

وزارة التعليم العالي والبحث العلمي

MINISTRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

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**A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Degree of Master in English**

DOMAIN: Foreign Languages

BRANCH: English Language

SPECIALITY: Language and Communication

Title

**Exploring Teachers' views on the Efficacy of Teaching
Proficiency through Reading and Storytelling in the
Vocabulary Acquisition within selected Middle Schools in
Azazga**

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Academic Year:2021/2022

Dedication

This work is dedicated to:

My beloved mother Tassadit who encouraged me to accomplish this work

To the memory of my dear father Ali

To all my brothers Kamel, Nacer and Tarik and my sisters Hassiba and Siham

To all my friends and my beloved ones

Heffar Souhila

Dedication

I dedicate this work to all my family and my beloved ones,

I would like to thank them all for supporting me throughout my studies, for encouraging me

and for believing in my abilities.

Irmeche Kenza

First and foremost, we would like to take this opportunity to express our profound and sincere gratitude to our supervisor Mr. Madjid Chetouane for his extensive guidance, support and precious advice. We particularly appreciate the time he devoted to adjust the study and the relevant information he provided us with throughout our work, in addition to his perceptive criticism and valuable feedback that have been of great help to complete this dissertation.

We would also like to thank the board of examiners who have kindly accepted to read and evaluate our dissertation.

We would like to express our deep appreciation and thanks for the contribution and the generosity of all the teachers in the following middle schools ‘Boukersi Houcine Middle school, Ahmed Zaidat Middle School, and Aiche Fatma Middle School situated in Azazga.

Finally, special thanks go to all those who provided us with moral support and whose collaboration was very precious to the fulfillment of our research work.

The current study seeks to investigate teachers' views on the efficacy of Teaching Proficiency through Reading and Storytelling in vocabulary acquisition in three (3) different middle schools in Azazga (Tizi-Ouzou, Algeria) namely: Boukersi Houcine, Ahmed Zaidat and Aiche Fatma. Firstly, this dissertation aims to identify the attitudes of EFL teachers towards the use of the TPRS method to teach vocabulary to young learners. Secondly, it explores how TPRS can improve the vocabulary achievement of young learners. Thirdly, it examines whether the use of TPRS in classrooms increases the interaction between the teachers and their learners. In order to achieve the stated objectives, we have relied on Krashen's (1980) Input Hypothesis as a theory applied to our research work. In this dissertation, a qualitative research design has been adopted for data collection and data analysis. Two research instruments were used to collect data: classroom observation and a semi-structured interview administered to six (6) EFL teachers in the designated middle schools. Qualitative Content Analysis has been used to analyze and interpret the qualitative data obtained from these two research tools. The findings of this study have revealed that the EFL teachers have a positive attitude towards the use of TPRS to teach new lexis to their pupils and it affirmed its effectiveness in developing the vocabulary acquisition of the young learners by exposing them to language use in a contextualized manner. It has also concluded that the techniques of the TPRS method enhances the interaction between the learners and their teachers in the classroom.

Key words: EFL, Input hypothesis, Interaction, Storytelling, Vocabulary acquisition.

- **EFL:** English as a Foreign Language
- **FL:** Foreign language
- **I. E:** That is
- **i:** Interlanguage
- **JAC:** Jharkhand Academic Council
- **L1:** First Language
- **L2:** Second Language
- **MS3:** Third-Year Middle School
- **PQA:** Personalized Questions and Answers
- **QCA:** Qualitative Content Analysis
- **SLA:** Second Language Acquisition
- **TPR:** Total Physical Response
- **TPRS:** Teaching Proficiency Through Reading and Storytelling

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General Introduction

▪ Statement of the Problem

Teachers have an important role in instructing learners and helping them to develop a capacity to understand and use a language. Teaching a foreign language in a country like Algeria, which is diverse in languages and dialects is a difficult task to get learners interested and engaged and to add another language to the repertoire of the learners since numerous languages are being taught and used in both academic and non-academic contexts. It is crucial to find the best way to get the learners' attention and to motivate them into learning a new language. However, the use of ordinary course books may not be sufficient to teach a language or to master its main skills (reading and writing, listening and speaking). In this sense, since vocabulary introduces the learner to the lexis of the language itself, it is considered an important part of second language teaching.

Introducing English as a foreign language to young learners is a challenge for teachers as they need to find how to teach it appropriately and in accordance with the learners' age and learning abilities. At a young age such as in middle school that is approximately around 11-15, learners rarely acknowledge the importance of studying English; therefore, it is up to the teachers to encourage them, starting by the base of every language which is vocabulary. In this connection. Schmitt and Schmitt (2020:28) Emphasize that “one of the key elements in learning a foreign language is mastering the L2's vocabulary”. That is to say, the basis of foreign language learning is vocabulary acquisition. Learning English vocabulary as a foreign language for young learners is a complex task because learners have to recognize items in a language that is not their first language, which is the case for Algerian middle school learners. This has risen the need to develop a new method to reach the learners' needs and interests, and to introduce them to the new English lexis in a context that is comprehensible and reachable especially for youngsters who have their own perception of the world around them, they can get easily bored or demotivated. Therefore, the teacher must use a method or strategy

that is both engaging and entertaining to make sure that the attention of the learners is set in the right place. One of the techniques that Algerian teachers can adopt as a means to facilitate teaching English as a foreign language is Teaching Proficiency through Reading and Storytelling (TPRS).

TPRS is a teaching–learning method developed by Blaine Ray. It is based on the philosophy that stories provide an efficient tool for language acquisition relying on gestures, images, and drawings as a means of providing comprehensible input that enables learners to fix events of a story in their memory and put the meaning of the words from the story into an understandable context that facilitates the learning of new vocabulary words.

Several studies have been conducted to demonstrate the effectiveness of using TPRS in teaching the vocabulary of foreign languages. Among them, the study conducted by Octaviani and Hesmatantya in 2018 which explores the efficacy of the use of TPRS in teaching English for young learners of JAC school Surabaya, in Indonesia. The results of this study demonstrated considerable improvements in the students' behavior as the implementation of stories has made them more active and enthusiastic. In addition, it improved greatly the students' vocabulary and pronunciation, which according to the researchers, 'TPRS is suitable to teach English for young learners' (2018:87).

Another study was conducted by Kara and Eveyik-Aydin in 2019 which investigated the effect of TPRS method in receptive and productive vocabulary acquisition on very young learners, in Istanbul, Turkey. The findings of the study demonstrated the effectiveness of the TPRS method in teaching L2 vocabulary to preschoolers. TPRS treatment was found to have a short–term and long–term effect on the acquisition of receptive and productive L2 vocabulary by very young learners. According to Kara and Eveyik-Aydin (2019:141), 'TPRS had a beneficial effect due to its central technique–storytelling, which provided ground for various activities, introducing the target words in a meaningful and familiar context, and the

visualization and props provided by the stories bolstered the students' interest and motivation'. Therefore, TPRS can be used to teach vocabulary to very young learners as it uses techniques that support their language acquisition.

However, one area of study which has not received much attention is the use of TPRS in teaching vocabulary to middle school learners in Algeria and how teachers perceive the implementation of this new method in their teaching. Therefore, this study aims to fill in this gap in the literature by exploring different teachers' views on the efficacy of this method on English vocabulary acquisition in three different middle schools in Azazga (Tizi-Ouzou, Algeria).

▪ **Aims and Significance of the Study**

The overall aim of the current study is to investigate the views of EFL teachers on the efficacy of TPRS in vocabulary acquisition within three selected middle schools in Azazga. This research has three main objectives. The first objective is to identify the attitudes of EFL teachers towards the use of the TPRS method to teach vocabulary to young learners. The second objective is to explore how TPRS can improve the vocabulary achievement of young learners. The third objective is to examine whether the use of TPRS in classrooms increases the interaction between teachers and learners.

The significance of this study is that it is the first academic research conducted in Algeria that deals with the TPRS method as a new teaching method. More precisely, it deals with the teachers' views on the efficacy of this method in teaching English vocabulary among middle school learners in Azazga. Therefore, it can be helpful for the teachers who use the TPRS method in the classroom to teach English as a foreign language and the originality of this method can be more engaging and motivating for young learners to acquire new lexis of the target language. In addition, this study is worth to carry out since some EFL teachers encounter difficulties to find a right way to teach vocabulary for their learners. Hence, the

results obtained will only bring benefits for both the teacher and the learners to use this method and to create a successful learning atmosphere for the pupils. Therefore, it is crucial to discover the teachers' perception about the implementation of this method to teach vocabulary in order to see the degree of its applicability in the Algerian educational system.

▪ **Research Questions and Hypotheses**

The current research seeks to answer the following questions:

- **Q1** -What are the EFL teachers' views on TPRS as a teaching method within the selected middle schools in Azazga?
- **Q2**-Is TPRS effective in improving third-year (MS3) learners' vocabulary acquisition within middle schools in Azazga?
- **Q3** –Does TPRS enhance teacher-learner classroom interaction in the designated middle schools in Azazga?

To answer the questions above, we have advanced the following hypotheses:

- **H1**- The teachers view TPRS as original and helpful in teaching vocabulary to young learners.
- **H2-A**: Yes, TPRS is effective in improving third-year learners' vocabulary acquisition within middle schools in Azazga.
- **H3**-The techniques of the TPRS method may help enhance teacher-learner classroom interaction in the middle schools in Azazga.

▪ **Research Techniques and Methodology**

In this research, we have adopted a qualitative research design that relies on qualitative methods for data collection and data analysis. The research data are collected from EFL teachers of third-year learners (MS3) from three middle schools in Azazga that are: Boukersi Houcine Middle School, Ahmed Zaidat Middle School, and Aiche Fatma Middle School. The research data are collected using two main instruments, a semi-structured interview

administered to six (6) EFL teachers within the concerned middle schools, which aims at gathering teachers' opinions about the efficacy of TPRS on teaching vocabulary. In addition to classroom observation sessions in the same schools in Azazga, which provides an in-depth exploration of the teachers' performance and the learners' attitudes towards the implementation of TPRS in the classroom, to get reliable feedback for the present work. Both the data obtained from interview questions and classroom observation are analyzed and interpreted by using Qualitative Content Analysis (QCA).

In order to investigate the teachers' views on the efficacy of TPRS in vocabulary acquisition, we have relied on Krashen's (1980s) comprehensible input hypothesis which is part of his overall Second Language Acquisition Theory. The objective of integrating this theory into our research is that from our perspective, it is the most appropriate one that matches the aims of our research.

▪ **Structure of the Dissertation**

The structure of the present study follows the traditional simple model. It is divided into General Introduction, four Chapters, and General Conclusion. The General Introduction contains the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques, and methodology and the structure of the dissertation. The first chapter is called 'Literature Review' and it consists in describing and synthesizing the major studies related to our research topic with an extensive review of previous research in that particular area. The second chapter, named 'Research Design and Methodology', describes research method and the methodological procedures used for the data collection and data analysis. The third chapter is entitled 'Presentation of the Findings'. It presents the findings obtained from the interview conducted with the EFL teachers and the feedback obtained from the classroom observation sessions. The fourth and last chapter, 'Discussion of the Findings', is devoted to the interpretation of the data collected from the study and

provides answers to the research questions set in the General Introduction. The present research ends with a General Conclusion that summarizes the main points developed throughout the dissertation and provides some recommendations for further research in the area.

Chapter One: Literature Review

Introduction

This chapter reviews the relevant literature related to our research topic which consists in exploring teachers' views on the efficacy of TPRS in vocabulary acquisition within the middle schools under analysis. This chapter is divided into four sections. The first one defines the notion of vocabulary by different scholars, its types and its importance in language learning, and the steps involved in vocabulary learning. The second section introduces TPRS as a new method of teaching languages. It provides a definition and an overview of TPRS. It also includes the steps and the techniques used in TPRS. The third section deals with the relationship between TPRS and vocabulary acquisition and the advantages of TPRS as a teaching method. The last section is dedicated to the main theoretical framework related to this field of research.

1. Vocabulary

1.1 . Definition of Vocabulary

Teaching a foreign language to young learners has become a task to be accomplished by teachers. Many studies emphasized the importance of teaching and learning vocabulary, since it is considered a core component in language learning. The term vocabulary is defined by Hatch and Brown (1995:1) as “a list or set of words for a particular language or a list or set of words that individual speakers of a language might use”. That is to say, vocabulary is a set of words that characterize a specific language and used by an individual speaker. Similarly, Nation (2001:22) states that “vocabulary implies learning a word in the spoken form of word and spoken form can be recognized and understand it in and out of context rather than guessed up”. It means that vocabulary is the learning of how to use words to communicate in an appropriate context.

