



**T.C.**

**ULUDAG UNIVERSITY**

**THE INSTITUTE OF EDUCATIONAL SCIENCES**

**THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**

**THE DIVISION OF ENGLISH LANGUAGE TEACHING**

**THE IMPACT OF “TEACHING PROFICIENCY THROUGH  
READING AND STORYTELLING” (TPRS) METHOD  
ON THE ANXIETY LEVELS OF ADOLESCENT  
TURKISH EFL LEARNERS**

**MASTER’S THESIS**

**Emine ERYILMAZ**

**BURSA**

**2019**





**T.C.**

**ULUDAĞ ÜNİVERSİTESİ**

**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

**YABANCI DİLLER EĞİTİMİ ANABİLİM DALI**

**İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**TPRS DİL ÖĞRETİM METODUNUN İNGİLİZCEYİ  
YABANCI DİL OLARAK ÖĞRENEN TÜRK ERGENLERDEKİ  
KAYGI SEVİYESİNE ETKİSİ  
YÜKSEK LİSANS TEZİ**

**Emine ERYILMAZ**

**Danışman**

**Prof. Dr. Zübeyde Sinem GENÇ**

**BURSA**

**2019**

## BİLİMSEL ETİĞE UYGUNLUK

Bu alıřmadaki tm bilgilerin akademik ve etik kurallara uygun bir řekilde elde edildiđini beyan ederim.

  
**Emine ERYILMAZ**

**25/07/ 2019**



## EĞİTİM BİLİMLER ENSTİTÜSÜ

### YÜKSEK LİSANS İNTEHAL YAZILIM RAPORU

#### ULUDAĞ ÜNİVERSİTESİ

## EĞİTİM BİLİMLER ENSTİTÜSÜ

### YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

Tarih:25/07/2019

Tez Başlığı: The Impact of "Teaching Proficiency through Reading and Storytelling" (TPRS) Method on the Anxiety Levels of Adolescent Turkish EFL Learners

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 231 sayfalık kısmına ilişkin, 03/07/2019 tarihinde şahsım tarafından *Turnitin* adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 5' dir.

Uygulanan filtrelemeler:

- 1- Kaynakça hariç
- 2- Alıntılar hariç
- 3- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Özgünlük Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve bu Uygulama Esasları'nda belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

25/07/2019

<b>Adı Soyadı:</b>	Emine ERYILMAZ
<b>Öğrenci No:</b>	801010001
<b>Anabilim Dalı:</b>	Yabancı Diller Eğitimi Anabilim Dalı
<b>Programı:</b>	İngiliz Dili Eğitimi Bilim Dalı
<b>Statüsü:</b>	<input checked="" type="checkbox"/> Y.Lisans <input type="checkbox"/> Doktora

Danışman  
Prof. Dr. Zübeyde Sinem GENÇ

25/07/2019

## YÖNERGEYE UYGUNLUK ONAYI

“The Impact of ‘Teaching Proficiency through Reading and Storytelling’ (TPRS) Method on the Anxiety Levels of Adolescent Turkish EFL Learners” adlı Yüksek Lisans tezi, Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan



Emine ERYILMAZ



Yabancı Diller Eğitimi ABD Başkanı ve Tez Danışmanı

Prof. Dr. Zübeyde Sinem GENÇ

## JÜRİ ÜYELERİNİN İMZA SAYFASI

T.C.

ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE,

İngiliz Dili Eğitimi Anabilim Dalı'nda 801010001 numara ile kayıtlı Emine ERYILMAZ'ın hazırladığı "The Impact of 'Teaching Proficiency through Reading and Storytelling' (TPRS) Method on the Anxiety Levels of Adolescent Turkish EFL Learners" konulu Yüksek Lisans ile ilgili tez savunma sınavı, 25/07/2019 günü 11.30-12.30 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının **başarılı** olduğuna **oybirliği** ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu

Başkanı)

Prof. Dr. Zübeyde Sinem GENÇ

Uludağ Üniversitesi

Üye

Asst. Prof. Dr. Bengü AKSU ATAÇ

Nevşehir Hacı Bektaş Veli Üniversitesi

Üye

Assoc. Prof. Dr. İlknur SAVAŞKAN

Uludağ Üniversitesi

## ÖZET

Yazar	: Emine ERYILMAZ
Üniversite	: Uludağ Üniversitesi
Ana Bilim Dalı	: Yabancı Diller Eğitimi Ana Bilim Dalı
Bilim Dalı	: İngiliz Dili Eğitimi Bilim Dalı
Tezin Niteliği	: Yüksek Lisans Tezi
Sayfa Sayısı	: XIX+211
Mezuniyet Tarihi	: 25.07.2019
Tez	: TPRS Dil Öğretim Metodunun İngilizceyi Yabancı Dil Olarak Öğrenen Türk Ergenlerdeki Kaygı Seviyesine Etkisi
Danışmanı	: Prof. Dr. Zübeyde Sinem GENÇ

### **TPRS DİL ÖĞRETİM METODUNUN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ERGENLERDEKİ KAYGI SEVİYESİNE ETKİSİ**

“Okuma ve Hikâye Anlatma Yoluyla Yeterlik Kazandırma” (TPRS), 1980'lerin sonunda Blaine Ray tarafından oluşturulan canlı ve sürekli gelişmekte olan bir yabancı dil öğrenme metodudur. Metodun temelinde, anlaşılır girdi sağlamak için ilginç, tuhaf ve hatta saçma detaylarla şekillendirilmiş yüksek etkileşimli ve kişiselleştirilmiş hikâyeler yer alır. Metodun iddialarından biri, kaygı ve stresi en az düzeye indirerek daha rahatlatıcı bir öğrenme ortamı yaratılmasına yardımcı olmasıdır. TPRS ile ilgili çalışmalar son zamanlarda artış gösterse bile, yabancı dil öğrenen kişilerin yaşadıkları kaygıya metodun etkisi üzerine bugüne kadar yeterince araştırma yapılmamıştır.

Bu araştırmanın temel amacı, TPRS metodunun İngilizceyi yabancı dil olarak öğrenen ergen Türk öğrencilerinin kaygı düzeyleri üzerindeki etkisini araştırmaktır. TPRS'in yabancı dil kaygısı üzerindeki etkisinin belirlenmesi amacıyla bu araştırmada karma yöntem araştırma tasarımı kullanılmıştır. Nicel veriler, TPRS yönteminin dil derslerinde uygulanmasından önce ve sonra E. Horwitz, M. Horwitz ve Cope (1986) tarafından oluşturulan Yabancı Dil Sınıflarında Anksiyete Ölçeği (FLCAS) ile toplanmıştır. Sekiz hafta boyunca tüm dil derslerinde TPRS yöntemi kullanılmıştır. SPSS 23.00 programı ile FLCAS ortalama değerlerinin sekiz haftalık bir uygulama sürecinden sonra farklılık gösterip göstermediği araştırılmış ve analiz edilmiştir. Ek olarak, nitel veriler 71 öğrenci arasından seçilen 10

gönüllü ile gerçekleştirilen yarı yapılandırılmış röportajlardan elde edilmiştir. Bu nitel verilerin analizinde içerik analizi ve renk kodlama teknikleri kullanılmıştır.

Tüm bulgular incelendiğinde, 71 ergen Türk öğrencisinin yaşadığı yabancı dil kaygısının azalmasında TPRS'in oldukça etkili bir yöntem olduğu görülmüştür. Metodun yabancı dil kaygısına neden olan tüm kaynaklar üzerinde de istatistiksel olarak anlamlı olumlu etkisi olduğu görülmüştür. Bu nedenle, TPRS metodu yabancı dil öğreniminde isteksiz, endişeli ve stresli öğrencilerle karşılaşmış olan yabancı dil öğretmenleri tarafından alternatif olarak kullanılabilir.

*Anahtar sözcükler:* Ergenler, TPRS Dil Öğretim Metodu, yabancı dil kaygısı.

## ABSTRACT

Author	: Emine ERYILMAZ
University	: Uludag University
Field	: Teaching Foreign Languages
Branch	: English Language Teaching
Degree Awarded	: Master's Degree
Page Number	: XIX+211
Degree Date	: 25.07.2019
Thesis	: The Impact of “Teaching Proficiency through Reading and Storytelling” (TPRS) Method on the Anxiety Levels of Adolescent Turkish EFL Learners
Supervisor	: Prof. Dr. Zübeyde Sinem GENÇ

## THE IMPACT OF “TEACHING PROFICIENCY THROUGH READING AND STORYTELLING” (TPRS) METHOD ON THE ANXIETY LEVELS OF ADOLESCENT TURKISH EFL LEARNERS

“Teaching Proficiency through Reading and Storytelling” (TPRS) is a living and evolving method of foreign language learning created and developed by Blaine Ray in the late 1980s. The method utilizes highly interactive and personalized stories shaped by interesting, bizarre and even absurd details to provide comprehensible input. One of the claims of the method is that it helps the creation of a more relaxing learning environment by minimizing anxiety and stress. Even if there is a growing amount of research on TPRS, its effects on anxiety experienced by language learners have not been adequately researched so far.

The primary purpose of this research is to investigate the efficacy of TPRS method on the anxiety levels of adolescent Turkish EFL learners. With the purpose of identifying the effect of TPRS on foreign language anxiety (FLA), the mixed methods research design was used in this research. The quantitative data were collected through Foreign Language Classroom Anxiety Scale (FLCAS) created by E. Horwitz, M. Horwitz and Cope (1986) before and after the implementation of TPRS method into the language classes. TPRS method

was used in all language lessons during eight weeks. Whether FLCAS mean values differed after an eight-week treatment process was investigated and analyzed through SPSS 23.00 program. Additionally, the qualitative data were obtained from the semi-structured interviews carried out with 10 volunteers chosen among 71 students. The content analysis and color coding techniques were utilized in the analysis of these qualitative data.

When all of the findings were analyzed, it was seen that TPRS was a highly effective method in terms of reducing FLA experienced by 71 adolescent Turkish EFL learners. Its significantly positive effect was found out on all sources of FLA too. Therefore, the method can be alternatively used by foreign language teachers having encountered with students who are unenthusiastic, anxious and stressful in foreign language learning.

