suivant. (Listen carefully as your teacher gives information about trains departing from the train station in Lyon. Fill in the relevant information in the chart below.)

Trains au départ

Départ	Destination	Train n°	Voie
14:36 LILLE BRUXELLES MIDI TGV		TGV 1re et 2e Cl. 9573	
14:48 DIJON VILLE		Retard 25 mn 5510	H
14:48 LYON PERRACHE		TER 17629	D
14:54 ANNECY		TER 5406	A
15:00 PARIS GARE DE LYON TGV		TGV 1re et 2e Cl. 622	C
15:03 STRASBOURG		4376	G
15:05 NANTES		4506	
15:07 ST ETIENNE CHATEAUCREUX TGV		TGV 1re et 2e Cl. 685	E
15:11 GENEVE		TER 17612	A
15:15 ST ETIENNE CARNOT		TER 54375	D

	Numéro de train	Destination	Heure de départ
Modèle:	# 9573	Lille, Bruxelles	14h36
1			
2			
3			
4			

Exercice 5. Bizarre ou normal?

	bizarre	normal
1. Il neige dans les Alpes en hiver.	☐	☐
2. Il fait froid à Nice en été.	☐	☐
3. Il fait chaud à Dallas en automne.	☐	☐
4. Il fait du soleil au Maroc au printemps.	☐	☐
5. Il fait du vent à Chicago en mars.	☐	☐
6. Il y a des orages au Texas au printemps.	☐	☐
7. Il fait beau en Californie en automne.	☐	☐
8. Il n'y a jamais de nuages à Seattle.	☐	☐

Exercice 9. Quel temps fait-il en France aujourd'hui?

YAHOO! FRANCE Météo
http://fr.weather.yahoo.com

Regardez le site Yahoo et complétez le tableau suivant.

Quel temps fait-il aujourd'hui ...	
à Paris?	
à Lyon?	
à Marseille?	
à Brest?	

Temperatures in Europe are given on the Celsius (centigrade) scale.

©WeatherOnline

To convert from Fahrenheit to Celsius use... $C = (F - 32) \cdot \frac{5}{9}$

To convert from Celsius to Fahrenheit use... $F = (C \cdot \frac{9}{5}) + 32$

Brest 16, Paris 13, Strasbourg 11, Tours 16, Lyon 14, Bordeaux 18, Marseille 17, Bastia 18

Fahrenheit:	Celsius:
86°	30°
77°	25°
68°	20°
59°	15°
50°	10°
41°	5°
32°	0°
23°	-5°
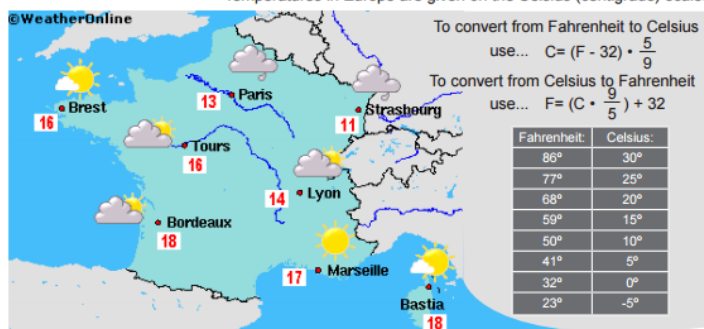
Exercice 10. Tu es sportif?

Posez les questions suivantes à vos camarades de classe.

1. Est-ce que tu fais du ski en hiver? _____ .
2. Est-ce que tu fais des randonnées à la montagne? _____ .
3. Est-ce que tu fais souvent du bateau? _____ .
4. Est-ce que tu fais du vélo le week-end? _____ .
5. Est-ce que tu fais une promenade tous les jours? _____ .
6. Est-ce que tu fais de la voile en été? _____ .
7. Est-ce que tu fais de la planche à voile? _____ .
8. Est-ce que tu fais du ski nautique? _____ .

Exercice 11. Où?
Quelles activités (a-h) vont avec chaque endroit (#1-4)?

_____ 1. A la campagne...
_____ 2. A la mer...
_____ 3. Au lac...
_____ 4. A la montagne...

a. ... on fait du bateau.
b. ... on fait de la planche à voile.
c. ... on fait du vélo.
d. ... on fait de la voile.
e. ... on fait du ski.
f. ... on fait des promenades.
g. ... on fait du ski nautique.
h. ... on fait des randonnées.