In addition, Diamond and Guntlohn (2006:1) define vocabulary as “the knowledge of words and their meaning”. That is to say, vocabulary is words that carry a meaning. Besides,

Ur (1996:60) states that “vocabulary can be defined, roughly as the words we teach in the foreign language”. Said differently, vocabulary is the words used by teachers to teach a foreign language.

From the definitions provided above of vocabulary, we can recognize that vocabulary is a set of words which carry specific meaning and it is used by an individual speaker to communicate using the target vocabulary.

1.2. Types of Vocabulary

Many scholars such as Laufer (1998), Hatch and Brown (1995), and Nation (2001), agreed that there are two types of vocabulary, namely receptive and productive vocabulary. This is supported by Neumann and Dwyer (2009:385) who argue that “Vocabulary is the words that we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

1.2.1. Receptive Vocabulary

According to Nation (2001:38), “Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning”. In other words, receptive vocabulary is the individual’s ability to recognize and comprehend the meaning of the word heard or read in a particular context. It is also called passive vocabulary since the learners just perceive the word with a lack of production while speaking or writing. The learners in this kind of vocabulary are not yet able to use the words they encountered because they are not fully conversant with the meaning of those words, hence, sometimes they understand the meaning of these words only when they appear in context.

1.2.2. Productive Vocabulary

Nation (2001:38) explains that “productive vocabulary use involves wanting to express a meaning through speaking or writing, retrieving and producing the appropriate spoken or written word form”. Hence, productive vocabulary represents the individual’s

knowledge and understanding of the words and the ability to use these words appropriately, either in a spoken or a writing form. It is also called active vocabulary since the learners are able to use these words adequately in their speech and writing, as a result of their full understanding of the meaning of those words. In fact, “Productive carries the idea that we produce language forms by speaking and writing to convey messages to others” (Nation, 2001:37). Obviously, productive vocabulary enhances the learners’ production of language whether it is orally or in a written form which enables them to communicate with others.

1.3. The Importance of Vocabulary Teaching and Learning

Language learning is highly dependent on the amount of vocabulary that learners acquire. Richards and Renandya (2002:255) argue that “vocabulary is regarded as the core component of language proficiency and provides much of the basis for all the other four skills namely; listening, speaking, reading and writing”. This highlights the importance of vocabulary in language mastery and its role in developing the four skills of the learner. Besides, Schmitt (2000:55) emphasizes that “Lexical Knowledge is central to communicative competence and to the acquisition of second language”. Obviously, vocabulary knowledge is an important element that helps the learners to acquire another foreign language. In fact, it develops the individual’s ability and knowledge about how and when to use language in order to communicate appropriately in different contexts. Moreover, Meara (1995:5) states that “a large vocabulary does in fact allow you to communicate with other people over a wide range of unpredictable situations”. This fact highlights the significance of vocabulary in developing the learners’ ability to use the language in order to communicate with others in different situations.

From all the views above that highlight the importance of vocabulary in language learning, it is obvious that vocabulary has a major role in developing the individual’s communicative competence and is an unavoidable part of both teaching and learning a new

language. This idea is supported by Lewis (1993:134) who states that “it is lexis, not grammar which is the basis of language”. In simple words, language learning is mainly based on learning the vocabulary of that target language.

1.4. Steps of Vocabulary Learning

According to Krashen (1981:38), “Acquisition is central and obligatory for real proficiency in second language”. Hence, learning vocabulary is an unavoidable part of effective L2 acquisition. In this sense, Brown and Payne (1994; cited in Hatch and Brown, 1995:373) identified five essential steps in vocabulary learning that are as follows:

1.4.1 Encounter New Words

According to Hatch and Brown (1995:373), “The first step for vocabulary learning is encountering new words, that is having a source for words”. This indicates that being exposed to new words is the first crucial step for the learner to learn vocabulary and which also necessitates a source to meet the words for the first time. In this sense, Payne (1988; cited in Hatch and Brown, 1995:373) claims that “The students’ strategies here included learning new words by reading books, listening to TV and radio, and reading newspapers and magazines”. Hence, the source to encounter new words may vary from reading books, newspapers and magazines, or listening to TV and radio. In addition, Hatch and Brown (1995:376) emphasize that “Dictionaries are also sources where new words and new use for old words can be encountered”. This means that dictionaries are considered another source where the learner can find a new word.

1.4.2. Getting the Word Form

Hatch and Brown (1995:378) claim that “The second essential step to vocabulary learning appears to be the getting of a clear image, visual or auditory or both of the vocabulary items”. Hence, having a clear image of the form of the words is another important step in vocabulary learning, which enables the learner to distinguish between new words that sound

similar but are written differently from the other vocabulary items in another language. In fact, getting the word form helps the learner to avoid any confusion concerning the new words that they get exposed to when learning a language.

1.4.3. Getting the Word Meaning

Understanding the meaning of a word is another step in learning vocabulary. According to Hatch and Brown (1995:382), “This step includes such strategies as asking native English speakers what words mean, making pictures of word meanings in my mind and explaining what I mean and asking someone to tell me the English word”. Obviously, in this step, the learner tries to understand the sense of the word encountered in the first step by asking for the meaning of that word. In addition, Hatch and Brown (1995:383) claim that “learners assume that dictionaries are one of the main sources of word definitions”. In other words, the learners may simply use dictionaries as a means to find the definition of that word. This step is important to learn vocabulary because without an understanding of the meaning of the encountered words, the process of learning vocabulary will fail to occur.

1.4.4. Consolidating Word Form and Meaning in Memory

In this step, the learner makes a connection between the form and the meaning of the word. According to Hatch and Brown (1995:387), “Many kinds of vocabulary learning drills, such as flashcards, matching exercise, crossword puzzles, etc. strengthen the form-meaning connection”. Thus, these vocabulary learning drills help the learners to remember the words’ meaning and form at the same time.

1.4.5. Using a Word

In this final step, the learner will be able to use the word encountered in the first step as a result of a full understanding of the vocabulary items in the previous steps. Based on Hatch and Brown (1995:390), “The use of words tests the learner’s understanding of the word”. In other words, using the words by the learner will help the teacher check the learners’

comprehension of the word. Furthermore, “it guarantees that the words and the meanings will be in memory once they are learnt” (Hatch and Brown, 1955:390). Hence, it is beneficial for the learners to use the words they learnt, since it enhances the retention of the word and its meaning in the memory.

2. TPRS as a New Method for Teaching and Learning a Foreign Language

2.1. Definition of the TPRS Method

TPRS stands for Teaching Proficiency through Reading and Storytelling. It is a foreign language teaching method, which was developed in the late 1990s by a Spanish teacher named Blaine Ray in Bakersfield, California (U.S.A). According to Ray (2012; cited in Hedstrom, 2016:1), “TPRS is a method to train teachers how to do repetitive, interesting, comprehensible input by asking stories, if the teachers make their learners repetitive, interesting and comprehensible they are definitely doing the basics of TPRS”. That is to say, in this method, teaching is performed through storytelling and repetition in order to make lexis more comprehensible and reachable, which can help students improve their vocabulary and develop their fluency.

Furthermore, Nurlaili et al (2015:65) assert that “The main idea of this method is storytelling where the teacher narrates a story by using visual aids, checks, and repeats the story several times by increasing more vocabulary”. In other words, TPRS is a teaching method based on telling stories and the utilization of visual aids and repetition to enhance learners’ lexis. As mentioned above, storytelling is an important part of the TPRS method as Hedstrom (2016:1) claims that, “the class story is the most recognized aspect of TPRS, stories are the heart of the method and a good story is one of the most valuable tools to deliver compelling comprehensible input to your students” .This means that the storytelling technique is the most prominent feature of the TPRS method, and it is considered as an effective tool to

teach students in a way that reaches their understanding by familiarizing them with the context in which the story is presented.

Based on Cameron (2001:163) “the context created by the story, its predictable pattern of events and language, and pictures all act to support listener’s understanding of unfamiliar words”. This means that, the creation of stories in the TPRS method revolves around the use of extra informational materials to grasp the meaning of the targeted vocabulary. Furthermore, Ellis and Brewster (2004:2) claim that “Storytelling remains a powerful and appealing tool”, this highlights the importance of the storytelling part of the TPRS method. Thus, storytelling has a positive effect on the classroom atmosphere; this was supported by Wright (2004:7) who argues that “storytelling provokes a shared response of laughter sadness, excitement and anticipation”. This means that telling stories evokes emotional reactions from the learners and therefore eliminates the boredom from the classroom atmosphere.

In addition to the storytelling, another important feature of the TPRS method is the ‘Reading’ which is both a continuity and revision as targeted lexis is first presented within stories. It is followed by reading the stories in order to solidify students’ understanding and knowledge, and “Reading involves recognizing and comprehending words and sentence patterns” (Cohen,2007; Rasinski and Padak, 2008; cited in Alqarni, 2015:161).This means that the learners are able to recognize and understand the lexis that has been presented to them through the story while reading the written version of it, which is an additional support to the students’ vocabulary comprehension and acquisition.

2.2. Historical Background

The development of the TPRS method started from the platform where Total Physical Response (TPR) was settled down by James Asher in the 1970s. TPR is a language teaching method built around the coordination of speech and action, by teaching language with

physical action and direct orders from the teacher, who plays an active and direct role in TPR. Accordingly, Asher (1997:43) states that “the instructor is the director of the stage play in which the students are the actors”. This means that the learners have little influence over the context of learning, since it is based on imperative orders so they only act as performers of the orders that have been directed to them by the teachers.

The TPRS method was developed by a Spanish Teacher, Blain Ray, in the late 1990s, who observed that his students were tired of reacting to a series of commands when he used Asher’s TPR method. In other words, Ray experienced success in using the TPR method but sought ways to help his students move beyond TPR commands to more descriptive and narrative ways of using language, which led to the combination of physical action to respond to stories that he invented, based on their interest. The method was introduced as TPR Storytelling with the letters TPR originally referring to the use of Total Physical Response. The meaning of the TPR acronym was subsequently changed to signify teaching proficiency through reading and storytelling to reflect the method’s goal of developing oral proficiency and reading skills.

Though TPRS laid its foundation at the beginning on the TPR method, it evolved into an input-based approach based on Krashen’s input hypothesis taking into consideration the learners’ needs and interests. This led to an approach that promotes learning through context-based stories in order to enhance learners’ comprehension. In this connection, Krashen (1982:6) argues that “language acquisition first or second occurs only when comprehension of real messages occurs”. That means that if learners find difficulties in understanding then the learning will not be successful.

2.3. Steps of the TPRS Method

The TPRS method uses storytelling techniques in its own way in order to target the student’s four language skills, as stories are told, listened to then read and written. In addition

to constant comprehension checks to ensure the student's understanding. According to Ray and Seely (2004; cited in Kara and Aydin, 2019:137) there are three main steps followed when implementing storytelling with TPRS principles in the classroom, which consists in:

2.3.1. Step One: Establishing Meaning

This step includes an introduction and a pre-teaching of the basic vocabulary items and structures before the storytelling activity. TPRS aims at teaching the most basic words and structures; therefore, the target items are selected from the list of the most frequent words of a language, and the most common structures are preferred.

TPRS recommends L1 translation, gestures and Personalized Question Answer (PQA) techniques as possible ways to introduce the new input and practice it. Through PQA the teacher asks the learners personalized questions about the target item to contextualize it, and promote their interests and motivations, and provide repetition. In addition, the step one techniques, based on Slavic and Gross (2008:9) “serve the important function of giving the students auditory practice with the words to which they were just introduced and they set up for the telling of the story”. In other words, the step one techniques provide repetition of the targeted vocabulary which serves as the basis of the story.

2.3.2. Step Two: Asking a Story

This is the core step of TPRS when storytelling is used to teach the targeted vocabulary through multiple repetitions as the story progresses. Cameron (2001:169) claims that “the built-in repetition of words and phrases is one of the features of stories that most helpful for language learning”. Thus, the students are frequently asked creative and/or comprehension questions to check comprehension through a technique called ‘circling’. The following technique consists of asking a series of questions about a statement in the target language. Bex (2014:2) argues that “circling is used to help students understand and process an utterance in the target language. In doing so, this strategy provides students with

contextualized repetitions of the linguistic structures contained in the utterance”, This means that this technique aims at providing repetition of the designated vocabulary in context, in order to enhance the learners’ comprehension.

