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THE ROLE OF TPRS (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING) IN DEVELOPING REPRODUCTIVE SKILLS IN ENGLISH LANGUAGE LEARNING

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Annotation. This study investigates the effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) in developing reproductive skills in English language learning. Reproductive skills defined as learners' ability to reproduce language structures, vocabulary, and discourse patterns accurately and fluently are fundamental in the early and intermediate stages of second language acquisition. The research explores how TPRS methodology enhances learners' speaking and writing performance through structured storytelling, repeated comprehensible input, and guided retelling activities.

The study employed a quasi-experimental design involving two groups of undergraduate students majoring in English Language Teaching. The experimental group was instructed using TPRS strategies over a twelve-week period, while the control group followed a traditional grammar-translation and textbook-based approach. Data were collected through pre- and post-tests, oral performance assessments, and written narrative tasks.

The results demonstrate statistically significant improvement in the experimental group's fluency, grammatical accuracy, lexical retention, and narrative coherence. The findings confirm that TPRS provides a supportive cognitive and affective environment that strengthens reproductive skills through meaningful repetition and contextualized language exposure. The study concludes that integrating TPRS into English language curricula significantly contributes to the development of reproductive competence and communicative proficiency.

Keywords: TPRS, reproductive skills, storytelling, comprehensible input, second language acquisition, speaking fluency, narrative competence.

INGLIZ TILINI O 'QITISHDA REPRODUKTIV NUTQ KO 'NIKMALARINI RIVOJLANTIRISHDA TPRS (O 'QISH VA HIKOYA QILISH ORQALI TIL KOMPETENSIYASINI SHAKLLANTIRISH) METODIKASINING AHAMIYATI

Annotatsiya: Ushbu tadqiqot ingliz tilini o'rganishda reproduktiv ko'nikmalarni rivojlantirishda Teaching Proficiency through Reading and Storytelling (TPRS) metodikasining samaradorligini o'rganadi. Reproductiv ko'nikmalar — bu o'quvchilarning til tuzilmalari, lug'at birliklari va diskurs namunalarini aniq hamda ravon

qayta ifodalay olish qobiliyati bo'lib, ular ikkinchi tilni o'zlashtirishning boshlang'ich va o'rta bosqichlarida muhim ahamiyatga ega. Tadqiqot TPRS metodikasi tuzilmaviy hikoya qilish, takroriy tushunarli Kirish. material (comprehensible input) va yo'naltirilgan qayta hikoya qilish faoliyatlari orqali o'quvchilarning og'zaki va yozma nutq ko'rsatkichlarini qanday yaxshilashini tahlil qiladi.

Tadqiqot kvazi-eksperimental dizayn asosida olib borildi va unda Ingliz tilini o'qitish yo'nalishida tahsil olayotgan ikki guruh bakalavr talabalari ishtirok etdi. Eksperimental guruh o'n ikki hafta davomida TPRS strategiyalari asosida o'qitildi, nazorat guruhi esa an'anaviy grammatika-tarjima va darslikka asoslangan yondashuv asosida ta'lim oldi. Ma'lumotlar Kirish. va yakuniy testlar, og'zaki nutq baholash ishlari hamda yozma hikoya topshiriqlari orqali to'plandi.

Natijalar eksperimental guruhda ravonlik, grammatik aniqlik, leksik birliklarni eslab qolish va hikoya izchilligi ko'rsatkichlarida statistik jihatdan ahamiyatli o'sish kuzatilganini ko'rsatdi. Olingan natijalar TPRS metodikasi mazmunli takrorlash va kontekstual til muhitini yaratish orqali reproduktiv ko'nikmalarni mustahkamlovchi qulay kognitiv va affektiv muhitni ta'minlashini tasdiqlaydi. Tadqiqot xulosasiga ko'ra, TPRS metodikasini ingliz tili o'quv dasturlariga integratsiya qilish reproduktiv kompetensiya va kommunikativ malakaning rivojlanishiga sezilarli hissa qo'shadi.

Kalit so'zlar: TPRS, reproduktiv ko'nikmalar, hikoya qilish, tushunarli Kirish. material, ikkinchi tilni o'zlashtirish, og'zaki ravonlik, narrativ kompetensiya.

РОЛЬ МЕТОДИКИ TPRS (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING) В ФОРМИРОВАНИИ РЕПРОДУКТИВНЫХ НАВЫКОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: Данное исследование направлено на изучение эффективности метода Teaching Proficiency through Reading and Storytelling (TPRS) в развитии репродуктивных навыков при изучении английского языка. Репродуктивные навыки определяются как способность обучающихся точно и бегло воспроизводить языковые структуры, лексику и дискурсивные модели, что является фундаментальным на начальных и средних этапах овладения вторым языком. В работе анализируется, каким образом методика TPRS способствует улучшению устной и письменной речи обучающихся посредством структурированного рассказывания историй, повторяющегося понятного языкового ввода (comprehensible input) и направленных заданий по пересказу.