*Keywords:* Adolescent learners, foreign language anxiety, TPRS method.

## ACKNOWLEDGEMENTS

The process of writing this thesis was a tremendous and challenging journey for me. I would like to express my deep sense of gratitude to a number of people whose support made this process more relaxing and less stressful for me.

Firstly, I would like to thank my thesis supervisor Prof. Dr. Zübeyde Sinem GENÇ for her assistance in completing my thesis. This work could not have been accomplished without her invaluable guidance, priceless motivation and constant encouragement. Since the very beginning of this process, she has never lost her hope and belief in me.

Also, I would like to thank my beloved parents for their unconditional love, help, prayers and understanding throughout my study.

I am also grateful to my brother Alperen ERYILMAZ for his support and never ending patience, which helped me complete this thesis. He was always with me whenever I needed his help and ran into a trouble spot.

I further owe my special thanks to my beloved husband Emrullah ERYILMAZ, who was the first person to encourage me to pursue and accomplish this thesis. He truly walked with me, holding my hand during all of the challenging and stressful times. His confidence has been a persistent source of motivation for me. Words cannot express all that he means to me.

Last but not least, I dedicate this thesis to my two-year-old daughter Ayza for keeping my spirit up with all of her innocence, existence and healing laughter during the process of writing this thesis. She has been the biggest motivation and encouragement for me after my long and tiring days and nights at the study room. She has made me stronger, better and more fulfilled than I could have ever imagined. I love her to the moon and back. I hope this piece of work will be a source of inspiration for her in the future.

Emine ERYILMAZ

## TABLE OF CONTENTS

BİLİMSEL ETİĞE UYGUNLUK .....	i
YÜKSEK LİSANS ÇALIŞMASI ORJİNALLİK RAPORU .....	ii
YÖNERGEYE UYGUNLUK ONAYI .....	iii
JÜRİ ÜYELERİNİN İMZA SAYFASI.....	iv
ÖZET .....	v
ABSTRACT.....	vii
ACKNOWLEDGEMENTS .....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES .....	xvi
LIST OF FIGURES .....	xviii
LIST OF ABBREVIATIONS .....	xix
CHAPTER 1: INTRODUCTION .....	1
1.1. The Background of the Study .....	1
1.2. The Statement of the Problem .....	5
1.3. The Purpose of the Study .....	9
1.4. Research Questions .....	11
1.5. The Significance of the Study.....	12
1.6. The Assumptions of the Study.....	13
1.7. The Limitations of the Study .....	13
1.8. Definitions of Terms .....	13
1.9. Summary.....	14
CHAPTER 2: LITERATURE REVIEW .....	15
2.1. The Effects of Anxiety in Foreign Language Learning .....	15
2.1.1. Definitions of anxiety. ....	16

2.1.2. Types of anxiety .....	17
2.1.2.1. Trait, state, and situation-specific anxiety. ....	17
2.1.2.2. Facilitating and debilitating anxiety. ....	18
2.1.3. Foreign language anxiety (FLA). ....	19
2.1.3.1. The sources of foreign language anxiety. ....	21
2.1.3.2. Research on foreign language anxiety.....	23
2.2. Teaching English to Adolescents.....	26
2.2.1. The characteristics of adolescents. ....	27
2.2.2. The key domains of adolescent development.....	28
2.2.3. Anxiety-prone nature of adolescents. ....	29
2.2.4. Implications for classroom instruction.....	30
2.3. Total Proficiency through Reading and Storytelling (TPRS) Method.....	33
2.3.1. Theoretical background of TPRS. ....	34
2.3.1.1. Total physical response (TPR).....	35
2.3.1.2. The natural approach. ....	36
2.3.1.3. Krashen's monitor model. ....	37
2.3.1.3.1. The acquisition-learning hypothesis .....	37
2.3.1.3.2. The input hypothesis .....	38
2.3.1.3.3. The affective filter hypothesis .....	38
2.3.1.3.4. The monitor hypothesis.....	39
2.3.1.3.5. The natural order hypothesis .....	39
2.3.1.4. Storytelling.....	39
2.3.2. Three pillars of TPRS method.....	43
2.3.2.1. Comprehension. ....	43
2.3.2.2. Repetition.....	44

2.3.2.3. Interest.....	45
2.3.3. Three steps of TPRS.....	47
2.3.3.1. Establish meaning.....	47
2.3.3.2. Asking a story.....	49
2.3.3.3. Reading.....	54
2.3.4. Advantages of TPRS method.....	55
2.3.5. Disadvantages and obstacles of TPRS method.....	56
2.3.5.1. TPRS as a teacher-centered method.....	56
2.3.5.2. Exhaustion factor.....	56
2.3.5.3. Adapting a textbook to TPRS.....	57
2.3.5.4. Lack of authentic cultural materials.....	57
2.3.6. Research on TPRS.....	58
2.3.6.1. Research on TPRS outside of Turkey.....	58
2.3.6.2. Research on TPRS in Turkey.....	65
2.4. Summary.....	69
CHAPTER 3: METHODOLOGY.....	70
3.1. Introduction.....	70
3.2. Research Design.....	71
3.3. Setting and Participants.....	72
3.4. Data Collection Instruments.....	74
3.4.1. Foreign language classroom anxiety scale (FLCAS).....	74
3.4.2. Interview.....	76
3.5. Data Collection Procedure.....	77
3.6. Data Analysis Procedure.....	78
3.7. Summary.....	81

CHAPTER 4: RESULTS.....	82
4.1. Introduction.....	82
4.2. Quantitative Results of the Study.....	82
4.2.1. FLA before the implementation of TPRS method.....	82
4.2.2. FLA after the implementation of TPRS method. ....	86
4.2.3. The impact of TPRS method on the sources of FLA. ....	89
4.2.3.1. The effect of TPRS method on FLA related to CA.....	89
4.2.3.2. The effect of TPRS method on FLA related to FNE.....	94
4.2.3.3. The effect of TPRS method on FLA related to TA. ....	97
4.2.3.4. The effect of TPRS method on FLA related to learners’ BPF. ....	99
4.2.4. TPRS as an effective or ineffective method in terms of reducing FLA experienced by students. ....	105
4.3. Qualitative Results of the Study .....	109
4.3.1. FLA before the implementation of TPRS method.....	110
4.3.2. FLA after the implementation of TPRS method. ....	110
4.3.3. The impact of TPRS method on the sources of FLA.....	111
4.3.3.1. The effects of TPRS method on FLA related to CA. ....	111
4.3.3.2. The effects of TPRS method on FLA related to FNE. ....	112
4.3.3.3. The effects of TPRS method on FLA related to TA. ....	113
4.3.3.4. The effects of TPRS method on FLA related to BPF.....	114
4.3.4. TPRS as an effective or ineffective method in terms of reducing FLA experienced by students. ....	116
4.4. Summary.....	116
CHAPTER 5: DISCUSSION AND SUGGESTIONS .....	117
5.1. Discussion.....	117

5.1.1. Introduction. ....	117
5.1.2. Discussion of the results. ....	118
5.1.2.1. FLA before the implementation of TPRS method. ....	118
5.1.2.1.1. Discussion relating to research question 1. ....	119
5.1.2.1.2. Discussion relating to research question 2. ....	121
5.1.2.2. FLA after the implementation of TPRS method. ....	124
5.1.2.2.1. Discussion relating to research question 3. ....	124
5.1.2.2.2. Discussion relating to research question 4. ....	127
5.1.2.3. The impact of TPRS method on the sources of FLA. ....	129
5.1.2.3.1. Discussion relating to research question 5. ....	129
5.1.2.3.2. Discussion relating to research question 6. ....	130
5.1.2.3.3. Discussion relating to research question 7. ....	131
5.1.2.3.4. Discussion relating to research question 8. ....	132
5.1.2.4. TPRS as an effective or ineffective method in terms of reducing FLA experienced by students. ....	134
5.1.2.4.1. Discussion relating to research question 9. ....	134
5.1.2.4.2. Discussion relating to research question 10. ....	137
5.2. Suggestions .....	141
5.3. Concluding Remarks .....	143
REFERENCES.....	146
APPENDICES.....	163
Appendix 1: Lesson Plans .....	163
Appendix 2: Foreign Language Classroom Anxiety Scale (FLCAS).....	195
Appendix 3: The Turkish Version of FLCAS .....	197
Appendix 4: Semi-structured Interview Questions.....	199

Appendix 5: Informed Consent Form .....	200
Appendix 6: The Official Permission from the Participating School Management .....	201
Appendix 7: The Official Permission from the Social and Human Sciences Research and Publication Ethics Committee of Uludag University.....	202
Appendix 8: The Official Permission from Sakarya Directorate of National Education ...	203
Appendix 9: Samples from the Comic Strips (post activities) .....	205
CV.....	210

## LIST OF TABLES

<i>Table</i>		<i>Page</i>
1.	The proficiency trend of Turkey from 2011 to 2018 according to EF EPI (2018) scores.....	3
2.	The use of the circling technique for the subject of the statement.....	52
3.	The use of the circling technique for the details in the statement.....	53
4.	The academic success levels of the sampling group before the research.....	74
5.	Ranges of FLCAS values and their descriptions.....	79
6.	The model of the study.....	80
7.	Descriptive statistics of overall FLA mean values before TPRS.....	82
8.	Descriptive statistics of overall FLA mean values before TPRS (per item).....	83
9.	Descriptive statistics of different levels of FLA in pre-FLCAS.....	84
10.	Descriptive statistics of overall mean values of FLA sources in pre-FLCAS (per item).....	85
11.	Descriptive statistics of overall FLA mean values after TPRS.....	86
12.	Descriptive statistics of overall FLA mean values after TPRS (per item).....	86
13.	The anxiety levels of the participants after TPRS treatment.....	87
14.	Post-test mean values of FLA sources (per item).....	88
15.	The comparison of CA item means in the pre- and post-tests.....	89
16.	The frequencies and percentages of the items related to CA in the pre- and post-tests.....	91
17.	The comparison of FNE item means in the pre- and post-tests.....	94
18.	The frequencies and percentages of the items related to FNE in the pre- and post-tests.....	96

