

Teaching Proficiency through Reading and Storytelling (TPRS) as an alternative to  
promote reading and writing skills in a group of beginners

Roxana Astrid Therán Peralta

CAU Bogotá



Licenciatura en Lenguas Extranjeras Inglés

Director: Mg. Maritza Ruíz Martín

Decanatura de División de Educación Abierta y a Distancia

Facultad de Educación

Bogotá, 2024

## Content

<b><i>Resumen</i></b> .....	<b>6</b>
<b><i>Abstract</i></b> .....	<b>7</b>
<b><i>1. Contextualization</i></b> .....	<b>8</b>
<b><i>2. Research Statement</i></b> .....	<b>12</b>
2.1 Research question .....	13
2.2 Research objectives .....	13
<b><i>3. Theoretical Framework</i></b> .....	<b>14</b>
<b>3.1 TPRS (Teaching Proficiency through Reading and Storytelling)</b> .....	<b>14</b>
<b>3.2 EFL</b> .....	<b>16</b>
<b>3.3. Reading</b> .....	<b>17</b>
<b>3.4 Writing</b> .....	<b>19</b>
<b>3.5 Online learning</b> .....	<b>20</b>
<b><i>4. Research Design</i></b> .....	<b>23</b>
<b>4.1 Qualitative Approach</b> .....	<b>23</b>
<b>4.2 Action Research</b> .....	<b>24</b>
<b>4.3 Participants and Setting</b> .....	<b>27</b>
<b>4.4 Pedagogical design for the intervention</b> .....	<b>28</b>
4.4.1 Intervention Design .....	28
4.4.2 Materials.....	28

<b>4.5 Data Collection Tools .....</b>	<b>29</b>
4.5.1 Semi – structured interview.....	29
4.5.2 Journals .....	31
4.5.3 Survey (online version) .....	31
4.5.4 Achievement tests .....	33
4.5.4.1 Pre-test .....	33
4.5.4.2 Post-test.....	34
<b>5. Data Analysis and Discussion .....</b>	<b>35</b>
<b>5.1. Data Organization Procedure.....</b>	<b>37</b>
5.1.1 Category 1 Students’ feelings and ideas regarding learning English .....	39
5.1.1.1 Subcategory 1.1 Students’ motivation to do reading and writing tasks assigned in English class. ....	42
5.1.1.2 Subcategory 1.2 Students’ confidence when using English language in class activities and interactions. .....	46
5.1.2. Category 2 Students’ performance in the learning process of English.....	49
5.1.2.1 Subcategory 2.1 Students’ ability to understand and follow instructions in the English class. ....	50
5.1.2.2 Subcategory 2.2. Students’ ability to respond to questioning and instructions in the English class .....	60
5.1.2.3. Subcategory 2.3 Students’ performance in the reading process. ....	62
5.1.2.4 Subcategory 2.4 Students use of language in productive tasks in terms of Language Mechanics ( Vocabulary, Use of capitalization and punctuation – in written texts, and use of sentence structure - SVO subject - verb – object-).....	68
<b>6. Conclusions .....</b>	<b>72</b>
<b>7. References .....</b>	<b>75</b>
<b>Annexes .....</b>	<b>80</b>

### List of Tables

Table 1: <i>Online survey description</i> .....	36
Table 2: <i>Data categories</i> .....	37
Table 3: <i>Data collection tools and data categories</i> .....	409
Table 4: <i>Semi-Structured Interview Results</i> .....	461
Table 5: <i>Pre test descriptions</i> .....	47
Table 6: <i>Results Reading Comprehension lesson # 2</i> .....	663
Table 7: <i>Results Reading Comprehension lesson # 4</i> .....	65
Table 8: <i>Results Reading Comprehension lesson # 10</i> .....	66
Table 9: <i>Pre-test results</i> .....	66

### List of Figures

Figure 1: <i>Phase model for data analysis</i> .....	500
Figure 2: <i>Online Survey</i> .....	52
Figure 3: <i>Online Survey - Question # 1</i> .....	54
Figure 4: <i>Online Survey - Question # 2</i> .....	558
Figure 5: <i>Online Survey - Question # 3</i> .....	67
Figure 6: <i>Online Survey - Question # 4</i> .....	57
Figure 7: <i>Student # 1</i> .....	693
Figure 8: <i>Student # 2</i> .....	70
Figure 9: <i>Student # 3</i> .....	70

Figure 10: <i>Student # 4</i> .....	57
Figure 11: <i>Journal # 2</i> .....	58
Figure 12: <i>Online Survey - Question # 5</i> .....	45
Figure 13: <i>Online Survey - Question # 6</i> .....	47
Figure 14: <i>Online Survey - Question # 7</i> .....	48
Figure 15: <i>Results post-test Student # 4</i> .....	59
Figure 16: <i>Results post-test Student # 4</i> .....	61
Figure 17: <i>Results post-test Student # 4</i> .....	62

## Resumen

Este estudio investiga los efectos del método TPRS (Teaching Proficiency Through Reading and Storytelling) en los procesos de lectura y escritura en un grupo de 4 niños de 10 a 11 años que estaban en quinto grado. Se diseñaron una prueba previa (prueba de diagnóstico), planeaciones de clase y una prueba posterior al finalizar el curso para determinar los resultados de la enseñanza del inglés a través de sesiones de lectura y la narración de cuentos.

Se empleó un enfoque de investigación cualitativo para obtener una comprensión profunda de cómo el uso del método TPRS afecta el proceso de aprendizaje de idiomas en esta población específica. Los datos fueron recolectados a través de una entrevista semi-estructurada, observaciones y reflexiones registradas en los diarios, así como una encuesta en línea. El análisis reveló importantes resultados sobre la eficacia del método TPRS en el contexto escolar, destacando su potencial para mejorar la participación y el compromiso de los estudiantes con el aprendizaje de idiomas. Los hallazgos ofrecen perspectivas valiosas para educadores y profesionales interesados en enriquecer las prácticas de enseñanza de idiomas en la sección de primaria.

Palabras clave: TPRS (enseñanza a través de la lectura y narración de cuentos), inglés como lengua extranjera, proceso de lectura, proceso de escritura, aprendizaje en línea.

### **Abstract**

This study investigates the effects of the TPRS method (Teaching Proficiency through Reading and Storytelling) on reading and writing skills in a group of 4 children aged 10-11 who were in fifth grade. A pre-test (diagnostic test), lesson plans and a post-test at the end of the course were designed to determine the outcomes of teaching English through reading sessions and storytelling.

A qualitative research approach was employed to gain in-depth understanding of how the use of this method affects the language learning process in this specific population. Data were collected through a semi-structured interview, observations, and reflections recorded in journals, as well as an online survey. The analysis revealed significant insights into the effectiveness of the TPRS method in the school context, highlighting its potential to enhance student participation and engagement with language learning. The findings offer valuable perspectives for educators and professionals interested in enriching language teaching practices at the elementary level.

**Keywords:** TPRS (teaching proficiency through reading and storytelling), EFL, reading process, writing process, online learning.

## 1. Contextualization

Teaching English to children through virtual classes appeared as an opportunity to practice English I learned at University and to improve my teaching skills. In the same way, it arose as an alternative of entrepreneurship to generate some extra income. During the virtual private classes given to four young students, some difficulties were evidenced. For example, that they were not familiar with the basic vocabulary, likewise, it is perceived their lack of excitement, enthusiasm, self-confidence and interest for English.

The classes were attended by four children in 5<sup>th</sup> grade of elementary school. They were between 10 and 11 years old. The main interest of the children's parents and the children themselves was to improve their reading and writing process, but above all, to be able to understand mainly when instructions are given by teachers at their school or to be able to answer questions teachers asked them. Difficulties with understanding the teachers, according to the information given by parents regarding academic performance, was causing the students to obtain low grades. This is one of the reasons why they looked for some remedial classes outside the school.

The group was asked to take a pre-test to determine these deficiencies, complementing it with the information received from the parents. The results showed a lack of knowledge of basic vocabulary, such as action verbs, adjectives for descriptions, daily routines, besides subject pronouns, verb to be, reading comprehension, etc. In addition, the children did not understand the instructions during the pre-test.

Also, the participants have said they do not understand what their teachers tell them or the information when they read a text, or when doing activities or tasks from their English book in their class at school. This could be happening for various reasons. For example, two of them

during the pandemic did not receive English classes because the school decided not to teach this subject.

On the first day of the virtual meeting, talking with them in an informal way, allowing them to gain confidence, I asked them questions about their experience in learning English in their current school, questions such as, if they like English, if they find it interesting, if it is fun to learn English, if English is easy, etc., the four students said that they do not understand it, that it is difficult, that they do not like it, and that they are not interested in it. These remedial course participants were children who after attending classes in their schools attended online classes through conferencing tools provided by the internet such as Zoom, Meet, or Teams. These virtual classes took place once a week, each class lasting two hours.

Considering that they were children seeking to improve their communication skills, reading will be the most important in this study as it includes reading comprehension, comprehension of themes, and relation to context. Grammar and textual structure will not be objects of study; however, they will be important and relevant in the writing process, which develops on its own as they advance in reading. I encouraged them to learn English through the TPRS Method (Teaching proficiency in English through reading and storytelling) using playful resources and materials such as games, mime, attractive readings, storytelling, books, and presentations with and without images, with and without texts, creation of stories through imagination, among others. “TPRS method is based on the use of stories in EFL classes to develop fluency with the help of grammar structures and vocabulary learnt by getting exposed to comprehensible, repetitive, and interesting input, the learners in TPRS classes have fun and learn in a natural and inductive way” (Ray & Seely, 2004 cited by Asmali, M. 2019, p. 94).

One of the advantages of the TPRS method is that playfulness is immersed in it, and this is essential in early childhood education and makes learning possible and enjoyable for young children in a stress-free environment (Gil, 2015, cited by Kara & Eveyik, 2019, p.136). Another advantage of TPRS is that it uses storytelling in its own way. That is, stories are not only told, but also listened to, read, acted out, and written. Meanwhile, frequent comprehension checks are conducted using the PQA (Personalized Questions Answer) technique (Ray & Seely, 2004 cited by Kara, & Eveyik, 2019, p.137).

According to Sampieri et al. (2014), qualitative research focuses on understanding phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context. In addition, Tamayo and Tamayo (2001) state that qualitative research is used for studies of qualitative and interpretive paradigms in small groups such as communities, schools, and classrooms. For this reason, this is the research method that was applied in this project because both the participants and the practitioner-researcher join to learn about the effects of the TPRS method on reading and writing in the teaching-learning process of English as a foreign language.

One of the approaches of the qualitative research method is the action research approach. According to Merriam and Grenier (2019), "action research is a form of deliberate inquiry that is conducted by practitioners to improve practices in educational settings." Furthermore, "action research nearly always arises from a specific problem or issue in a teacher's professional practice; action research involves the collection and analysis of data related to a problem for the purpose of discovery, reflection, and application to teaching" (Wallace, 1998, as cited in Griffiee, 2012, p. 111). Then, considering the situation of the four students regarding weaknesses in

reading and writing process in English, in addition to their feelings towards the foreign language, this approach can be useful since it is an approach that is used to address real problems in specific contexts and environments. Besides, action research is usually used by practitioners to solve specific problems. In my experience as an English learner and as a teacher of English, it is somewhat difficult to understand the masterly manner with a direct relationship between teacher and student.

The TPRS method is a more ludic method and explains much better the context of the storytelling and consequently the imagination and comprehension skills. The participants in this study are children aged 10 to 11 years.

This research can be very useful for English teachers, but it could also be useful for the general population because of the possibility of applying it to other learning environments.

Finally, this research project is in field one: “Teaching and learning English as a foreign language”, Macro project one: “Innovative practices in English teaching and learning: practices of the LLEI pre-service teachers” and Sub project “Pedagogical innovations resulting from the implementation of approaches, methods, methodologies in English learning and teaching”. This research fits in this field, since the application of TPRS method strategies allow the opportunity to achieve better results in student’s learning. This research is relevant since it is important to implement innovative strategies for teaching a foreign language in schools using appropriate methodologies that help students in their learning process of English as a foreign language. In addition, through pedagogical innovations and didactics, help the teacher to create contexts, in which, the factors of difficulty in teaching the foreign language, English, are minimized.

## 2. Research Statement

One of the approaches of the qualitative research method is the action research approach, according to Griffiee (2012), "action research is a form of deliberate inquiry that is conducted by practitioners to improve practices in educational settings." Furthermore, Wallace (1998), as cited by Griffiee (2012), explains that "action research nearly always arises from a specific problem or issue in a teacher's professional practice; action research involves the collection and analysis of data related to a problem for the purpose of discovery, reflection, and application to teaching." Then, considering the situation of the four students regarding weaknesses in reading and writing skills in English, in addition to their feelings towards the foreign language, this approach can be useful since it is an approach that is used to address real problems in specific contexts and environments. Besides, action research is usually used by practitioners to solve specific problems. In my experience as an English learner and as a teacher of English, it is somewhat difficult to understand the masterly manner with a direct relationship between teacher and student.

As mentioned above, the interest in this research project arises then, to achieve that students learn consciously, learn vocabulary in English, and can develop reading and writing process in English as a foreign language. The purpose of using TPRS is to achieve that students consciously learn vocabulary in English, and develop reading and writing skills in English.

In my teaching experience I have realized that by applying alternative learning methods such as constructivism or approaches such as communicative, natural, and comprehensible input, they help the student population to acquire knowledge of English better than other methods. Thus, my purpose is to apply a dynamic method to complement the educational training of

students. I consider it necessary, because today children are immersed in the digital age and need to receive audiovisual content.

### ***2.1 Research question***

The question that arises to carry out this research project is

What are the results of implementing TPRS method (Teaching proficiency through reading and storytelling) in regard to the reading and writing process development in four young learners of English in virtual English classes?

### ***2.2 Research objectives***

#### **2.2.1 General objective**

To determine what the results of implementing TPRS method to foster reading and writing process in four young beginners are.

#### 2.2.2 Specific objectives

- To identify participant's main difficulties and practical needs regarding their performance in reading and writing in the English classes at school.
- To implement the EFL English Classes based on the TPRS method.
- To follow-up the reading and writing development process based on the TPRS method.

### **3. Theoretical Framework**

This section will present the concepts that constitute the backbone of the present research: TPRS, EFL, reading process, writing process and online learning. Some definitions and how they are connected to the present research will be presented.

#### **3.1 TPRS (Teaching Proficiency through Reading and Storytelling)**

TPRS is a foreign language teaching method that includes gestures, movements, actions, mime, through reading and storytelling with picture books or without books. This method integrates with the natural approach because it focuses on comprehensible input. It is a method in which the language is learned naturally, it is very active, the students are engaged, participatory and anxiety is almost nil.

It all started when Professor Blaine Ray, a Spanish graduated from the E.E. U.U., created this methodology to teach languages. First, he used T.P.R. (Total Physical Response) by Professor James Asher. It worked very well for him, but after a while, he did not know how to keep up with the level of the students. Consequently, he discovered that if he changed the verb to another form, he could start telling stories.

He began to read the works of Professor Stephen Krashen (comprehensible input), he understood that for his students to learn a foreign language or second language they had to be exposed to comprehensible input, that is, reading and listening. That is how this method was created. Comprehensible input is constructed through telling stories, songs, speaking, vocabulary development, listening, reading, and finally writing, thus, the four skills are affected, however, depend on the learner. (Shrum “et al”, 2005 cited by Asmali, 2019, p.87).

The input in the TPRS technique should be ‘comprehensible’ to internalize the language, ‘interesting’ to expand the attention of the learners, and ‘repetitive’ to help the retention of the

structures (Ray “et al”, 2012 cited by Asmali, 2019, p.88). Input is how language comes in, for example, through reading and listening.

In addition to comprehensible input, an important principle in TPRS is that teachers repeat vocabulary as many times as necessary and key structures used in the story, in order to reinforce learning and help students internalize the language. This repetition is done in different engaging ways, asking questions while telling the story, using choral repetition, and adding movement. Another principle is personalization; TPRS promotes personalization in the language learning process. Teachers do their best to connect students to the target language and to their personal experiences, interests, and daily lives. This approach helps create meaningful learning and improves student motivation and engagement.