Furthermore, the steps that guide through the use of the circling technique are introduced by Clarcq’s template (2012, cited in Bex, 2014:3), as the following:

CIRCLING TEMPLATE <i>Adapted from Laurie Clarcq</i>			
SUBJECT	VERB	OBJECT ETC	EXPLANATION
John	eats	a pizza.	Make a statement.
Does John	eat	a pizza?	Ask a question to which the answer is YES!
Does Bob Does Michael Jordan Does the French teacher	eat	a pizza?	Ask questions to which the answer is NO by substituting other subjects, verbs, and objects (prepositions, etc.). Follow them up with “either/or” questions (ex: Does John drop a pizza or does John eat a pizza?)
Does John	throw sell drop	a pizza?	
Does John	eat	M&M's? basketballs? the coffee?	
WHO eats a pizza?	WHAT does John DO?	WHAT does John eat?	Ask open-ended questions to which students know the answers.
WHEN does John eat a pizza? WHY does John eat a pizza? WITH WHOM does John eat a pizza? HOW does John eat a pizza? HOW OFTEN does John eat a pizza?			Ask open-ended questions to add more details that are not yet known.

Resource presented at AFLA 2012 By Martina Bex, Victoria Gellert and Michele Whaley. www.martinabex.com / www.Afla-ak.org

Figure 1: Clarcq’s Template

Through the following template, the teacher recasts the original statement in various forms after the answer is given by the learners. This allows the teacher to check constantly for the learners’ understanding, as Hedstrom (2016:9) affirms that “we don’t know if our students actually understand us unless we ask questions”. This highlights the importance of

comprehension checks in promoting learners' conception of the targeted items. Likewise, Cameron (2001:40) maintains that "it is crucial for teachers to take the responsibility for checking whether their pupils understand the language being used and the purpose of the activities being carried out". This underlines the importance of comprehension checks and their goal of verifying that learners have completely understood what is being taught to them.

In this stage, the learners are involved in the creation of the story; they can name the characters, add details, make changes, and even create parallel stories. During the whole process, the story is acted out by volunteering learners who often use props and are directed by the teacher to act out the lines accurately. The pupils are involved in the learning process, they are active and feel comfortable.

2.3.3. Step Three: Reading

At this step, the students are given printed versions of the same story; they discuss it and then translate it, either as a group or individually. In this regard, Bafile (2003:3) argues that "reading stories provides learners with an opportunity to see and hear vocabulary in a meaningful and memorable context". This infers the beneficial aspect of this step in solidifying the learners' comprehension of the targeted vocabulary through context-based input. Subsequently, follow-up activities are done to engage the learners' creativity and productivity. The activities may include writing activities as writing a different end for the story, quizzes about the events of the story, or the implemented vocabulary within the story.

2.4. The Advantages of the TPRS Method

Several studies have been conducted in order to reflect the advantages of the TPRS method in second language acquisition, according to Numpaque and Rojas (2010:161) "there are numerous advantages to TPR Storytelling that are rarely found in other methods the most important ones are the following":

Students can recall the words, they get enough exposure to them through storytelling, so that they are able to make use of the words in context, and speak the language consequently. According to Inal and Çakır (2014:676) “one of the main advantages of using stories is to put the students in a varied and enjoyable context. In this way they have a chance to learn about the world and the language at the same time, as it occurs in the first language acquisition”. This explains that the retention of words is enhanced when they are taught in a context that is familiar and inspired by real life events of the learners.

Furthermore, TPRS is also interesting, since it is centered on the learners’ lives, it is more likely that they will be truly interested in the content and in expressing meaningful things in real communicative life situations, Brown (2001:90) maintains that, “the use of storylines, familiar situations and characters, real life conversations, meaningful purposes are strongly recommended in establishing the context of language use as well as improving children’s’ attention and retention”. This highlights that the use of comprehensible context and its implementation within the story is an efficient attention grabber and memory enhancer.

TPRS is fun, and humor makes learners laugh and promotes better long –term memory and positive attitude towards their new language. As Krashen (1982:1) claims that “the best methods might also be the most pleasant”. This means that the most effective methods are the ones learners enjoy. Furthermore, Cameron (2001:173) maintains that “listening to a story practices the ability to hold in mind the meaning of an extended piece of spoken discourse”. This refers to the fact that storytelling promotes listening skills and memory retention of the learners.

3. TPRS and Vocabulary Acquisition

Several studies such as Muzammil and Andy (2017), Jebeli (2012), Pinos-Ortiz and Orbe- Guaraca (2018) and Çubukçu (2014), have proved the efficacy of the TPRS method on

the learners' vocabulary acquisition of a targeted language. The TPRS process starts with the introduction of vocabulary which is considered as the starting point for L2 acquisition for the learners. Hence, TPRS facilitates language learning by exposing the learners to a set of vocabulary items in the target language within the stories.

The stories in TPRS are considered as a powerful tool to attract the young learners' attention to acquire new language and new vocabulary. In this sense, Wright (2004:6) argues that "stories, which rely so much on words offer a major and constant source of language experience for children". In addition, vocabulary acquisition plays an important role in the performance and knowledge of a foreign language. Cameron (2001:95) states that, "vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse and essential to participating in it". Hence, in order to use the lexis of a targeted language, it is necessary to both know and understand the words.

Based on Schmitt (2000:146), "meeting a word in different contexts expands what is known about it improving quality of knowledge and the additional exposures help consolidate it in a memory". This statement explains the fact that the comprehension and retention of words can be improved through the recurrence of the word in different contexts, which is one aspect that comprises the base of the TPRS method through its use of the storytelling technique along with repetition and comprehension checks. It exposes the learners to the same targeted vocabulary through the repetition of different events of the story.

4. Theoretical Framework

4.1. The Input Hypothesis

The input hypothesis is one of the most influential theories of second language acquisition. This theory was founded by the American linguist Krashen in the 1980s. In his Second Language Acquisition (SLA) theory, he developed five hypotheses, namely the

acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis and the affective filter hypothesis.

According to Patten and Benati (2010:131), “Input is the language that learners are exposed to”. Hence, input represents the spoken or written language that the learners encounter. The input hypothesis seeks to explain how the learner acquires a second language. Therefore, this hypothesis states simply that, “we acquire (not learn) language by understanding input that is a little beyond our current level of (acquired) competence” (Krashen, 1983:32). Hence, this hypothesis is mainly concerned with ‘acquisition’ not ‘learning’.

4.1.1. Comprehensible Input

Comprehensible input refers to the language input that the learner can hear or read. In this sense, Patten and Benati (2010:127) explain that “comprehensible input (i.e.) language that learners can read understand for its meaning”. In order to acquire a language, Krashen added the feature of comprehensibility to the language input that aims at helping the learners to understand a message delivered to them. In this train of thought, Krashen and Terrell (1983:33) claim that “it may be that all the teacher needs to do is to make sure the students understand what is being said or what they are reading”. In other words, the language input delivered by the teacher should be comprehensible in order to be understood by the learner.

It is obvious that comprehensible input is important in the development of the learners’ understanding of the targeted language. In this connection, Lewis (1993:195) states that “For student to benefit from input it should be comprehensible”, this means that input contributes effectively in the students’ learning when it is understandable. In addition, Krashen and Terrell (1983:32) explain that “an acquirer can move from a stage i (where i is the acquirer’s level of competence) to stage $i+1$ (where $i+1$ is the stage immediately following i along some natural order) by understanding language $+1$ ”. Hence, language learners have to

be exposed to comprehensible input that includes language items that are beyond their current level (i+1) for effective acquisition of L2.

4.2. The Role of Comprehensible Input Hypothesis on Second Language Acquisition

Comprehensible input has a significant role in developing the learner's L2 acquisition. "Input is considered the primary source of data to second language(L2) learning and learning cannot simply occur without input", (Gass,1997; cited in Alahmadi,2020:70). In other words, learning a second language occurs only when the learners are exposed to the language input of that language. Obviously, SLA depends merely on the amount of language input exposed to the learner. In addition, Krashen (1981:101) states that "language acquisition comes from that subset of linguistic input that helps the acquirer acquire language". That is to say, learners acquire language from the language input they encounter, indeed comprehensible input enhances the learners' SLA.

Furthermore, Krashen (2003:4) argues that "we acquire language in only one way: when we understand messages; that is, when we obtain "comprehensible input". In simple words, language acquisition occurs when the learners understand the spoken or written messages delivered for them.

Conclusion

To sum up, this chapter has dealt with the review of the literature related to our research topic which consists in "Exploring the teachers' views on the efficacy of teaching proficiency through reading and storytelling in the vocabulary acquisition within middle schools learners". This chapter presents the notion of vocabulary and highlights its importance in L2 learning. Additionally, it introduces TPRS as new teaching method. On the other hand, it explains the relationship that exists between TPRS and vocabulary acquisition. Finally, it sheds light on Krashen's input hypothesis as a theoretical basis for our research study.

Chapter Two:
Research Design and
Methodology

Introduction

This chapter is methodological; it is mainly concerned with the presentation of the research design used to investigate the teachers' views on the efficacy of TPRS in vocabulary acquisition within middle schools in Azazga, Tizi-Ouzou. It presents the research instruments and the methods used to collect and analyze data. First of all, it presents the research method used to investigate the current study and describes the settings and the participants involved in this research. Then, it deals with the procedures of data collection which consist of both an interview and classroom observation. Finally, it introduces Qualitative Content Analysis as a method used to analyze the qualitative data gathered from both the semi-structured interview and the classroom observation sessions.

1. Research Method

In order to conduct our investigation, we have adopted the qualitative research method. According to Creswell (2009:22), "Qualitative research is a means of exploring and understanding the meaning individuals or groups ascribe to a social human problem". In simple words, it is a method of collecting and interpreting non-numerical data in one study to understand the research problem. The qualitative method is used to explain the open-ended items of the teachers' interview and classroom observation. The reason behind choosing qualitative research relates to the fact that our research is based on two kinds of instruments (interview and classroom observation) which provide us with qualitative data.

2. Context of Investigation and Research Participants

This study has taken place in three different middle schools in Azazga, namely 'Boukersi Houcine' middle school, 'Ahmed Zaidat' middle school, 'Aiche Fatma' middle school. The target population of the research involves six EFL teachers (one male and five females) working with third-year middle school (MS3) pupils, more precisely, we worked with two EFL teachers from each middle school mentioned previously. Before collecting data

for our research we asked each of the six selected EFL teachers whether they have used this method before in their teaching process. However, we deduced that teacher A and C were familiar with the TPRS method and they used it before to focus mainly on the storytelling aspect to teach grammar tenses, as for the rest of the teachers B, D, E, F who were familiar with using stories as a support in their teaching but not specifically the TPRS method we provided them with a detailed research that contained all the necessary information about the method (definition, purpose, steps and examples on how to use it).

The purpose behind choosing to conduct our research with the third (3rd) year classes is because our objective is to test the efficacy of the TPRS method and the third (3rd) year pupils can have some prior knowledge that enables them to understand and to speak using the target vocabulary introduced to them when using this method, also to provide our research with sufficient data to ensure the validity of our study.

3. Procedures of Data Collection

Creswell (2013:146) defines data collection as “a series of interrelated activities aimed at gathering good information to answer emerging research questions”. In other words, data collection is a set of tools used by a researcher to gather the necessary information needed for a specific research area. Furthermore, Kabir (2016:202) maintains that “Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes”. Indeed, data collection is the procedure of assembling and analyzing information about the topic of interest in a structured manner that facilitates the responses to research problems, and evaluating hypotheses and their results.

In order to gather data for our research, we have used two main research instruments: a semi-structured interview administered to six (6) EFL teachers of third-year middle school

pupils (MS3) in the designated middle schools in Azazga, and one done classroom observation session in each of these schools.

3.1. Interview

An interview consists of asking questions in order to collect data. Kabir (2016:211) states that “Interviewing involves asking questions and getting answers from participants in a study”. In this sense, the performance of an interview relies on an exchange of information between interviewer and interviewee. The use of interviews in a qualitative research allows the researchers to assemble information and deepen knowledge and understanding. DeJonckheere and Vaughn (2019:1) argue that “Qualitative research interviews unfold as an interviewer asks questions to the interviewee in order to gather subjective information about a particular topic or experience, and the most common type of interview used in qualitative research is semi-structured interviews”. This means that interviews in a qualitative study unravel as the interviewer questions the participant with the aim of collecting personalized data about a certain concept or expertise with the use of semi-structured interviews. As DeJonckheere and Vaughn (2019:2) claim, “the purpose of using semi-structured interviews for data collection is to gather information from key informants who have personal experiences, attitudes, perceptions and beliefs related to the topic of interest”. This statement infers that the goal of using semi-structured interviews is that it allows the participants to express themselves and share their knowledge, thoughts, and ideas about the subject in question.

In the present study, the interview was used to elicit teachers’ views about the TPRS method. The interview has taken place in the three (3) selected middle schools in Azazga. It has been conducted between the 10th to 12th of May, 2022 and lasted from 25 to 30 minutes. During the interview, we asked eight (8) questions to six (6) teachers of English in charge of third year classes, more precisely, we have interviewed two EFL teachers from each school

who take part in the classroom performance when using the TPRS method to teach vocabulary. However, all the participants did not accept to be recorded while interviewing them, instead that we have written down their answers.