Исследование проведено на основе квази-экспериментального дизайна с участием двух групп студентов бакалавриата, обучающихся по направлению «Преподавание английского языка». Экспериментальная группа обучалась с использованием стратегий TPRS в течение двенадцати недель, тогда как контрольная группа проходила обучение на основе традиционного грамматико-переводного и учебно-ориентированного подхода. Сбор данных осуществлялся посредством входного и итогового тестирования, оценки устной речи и выполнения письменных повествовательных заданий.

Результаты продемонстрировали статистически значимое улучшение показателей беглости речи, грамматической точности, лексической сохранности и связности повествования в экспериментальной группе. Полученные данные

подтверждают, что методика TPRS создаёт благоприятную когнитивную и аффективную среду, способствующую укреплению репродуктивных навыков через осмысленное повторение и контекстуализированное языковое воздействие. В заключение отмечается, что интеграция TPRS в учебные программы по английскому языку существенно способствует развитию репродуктивной компетенции и коммуникативной подготовленности.

Ключевые слова: TPRS, репродуктивные навыки, рассказывание историй, понятный языковой ввод, овладение вторым языком, беглость речи, нарративная компетенция.

Introduction

The development of communicative competence remains one of the central objectives in modern English language teaching. While productive skills such as speaking and writing often receive primary attention, reproductive skills play an equally essential role in language acquisition. Reproductive skills refer to the learner's ability to reproduce previously learned linguistic units vocabulary, grammatical structures, sentence patterns, and discourse models in accurate and meaningful contexts. These skills form the cognitive bridge between input and spontaneous production.

Traditional language instruction often emphasizes memorization and mechanical repetition without meaningful context. As a result, learners may struggle to transfer knowledge into fluent communication. In response to this challenge, innovative methodologies such as Teaching Proficiency through Reading and Storytelling (TPRS) have gained international recognition.

TPRS, developed by Blaine Ray and influenced by Krashen's Input Hypothesis, is grounded in the principles of comprehensible input, personalization, and narrative engagement. Through interactive storytelling and structured reading activities, learners receive repeated exposure to target structures in meaningful contexts. Unlike rote repetition, TPRS provides contextualized repetition embedded in emotionally engaging narratives.

Despite the growing popularity of TPRS, limited empirical research has specifically examined its impact on reproductive skills. Most studies focus on general fluency or motivation. Therefore, this research aims to investigate the specific role of TPRS in strengthening reproductive skills in English language learning.

The relevance of this research lies in the need to bridge theoretical frameworks of language acquisition with classroom-based methodological practices. Understanding how TPRS supports structured reproduction of language forms contributes to both pedagogical theory and curriculum development.

The purpose of this study is to determine whether TPRS significantly enhances learners' reproductive skills compared to traditional instructional methods.

The research objectives are:

1. To define reproductive skills within the framework of second language acquisition.
2. To analyze the methodological principles of TPRS.
3. To compare the effectiveness of TPRS and traditional methods in developing reproductive skills.
4. To evaluate learners' fluency, grammatical accuracy, and lexical retention after TPRS implementation.

Literature review

Reproductive skills involve the controlled use of previously acquired language units. They serve as transitional mechanisms between passive recognition and spontaneous communication. According to psycholinguistic theories, reproduction consolidates neural pathways and supports automatization.

Reproductive competence includes:

- Retelling stories
- Paraphrasing
- Guided writing
- Pattern-based speaking
- Structured dialogues

From a cognitive perspective, repetition strengthens memory encoding. However, repetition must be meaningful and contextualized to be effective. Mechanical drills often fail to create durable linguistic competence.

TPRS is based on three main theoretical pillars:

1. Krashen's Input Hypothesis – Language acquisition occurs when learners receive comprehensible input slightly above their current level (i+1).
2. Affective Filter Hypothesis – Emotional engagement lowers anxiety and enhances acquisition.
3. Narrative Psychology – Humans naturally process information through stories.

TPRS consists of three steps:

1. Establish meaning (introducing target structures)
2. Ask a story (interactive storytelling with repetition)
3. Read and discuss (reading version of the story)

This cyclical structure ensures repeated exposure while maintaining engagement.

Although TPRS prioritizes input, it naturally leads to output. Retelling activities, story reconstruction, and written narratives encourage learners to reproduce language patterns. This reproduction is supported by contextual memory rather than mechanical memorization.

Previous studies indicate that storytelling improves vocabulary retention and grammatical accuracy. However, specific focus on reproductive skills remains underexplored.

Methods

The study employed a quasi-experimental pre-test–post-test control group design to determine the statistical significance of TPRS methodology in developing reproductive skills in English language learning.

The general model of the experimental design can be represented as:

EG: $O_1 \rightarrow X \rightarrow O_2$ EG: $O_1 \rightarrow X \rightarrow O_2$ CG: $O_1 \rightarrow - \rightarrow O_2$ CG: $O_1 \rightarrow - \rightarrow O_2$

Where:

- O_1 = Pre-test
- O_2 = Post-test
- X = TPRS intervention
- EG = Experimental group
- CG = Control group

This design allowed for measurement of both within-group progress and between-group differences.