TPRS could be an attractive and interesting methodology to introduce comprehensible input for younger students, although there are still not enough studies. (Fernandez, 2020, p. 6).

This method is not just reading stories, nor teaching a list of vocabulary, but structures that are used in context.

The TPRS Method has three steps to follow in order to teach English as a foreign language, the steps consist of first, establishing the meaning; this step consists of the teacher introducing the new vocabulary and structures through gestures, personalized questions, translation, repetition, and practice. Translation allows students to identify, learn and become familiar with new vocabulary faster. Second, asking the story, in this step, the teacher creates a story or brings a prepared story with the vocabulary and structures that are necessary for that class. The teacher asks different and varied questions such as "yes or no questions," "either/or questions," and "what questions." The third step is reading; in this step, students read and translate the story into their native language. When students are younger, they could be asked to

draw the story, as an extra activity (Ray “et al”, 2012 cited by Asmali, 2019, p.88). Thus, TPRS could be adjusted to fit anyone, anything, and any textbook. (Slavic, 2015 cited by Pinos & Orbe, 2018, p.31).

### **3.2 EFL**

It is known that English is a language of universal use in different countries of the world because it is the mother tongue but also because it is taken as a foreign language. For example, in a lot of countries in Latin America and Europe, in schools from an early age, English is taught as a foreign language. In Colombia, the national government has created programs such as "Colombia Bilingue" in which the main objective is to strengthen the teaching and learning of a foreign language from preschool to the end of secondary school in such a way as to guarantee the development of skills to global citizens.

Regarding literacy is central to learning processes since it encompasses reading and writing abilities and also the abilities to comprehend and interpret written texts. In this sense Okasha (2020) highlights the importance of strategic reading techniques in enhancing EFL reading skills, underscoring how literacy practices contribute to overall language proficiency. Moreover, the effectiveness of teaching methods like TPRS for improving literacy skills among adult EFL learners with limited proficiency has been examined by Asmali (2019). Through reflective practices, such as journaling, educators can further explore literacy development, as discussed by Bashan and Holsblat (2017). By focusing on word recognition and reading skills, as emphasized by Chamba and Ramirez-Avila (2021), educators can foster reading comprehension and overall literacy growth among language learners. Therefore, integrating effective instructional strategies and fostering a supportive learning environment is fundamental for promoting literacy skills in language education.

It is known that the national government has been making considerable efforts to improve the learning of the English language through various programs and policies. In some way, it has been seen that many public schools are having access to these programs, resources and even native teachers have come to Colombia to provide services in these schools, however, even the results remain low, indicating that English proficiency still needs to be improved. (Cronquist, 2017 cited by Perez, 2021, p.17).

Learners of English as a foreign language are motivated to learn English because they have different purposes at a professional or personal level, some need to develop their knowledge in the fields of science and technology, IT, engineering, medicine, law, business, tourism, etc. These science and engineering syllabuses are written in English because most of the literature in these areas around the world is available only in English. (Srinivas, 2019, p. 73).

English as a foreign language should be distinguished from English as a second language since a second language is studied as well as learned in the community, which uses it. Unlike the case of a foreign language, learning is not limited to the classroom process but is significantly enhanced by interaction and input from the environment.

### **3.3. Reading**

Reading is a skill that all people, both children and adults, need and want to develop in our mother tongue but also why not in a foreign language, in this case, English? As mentioned above, English as a foreign language is taught and learned at school or university for different but comprehensive purposes, this ability is within the TPRS method as a tool to learn the language but also to develop and enhance it. As mentioned by Jooyandeh, 2017 “Reading skill is very complex to teach to language learners. Since, many learners of English as a foreign

language (EFL) have difficulty mastering this skill. Reading involves determining the main idea, identifying specific information, reference, inference, and vocabulary”. (p. 29).

According to Okasha, (2020, p. 312), reading is one of the most important skills in teaching English as a foreign language. According to EFL experts, reading is a receptive and productive skill. When reading activities are carried out, students read the contents of the text, and then produce their own ideas, opinions, comments, suggestions and interact with their peers.

When they already develop this ability, they are able to express points of view, appropriate solutions to problems or challenges that can be found in the texts. Similarly, as they develop this ability, creativity to solve situations also increases, but even more so to create authentic stories (Okasha, 2020, p. 312).

Another argument by Karademir et al. (2017) cited by Chamba and Ramírez (2021) states, “reading is considered a step-by-step procedure that encourages the development of higher order thinking skills. The basic elements of reading are decoding the message, understanding the message, analyzing it, and integrating the whole idea of a text” (p. 22).

The intention of the TPRS method is to strengthen the reading process in the different characteristics that it has, as mentioned above according to the authors, reading is such an important skill because it not only promotes the improvement of reading comprehension, it also promotes students to be able to give their opinions, comments, solve situations and create stories as their vocabulary increases.

### 3.4 Writing

Authors consider the skill of writing as a solitary and private activity because we usually write alone on our own, but also public, because when people write, the audience will read it. In addition, the development of this ability is very important for communication, although it is not possible to interact as in a conversation, it is possible to produce and transmit a message, information, an analysis, etc., in a fluid, precise manner and using a proper written English. In words when asserting the importance of the writing skill saying “The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right” (Harmer, 2010 cited by Durga & Rao, 2018. p. 2).

To develop the ability to write, it is necessary to have good reading habits. The more reading, the more vocabulary is learned; also, the more reading, the more styles, forms, and modes of writing are learned.

Durga & Rao (2018, p. 2) states that writing is an ability attributed to transmitting thoughts, ideas, and facts in an easy and lucid language. It is essential that students learn the art of good writing because in order to excel both academically and professionally, good writing skills are needed so they can meet their educational and employment goals.

Tompkins (2001, cited by Romero, 2020, p. 23), stated that writing fosters reading development by building "literacy concepts and procedures" and "intellectual strategies". As students learn to organize, monitor, challenge, and review their thoughts in writing, they also learn them when they read the writings of others. It is said that we become better writers when we are good readers.

Harmer (2012, p.113) argues that “writing is a process and that most students are writing for writing but that in the real world, this process involves planning what is going to be written, drafting, revising, and editing what has been written, and then producing a satisfactory final version”. This is a process that takes time, and as teachers, it is important to encourage them and help them to be good at writing because we may encounter some resistance from them.

Although the TPRS method focuses more on reading skills and reading comprehension, it could also be possible to work a lot on writing skills and enhance them since as reading improves and more vocabulary is acquired, students could develop and strengthen the ability to write starting with organizing sentences, ideas, short texts construction, letters, messages until they get to write a short paragraph on a topic of interest or that is being studied.

### **3.5 Online learning**

Online and virtual learning is becoming more and more popular; it is a way of studying and learning a certain program, university career, subject, language, etc., using the internet, platforms, tools and technological devices. This form of study took much more strength due to the covid-19 pandemic; this form of learning became part of our lives both for necessity and as an alternative to learning.

Virtual learning is considered distance learning in which electronic or digital content is used, which is designed for self-paced online teaching and tutoring (asynchronous) or live web conferencing (synchronous).

Then, according to Winstead, (2021) in his blog “My e-learning world” virtual and online learning are different, virtual learning takes place online, a platform and the internet are used. This learning takes place in real time with a teacher who guides the class and facilitates the teaching process. In addition, students can study and learn at their own pace. Online learning

refers to the type of learning that takes place over the Internet. Web-based or online learning can be virtual, blended, or eLearning. This type of learning is done through a browser or Internet application. In eLearning, electronic communication is used for instruction. Currently, eLearning is carried out mainly through an LMS (Learning Management System).

To conclude, the difference between eLearning and virtual learning is the interaction between teacher and students, since in virtual learning there is more interaction between students and instructors, while electronic learning is more autonomous and self-taught.

Within the realm of virtual education, it is crucial to recognize various terms that play pivotal roles in modern educational settings, including Information and Communication Technologies (ICT), Learning and Knowledge Technology (LKT), and Empowerment and Participation Technologies (TEP).

According to Nagar (2019), Information and Communication Technologies (ICTs) encompass a diverse array of tools and services utilized for information processing, storage, distribution, and exchange. Integrating ICTs into education enables student-centered teaching approaches, facilitates enhanced communication between educators and learners, and equips individuals with digital literacy skills essential for navigating the contemporary globalized world.

Latorre Iglesias et al. (2018) emphasize the importance of utilizing ICTs in classrooms to foster collaborative learning environments. However, they caution that effective implementation requires educators to transition from mere ICT usage to leveraging Learning and Knowledge Technologies (LKT) for pedagogical enrichment.

Furthermore, Latorre Iglesias et al. (2018) define LKT as technologies aimed at enhancing the teaching-learning process by promoting critical thinking, constructive analysis,

and responsible dissemination of knowledge. By integrating LKT into educational practices, students engage in collaborative knowledge creation and dissemination, thereby developing essential skills for information processing and comprehension.

Lastly, TEP, or Technology of Empowerment and Participation, as described by Latorre Iglesias et al. (2018), signifies the culmination of an educational process that extends beyond the classroom to empower learners to construct collective knowledge with societal impact. Innovative education occurs when technology is integrated creatively and effectively into the teaching-learning process, facilitating the cultivation of critical thinking, collaboration, and knowledge dissemination skills among learners.

#### **4. Research Design**

The methodology employed in this project can be classified as qualitative. Qualitative research focuses on understanding phenomena by exploring them from the perspective of participants in natural settings, providing rich insights into complex human experiences (Sampieri et al., 2014). In this study, the aim was to identify the impact of the TPRS method on reading and writing processes in a group of young learners who had difficulties in their English class at school. By utilizing qualitative research method, and instruments such as semi-structured interviews, achievement tests and reflective journals, the teacher-researcher sought to gain in-depth understanding on both participants' experiences and perceptions and their performance in EFL. Qualitative research allowed for the exploration of various aspects of the learning process within the specific context of English online classes. This also allowed having a view of the pedagogical strategies impact and its relation with the learning outcomes. Therefore, the qualitative nature of the study allowed for a comprehensive exploration of the phenomena stated in the research question, which in turn contributed to the understanding of how TPRS can be used to promote motivation along with improving reading and writing processes in young learners.

##### **4.1 Qualitative Approach**

According to Sampieri et al (2014), the qualitative approach in research is used to examine how individuals perceive and experience the phenomena around them, deepening their views and interpretations. In addition, this approach is used for studies that have been under-explored or under-researched. This approach is used in humanistic disciplines (p7).

The research process of the qualitative approach is "spiral" or circular, since the stages interact and do not follow a rigorous sequence as in the quantitative approach. The sample, the collection and the analysis are phases that are carried out practically simultaneously (p8).

Within the qualitative approach, the techniques that the researcher uses to collect data are, for example, unstructured observation, open interviews, document review, group discussion, evaluation of personal experiences, recording of life stories, and interaction with groups or communities. (p9).

## **4.2 Action Research**

Bearing in mind that Action Research is defined as any systematic inquiry conducted by teachers, administrators, counselors with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn, (Mill 2007, cited by Liu, 2019), has been selected to develop this research project, since as a teacher in training I can strengthen the pedagogical methods of teaching and learning EFL of students through observations and experiences that are lived daily in the classroom.

For teachers to carry out action research, it is necessary to consider the following characteristics: (1) it is context-specific, (2) it is practical, (3) it is systematic, (4) it is reflexive and (5) is cyclic (Ellis "et al" 2010 as cited by Peralta, 2019, p. 25).

This means we must first identify a relevant problem directly in the educational context, this problem or theme must be specific. Then, it is necessary to obtain information for the problem or topic, that is, to obtain the facts. After that, a possible solution to the problem is

elaborated and ways to test it are proven, that is, the action plan. Following this, the possible solution begins to be tested in the specific educational context; this means that it is the stage of the implementation of action research. Once the implementation is carried out, the data is collected to know if the solution was effective, that is, to follow up, it may be necessary, to review the action plan to continue with the following steps or if it is necessary to start again and identify a new problem. (Ellis “et al” 2010, cited by Peralta, 2019, p. 25).

According to Mertler, (2019) action research in the educational context is the union of practice with inquiry, whose objective is to improve some situation in a classroom or the entire school system of the school to achieve changes and respond to development needs in the continuous learning process. It is also mentioned that various people interested in the school are involved in the investigation, that is, students, teachers, parents, members of the school board, administrative and maintenance personnel, etc.

Mertler has certain similarities with Ellis, in terms of following a guide to start and implement action research. Mertler also offers a guide, which is called “Recipe” (2019, p. 8). This recipe has eight steps which consist in the following:

1. Look and Listen: The objective here is to listen to student’s stories, to learn the diverse of culture and talk with leaders.
2. Articulate the action research question with the ones who are interested in the investigation, also the purposes, goals etc.
3. Develop a stakeholder network map, here it is important to create a network map, in which the interested and involved parties are there.

4. Design a participative process, in which it is important to have clear the level of appropriate participation throughout the path and from the action research question to results.
5. Take into account what data and tests are necessary in order to design a process to collect such data. The methods to collect quantitative data is the online survey, and for qualitative method is the interview.
6. Important analysis and discussion of the data collected with all stakeholders.
7. Prepare an action plan to have it in case there is any change in the investigation.
8. At this point, it is important to reflect on what has been learned in order to move forward.

Action research is practical research. It is an investigation that not only ensures that the participants or those involved interpret a phenomenon or create meaning either in their workplace or community, but also ensures that the participants can solve a problem in a practical way. Mostly teachers, workers, and professionals in the social sciences use this type of action research that seeks to improve their practice. (Stringer, 2014 cited by Merriam & Grenier, 2019 p.335).

This research in action will allow me, as a teacher, to enrich my teaching experience in the classroom, as well as to promote investigative practice in education, since I can learn in detail the functionality of the TPRS pedagogical method during the study. The results obtained will help to understand the importance of pedagogical innovation in learning the English foreign language.

In action research, there are several principles whose function is focused on solving real problems involving the participants in such a way that the research fulfills the objectives.

According to Merriam & Grenier, the vast majority of action research is qualitative studies, because stakeholders collect data qualitatively (2019, p. 335). Therefore, in this action research, the qualitative method will be used.

#### **4.3 Participants and Setting**

The study was carried out with 4 children aged 10 - 11 years old in 5th grade, who are classmates in the same English class at a private school in the Verbenal neighborhood, Bogotá.

The participants came from diverse social backgrounds; in the years 2020-2021 they were in public schools; in 2022 they entered the school where they currently are. They belong to similar economic backgrounds. Additionally, their language proficiency in English is beginner level, with some possessing limited English proficiency which had led to some bad results in the English class at school. The study focused on understanding how the TPRS method could influence their reading and writing process so they could have a better performance at school.

As mentioned previously, students have presented weaknesses in their performance in the English classes, due to various reasons, also previously stated, such as lack of continuity in learning, lack of motivation or interest, lack of understanding, and rejection towards English class, among others.

In order to help students improve the teacher-researcher designed a pedagogical intervention to be used in the remedial course as described below.

## **4.4 Pedagogical design for the intervention**

### ***4.4.1 Intervention Design***

The remedial English course under the TPRS method was carried out online through free platforms such as Google Meets or Teams, the children attended a total of 10 classes with weekly sessions of 2 hours, each hour of 60 minutes.

The implementation of the TPRS method in the present study follows the general principles and pillars of the method. However, some of its techniques were adapted taking into account the characteristics, needs, times of the students, as shown in the sample lesson plan.