19.	The comparison of TA item means in the pre- and post-tests .....	98
20.	The frequencies and percentages of the items related to TA in the pre- and post-tests.....	99
21.	The mean values of language anxiety related to learners' BPF.....	100
22.	The frequencies and percentages of the items related to BPF in the pre- and post-tests.....	101
23.	Anxiety levels before and after TPRS treatment.....	105
24.	The comparison of the mean values obtained from the pre- and post-tests.....	106
25.	The comparison of the mean values obtained from the pre- and post-tests (per item).....	107
26.	Paired sample t-test: Pre-test and post-test mean values of the anxiety sources...	108

## LIST OF FIGURES

<i>Figure</i>		<i>Page</i>
1.	EF EPI 2018 scores.....	1
2.	The "U" relation between anxiety and performance.....	19
3.	The circling poster.....	52
4.	The percentage distribution of the anxiety levels of the participants before TPRS treatment.....	84
5.	The percentage distribution of the anxiety levels of the participants after TPRS treatment.....	87
6.	The differences between CA mean values (per item).....	90
7.	The differences between FNE mean values (per item).....	95
8.	The differences between TA mean values (per item).....	98
9.	The differences between the mean values of FLA related to BPF.....	100
10.	Anxiety levels before and after TPRS treatment.....	106
11.	Pre-test and post-test mean values of the anxiety sources.....	108

## **LIST OF ABBREVIATIONS**

BPF	: Beliefs, Perceptions and Feelings
CA	: Communication Apprehension
CEFR	: The Common European Framework of Reference
CLT	: Communicative Language Teaching Approach
EF EPI	: Education First: English Proficiency Index
FLA	: Foreign Language Anxiety
FLCAS	: Foreign Language Classroom Anxiety Scale
FNE	: Fear of Negative Evaluation
MNE	: The Ministry of National Education
SPSS	: Statistical Package for the Social Sciences
TA	: Test Anxiety
TPR	: Total Physical Response Method
TPRS	: Teaching Proficiency through Reading and Storytelling

## CHAPTER 1

### Introduction

#### 1.1. The Background of the Study

The widespread popularity of English and the utmost significance attached to this language have been increasing constantly all over the world. Since it has hitherto been an international language which is highly dominant in the areas such as trade, economics, diplomacy, science, medicine and education, learning English language is considered as a vital requirement. Besides, having a key feature in the social, political, economic and educational progress in every society, English is regarded as the "language of opportunity and empowerment" (Crystal, 2003, p. 28). Therefore, it has been taught to myriads of people from all ages in different countries and consequently, it has been enjoying a highly prestigious and global status for a long time (Graddol, 2000).

However, it cannot be entirely claimed that learning this international language has been so successful and promising in most of the countries so far. According to the data obtained from *Education First: English Proficiency Index (EF EPI)* in 2018, 44 countries out of 88 were reported to have low or very low English proficiency (see Figure 1) (Education First, 2018).

Figure 1

#### *EF EPI 2018 scores*

LOW PROFICIENCY		VERY LOW PROFICIENCY					
45 Georgia	52.28	56 Panama	49.98	66 Iran	48.29	78 Kuwait	45.64
46 Chile	52.01	57 Mexico	49.76	67 Morocco	48.10	79 Oman	45.56
47 China	51.94	58 Sri Lanka	49.39	68 Tunisia	47.85	80 Kazakhstan	45.19
48 Taiwan	51.88	59 Peru	49.32	69 Honduras	47.80	81 Algeria	44.50
49 Japan	51.80	60 Colombia	48.90	70 El Salvador	47.42	82 Myanmar	44.23
50 Pakistan	51.66	61 Bolivia	48.87	71 U.A.E.	47.27	83 Saudi Arabia	43.65
51 Indonesia	51.58	62 Egypt	48.76	72 Nicaragua	47.26	84 Afghanistan	43.64
52 Albania	51.49	63 Bangladesh	48.72	73 Turkey	47.17	85 Cambodia	42.86
53 Brazil	50.93	64 Thailand	48.54	74 Jordan	47.10	86 Uzbekistan	42.53
54 Ethiopia	50.79	65 Ecuador	48.52	75 Venezuela	46.61	87 Iraq	40.82
55 Guatemala	50.63			76 Syria	46.37	88 Libya	39.64
				77 Azerbaijan	45.85		

Hence, especially in the countries where English proficiency has not reached the desired level, the national policies of foreign language learning are being put forward and changed constantly in order to increase the level of proficiency in all language skills and provide high-quality English language education (Altan, 2017; Altmisdort, 2016; Mirici, 2015). As the main objective in language learning is to internalize and to be able to use the language competently, the traditional language learning methods which force learners to memorize the patterns and perform out-of-context drills are not sufficient to fulfill these goals. Instead of implementing these old-fashioned methods, today's language classrooms have been experiencing a shift from the traditional teacher-based model to the more learner-centered model in which learner autonomy can be built and students can find the opportunity to direct their own learning (Lin & Chien, 2009).

Turkey is, no doubt, one of these countries which redesign foreign language learning and teaching curriculums periodically. Having realized the necessity to be proficient in English language in the global age, it prioritizes English language teaching at all levels of education. Doğançay-Aktuna highlights the role of English language in Turkey as follows:

In Turkey English carries the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish. On an interpersonal level, it is used as a link language for international business and for tourism while also providing a code which symbolises modernisation and elitism to the educated middle classes and those in the upper strata of the socioeconomic ladder. (1998, p. 37)

Even if a great amount of importance is attached to the teaching and learning English language, the EF EPI scores of Turkey obtained from 2011 to 2018 obviously justifies the urgent need for efficient regulations and revisions in foreign language education policy as seen in Table1 (Education First, 2018).

Table 1

*The proficiency trend of Turkey from 2011 to 2018 according to EF EPI (2018) scores*

2011	2012	2013	2014	2015	2016	2017	2018
43rd	32nd	41st	47th	50th	51st	62nd	73rd
out of 44	out of 54	out of 60	out of 63	out of 70	out of 72	out of 80	out of 88
Very low	Low	Low	Very low	Very low	Very low	Very low	Very low

The Turkish National Education System in foreign language learning is based on the main criterion which emphasizes the necessity to maintain an up-to-date curriculum in line with the international standards of foreign language teaching and learning. Since it has been observed that the most of Turkish students stay far from achieving a desired level of proficiency in each of the language skills, the Teaching Program for English Language was redesigned with the transition from the 8+4 educational model to the 4+4+4 system in 2013. This revised system has required that English learning programs to be implemented into all classes starting from the second grades. The most vital emphasis of this new system, as it was in the previous one, is upon the acquisition of communicative competence in the target language. Regarding communicative competence as one of the most significant linguistic principles, Brown (2001) highlights how to achieve this goal in language classrooms:

Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world. (p. 69)

For this reason, the *2nd-8th Grades English Curriculum* highly designates "an eclectic mix of instructional techniques" allowing language learners "to experience English as a means of communication, rather than focusing on the language as a topic of study" (The Ministry of Natural Education [MNE], 2018a, p. 3). As for the *9th-12th Grades English Curriculum*, it

can be said that it is a follow-up version of the *2nd-8th Grades English Curriculum*.

"Following the same communicative focus in the 2nd-8th Grades English Curriculum, the curriculum designed for the 9th-12th Graders is intended to foster communicative skills in English among learners" (MNE, 2018b, p. 5). In the light of this stated communicative goal, Communicative Language Teaching Approach (CLT) has been regarded as one of the leading instructional techniques in the establishment of authentic communicative environment in *Teenwise 9*, which is the mandatory textbook used in the 9th grades of the state high schools in Turkey (Bulut, Baydar-Ertopçu, Umur-Özadalı & Şentürk, 2017).

CLT intends to make the acquisition of communicative competence the goal of language teaching and it encourages teachers to teach actual communication. Larsen-Freeman defines communicative competence as "knowing when and how to say what to whom" (2000, p. 121). Therefore, achieving this competence means using the target language in order to interact with others rather than learning it as an object of study. It aims to overcome the problem that students cannot transfer what they have learnt in a classroom environment to the outside world when they are required to communicate in the target language. As a solution, the approach emphasizes the use of authentic materials depicting the natural use of the foreign language in natural occasions. Songs, stories, newspapers and videos are some of the authentic materials that can be used in language learning classrooms (Larsen-Freeman, 1986). Similarly, this approach attaches the paramount significance to the creative and active language learning activities which can foster the acquisition process. For example, language games, skits, discussion sessions, simulations, storytelling, role-plays and improvisations are broadly suggested activities that provide learners with an opportunity to practice communicating in different social contexts and to negotiate meaning (Richards & Rodgers, 1986).

This approach also helps students build their own autonomy as they have the freedom to direct their own learning in an environment where the teacher acts as an advisor and a facilitator rather than being the sole dominator of the class that uses textbooks and traditional methods (Richards & Rodgers, 1986). Furthermore, in this active environment, students' errors are tolerated while they are engaged in speaking activities, but then teachers focus on the previously noted errors in order not to cause future fossilization. Speaking activities generally take place between pairs or in small groups, and in this way, learners can have the chance to practice the target language more than they do in teacher-centered and textbook-based classrooms (Larsen-Freeman, 1986).

Most significantly, CLT is quite noteworthy in that it rejects the language learning process during which students are required to study detached items and structures which test vocabulary and grammar out of context. On the contrary, this approach especially highlights the language use via context-embedded tasks which offer the opportunities for students to deal with the language structures as a whole. These context-based items mostly exemplify different linguistic forms so that learners can have the chance to choose how to say and what to say while communicating with others (Chastain, 1988).

