UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS, Y TECNOLOGÍAS

CARRERA DE IDIOMAS

TITLE OF RESEARCH WORK

"DESCRIPTION OF THE USE OF TPRS (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING) METHOD, IN THE DEVELOPMENT OF THE CLASSROOM ORAL INTERACTION AT SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA "NUEVO MUNDO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"

AUTHOR:

Carlos Alexis Vega Valdivieso

TUTOR

Mgs. Miguel Paredes Amoroso

ACADEMIC YEAR

2019

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER

COMMITTEE MEMBERS CERTIFICATE

TITLE OF RESEARCH WORK: "DESCRIPTION OF THE USE OF TPRS (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING) METHOD, IN THE DEVELOPMENT OF THE CLASSROOM ORAL INTERACTION AT SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA NUEVO MUNDO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"

Work presented as requirement for obtaining the Bachelor's degree of "Licenciatura en Ciencias de la Educación, Profesor de Idiomas Inglés". It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

Mgs. Mónica Cadena
COMMITTEE PRESIDENT

Mgs. Mónica Torres
COMMITTEE MEMBER

Mgs. Daisy Fierro
COMMITTEE MEMBER
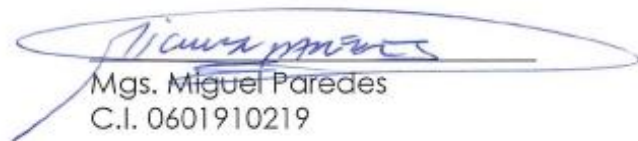
Mgs. Miguel Paredes
TUTOR

CERTIFICATE OF THESIS TUTOR

Mgs. Miguel Fernando Paredes Amoroso, profesor of the Facultad d Ciencias de la Educaión, Humanas y Tecnologías at Universidad Nacional de Chimborazo; in my capacity of thesis director of this research work presented by Carlos Alexis Vega Valdivieso, prior to obtain the degree of "Licenciado en Ciencias de la Educación, Profesor de Idiomas; inglés" whose theme is:

"DESCRIPTION OF THE USE OF TPRS (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING) METHOD, IN THE DEVELOPMENT OF THE CLASSROOM ORAL INTERACTION AT SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA NUEVO MUNDO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019",

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 22 de mayo del 2019

Mgs. Miguel Paredes
C.I. 0601910219

iii

CERTIFICACIÓN

Que, **VEGA VALDIVIESO CARLOS ALEXIS** con CC: **1720451812**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"DESCRIPTION OF THE USE OF TPRS (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING) METHOD, IN THE DEVELOPMENT OF THE CLASSROOM ORAL INTERACTION AT SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA NUEVO MUNDO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"**, que corresponde al dominio científico **DESARROLLO SOCIOECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANA** y alineado a la línea de investigación **EDUCACIÓN SUPERIOR Y FORMACIÓN PROFESIONAL**, cumple con el 09%, reportado en el sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 22 de Mayo del 2019

Mgs. Miguel Paredes
TUTOR

iv

THESIS AUTHORSHIP

The content of this research is under the responsibility of the author Carlos Alexis Vega Valdivieso, student of the Language Career, with the following theme:

"DESCRIPTION OF THE USE OF TPRS (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING) METHOD, IN THE DEVELOPMENT OF THE CLASSROOM ORAL INTERACTION AT SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA NUEVO MUNDO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"

The contents, thoughts, analysis and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba, Abril, 2019

Carlos Alexis Vega Valdivieso
C.I: 1720451812

DEDICATORY

To my mother Gloria Vega, who has always supported me all along my career, she has given me peace, love and never left me alone. To my brothers for their advices and support. Finally, to my new family Tania and my son, they are my motivation to struggle for a better future for all of us.

Carlos Alexis Vega Valdivieso

ACKNOWLEDGEMENTS

To my thesis tutor Mgs. Miguel Paredes, all the teachers at Languages School, my friends and classmates for their help and support in each stage of the profession. Thanks to the Séptimo Año de Educación General Básica at "Unidad Educativa Nuevo Mundo" from the city of Riobamba, for the support and motivation provided along the investigation.

Carlos Alexis Vega Valdivieso

INDEX

RESUMEN

Esta investigación tuvo como objetivo describir cómo se usa el método TPRS para el desarrollo de la interacción oral dentro del aula. El estudio se aplicó en el Séptimo Año de Educación General Básica en Unidad Educativa Nuevo, ubicada en la ciudad de Riobamba, provincia de Chimborazo, durante el año lectivo 2018-2019. El estudio fue planteado debido a que, después de algunas observaciones, se observó que los estudiantes que participaron en la investigación tenían problemas para interactuar oralmente en clase utilizando el idioma objeto; a pesar de que el método TPRS se estaba utilizando para ayudar a los estudiantes a desarrollar sus habilidades comunicativas. El método etnográfico y la técnica de observación se utilizaron para recopilar la información necesaria para analizar, describir y comprender el problema de la investigación. La guía de observación se desarrolló teniendo en cuenta los fundamentos teóricos propuestos por Blaine (1990) presentados en el marco teórico. Los resultados reflejaron que factores tales como activación de conocimientos previos, evaluación de las instrucciones, retroalimentación, refuerzo, entre otros; presentaron algunos desaciertos pedagógicas que afectaron el desarrollo correcto de las actividades basadas en TPRS desde el principio.