The class conducted under the TPRS method had a duration of 2 hours. Lessons (Annexes # 2, # 4 and # 5) were planned according to the following stages:

1. Warm up -10 minutes
2. Establishing the meaning or Presentation -30 minutes
3. Asking the Story or Storytelling -20 minutes
4. Story retelling -20 minutes
5. Reading or Personalization activity -30 minutes
6. Review and wrap up -10 minutes

### ***4.4.2 Materials***

Following the guidelines of the Basic Learning Rights (BLRs) given by the Ministry of National Education (MEN), the topics proposed there for 5th grade students were taken. Based

on these topics, a Needs Analysis was developed to know with more certainty the needs of the students, a Syllabus which the topics are presented with their respective objectives and in the same way 10 lesson plans are proposed for each class (Annexes 2, 3 and 4)

The lesson plans were presented according to the steps of the TPRS method, as explained above, there are three steps: 1. Establishing meaning. The vocabulary was shown through flashcards and images. 2. Asking the story, the story was shown in Power Point slides, PDF books with images. 3. Reading. Here students read the story, did exercises to understand it and discuss it: students also relied on translation as proposed by TPRS. Writing and follow-up activities like, for example, games were also included.

In addition to the materials already mentioned above, 2 storybooks were used: "The Big House" written by Billie Huban and "Just One More Pet" written by Mercer Mayer (Annex 6).

#### **4.5 Data Collection Tools**

Taking into account the nature of the research, the data collection instruments chosen were: a semi-structured interview, the journals, two achievements tests (pre-test and post-test) and an online survey. These instruments were chosen due to their applicability and adaptability to the very particular context of the research.

##### ***4.5.1 Semi – structured interview***

Sampieri et al (2014) state that "The qualitative interview is more intimate, flexible and open than the quantitative one" (cited by Savin-Baden and Major, 2013; and King and Horrocks, 2010). This is one of the main arguments in favor of selecting qualitative interviews over quantitative ones, since the first ones allowed the teacher-researcher to have an inside on the participants perceptions.

According to George (2023) a semi-structured interview is an instrument used for gathering data, where questions are posed within a predefined thematic framework. However, these questions are not rigidly ordered or formulated. In research contexts, semi-structured interviews are frequently qualitative in nature. Semi-structured interviews display a range of various possibilities since predetermined questions can be used along with spontaneous ones. These types of interviews often involve open-ended questions to allow for flexibility. Additionally, Sampieri et al (2014) define that "semi-structured interviews are based on a list of topics or questions, allowing the interviewer the flexibility to include additional questions to clarify concepts or acquire additional information. (p.403). These characteristics allowed the teacher-researcher to create the questions necessary to explore aspects that were previously determined in the objectives of the research.

The semi-structured interview was conducted at the beginning of the intervention; it was used with both students and parents, it was designed to elicit comprehensive insights into students' feelings, ideas, perceptions, and attitudes towards English language learning. This interview was applied before the start of the intervention to establish a basic understanding of students' perspectives, especially considering their previous academic challenges in the subject.

The interview consisted of eight open-ended questions designed to explore various aspects related to students' experiences with learning the English language. The questions focused on students' feelings toward the subject, what they perceived as strengths and weaknesses in English, their attitudes toward language classes, and their expectations regarding the remedial course. In addition, questions were addressed to parents to find out how the participants' language learning process had been.

#### ***4.5.2 Journals***

The journal format was another data collection instrument that was utilized in each class during the research to record the incidents, situations, difficulties, details, facts, and important events that were observed in the students during the class. It served as a means to identify potential areas for improvement and to devise strategies accordingly.

Furthermore, according to Bashan & Holsblat (2017) these records are written by participants or researchers in practical settings and serve as a narrative source for the research. Therefore, this study proposes that journals written by the researcher not only work as a narrative source, but also as a tool to record and reflect on the events that take place in each session.

In addition, the teacher develops and applies this instrument using a specific format for each session, which includes the level of the participants, the name of the teacher, reflections on the teaching and learning processes in the class, the materials used, and the changes made to the activities. This practice aims to not only better understand the progress of the participants, but also to provide the researcher with the opportunity to evaluate and reflect on her work and her process during the research study. (Annex # 3).

#### ***4.5.3 Survey (online version)***

According to McCombes, (2023) surveys serve as a means of collecting information across various domains. They prove effective when seeking insights into the attributes, inclinations, viewpoints, or convictions of a collective. Survey questions generally fall into two categories: open-ended and closed-ended. Often, surveys incorporate a mix of both types. Closed-ended questions provide respondents with a predefined selection of answers to pick from/ These questions can offer different types of answer such as yes/no or agree/disagree, among

others. Although open-ended questions can be used, the researcher chose not to use them at his stage.

Considering that the course participants lived in different neighborhoods of Bogota, and that the remedial English course classes were conducted online, as well as the parents had tied working schedules, also that the participants had internet access, it was decided to conduct the survey online. It was applied through a Google forms, in this way, parents and participants could easily access the link and provide answers in a faster way.

This online survey was applied once the lessons were finished; it took place on the week from December 4<sup>th</sup> to December 10<sup>th</sup>, 2023. The online survey consisted of seven closed questions related to how students perceived their performance in the reading and writing, but also how they felt regarding the English classes of the remedial course. The answers were organized following a Likert scale, where participants could choose a face associated to a feeling or emotion in order to answer the questions. A total of four responses were collected.

In this way, a prospective data collection schedule was made:

**Table 1:** *Online survey description*

<b>DATA COLLECTION</b>				
<b>DATE</b>	<b>TECHNIQUE</b>	<b>INSTRUMENT</b>	<b>DESCRIPTION</b>	<b>OBJECTIVE</b>
<b>Week between the 4th and 10th of December 2023.</b>	Questionnaire	Online Survey <a href="https://forms.gle/HgtEhX7qviNX9zZt6">https://forms.gle/HgtEhX7qviNX9zZt6</a> (See Annex # 10)	This instrument is designed in order to get data that allows obtaining the relevant information about the population to be	To determine what the results of implementing TPRS method is in regard to the reading and writing skills in four young learners

---

studied. beginners.

This online survey consists of seven closed questions related to the reading and writing skills development in EFL in four young learners (beginners) under the TPRS method.

This information will help to accomplish the research's main objective.

---

#### ***4.5.4 Achievement tests***

##### ***4.5.4.1 Pre-test***

The pre-test was an instrument that was used before the implementation of the intervention in order to provide a diagnosis regarding the knowledge of the English language. The diagnosis focused on two elements of the language system (vocabulary and grammar) and two skills (reading and writing). It tried to establish a starting point for the intervention in terms of students' previous knowledge in the four aspects mentioned above.

The pre-test was not a formative evaluation, as it did not assess the learning of a specific topic but rather measured knowledge about a specific topic, a course, or talk (Rabail, 2019, p. 4). Additionally, Rabail (2019, p. 6) noted that giving a pre-test before the start of a course allowed the lecturer or teacher to determine which topics to emphasize based on the learners' responses.

Furthermore, according to Gall et al. (2003, as cited by Gouldthorpe & Israel, 2019), a pre-test given to participants prior to starting the program measured the variable(s) of interest before the program or intervention was implemented. All these concepts were crucial for informing the pedagogical design used in the action research study.

The pre-test had three sections; the first section was about vocabulary (adjectives, verbs, daily routine, the second section was about grammar. In these two sections the participants had to write five questions according to five answers. Then, the third consisted of a short reading and six Wh-questions intended to identify students' reading comprehension level.

By conducting the pre-test before implementing the interventions, the researcher was able to identify students' starting point and design the lessons to fulfill students needs at the same time, as mentioned above, a starting point was established. their specific needs. Thus, the pre-test results informed guided design of the remedial course and the implementation of the intervention. The results also guided the selection of instructional strategies and materials to address the students' areas of weakness in English language while contributing to the reinforcement of their strengths. (See annex #1).

#### ***4.5.4.2 Post-test***

The post-test was utilized after the implementation of the investigation to assess the knowledge acquired by the students at the end of the research. According to Frey (2018), the post-test serves to measure dependent variables both before (pre-test) and after (post-test) an intervention. Similarly, Gall et al. (2003), as cited by Gouldthorpe and Israel (2019), note that a post-test is administered to measure the same variables of interest again. Like the pre-test, the post-test evaluates the learning outcomes, but in this case, it specifically measures the progress

made by the students as a result of the implementation of the TPRS method. This assessment provides insight into the students' development of reading and writing process following the completion of the intervention.

The post-test was administered once the intervention was finished. This test consisted of two activities. In the first one, students had a short reading which they read aloud to give the teacher the opportunity to evaluate pronunciation and speed. In the second activity, students had to answer 7 Wh-questions providing complete sentences. The main aim of this post test was to inform the teacher-researcher on students' progress in terms of language.

## **5. Data Analysis and Discussion**

Beginning with the formulation of the research question based on the difficulties identified, both a general objective and specific objectives were established. In order to help students improve their performance in English classes at school, an intervention using strategies from the TPRS (Teaching Proficiency through Reading and Storytelling) method was designed. The impact of the interventions and students' performance at the end of it were both to be evaluated. For this reason, four tools to collect data were also designed. The aspects each tool would explore were decided before hand, which is to say the categories in which information collected was going to be organized were determined a priori. Following the collection of information and its categorization, some information remained uncategorized, thus additional categories or subcategories were necessary to accommodate the data.

The four data collection tools were intended to inform the teacher-researcher regarding the following aspects: students' feelings and ideas regarding learning English, their performance

in the learning process of English in regard to reading and writing process. These big categories were then divided into some more specific aspects or subcategories.

Data collection tools were selected in coherence with the qualitative nature of this research. They also were design to find out information on two categories and their corresponding subcategories that are presented in the following table.

**Table 2:** *Data categories*

<p><b>Category 1</b> <b>Students' feelings and ideas regarding learning English</b></p>	<p><b>Subcategory 1.1</b> Students' motivation to do reading and writing tasks assigned in English class.</p>
<p><b>Category 2</b> <b>Students' performance in the learning process of English.</b></p>	<p><b>Subcategory 1.2</b> Students' confidence when using English language in class activities and interactions.</p> <p><b>Subcategory 2.1</b> Students' ability to understand and follow instructions in the English class.</p> <p><b>Subcategory 2.2.</b> Students' ability to respond to questioning and instructions in the English class.</p> <p><b>Subcategory 2.3</b> Students' performance in the reading processes.</p>

---

**Subcategory 2.4** Students use of language in productive tasks in terms of Language Mechanics (Vocabulary, Use of capitalization and punctuation – in written texts, and use of sentence structure - SVO subject - verb – object-).

---

In order to find answers to the research question, the collection tools were used as presented in the following chart.

**Table 3:** *Data collection tools and data categories*

<b>Population</b>	<b>Tool</b>	<b>Category</b>	<b>Subcategory</b>
<b>Parents</b>	Semi structured interview	1	1.1 , 1.2
		1	1.1 , 1.2
<b>Students</b>	Semi structured interview	2	2.1, 2.2., 2.3., 2.4
		2	1.1, 1.2
	Achievement tests	2	2.1, 2.2
	Online Survey	1	1.2 , 1.2
<b>Teacher – Researcher</b>	Journal	2	2.1, 2.2
		1	1.1., 1.2
		2	2.1., 2.2.,2.3., 2.4

### 5.1. Data Organization Procedure

The research question and the objectives presented the teacher-researcher with the opportunity to explore various aspects of learning English as a foreign language in a group of

beginners. Thus, elements from the question and the objectives determined the selection of tools and the type of information elicited using those tools.

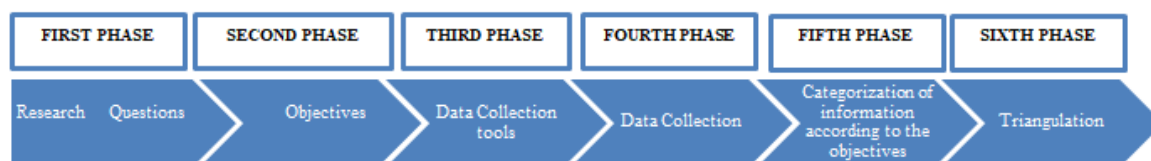
Once the instruments were applied and the data was collected it was necessary to organize it before it could be assigned to a category. In this sense an initial way of coding was used since relevant pieces of information were labeled according to some key words presented in the objectives. The researcher based this decision Saldaña's assertion regarding coding in Qualitative research. Saldaña (2016) mentions that "the choice of the type of coding should depend on the objectives of the study" (p.2). In this quote, the author highlights the importance of choosing the coding based on the specific objectives of a study, which implies that the selection of coding type, in this case labels had to be aligned with the goals and focus of the present study.

Once the data was coded, it was organized into categories predefined by the objectives. At that stage, two categories arose and the data collected was allocated into them. But, shortly after starting the process, it was evident there were various subtopics belonging to each category. Thus, category 1 was assigned two subtopics and category 2 was also assigned 2 subtopics. Subsequently, the data obtained from each tool was placed in the corresponding subcategory. This information was to be, then, triangulated. When coding the information obtained, initially, there was a piece of information related to the reading that apparently belonged to category 1, but after careful consideration it was evident it presented the opportunity of a new subcategory that belonged to category 2.

The triangulation process of data obtained from the different tools allowed the researcher not only a comprehensive analysis of the results of the implementation, but also evidencing the

symbiotic relationship between motivation, understanding and production, that although seems evident, not always is as easy to understand or as easy to enhance, and which in a way was o fostered by the intervention. Triangulation also helped the researcher reaching some conclusions and finding gray areas that could be used in future studies. .

Figure 1 *Phase model for data analysis*



### ***5.1.1 Category 1 Students' feelings and ideas regarding learning English***

In a first informal virtual meeting with parents and students, we talked about the difficulties that children had with learning English in their schools, parents said that it was difficult for the children, that they did not understand it, they did not know vocabulary, they did not know how to read and write, and they also found it difficult to understand their teachers at school. During this meeting, a semi-structured interview was conducted to find out more details. Thus, the first category was established and subsequently the two subcategories that make part of it.

**Table 4:** *Semi-Structured Interview Results*

<b>Questions</b>	<b>Parents and student # 1</b>	<b>Parents and student # 2</b>	<b>Parents and student # 3</b>	<b>Parents and student # 4</b>
<b>How has the English learning process been in the last 2-3 years?</b>	<p>During the pandemic, he studied at a public school “Aquileo Parra” he did not receive English classes at the school, because the school decided not to give more English classes for different reasons, they decreased the intensity of the hours of classes, for the school it was not so important the English classes, but rather, to give classes of mathematics, Spanish, natural and social sciences.</p> <p>The student received English classes again in 2022,</p>	<p>When the pandemic started, she had to leave school for economic reasons, since her parents could not afford to continue paying for school, she returned to school in 2021 repeating the 3rd grade. She states that she has never understood English. During 2021 and 2022 in each period she had low performance and at the end of the year she had to do remedial work and/or make up the subject.</p>	<p>Both the mother and the girl state that she has been uninterested and unmotivated in learning English, it has been difficult for her to learn vocabulary, understand instructions from her teacher, and she does not understand the topics, etc., resulting in poor performance in each period. The mother has been present to support her but indicates that she does not know English either, so they usually ask for help from a family member.</p>	<p>She studied in a public school in the city of Ibague during the years 2020 and 2021, she says that she only had one hour of English per week, last year she entered her current school, but it has been difficult for her to reach the level of her course, because she has many gaps, she does not understand the instructions of her teacher, the topics explained, the audios, she does not know how to answer the questions, she is afraid to speak, read and ask questions. She thinks that English is very</p>

	that is, he was two years without receiving English classes, generating gaps in all aspects, vocabulary, grammar, reading, writing, etc.				difficult.
<b>Questions</b>	<b>Parents and student # 1</b>	<b>Parents and student # 2</b>	<b>Parents and student # 3</b>	<b>Parents and student # 4</b>	
<b>Now you're back to school, do you understand your teacher's instructions?</b>	No, I don't understand my English teacher.	No, I don't understand my English teacher.	No, I don't understand my English teacher.	No, I don't understand my English teacher.	
<b>CAT 2.1</b>					
<b>Are you able to answer simple questions in English from your teacher at school?</b>	No, I'm not able to answer questions in English; I don't understand my English teacher.	No, I'm not able to answer questions in English; I don't understand my English teacher.	No, I'm not able to answer questions in English; I don't understand my English teacher.	No, I'm not able to answer questions in English; I don't understand my English teacher.	
<b>CAT 2.2</b>					
<b>Can you read a short text?</b>	No, I can't, and I don't comprehend the text.	No, I can't, and I don't comprehend the text.	No, I can't, and I don't comprehend the text.	No, I can't, and I don't comprehend the text.	
<b>CAT 2.3</b>					
<b>Can you write</b>	No, I	No, I	No, I	No, I	