## **1.2. The Statement of the Problem**

All of the stated facets of CLT have been approved and suggested in the previous and the updated versions of language teaching and learning curriculum in Turkey (MNE, 2018a; MNE, 2018b). As English language has become the lingua franca which is defined as the means of communication among people from different countries and various social backgrounds, the acquisition of communicative competence has been shown as the major objective in the foreign language learning programs. However, the foreign language policy of Turkey cannot be claimed to have fulfilled this major aim even if the previous curriculum that was used from 2006 to 2013 embodied the same principles which highly emphasized the

significance and necessity of acquisition of communicative competence. When students graduate from primary and secondary schools after receiving a five-year-foreign language learning opportunity, as opposed to the expected results, they mostly cannot express even the simplest phrases or sentences in English. It is possibly because of the Government's and the society's focus on student selection exams conducted in order to place students in better and qualified schools (Hatipoğlu, 2016). Even if the curriculum attaches the utmost attention to speaking skills, language teachers feel the pressure of these exams and as a result, they leave speaking practices aside in order to make students more proficient in the basic grammatical structures and reading tasks. While learning English, unfortunately, students just learn separate vocabulary, forms and structures in addition to testing skills.

As for the updated curriculum having been used since 2013, it can be stated that the same problems are still valid. Even if children start learning English at the second grade, they cannot show remarkable improvements in the acquisition of oral language skills. Most of the language teachers evaluate the overloaded curriculum, large classroom sizes, too much grammar-emphasis and lack of effective classroom materials as the major problems in this matter (İyitoğlu & Alıcı, 2015; Oktay, 2015). However, there is also another factor which affects the success and failure in foreign language learning. Even if some betterment have been observed in foreign language learning so far, there has not been an adequate focus on learners' ages, characteristics, interests and needs in teaching environments. Language teachers having finished four-year training at universities have the opportunity to work in primary, secondary and high schools in Turkey. This reveals the fact that there has not been any specialization in each of these school types in teacher education programs. Thus, most of the pre-service teachers graduate from university being drastically unaware of the features of their future target groups.

In the case of this research, the target group is composed of 71 high school students whose ages range from 14 to 16. They are generally called as either teenagers or adolescents. Their interests and ways of thinking certainly differ from young or adult learners. While they are in the process of constructing their own identities, they are more prone to peer approval or pressure. In a teaching environment, they are mostly labeled as the most disobedient, difficult and reluctant learners since they are experiencing some crucial changes in the period of adolescence (Mora & Fuentes, 2007). Contrary to this stereotypical belief, as Penny Ur proposes, "probably teenagers are overall the best learners" (1996, p. 286). The improvement in their reasoning abilities and abstract thinking can make the foreign language learning process more effective if correct approaches can be incorporated into the language classrooms. In addition to the cognitive factors, their success in foreign language learning is highly affected by affective factors such as motivation, aptitude and anxiety. Without attaching significance to these affective factors in foreign language classrooms, turning these reluctant and uncooperative learners into enthusiastic and competent learners in communication will be almost impossible.

Among these affective variables, anxiety is quite crucial in the acquisition of communicative competence (Krashen, 1982). If the major goal is the acquisition of language skills necessary for communication, there should be an indispensable focus on particularly speaking and listening tasks shaped by student interactions in pair and small groups. However, these tasks are considered as the most anxiety-provoking tasks in the process of foreign language learning (E. Horwitz, M. Horwitz & Cope, 1986; Savignon, 1972). When the target group is composed of adolescents, these tasks can be more challenging and demanding. Adolescents tend to be anxious during lessons since they do not want to be humiliated or negatively evaluated by their peers in the case of a mistake. When they engage in these kinds of tasks intended to facilitate communicative competence, they may experience more

apprehension and anxiety, which in turn reduces success in foreign language learning (Horwitz et al., 1986). Therefore, foreign language classroom anxiety can be another reason for the unfulfilled objectives related to the acquisition of communicative competence in the Turkish education system. As a solution, a language teacher should incorporate the anxiety-reducing tasks into lessons with correct methods and techniques and also s/he should be knowledgeable about the anxiety-prone nature of language learners in order to create a more learner-centered classroom.

When all of these negative features come together, conducting a lesson based on the acquisition of communicative competence cannot be an easy task for language teachers. The paradox having occurred between the emphasized and unfulfilled objectives indicates that there are serious problems in the foreign language education in Turkey. Perhaps, these problems are a call for interactive classrooms in which students' needs, interests and characteristics are known and better methodologies which emphasize communicative skills are conducted.

Albeit with the continuous efforts to redesign the curriculum related to the foreign language learning and teaching, the low levels of proficiency in the acquisition of communication skills in English language indicate that teachers should implement more creative and speaking-centered techniques and methods into their language classrooms. Without disregarding the requirements of the curriculum and the student selections exams, they should develop the communicative competence of students by providing them with opportunities in language classrooms in order that they could engage in real-life communication in the target language while at the same time maintaining the learner-centered classroom environment free from the debilitating effects of anxiety. At this point, the basic facets of CLT must be kept in mind in order to reach the final aim but other methods and

techniques which will foster the effectiveness of this approach can be proposed in foreign language teaching.

The method of storytelling can be an effective alternative for language teachers in Turkey since it enables them to follow the curriculum while being able to apply communicative-style language teaching to their classrooms. In addition, stories can appeal to foreign language learners from all ages and levels. Their calming and relaxing power can help the foreign language anxiety (FLA) experienced by adolescents be reduced.

### **1.3. The Purpose of the Study**

The target group of this research is composed of students whose ages are between 14 and 16. They have been exposed to English language since they were in the 4th grades at primary schools. This means that they started to study English language at a high school after a five-year-experiment on foreign language learning. They are naturally expected to be at A2 level at the end of 8th grade according to the *2nd -8th Grades English Curriculum*. Also, they are required to be more autonomous and self-esteemed in the learning environment (MNE, 2018a). However, the participants of this study were mostly reluctant, fearful and stressful to study English and they were generally unsuccessful in the examinations. As the general definition of anxiety is related to the feelings of fear, apprehension, stress, uneasiness and unwillingness, it may be concluded that the students were under the influence of anxiety (Horwitz et al., 1986). This anxiety is, no doubt, against the foreign language they have learned. Moreover, the period of adolescence experienced by all of the participants may influence the levels of this anxiety negatively.

Hendrickson (1992) states that any teaching method that addresses the needs and interests of adolescents can lower their affective filters while at the same time fostering language acquisition. For this reason, he suggests the use of storytelling method in order to exhilarate the classroom environment. The implementation of storytelling method into the language

teaching process exhibits variations. To illustrate, a language lesson may be sustained via story reading and telling activities performed both by the language teacher or learners. The method requires a more careful planning and organization under any circumstances. Moreover, it necessitates a strong theoretical background that will effectively guide the teacher during the teaching process in order to foster the acquisition of communicative competence and reduce the anxiety levels of learners in the end. For this reason, the integration of storytelling method into English language teaching process at a high school in Turkey will be analyzed in the scope of this study. Teaching Proficiency through Reading and Storytelling (TPRS) will be implemented into the language classes as the major method.

TPRS is a method which is based on the theory of comprehensible input. As the main resources of the method are created and personalized stories by students, it is claimed to support the learner autonomy, total proficiency and low levels of anxiety. TPRS shares the same objectives with CLT such as the acquisition of communicative competence and interactive classrooms. It is a language teaching method developed by Blaine Ray, a Spanish high school teacher, in the late 1980s. He declares that language teachers can appeal to more students by using this method. By combining the successfully applied TPR method with interesting stories, he claims that proficiency of language learners can be fostered. He has also incorporated Stephan Krashen's notion of comprehensible input into his newly designed method. For him, comprehensible input can be presented to the students with carefully organized stories and as result, language learning can be more promising and engaging. In addition, this method can be effective in that it can reduce the affective filters of students and foster more fruitful learning. A typical TPRS lesson includes both reading and storytelling tasks which embody choral repetition, acting and gestures in order that students can be more communicatively competent and less anxious enough during the language learning process (Ray & Seely, 2015).

First of all, the general aspects of FLA and the basic tenets of TPRS method in addition to the various techniques associated with the method will be explained in this study. Then, the relationship between TPRS method and FLA will be evaluated. To what extent the participants of this study suffer from FLA will be found out. After the previously accomplished studies in the area have been presented, the impact of TPRS method on the anxiety levels of adolescent learners of English as a foreign language (EFL) at a state high school in Adapazarı, a province of Sakarya in Turkey, will be demonstrated.

#### **1.4. Research Questions**

This study aims to find answers for the following questions:

1. Do the students experience foreign language anxiety before the implementation of Teaching Proficiency through Reading and Storytelling method?
2. What is the major source of foreign language anxiety experienced by the students before the implementation of Teaching Proficiency through Reading and Storytelling method?
3. Do the students experience foreign language anxiety after the implementation of Teaching Proficiency through Reading and Storytelling method?
4. What is the major source of foreign language anxiety experienced by the students after the implementation of Teaching Proficiency through Reading and Storytelling method?
5. How does Teaching Proficiency through Reading and Storytelling method influence the levels of communication apprehension of the students measured before the implementation?
6. How does Teaching Proficiency through Reading and Storytelling method influence the levels of fear of negative evaluation of the students measured before the implementation?
7. How does Teaching Proficiency through Reading and Storytelling method influence the levels of test anxiety of the students measured before the implementation?

8. How do the students' beliefs, perceptions and feelings related to foreign language learning change after the implementation of Teaching Proficiency through Reading and Storytelling method?
9. Are there any significant differences between foreign language anxiety levels of the students before and after the implementation of Teaching Proficiency through Reading and Storytelling method in the classrooms?
10. Are there any meaningful differences between the impact of Teaching Proficiency through Reading and Storytelling method on the sources of foreign language anxiety before and after the implementation in the classrooms?

### **1.5. The Significance of the Study**

Even if TPRS method has gained momentum for the last two decades, it is still not widely known and implemented in language lessons. Especially in Turkey, most educators are unaware of its existence and there is a limited amount of secondary literature on TPRS. Most of the researches have revolved around the method's contribution to the development of language skills and the comparisons between TPRS and traditional methods. For this reason, this study aims to make a contribution to the TPRS literature both in the local and global fields. The effects of the method on FLA, which is an issue highly related to the success and failure in foreign language learning will be discussed in this study. This research is significant in that it is the first detailed study to evaluate the method from a purely anxiety-oriented perspective. Even if some researchers have found out the effects of TPRS on the anxiety levels of learners, they have not presented broad findings and discussions related to this topic (e.g. Beal, 2011; Spangler, 2009). In addition, this study will guide the educators whose target groups comprise of adolescent students while incorporating TPRS method into their language lessons.