Exercice 12. Et vous?
Posez les questions suivantes à un camarade de classe et comparez vos réponses.

Modèle: Qu'est-ce que tu aimes faire quand il neige? J'aime faire du ski.

Qu'est-ce que tu aimes faire...

1. ... quand il fait beau? _____ .
2. ... quand il fait froid?_____ .
3. ... quand il pleut? _____ .
4. ... quand il fait chaud? _____ .

Exercice 13. Des activités.
Complétez avec la forme correcte du verbe faire.

1. Qu'est-ce que vous _____ en été?
2. Tex _____ du ski en hiver.
3. Nous _____ une promenade au parc.
4. Je _____ du vélo en été.
5. Tex et Tammy _____ du bateau à la mer.
6. Nous _____ des randonnées en automne.

Exercice 15. Typique ou pas typique?

	typique	pas typique
1. Tu dors huit heures par jour.	❑	❑
2. Tu sors chaque soir.	❑	❑
3. Tu pars à cinq heures du matin pour aller en classe.	❑	❑
4. Tu pars pour la Louisiane en été.	❑	❑
5. Tu dors en cours.	❑	❑
6. Tu sors le lundi soir.	❑	❑

Exercice 16. Singulier ou pluriel?

Ecoutez chaque phrase et décidez si le verbe est au singulier ou au pluriel. Ecoutez une deuxième fois et écrivez la phrase.

	singulier	pluriel
Modèle: Ils sortent souvent au cinéma.	❑	√
1. _____	❑	❑
2. _____	❑	❑
3. _____	❑	❑
4. _____	❑	❑
5. _____	❑	❑
6. _____	❑	❑

Exercice 20. Les transports
A. Bizarre ou normal?

	bizarre	normal
1. On va en Europe en car.	❑	❑
2. On va à Dallas en voiture.	❑	❑
3. On va à l'université en avion.	❑	❑
4. On va au concert en voiture.	❑	❑
5. On va au cinéma à pied.	❑	❑

Exercice 21. Et vous?
Posez les questions suivantes à un partenaire.

Comment est-ce que tu vas...

1. chez tes parents?_____
2. à Houston?_____
3. à New York? _____
4. à l'université?_____
5. à Paris? _____

Exercice 22. Comment ça va?
Posez les questions suivantes à un partenaire.

1. Comment vas-tu?
2. Et tes cours, est-ce qu'ils vont bien?
    Pourquoi ou pourquoi pas?

Exercice 24. Où est-ce que vous allez?
Posez les questions suivantes à un partenaire.

Où est-ce que tu vas pour...

Modèle:
1. rencontrer des amis?
Je vais au café pour rencontrer des amis.

2. faire une promenade?
3. faire du ski?
4. dormir?
5. faire du bateau?
6. visiter un musée?
7. nager?
8. faire du vélo?

Exercice 25. Grammaire interactive

A. Et qu'est-ce que votre professeur va faire le week-end prochain (next week-end)?
En groupe de trois decidez si les phrases suivantes sont vraies ou fausses:

Le week-end prochain,
1. votre professeur va aller en France.
2. votre professeur ne va pas nager à Barton Springs.
3. votre professeur va écouter de la musique.
4. votre professeur ne va pas dormir.
5. votre professeur va danser en boîte.

B. Look at the following sentences:

Votre professeur <u>va</u> **aller** en France
Votre professeur ne <u>va</u> pas **dormir**

Do they refer to past, present or future situations?
What is the form of aller and dormir? Are the verbs conjugated or not?
Now try and fill in the following blanks.

To express the **future** in French, you can use the conjugated form of the verb _____
followed by an _____ . Negation is placed around _____.

Exercice 26. Tous les jours ou le week-end prochain?

Ecoutez et décidez si les phrases sont au présent (tous les jours) ou au futur proche (le week-end prochain). Ecoutez une deuxième fois et écrivez la phrase.

	tous les jours	le week-end prochain
Modèle: Je vais visiter un musée.	❑	√
1. _____	❑	❑
2. _____	❑	❑
3. _____	❑	❑
4. _____	❑	❑
5. _____	❑	❑
6. _____	❑	❑
7. _____	❑	❑
8. _____	❑	❑

French Test   **Student #: _____**

Date: _____

(100 points)

LISTENING (27 points)

Exercice 1. Dictation (20 points)

Listen and write.

1. _____

2. _____

3. _____

4. _____

5. _____

Exercice 2. Olivier (7 points)

Listen as this person talks about his pastimes. Judge the following TRUE/FALSE statements.