<b>a simple paragraph, idea, and sentence?</b>	can't. I don't know how to write a simple sentence; I don't know the structures.	can't. I don't know how to write a simple sentence, I don't know vocabulary, verbs, etc.	can't. I don't know how to write a simple sentence, I don't know vocabulary, verbs, etc.	can't. I don't know how to write a simple sentence, I don't know vocabulary, verbs, etc.
<b>CAT 2.4</b>				
<b>Do you like English?</b>	No, I don't.	No, I don't.	No, I don't.	No, I don't.
<b>CAT 1.1</b>				
<b>Do you think English is easy, difficult or boring?</b>	English is difficult.	English is difficult.	English is difficult and boring.	English is difficult and boring.
<b>CAT 1.2</b>				
<b>Are you interested or motivated to improve your English?</b>	No, I don't but I know that English is important.	No, I'm not but I know that English is important for life.	Yes, I am, I would like to learn English and because I don't want to fail English anymore.	Yes, I am, I want to reach the level of the course.
<b>CAT 1.1</b>				

***5.1.1.1 Subcategory 1.1 Students' motivation to do reading and writing tasks assigned in English class.***

When applying the semi-structured interview (table # 3) it was found that students there was a lack of motivation when learning English, they considered it difficult and boring. However, they recognized that English is important for life and some considered it a challenge since they no longer wanted to fail the subject. They stated that they did not know how to read

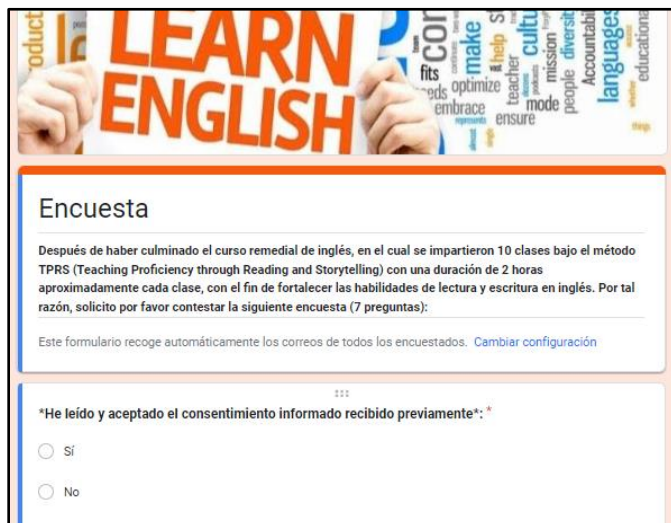
or write in English and for this reason they did not like to read in front of their classmates. This could mean that lack of motivation was preventing them from taking active part in class activities, which in turn could affect their performance in reading and writing. Then, the reading process was one of the main concerns in the present study since both parents and students had mentioned in the semi structured interviews that it was difficult for students and that they felt discouraged. This was confirmed with the class observations that were registered in the teacher's journals. (See annex # 3 teacher's journal # 2).

Evidence showing that students' motivation changed when doing reading activities was found to be interconnected with their performance. This connection will be presented in category 2, subcategory 2.3., when presenting the data collected for that subcategory.

When the intervention finished, an online survey was administered to students in order to collect information about how students viewed their performance but also on their current feelings regarding the English subject once the strategies had been implemented during the remedial course. With the intention of eliciting information about students' motivation to do reading and writing tasks assigned in English class, two questions were included in the online survey.

Data collection instruments collectively provided comprehensive data to assess the impact of the intervention on students' language learning outcomes and perceptions (See annex # 10).

**Figure 1: Online Survey**



**LEARN ENGLISH**

**Encuesta**

Después de haber culminado el curso remedial de inglés, en el cual se impartieron 10 clases bajo el método TPRS (Teaching Proficiency through Reading and Storytelling) con una duración de 2 horas aproximadamente cada clase, con el fin de fortalecer las habilidades de lectura y escritura en inglés. Por tal razón, solicito por favor contestar la siguiente encuesta (7 preguntas):

Este formulario recoge automáticamente los correos de todos los encuestados. [Cambiar configuración](#)

☐☐☐

\*He leído y aceptado el consentimiento informado recibido previamente\*: \*

Sí

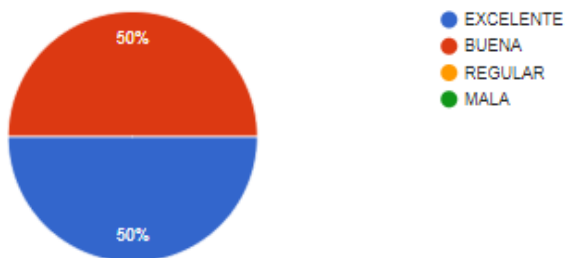
No

**Question Number 1: Durante el curso remedial de inglés crees que tu actitud, interés y esfuerzo hacia el aprendizaje de la lengua inglesa fue: (During the remedial English course you think your attitude, interest and effort towards learning English language was)**

**Figure 2: Online Survey - Question # 1**

**1. Durante el curso remedial de inglés crees que tu actitud, interés y esfuerzo hacia el aprendizaje de la lengua inglesa fue:**

4 respuestas



In this question there were four response options, excellent, good, fair and poor. According to the answers given by the participants about their attitude, interest and effort

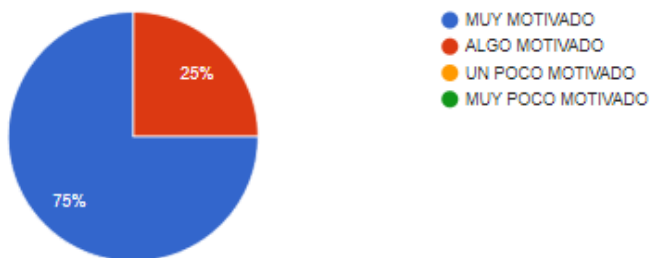
towards learning English, the following figures were collected: 50%, representing 2 students, selected the answer "excellent"; and the other 50%, representing the other 2 students, chose the answer "good". According to the responses, it is evident that the participants felt positive and interested in learning English.

**Question number 2: ¿Qué tan motivado te sientes para continuar aprendiendo inglés? (How motivated do you feel to continue learning English?)**

**Figure 3: Online Survey - Question # 2**

**2. ¿Qué tan motivado te sientes para continuar aprendiendo inglés?**

4 respuestas



In this question, students had the possibility of selecting four answer options; "very motivated, somewhat motivated, a little motivated, and very little motivated," according to their experiences during the English remedial course.

Observing the results, it follows that 75% of the responses, corresponding to three students, selected the option "very motivated", while 25%, corresponding to one student, selected the option "somewhat motivated", thus, almost all the students expressed having motivation to continue learning English. It can be inferred that the course aroused interest in them to continue learning the foreign language English.

**5.1.1.2 Subcategory 1.2 Students' confidence when using English language in class activities and interactions.**

In this subcategory, at the beginning of the remedial course students expressed that they did not feel confident in themselves due to the weaknesses they presented. They expressed frustration, or embarrassment, along with the fear of being made fun of if they provided the wrong response in English. This was recorded in the teacher's journal. (See figure # 1).

The pre tests applied at the beginning of the implementation also brought some light on the topic. The table below shows the aspects taken into account in the instrument, which also corresponded to the ones taken into account in the post-test.

**Table 5: Pre test descriptions**

<b>Pre-test (diagnostic tests) Writing process – create sentences</b>	<b>Vocabulary (verbs, adjectives, daily routine)</b>	<b>Grammar (writing sentences about their daily routines)</b>	<b>Reading (reading aloud and reading comprehension)</b>
<b>Post-test *Reading comprehension *Answer questions and write answers correctly (complete and short answers).</b>	Vocabulary (different types of vocabulary learned during the course)	Reading aloud and reading comprehension	Writing short answers

The pre-test, applied on the early stages of the intervention, took into account students' artifacts.

The results from the pre-test (diagnostic tests) were compared with the observations and

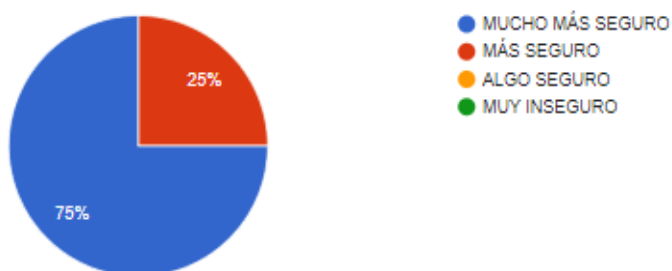
afterthoughts of the teacher-researcher that were compiled in her journals since these observations allowed pointing out aspects as students' engagement and motivation during the remedial course. Both, the pre-test and the observations focused on the relationship between motivation, engagement and confidence students felt. Finally, in the online survey, questions # 3 and # 4 were established under this subcategory that corresponded to the confidence of the students in the use of English language in class.

**Question number 3: Piensa en cómo te sentías al comenzar el curso remedial, ¿Cómo te sientes ahora cuando lees? (Think about how you felt when you started the remedial course. How do you feel now when you read?)**

**Figure 4: Online Survey - Question # 3**

3. Piensa en cómo te sentías al comenzar el curso remedial, ¿Cómo te sientes ahora cuando lees?

4 respuestas



In this question the students had the possibility of selecting four response options; "much more confident, more confident, somewhat confident, and very unsure", in this question, each student compared how he/she felt when reading in English before and after the remedial English course.

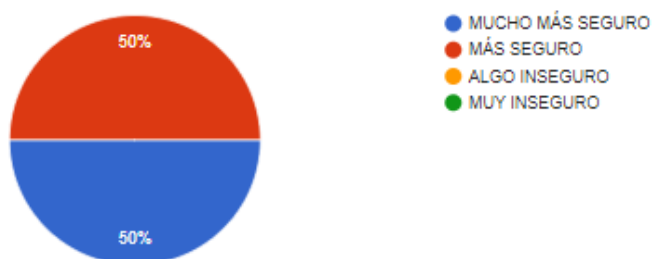
Observing the results it is clear that 75% of the answers, corresponding to three students, selected the option "much more confident", while 25%, corresponding to one student, selected the option "more confident", thus, all the students express feeling more confident now when reading. It can be said that the strategies based on the TPRS method that were implemented had contributed to the strengthening of their reading skills and this in turn increased their confidence, but also the contrary can be true, the increase in their confidence made an impact in their performance.

**Question number 4: ¿Cómo te sientes ahora en el momento de pedir información en inglés? (How do you feel now when asking for information in English?)**

**Figure 5: Online Survey - Question # 4**

4. ¿Cómo te sientes ahora en el momento de pedir información en inglés?

4 respuestas



As shown in this graph, the following analysis can be made of the students' feelings when they ask for information in English. It can be observed that there are two groups with equal percentages, one of them corresponding to 50% with the answer "much more confident" and the other 50% with the answer "more confident". From the results obtained, it is evident that there were no students who felt as insecure when asking for information in English as they were at the beginning of the intervention.

The data presented above is an example of a symbiotic relationship between motivation, confidence building and performance in the English class.

### ***5.1.2. Category 2 Students' performance in the learning process of English.***

Since literacy importance was established earlier on in the Literature review, it is only coherent it will be tackled up to certain extent. For the present study the terms reading and writing processes were adopted, since no in-depth research or intervention was undertaken to fully explore the skills and subskills that correspond to each ability. Nevertheless, performance in both processes were taken into account, and measures were taken during the remedial course to help students advance in their development of these two processes. In that sense, strategies implemented were carefully monitored and subject to observation and enquiry from the teacher-researcher by using an arrange of information collection tools. Once all the information was collected for this category and its corresponding subcategories the relationship between motivation, understanding and performance in production tasks was made evident. The results showed that possibly better motivation helped increase understanding or even the other way around. In any case, motivation, understanding, and better performance are interconnected and when one went better the other two were affected to.

In this category, the results of the implementation of the strategies and design of each class are analyzed as seen in the category data table # 1.

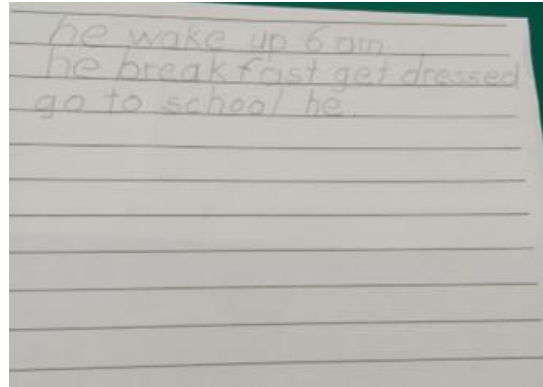
***5.1.2.1 Subcategory 2.1 Students' ability to understand and follow instructions in the English class.***

In order to identify students' ability to understand and follow instructions they were given in class at school and that would be given during the remedial course, various tools were used: the semi structure interview, the observations recorded in the teacher's journal, the achievement tests, and the survey. The tools were applied in diverse moments during the course with the aim to characterize any changes students could be experiencing. An important aspect to mention is that exploring students' ability to understand and follow instructions meant not only looking at their perceptions, but also looking at their performance. That is why the information on this subcategory is also linked to the information for subcategories 2.3 and 2.4. as it will be seen in the following lines.

To begin with, the artifacts used for the pre-test (diagnostic test) showed not only students level of performance, but also suggested how much the participants understood instructions. The class topic for lesson # 1, carried out on May 17, 2023, was daily routines. As seen in the lesson plan # 1 (See Annex # 2), key vocabulary from the lesson was presented with slides and flashcards, then a short story of a boy's daily routine was read together by the teacher and students. The activity that the students were asked to do was to elaborate a short story of their routine from the moment they woke up.

Student # 1 –

**Figure 7: Student # 1**



When the instruction was given in English to perform the activity, at first students did not understand what they had to do, the instruction was given in English, slowly and using gestures; however, later, some words had to be said in Spanish. This was the only way to get them to do the activity.

As the image shows, Student # 1 begins his short writing with a sentence in which he uses a subject, a verb and an object, which means that he apparently understood the use of the sentence structure, however, certain shortcomings are observed. For example, he needed to conjugate verbs correctly and use prepositions.

First, he wrote everything in lowercase and he did not use punctuation marks (comma, period and full stop). Second, regarding the information required, he needed to write in first person and conjugate the verbs accordingly, instead he wrote in third person and did not conjugate the verb in third person.

First sentence: “*he wake up 6 am*”. This sentence shows the use of the pronoun that designates the third person, but the verb is incorrectly conjugated. Also, the sentence lacks the preposition "at" to indicate the time. On the other hand, the initial capital letter and the full stop are missing.

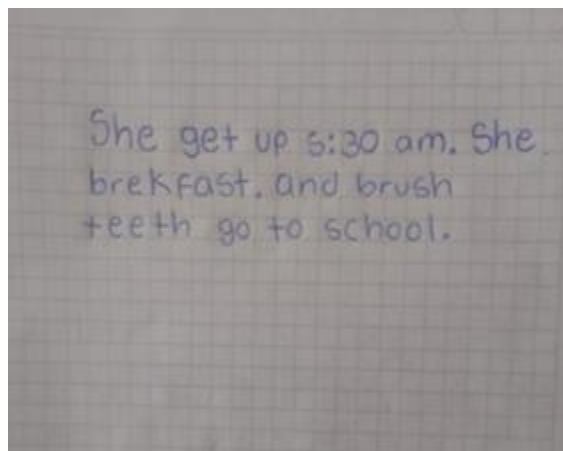
Second sentence: “*he breakfast he get dressed*”. In this sentence he continues with the use of the third person, instead of first person, the verb "have", and the pronoun, punctuation marks (the comma and the full stop).

Third sentence: “*go to school he*”. He needed the first-person pronoun, the pronoun "he" is unnecessary, and he should have placed the full stop.