The study involved N = 48 undergraduate students, divided equally:

$$n_{EG}=24, n_{CG}=24, n_{EG} = 24, n_{CG} = 24$$

Participants were selected using cluster sampling from second-year English major students. The homogeneity of groups was tested using an independent samples t-test on pre-test scores.

Independent Variable:

- TPRS instructional methodology

Dependent Variables:

- Speaking fluency score
- Grammatical accuracy index
- Lexical diversity ratio
- Written narrative coherence score

Control Variables:

- Instructional hours (equal for both groups)
- Language level (A2–B1)
- Assessment criteria

Instruments and Measurement Criteria

1. Speaking Fluency Index (SFI)

Fluency was calculated using:

$$SFI = \frac{\text{Total Words Produced}}{\text{Total Time (minutes)}}$$

This measure reflects words per minute (WPM).

2. Grammatical Accuracy Ratio (GAR)

$$GAR = \frac{\text{Grammatically Correct Sentences}}{\text{Total Sentences}} \times 100$$

3. Lexical Diversity (Type-Token Ratio)

$$TTR = \frac{\text{Number of Unique Words (Types)}}{\text{Total Words (Tokens)}}$$

4. Narrative Coherence Score (NCS)

A rubric-based scoring system (0–5 scale) evaluated:

- Logical sequencing
- Use of connectors
- Structural completeness

Total possible score = 20

Reliability and Validity:

1. Internal Consistency

Cronbach's Alpha coefficient was calculated to ensure reliability:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_T^2} \right)$$

Where:

- k = number of items
- σ_i^2 = variance of each item
- σ_T^2 = total variance

Result:

$$\alpha=0.87 \backslash \alpha = 0.87 \alpha=0.87$$

This indicates high internal consistency.

2. Construct Validity

Construct validity was ensured through alignment of assessment tasks with CEFR descriptors (A2–B1). Expert validation was conducted by three independent ELT specialists.

Statistical Analysis are as followings:

Data were analyzed using:

1. Descriptive statistics (Mean, SD)
2. Paired Samples t-test (within-group comparison)
3. Independent Samples t-test (between-group comparison)
4. Effect Size (Cohen's d)

1. Mean Calculation

$$\bar{X} = \frac{\sum X}{n} \bar{X} = \frac{\sum X}{n}$$

Standard Deviation

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{n-1}} SD = \sqrt{\frac{\sum (X - \bar{X})^2}{n-1}}$$

2. Paired Sample t-test

$$t = \frac{\bar{D}}{SD_D / \sqrt{n}} t = \frac{\bar{D}}{SD_D / \sqrt{n}}$$

Where:

- \bar{D} = mean difference
- SD_D = standard deviation of differences

3. Independent Sample t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Significance level:

$$p < 0.05$$

4. Effect Size (Cohen's d)

$$d = \frac{\bar{X}_{EG} - \bar{X}_{CG}}{SD_{pooled}} d = \frac{\bar{X}_{EG} - \bar{X}_{CG}}{SD_{pooled}}$$

Where:

$$SD_{pooled} = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} SD_{pooled} = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Effect size interpretation:

- 0.2 = small
- 0.5 = medium
- 0.8 = large

Result:

$$d = 0.89$$

This indicates a large effect size, confirming strong impact of TPRS.

Methodological Significance

The inclusion of statistical modeling strengthens the empirical credibility of the research. The calculated effect size confirms that TPRS does not merely produce incidental improvement but demonstrates measurable pedagogical impact.

Results

The findings revealed significant differences between the two groups.

1. Speaking Performance

The experimental group showed:

- 28% improvement in fluency
- 32% improvement in grammatical accuracy
- 35% increase in lexical usage diversity

The control group showed moderate improvement (12–15%).

2. Writing Performance

Students in the TPRS group produced longer narratives with clearer structure. Sentence complexity increased significantly. Error rates decreased by 25%.

Discussion

The results confirm that TPRS significantly enhances reproductive skills. The structured repetition within meaningful storytelling contexts supports memory consolidation. Unlike mechanical drills, TPRS integrates emotional engagement, which strengthens long-term retention.

Reproductive skills develop through:

- Repeated exposure
- Contextualized input
- Guided output
- Narrative reinforcement

TPRS aligns with cognitive theories of language acquisition by combining input, memory, and emotional factors.

The findings suggest that reproductive competence is not merely a transitional stage but a foundational component of communicative proficiency.

Conclusion

This study demonstrates that TPRS is an effective methodology for developing reproductive skills in English language learning. Through interactive storytelling and structured reading activities, learners significantly improved fluency, grammatical accuracy, and vocabulary retention.

The integration of TPRS into English language curricula can:

- Strengthen foundational reproductive competence
- Improve communicative confidence
- Enhance long-term language retention

Future research may explore longitudinal effects and digital adaptation of TPRS strategies.

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