Palabras clave: <Enseñanza de Competencias> <Lectura y Narración de cuentos> <Interacción oral> <Desempeño docente>.

ABSTRACT

This research aimed to describe how the TPRS method is used in the development of the classroom oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo, located in the city of Riobamba, Chimborazo Province, along the schoolyear 2018-2019. The study was proposed since after some observations, it was noticed that the students who participated in the investigation had problems to orally interact in class using the target language; even though, the TPRS method was being used to help students develop their communication abilities. The ethnographic method and the observation technique were used to collect the necessary information to analyze, describe and understand the research problem. The observation guide was developed bearing in mind the theoretical foundations proposed by Blaine (1990) presented in the theoretical framework. The results reflected that factors such as elicitation, instructions-evaluation, feedback, reinforcement presented some pedagogical inaccuracies which affected the correct development of the TPRS based-activities from the very beginning.

Keywords: <Competency Teaching> <Reading and Storytelling> <Oral interaction> <Teaching performance>.

Mgs: Mónica Cadena
DIRECTORA DE LA CARRERA DE IDIOMAS

INTRODUCTION

Teaching English to EFL students has being always a challenge since it demands to teach constantly adapting and combining different methodologies to the students' needs. Davis (2011) states that in EFL context the most recurrent problem is the persistent use of the mother tongue (L1) in English classes. In consequence, their communication abilities using the target language are hardly ever developed.

Blaine (1990), for facing the lack of meaningful oral interaction within the classroom suggests the use of the Teaching Proficiency through Reading and Storytelling method (TPRS). This method is based on the idea that the brain needs an enormous amount of Comprehensible Input in the target language. It means that as much input the students receive as better they will acquire the language. The regular use of the most common words and phrases in stories, conversations and other activities make students be able to understand everything because they get accustomed to a specific set of words which unconsciously become part of their knowledge.

Numpaque & Rojas (2010) assert that oral production is a factor that usually makes students drop out or fail English language programs. The difficulties that students have to orally interact with their teachers and mates make them feel frustrated and unable to acquire the language. In this regard, the same authors affirm that TPRS is an appealing, suitable and powerful alternative to deal with the problem.

In the national context, the students' oral interaction problems are even more marked. A study done by the "EF English Proficiency Index" ranks to Ecuador in the 65 place of 88 countries evaluated. The level assigned to the country is "low". Izquierdo (2015) sustains that the principal reasons are because in Ecuador the teaching and learning process is based on the grammar approach, Spanish is overused and the final goal at the end of the academic period is to complete the workbook rather than to help students be able to communicate using the target language.This fact was evidenced at Unidad Educativa Nuevo Mundo. After some observations at Séptimo Año de Educación General Básica; it was noticed that communication was difficult by using English. Probably, it happens because of the overuse of the mother tongue, traditional methodologies and uninteresting activities.

It is broadly known that the teacher and students interaction using English is obstructed by the overuse of Spanish. Galindo (2011) shares this approach and affirms

that the overuse of students' mother tongue slow down their English learning process. In addition, Stanley (2008) claims that translating word by word from one language to another impede the assimilation of the foreign language grammar. In this regard, it is stated that the use of TPRS provides lots of opportunities for students to interact in class and reduce the necessity of using their mother tongue. For that reason, the use of this method in the development of the oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo Mundo, in the city of Riobamba, Chimborazo Province, was analyzed.

To accomplish this target, some observations were carried out in order to identify how the TPRS method is used in oral interaction activities. Furthermore, to determine how well the process was being done and how to improve the oral interaction between teacher and students. Since the study fits into the qualitative approach and the English-Teaching-Methodology area, the method used was the ethnographic.

For a good understanding and organization the study was divided into four chapters which systematically present the research process:

Chapter I.- The problem statement, objectives and justification of the problem are presented here; furthermore, it is explained the significance and the final target of the study.

Chapter II. - The theoretical information that scientifically supports the research are covered in this chapter, this theory was used for the analysis, discussion and interpretation of the results.

Chapter III. - The design, type and level of the research and the methodology and techniques used in the data collection, analysis and interpretation process are presented here.

Chapter IV. - The most important findings of the research are communicated in this chapter.