## 1.6. The Assumptions of the Study

The impetus for the current study stemmed from the observations such as students' getting stressed and anxious during speaking tasks, their unwillingness to participate in activities and their absenteeism on the days of evaluations or exams. As a result of these kinds of observations, it was assumed that TPRS, a method claiming to create a low-anxiety classroom environment, could influence the levels of FLA experienced by the students. Additionally, it was assumed that the participants responded sincerely to both the items in the pre- and post-tests and the interview questions.

## 1.7. The Limitations of the Study

1- Even if TPRS is suggested to be used in smaller groups, the method has to be implemented into two different classes including 35 and 36 students in this study since making any changes related to the class sizes is not possible in state schools of Turkey.

2- The TPRS instructions are limited to an eight-week period which is not enough for a complete evaluation of the changes in anxiety levels of adolescent Turkish EFL learners.

3- The vocabulary and target structures are based on the textbook *Teenwise 9* since it is a mandatory material to be studied in the classrooms.

## 1.8. Definitions of Terms

**Communicative Competence:** Freeman defines communicative competence as “knowing when and how to say what to whom” (2000, p. 121).

**Adolescent:** According to Longman: Dictionary of Contemporary English, an adolescent is "a young person, usually between the ages of 12 and 18, when a young person is developing into an adult" (2003, p. 20).

**Comprehensible Input:** The term refers to the "language in the target tongue which students hear or read that is understandable to them" (Ray & Seely, 2015, p. 339).

**Anxiety:** According to Spielberger, anxiety is “the intensity of the feelings of tension, apprehension, and worry that are experienced by an individual at a particular moment in time, and by heightened activity of the autonomic nervous system that accompanies these feelings” (1972, p. 6).

**Foreign Language Anxiety (FLA):** Horwitz et al. define FLA as "a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom and not merely a composite of other anxieties" (1986, p. 130).

**Foreign Language Classroom Anxiety Scale (FLCAS):** Believing the significance of a reliable and effective measurement of situation-specific language anxiety, Horwitz et al. (1986) created the Foreign Language Classroom Anxiety Scale (FLCAS) as a result of their teaching experience in the University of Texas during the summer of 1983. Having strong internal reliability, test-retest reliability and a construct validation, the scale has been accepted as a valid and reliable instrument in order to measure anxiety in foreign language learning since then. The scale is composed of 33 items which are identified to assess the major sources of FLA, namely, CA, FNE, TA and BPF.

**Total Proficiency through Reading and Storytelling (TPRS):** It is a comprehensible input-based method used for teaching foreign languages. Created by Blaine Ray in the late 1980s, the method basically focuses on "the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner" (Gaab, 2011, p. 16).

## **1.9. Summary**

In this introductory chapter, the information related to the base of this research was presented. Initially, realistic picture of foreign language learning in Turkey was portrayed. After the statement of the problem had been evaluated, the major purposes were discussed. Then, the research questions were pointed out. Lastly, the significance, assumptions and limitations of the study were stated.

## CHAPTER 2

### Literature Review

#### 2.1. The Effects of Anxiety in Foreign Language Learning

Foreign language learning is, no doubt, a complex process that is affected by both cognitive and affective factors. Researchers suggest that the affective factors such as personality, age, aptitude, personality, motivation, attitude, creativity, and anxiety have a direct influence on achievement and failure in foreign language learning (Chastain, 1988; Dörnyei, 2005; Gas & Selinker, 2008). According to Gas and Selinker, "affect" is related to the "feelings or emotional reactions about the language, about the people who speak that language, or about the culture where that language is spoken" (2008, p. 398). Therefore, the individual variations associated with the success or failure of acquiring a foreign language can be observed on a major scale, if students' affective needs are not sufficiently satisfied in a learning environment (Chastain, 1988).

The relationship between the concept of affect and foreign language acquisition has also been evaluated by the researcher, Stephen Krashen (1982). His "affective filter hypothesis," proposed in 1982, is related to the fact that individuals are not equally successful in learning a foreign language. The affective filter is an invisible psychological filter which can either promote or prevent foreign language production. The four affective factors (motivation, attitude, anxiety and self-confidence) in language learning serve as a filter draining the language input from reaching the acquisition device. When the filter is high and strong, language learners will experience stress and anxiety, and as a result, the input will be prevented and there will be no acquisition. On the other hand, foreign language acquisition can occur if the filter is low since the input, providing that it is also comprehensible, can reach to the Language Acquisition Device more easily. Thus, a learner should be relaxed, motivated and comfortable in order to be successful during the learning process rather than experiencing

high levels of anxiety. This shows that the level of the affective filter is definitely affected by the feeling of anxiety.

**2.1.1. Definitions of anxiety.** 21st century brings its ups and downs together. In this era, conveniences and advantages presented via technology are welcomed by most of the societies. People can reach whatever they wish at an utmost speed while at the same time they can observe all events taking place in every part of the world. However, being able to reach everything can cause them to witness the sorrow besides the fun. Wars, struggles, natural disasters, economic hardships and riots, which are physically far away from them, may become the main topics of any discussion throughout the world. In addition to these devastating events, people may experience individual problems in their houses, work environments or schools while trying to meet the requirements of this era. As a result, they may experience one of the serious diseases of the 21st century, which is called *anxiety*.

Anxiety is a very complex psychological phenomenon experienced by most of the human beings at some parts of their lives. It may occur perhaps before a job interview, during a student-selection exam, at the first meetings, while hosting a guest, as a result of a natural disaster or in case of unemployment. According to Spielberger (1972), anxiety is “the intensity of the feelings of tension, apprehension, and worry that are experienced by an individual at a particular moment in time, and by heightened activity of the autonomic nervous system that accompanies these feelings” (p. 6). American Psychological Association (2008) regards "shortness of breath, racing heartbeat, trembling and dizziness" as the major symptoms of anxiety which can come to surface particularly during the periods of adolescence or early adulthood (p.1). Whatever the condition is or whenever it comes to surface, the term *anxiety* is generally associated with the negative feelings such as uneasiness, stress, frustration, reluctance, worry, apprehension and self-doubt (Scovel, 1978).

## 2.1.2. Types of anxiety

**2.1.2.1. Trait, state, and situation-specific anxiety.** From a psychological perspective, anxiety can be classified into two main types as trait and state anxieties. Trait anxiety is related to a person's stable personality and it does not depend on a particular event and situation or the dangers coming from the environment. People having high levels of trait anxiety have an intense tendency to be nervous and anxious most of the time.

As for the state anxiety, it is experienced as a reaction to specific and dangerous situations. If a threat occurs against a person or her/his surrounding, s/he can react anxiously for a while but this feeling does not last long, on the contrary, it emerges as a temporary response. MacIntyre and Gardner identify this perspective as a "here-and-now experience of anxiety" (1991, p. 87). Anxiety being experienced when an individual sees a barking dog can be an example for state anxiety. If that person regards the dog as a treat, his/her anxiety increases. However, s/he may not feel anxious when s/he confronts with other barking dogs. Namely, the reaction may change according to the intensity of treat or the danger coming from the environment. The main difference of state anxiety from trait anxiety is the fact that its reasons can be easily realized and observed by other people around and it may not occur in every similar situation.

Since MacIntyre and Gardner (1991) have found the categorization of anxiety types as trait and state inadequate, they suggest that the researchers should also focus on another type which is called situation-specific anxiety. This kind of anxiety consistently arises in case of a particular and well-defined situation in a specific time and it generally results in the feeling of apprehension. To illustrate, it can be experienced every time while writing essays or solving mathematical problems. On the condition that a student is quite at ease outside of a math class but anxious and fearful inside, it can be concluded that s/he may have been experiencing situation-specific anxiety. In this learning context, the feelings of apprehension and frustration

are attributed to only math lessons, not others. Similarly, FLA can be regarded as situation-specific anxiety because of the stated features (Horwitz et al., 1986). The main difference of situation-specific anxiety from state anxiety is that it occurs even if there is not a real threat or a danger in the environment. A person may regard the situation as dangerous for her/him and may feel stressful, fearful and anxious whenever s/he confronts with the same situation or place.

**2.1.2.2. Facilitating and debilitating anxiety.** Dörnyei (2005) defines anxiety as "a complex made up of constituents that have different characteristics" (p. 198). Therefore, it is necessary to discuss anxiety both as a positive and a negative factor in learning. In addition to the categorization of anxiety as state, trait and situation-specific, two other types of anxiety can be evaluated in terms of its effect on language learning and performance: beneficial/facilitating anxiety and inhibitory/debilitating anxiety.

Facilitating anxiety refers to the feeling which motivates and encourages the learner to overcome the difficulties whereas debilitating anxiety refers to the feeling which discourages the learner during the learning process. Even if the concept of anxiety is generally associated with failure, as Dörnyei (2005) suggests, it does not always affect students' performances detrimentally, on the contrary it can promote effective learning. Moreover, Gass and Selinker state that anxiety has "a curvilinear effect on performance: low levels help, whereas high levels hurt" (2008, p. 400).

Another researcher who suggests a "curvilinear relationship between anxiety and performance" is MacIntyre (1995). For him, "the arousal of anxiety can influence both the quality of performance and the amount of effort invested in it" (p. 92). Therefore, there is a strong relation between anxiety and task performance.