According to what was discussed with the parents and students, the difficulties and weaknesses pointed out and detected since the beginning of this study lack of knowledge of vocabulary, grammar, pronunciation, could be observed during the development of the first class; however, we see that after giving the instruction for the production of a short writing, the student shows understanding when producing structurally correct sentences, although with small errors in certain aspects. Also, the student used the target vocabulary taught and modeled in class. The positive aspects of his writing could be due to the reading presented, the repetition and practice of the words.

Student # 2 –

**Figure 8:** *Student # 2*



This image presents student # 2 productions. It can be seen that the student managed to make at least one structurally correct sentence, it has a subject, a verb and an object. Student # 2 production also seems to indicate some confusion between the first and third person, since the instruction and the model used first person and the student's wrote the sentences in the third person.

First sentence: "*She get up 5:30.*" In this sentence the student uses punctuation correctly (initial capital letter and full stop), however, the student uses third person instead of first person and the verb is not correctly conjugated. Additionally, the student also needed to use the preposition "at" to indicate the time.

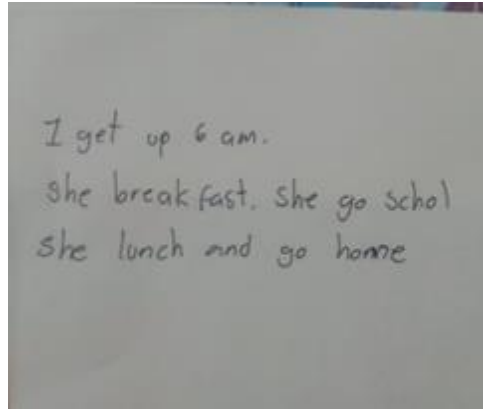
Second sentence: "*She brekfast.*" In this sentence the student uses the third person pronoun "she", the verb "has" is missing and the word "brekfast" is misspelled, the punctuation is incorrect since the student uses the period by the connector "and", although she can continue with the sentence, it is not necessary to use the period.

Third sentence: "*and brush teeth go to school*". This sentence lacks the subject (first person pronoun) and the possessive adjective "my".

The student showed understanding in this first class since she was able to write a short piece of writing, taking into account that the student did not study for a year (2020) and that in the last two years she has had weaknesses in the foreign language. The effectiveness of TPRS in this first class is evident since she uses the target vocabulary as well as producing a sentence with structure.

Student # 3 –

**Figure 9:** *Student # 3*



In this writing, the student began writing the sentence in the first person and it is structurally correct, however, a confusion is detected because the following sentences are in the third person, in addition, the student did not use verbs in two sentences, she needed to conjugate the verb correctly in the 3rd person, prepositions were missing, and she did not use the correct punctuation (comma, period and full stop).

First sentence: *"I get up 6 am"*. Here the student uses punctuation correctly, but she needs to use the preposition "at" to indicate the time.

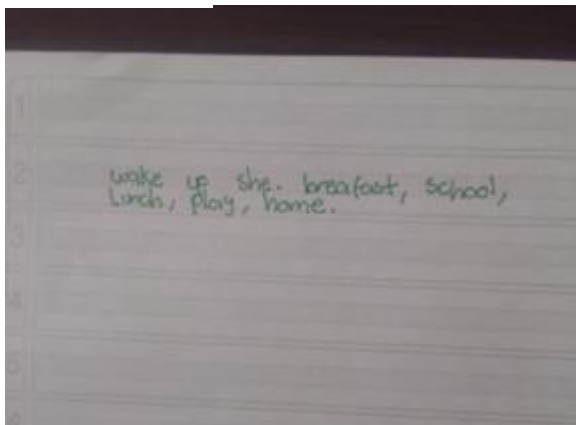
Second sentence: *"She breakfast"*. In this sentence she uses the third person when she should use the first person and also, she missed the verb "have". She uses punctuation well.

Third sentence: *"She go school"*. In this sentence she continued with the use of the third person when she should use the first person, the preposition "to" is missing and the word "school" is misspelled, and the full stop is missing.

Fourth sentence: "*She lunch and go home*". In this sentence she continues referring to the third person, the verb "have" and the full stop are missing.

Student # 4 –

**Figure 10:** *Student # 4*



As presented in the image, the student writes the vocabulary taught in the sessions. This implies that the TPRS approach has helped her retain the vocabulary seen; however, it was necessary to give her feedback on the use of the sentence structure.

It is complex because it seems that the student did not understand both the sentence structure when reading the short story and the story itself.

In this first activity the students had almost the same mistakes, there was confusion between first and third person, when referring to themselves they needed to use the verbs and conjugate them in the correct way, in addition to spelling and punctuation errors. However, despite being the first class, the effect of TPRS works, since the students manage to write at least one structurally correct sentence in addition to retaining the target vocabulary seen in the class about daily routines, such as: get up, wake up, have breakfast, get dressed, go to school, etc.

This is at least a short-term effect because it can be observed immediately after the class in the production stage. According to the TPRS concept, where classes are student-centered and with topics of interest to students and in everyday life contexts, they allow for meaningful learning, as well as the importance for students to see and hear repeatedly to achieve adequate retention (Kara & Eveyik 2019).

In the TPRS method it is very important to review the output because we can detect the knowledge acquired by the children and in this way, it is possible to find out what they are learning. In addition, it is essential to monitor the learning process when introducing new vocabulary, sentence structures and new content as it is necessary to check if the knowledge has been assimilated or if it is necessary to adapt it (Asmali, M. 2019).

In this first production activity, feedback was given to each student; they were shown again the flashcards with the sentence structure so that each one could realize by themselves what their mistakes were. In addition, each one read their writing and it was possible to detect weaknesses in pronunciation, also when they read the short story, difficulties in reading comprehension were evidenced. After identifying the type of mistakes and positive aspects each product had, it could be said that the lack of understanding regarding the instructions given in and production activity affects and hinders what students can express.

Each class of the remedial course was developed and planned under the TPRS method which bases sessions on reading attractive, striking and short stories. The method requires that the teacher not only reads but also acts, using movements and gestures. In the same way, didactic and interactive resources are used to follow up on what was learned such as memory games, hang man, roulette, word search, hidden game, etc.

Journals also brought some light on the participants level of understanding of instructions. All along the implementation, the teacher-researcher kept a journal in which she collected observations and afterthoughts regarding the 10 sessions of pedagogical design. The journal not only collected the researcher's insights and reflections on the intervention's progress and effectiveness, but also gave the teacher-researcher the opportunity to identify reasons for the difficulties the students had with reading. This reflection exercise allowed the teacher-researcher to look into the TPRS strategies effectivity and how these strategies could help, for example, students increasing their understanding of instructions and in turn improving their production. This can be seen in the following extract.

Figure 11: *Journal # 2*

<b>Reflections</b>
<p>1. Regarding the fact that students were silent and did not volunteer to read out loud. I think it is because they are not confident enough to volunteer to read out loud, this can be due to their shyness or that they felt they did not know how to read some words and the feared they were going to be judged. This could be solved by following the steps proposed by the TPRS, to begin with it is necessary to do a motivational activity and to praise students' correct answers. Although there was a motivational activity at the beginning of the class and it had good results, in the following classes more attention or time should be devoted to it to make it more engaging.</p> <p>2. With regard to weaknesses they had in pronunciation and remembering or understanding the given vocabulary. One student read the words exactly as they were written, another student read exaggerating the pronunciation and sounds that did not correspond to the written word, these difficulties can be a consequence of the fact that they did not have English for some time at school, this caused that they did not have enough practice and possibly forgot the vocabulary meaning and pronunciation. In the class <u>the</u> I used the strategies proposed by the TPRS method for establishing the meaning, in this case repetition and body language were used to clarify and reinforce meaning. In the following sessions more meaningful images will be used as visual aids and more attention to individual pronunciation problems will be given, so repetition drills can be more personalized. Also, longer texts will be implemented so students can increase their practice of reading aloud. The texts that will be used in future lessons can be more related to their ages in terms of topic, for example, I can use stories that are similar to their daily life.</p> <p>3. A situation that caught my attention was that one student read well the words that were already familiar to her, for example: go, park, love, cats, mom, etc. This shows that she recognizes some vocabulary and remembers the correct pronunciation. Although TPRS method does not present strategies to recycle vocabulary, words that are already known by students can be a good starting point for some activities, for example, I can include them in future reading or writing exercises and progressively increase the amount of vocabulary they remember and they use.</p>

The previous sample from the journal (See annex # 3) shows how at the beginning of the course it was identified that students had difficulties understanding and following instructions, for this reason, the teacher worked on this aspect throughout the remedial course. When looking at the journal 10 (See annex # 8 ) it can be seen that in the last activity (post-test) the participants were able to understand the instructions given in the written test. They were able to do the test on their own through an activity in the Liveworksheet platform without asking for any clarification after receiving the instructions for the activity.

Finally, at the end of the implementation when the online survey was applied, 1 question was presented in order to explore students' ability to understand and follow instructions in English.

**Question number 5: ¿Crees que el vocabulario aprendido durante las sesiones del curso remedial te permite entender mejor las instrucciones en inglés dadas por tú profesor en tu colegio? (Do you believe that the vocabulary learned during the remedial course sessions allows you to better understand the instructions in English given by your teacher at your school?)**

**Figure 12: Online Survey - Question # 5**

5. ¿Crees que el vocabulario aprendido durante las sesiones del curso remedial te permite entender mejor las instrucciones en inglés dadas por tú profesor en tu colegio?

4 respuestas



This is a closed question, in which the students only had two response options: "Yes and No". The question intended to explore if they believe that the vocabulary learned during the course had allowed them to better understand the instructions given by their teachers in the English classes at schools. According to the graph, 100% of the students answered "Yes", showing that they felt confident that the vocabulary learned during the remedial course had allowed them to better understand the instructions given at school. This shows a radical change in their perception regarding the same ability at the beginning of the remedial course.

***5.1.2.2 Subcategory 2.2. Students' ability to respond to questioning and instructions in the English class***

At the beginning of the course, the students seemed very nervous, scared, very insecure, etc., mainly when the teacher spoke to them in English giving them some instructions such as, asking them to repeat the pronunciation of a word from the given vocabulary, or when the questions were asked in the comprehension stage check. At the beginning it was necessary to motivate them a lot so that they would take the initiative to respond to a question or request, but towards the end of the course a change in this situation was evidenced. All these observations were kept in the teacher's journal. (See annex # 3 y # 7).

As mentioned above, as the remedial course progressed, the teacher-researcher observed how the participants felt more self-confident, thus, allowing them to participate more in class and taking the risk of answer questions posed by the teacher as recorded in journal # 10 (See annex # 10) It could be argued that better understanding of instructions and contents allowed students to respond in better ways not only orally but also in the reading and writing activities. The answers showed that the participants felt they understood more the instructions given by their teacher at school and maybe this could lead to them asking and responding in a better way in their classes at school.

Participants' ability to understand instructions and to respond to them was also explored by two questions in the online survey, as will be presented below.

***Question number 6: ¿Crees que el vocabulario aprendido durante las sesiones del curso remedial te permite realizar mejor las instrucciones dadas en inglés en las clases de***

**tu colegio? (Do you believe that the vocabulary learned during the remedial course sessions allows you to better carry out the instructions given in English in your school classes?)**

**Figure 13:** *Online Survey - Question # 6*

6. ¿Crees que el vocabulario aprendido durante las sesiones del curso remedial te permite realizar mejor las instrucciones dadas en inglés en las clases de tu colegio?

4 respuestas



This question explored if they believed that the vocabulary learned during the course allowed them to better carry out the instructions given in English in their school classes. As presented in the graph, the total number of students responded "Yes." They were confident that the vocabulary learned throughout the implementation allowed them to better carry out the instructions given by their teachers in their schools, this in turn decreasing negative feelings manifested before the implementation.

***Question number 7: ¿Luego del curso remedial te sientes capaz de responder preguntas sencillas en inglés realizadas por tu profesor en el colegio? (After the remedial course, do you feel able to answer simple questions in English asked by your teacher at school?)***

**Figure 14:** *Online Survey - Question # 7*

7. ¿Luego del curso remedial te sientes capaz de responder preguntas sencillas en inglés realizadas por tu profesor en el colegio?

4 respuestas



In this last question enquired if after the course they felt they were able to answer simple questions in English asked by their teachers at school. Here they had two answer options "Yes and No". The graph shows that 100 % of the students stated that they were capable of answering questions presented in their English classes. This can suggest that the strategies used in the implementation guided by the TPRS method had a positive impact on their learning.

#### ***5.1.2.3. Subcategory 2.3 Students' performance in the reading process.***

As mentioned in previous sections, the participants' reading performance was initially diagnosed by the teacher-researcher when observing students in the first sessions of the remedial course. This information was recorded in the teacher's journal # 2 (See annex # 3). Based on her reflection, the teacher decided to include more of the strategies and recommendations from the TPRS method. In this way, lessons included attractive, striking readings, mainly short stories. The method also indicated that the teacher not only read but also acted the contents of the stories using movements and gestures. In the same way, didactic and interactive resources were used to follow up on what students had understood and learned from the readings. Activities such as such as memory games, hang man, roulette, word search, hidden game, among others were used in class as follow ups.

Students' performance in reading was analyzed along three of the sessions in the intervention. First, in lesson # 2 (see annex # 4) which involved reading of a short story called "No friends for me", in which 6 Wh-questions were to be answered in the comprehension check stage. This type of questions were used to evaluate if students could identify specific information presented in the reading; the comprehension check stage also included 2 Yes/No questions, these questions are common and can be answered simply with a "Yes" or "No" also to identify up to what extent students were able to identify information. At a later stage of the intervention, in lesson # 4, (see annex # 5), the participants read a short story called "My hobby", in the comprehension check stage they were asked 5 true or false questions. This type of question also asked students to explain why a statement was false and what the correct information would be. Finally, at the end of the intervention, in lesson # 10 (see annex # 6), the participants read a book called "Just one more pet" (See annex # 8). In this lesson, 10 questions were presented to the students, some were Wh-questions and some others were Yes/No questions. The accuracy in the answers provided by the students was recorded in charts as follows.

Table 6: Results Reading Comprehension lesson # 2

Lesson # 2 -								
Story "No friend for me"								
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
	Wh	Wh	Yes /no	Wh	Yes/ no	Wh	Wh	Wh
Student 1	✓	✗	✗	✗	✓	✓	✗	✗
Student 2	✓	✗	✗	✗	✓	✗	✗	✗
Student 3	✓	✗	✓	✗	✓	✓	✗	✗
Student 4	✓	✓	✓	✗	✓	✗	✗	✗

Taking into account the information in the table, it is evident that in this second lesson, some questions were difficult for the students, all of them were able to answer question # 1 and question # 5 correctly, but regarding questions # 4, # 7 and # 8, none of them could answer correctly because they were more complex to answer, only one student could answer question # 2 and two students could answer question # 3.

In this second lesson these results are as expected by the teacher after applying the semi-structured interview. The teacher expected to see some weaknesses in terms of reading comprehension, instructions and vocabulary comprehension. For that reason, the comprehension check stage focused on identifying if students had understood the story, that is why they could answer with one or two words from the vocabulary taught, with yes or no answers, or by giving names, or relevant words. It was not necessary to give complete or exact answers since grammar or sentence structure were not important.

As for pronunciation and fluency, it was detected that a lot of work was required both in the class itself and independently in their free time or at school.

**Table 7:** Results Reading Comprehension lesson # 4

	Lesson # 4 -				
	Story "My hobby"				
	Q1 F	Q2 T	Q3 T	Q4 F	Q5 F
<b>Student 1</b>	✓	✓	✗	✗	✗
<b>Student 2</b>	✓	✗	✓	✗	✓
<b>Student 3</b>	✓	✗	✓	✗	✓
<b>Student 4</b>	✓	✓	✓	✗	✓

In lesson # 4, a short reading called "My hobby" was used. In this lesson students showed a little more confidence in themselves. This was evident because everyone showed initiative when participating. Also, the fear of making mistakes and the signs of anxiety when they read one or two lines started to disappear. Finally, a little more emotion, enthusiasm and interest was noted regarding the class and activities.