We have asked eight (8) questions to each, and the purpose of the questions is to gather the teachers' views concerning the new teaching method called 'TPRS'. The questions revolved around the implementation of TPRS in teaching, the results of the introduction of the method on the learners, and the effect of using this new method on teaching English vocabulary for young learners.

3.2. Classroom Observation

According to Macdonald (2016:1):

Classroom observation is one of the key methods used to study and assess teaching, i.e. to measure and evaluate the quality and effectiveness of teaching. The data gathered from classroom observations are usually supplemented by evidence drawn from other sources, such as student evaluations or performance.

That is to say, classroom observation is one of the most important tools that helps collect data about the efficacy of a particular method of teaching supplemented by its results on the learners' achievements.

In the current research we have conducted one classroom observation session in each school under analysis between the 10th to 12th of May, 2022 and it has taken one hour for each session. During each classroom observation session, we have used a checklist of nine (9) items conducted with third (3rd) year classes in the three (3) previously stated middle schools, located in Azazga. We have observed third (3rd) year classes, each containing twenty-two (22) pupils and the performance of two EFL teachers in each school while using the TPRS method to teach targeted items. The nine (9) items observed are divided into two sections: the first section consists of five (5) items concerning the effect of the TPRS method on the learners'

comprehension, and the four (4) items left concern the teachers' performance in using the TPRS method.

In order to investigate the second objective of our research, which consist in exploring how the TPRS method can improve the vocabulary acquisition of the learners we have chosen vocabulary items that have been introduced to them before in a previous sequence through a table of synonyms and antonyms. All of the teachers choose items that they used as a base for the storytelling, and at the end of every session all the teachers asked their pupils to re-explain what the meaning of the words was and to give sentences of their own. Indeed, through our observation of all this process in the classroom, the following will led us to achieve our second objective.

4. Procedures of Data Analysis

For the analysis of the data collected from the interviews and classroom observation sessions, we adopted the qualitative method. According to Creswell (2013:180), "Data analysis in qualitative research consists of preparing and organizing the data". The data gathered from the questions of the interviews and the classroom observations are analyzed using Qualitative Content Analysis (QCA).

The Qualitative Content Analysis method is used in order to analyze and interpret qualitative data. Schreier (2012:1) defines QCA as:

a method for describing the meaning of qualitative material in a systematic way, this is achieved by assigning successive parts of the material to the categories of the coding frame; this frame is at the heart of QCA, and it covers all those meanings that feature in the description and interpretation of your material.

In fact, QCA acts as an interpreter of data by coding and analyzing them and identifying themes. In the present study, Qualitative Content Analysis is used to interpret the teachers' answers to the interviews and the items observed during the classroom observation sessions.

Conclusion

This chapter introduces the research design and methodology used to carry out our study. Firstly, it depicts the research method used in the present study which consists of qualitative research, besides the context and participants involved in this research. Then, it illustrates the different research instruments used to collect data for our research which include an interview and a classroom observation. Finally, Qualitative Content Analysis has been introduced as the tool used to analyze the qualitative data obtained from the teachers' interviews and the classroom observation sessions.

Chapter Three:

Presentation of the Findings

Introduction

This chapter is concerned with the empirical part of our research. It deals with the presentation of the results obtained from the interviews addressed to the teachers of English in three middle schools (Boukersi Houcine, Aiche Fatma, and Zaidat Ahmed) in Azazga, in addition to classroom observation sessions gathered in each school under analysis. This chapter includes two sections. The first section presents the results gained from the classroom observation sessions, while the second section is devoted to the presentation of the results obtained from the interviews. The qualitative data obtained from both data collection instruments have been analyzed using QCA.

1.The Results of the Classroom Observation Sessions

Classroom observation with two MS3 one and one MS3 two classes in the three middle schools under analysis is used as the first data collection tool to gather qualitative data about the use of the TPRS method in the classroom. Through classroom observation checklist with nine (9) items, we have observed the attitudes of pupils towards the TPRS method and the teachers' performance while using this method.

1.1. The Effect of the TPRS Method on the Learners' Comprehension

- **Does the TPRS method make a change in the classroom atmosphere?**

According to what we observed in the three middle schools under analysis, the TPRS method changes the classroom atmosphere. It creates a joyful and relaxed environment for the pupils to exchange their ideas. Additionally, the pupils were excited by the story's events and were motivated and active during the lesson since at the end of the second and the last session they were participating and trying to use the new vocabulary that they have learnt to form a sentence then a short story.

- **Are the pupils engaged in the lesson?**

As we noticed in the three classes that we observed, the majority of pupils were engaged with the lesson, they were participating and asking the teacher some questions about the story' events and sometimes they were talking with each other. However, in the first class that we observed some pupils were not fully engaged; they were not participating and they preferred to keep quiet by showing some facial expressions concerning the story development. Because they found difficulties in expressing themselves in the target language.

- **Is there any interaction between the teacher and the pupils and vice versa?**

For this point, we observed that interaction was the key element of this method. The teachers encouraged the pupils to use the vocabulary they learnt and they kept asking them some personal questions related to their daily life just to make the vocabulary more comprehensible for them and to enhance their interaction in the classroom. We also noticed that all the teachers were creating opportunities for the learners to use those words to form a short story of their own. Hence, in all of the classes, there were some pupils who were communicating with each other and creating a new story by using the targeted vocabulary, while some others were just following in silence, and it seemed that they were enjoying the story.

- **Are pupils interested in the lesson?**

According to what we observed in the three sessions that we have attended, the majority of the pupils were showing interest in the story and this method in general since it is a new one to them. They were excited about the coming events and participating. However, some of them limited themselves just to the reading part of the story and we noticed that in all of the classes, there were a few pupils who were focused on reading the final version of the story rather than taking part in the performance.

- **Do pupils face any comprehension challenges with the targeted vocabulary?**

We observed that some of the pupils understood the vocabulary items easily since they were introduced in context within the story and performed by some of the teachers using gestures and repetition to make the vocabulary items comprehensible. However, in one of the observed classes, some of the pupils were slow in understanding the meaning of the words since the teachers did not perform well or use translation to clarify the given items.

1.2. The Performance of the Teachers

- **Are the teachers motivated while using the TPRS method?**

During the three observation sessions, we noticed that five out of six teachers were very motivated to use the storytelling aspect of the TPRS method due to their previous experience and the positive feedback they got from their learners, but only three out of six teachers were interacting with the pupils and motivating them to participate. They were asking questions about the vocabulary items and using constant comprehension checks to ensure the learners understood. However, the remaining three teachers did not take part in the performance of the story.

- **Is there any difficulty in the story development and in the implementation of the target vocabulary?**

According to what we observed in the three sessions, it was not difficult for the teachers to implement the targeted vocabulary. However, despite their effort, they found it difficult to develop the story due to the lack of time and lack of participation of the pupils who had a low level in English. A couple of teachers stopped at a few sentences and asked the learners to imagine an end, and some of the pupils did a good job with that as they related it to their own experience.

- **Does the teacher serve as a coach and support to all the pupils?**

We noticed that most of the teachers kept on motivating and encouraging the learners to get involved in the story. They used a lot of gestures and expressions to make the targeted vocabulary clear so that the learners could develop their ideas easily. However, the three out of six teachers who did not perform the story were not very interactive. They focused more on the reading part. Nevertheless, they still tried to support the learners when they had ideas that they wanted to share or develop.

- **Is TPRS time-consuming?**

From what we observed during the performed sessions, we deduced that the TPRS method is indeed time-consuming. It focuses heavily on building comprehension through comprehension checks, repetition, and translation, in addition to triggering the learners' imagination and self-expression to build a familiar context, and also the reading part which focuses on the textual part of the performed story to give a concrete view of the told story. All of these aspects that form the TPRS method need appropriate time to be successful. Due to the fact that classes do not take more than one hour and the teachers deal with a large number of pupils usually twenty-two or more per class, it is impractical to use this method in only one hour because it is a challenge to use it the right way and respect all of the needed steps for its success.

2. The Results of the Interviews of the Teachers

The second data collection instrument used in this research is a semi-structured interview. It is conducted with six EFL teachers in charge of third-year classes (MS3) in the three different middle schools concerned. The interview is considered as a supplementary tool since it helped us to collect in depth data about the teachers' views related to our research topic.

Q1. Does teaching proficiency through reading and storytelling (TPRS) method fit your teaching style? If yes, how?

This question was asked to discover whether the TPRS method would fit the teaching styles of six EFL teachers in Azazga. All the teachers stressed on the common point of variation in teaching methods enhances classroom interaction and motivation. As an example teacher A said that ‘yes, the TPRS method fits my teaching style’ and teacher B answered with ‘yes it does! I personally think variation in methods is important, and for the TPRS method I think it is effective in teaching because it creates a motivating and engaging atmosphere and allows the learners to get involved in the learning’. In the same perspective teacher C claimed that: ‘Yes, it does, and I think that the variations of techniques within the method makes it even more interesting as it creates a very engaging and motivating atmosphere in the classroom’. And teacher D states that ‘Yes, it does and I always try to find new methods that provide good support to my pupils’ learning’.

Moreover, teacher E maintained that ‘the TPRS method fit his style as the building of stories in the classroom creates an interactive environment between both teachers and learners’. And for teacher F the answer was quite different from all the other teachers in her statement:

‘according to me, TPRS doesn’t fit completely my teaching style just a part of it since my teaching style is more about reading and writing, I like discovering and trying on new methods with my pupils’.

Q2. According to you, is it possible to use the TPRS method along with the course book?

This question was asked to explore the use of the TPRS method with the Algerian course book, all the respondents answered with ‘partially’, They argued that the TPRS method can be used with the course book as stories can be built around a certain lexis and

tenses. Nevertheless, not every lesson in the course book can be supported by this method, some aspects are irrelevant to stories.

Q3. Does TPRS increase the vocabulary achievement of the learners? Please, explain how?

This question constitutes one of the primary aims of this investigation. It targeted to obtain information about the use of the TPRS method improves the learners' vocabulary achievements. All the interviewees answered this question with 'yes' and provided us with a variety of reasons that certify the effectiveness of the method. The first statement to validate this point is from teacher A who said that 'yes, it actually does since the vocabulary is introduced in a context that is familiar to the learners, it makes it much easier for them to acquire the targeted vocabulary, also this method allows them to improve both their writing and speaking skills'. On the same train of thoughts teacher B answered that:

Yes, TPRS increases the vocabulary achievements of the learners as it makes them very motivated and telling the story allows them to take part in the learning process and familiarize with the lexis therefore they are active during the course and enhances their comprehension and vocabulary achievements.

Furthermore, teacher C maintains that:

Yes, this method increases the learners' vocabulary achievements I think mainly because the storytelling part of the method allows the learners to get interested, to have fun and to focus more with the lesson in this case the presented vocabulary and this allows them to learn the words faster.

In the same perspective teacher D states that 'Yes, because it allows to learners to acquire vocabulary through a familiar context which is attractive and easier for young learners' comprehension'. As for teacher E and F both their answers evolved around the fact that the TPRS method is effective in improving the learners' vocabulary achievements because the targeted lexis is not taught in isolation but presented in a familiar context that is 'stories' built around their knowledge, their life events and their interest, which is more

effective in retaining the words and their meaning .In addition to the fun performances , the comprehension checks and reading part of the method, provide repetition that solidifies the learners' understanding and makes them motivated to take part in the learning process.

Q4. Is the TPRS method helpful in making vocabulary acquisition less challenging for you? Please, explain.

All of the respondents answered with a 'yes', and each cited a reason why TPRS helped in making vocabulary acquisition less challenging. As a clarification, teacher A explained that:

the TPRS method facilitates vocabulary acquisition because it is a story based method and from my experience I noticed that whenever I incorporate a story in my teaching my learners tend to be more attentive and have more fun in their learning and that helps me go along with my lesson easily .It is Unfortunate that this kind of strategy is unexplored by the syllabus designers, as young Algerian learners face a lot of difficulties in learning English if story based method were part of our syllabus , it would make both teaching and learning much more easier for us and our pupils.

Also, teacher B claimed that:

this method is really helpful in making vocabulary less challenging in that it involves the learners in the learning process and makes them motivated. Also it makes the teaching process much easier due to the use of pictures and gestures which make the new language comprehensible. It also creates an enjoyable learning and teaching environment.

Moreover, teacher C, D and E agreed on the fact that the TPRS method makes the classroom atmosphere stress-free and attractive for the learners, which makes them more active and interactive, and therefore motivates the teachers' performance during the class. As for teacher F, she stated that "the visuals aids and the performance of stories, makes teaching and acquiring vocabulary a new enjoyable and effective experience".