You will watch the video two times.

T   F   1. It is very hot in Brittany.

T   F   2. Olivier has a rather small family.

T   F   3. His family lives in Brittany.

T   F   4. Olivier likes to rest on the weekend.

T   F   5. Olivier is going to travel to New Orleans next weekend, and will listen to jazz.

T   F   6. He spends his vacations in Provence because it is a beautiful region.

T   F   7. His favorite region is Brittany because the weather is nice and his parents live there.

VOCABULARY (33 POINTS)

Exercise 3. Les saisons

Write the correct word under each picture. (10 points)

1.

_____

2.

_____

3.

_____

4.

_____
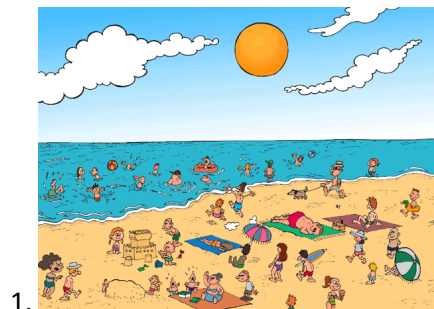
Exercice 4. Traduction (20 points)

Translate into French.

1. What's the weather ?

_____

2. It's nice.

_____

3. It is snowing.

_____

4. It is hot.

_____

5. sea

_____

6. to go to the movies.

_____

7. He goes to the university.

_____

8. I visit a castle.

_____

9. I go to a museum.

_____

10. I travel to Paris.

_____

Exercice 5. Faire expressions. (3 points)

Choose the correct expression indicated in parentheses.

1. Nous rangeons notre chambre. Donc, nous _____. (faisons du vélo/faisons le lit)

2. Bette met des bottes parce qu'il _____. (fait du vent/neige)

3. Tammy cherche une nouvelle robe. Donc, elle _____ . (fait du shopping/fait du bateau)

CULTURE (12 points)

Exercice 6. Quel temps fait-it? (3 points)

Look at the map below and write down the weather for the following cities and regions, using a complete sentence, including geographical location. You must use three different expressions, one for each place, and not the one used in the model. Pay attention to prepositions with geographical places.

Modèle: Corse: Vous écrivez <<En Corse, il fait beau.>>
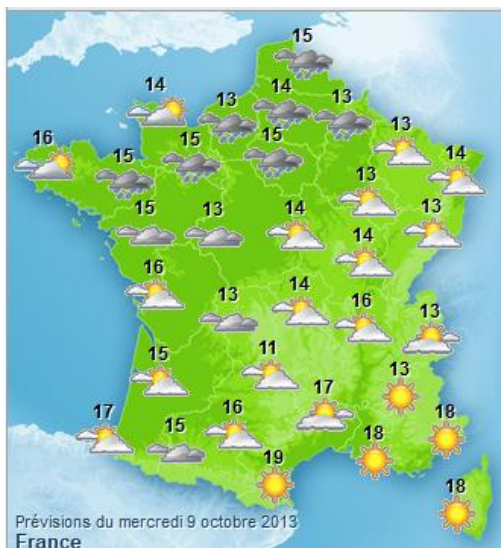
1. Marseille: _____
2. Lille: _____
3. Paris: _____

Exercice 7. Paris. (9 points)

Answer the following questions.

1. What is the geometrical shape of France?

2. How many "arrondissements" are there in Paris?

3. Name 3 tourist attractions places in Paris.

GRAMMAR (13 points)

Exercice 8. Le futur proche (8 points)

Give 'futur proche' of the verb indicated in parentheses.

1.   Sophie : Je ne sors pas ce soir. Je _____ à la maison. (rester)

2.   Paul: Nous avons un examen demain. Nous _____ ce soir. (étudier)

3.   Sophie et Tammy _____ en France cet été. (voyager)

4.   Virginie: J'ai besoin d'argent. Je _____ cet automne. (travailler)

5.   Jean: J'ai faim. Est-ce qu'on _____ bientôt? (manger)

6.   Il y a du soleil. Il _____ chaud. (faire)

7.   Tammy est en short, elle _____ au tennis. (jouer)

8.   C'est la Saint Valentin, et Tex _____ d'acheter une carte pour Tammy. (ne pas oublier)
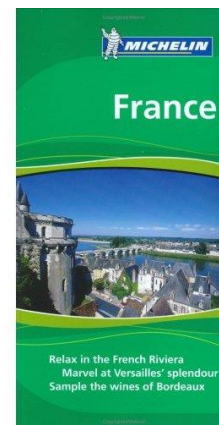
Exercice 9. Les verbes (5 points)

Give the correct form of the verb indicated in parentheses.