In the comprehension check stage there were 5 true or false questions, which were answered by the four students up to some degree. Regarding question number 1, all of them could answer it easily; for question 2, only two students could answer it; for question 3, three students were able to answer it, but no one could answer question 4, this being the most complex, three students were able to answer question 5.

The progress seen in the reading process in this fourth lesson was satisfactory since the participants showed improvement in the comprehension of the text, they also recalled more vocabulary. Finally, the results were coherent with what is expected when using strategies based on the TPRS methodology since the students showed a little more confidence when participating.

**Table 8:** Results Reading Comprehension lesson # 10

		Lesson # 10									
		Storybook "Just one more pet"									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
		Wh	Wh	Wh	Yes /no	Wh	Wh	Wh	Wh	Yes /no	Wh
Student 1		✓	✓	✓	✓	✓	✓	✗	✗	✓	✓
Student 2		✓	✓	✓	✓	✓	✓	✓	✗	✓	✓

<b>Student 3</b>	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓
<b>Student 4</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

In lesson # 10, the last lesson, the participants read the storybook "Just one more pet" (See Annex # 8). The book has approximately 22 pages, the pages consist of large images (full page) and short paragraphs of 1, 2, 3 or 4 lines, easy and practical for them to read.

Improvement in the reading progress in terms of fluency and pronunciation was evident, since in the first classes the texts were short, one page, then two, then three, increasing as the classes progressed. In the last lessons (# 7, # 8, # 9, # 10) the readings were a little more extensive and participants were showing some more fluency when reading.

In the comprehension check stage of this lesson, there were 8 wh-questions and 2 Yes/No questions, in which 80% of the questions were answered correctly by all students. The highest score was 9.0 and the minimum score was 8.0; showing that the strategies based on the TPRS method had some impact in the students' process and can be useful for promoting reading comprehension.

These results show that the TPRS method helped introduce, establish, understand and recall the meaning of the vocabulary of the topic presented to the students, which in turns helped them improve reading comprehension and generating motivation and willingness in the students to actively participate in class.

The following extract shows the teacher-researcher notes on students' performance at the beginning of the remedial course and at an early stage of the implementation of the TPRS method.

**Figure 1:** *Journal # 2*

<i>Incidents observed</i>
<p>The class was developed based on the proposed lesson plan. At the beginning of this class, the students were very nervous, the students showed insecurities and fear of participating. In the stage of retelling the story, these feelings are evident, since when asking who wanted to read first, there was silence and no one raised their hand, no one wanted to be the first.</p> <p>Then, I chose a student and encouraged and reassured her to start reading. During reading, the difficulties made known at the beginning by both parents and students became evident. Here, I observed the weaknesses they had in pronunciation and remembering or understanding the given vocabulary so that they could understand the reading.</p> <p>Each student was able to read three lines of the story, showing exactly the difficulties of each one. One student read the words exactly as they were written, another student read exaggerating the pronunciation and sounds that did not correspond to the written word, something that caught my attention was that one student read well the words that were already familiar to her, for example: go, park, love, cats, mom, etc.</p> <p>Regarding the reading comprehension stage, it was expected that they would present weakness in understanding the text before the translation, once the translation was done and the questions were asked, one student correctly answered 4 questions out of 8 that were asked.</p> <p>Note: translation was used according to the TPRS method recommendation for initial stages.</p>

Regarding the reading comprehension stage, it was expected that they would present weakness in understanding the text before the translation, once the translation was done and the questions were asked, one student correctly answered 4 questions out of 8 that were asked. It is important to note that translation was only used according to the TPRS method recommendation for initial stages.

As mentioned at the beginning of this research, the intention of the TPRS method is to be able to strengthen the reading process in the different aspects it has. According to the aforementioned authors, Asmali (2019), Kara & Eveyik (2019), reading is such an important

skill because it not only promotes the improvement of reading comprehension, also encourages students to be able to give their opinion, create, imagine and tell short stories, increasing their vocabulary, improving pronunciation and fluency.

**5.1.2.4 Subcategory 2.4 Students use of language in productive tasks in terms of Language Mechanics ( Vocabulary, Use of capitalization and punctuation – in written texts, and use of sentence structure - SVO subject - verb – object-)**

Both, the pre-test and the observations placed special attention to three aspects: Students' understanding of instructions, students' response to instructions and students' use of Language in productive tasks in terms of Language mechanics (Vocabulary, Use of capitalization and punctuation – in written texts, and use of sentence structure SVO - subject - verb - object). The following table depicts the level of difficulty students were experiencing before the implementation of the intervention.

**Table 9: Pre-test results**

	PRE-TEST (Diagnostic test)					
	Vocabulary	Grammar	Reading aloud	Reading comprehension	Writing short answers	Writing complete answers
Student 1	×	×	×	×	×	×
Student 2	×	×	×	×	×	×
Student 3	×	×	×	×	×	×
Student 4	×	×	×	×	×	×

In the final stage of the intervention the second achievement test (post-test) was used with the students, it consisted of a formal test carried out through Live Worksheets. The pre and post tests were both used to find out information about students' performance in both writing and

reading process. As mentioned previously, it was necessary to assess the progress of the students; this was done continuously and constantly throughout the implementation.

In the last activity of the remedial English course under the TPRS method, students had previously gotten familiar with the vocabulary so that they could better understand the text. In this activity reading comprehension was assessed by asking the participants to answer questions with long and complete answers. They were also expected to use vocabulary learnt in the course. Reading out loud the text allowed the teacher to identify progress in fluency and pronunciation.

An aspect that required special attention and worked on during the course was the correct use of punctuation and the use of capital letters; it is evident that the students recognize the importance of this aspect within the writing and grammar of English and the need of writing answers correctly. When comparing the first written production with the last, there was evidence of improvement in the way students were using these aspects of language.

Another aspect worked on during the course in a deductive way since the classes did not focus on grammar was the use of the structure of the sentence (subject - verb - obj), the results clearly show that the sentences are structurally correct, that is, they learned to write grammatically well-structured sentences.

**Figure 15:** *Results post-test Student # 4*

EXERCISE SENT  
Antonella Castro (Beginners) sent an exercise to your mail box  
Reading Comprehension  
Wed, 09/13/2023



**Figure 16:** *Results post-test Student # 4*

2. **Answer the questions. Please keep in mind punctuation and capitalization.**

1. **How old is Mary?**

She is nine years old.

2. **What time does she get up?**

She usually gets up at half past six.

3. **What does she have for breakfast?**

She usually has a burger and a cup of tea.

**Figure 17:** *Results pos-test Student # 4*

4. **How many lessons does she have?**

Mary has five or six lessons.

5. **What time does she get home?**

Mary gets home at two o'clock.

6. **When does she usually read books?**

She usually reads books after dinner.

7. **What time does she go to bed?**

She goes to bed at nine o'clock.

The samples of some students show the results of the post-test (see annex # 9). They showed that the students were able to understand a short story because they were able to answer

each question accurately in the reading comprehension section, in addition to answering them in a long and complete way. Their reading and writing skills were strengthened and this is reflected in the results, their writings (answers to the reading comprehension questions) are semantically related because their sentences are well connected (cohesion) and make sense (coherent) because they are connected to the reading.

## 6. Conclusions

The teacher-researcher that found the TPRS method suitable for designing the sessions of the remedial course, therefore she focused on strategies presented within this framework, but due to her observations and afterthoughts, some additional elements were enhanced within the TPRS framework, for example, visual aids were made more appealing, texts used in reading activities became longer to give more individual opportunities to read out loud. Also, the topics in the texts became more related to students' daily life. The combination of TPRS strategies and the emphasis in the mentioned elements helped students to be more engaged in the lessons that dealt with reading since they started feeling more comfortable reading out loud and answering the questions. Towards the end of the course, they were motivated, and they were willing to volunteer to participate, they even had a little competition to be the one selected by the teacher.

Within the TPRS method is to present students with stories, tales or other type of texts that catch their attention because they are attractive to them. Also, the stories bring situations that they can experience in their daily lives or that are like their reality. These readings allow students to be highly animated, motivated, concentrated and engaged because they want to know what is going to happen or how the story ends.

Since TPRS method does not present strategies to recycle vocabulary, the teacher-researcher made decisions and implemented her own strategies to take advantage of the vocabulary students knew in terms of written form, pronunciation and meaning. For example, the teacher-researcher identified words most of the students knew or recognized and used them repeatedly in the sessions, and then the new words started to be added in order to expand vocabulary. Then, these new words were used again in various activities. This cycle helped

students effectively increase their vocabulary and increase their reading comprehension as it can be seen in the results of the post-test compared with the pre-test reading results.

As a teacher-researcher I believe TPRS is an appropriate methodology for very young learners and can be applied in EFL curricula in elementary schools and kindergartens. Moreover, based on observations as a teacher-researcher, I concluded that the application of storytelling within TPRS attracted the interest of the learners and motivated them. As the classes progressed the students seemed to be more involved, more willing to participate in the activities planned in the sessions, they showed their understanding in the instructions and the contents of the readings, they were willing to share their answers to the exercises, which enhanced the positive atmosphere of the teaching-learning process.

One of the aims of this study was to determine the effect of the TPRS in the reading and writing skills of four young beginners' students. The results were evident as the classes progressed. Pronunciation improved greatly because they presented few errors, in addition they were aware of the accent and making themselves understood by the listener.

In terms of reading comprehension, there was a significant improvement in the post-test, particularly evident when we examined classes #2 and #4, which initially had the highest number of incorrect responses. By comparing the correct answers to the reading comprehension questions in lesson # 10 and in the post-test, it becomes evident the considerable progress they have made.

With respect to writing skills, there is evidence of an improvement in the use of sentence structure SVO (subject - verb - object) comparing the sentences they wrote in class #1, where they presented difficulties in the organization of the structure, for example, if you observe the

sentences of student #1 in the pre-test and observe the sentences of the student in the post-test, great progress is evident, in the post-test the sentences are well structured (SVO). It can be said that with the implementation of TPRS strategies the students were able to produce short texts that were more accurate and complex at the end of the course.

A big limitation I found in this study is that the grammatical aspect needs to be improved and this is since the TPRS method does not emphasize this aspect, but rather reading. As a teacher-researcher, I consider that for future opportunities grammar could be worked on. After conducting this study, I would recommend that teachers who use this method include or make more emphasis on it since it is important for written productions and personalized activities.

## 7. References

- Ahmed Okasha, M. (2020). Using Strategic Reading Techniques for Improving EFL Reading Skills. *Arab World English Journal*, 11(2), 311–322.  
<https://doi.org/10.24093/awej/vol11no2.22>
- Asmali, M. (2019). How effective is TPRS for adult EFL learners with limited English proficiency? *Focus on ELT Journal*, 1(1, 2019), 86–95.  
<https://doi.org/10.14744/felt.2019.00005>
- Bashan, B. & Holsblat, R. (2017) Reflective journals as a research tool: The case of student teachers' development of teamwork. *Cogent Education*, 4:1, 1374234, DOI: 10.1080/2331186X.2017.1374234
- Chamba, M. Y., & Ramirez-Avila, M. R. (2021). Word Recognition and Reading Skills to Improve Reading Comprehension. *Journal of Foreign Language Teaching and Learning*, 6(1), 20–36. <https://doi.org/10.18196/ftl.v6i1.10174>
- Derechos básicos de aprendizaje en todas las áreas | Colombia Aprende. (s. f.).  
<https://www.colombiaprende.edu.co/recurso-coleccion/derechos-basicos-de-aprendizaje-en-todas-las-areas>
- Durga, V. S. S., & Rao, C. S. (2018). Developing Students' Writing Skills in English - A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 2(6). [https://www.researchgate.net/profile/V-Chandra-Rao/publication/325489625\\_Developing\\_Students'\\_Writing\\_Skills\\_in\\_English-A\\_Process\\_Approach/links/5b113854a6fdcc4611da2674/Developing-Students-Writing-Skills-in-English-A-Process-Approach.pdf](https://www.researchgate.net/profile/V-Chandra-Rao/publication/325489625_Developing_Students'_Writing_Skills_in_English-A_Process_Approach/links/5b113854a6fdcc4611da2674/Developing-Students-Writing-Skills-in-English-A-Process-Approach.pdf)

- Fernandez, E. (2020). The effectiveness of TPR Storytelling methodology in EFL for Very Young Learners. University of Vic - Central University of Catalonia.  
[http://repositori.uvic.cat/bitstream/handle/10854/6406/trealu\\_a2020\\_fernandez\\_elisabet\\_effectiveness\\_tpr\\_storytelling.pdf?sequence=1&isAllowed=y](http://repositori.uvic.cat/bitstream/handle/10854/6406/trealu_a2020_fernandez_elisabet_effectiveness_tpr_storytelling.pdf?sequence=1&isAllowed=y)
- Frey, B. (2018). The SAGE encyclopedia of educational research, measurement, and evaluation (Vols. 1-4). Thousand Oaks,, CA: SAGE Publications, Inc.  
<https://dx.doi.org/10.4135/9781506326139.n538>
- George, T. (2023, June 22). Semi-Structured Interview | Definition, Guide & Examples. Scribbr. Retrieved March 8, 2024, from <https://www.scribbr.com/methodology/semi-structured-interview/>
- Gouldthorpe, J. L., & Israel, G. D. (2019). Capturing Change: Comparing Pretest-Posttest and Retrospective Evaluation Methods. *EDIS*, 2013(1), 1–4. <https://doi.org/10.32473/edis-wc135-2013>
- Griffee, D. T. (2012). *An Introduction To Second Language Research Methods Design And Data* (First Edition) [E-Book]. Tesl-Ej Publications
- Harmer, J. (2012). *How to Teach English*. Pearson Educational Limited. England.
- Jooyandeh, A. (2017). A Study of the Effect of Authentic-based Materials versus Non-Authentic based Materials on the Iranian Intermediate EFL Learners' Reading Comprehension Performance. *International Journal of Educational Investigations (IJEI)*, 4(ISSN: 2410–3446), 29–42. <http://www.ijeionline.com/attachments/article/64/IJEI.Vol.4.No.6.03.pdf>
- Kara, K., & Eveyik-Aydın, E. (2019). Effects of TPRS on Very Young Learners' Vocabulary Acquisition. *Advances in Language and Literary Studies*, 10(1), 135–146.  
<https://doi.org/10.7575/aiac.all.v.10n.1p.135>

- Latorre Iglesias, E., Castro Molina, K., & Potes Comas, I. (2018). Las TIC, las TAC y las TEP: innovación educativa en la era conceptual [Pdf]. In *Las TIC, las TAC y las TEP: innovación educativa en la era conceptual* (22nd ed.). Universidad Sergio Arboleda. Las tic, las tac y las tep: innovación educativa en la era conceptual
- Liu, H. (2019). An Action Research Into Task-based CLIL Applied to Education Majors: From Chinese Students' Perspective. *English Language Teaching*, 12(3), 94–107.  
<https://doi.org/10.5539/elt.v12n3p94>
- McCombes, S. (2023, June 22). Survey Research | Definition, Examples & Methods. Scribbr. Retrieved March 8, 2024, from <https://www.scribbr.com/methodology/survey-research/>
- Merriam, S.B., & Grenier, R.S. (Eds.). (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons, Incorporated. ProQuest Ebook Central. Retrieved from. <https://ebookcentral.proquest.com>
- Mertler, C. A. (Ed.). (2019). *The wiley handbook of action research in education*. John Wiley & Sons, Incorporated. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/bibliotecausta-ebooks/detail.action?docID=5683581>.
- Nagar, N. (2019). The Role and Impact of ICT in Improving the Quality of Education: An Overview. *International Journal of Innovative Studies in Sociology and Humanities (IJISSH)*, 4(6), ISSN 2456-4931. <https://ijissh.org/storage/Volume4/Issue6/IJISSH-040611.pdf>
- Okasha, M. (2020). Using Strategic Reading Techniques for Improving EFL Reading Skills. *Arab World English Journal*, 11(2), 311–322. <https://doi.org/10.24093/awej/vol11no2.22>

- Peralta Jimenez, L. (2019, July). Developing Speaking Skills Through Communicative. Universidad Santo Tomas. <http://hdl.handle.net/11634/17616>
- Perez Perez, Y. (2021, June). Mobile-assisted Language Learning (MALL) for EFL rural learners: development of oral production through the use of non-authentic sources. Universidad Santo Tomas. <http://hdl.handle.net/11634/34636>
- Pinos-Ortiz, M. A., & Orbe-Guaraca, M. P. (2018). The effects of the TPRS Method on the Students' English Vocabulary Acquisition. *Dominio de Las Ciencias*, 4(3), 1–115. <https://doi.org/10.23857/dc.v4i3.809>
- Rabail Alam, T. G. M. (2019b). Comparative Analysis Between Pre-test/Post-test Model and Post-test-only Model in Achieving the Learning Outcomes. *Pakistan Journal of Ophthalmology*, 35(1), 4–8. <https://doi.org/10.36351/pjo.v35i1.855>
- Romero Villamil, L. (2020, May). Implementation of imagery as a learning strategy to promote writing. Universidad Santo Tomas. <http://hdl.handle.net/11634/34197>
- Saldaña, J. (2016). *The coding manual for qualitative researchers*. <https://lib.ugent.be/nl/catalog/rug01:002034125>
- Sampieri, R. H., Collado, C. F., Lucio, P. B., Valencia, S. M., & Torres, C. P. M. (2014). Metodología de la investigación.
- Srinivas Rao, P. (2019). The Role Of English As a Global Language. *Research Journal Of English (Rjoe)*. [https://Www.Researchgate.Net/Publication/334282978\\_The\\_Role\\_Of\\_English\\_As\\_A\\_Global\\_Language](https://Www.Researchgate.Net/Publication/334282978_The_Role_Of_English_As_A_Global_Language)
- Tamayo, M. T. Y. (2001). *El Proceso De La Investigación Científica*. Editorial Limusa.