Q5. Are the learners more collaborative during TPRS class?

This question seeks to confirm whether the TPRS method could boost the learners on becoming more engaged and active during the lesson and all the EFL teachers who were interviewed answered that the pupils are more engaged with the lesson during TPRS class.

Q6. According to you, is the TPRS method interesting enough to catch the learners' attention and enhance their comprehension? If yes, clarify.

This question was asked to know whether the TPRS method was an effective attention grabber and knowledge enhancer to the learners. All the interviewees confirmed with a yes supplemented by different answers as follows. Teacher A explained that TPRS attracts the learners' attention due to the use of storytelling in the classroom which makes the pupils more interested to know the events of the story, and also it enhances their understanding since the targeted vocabulary is introduced in context within the storytelling, which makes the vocabulary items easier to understand. As for teacher B, he maintained that:

As far as am concerned, I find the TPRS method really interesting to catch the learners' attention and enhance their comprehensibility since learners are put in real situations and the use of pictures also makes the new languages easier for their comprehension, the vocabulary is taught in a context and this enhances the learner's vocabulary acquisition.

Furthermore, teacher C argued that:

Yes, it is a very interesting method since it contains several techniques, it triggers both the learners' curiosity and creativity also the stories create a familiar context which makes my learners react positively and understand easily.

Also teacher D said 'Yes, I think it is interesting, as I mentioned previously my pupils really like telling and hearing stories because it allows them to be creative and use their imagination to share their ideas which makes them understand even more the targeted lexis'.

Additionally, teacher E explained that the TPRS method is very interesting and catches the pupils' attention since vocabulary is presented in context within the story. However, teacher F

argued on the fact that the TPRS method is very interesting and enhances the learners' comprehension due to the use of different techniques of storytelling and the visual aids which according to her 'they promote highly the pupils' comprehension especially visual learners'.

Q7. According to you, can TPRS contribute effectively to your teaching process? Please explain how?

This question was asked to investigate how the teachers view the contribution of the TPRS method in their teaching and all the interviewees answered that TPRS contributes effectively to their teaching process with different explanations of how that would be. Starting with teacher A who said 'of course it can because it contains many useful techniques that ensure the learners' comprehension like using gestures, visual aids which make messages more comprehensible and make pupils more comfortable therefore they acquire naturally the targeted vocabulary'. And teacher B maintained that 'I think that it does contribute effectively in my teaching process, since it catches the learners' attention and makes the learners interested and active during the lesson and it allows the learners to identify the meaning of the new vocabulary in a familiar context and in personalized situations'. In the same viewpoint, teacher C argued that 'Yes, it can because it contains good techniques such as the circling method and the personalized questions to rely on it in my teaching process'. Additionally, teacher D asserted that 'Yes, I think it can, because i received a positive feedback from my pupils by using this method in teaching vocabulary and the steps of this method help in improving their four skills'.

Moreover, teacher E claimed that: 'Yes, I think it can because it breaks the routine and makes the classroom atmosphere more enjoyable and exciting for the pupils'. And teacher F stated that 'Yes, of course it contains many effective techniques that can be a great contribution to my teaching, actually I'm familiar with using stories as way to teach new

vocabulary and it has always been useful for my pupils who prefer sharing stories and discussing ideas instead of just reading regular texts’.

Q8. What are the strengths and the weaknesses that you have deduced from using the TPRS method?

Concerning this last question, it seeks to identify the strengths and weaknesses that the teachers have deduced from using the TPRS method with their learners. The majority of the teachers stated numerous advantages that they have concluded from using this method which mainly evolved around the effectiveness of the TPRS method in teaching vocabulary and grammar in context and its positive effect on the pupils’ imagination, creativity, in addition to the positive changes that the method has caused in making the classroom atmosphere more amusing and attractive.

As far as the answers are concerned teacher A asserted that ‘Well! I do think that the TPRS method is a very effective method and pupils show progress in both speaking and writing’. And teacher B confirmed the efficacy of the TPRS method in teaching both vocabulary and grammar in saying that ‘the TPRS method is an effective strategy in teaching vocabulary and some grammar point’. Also teacher C claimed that ‘Through my professional career I have been familiar with the TPRS method, I think that pupils enjoy listening and telling stories and TPRS enriches their creativity and imagination also pupils make great progress in speaking and writing when they read and tell stories’.

Furthermore, teacher D argued that ‘I personally think that it is a motivating method especially by the use of visual aids during the development of the story’s events’. And teacher E affirmed that “the strengths that I deduced from this method I think that it is a more effective way to teach vocabulary in context”. Moreover, teacher F said ‘Well... it is a very amusing and attractive method and my pupils loved telling and sharing their own stories’.

As for the weaknesses of the TPRS method the majority of the teachers agreed that there were not that many disadvantages about the method only the fact that it is time consuming and it needed to be used to explore more grammar and cultural aspects of language as mentioned in the statements of teacher A ‘I think every teaching method has its weaknesses and in this case I would say that I find this method very limited in terms of culture, I don’t think I can really teach any cultural aspect when telling a story’. And teacher B argued that ‘well, even though I think that the TPRS method is an effective strategy in teaching vocabulary and some grammar points, it needs much more time than one session to use it especially when the number of the targeted lexis is large’. Following the same views teacher C asserted that ‘for the weaknesses, I personally love using the TPRS method even though it can be a bit time consuming’. As for teacher D she did not provide us with any weakness concerning the method.

However, teacher E claimed that ‘for the weaknesses...I suppose there needs to be more focus on grammar’. And teacher F concluded with an explanation of what was the method’s weakness which was the following:

I think that this method needs much more time to teach the vocabulary meanings for those who have different levels of assimilation and acquisition because some are weak and others have a good level of English.

Conclusion

This chapter has presented the results obtained from the two research tools, the interview and classroom observation that were conducted with EFL teachers of third-year (MS3) classes in the designated middle schools in Azazga. The results are discussed and interpreted in details in the following chapter.

Chapter Four:

Discussion of the Findings

Introduction

The purpose of this chapter is to discuss and interpret the results obtained from the interviews that we conducted with six EFL teachers in charge of third-year classes (MS3), as well as the results of the three classroom observation sessions carried out with teachers of third-year middle schools' learners. The findings derived from the teachers' interviews and classroom observation are analyzed and interpreted together due to the correlation that exists between the outcomes of these research instruments. Moreover, the results are discussed and interpreted in relation to the literature presented in chapter one in order to achieve the objectives, and to confirm or refute the hypotheses stated in the General Introduction. This chapter is divided into two sections; the first part deals with the interpretation and discussion of the results from the classroom observations and the second part tackles the results of the six interviews conducted with third-year-middle school (MS3) teachers.

1. Discussion of the Results of the Classroom Observation Sessions

Our classroom observation was divided into two main sections. At first, we observed the pupils' responses towards the presented method and its effect on their vocabulary comprehension, and the second section is devoted to the teachers' performance, where we observed how they introduced the TPRS method and how they accompanied the learners in its use.

1.1. The Reaction of the Pupils on Learning Vocabulary through TPRS

The results of the classroom observation sessions revealed a variety of reactions from the pupils towards the TPRS method. We noticed that all of the pupils were very excited about the fact that they are given the opportunity to try a new method that is different from what they have been exposed to before in learning English vocabulary. In addition, the fact that the method itself was based on storytelling, which means the creation of stories and learning through stories is considered as an efficient way, especially in teaching or learning a

foreign language and in this case English. As Surdartini (2006:3) states “one of the most effective media that can be used to teach English to children is to use stories”. Indeed, we observed that the learners were engaging and laughing, they were telling stories of their own and trying to use the given vocabulary to form sentences and to develop their ideas with the target language. We also noted that the pupils showed in all classes the same excitement and joy to be given the opportunity to share their own knowledge and life experiences through the stories.

Additionally, Juraid and Ibrahim (2016:79) argue that “stories are encouraging, joyful and help in developing positive attitude towards the foreign language and language learning in general”. This highlights the fact that the use of stories as a teaching method promotes L2 and FL learning, which is what we have seen through the participation of the pupils in class and their interests in developing the story using their own words.

However, some of the learners were very hesitant to talk and kept quiet. We also noticed that it was not the method that bothered them or that they did not understand, but they did not participate because they could not express themselves in the target languages. Therefore, they stayed silent or just talked to their classmates about the story and how they perceived the events that would go on according to them by using the mother tongue. For these pupils, the teachers tried to help them engage in participating in the development of the stories by suggesting ideas, by giving them hints, and also by using gestures and facial expressions to make the ideas clearer to them.

In addition to the translation from L2 to the mother tongue, the constant questions and encouragement of the teachers helped the smooth introduction of the method to the learners and made it more pleasant and enjoyable as Krashen (1982:1) suggests, “the best methods might also be the most pleasant ones”. Indeed, we noticed that the more the pupils laughed and felt amused during the development of the events of the story, the more they participated

and felt the need to share more of their thoughts and insights by creating other versions of how the events could have proceeded.

Furthermore, we noted that the majority of the pupils were motivated and despite the fact that they had difficulties in using English, they tried to engage in the story as much as they could. For instance, in the class that we observed in Boukersi Houcine one of the pupils (a boy) was trying to form sentences using the given vocabulary to take part in the building of the events of the story. Even though he had a hard time expressing those ideas in the target language, he used gestures and translation through the mother tongue to transmit his ideas to the teachers who translated them in the target language, and this gave the opportunity for the pupil to interact with the teacher and not feel excluded from the others. This stands for the fact that TPRS indeed promotes communication between the teacher and the learners, and confirms the hypothesis that the TPRS method enhances the teacher-learner interaction in the classroom.

Moreover, this shows that this method encourages the collaborative aspect in both teaching and learning, as it made the learners interact and communicate with the teachers through every step of the method. As Nnene et al. (2014:116) explain, “we learn a language by picking up language, interacting, communicating and focusing on form”. In simple words, we learn a particular language by targeting the needed items, by interacting in order to convey their meaning, and focusing on how the words are structured as it is suggested in the TPRS method.

Also, through presenting targeted items and interacting with the learners to find the meaning, then supported by a translation in addition to the communicative aspect of the method in building events of stories, by asking pupils for their personal opinions and ideas about the development of the story. Additionally, the last part of the method that consists of

the reading part gives the pupils the opportunity to pay attention to the words as they have been presented in a textual manner.

1.2. The Use of TPRS to Improve the Pupils' Assimilation of the Target Vocabulary

As far as our study is concerned, we focused on Krashen's input hypothesis (comprehensible input) that constructed our theoretical framework. Additionally, it is a prominent theory applied in the TPRS method. This helped us identify the different levels of assimilation of the FL learners during our observation to improve the pupils' vocabulary comprehension and acquisition.

1.3. The Use of Krashen's Comprehensible Input within the TPRS Method

According to Hedstrom (2016: 2), "using TPRS means teaching with an awareness of Stephen Krashen's theory particularly the comprehension hypothesis". This highlights the fact that the TPRS method is based on Krashen's theory which consists of teaching through meaningful context and communication, which means we acquire a language by understanding it. In other words, "we acquire by going for meaning" (Krashen, 1982:21). In the observed classes, we noticed that the pupils were always seeking to understand the meaning of the presented words before trying to give any suggestions. They also relied on familiarizing the items to what they already knew. Some pupils tried to convey shapes and gestures while others used the mother tongue, and the teachers either confirmed or gave further examples. They also put each item in a context that was known or familiar to the learners so they could relate to it easily and build ideas around it.

Furthermore, the comprehensibility within the TPRS method is provided through the use of the storytelling aspect. This is supported by Ray and Seely (2012; cited in De Costa, 2015:2) who claim that:

The TPRS approach uses stories with targeted vocabulary that will be useful for learning the lesson. However, the stories are not as much 'told' by the teacher as they are 'asked' of the

students, so that learners can be involved in the creation of the story. ‘Yes’ or ‘no’ and ‘either /or’ questions are asked of the students using interrogative pronouns such as ‘why, where, who and how’.

This means that TPRS transmits learning through storytelling or story asking, as it has proven to be the best way to make easy connections and comprehend the sense of words. Also, storytelling is one of the most useful techniques to attract young learners in the learning process effectively. According to Izzah and Mutriani (2015:557), “Telling stories have a good chance for young learners to discover experience of real life and the language learning experience together. Storytelling is a kind of teaching method which can help the young learners to knowledge, literacy, imagination, creation and critical thinking”. Since telling a story puts the learners in a frame of a certain context depending on what the story is about, this first and foremost acts as an attention grabber.