Figure 2

*The "U" relation between anxiety and performance*

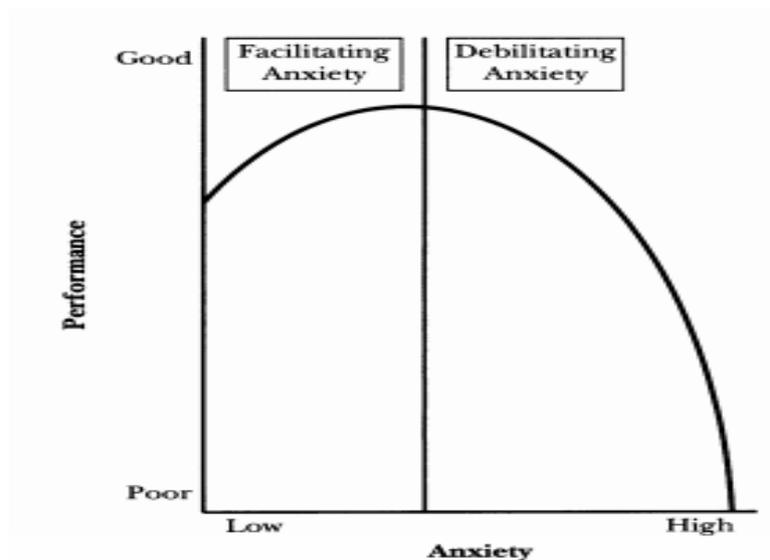


Figure 2 extracted from MacIntyre's article shows the relationship between anxiety and performance. If anxiety is high, it leads to decrease in performance. Likewise, an increase in performance can be observed when anxiety is low. While low anxiety refers to “facilitative anxiety,” high anxiety refers to “debilitative anxiety” (1995, p. 92).

**2.1.3. Foreign language anxiety (FLA).** It is quite common for language teachers to witness some of their students having severe problems such as apprehension, stress, unwillingness and ignorance towards language learning. Moreover, they can observe that some individuals are more successful learners in the acquisition process of a foreign language than others even though they share the same learning atmosphere. These stated problems are probably the basic indicators of FLA which forms "a mental block against learning a foreign language" (Horwitz et al., 1986, p. 125).

The research that examines the relationship between anxiety and foreign language learning goes back to Scovel's “Review of Literature on Anxiety” in 1978 and since then, there have emerged myriads of studies analyzing the role of anxiety in language learning. However, the mostly credited and cited names of this research field are certainly Elaine K. Horwitz,

Michael B. Horwitz and Joann Cope because of their utmost contribution to the literature with FLCAS being created to measure this type of anxiety (1986).

Horwitz et al. (1986) define FLA as "a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom and not merely a composite of other anxieties" (p. 130). FLA can be evaluated both as a persistent personality trait and the temporary state aroused by different factors. The impressive study of Horwitz et al. (1986) has identified a construct of FLA as a situation-specific anxiety which occurs as a result of a specific type of situation or event.

Horwitz et al. (1986) state that the symptoms of general anxiety such as apprehension, worry and dread can also be observed in anxious foreign language learners. Moreover, "the anxiety-provoking potential" of learning a foreign language makes the situation even harder for students (pp. 125-126). They argue that much of this anxiety stems from the fact that learners define any challenge in language learning as a threat to their self-concept of competence and individuality; and consequently communicating imperfectly in the target language can lead to fear, anxiety and panic (p. 128). Especially in speaking and listening tasks, the anxiety levels of students escalate on a major scale. For this reason, they regard listening and speaking as the major sources of anxiety in a language class. Lack of ability in expressing their thoughts poignantly and the stress they feel during free and unprepared speeches make students frustrated and stressful. Furthermore, the difference between pronunciation and linguistic structures of the words poses additional problems for students such as not catching the main meaning of the text. Other problems observed by Horwitz et al. (1986) include having difficulty in concentration while listening to the teacher or the text, misremembering the target words from memory during speaking evaluations, being scared of making mistakes, overstudying in order to compensate their poor performance during lessons,

avoiding the participation in classes as they suffer from learned helplessness, occupying back seats and not attending the classes in order to reduce their anxiety levels.

**2.1.3.1. *The sources of foreign language anxiety.*** Regarding language anxiety as a distinct construct from general anxiety since "no other field of study implicates self-concept and self-expression to the degree that language study does," Horwitz et al. (1986) propose three major components and sources of FLA:

- (1) Communication apprehension (CA),
- (2) Fear of negative evaluation (FNE),
- (3) Test anxiety (TA) (pp. 127-128).

McCroskey identifies CA as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (1977, p. 78). It is generally derived from the inability of language learners in expressing "mature thoughts and ideas" (Brown, 2007, p. 162). Interacting with other people may cause some people to feel shy and uneasy. Even if they have the full knowledge of the target topics or structures, they may withdraw from a conversation taking place both in small and large-sized groups. Since language learning process is highly based on interaction among people, feelings of shyness and fear may cause the level of anxiety to escalate in particularly oral language tasks. Horwitz et al. also add the concept of "receiver anxiety" into their notion of communication apprehension. In their opinion, the need to listen and comprehend a spoken message is one of the features of CA in that communicating in a foreign language is a reciprocal process which requires both speaking and listening skills side by side (1986, p. 127).

FNE by others is the second component of FLA. Watson and Friend (1969) regard FNE identical to "fear of loss of social approval" and define the term as "apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 449). In this case, "evaluation" refers to both academic and

personal evaluations from peers and teachers. The feeling of being watched from others may cause language learners to be more stressful. If the ages of learners increase, this may pose serious problems since adolescents and adult learners are more inclined to be affected by others' comments and evaluations. In order not to get negative feedback, therefore, they tend to be silent at the back seats in language classrooms.

The third component of FLA in the theoretical framework proposed by Horwitz et al. (1986) is TA. It means the apprehension over academic evaluation during language learning process. The language lessons which are generally rich in terms of constant evaluations with quizzes and tests may lead even the best and well-prepared students to experience TA. The main source for this anxiety is based on the fear of failure. According to the findings from the research of Aydın, Yavuz and Yeşilyurt (2006), "teachers' and students' attitudes and proficiency, test applications, course contents and parental expectations" are other sources of TA among foreign language learners (p. 154).

According to Horwitz et al. (1986), FLA is a complex psychological phenomenon which is affected by not only CA, FNE and TA but also some affective variables such as learners' beliefs, motivation and attitudes. Therefore, they defined FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). In their study, they found out that the language learners were unwilling to communicate in the target language when they placed a greater concern over making correct utterances with an excellent accent (Horwitz et al., 1986). Similarly, Young (1991) evaluates learner beliefs about language learning as one of the major contributor to FLA. She particularly highlights that students' erroneous and unrealistic beliefs related to foreign language learning together with their low self-esteem are "the seeds for students' language anxiety" (1991, p. 428). She points out the interconnectedness of learners' beliefs and anxiety as follows:

As several of these beliefs are unrealistic for the language learner, they could lead to anxiety. For example, most beginning students, unless they are highly motivated, will not sound like a native speaker. If they believe that pronunciation is the most important aspect of a language, they will end up frustrated and stressed. (Young, 1991, p. 428)

**2.1.3.2 Research on foreign language anxiety.** For the last three decades, there have emerged various researches and studies related to FLA. The focus has been mostly on the relationship between language learners' achievement levels in foreign language skills and their FLA levels. The common shared finding of most researches is that FLA is a powerful factor which affects learners' success during foreign language learning process. In order to evaluate the relationship between foreign language achievement and anxiety levels, most of the researchers preferred using FLCAS developed by Horwitz et al. in 1986 (Aida, 1994; Chiang, 2006; Horwitz et al., 1986; Kunt, & Tm, 2010).

Believing the significance of a reliable and effective measurement of situation-specific language anxiety, Horwitz et al. (1986) created their impressive tool called FLCAS as a result of their teaching experience in the University of Texas during the summer of 1983. Having a strong internal reliability, test-retest reliability and a construct validation, the scale has been accepted as a valid and reliable instrument in order to measure anxiety in foreign language learning since then. The scale is composed of 33 items which are identified to assess basically the three major components of FLA, namely, CA, FNE and TA. The researchers administered this standard instrument to 225 university students in Texas. Their findings revealed that highly significant FLA was experienced by many students especially in terms of communication in the target language during lessons. With this research, they have proven that language anxiety could be reliably and validly measured via FLCAS. This has hitherto been a great contribution to the anxiety-related literature. As a result, "the literature on foreign

language anxiety generally supports the tenets advanced by Horwitz et al." (MacIntyre & Gardner, 1991, p. 105).

Aida (1994) was among the researchers who tested the construct validity of FLCAS by doing a factor analysis of the scale's items. He also tried to find out the relationship between language anxiety and Japanese language learning. The research is significant in that it was the first time that the process of a non-western language learning was analyzed in term of anxiety. The researcher administered Horwitz et al.'s FLCAS to 96 American students learning Japanese as a foreign language for two years and consequently came up with a significant negative correlation between FLCAS scores and the students' final grades. The more anxious the students were, the lower grades they received. In addition, he stated that Horwitz et al.'s FLCAS was a highly reliable instrument to measure the levels of FLA.

In his research, Huang (2012) evaluated the effect of English language anxiety on English reading tasks. The sample group was composed of 121 Chinese college students. As a result of the research, Huang stated that most of his students did not have confidence in reading English since they had high levels of FLA. Indicating that foreign language reading provoked anxiety among foreign language learners, he suggested some strategies to overcome reading anxiety such as strengthening faith in English reading, developing cross-cultural competence, encouraging cooperative learning and helping students build self-confidence.

In Turkey, there have emerged various researchers who focused on the relationship between foreign language learning and anxiety. Öner and Gedikoğlu (2007) conducted a research in order to evaluate the effect of FLA on the 293 preparatory class students in selected high schools in Gaziantep. They found a strong relation between students' achievement and anxiety levels. They concluded that low academic successes of the students which were observed from the grades of English lesson obtained at the end of the academic year were because of the fact that they had high levels of FLA.

In another study, Aydemir (2011) found a negative correlation between FLA levels and the academic success levels of the 913 students at Gazi University Preparatory School. The researcher conducted FLCAS in order to obtain the data related to the anxiety levels of students at the beginning of 2004-2005 academic year. After a year-instruction in English language, the same scale was conducted to the sample group again so as to identify whether any change in anxiety levels occurred or not. As a result, he came to the conclusion that, the levels of FLA of the participants increased on a major scale especially in terms of FNE and FLA related to the learners' BPF towards English. There emerged no statistically significant relation between the students' levels of TA at the beginning and end of the academic year. In addition, the researcher observed that the students who were prosperous in foreign language acquisition had lower levels of FLA whereas the students having inadequate success had higher levels of language anxiety.