Chapter V. – In this chapter the main conclusions and recommendation are presented.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

The students at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo Mundo have problems to orally interact in class using the target language.

1.2. PROBLEM DEFINITION

Oral interaction is one of the challenges English teachers have to deal with. Worldwide in EFL contexts students spend many years studying English. When they have to use English to communicate, they bump into many problems that break down the chain of communication; for instance, it is difficult for them to express their thoughts, structure ideas and meanings in a coherent way (Chee Keong, Yassin, & Abdulrahman, 2014). For facing the students' oral communication problems, Blaine (2008) affirms that TPR-Storytelling is a very useful method. When using this method, the language is introduced through the use of comprehensible input in well-known stories, fairy tales, and readings (Brown, 2001).

Storytelling enables students not only to be entertained but to learn the language at the same time. According to Muzammil & Andy (2017) by the means of TPRS, students are encouraged to give opinions, convey messages, give comments, and refuse other people's opinions, make questions and answer; in sum, they have the opportunity to interact using the target language. In addition, Hedstrom (2012) tells that fluency is improved by using the TPRS, since both teacher and students spend the whole class speaking in English.

In the national context, the oral interaction problems are also perceived. In a study performed by the "EF English Proficiency Index", Ecuador is ranked in the place 65 from 88 countries, stating that in the country, the English proficiency level is "low". In the same study, eight Ecuadorian cities were also evaluated; the city of Riobamba was rated in the seventh place. In the mentioned study, it is stated that students have difficulties to communicate using English. Fact that reflects the weaknesses of the

English teaching and learning process in the local and national context (EF English Proficiency Index, 2018).

Along some observations carried out at Unidad Educativa Nuevo Mundo, it was noticed that the students coursing the Séptimo Año de Educación General Básica have some problems to orally interact using English. In this research, it is stated that by the means of TPRS, this problem can be overcome.

To identify the reasons why oral communication is difficult for the population, some classes were observed to determine how well this process is performed. The method used was the ethnographic as it helps to understand the problem in its natural setting. The study fits into the English-Teaching-Methodology area and so into the qualitative approach.

1.3. PROBLEM FORMULATION

How is the TPRS method used for the development of the classroom oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo Mundo?

1.4. GUIDING QUESTIONS

- What does the teacher do before speaking activities based on the TPRS method?
- How are speaking activities carried out when using the TPRS method?
- How is the students' speaking skill evaluated?

TABLE 1. - *Question Guidelines operationalization*

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	**GUIDING**	**GENERAL**	**SPECIFIC**
Methodology	How is the TPRS method used for the development of the classroom oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo Mundo?	1. What does the teacher do before speaking activities based on the TPRS method?	To describe how the TPRS method is used in the development of the classroom oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo	1. To identify what the teacher does before speaking activities based on the TPRS method
		2. How are speaking activities carried out when using the TPRS method?		2. To analyze the speaking activities in which the TPRS method is used.
		3. How is the students' speaking skill evaluated?		3. To find out how the speaking activities are evaluated and reinforced.

Done by: Carlos Vega

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To describe how the TPRS method is used in the development of the classroom oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo.

1.5.2. SPECIFIC OBJECTIVES

1. To identify what the teacher does before speaking activities based on the TPRS method.
2. To analyze the speaking activities in which the TPRS method is used.

3. To find out how the speaking activities are evaluated and reinforced.

1.6. JUSTIFICATION

Along some observations carried out at Séptimo Año de Educación General Básica in the Unidad Educativa Nuevo Mundo, it was identified that these students have problems to orally interact in class using the target language. The teacher argued that for dealing with interaction problems the TPRS method is used.

Blaine (2008) argues that TPR-Storytelling is an effective method to deal with oral interaction problems in the foreign language teaching field since the target language is introduced through the use of comprehensible input, well-known stories, fairy tales, or readings. Brown (2001) complements saying that TPRS transforms the classroom into a dynamic environment where students are the protagonists. Muzammil & Andy (2017) and Davidheiser (2001) advocate that TPRS is a natural way to learn a foreign language that promotes active learning. These aforementioned ideals certify the usefulness of TPRS to develop oral interaction skills in English classes.

Even this method is widely recognized for its effectiveness in helping students to become communicatively competent; in the context where this study was applied, the results were not the desired. For understanding why this problem occurred, a series of observations were carried out to identify how the pre, while and post stages in the application of the TPRS method were performed. Finally, how this method should be used to foster the development of the classroom oral interaction was described.