Winstead, S. (2022, March 9). eLearning and Virtual Learning – Learn the Differences Between These Two Styles and Which is The Right Choice for You. My eLearning World. Retrieved April 11, 2022, from <https://myelearningworld.com/elearning-vs-virtual-learning/Ahmed>

# Annexes

## Annex # 1 – Pre-test

**BEGINNERS – DIAGNOSIS TEST**  
**NAME:**

**DATE:**

### 1. Vocabulary Section

**ACTIONS:**



### APPEARANCE



### DAILY ROUTINE



**BEGINNERS – DIAGNOSIS TEST**

NAME:

DATE:

**2. Write The Questions For These Answers:**

a. \_\_\_\_\_ ?

My name is Jackie Smith

b. \_\_\_\_\_ ?

I'm from Seattle.

c. \_\_\_\_\_ ?

My favorite class is English.

d. \_\_\_\_\_ ?

No, my teacher isn't American.

e. \_\_\_\_\_ ?

My best friend is Kiara.

**3. Reading Section**

Read the following text and answer the questions. Write complete answers.

**AT THE PARK**

Ben is at the park. His dog, Sam, is at the park, too. Ben rides his bike and plays with Sam.

Then he goes to the pond to see the ducks. He thinks they are so cute and funny!



a. Where is Ben? \_\_\_\_\_

b. Who is with Sam? \_\_\_\_\_

c. What is the name of his dog? \_\_\_\_\_

d. What does he ride? \_\_\_\_\_

e. What animals does he see? \_\_\_\_\_

f. What are the ducks like? \_\_\_\_\_

## Annex # 2 – Lesson Plan # 1

### Teaching English to Children using TPRS Method

#### Lesson Plan # 1 Daily Routine

Date: 17-05-23

**Objective:** By the end of the lesson, students will be able to understand and use basic vocabulary and expressions related to daily activities and routines in English.

#### Materials:

- Flashcards with pictures representing daily activities (e.g., brushing teeth, eating breakfast, going to school, etc.)
- PPT Presentation of a short story about John's daily routine.

#### Procedure:

##### **Warm-up (10 minutes):**

I greet the students and review previously learned vocabulary.

Play a quick game of Simon Says, using actions related to daily activities, to activate their prior knowledge and engage them in the topic.

##### **Presentation (30 minutes):**

1. I Show the flashcards one by one and elicit the English vocabulary from the students. I use gestures and facial expressions to help with comprehension.
2. I repeat the vocabulary several times, emphasizing pronunciation and encouraging students to repeat after me. If it is necessary, I will translate some sentences.

##### **Storytelling (20 minutes):**

1. I tell a short, simple story using the target vocabulary and sentences. I use visual aids and gestures to support understanding.
2. As I tell the story, I pause and ask questions in English to check comprehension. I encourage students to respond with one-word answers or short phrases. If it is necessary, I will translate some verbs and vocabulary.

##### **Story Retelling (20 minutes):**

1. I give students the set of flashcards and I send them some sentences.
2. Then, I have the students take turns retelling the story to their partners using the flashcards and sentences prompts.

3. I encourage them to use the target vocabulary and sentences.

**Personalization Activity (30 minutes):**

1. I have students create their own mini-stories or dialogues using the target vocabulary and sentences. They can use the flashcards as visual aids.
2. I allow time for students to practice their dialogues.
3. I select a few students to present their dialogues to the class, providing positive feedback and support.

**Review and Wrap-up (10 minutes):**

1. I review the vocabulary and target phrases with whole class. The guessing game will be used as a quick review.
2. I summarize the lesson by highlighting key vocabulary and encouraging students to use the target language in their daily lives.

**Annex :  
Storytelling**

There is a boy named John. Every morning, John wakes up early to the sound of his alarm clock. He stretches his arms and yawns before getting out of bed.

First, John goes to the bathroom to wash his face. Next, John goes to the kitchen to have breakfast. His mom prepared a delicious meal for him. After breakfast, John gets dressed; he wears his school uniform, then he brushes his teeth. Next, he walks to school with his friends.

At school, John attends his classes and learns different subjects like math, science, and English. He loves English class because he enjoys learning new words and practicing his speaking skills. The teacher uses fun games and activities to make the lessons easier.

During recess, John plays with his friends in the schoolyard. Then, he has lunch.

When the school day ended, John walks back home, after he gets home, he does his homework.

In the evening, John has dinner with his family. After dinner, John spends some time playing the guitar.

Finally, before going to bed. John takes a warm shower, puts on his pajamas, and his mom reads him a bedtime story.

John's daily routine continued, full of adventures, learning, and the love of family and friends.

**Questions:**

1. What is the name of the boy?
2. What does he do before getting out of bed?
3. Where did he go to brush his teeth?

4. Who prepared his breakfast?
5. How does he go to school?
6. What's his favorite subject?
7. What does John do when he gets home?
8. What instrument does John play?
9. Who reads him a bedtime story?

## Annex # 3 – Journal # 2



<p><b>TEACHER – RESEARCHER'S NAME: ROXANA THERAN PERALTA</b>  <b>JOURNAL #_2_</b>  Grade / level / Group: A1</p>
<p><b>Teaching English to Children using TPRS Method</b>  <b>Lesson # 2: Describing myself.</b>  <b>Date: 24-05-23</b></p> <p><b>Objective:</b> By the end of the lesson, students will be able to describe themselves.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Pictionary of adjectives to describe people.</li> <li>• Power point presentation telling the story through images.</li> <li>• Hangman Game: <a href="https://acortar.link/F4lkrC">https://acortar.link/F4lkrC</a></li> </ul> <p><b>Procedure:</b></p> <p><b>Warm-up (10 min):</b> I Show pictures of people, animals or objects and have students describe them using simple adjectives.</p> <p><b>Presentation (30 min)</b></p> <ol style="list-style-type: none"> <li>1. I Show the Pictionary of the adjectives in order to provide students the pre-reading vocabulary. I also use gestures and facial expressions to help with comprehension if it is needed.</li> <li>2. I repeat the vocabulary several times, emphasizing pronunciation and encouraging students to repeat after me. If it is necessary, I will translate some sentences.</li> </ol> <p><b>Storytelling (20 minutes):</b></p> <ol style="list-style-type: none"> <li>1. I tell a short, simple story using descriptive language and the target vocabulary. I use visual aids and gestures to support understanding.</li> <li>2. As I read, I ask questions about the story. I encourage students to respond with one-word answers or short phrases. If it is necessary, I will translate some verbs and vocabulary.</li> </ol> <p><b>Comprehension check:</b> I Ask questions about the story and have students respond using adjectives.</p> <p><b>Story Retelling (20 minutes):</b></p> <ol style="list-style-type: none"> <li>1. I give students the set of flashcards and I send them some sentences.</li> <li>2. Then, I have the students take turns retelling the story to their partners using the flashcards and sentences prompts.</li> <li>3. I encourage them to use the target vocabulary and sentences.</li> </ol> <p><b>Personalization Activity (30 minutes):</b></p> <p><b>Practice:</b> Students will create, write and read a short story in which they describe themselves and their best friend using the target vocabulary.</p> <p><b>Review and Wrap-up (10 minutes):</b></p> <p><b>Wrap-up:</b> Review the adjectives learned through the hangman game and encourage students to use descriptive language in everyday conversations.</p> <p><b>Annex:</b></p> <p><b>Storytelling:</b>  My name is Mia. I am always <b>lonely</b>. I meet people every day. I <b>smile</b> at them. I say hello. I</p>

am **nice** to them. But I have no friends. What is wrong with me? I am **polite**. I am **friendly**. I am nice. I am **kind**. Why don't people like me? All I want is one friend. I always see people with their friends. They **laugh** with each other. They **have fun** with each other. What about me? I am lonely. I go to the movies **alone**. I go to the park **by myself**.

I love cats, I have a cat. Its name is Lucky, it is **cute, shy**, it is my company, it is **small, round** and white with brown spots. He is my friend.

I told my mother that I am lonely. She said it is **my fault**. "Why?" I asked. She said, "Because you never ask anyone to **be with you**." My mom is right. I never ask people to be with me. I am **afraid** they will say no.

**Questions:**

1. What's the name of the girl?
2. How is Mia's personality?
3. Does she have friends?
4. Who does she go to the movies and the park with?
5. Does she have a pet?
6. What is its name?
7. What does it look like?
8. What is she afraid of?

**Incidents observed**

The class was developed based on the proposed lesson plan. At the beginning of this class, the students were very nervous, the students showed insecurities and fear of participating. In the stage of retelling the story, these feelings are evident, since when asking who wanted to read first, there was silence and no one raised their hand, no one wanted to be the first.

Then, I chose a student and encouraged and reassured her to start reading. During reading, the difficulties made known at the beginning by both parents and students became evident. Here, I observed the weaknesses they had in pronunciation and remembering or understanding the given vocabulary so that they could understand the reading.

Each student was able to read three lines of the story, showing exactly the difficulties of each one. One student read the words exactly as they were written, another student read exaggerating the pronunciation and sounds that did not correspond to the written word, something that caught my attention was that one student read well the words that were already familiar to her, for example: go, park, love, cats, mom, etc.

Regarding the reading comprehension stage, it was expected that they would present weakness in understanding the text before the translation, once the translation was done and the questions were asked, one student correctly answered 4 questions out of 8 that were asked.

Note: translation was used according to the TPRS method recommendation for initial stages.

**Annex # 4 – Lesson Plan # 2****Teaching English to Children using TPRS Method****Lesson # 2: Describing myself.****Date: 24-05-23****Objective:** By the end of the lesson, students will be able to describe themselves.**Materials:**

- Pictionary of adjectives to describe people.
- Power point presentation telling the story through images.
- Hangman Game: <https://acortar.link/F4lkrC>

**Procedure:**

**Warm-up (10 min):** I Show pictures of people, animals or objects and have students describe them using simple adjectives.

**Presentation (30 min)**

1. I Show the Pictionary of the adjectives in order to provide students the pre-reading vocabulary. I also use gestures and facial expressions to help with comprehension if it is needed.
2. I repeat the vocabulary several times, emphasizing pronunciation and encouraging students to repeat after me. If it is necessary, I will translate some sentences.

**Storytelling (20 minutes):**

1. I tell a short, simple story using descriptive language and the target vocabulary. I use visual aids and gestures to support understanding.
2. As I read, I ask questions about the story. I encourage students to respond with one-word answers or short phrases. If it is necessary, I will translate some verbs and vocabulary.

**Comprehension check:** I Ask questions about the story and have students respond using adjectives.

**Story Retelling (20 minutes):**

1. I give students the set of flashcards and I send them some sentences.
2. Then, I have the students take turns retelling the story to their partners using the flashcards and sentences prompts.
3. I encourage them to use the target vocabulary and sentences.

**Personalization Activity (30 minutes):**

**Practice:** Students will create, write and read a short story in which they describe themselves and their best friend using the target vocabulary.

**Review and Wrap-up (10 minutes):**

**Wrap-up:** Review the adjectives learned through the hangman game and encourage students to use descriptive language in everyday conversations.

**Annex: Storytelling: "No friend for me"**

My name is Mia. I am always **lonely**. I meet people every day. I **smile** at them. I say hello. I am **nice** to them. But I have no friends. What is wrong with me? I am **polite**. I am **friendly**. I am nice. I am **kind**. Why don't people like me? All I want is one friend. I always see people with their friends. They **laugh** with each other. They **have fun** with each other. What about me? I am lonely. I go to the movies **alone**. I go to the park **by myself**.

I love cats, I have a cat. Its name is Lucky, it is **cute, shy**, it is my company, it is **small, round** and white with brown spots. He is my friend.

I told my mother that I am lonely. She said it is **my fault**. "Why?" I asked. She said, "Because you never ask anyone to **be with you**." My mom is right. I never ask people to be with me. I am **afraid** they will say no.

### Questions:

1. What's the name of the girl?
2. How is Mia's personality?
3. Does she have friends?
4. Who does she go to the movies and the park with?
5. Does she have a pet?
6. What is its name?
7. What does it look like?
8. What is she afraid of?

**Annex # 5 – Lesson Plan # 4****Teaching English to Children using TPRS Method****Lesson # 4: Talking about Hobbies and Interests****Date: 07-06-23**

**Objective:** Introduce vocabulary related to hobbies and interests and practice discussing them.

**Materials:**

- Pictionary – new vocabulary for the reading
- Power point presentation telling the story through images.
- Memory – Matching game – Hobbies.

**Procedure:**

**Warm-up (10 min):** I Show pictures of different hobbies and have students identify and name them.

**Presentation (30 min):**

1. I Show the Pictionary of the pre-reading vocabulary. I also use gestures and facial expressions to help with comprehension if it is needed.
2. I repeat the vocabulary several times, emphasizing pronunciation and encouraging students to repeat after me. If it is necessary, I will translate some sentences.

**Storytelling: (20 min)**

Students read the story one by one. I use visual aids and gestures to support understanding.

**Comprehension check:** I Ask questions about the story and have students respond using the vocabulary related to hobbies.

**Tick T (true) or F (false).**

Lara's hobby is math.    **T**    **F**  
 Playing football is Robert's hobby.    **T**    **F**  
 Lara is good at art.    **T**    **F**  
 Robert is 15 years old.    **T**    **F**  
 Tom is good at literature.    **T**    **F**

**Story Retelling (20 minutes):**

1. I give students the set of flashcards and I send them some sentences.
2. Then, I have the students take turns retelling the story to their partners using the flashcards and sentences prompts.
3. I encourage them to use the target vocabulary and sentences.

**Personalization Activity (30 minutes):**

**Practice:** Students write about their hobbies and interests using the new vocabulary, and then they share with classmates.

**Review and Wrap-up (10 minutes):**

**Wrap-up:** Students play a Memory – matching game about the new vocabulary.

**Annex: My hobby**

Many pupils of our school have interesting hobbies.

Lara is 11 years old. She likes writing poems and painting pictures.

Tom is 15 years old and he has very interesting hobbies. He likes dancing, designing Internet sites and playing piano.