1. Paw-Paw ne _____ pas parce qu'il aime rester à la maison. (sortir)

2. Nous _____ beaucoup le week-end. (dormir)

3. Joe-Bob, est-ce que tu _____ ce week-end? (partir)

4. Joe-Bob _____ au parc pour jouer au foot. (aller)

5.Tex et Edouard _____ souvent au café Madelaine. (aller)

WRITING (15 points)

Exercice 10. Les vacances en France. (15 points)

Read the three descriptions below about the three different places to visit in France. Based on the reading, write a paragraph explaining which one you would prefer to visit and why. Be sure to include the following elements:

☐ which destination you travel using verb "to travel"

☐ one general reason why you prefer this destination

☐ one item you generally buy on vacation using "je" present tense

☐ when you plan to leave with your travel companion (month and verb "to leave") using "nous" present tense

☐ what your favorite season is and why

☐ what the weather will be like while you are there

☐ two activities you will do using "nous" 'futur proche'

☐ one activity you will NOT do using "nous" 'futur proche'

Bois d'Amont - Haut Jura	Le village du "Val d'Orbe" est situé au coeur de l'un des plus beaux sites de ski nordique de France, à 1 km de la Suisse avec toute une palette d'activités. Aux portes du village, vous avez accès à des pistes de ski de fond faciles et pour tous niveaux. 260 km de pistes de fond balisées. Pour les amateurs de randonnées à ski ou en raquettes, de nombreux circuits sont proposés dans une nature sauvage. Ski de pistes alpin 1120/1680m d'altitude.
Roquebrune - Côte d'Azur	C'est une oasis de calme et de verdure. Les forêts vous invitent à la promenade. Belles balades à pied au départ du village, accessibles à tous. A proximité, le lac de St Cassien propose une multitude d'activités et la côte Varoise vit au rythme de ses stations balnéaires, de ses ports et de ses îles. Dans un parc de 5 hectares, à 15 km des plages, le village bénéficie d'un équipement sportif très complet : piscine, tennis, salle de musculation, minigolf, tir à l'arc, ping-pong, pétanque.
Le Mont Ventoux – Provence	Dominant toute la Provence du haut de ses 1.912 mètres, le Mont Ventoux est un site naturel d'exception, riche d'un remarquable fond floristique et faunistique. La vue au sommet est magnifique. Le Mont Ventoux est superbe pour la randonnée, le VTT, le cyclisme. Attention! Il est conseillé de faire l'ascension en été. En hiver le sommet est souvent balayé par des vents froids et peut très vite se transformer en enfer de glace.

Sophie La Cochonne

Voilà Sophie la cochonne. Sophie habite à Minnesota. Il fait froid à Minnesota. Sophie aime voyager à Paris. Elle voyage à Paris en été. Elle va à Paris en été parce qu'il fait beau. Il fait chaud à Paris en été. Sophie va à l'hôtel qui s'appelle « La Terre ». Le matin, elle se réveille et sort de l'hôtel. Il fait du soleil à Paris. Elle aime visiter la Tour Eiffel. Elle prend le métro et elle va à la Tour Eiffel. Mais, elle a un problème. Elle n'a pas assez d'argent pour acheter un billet pour la Tour Eiffel. Il y a un dauphin a cote de la Tour Eiffel. Sophie va a cote du dauphin et lui demande :

« Bonjour ! J'ai un problème. Je n'ai pas assez d'argent pour acheter un billet. »

Dodo lui répond :

« Bonjour ! J'ai de l'argent pour acheter un billet pour moi, mais je n'ai pas d'argent pour acheter un billet pour toi. »

Dodo lui répond : « Désolée, au revoir. »

Il y a un tigre a cote de la Tour Eiffel. Il s'appelle Didi.

Sophie va a cote de lui et lui demande : « Bonjour ! J'ai un problème. Je n'ai pas assez de l'argent pour acheter un billet. »

Didi lui répond : « Bonjour ! J'ai de l'argent pour acheter un billet pour moi. J'ai aussi de l'argent pour acheter un billet pour toi. »

Sophie est très heureuse et lui dit : « Oh Merci beaucoup. »

Sophie et Didi vont ensemble pour visiter la Tour Eiffel.