Through the correct use of the TPRS method the students would have the opportunity to develop their communication abilities and the oral interaction dynamic within the classroom may be improved too. All these aforementioned factors justify the importance and pertinence of the study.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

By the means of a brief review in the virtual repository of the Universidad Nacional de Chimborazo, it could not be found studies directly related to the proposed. But there is a research named "THE STORYTELLING INFLUENCE AS A TEACHING STRATEGY TO INCREASE THE ENGLISH VOCABULARY, IN STUDENTS OF QUINTO AÑO DE EDUCACIÓN GENERAL BASICA AT ESCUELA DE EDUCACIÓN BASICA "11 DE NOVIEMBRE" OF RIOBAMBA CITY DURING THE ACADEMIC PERIOD 2013-2014." By Daqui and Cujano.

Internationally there are many studies that sustain the effectiveness of the TPRS method in the development of oral interaction. For building up the theoretical framework, it will be considered the principal contributions of authors such as: Lichtman, K. (2018), Muzammil, L., & Andy, A. (2017), Hedstrom, Brice (2012) and others.

2.2. THEORETICAL FUNDATIONS/BASIS

The theoretical framework in this study provides the essential scientific data to understand the research problem and the elements that are involved therein: oral interaction, TPRS method and its usage in EFL contexts.

2.2.1. TPR- STORYTELLING

Teaching Proficiency through Reading and Storytelling method (TPRS) is based on the idea that the brain needs an enormous amount of Comprehensible Input in the target language. TPRS foster the regular use of the most common words and phrases in stories, conversations and other activities to help students be able to understand everything, since they get accustomed to a specific set of words which unconsciously become part of their knowledge (Blaine, 1990).

Blaine (2008) argues that TPR-Storytelling is very effective in the foreign language teaching field due to it introduces the language through the use of

comprehensible input, well-known stories, fairy tales, or readings; activities that especially for children are very attractive. Brown (2001) complements saying that TPRS transforms the classroom into a dynamic environment where students are the protagonists, and are those who decide how and why to use the target language.

Muzammil & Andy (2017) and Davidheiser (2001) report that TPRS improves pronunciation and vocabulary memory, reduces anxiety. TPRS is a natural way to learn a foreign language that promotes active learning, and is good for different kind of students.

2.2.2. TRADITIONAL METHODS AND COMPREHENSIBLE INPUT-BASED METHODS

Dziedzic (2012) explains that there is significant difference between the use of TPRS and traditional methods. For the author traditional instruction is understood as grammar-based practices which focus on teaching grammar rules and basic vocabulary in a particular order, based on a progression from simple to complex. Teachers who supports this philosophy often manifests themselves in lessons that teach not with the language but about it (Tedick & Walker, 1994).

Comprehensible input-based methods are based on the Comprehension Hypothesis proposed by Krashen (1981), this Hypothesis has been the basis for several language teaching methods, for example the Total Physical Response by Asher (1969) and TPR Storytelling by Blaine (1990).

Blaine explains that comprehension-based methods focus on providing comprehensible input during 90% of class time. In the typical TPRS classroom, the focus is on storytelling, reading and the personalization of class topics to the members of the class. Grammar explanations are typically very short and content is narrowed to the most useful phrases and structures for real communication. Consequently, the Affective Filter is low because the target language is consistently understandable in contrast with traditional classroom where students most of the time are stressed for they have to memorize rules, patterns, structures and vocabulary in isolation and without a real communication target.

2.2.3. TPRS AND CLASSROOM ORAL INTERACTION

According to Muzammil & Andy (2017) TPRS is one method to teach English designed to improve or develop fluency since teachers and students spend the majority of class-time speaking in the target language about some interesting stories. The regular use of the most common words and phrases in stories, conversations and other activities make students be able to understand everything, because they get accustomed to a specific set of words which unconsciously become part of their knowledge.

2.2.4. TPRS PROCEDURE

There are three steps for applying TRS in EFL classrooms, according to Gab (2008) and Hedstrom (2012), these are explained as follows:

1. In the first step, the teacher introduces new vocabulary and structures using a combination of gestures and translations. Furthermore, the most important phrases or words are written in visual aids, flashcards, or on the board. It is important to evaluate the students' comprehension by asking questions. The vocabulary set becomes the basis of the story that will be read or discussed in class.

2. The vocabulary and structures are used for creating short personal stories based on the ideas of students. By using the circling questioning method (questions and answers) and repetition exercises, the students get familiarized with the words or phrases in the target language. Students are encouraged to participate in the stories by acting or singing.

3. The third step consists in reading the stories they have created emphasizing the vocabulary and structures presented in the two previous steps. Then students read a story having the now familiar set of vocabularies and discuss the story with the rest of the group.

2.2.5. CLASSROOM ORAL INTERACTION

According to Long (1983), classroom oral interaction is the process in which students negotiate meaning, towards language learning. This assumption states that learners receive feedback on their production during negotiated interaction and that students have plenty of opportunities to modify their output, or oral language production (Long, 1996). From the view of Van Lier (1996), Classroom oral interaction is a fundamental component for second and foreign language learning since it is in this state

where discussion and characterization of authentic oral communication in the EFL class fit.