Batumlu and Erden (2007) are other Turkish researchers who evaluated the relationship between anxiety and achievement. They studied with 150 preparatory students from different levels at Yıldız Technical University in Turkey in the fall semester of the 2005-2006 academic year. After the administration of FLCAS at the beginning and end of the semester and obtaining the average of their 1st and 2nd midterm grades, they found that there was a significant negative correlation between the students' FLA levels and their English achievement at the significance level of 0.45.

In her research, Çakar (2009) focused on the effect of past language learning experiences on FLA levels of 285 EFL learners in Bilkent and Pamukkale Universities. The findings obtained from FLCAS and interviews pointed out that learners' past language learning experiences before starting the university education such as visiting a foreign country, having a native teacher and having studied another foreign language besides English had a strong

effect on their language anxiety levels. Students having had these prior experiences at previous grades were reported to have been experiencing lower levels of FLA.

Stating the lack of research on the association between FLA and language learners' ages, Sühendan Er (2015) conducted a research in order to identify the levels of anxiety among students from different age groups. Regarding FLA as a learning barrier, she stated that anxiety was prevalent in most language learners. FLCAS was administered to 544 students randomly chosen from primary, secondary and high schools in Ankara, Turkey. The results of her research portrayed that the high school students whose ages ranged from 15 and 18 experienced higher levels of FLA when compared to the students from primary and secondary schools. In addition to the quantitative data obtained from FLCAS results, she also collected additional findings from the interviews conducted with 6 language teachers. As a result, she depicted that the higher anxiety levels of high school students were, no doubt, related to their being in the period of adolescence.

The relationship between gender and FLA has also been a focus point of various researches. Male students being more anxious during foreign language acquisition process have been identified by numerous researchers (Aydemir, 2011; Kitano, 2001; Sertçetin, 2006). However, this gender-related FLA research also indicates female language learners experiencing higher levels of FLA when compared to male learners (Aydın et al., 2006; Dalkılıç, 2001; Demirdaş, 2012, Pappamihel, 2002). In addition to these conflicting results, some researchers have found out no statistically significant relations between gender and FLA (Aida, 1994; Batumlu & Erden, 2007).

## **2.2. Teaching English to Adolescents**

Jeremy Harmer (2006) describes language learners as young children, adolescents and adult learners. Having peculiar characteristics, interests, concerns and cognitive skills, each of

these learners should be guided differently while learning a foreign language. Age definitely constitutes a major factor in teachers' decisions about how and what to teach (p. 37).

The sample group of this research includes 71 high schools students whose ages range from 14 to 16 so they can be named as teenage language learners. As they are in a transitional process called adolescence, they can be named as adolescents as well. Hence, the terms of *adolescent* and *teenager* will be used interchangeably during this research.

**2.2.1. The characteristics of adolescents.** An adolescent is generally specified as a young person between the ages of approximately twelve and nineteen. According to *Longman: Dictionary of Contemporary English*, an adolescent is "a young person, usually between the ages of 12 and 18, when a young person is developing into an adult" (2003, p. 20).

The distinct period in which the adolescents find themselves is called as adolescence and Curtis (2015) defines adolescence as "a complex, multi- system transitional process involving progression from the immaturity and social dependency of childhood into adult life with the goal and expectation of fulfilled developmental potential, personal agency, and social accountability" (p. 1). By the same token, the term adolescence is described by Harklau (2007) to refer to "a malleable and difficult age" in which adolescents are not children anymore, not completely grown-ups yet (p. 639). Also, Atkinson and Sturges (2003) define the term as a "tumultuous and challenging journey" (p. 23). Whatever the definitions are, it is quite obvious that teaching a foreign language to adolescents is not an easy task, thus it requires not only an efficient planning and preparations before teaching but also rewarding choices of methods, techniques and materials during teaching sessions.

During this transitional process, adolescents undergo rapid and crucial developmental changes in physical, moral, emotional, social and mental domains. All of these changes occur in the sequel of the unprecedented growth spurt of the individual. This growth spurt may cause the adolescents to be labeled as lazy, sensitive, self-enclosed, short-tempered,

indecisive, disrespectful, resentful, aggressive, rebellious or stubborn by most people. On the contrary to this stereotypical belief, adolescents are also claimed to be a "wondrous group" who are "eager to learn, full of energy, curious, ready for adventure, sociable, disarmingly honest, and ready to solve the problems of the world" (Atkinson & Sturges, 2003, p. 8). They just have to struggle with myriads of developmental challenges and watersheds at the same time. Therefore, an instructor in a high school should be aware of the features of her/his target group in order to both reach and teach adolescent learners.

**2.2.2. The key domains of adolescent development.** In order to meet the needs of adolescents and help them participate genuinely in learning activities, an educator should focus on the five key domains of adolescent development. These significant domains are briefly stated by The National Middle School Association (1995) as follows (pp. 38-43):

- ▶ **Intellectual development:** Adolescent learners are enthusiastic to learn both about themselves and their environment even if they are uninterested in major academic courses. They are in a transition period from concrete to abstract, critical and complex thinking. They sometimes experience lack of motivation and narrow attention span. They prefer a high level of peer interaction in real life situations during learning activities.
- ▶ **Moral development:** At these ages, they are more aware of the world around them. While questioning the right and the wrong or arguing in terms of high-flown ideals, they may want to transfer the world into a better and a more peaceful place to live in.
- ▶ **Physical development:** Adolescents experience a rapid and irregular physical growth which results in their being more obsessive with their appearances on the mirror. The bodily changes bring some coordination problems together and can also cause them to seem more awkward and clumsy by their environment. In addition, they may experience tiredness, anxiety and restlessness due to the hormonal shifts occurring during this developmental period.

► Emotional/psychological development: They are characterized as being more fragile, vulnerable and self-centered during this process. Unpredictable mood swings are very common among adolescents. They seek for peer acceptance while behaving more independently. They may not want to participate in learning activities since they feel the fear of peer humiliation as a result of a wrong answer.

► Social development: The intense need to belong to a group and be accepted by their peers, not by their parents is the major leading factors of their behaviors. They are in the quest for forming their own identities and finding their own unique place in the society.

**2.2.3. Anxiety-prone nature of adolescents.** In order to make a successful transition from childhood to adulthood, adolescents need to welcome and at the same time cope with all of these developmental changes and challenges with the help of some vital skills such as reasoning, critical thinking, planning and judgment. They also need to sustain emotional stability. However, most adolescents cannot use these skills effectively in the years of psychological tumult and consequently they feel anxious and stressful when they encounter with an unfamiliar, unsettling and different situation. This is mostly because of the fluctuations in the development of prefrontal cortex of the brain. The prefrontal cortex of the brain region which is responsible for emotional stability, creativity, problem solving, abstract thinking, moral reasoning and judgment is the last part of the brain that matures. Due to this incomplete formation of the prefrontal cortex, teenagers have difficulty in adapting themselves to their changing self-images, communicating their thoughts and ideas, making decisions and forming their own identities in the period of adolescence. Until their brains are mature enough, even a simple event which is unimportant and ordinary for most of the people may provoke huge anxiety in adolescents. Since they also lack crucial skills to cope with the anxiety which is a natural reaction towards the challenges and severe developmental changes, they generally feel apprehensive and stressful during this period of transition (Willis, 2006).

While struggling to handle the developmental challenges prevalent during adolescence, individuals also need to construct their individualized identities to make a successful transition to adulthood. During adolescence, individuals try to assert themselves to the outside world by their own values, goals, thoughts and beliefs. As a result of social interactions they have, the basis of their identities is mostly shaped and affected by their relationships with other people, especially by their peers. To be admired and accepted by a popular clique or to behave according to the ideal prototypes of the society are the most vital issues in their lives. In case of a threat to their self-image and self-identity in front of their peers or a risk of humiliation in a crowd, they may experience higher levels of fear, discomfort, stress and anxiety (Erikson, 1968).

**2.2.4. Implications for classroom instruction.** Any language teacher dealing with adolescents is required to be knowledgeable of these various developmental features so that s/he can plan her/his lessons, teaching instructions and classroom management strategies according to these ongoing changes. In other words, teachers must enable the lessons to be responsive to the developmental needs of adolescents.

Lesiak (2015) defines teaching English to adolescents as a "problematical" issue as they are regarded as being "the most disobedient in behavior and most discouraged to learn" (p. 246). She focuses her attention on the cooperation with the learners during the learning process. For this cooperation, a language teacher must be aware of the learning styles of her/his students which cause them to behave differently from each other in a classroom. The basic learning styles are classified as visual, auditory and kinesthetic. Firstly, visual learners prefer charts, tables, pictures and demonstration in a learning environment as they are good at remembering these visual aids even after the lessons. Therefore, a language teacher should address to the needs of these students by including these kinds of materials, for instance while teaching vocabulary. Secondly, auditory learners are generally known as being into the tasks

including listening rather than writing. They mostly prefer listening to the teacher and then reading aloud the target materials. The teacher can develop dialogues in order to enable these students to verbalize their thoughts or ideas on the target subject matters. As for the kinesthetic learners, they generally learn through their body movements. Doing experiments and making role-plays are some of the activities admired by the students of this learning style.

In addition to paying attention to the learning styles of the learners, Lesiak (2015) states the significance of choosing the most appropriate teaching method when the target group is composed of adolescents. She proposes the methods which lay emphasis on all of the four language skills while especially highlighting the acquisition of communicative competence. In this respect, she suggests the use of "the unconventional methods" such as Total Physical Response (TPR), Silent Way, Community Language Learning and The Natural Approach since they pay attention to the learning styles and interests of adolescents (p. 250).