Indeed, what we have noticed in the classes when the teachers suggested that they would build a story together using the young learners’ ideas is that it provoked certain excitement for the pupils knowing that they could take part in the lesson. The questions that were repeatedly asked were ‘what is the story going to be about?’ and ‘what kind of story is it going to be about?’. These questions were a way for the learners to put themselves in the situation so they could imagine and participate, and it was truly interesting to see all what they could come up with all by giving them a free space for imagination. Even though at the beginning many pupils especially in the first class where we performed our observation session struggled to understand the words since they were presented in English, they still engaged in the lesson and asked questions.

The incorporation of the words within stories and the constant comprehension checks allowed the learners to make relations between the events of the stories and the words themselves. Inal and Cakir (2014:676) maintain that “stories help students develop their

vocabulary by making connections between known and unknown words. so the story context can easily encourage students to learn new words, and that is an excellent way to enhance their vocabulary”. Along these lines, we came to a conclusion that introducing new FL items through comprehensible context within a story facilitates the learners’ understanding of those items, in addition to the constant repetitions of the words in order to build a frame for the story executed by the teachers, indeed improve the learners’ vocabulary achievements.

Webb (2007:3), suggests that “learners gain knowledge about words as repetition of the words is increased”. In this sense, repeating words enhances their acquisition and this constitutes one of the main techniques in the TPRS method which had proved to us that in fact the techniques used in this method help students understand vocabulary easily, and therefore acquire it by relating to the context of the events built-in stories.

Besides, when all the teachers of the schools under analysis re-asked questions about the words, all the learners answered positively and gave their own definitions. At the end of each session, all the teachers asked learners to make sentences using the words that were suggested at the beginning as targeted vocabulary items, and the majority of the learners gave coherent and meaningful sentences especially in the third class that we observed. This showed that the TPRS method indeed helped them in understanding the vocabulary that was targeted at the beginning of the lesson.

This is supported by Ray and Seely (2012, cited in De Costa, 2015:9), who state that “students who were being taught with TPRS method, were not ‘bored’ or ‘embarrassed’, On the contrary, it helped them to memorize the vocabulary and to understand the context and language”. All in all, this stands by the fact that TPRS is indeed helpful as a teaching method and confirms the hypothesis that the TPRS method is effective in teaching vocabulary.

1.4. The Attitudes of the Teachers towards the TPRS Method

1.4.1. The Level of Motivation of the EFL Teachers during TPRS Class

From the results displayed in the previous chapter, we noticed that all of the teachers were motivated to try a new method that would bring variety to the lessons and to the classrooms. Mostly they relied on body language, gestures and facial expressions, and they were very enthusiastic about revealing the storytelling aspect to their learners. Teacher A in Boukersi Houcine middle school mentioned to the learners that they would do one of their favorite activities which was telling and listening to stories, and which in return got the pupils excited. The reason behind favoring this method and prioritizing it from what we have seen in the classrooms, it is because of its engaging side just by mentioning the word ‘story’. We noticed smiles and excitement in the faces of the learners. As Juraid and Ibrahim (2016:79) state, “A story session is a relaxed happy time to share feelings and insights, and a comfortable relationship between storyteller and listener is established, mutual confidence and respect are shared”. Simply stories create an amusing and stress- free classroom and they increase the communication between teachers and their learners, which explains why the teachers were more than happy to try the method with their learners.

Moreover, even though the majority of the teachers were motivated by the trial and usage of this method, the ones to whom it was different from their teaching style had a little difficulty with the performing aspect of the method. We noticed that three out of six teachers did not engage in the performance. They encouraged and supported the learners to speak up and express themselves, and they used translation and gestures when needed to increase their understanding. However, as mentioned above, the ones who were not very familiar with the method enjoyed more the reading part of the method than the actual performance of the story, thus they did not neglect their part in motivating the learners to perform. Johnson (2017:47) claims that “Teachers motivate their students to learn by providing them with positive

feedback, in order to develop competence”. In this sense, the support that is provided by the teachers increases the learners’ desire to take part in the classroom activities. For instance, one of the teachers in the second class that we observed kept encouraging her learners to speak and used gestures to give a vivid aspect to the characters she had in her mind. The teacher used printed pictures of the targeted items to make sure that her learners knew how they would condition the building of the story.

Nevertheless, despite the stimulation provided by the teachers, some learners had difficulties in developing the story with the teacher especially in Boukersi Houcine middle school we observed, as one of the pupils told the teacher, that he wanted to participate but he did not know how to express himself in English and that the flow of ideas came to him in his mother tongue. However, the teacher helped him and translated so he would be able to take part in the development of the story. From what we noticed within the classes that we observed, both the teachers and the pupils were interested in the method as it is something new. A novelty is always a curiosity, nonetheless, its level of applicability needs more time than what is provided in the Algerian classes since each step needs its proper time to be applied the right way.

1.4.2. Teacher –Learner Interaction during TPRS Class

Through our observation, we noticed that the interaction between the teachers and their learners was different from one class to another. Generally speaking, all of the teachers were engaged with their learners, they were asking them questions and getting them into playing a part in the presented story events. In Ahmed Zaidat and Aiche Fatma middle schools the interaction was impressive, the learners kept giving examples and asking questions. By way of illustration, one of the pupils (a boy) in ‘Aiche Fatma’ middle school kept raising his hand and giving concrete examples of the words that were suggested by the teacher. He also managed to make his own stories in a few minutes by using the presented

words, which was interesting to note how storytelling as an activity can motivate and enhance the learners' innovation and imagination. Catala et al. (2017: 1) support the following idea in their statement:

Among all different activities that we could consider to stimulate and foster the development of social skills and creativity, storytelling seems to be particularly suitable, given its inherently social and creative nature. It has been used before to support and research aspects of linguistic, cognitive, and affective development in childhood, as well as other skills such as memory and writing skills. Furthermore, it provides opportunities for social, which is paramount for the development of children as they grow up and involves necessary interpersonal skills such as communication and empathy.

This highlights the importance and the benefits of storytelling as an activity as it enables the development of learners' creativity, cognitive skills, linguistic skills and social skills. Moreover, from what we deduced during our observation, it is in fact true that the creation of a story enhances communication and interaction in the classroom. We noticed that many pupils were asking each other about how they thought the story would end, or how they would react if it happened to them in a real-life situation. The learners also asked the teachers about their own opinions about how they would see themselves if they were the main characters of the story. These kind of questions are not asked in usual lectures. Even though they might seem as basic questions but the fact that thinking about the events of the story got the students into sharing their thoughts and asking for the teachers' feedback and also communicating with each other to share their own experiences.

Additionally, another factor that we observed to check its effect on the interaction between the teachers and the learners was the use of comprehension checks and the circling technique both evolve around the same idea which is asking repetitive questions in order to ensure students' understanding of the targeted items, and in all of the classes the teachers kept

repeating the questions by changing certain words, but they were all about the same items. They also used gestures to add meaning to the words, and interacted with the learners by helping them develop their ideas which is an important factor because the way the teachers interacted with their learners influenced their view of the language that was presented to them and encouraged them to develop their ideas and to take part in the class. As Hall and Walsh (2002:187), support the following idea in their statement, “through their interactions with each other, teachers and students construct a common body of knowledge”. Thus, the learners at first were hesitating but at the end of the class when the teacher re-checked with them, they all answered positively and even gave their own synonyms and examples that solidified their understanding of the provided items.

The outcomes of our observations led us to come into the conclusion that in fact the TPRS method promotes teacher-learner interaction. As Cherry (2008:20) states, “TPRS language acquisition is, at its core, a function of human social interactions”. This confirms our hypothesis that TPRS helped to enhance the interaction between the teachers and their learners. As Ray and Seely (2012; cited in Dokalik-Jonak and Kemsies,2015:1).maintain, “the principles of TPRS method are, comprehensibility, repetition, high motivation , interaction as well as personalization” This firmly states all of the points that we observed and concluded during our observations and that the teachers who followed the principles and steps of the method correctly concluded their courses with positive results from both parts , as both the teachers repetition and motivation induced the learner’s motivation and creativity to both interact and form a personal unique story that is understood by all .

2.Discussion of the Findings of the Interview

To enrich our research and gain more information concerning the teachers’ views on TPRS as a teaching method, a semi-structured interview was conducted with six EFL teachers of third-year classes (MS3) in the three different designated middle schools in Azazga.

2.1. The Perception of the Teachers on the Use of the TPRS Method in their Teaching

The results of the teachers' interviews disclosed important points that will be discussed in detail in this section. In fact, for the first question (see question 1) five out of six teachers agreed that TPRS fits their teaching style except for one teacher. However, they all reported that they liked trying this new method of teaching as far as it contributes effectively to their teaching process, especially with the use of storytelling as part of this method, as it attracts the learners' attention and motivates them. This idea is supported by Ellis and Brewster (2004:21) who claim that "pupils positively enjoy hearing stories again and over again". Indeed, teacher E for instance, said that 'yes, TPRS fits my teaching style as the use of storytelling in teaching attracts the attention of the pupils'. And teacher A added that 'TPRS has always fit my teaching style along my experience, using storytelling in the classroom helped me a lot with my learners especially when teaching grammar and vocabulary'.

As far as teacher F is concerned she was not sure that TPRS can fit her teaching style since she was used to the traditional method which is supported by a course book. She said 'According to me, TPRS doesn't fit completely my teaching style just a part of it since my teaching style is more about reading and writing'. In this sense, Lewis (1993:66) claims that "All teachers can feel threatened by new content or method particularly by proposals that suggest a change in their own role in the classroom". Indeed, this explains the answer provided by this participant, as she found it difficult to convert into another way of teaching.

However, the results demonstrate that the participants are aware that TPRS facilitates the acquisition process since the vocabulary items are presented in context within the story. Based on Hedstrom (2012:6), "TPRS is a contextualized method". Furthermore, the use of visuals aids and gestures make the input even more comprehensible for the learners. These results go hand in hand with Krashen's comprehensible input hypothesis (1983:32) which

states that “in order for acquirer to progress to the next stage in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage”. This solidifies the fact that comprehension is the key to language acquisition and progression.

As regards the second question, it appears that all the teachers confirmed that TPRS can be used along with the course book, since the storytelling aspect of the method is considered as a good support for young learners to achieve their learning objectives and in this case learning vocabulary. Additionally, stories provide the learners with the opportunity to be in direct contact with the language. In this connection, Wright (2004:6) claims that “stories, which rely much on words offer a major and constant source of language experience for children”. Moreover, teacher A declared that ‘TPRS can be used in the course since it is an effective method on teaching vocabulary and learners like listening to stories’. As for the five other participants they just claimed that the TPRS method can be used as part in a sequence of the course book, but not fully due to the variety of lessons that cannot be taught using the TPRS method.

2.2. The Effectiveness of the TPRS Method in Teaching English to Young Learners

In order to explore the teachers’ attitudes towards using TPRS method, we asked them whether TPRS can contribute effectively in their teaching process. All the interviewees asserted that it is an effective method to rely on while teaching English to young learners as far as they get a positive feedback from the learners when using it. All the teachers provided us with some reasons that explain the effectiveness of this method on their teaching process. Firstly, the use of visuals aids like pictures to support the story development is claimed by teachers A and D to be an important tool in enhancing the learners’ comprehension of the vocabulary, “The use of visuals and other support for listening is consequently very important to the child’s comprehension and enjoyment of the story” (Ellis and Brewster ,2004:48).

Secondly, as it is supported by teacher B, the context based vocabulary learning which means that, in this method the new items are presented in a contextualized manner within the story which facilitates the understanding of the meaning of the words easily from the learners. The third reason as they affirmed by teacher C and F in the interviews is the comprehension checks that accompany the pupils during their learning process through TPRS method to ensure their understanding and retention of the targeted items.

Additionally, as it was claimed by teacher E, TPRS has a positive influence on their teaching process since it breaks the monotony, and it creates an enjoyable and stress-free environment that motivate the learners to use the language in a natural way in the classroom. This was supported by the same teacher's answer to this question, who claimed that 'yes, TPRS contributes effectively in my teaching process since it is a helpful in breaking the routine and makes the classroom atmosphere more enjoyable and exciting for the pupils'.

2.3. The Advantages and Disadvantages deduced from the Use of the TPRS Method

As for question eight the teachers were asked to provide us with some advantages and disadvantages that they deduced from using TPRS method the answers of the interviewees in the following question were varied as the questions itself was divided into two points strengths and weaknesses.

2.3.1. Strengths of the TPRS Method

Concerning the advantages of the method the respondents gave different answers from what they either noticed on their previous use of the method as teacher A in Boukersi Houcine middle school and teacher C in Ahmed Zaidat middle school gave notion to how their learners performed well in 'speaking and writing', and teacher B in Boukersi Houcine middle school considered the grammatical aspects that can be introduced in story frames. Moreover, the majority of the teachers affirmed that their learners personally loved the method because they found it 'amusing , attractive, enjoyable' and they supported their answers by stating that the

main strong point of this method is the fact that it is story based, and those stories allow the learners to get in touch with their creativity and imagination, additionally being able to introduce the vocabulary in a context of a story supplemented by images or gesture ,creates a familiar environment that allows the learners to feel comfortable enough to engage themselves in is what most the teachers preferred about the method.