Robert is almost 13 years old. His hobbies are playing football and reading detective stories.

Our pupils do many interesting things and they are very busy.

They also love different subjects.

Tom is the best pupil at math.

Lara is good at art and literature.

Robert is one of the best pupils at PE.

Their hobbies help them study well too.

**References:**

English Exercises.org

<https://www.englishexercises.org/makeagame/viewgame.asp?id=6696#a>

**Annex # 6 – Lesson Plan # 10****Teaching English to Children using TPRS Method****Lesson # 10 – Story “Just one more pet”****Date:** 23-08-23**Objective:** Reading comprehension.**Materials:**

- Book “Just one more pet”
- PPT – Pictionary

**Procedure:**

**Warm-up (10 min):** The teacher and the students talk about pets, the teacher asks them if they have pets or if they have ever had one, which pet do they prefer, cats or dogs or something else?

**Presentation (30 min):**

1. Shows the PPT pictionary of the necessary vocabulary for the story.
2. I repeat the vocabulary several times, emphasizing pronunciation and encouraging students to repeat after me. If it is necessary, I will translate some sentences.

**Storytelling: (20 min):** Teacher and students read the book “Just one more pet”.

As I tell the story, I pause and ask questions in English to check comprehension. I encourage students to respond with one-word answers or short phrases. If it is necessary, I will translate some verbs and vocabulary

**Comprehension check:** The teacher asks questions about the story and students respond showing comprehension.

**Questions:**

1. **What did little Clitter find?**
2. **What did the doggy do?**
3. **What are the child's pets?**
4. **Was the little doggy scared?**
5. **Where the little doggy sleep?**
6. **What happened to the doggy?**
7. **What did little Clitter did?**
8. **Who came to Clitter's house?**
9. **Was the dog male or female?**
10. **How many puppies did the dog have?**

**Story Retelling (20 minutes):**

1. I give students the set of flashcards and I send them some sentences.
2. Then, I have the students take turns retelling the story to their partners using the flashcards and sentences prompts.
3. I encourage them to use the target vocabulary and sentences.

**Personalization Activity (30 minutes):**

**Practice:** Students write and talk about their pets. What pet do they have? What is its name? is it a male or female? How old is it? They try to write it as a short story.

**Review and Wrap-up (10 minutes):**

**Wrap-up:** Students check the vocabulary with a Pictionary game.

## Annex # 7 – Journal # 10



<p><b>TEACHER - RESEARCHER'S NAME: ROXANA THERAN PERALTA</b>  <b>JOURNAL #_10_</b>  Grade / level / Group: A1</p>
<p><b>Teaching English to Children using TPRS Method</b>  <b>Lesson # 10 – Story “Just one more pet”</b>  <b>Date: 23-08-23</b>  <b>Objective:</b> Reading comprehension.  <b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Book “Just one more pet”</li> <li>• PPT – Pictionary</li> </ul> <p><b>Procedure:</b>  <b>Warm-up (10 min):</b> The teacher and the students talk about pets, the teacher asks them if they have pets or if they have ever had one, which pet do they prefer, cats or dogs or something else?  <b>Presentation (30 min):</b></p> <ol style="list-style-type: none"> <li>1. Shows the PPT pictionary of the necessary vocabulary for the story.</li> <li>2. I repeat the vocabulary several times, emphasizing pronunciation and encouraging students to repeat after me. If it is necessary, I will translate some sentences.</li> </ol> <p><b>Storytelling: (20 min):</b> Teacher and students read the book “Just one more pet”. As I tell the story, I pause and ask questions in English to check comprehension. I encourage students to respond with one-word answers or short phrases. If it is necessary, I will translate some verbs and vocabulary  <b>Comprehension check:</b> The teacher asks questions about the story and students respond showing comprehension.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>What did little Clitter find?</b></li> <li>2. <b>What did the doggy do?</b></li> <li>3. <b>What are the child's pets?</b></li> <li>4. <b>Was the little doggy scared?</b></li> <li>5. <b>Where the little doggy sleep?</b></li> <li>6. <b>What happened to the doggy?</b></li> <li>7. <b>What did little Clitter did?</b></li> <li>8. <b>Who came to Clitter's house?</b></li> <li>9. <b>Was the dog male or female?</b></li> <li>10. <b>How many puppies did the dog have?</b></li> </ol> <p><b>Story Retelling (20 minutes):</b></p> <ol style="list-style-type: none"> <li>1. I give students the set of flashcards and I send them some sentences.</li> <li>2. Then, I have the students take turns retelling the story to their partners using the flashcards and sentences prompts.</li> <li>3. I encourage them to use the target vocabulary and sentences.</li> </ol> <p><b>Personalization Activity (30 minutes):</b></p>

**Practice:** Students write and talk about their pets. What pet do they have? What is its name? Is it a male or female? How old is it? They try to write it as a short story.

**Review and Wrap-up (10 minutes):**

**Wrap-up:** Students check the vocabulary with a Pictionary game.

#### *Incidents observed*

In this last class they were very enthusiastic and very interested mainly because of the story they read, they liked it very much, this is a book with many images and it is a story that any child of their age can live.

In this class, they all wanted to read, in fact they discussed among themselves because they wanted to participate more, they all had the opportunity to read several times since the story was a little longer than the previous ones and it caught their attention.

Their progress in pronunciation and fluency is noticeable; the vocabulary is appropriate and familiar to them, according to what they have learned, so the reading was enjoyable, fun and entertaining for them. There was very little new vocabulary for them, some new words are: tie up, bark, scared, cry, dig up, etc.

#### *Reflections*

In this last class I am very happy to see how much progress they have made, comparing how they arrived in class # 1, they arrived with lack of vocabulary, difficulties to understand instructions, to understand the texts, difficulties to read, to answer a question, to write a sentence, etc., and now I see that they can read a simple text, they are able to ask simple questions, they made progress in writing and can write well-structured sentences, it is satisfying and rewarding that could be achieved thanks to the strategies implemented by the TPRS method.

Thanks to the main stages of this method such as stage 1 in which the new vocabulary is introduced and the meaning is established, the second main stage is to retell the story and do the comprehension check and the third stage is to retell the story by themselves, this is important because this is where they read and can practice pronunciation, improve fluency and remember the new vocabulary.

So, I can say that these TPRS techniques are suitable for children of these ages because the implementation of storytelling that is appealing to them generates interest, enthusiasm, motivation and these emotions and feelings are key to achieve meaningful learning.

## Annex # 8 - Book "Just one more pet"

# JUST ONE MORE PET

BY MERCER MAYER

*For Sidney,  
a sweetie pie!*



**HARPER FESTIVAL**

*An Imprint of HarperCollinsPublishers*

Copyright © 2013 Mercer Mayer. All rights reserved. LITTLE CRITTER, MERCER MAYER'S LITTLE CRITTER, and MERCER MAYER'S LITTLE CRITTER and logo are registered trademarks of Orchard House Licensing Company.

Manufactured in China.

For information address HarperCollins Children's Books, a division of HarperCollins Publishers, 195 Broadway, New York, NY 10007.

Library of Congress catalog card number: 2012948582

ISBN 978-0-06-147807-9

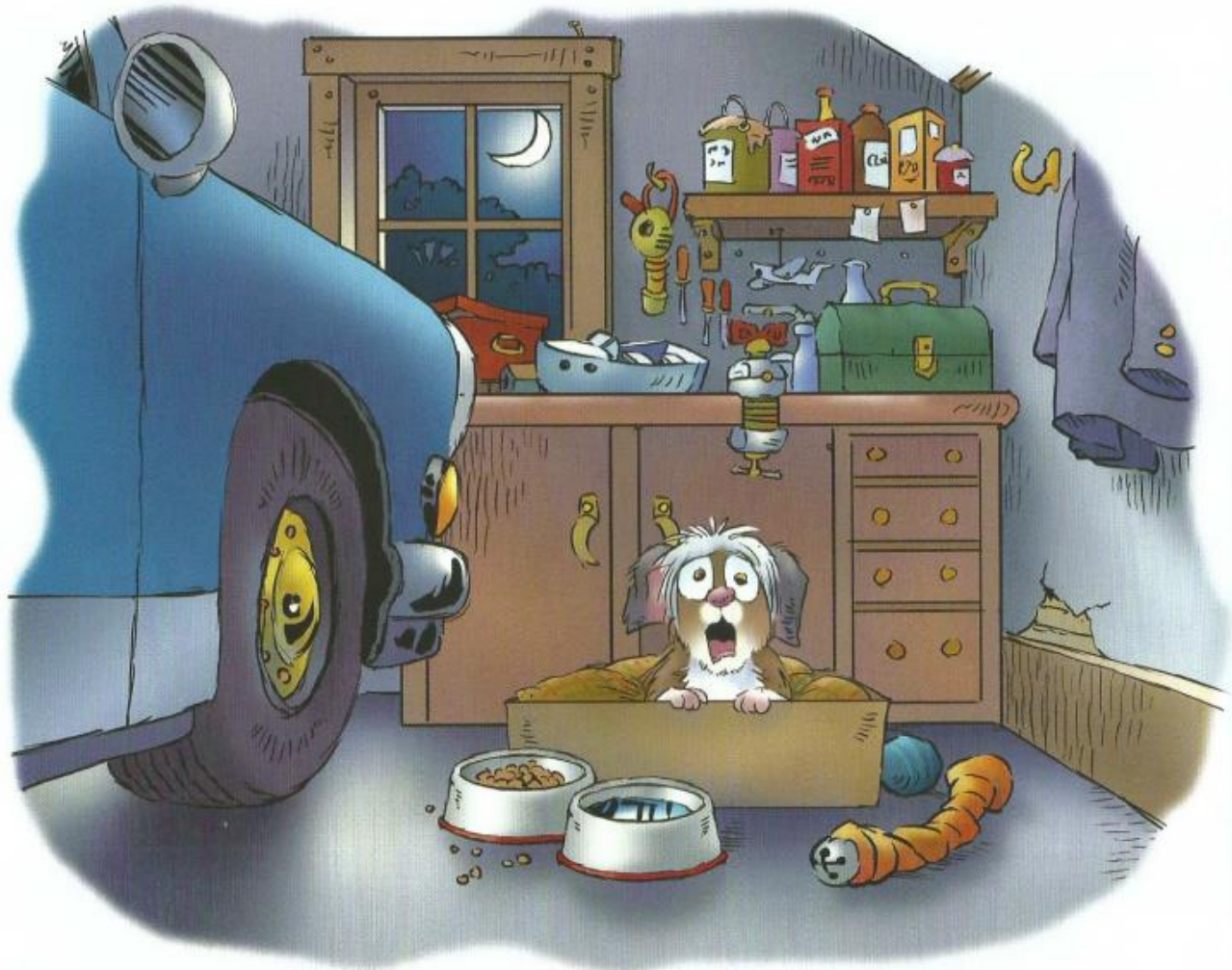
18 19 20 SCP 14 13 12 ♦ First Edition



A Big Tuna Trading Company, LLC/J.R. Sansevere Book  
www.harpercollinschildrens.com www.littlecritter.com



I gave him a bath. He liked that.



We made a bed in our garage, but the doggy barked. He was lonely. He was sad.

I took my bath. I could hear the doggy cry.

## Annex # 9 – Post-test results

### Post-test Results

#### Student 1 –

##### EXERCISE SHEET

Daniel Santos (Beginners) sent an exercise to your mail box  
Reading Comprehension  
Wed, 09/13/2023



2. Answer the questions. Please keep in mind punctuation and capitalization.

1. How old is Mary?

She is nine years old.

2. What time does she get up?

She gets up at half past six.

3. What does she have for breakfast?

She has a burger and a cup of tea.

4. How many lessons does she have?

She has five or six lessons.

5. What time does she get home?

She gets home at two o'clock.

6. When does she usually read books?

She usually reads a book after dinner.

7. What time does she go to bed?

She goes to bed at nine o'clock.

## Student 2 –

## EXERCISE

Salomé Pertuz (Beginners) sent an exercise to your mail box  
Reading Comprehension  
Wed, 06/11/2023



2. Answer the questions. Please keep in mind punctuation and capitalization.

1. How old is Mary?

Mary is nine years old

2. What time does she get up?

She gets up at half past six

3. What does she have for breakfast?

She has a burger and a cup of tea

4. How many lessons does she have?

She has five or six lessons

5. What time does she get home?

She gets home at two o' clock

6. When does she usually read books?

She usually reads books after dinner

7. What time does she go to bed?

She goes to bed at nine o' clock

**Student 3 –****EXERCISE 501**

María Salomé (Beginners) sent an exercise to your mail box

Reading Comprehension

Wed, 09/13/2023



2. Answer the questions. Please keep in mind punctuation and capitalization.

1. How old is Mary?

She is nine years old.

2. What time does she get up?

She gets up at half past six.

3. What does she have for breakfast?

She has a burger and a cup of tea.

4. How many lessons does she have?

She has five or six lessons.

5. What time does she get home?

she gets home at two o'clock.

6. When does she usually read books?

She usually reads books after dinner

7. What time does she go to bed?

She goes to bed at nine o'clock.

## Student # 4

## EXERCISE SENT

Antonella Castro (Beginners) sent an exercise to your mail box

Reading Comprehension

Wed, 09/13/2023



2. Answer the questions. Please keep in mind punctuation and capitalization.

1. How old is Mary?

She is nine years old.

2. What time does she get up?

She usually gets up at half past six.

3. What does she have for breakfast?

She usually has a burger and a cup of tea.

4. How many lessons does she have?

Mary has five or six lessons.

5. What time does she get home?

Mary gets home at two o'clock.

6. When does she usually read books?

She usually reads books after dinner.

7. What time does she go to bed?

She goes to bed at nine o'clock.

## Annex # 10 – Online Survey



### Encuesta

Después de haber culminado el curso remedial de inglés, en el cual se impartieron 10 clases bajo el método TPRS (Teaching Proficiency through Reading and Storytelling) con una duración de 2 horas aproximadamente cada clase, con el fin de fortalecer las habilidades de lectura y escritura en inglés. Por tal razón, solicito por favor contestar la siguiente encuesta (7 preguntas):

\*He leído y aceptado el consentimiento informado recibido previamente\*: \*

- Sí
- No

1. Durante el curso remedial de inglés crees que tu actitud, interés y esfuerzo hacia el aprendizaje de la lengua inglesa fue: \*

			
EXCELENTE	BUENA	REGULAR	MALA

Elige



2. ¿Qué tan motivado te sientes para continuar aprendiendo inglés? \*

			
MUY MOTIVADO	ALGO MOTIVADO	UN POCO MOTIVADO	MUY POCO MOTIVADO

- MUY MOTIVADO
- ALGO MOTIVADO
- UN POCO MOTIVADO
- MUY POCO MOTIVADO

3. Piensa en cómo te sentías al comenzar el curso remedial, ¿Cómo te sientes ahora cuando lees? \*

			
MUCHO MÁS SEGURO	MÁS SEGURO	ALGO INSEGURO	MUY INSEGURO



- MUCHO MÁS SEGURO
- MÁS SEGURO
- ALGO SEGURO
- MUY INSEGURO

4. ¿Cómo te sientes ahora en el momento de pedir información en inglés? \*

			
MUCHO MÁS SEGURO	MÁS SEGURO	ALGO INSEGURO	MUY INSEGURO



- MUCHO MÁS SEGURO
- MÁS SEGURO
- ALGO INSEGURO
- MUY INSEGURO

5. ¿Crees que el vocabulario aprendido durante las sesiones del curso remedial \* te permite entender mejor las instrucciones en inglés dadas por tú profesor en tu colegio?

	
SI	NO



- SI
- NO

6. ¿Crees que el vocabulario aprendido durante las sesiones del curso remedial \* te permite realizar mejor las instrucciones dadas en inglés en las clases de tu colegio?

	
SI	NO

- Sí
- No

7. ¿Luego del curso remedial te sientes capaz de responder preguntas sencillas \* en inglés realizadas por tu profesor en el colegio?

 SI	 NO
---	---

Sí

No

Enviar

Borrar formulario