Lantolf (2000) stands that the value of classroom interaction for the development of EFL proficiency has been widely proved by multiple theories of learning that emphasize the social nature of first and second language acquisition. These theories sustain that students can learn from and among themselves. Therefore, different strategies in which they can interact have been proposed to favour interaction inside and outside the classroom.

2.2.6. ORAL INTERACTION STRATEGIES

Mariani (2010) in his book titled "Communication strategies - Learning and teaching how to manage oral interaction" proposes some strategies that can help students when they have to overcome their oral interaction problems due to their lack or insufficient knowledge of the linguistic, communicative and cultural codes of the L2.

The author explains that oral interaction has a number of features which distinguish it from all other communicative activities; for instance, it includes both spoken production and audio-visual reception in which there is a constant interaction of the participants alternating the roles of speaker and listener. This process usually takes place in real time, so that interlocutors are faced with heavy cognitive, linguistic and sociocultural demands.

In this context, Richards (2006) stands that for improving oral interaction within the classroom, the activities proposed have to have the characteristics of Group discussions, Problem solving and Project based activities. Some activities that can be used are:

- Oral reports
- Debates
- Discussions
- Speeches
- Presentations
- Lectures
- Role plays
- Simulations

- Information gaps
- Workshops
- Storytelling

2.2.7. ROLE OF TEACHERS IN CLASSROOM ORAL INTERACTION

Promoting and fostering classroom interaction is the teachers' job, on their shoulders rest the responsibility of creating an optimum environment where students can participate easy. An important issue consider within this ideal is to always bear in mind that the protagonists of classroom teaching are students, and not the teachers (Lui, 2013). Therefore, the teachers have to perform different roles such as:

Demonstrator.- teachers must require themselves strictly to correct their pronunciation to make sure they do not mispronounce any word.

Conductor.- teachers should take into account the teaching purpose, teaching method and any steps, key points, and difficult points of teaching.

Director.- teachers have to reflect about how to design the activities and how to carry them out; and,

Commentator.- teachers evaluate the advantages and weaknesses during students' oral expression to later give a general feedback.

2.3. BASIC TERMS DEFINITIONS

In this segment some particular terms are defined since the nature of the study suggest that these terms have to be understood as follows:

Oral interaction is the communication process carried out by teachers and students within the classroom, to give and receive information.

Procedure is the way or steps by which a specific activity is carried out within the classroom.

Introduction is the classroom stage where a teacher presents the issues to be used in a new class.

Strategy is the plan by which teachers attempt to engage students in a particular activity.

Story is a piece of writing produced by students based on their own characteristics.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The study fits to the English-teaching-Methodology area and the qualitative approach. It was focussed on describing the use of TPRS (Teaching Proficiency through Reading and Storytelling) method in the development of the classroom oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo Mundo. To achieve this goal, the ethnographic method and some observations were applied in order to determine, how well this process was performed and how it could be modified to improve the oral interaction inside the classroom.

3.2. TYPE OF RESEARCH

Qualitative. - It attempts to understand and reflect about how the use of TPRS (Teaching Proficiency through Reading and Storytelling) method can help in the development of the classroom oral interaction.

3.3. LEVELS OF RESEARCH

Descriptive research. - It describes the use of TPRS (Teaching Proficiency through Reading and Storytelling) method, in the development of the classroom oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo Mundo.

3.4. METHODS OF RESEARCH

Ethnographic method. - Many authors consider this method to be the most suitable for educational research because it permits a direct access to the information and the research problem.

3.5. POPULATION AND SAMPLE

Population: The study was carried out with students and teacher at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo Mundo, located in the City of Riobamba, Chimborazo province.

Sample: because the population was small, it was not taken a sample.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

In the data collection process it was observed some classes in order to find out how the TPRS method is used in oral the interaction activities, to determine how well this process is being performed and how it would be changed, modified or adapted to improve the oral interaction between the teacher and students. The instrument was developed considering the theoretical basis presented in the theoretical framework, especially the contributions of Gab (2008) and Hedstrom (2012).

3.7. PROCEDURE

Before starting with the observation process, a series of administrative procedures had to be carried out to obtain the approval to develop the study at Unidad Educativa "Nuevo Mundo" that is located in the City of Riobamba, Chimborazo province. The students at Septimo Año de Educación General Básica constituted the population of the study.

After constructing and being approved the data-collection instruments, the observation phase was carried out. Eight classes were observed for about two months, for each observation there was criteria to reflect on.

All the information compiled was analyzed and contrasted with the theory presented in the theoretical framework. The results evidenced that the way by which the TPRS method is used has some inaccuracies.