2.3.2. Weaknesses of the TPRS Method

Nevertheless, despite the preferences expressed by the teachers there are a few who mentioned what they have seen limitations of the TPRS method mostly the same points that evolved around the method being limited culture wise which means that cultural aspects cannot be taught through creating stories , the fact that it is limited in grammar and the most discussed point was the time consuming aspect of the method not in a way that was not totally applicable, however, the techniques and steps need precision and time ,and due to the fact that some classes contain a large number of learners that do not have the same level of English which is also seen as an issue for the teachers who applied this method, using the TPRS method requires either more time or less pupils in one classroom . In general, the opinions were positive and the majority of the teachers were motivated into trying this method and some even asserted that they would use it again as they enjoyed the feedback they obtained from their learners.

2.4. The Efficacy of the TPRS Method in Teaching and Learning Vocabulary

As far as the third question is concerned, it is evident that TPRS increases the vocabulary knowledge of the learners as supported by all the interviewees, by means of the vocabulary items that are presented in context within the story development which facilitates its assimilation by the learners .This view was confirmed by Nation (1990:60) who states that “through the context of words that we learn most about their meaning” .This means that we understand words through context and as mentioned previously in the first chapter, teaching

words and in this case vocabulary through TPRS means teaching in highly contextualized frame to engage the learners and improve their comprehension. One of the teachers (teacher E) who was involved in the interview claimed that ‘TPRS improves the repertoire of pupils as the words are taught in context not in isolation’. In addition, TPRS attracts the learners’ attention and motivates them as they interact to form the events of the story. They become active learners during the lesson which promotes language acquisition. Due to the teacher’s experience with the method, his opinion was quite positive about the implementation of TPRS in his courses, and he transmitted his knowledge of it through his practice in the class and through the conducted interview.

Moreover, this method enables the learners to develop their productive skills (writing and speaking) when it comes to using the words they have been transmitted in the class to create their own stories and this use of the acquired knowledge supports the learners FL acquisition. This statement is supported by Nation (1990:2) who claims that “increasing learners’ vocabulary without giving attention to putting this knowledge to use may not be effective”. This is indeed important as in TPRS classes the new lexis that is presented by the teachers is used to produce personal stories, inspired by the learner’s knowledge.

Furthermore, the learners develop their receptive skills (reading and listening) as well, because of the amount of vocabulary items that the pupils receive in the process of storytelling which makes them familiar with these words, and enhances their learning of L2 vocabulary. Nation (1990:6) asserts that “real vocabulary learning comes through use of both receptive use and productive use”, which means that to learn vocabulary, learners need to acquire it both receptively (reading and listening) and productively (speaking and writing). These main competences are in fact enhanced and important in the creation of stories for language use as it is done in the TPRS method as Wright (2004:5) claims, “stories can improve students’ fluency in terms of encouraging their receptive skills, namely listening and

reading and also encouraging their productive skills , namely speaking and writing” .This was confirmed by teacher A who claimed that ‘this method allows them to improve both their writing and speaking skills , it is truly effective especially when the learners love stories like my pupils’. And teacher D who stated that ‘in my opinion this method helps in improving the learners’ four skills because it targets every skill in each step’.

Furthermore, according to the answers obtained from the fourth question, it is deduced that all the teachers confirmed that TPRS facilitates the vocabulary acquisition for the learners, and this goes in line with what Pinos-Ortiz and Orbe-Guaraca confirm that “TPRS method contributes to significantly improve the acquisition of vocabulary in English” (2018:274). Additionally, TPRS makes the teaching environment less challenging and more enjoyable due to the fun effect that the method has on the learners in creating their own events of story using the words that are being presented to them in the same frame. In this sense, Numpaque and Rojas (2010:161) claim that “TPR-Storytelling is entertaining and a low-stress way of acquiring a foreign language”. As stories are the prominent aspect of this method and this is supported by the teachers through the answers given to this question where they also mentioned that it creates an amusing atmosphere and it promotes different learning styles.

Moreover, teacher B declared that ‘TPRS method is really helpful in making vocabulary acquisition less challenging, in that it involves the learners in the lesson and makes them motivated which facilitates the learning process, in addition to the use of the visual aids that makes the learners familiar with the words to make the new language comprehensible. It also creates an enjoyable learning and teaching atmosphere’, the following statement provided by one of the teachers within the interview, and it is supported by Friday (2014:1) who states that, “learning through stories is enjoyable, interesting and creates a comfortable environment ,it also motivates the students to speak the language ,furthermore the integration of stories in classroom captures student’s attention for the lessons , it will also

create an interactive teacher-students classroom” .Indeed ,the fun and variety within the method allows for a comfortable setting for both teachers and learners and therefore engages the students to learn effectively and for the teachers to deal with any challenges easily due to the learners cooperation. According to the following statements and the teachers’ affirmation this confirms our hypothesis stated in the General Introduction that TPRS is effective in teaching vocabulary.

2.5. The Effect of the TPRS Method on the Learners’ Involvement in the Classroom

When we asked about whether the learners are collaborative during TPRS class, all the interviewees agreed that the TPRS method makes a change in the lesson development, since the learners are fully engaged and involved in the classroom, as a consequence of the use of storytelling which provides amusing and interesting tasks to get the attention of the young learners in order to acquire new lexis and to learn a new language. Moreover, Listening or telling story works the learners’ imagination and enhances their creativity and motivates them to create a short story of their own using the vocabulary they have learnt in the classroom.

This was supported by Ellis and Brewster (2004:3) who emphasize that “Storytelling creates a rich and naturally contextualized learning conditions that enable teaching and language learning to be developed spontaneously and creatively in a whole curriculum approach”. This demonstrates that the teachers’ use of the TPRS method in the classroom creates opportunities for the learners to enhance their interaction and involvement. As Ellis and Brewster (2004:21) assert, “Participating in the storytelling becomes an enjoyable activity”. In addition to the personalized questions that provide opportunities for pupils to express their own ideas, it ensures the retention and the comprehension of the vocabulary item for the young learners as supported by Ellis and Brewster (2004:33) who argue that “Many children learn new words quickly but they need to recycle them regularly to aid retention”.

Hence, all these aspects presented in this method, promote the learners' involvement in the classroom.

Besides, all the six teachers revealed that TPRS is considered to be effective in catching the learners' attention and enhances their comprehensibility when teaching new lexis. From the sixth question, we concluded that all teachers found TPRS as a helpful method to attract the learners' attention since the pupils enjoyed listening and telling stories, since it exercised their imagination, and it keeps them fascinated and interested with the flow of the events of the story. Juraid and Ibrahim (2016:81) argue that "storytelling captures the attention of the students, thus promoting the sense of interaction". It has also revealed that the techniques used in this method facilitate the learners' assimilation of the vocabulary items due to the use of different comprehension aids.

In fact, this was supported by the teachers' views, as teacher A argued that 'Through my career, I have always used TPRS with my learners to improve their vocabulary knowledge especially those who had some learning difficulties or lack of attention. Stories catch the learners' attention easily and facilitate their comprehensibility because the vocabulary items are introduced in context'. Accordingly, Ray and Seely (2012; cited in Pinos-Ortiz and Orbe-Guaraca ,2018:268), explain that, "the use of TPRS in classrooms is a method that can be used by teachers so that they can enrich the vocabulary of their students in an interesting way". These results reinforce the idea that EFL teachers in middle schools consider the TPRS method as an effective approach in teaching new language that must be used frequently by teachers nowadays.

Conclusion

This chapter has discussed the results obtained from the two research instruments used in this study. In order to answer the three research questions, and confirm the suggested hypotheses in the General Introduction; classroom observation and semi structured interview

conducted with six (6) EFL teachers in three selected middle schools in Azazga. The discussion of the findings obtained from the classroom observation reveal that TPRS is effective method in improving the third year learners' vocabulary achievement, and it is also concluded that the techniques used in TPRS which consist on gestures, circling, and personalized questions encourage the learner to use the target language and increases the interaction in the classroom. Thus these findings confirm the second and the third hypothesis developed in the first chapter. Moreover, from discussing the teachers' answers of the interview questions, it is revealed that teachers have a positive attitude towards the use of TPRS to teach vocabulary for pupils. Therefore, the results obtained from the interview confirm the first hypothesis suggested in the General Introduction.

General Conclusion

General conclusion

The current study has explored the teachers' views on the efficacy of Teaching Proficiency through Reading and Storytelling in vocabulary acquisition. It has dealt with EFL teachers of the third-year classes (MS3) in three different middle schools in Azazga, namely Boukersi Houcine, Aiche Fatma and Zaidat Ahmed.

The study was set to reach three main objectives. The first was to identify the attitudes of EFL teachers towards the use of the TPRS method to teach vocabulary for young learners. The second objective was to explore how TPRS can improve the vocabulary acquisition of the young learners. The third objective was to examine whether the use of TPRS in classrooms increases the interaction between teachers and learners. In order to reach these objectives, we have relied on Krashen's (1980) comprehensible input hypothesis which is part of his overall SLA theory. This hypothesis is mainly concerned with the individuals' acquisition of a target language. Hence, it explains how the learners acquire a language.

In order to provide answers to the research questions and to check the suggested hypotheses in the General Introduction, we have adopted a qualitative research design that relies on qualitative methods for data collection and data analysis. The research data are gathered using two main research instruments, which are classroom observation with a checklist of nine (9) items to observe both the pupils' attitudes towards the TPRS method and the teachers' performance in the classroom while using this teaching method. In addition, a semi-structured interview was administered to six EFL teachers in the three selected middle schools in Azazga. The qualitative data obtained from these two instruments are analyzed and interpreted using Qualitative Content Analysis.

The discussion of the findings of the classroom observation sessions and semi-structured interview in the fourth chapter has provided us with answers to the research questions and the advanced hypotheses in the General Introduction.

The results of the semi-structured interviews demonstrated that the majority of the teachers have a positive attitude towards the use of the TPRS method, especially while teaching English vocabulary for young learners. Thus, these findings confirm the first hypothesis which has advanced that the teachers view TPRS as original and helpful in teaching vocabulary to young learners. In addition, from the results of the classroom observation, we have concluded that the TPRS method develops the vocabulary acquisition of the learners. Therefore, these outcomes confirm the second hypothesis, which has advanced that “yes, TPRS is effective in improving the third year learners’ vocabulary acquisition’. Moreover, the study has revealed that the techniques used in TPRS which consist of gestures, circling, and personalized questions enhance the interaction in the classroom. Therefore, the findings obtained from the classroom observation confirm the third hypothesis suggested in the General Introduction.

There have been some limitations while conducting this study. The first is the limited number of the interviewees only six, since not all the teachers were familiar with this method. Additionally, we only conducted one classroom observation session in each middle school due to the time limitation. Third year classes were busy with exams preparation and most of the teachers did not finish the syllabus at the time.

It is hoped that the findings of this work contribute to the topic of teachers’ views on the efficacy of TPRS in vocabulary acquisition and provided opportunities for further research. Hence, further investigations may be conducted to compare this method with one of the other existing traditional teaching methods. In addition, further studies may investigate the efficacy of TPRS in enhancing the speaking skill of the learners.

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Appendices

Appendix1: Classroom Observation Checklist

Observer's names: Date:

Class observed: Time:

Criteria	yes	No	Comments
Section 1: The effect of the TPRS method on the learners' comprehension			
1. Does the TPRS method make a change in the classroom atmosphere?			
2. Are the pupils engaged in the lesson?			
3. Is there any interaction between the teacher and the pupils and vice versa?			
4. Are pupils interested in the lesson?			
5. Do pupils face any comprehension challenges with the target vocabulary?			
Section 2: The Performance of the Teachers			
1. Are the teachers motivated while using the TPRS method?			
2. Is there any difficulty in the story development and in the implementation of the target vocabulary?			
3. Does the teacher serve as a coach and support to all the pupils ?			
4. Is the TPRS method time- consuming?			

Appendix 2: Interview of the Teachers

Dear teachers,

Our study explores teachers' views on the efficacy of the TPRS method in vocabulary acquisition within middle school in Azazga. This research is conducted with third (3nd) year learners with three different middle schools in Azazga (Boukersi Houcine, Ahmed Zaidat and Aiche Fatma). You are kindly requested to answer these series of questions as it contributes to our research study, the interview responses will be used only for academic purpose and they will be anonymous.