Once concluded the analysis process, the report of the research was developed where the principal findings, conclusions and recommendations were presented. After developing the report, it was presented to the tutor for his approval and then to the professors who are part of the thesis committee.

3.8. WORK FIELD

During the whole research process a permanent interaction with the authorities of the Unidad Educativa "Nuevo Mundo" and from the Languages Career-Unach was necessary. Furthermore, the principal objectives, procedures and activities that the research process included were discussed and socialized with the teacher and students at Septimo Año de Educación General Básica.

For the field work, all the factors that we considered were important to take into account were estimated. For instance, factors such as: the institution location, social context, car accessibility, number of students, the teacher's professional profile and experience were considered; this information was useful to decide how, when, and where the process had to be done.

CHAPTER IV

4.1. ANALYSIS AND INTERPRETATON OF RESULTS

Along this chapter, the most important results are presented. For analyzing these results the information obtained through the observation is contrasted with the scientific theory presented in the theoretical framework. This phase was useful to determine how well the TPRS application process was being performed and how it would be changed, modified or adapted to improve the oral interaction between teacher and students.

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
To identify what the teacher does before a speaking activity based on the TPRS method	The teacher elicits what students already know about the topic to be developed The teacher introduces the new vocabulary and grammar to be used in the activity The teacher stablishes	When TPRS activities were applied, it was noticed that the vocabulary and grammar included in the activity were introduced but the students' previous knowledge about the topic was not elicited. This fact generated a kind of negative behaviour from students; some of them did not pay attention. This not only affected to this stage but also to the instructions set since this behaviour continued until the activity started.	Gab (2008) and Hedstrom (2012) explain that before starting a TPRS based-activity the teacher needs to diagnose what students already know about the topic to be developed and then decide which vocabulary and structures should be introduced to help students accurately carry the activity out. It would be assumed that if these stages are omitted, the final results will not be achieved. For a better understanding of the new

	meaning for the new vocabulary and grammar by using gestures, realia or pictures.	In this regards, it was observed that the vocabulary and grammar was only presented on the board. The repetition process was based only on isolated words pronounced by the teacher. It does not mean the teacher pronounced the words erroneously but it would be better if it is based on authentic material and using the context to turn this stage into a more meaningful one. There was no evidence of the use of gestures, realia, or pictures.	vocabulary and grammar, Gab (2008) and Hedstrom (2012) recommend to use a combination of gestures, realia, pictures and translations. Furthermore, the most important phrases or words should be presented in audiovisual aids, flashcards, or on the board to make students listen and repeat them. From my view, this phase is very important due to it helps the teacher to assure that students understand and are able to use the new vocabulary.
	The teacher makes students listen and repeat the new grammar and vocabulary		
	The teacher evaluates students' understanding before starting the activity	The evaluation phase consisted in repeating some patterns. It was not noticed any evaluation of the instructions; probably, this was one of the factors that affected the correct development of the TPRS activity. The students did not understand what they have to do, therefore the activity was not developed effectively and the results were not the desired.	The same authors state that it is important to evaluate the students' comprehension of the vocabulary, grammar and instructions by asking questions. The vocabulary set becomes the basis of the story that will be read or discussed in class.

To analyze the speaking activities in which the TPRS method id used.	The teacher asks students to give examples with the new vocabulary and grammar	When the activity was carried out, the students did not have the opportunity to propose their own examples. The examples provided by the teacher were not related to the student's personal life. The vocabulary and grammar planned for the class were used but no emphasis was put; therefore, the students did not realize how to use them in context.	Gab (2008) and Hedstrom (2012) explain that the vocabulary and structures presented in the previous stage are used for creating short personal stories based on the ideas of students. The authors advocate also that by using the circling questioning method (questions and answers based on students' and teacher's examples) and repetition exercises, the students get familiarized with the words or phrases in the target language. In my opinion, the opportunity that students have to use the new vocabulary and grammar for talking about their personal lives foster the improvement of their oral interaction skills.
	The teacher expands students' examples into short personal stories to help them realize the activity	When the students had to perform the activity, they only wrote isolated sentences that did not follow any chronological order as in stories. These stories lacked of coherence and cohesion. Moreover, some students did not consider the vocabulary and grammar they had to use for the activity.	
	The teacher speaks slowly and emphasizing the use of the new grammar	It was noticed that when the story-example was being given, it was not put any emphasis (stress, slow and higher pronunciation, mimicry, and	Muzammil & Andy (2017) argue that the regular use of the most common words and phrases in stories, conversations and

19

	and vocabulary to let students understand how these work in context.	etcetera) in the vocabulary and grammar which the students had to use; in consequence, they did not realize when these were used and how they can use these patterns in their stories. It could be concluded that this factor was another issue that affected the correct development of the TPRS activity and of course the improvement of oral interaction.	other activities make students be able to understand everything, because they get accustomed to a specific set of words which unconsciously become part of their knowledge. The authors recommend that to help students acquire these new vocabulary and grammar, the teacher should speak slowly and emphasizing the use of them within the story.
	The teacher makes students work on the activity (create a new story based on their real life)	It was aforesaid that the when the students had to create their own story, they wrote isolated sentences, did not use the vocabulary and grammar they had to, and it was also identified that while doing the activity, they did not interact with their mates and neither with their teacher. Therefore, the goal of using TPRS for encouraging oral interaction was not achieved.	Blaine (1990) affirms that TPRS helps students to understand and use the target language in real situations, since it focuses on providing comprehensible input during the 90% of class time, fact that represents a wonderful opportunity for students to develop oral interaction abilities.
To find out how the speaking activities are	The students have to present to the class	It was observed that effectively the students had to present their stories to the class but similar to the	In the third step, Gab (2008) and Hedstrom (2012) explain that this stage

evaluated and reinforced.	their activities	teacher, they did not emphasize the vocabulary and grammar they had to use. This made it difficult to distinguish how students used the new vocabulary and grammar and if this use was correct or not.	consists in reading the stories students have created emphasizing the vocabulary and structures presented in the two previous steps and discuss the story with the rest of the group.
	The teacher feedbacks students' performance in the task. The students have the opportunity to correct their mates' mistakes. The teacher reinforces the topic based on students' mistakes	Unfortunately for the optimum application of the TPRS method, feedback and reinforcement were omitted. After the students presented their stories they did not receive any kind of information about their performance. They did not have the opportunity to know if what they did was correct or not. If the way they used the vocabulary and grammar was accurate or not, or if they are mispronouncing some words. They did not have the chance to pair-correct their mates and support each other. This also affected the oral interaction within the classroom.	The same authors affirm that in this stage, it would be also useful to provide positive Feedback and reinforcement. They argue that it is necessary to provide students with information about their performance and also reinforcement to the issues they had problems to assimilate. This is a factor that I completely agree with, when students know which weaknesses and strengthens they have, they can work on strategies to deal with.
	The vocabulary and grammar presented is	Finally, it was also noticed that the vocabulary used	Blaine (1990) states that TPRS is based on the idea that the brain needs an

	recurrently used in other classes	in the activities were hardly ever used in others, in consequence the students did not have the chance to practice what they have learned, fact that is in contrast with the principles of the TPRS method, which foster the recurrent use of the most common words and phrases in order to help students uscontiously acquire the language.	enormous amount of Comprehensible Input in the target language fostering the regular use of the most common words and phrases in stories, conversations and other activities to help students be able to understand everything, since they get accustomed to a specific set of words which unconsciously become part of their knowledge.

The factors identified along the research evidenced that there are issues that are not being correctly applied. Even the effectiveness of the TPRS method has been broadly proven, if used erroneously the final results are not going to be the ones stated in multiple researches around the world. Regarding to this research, if the TPRS method is not properly used, it will not help students to improve their oral interaction abilities.

CHAPTER V

5.1. CONCLUTIONS

- Factors such as elicitation and instructions-evaluation presented some pedagogical inaccuracies, this fact affected the correct development of the TPRS based-activities from the very beginning.

- The TPRS speaking activities were mainly based on the teacher. There were factors omitted in the application. The students worked individually avoiding oral interactions and some students did not perform the activity as expected since they misunderstood what they had to do.

- Any feedback about students' performance was not given, in consequence the learners did not know if what they were doing was correct or not.

5.2. RECOMMENDATIONS

- Some pedagogical courses should be taken by the teacher in order to update her knowledge to improve her professional performance to benefit students.

- The students should be encouraged to be the protagonist of the educational process. It will help to develop students' communication capabilities to use the target language meaningfully.

- The evaluation, feedback and reinforcement process should not be avoided, it is recommended to stablish some strategies and policies where the teacher and students be encouraged to evaluate their academic performance.

5.3. REFERENCES

- Asher, J. J. (1969).*The total physical response approach to second language learning.* The Modern Language Journal. 53, 3-17.

- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to. Language Pedagogy*. New York: Addison Wesley Longman, Inc.

- Chee Keong, Y., Yassin, A. A., & Abdulrahman, T. T. A. (2014). *Oral communication problems of Yemeni high school EFL students in Malaysia.* Journal of Applied Sciences, 14(24), 3620.

- Davis, J. (2011). *Teaching ESL: 10 Common Problems in the classroom. Retrieved October*, *21*, 2015.

- Dziedzic, J. (2012). *A comparison of TPRS and traditional instruction, both with SSR.* International Journal of Foreign Language Teaching, *7*(2), 4-6.