Thank you for your collaboration

The Interview Questions:

- 1) Does teaching proficiency through reading and storytelling (TPRS) method fit your teaching style? If yes, how?
- 2) According to you, is it possible to use the TPRS method along with course book?
- 3) Does The TPRS method increase the vocabulary achievement of the learners? Please, explain how?
- 4) Is the TPRS method helpful in making vocabulary acquisition less challenging for you? Please, explain.
- 5) Are the learners more collaborative during the TPRS class?
- 6) According to you, is the TPRS method interesting enough to catch the learners' attention and enhance their comprehensibility? if yes, please clarify.
- 7) According to you, can the TPRS method contribute effectively to your teaching process? Please, explain how?
- 8) What are the strengths and the weaknesses that you have deduced from using the TPRS method?

Date:

Teachers' interview Transcription

Teacher A

Interviewer: Does teaching proficiency through reading and storytelling (TPRS) method fit your teaching style? If yes, how?

Interviewee: Yes, The TPRS method fits my teaching style, along my experience using stories helped me a lot with my learners mainly when teaching grammar and vocabulary.

Interviewer: According to you, is it possible to use the TPRS method along with course book?

Interviewee: TPRS can be used in the course since it is an effective method on teaching vocabulary and learners like listening to stories.

Interviewer: Does the TPRS method increase the vocabulary achievement of the learners? Please, explain, how?

Interviewee: yes, it actually does since the vocabulary is introduced in a context that is familiar to the learners it makes it much easier for them to acquire the targeted vocabulary, additionally this method allows them to improve both their writing and speaking skills, it is truly effective especially when the learners love stories like my pupils.

Interviewer: Is the TPRS method helpful in making vocabulary acquisition less challenging for you? Please, explain?

Interviewee: yes, I think the TPRS method facilitates vocabulary acquisition because it is a story based method and from my experience I noticed that whenever I incorporate a story in my teaching my learners tend to be more attentive and have more fun in their learning and that helps me go along with my lesson easily .It is unfortunate that this kind of strategy is unexplored by the syllabus designers, as young Algerian learners face a lot of difficulties in learning English if story based method were part of our syllabus , it would make both teaching and learning much more easier for us and our pupils.

Interviewer: Are the learners more collaborative during the TPRS class?

Interviewee: Yes, they are more collaborative and involved with the class, they are always very motivated when we deal with a story of any kind, they get totally invested in what happens with its characters as if they were watching a movie.

Interviewer: According to you, is the TPRS method interesting enough to catch the learners' attention and enhance their comprehensibility?

Interviewee: Yes, it is in fact a great attention grabber, I think it is due to the storytelling aspect of the method and Through my career, I have always used TPRS with my learners to improve their vocabulary knowledge especially those who had some learning difficulties or lack of attention. Stories catch the learners' attention easily and facilitate their comprehensibility because the vocabulary items are introduced in context.

Interviewer: According to you, can the TPRS method contribute effectively in your teaching process?

Interviewee: Of course it can because, it contains many useful techniques that ensure the learners' comprehension like using gestures, visual aids which make messages more comprehensible and make pupils more comfortable therefore they acquire naturally the targeted vocabulary.

Interviewer: What are the strengths and the weaknesses that you have deduced from using The TPRS method?

Interviewee: Well! I do think that the TPRS method is a very effective method and pupils show progress in both speaking and writing. but, I think every teaching method has its weaknesses and in this case I would say that I find this method very limited in terms of culture, I don't think I can really teach any cultural aspect when telling a story.

Teacher B

Interviewer: Does teaching proficiency through reading and storytelling (TPRS) method fit your teaching style?

Interviewee: yes, it does, I personally think variation in methods is important, and for the TPRS method I think it is effective in teaching because it allows the learners to get involved with the lesson.

Interviewer: According to you, is it possible to use the TPRS method along with the course book?

Interviewee: I think, partially because we have two different course books that we use to teach third year classes they called 'First generation and Second generation course book', and concerning the first generation course book there is a lot of sequences and themes that are suitable to use in TPR Storytelling since it contains a lot of new vocabulary. However, the Second generation course book is not that varied in themes so I don't think that we can apply the method to its lessons.

Interviewer: Does the TPRS method increase the vocabulary achievement of the learners?

Interviewee: Yes, TPRS increases the vocabulary achievements of the learners as it makes them very motivated and telling the story allows them to take part in the learning process and familiarize with the lexis therefore they are active during the course and enhances their comprehension and vocabulary achievements.

Interviewer: Is the TPRS Method helpful in making vocabulary acquisition less challenging for you?

Yes, I think. this method is really helpful in making vocabulary less challenging in that it involves the learners in the learning process and makes them motivated. Also it makes the

teaching process much easier due to the use of pictures and gestures which make the new language comprehensible. It also creates an enjoyable learning and teaching environment.

Interviewer: Are the learners more collaborative during the TPRS class?

Interviewee: Learners are more collaborative, they are motivated by the storytelling aspect of the method and they are excited and interested and this makes them active and involved because they take part in each step of the story building.

Interviewer: According to you, is the TPRS method interesting enough to catch the learners' attention and enhance their comprehension?

Interviewee: As far as I am concerned, I find the TPRS method really interesting to catch the learners' attention and enhance their comprehensibility since learners are put in real situations and the use of pictures also makes the new languages easier for their comprehension, the vocabulary is taught in a context and this enhances the learners' vocabulary acquisition.

Interviewer: According to you, can the TPRS method contribute effectively in your teaching process?

Interviewee: I think that it does contribute effectively in my teaching process, since it catches the learners' attention and makes the learners interested and active during the lesson. And it allows the learners to identify the meaning of the new vocabulary in a familiar context and in personalized situations.

Interviewer: What are the strengths and the weaknesses that you have deduced from using the TPRS method?

Interviewee: Well...even though I think that the TPRS method is an effective strategy in teaching vocabulary and some grammar points, it needs much more time than one session to use especially when the number of the targeted lexis is large.

Teacher C

Interviewer: Does teaching proficiency through reading and storytelling (TPRS) method fit your teaching style?

Interviewee: Yes, it does, and I think that the variations of techniques within the method makes it even more interesting as it creates a very engaging and motivating atmosphere in the classroom.

Interviewer: According to you, is it possible to use the TPRS method along with the course book?

Interviewee: Partially yes, it can be used to teach grammar tenses or vocabulary but not every lesson of the course book.

Interviewer: Does the TPRS method increase the vocabulary achievement of the learners?

Interviewee: Yes, this method increases the learners' vocabulary achievements I think mainly because the storytelling part of the method allows the learners to get interested, to have fun and to focus more with the lesson, in this case the presented vocabulary and this allows them to learn the words faster.

Interviewer: Is the TPRS method helpful in making vocabulary acquisition less challenging for you?

Interviewee: Yes, because it makes the classroom a stress-free environment and the pupils engage more with the lesson.

Interviewer: Are the learners more collaborative during the TPRS class?

Interviewee: Yes, very collaborative!

Interviewer: According to you, is the TPRS method interesting enough to catch the learners' attention and enhance their comprehension?

Interviewee: Yes, it is a very interesting method since it contains several techniques it triggers both the learner's curiosity and creativity, also the stories create a familiar context which makes my learners react positively and understand easily.

Interviewer: According to you, can the TPRS method contribute effectively in your teaching process?

Interviewee: Yes, it can because it contains good techniques such as the circling method and the personalized questions to rely on it in my teaching process.

Interviewer: What are the strengths and the weaknesses that you have deduced from using the TPRS method?

Interviewee: Through my professional career I have been familiar with the TPRS method, I think that pupils enjoy listening and telling stories and TPRS enriches their creativity and imagination also pupils make great progress in speaking and writing when they read and tell stories, as for the weaknesses, I personally love using the TPRS method even though it can be a bit time consuming.

Teacher D

Interviewer: Does teaching proficiency through reading and storytelling (TPRS) method fit your teaching style?

Interviewee: Yes, it does and I always try to find new methods that provide good support to my pupils' learning

Interviewer: According to you, is it possible to use the TPRS method along with the course book?

Interviewee: I think partially, not every lesson can be used for a story.

Interviewer: Does the TPRS method increase the vocabulary achievement of the learners?

Interviewee: Yes, it does because it allows learners to acquire vocabulary through a familiar context which is attractive and easier for young learners' comprehension also in my opinion this method helps in improving the learners' four skills because it targets every skill in each step.

Interviewer: Is the TPRS method helpful in making vocabulary acquisition less challenging for you?

Interviewee: Yes, because my pupils enjoy stories very much, it makes them very active and interactive and therefore makes teaching vocabulary much easier.

Interviewer: Are the learners more collaborative during the TPRS class?

Interviewee: Yes, they are!

Interviewer: According to you, is TPRS interesting enough to catch the learners' attention and enhance their comprehensibility?

Interviewee: Yes, I think it is interesting, as I mentioned previously my pupils really like telling and hearing stories because it allows them to be creative and use their imagination to share their ideas which makes them understand even more the targeted lexis.

Interviewer: According to you, can the TPRS method contribute effectively in your teaching process?

Interviewee: Yes, I think it can because I received a positive feedback from my pupils by using this method in teaching vocabulary in context and the steps of the method help in improving their four skills.

Interviewer: What are the strengths and the weaknesses that you have deduced from using the TPRS method?

Interviewee: I personally think that it is a motivating method especially by the use of visual aids during the development of the story's events.

Teacher E

Interviewer: Does teaching proficiency through reading and storytelling (TPRS) method fit your teaching style?

Interviewee: Yes, TPRS fits my teaching style as the use of storytelling in teaching attracts the attention of the pupils.

Interviewer: According to you, is it possible to use the TPRS method along with the course book?

Interviewee: Partially yes, it can be used for some sequences in the course book.

Interviewer: Does the TPRS method increase the vocabulary achievement of the learners?

Interviewee: Yes, because this method can improve the repertoire of the learners as the words are taught in context and not in isolation and also they are presented in a familiar context that is 'stories' built around their life events and interest, which is more effective in retaining the words.

Interviewer: Is the TPRS method helpful in making vocabulary acquisition less challenging for you?

Interviewee: Yes, because it makes the pupils more active and they interact more in the class which makes the lesson easier.

Interviewer: Are the learners more collaborative during the TPRS class?

Interviewee: Yes, they are very collaborative.

Interviewer: According to you, is the TPRS method interesting enough to catch the learners' attention and enhance their comprehensibility?

Interviewee: Yes, since the method is interesting and catches the pupils' attention and I think that since vocabulary is presented in a context through the stories makes it much easier for the learners to understand it.

Interviewer: According to you, Can the TPRS method contribute effectively in your teaching process?

Interviewee: yes, TPRS contributes effectively in my teaching process since it is a helpful in breaking the routine and makes the classroom atmosphere more enjoyable and exciting for the pupils.

Interviewer: What are the strengths and the weaknesses that you have deduces from using the TPRS method?

Interviewee: the strengths that I deduced from this method I think that it is a more effective way to teach vocabulary in context as for the weaknesses...I suppose there needs to be more focus on grammar.

Teacher F

Interviewer: Does teaching proficiency through reading and storytelling (TPRS) method fit your teaching style?

Interviewee: According to me, TPRS doesn't fit completely my teaching style just a part of it since my teaching style is more about reading and writing, I like discovering and trying on new methods with my pupils.

Interviewer: According to you, is it possible to use the TPRS method along with the course book?

Interviewee: Partially not for all the lessons.

Interviewer: Does the TPRS method increase the vocabulary achievement of the learners?

Interviewee: Yes, it does! because the words are taught in a context that is familiar to the learners and through the repetition and the building of fun of the story itself the meaning of the words becomes easier to the learners.

Interviewer: **Is the TPRS method helpful in making vocabulary acquisition less challenging for you? please, explain.**

Interviewee: Yes, I think it is helpful especially due to the visuals aids and the performance of stories, makes teaching and acquiring vocabulary a new enjoyable and effective experience.

Interviewer: **Are the learners more collaborative during The TPRS class?**

Interviewee: Yes of course!

Interviewer: **According to you, is TPRS interesting enough to catch the learners' attention and enhance their comprehensibility?**

Interviewee: Yes, it is very interesting since it uses different techniques like the visuals aids which promote highly the pupils' comprehension especially the visual learners.

Interviewer: **According to you, can the TPRS method contribute effectively in your teaching process?**

Interviewee: Yes, of course it contains many effective techniques that can be a great contribution in my teaching like the circling technique which I liked using very much. And actually I'm familiar with using stories as way to teach new vocabulary and it has always been useful for my pupils who prefer sharing stories and discussing ideas instead of just reading regular texts.

Interviewer: **What are the strengths and the weaknesses that you have deduced from using the TPRS method?**

Interviewee: Well... it is a very amusing and attractive method and my pupils loved telling and sharing their own stories but I think that this method needs much more time to teach the vocabulary meanings for those who have different levels of assimilation and acquisition because some are weak and others have a good level of English.