- Education First (2018). EF English Proficiency Index. Available at https://www.ef.com.ec/epi/regions/latin-america/ecuador/

- Gaab, Carol. (2008). *How to Apply TPRS for Best Result.* TRS Publishing, Inc.

- Galindo, M. (2011). *L1 en el aula de L2: ¿por qué no?* ELUA, 25, págs. 163-204.

- Hedstrom, Brice (2012). *The Basics of TPRS: Workshop Notes and Pre Reading.* Accessed at www.bricehedstrom.com

- Herazo Rivera, J. D. (2010). *Authentic oral interaction in the EFL class: What it means, what it does not.* Profile Issues in TeachersProfessional Development, 1*2*(1), 47-61.

- Izquierdo (2015). *Estudio sobre el impacto de la aplicación de técnicas del aprendizaje cooperativo para mejorar la producción escrita en estudiantes del nivel básico III de inglés, del Centro de Idiomas de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil. Tesis. Universidad Católica de Santiago de Guayaquil. Guayaquil-Ecuador.* Retrieved from http://repositorio.ucsg.edu.ec/handle/3317/4214

- Krashen, S. D. (1981). *Second language acquisition and second language learning.* Elmsford, New York: Pergamon Press.

- Lantolf, J., & S. Thorne. (2006). *Sociocultural theory and the genesis of second language development.* Oxford: Oxford University Press.

- Lichtman, K. (2018). *Teaching Proficiency through Reading and Storytelling (TPRS): An Input-Based Approach to Second Language Instruction*. Routledge.

- Liu, W. (2013). *Role of teachers in oral English teaching.* In Proceedings of the International Conference on Information Engineering and Applications (IEA) 2012 (pp. 13-18). Springer, London.

- Long, M. (1983). *Native speaker/normative speaker conversation and the negotiation of comprehensible input.* Applied Linguistics, 4, 126-141.

- Long, M. (1996). *The role of the linguistic environment in second language acquisition.* In W. Ritchie & T. Bhatia (Eds.), Handbook of language acquisition (Vol. 11): Second language acquisition (pp. 413-68). New York: Academic Press.

- Mariani, L. (2010). *Communication strategies: Learning and teaching how to manage oral interaction*. Lulu. com.

- Muzammil, L., & Andy, A. (2017). *TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS) AS A TECHNIQUE TO FOSTER STUDENTS'SPEAKING SKILL.* JEELS-Journal of English Education and Linguistics Studies, 4(1), 19-36.

- Numpaque, N. R. B., & Rojas, M. A. G. (2010). *TPR-Storytelling. A key to speak fluently in English.* Cuadernos de lingüística hispánica, (15), 151-162.

- Richards, J. C. (2006). *Developing classroom speaking activities: From theory to practice*. GUIDELINES-SINGAPORE-PERIODICAL FOR CLASSROOM LANGUAGE TEACHERS THEN MAGAZINE FOR LANGUAGE TEACHERS-, *28*(2), 3.

- Stanley, K. (2002). *Using The First Language In Second Language Instruc-tion: If, When,Why and How Much?* (TESL-EJ Forum). TESL-EJ. Teaching English as a Second or Foreign Language,5 (4).

- Tedick, D. J., & Walker, C. L. (1994). *Second language teacher education: The problems that plague us.* The Modern Language Journal. 78, 300-312. Schmitt, C. & Woodford, P. (2008). Buen viaje! New York: McGraw Hill Glencoe.

- Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy, and authenticity.* London: Longman.

5.4.ANNEXES

5.4.1. ANEX 1. - OBSERVATION GUIDE

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION GUIDE

Objective: To describe how the TPRS method is used in the development of the classroom oral interaction at Séptimo Año de Educación General Básica at Unidad Educativa Nuevo.

Parameters	Always	Often	Hardly ever	Never
To identify what the teacher does before a speaking activity based on the TPRS method				
The teacher elicits what students already know about the topic to be developed				
The teacher introduces the new vocabulary and grammar to be used in the activity				
The teacher stablishes meaning for the new vocabulary and grammar by using gestures, realia or pictures.				
The teacher makes students listen and repeat the grammar and vocabulary to be taught				
The teacher evaluates students' understanding before starting the activity				

To analyze the speaking activities in which the TPRS method is used				
The teacher asks students to give examples with the new vocabulary and grammar				
The teacher expands students' examples into short personal stories to help them realize the activity				
The teacher speaks slowly and emphasizing the use of the grammar and vocabulary which were taught to let students understand how these grammatical patterns and words work in context				
The teacher makes students work on the activity (create a new story based on their real life)				
To find out how the speaking activities are evaluated and reinforced				
The students have to present to the class their activities				
The teacher feedbacks students' performance in the task				
The students have the opportunity to correct their mates' mistakes				
The teacher reinforces the topic based on students' mistakes				
The vocabulary and grammar presented is recurrently used in other classes				