Wilson and Horch (2002) are other researchers who have defined their ideas on how to teach adolescents efficiently by stating their teaching implications based on the brain research. They discuss the significance of holding the attention of young adolescents by organizing lessons full of various stimuli such as music, smell, touch, and emotion. Another strategy recommended by the researchers is to design lessons based on problem-solving activities and questioning as adolescents are in the phase of more critical and complex thinking. In addition, students should be guided towards peer learning and team work at this age in order to broaden their horizons and improve group problem solving skills. This collaboration will also enable them to make their own choices while engaging in learning activities focusing on their needs (p. 58).

Being in the stage of physical development at an unforeseen pace, adolescents are generally exposed to some pains in their musculoskeletal systems. The unsteady growth on bones and muscles along with the pain and soreness of tailbones are some of the

developmental reasons of students' being restless and fidget during learning activities.

Therefore, a language teacher should avoid the tasks requiring the students to sit for a long time during lessons. On the contrary, s/he should offer students plenty of opportunities including physical movements (Salyers-McKee, 2003).

In their research about young and teenage learners' attitudes towards learning English, Arda and Doyran (2017) have come to the conclusion that teenage learners have less motivation and desire to learn English when compared to young learners. It is mostly because of the dramatic changes they have to undergo during the period of adolescence. The reasons for these negative attitudes of teenagers towards English learning process are meaningless, repetitive and dull learning activities, excessive use of course books, too much grammar-based lessons and lack of empathy and respect of teachers. In order to be more efficient in a language teaching process, these researchers suggest some ideas that should be taken into consideration by language teachers:

- Teachers should have more friendly, empathetic and reverent relationships with teenagers. They should care about the students' thoughts and feelings.
- They should focus on the needs and interests of their students during lessons. So, if necessary, some parts of the course books which seem distractive to the teenagers should be omitted. The major aim should be to catch and maintain their attention via more appealing tasks and activities by not just focusing on the course books but still teaching the same target topics and structures.
- The lessons should not be grammar based. Efficient fun activities, storytelling, games, songs, acts out, videos and movies should be integrated into the teaching period.
- Participation in language lessons can be increased by the help of team and pair work.

Widespread dissatisfaction observed among teenagers can be eliminated by the use of especially more appealing topics with more appealing mediums. As it was discussed by

Loukotková (2011), technology has had an enormous effect on the lives of teenagers since their early ages. One of her findings in her thesis depicts the great potential of computer use in language lessons. Her findings show that only %2 of the teenage learners in her sample group does not want the use of computers in their lessons. Therefore, by addressing to their utmost interests, the use technology and computers can be quite beneficial in language classes.

Learning and practicing a foreign language by the mediums of classroom blogs, e-mails and social networks will certainly help teenagers be more competent in all language skills. At this point, Loukotková (2011) particularly suggests "assigning the creation of blog or interesting web pages as a project work to a group of volunteers" (p. 62).

There is no doubt that teaching a foreign language to teenagers at the period of adolescence is not an easy task. However, it can be quite fruitful in terms of both teachers and students on the condition that correct teaching methods and materials focusing on the needs and interests of students are chosen. As Willis (2006) suggests "with patience, humor, and knowledge about the working of the teenage brain, teachers can be the wind that supports their wings and propels them toward their dreams" (p. 72).

### **2.3. Total Proficiency through Reading and Storytelling (TPRS) Method**

TPRS is a living method of teaching foreign languages which combines James Asher's theory of TPR with Stephen Krashen's notion of comprehensible input and the Natural Approach. Which makes this method different from the other methods used so far is the uncommon and different *storytelling* technique it is based on. The method arises from the notion that foreign language learning is similar to the first language acquisition. Just like babies, foreign language learners acquire the language through comprehensible input too. Which creates fluency and autonomy in both first and foreign language use is comprehension, repetition and interest. Therefore, for an effective and stable language acquisition, the method presents the comprehensible input via interesting, bizarre and interactive stories shaped by

language learners' numerous repetitions. Producing the target words and structures and using them without hesitation but with some errors is the realistic goal defined by its founder, Blaine Ray (Ray & Seely, 2015).

TPRS was developed by Blaine Ray, a Californian high school teacher of Spanish language, during the late 1980s. Having witnessed students bored with the language learning process circling around the text-books and uninteresting materials, he decided to implement TPR method into his Spanish lessons. Even though he observed great enthusiasm and success during his lessons, "the magic of TPR" did not last long and he hit the "TPR wall" (Ray & Seely, 2015, p. 1). Teaching a foreign language solely through commands constituted an obstacle for the acquisition of descriptive and narrative skills. Moreover, he could not prevent his students from losing their interest in language learning no matter what he did. As a result of five-year-experiment in TPR, success and enthusiasm came only back with his attaching the paramount significance to enriching the lessons with an ample amount of comprehensible input. Having influenced by Stephen Krashen's and Tracy Terrell's Natural Approach, he understood that only speaking in a comprehensible way would lead his students to internalize the language and acquire fluency while at the same time bolstering their interest in Spanish. For this reason, he integrated personalized stories into his lessons as the vehicles for comprehensible input. Having his students to act out the stories by using physical movements and gestures, he also preserved the most powerful facets of Asher's TPR method (Ray & Seely, 2015). In a nutshell, not from the perspectives and studies of a linguist, but from the perspectives and experiments of a language instructor, TPRS method has come to the existence.

**2.3.1. Theoretical background of TPRS.** The development of TPRS was highly affected by some of the previous notions and approaches of foreign language learning. For this reason, this part of the literature review will try to present a closer look at TPR, the Natural Approach,

Stephen Krashen's Monitor Model and storytelling technique particularly in terms of their facets which affected the formation of TPRS.

**2.3.1.1. Total physical response (TPR).** TPR is a language teaching method which highly emphasizes the combination of speech and action. Developed by James Asher in the 1960s, the method focuses on the similarities between successful foreign language learning and first language acquisition. Asher claims that speech directed to children is composed of mostly commands, which children respond to physically before starting to utter the exact words. Development of listening skills during early language instruction, therefore, precedes the development of speaking skills. While being subjected to quite amount of language exposure, there occurs a necessity of letting the learner become silent till s/he is ready for uninhibited communication. Identifying the existence of "a specific innate bio-program" for both the first and foreign language learning, he has established the main principles of his method TPR (Richards & Rodgers, 1997, p. 90). According to him, TPR method embodies three major advantages when compared to other methods and approaches:

1. Students acquire second languages at an accelerated rate.
2. They remember what they have learned for a long time.
3. They do not find second-language learning stressful (Chastain, 1988, p. 96).

In TPR classrooms, meaning in the target language can often be conveyed through large numbers of actions. These physical actions function as the means of making language input more comprehensible. Students are required to observe and perform these action sequences until they are ready to express them in their own words. Thus, it is common to witness students constantly responding physically to the commands given by the teacher in TPR classrooms. While students seem like actors on the stage, it is the TPR teacher who directs all of the teaching process by defining the content in detail.

In his method, Asher also pays attention to the role of affective variables in language learning. He states that TPR is a valuable tool developed in order to reduce the stress and anxiety learners feel while engaging in a foreign language. As forcing learners to speak in the target language before they feel ready creates stress and anxiety, he prefers being a model in front of learners who are in the silent period. During this modeling process, "the zany commands and humorous skits" can enable the learners to experience fun and low-anxiety in language classrooms, which will later on facilitate language learning (Larsen-Freeman, 1986, p. 117).

**2.3.1.2. *The natural approach.*** It was Tracy Terrell who laid the foundations of the Natural Approach in 1977; however, the approach is generally associated with the name of Stephan Krashen. The approach came out of existence as a result of Terrell's experiences of teaching Spanish as a foreign language and its theoretical rationale was shaped by Krashen's theory of second language acquisition. Terrell and Krashen attach the paramount significance to communication, thus, their approach focuses on how to teach communicative skills for a substantial improvement in foreign language learning (Richards & Rodgers, 1997).

As "an inner-directed, reduced-stress, mentalistic approach," Chastain (1988) expresses the five main principles of the Natural Approach defined by Krashen and Terrell (p. 99):

1. The major focus should be on the meaning rather than language forms and structures. If language teaching goals are communicative, even grammatical structures can be easily acquired.
2. Comprehensible input is the most vital issue in language learning. Language teachers should provide the learners with large amounts of comprehensible oral input. If the input is comprehensible and interesting enough to convey the meaning, students will pay more attention to the process and in return they will acquire the target language.

3. Students should not be expected to perform fully correct sentences and structures at the very beginning of language exposure. Demands for early language production are rejected by the Natural Approach. Producing the target language in stages which enable students to experience a natural shift from one-word expression to composing a complete and correct sentence should be paved the way for a more fruitful progress in language learning. In addition, students should be permitted to participate in speaking activities when they feel ready both linguistically and mentally.

4. Acquisition activities are more effective than learning activities. Therefore, enabling the learners to comprehend language by internalizing the target structures before producing it is of utmost significance.

5. The classroom activities should be organized in order to lower students' affective filters. The language teachers are responsible for creating a low-anxiety classroom environment in which learners are eager to take risks while exposing the target language. There should not be any demands for early language production since it will create more anxiety and stress among language learners.

**2.3.1.3. Krashen's monitor model.** The main principles of the Natural Approach are equivalent to the tenets of Krashen's monitor model. In this model, Stephen Krashen (1982) developed the Language Acquisition Hypotheses formulated to explain how second language skills are developed by individuals:

**2.3.1.3.1. The acquisition-learning hypothesis.** There are two independent ways of developing linguistic skills. The first way is acquisition of a language, which happens subconsciously without attaching importance to the forms. Individuals are exposed to various language input and in the end, meaningful interaction occurs between language learners and teachers. The second way is learning a language, which is developed through conscious endeavor and education highly based on forms and grammar. Krashen regards learning a

language as ineffective when compared to the language acquisition. For him, knowing language rules does not enable the use of that language for communicative interaction. If a language learner internalizes the use of language, only in this way, s/he can master a language (Krashen, 1982).

*2.3.1.3.2. The input hypothesis.* Language learners can acquire a second language by means of comprehensible input dealing with meaning, not forms. The comprehensible input should include meaning which is slightly above the current level of competence of language learners. In this respect, Krashen defines the concept of "i+1." While "i" represents the language at the acquirer's current level of competence, "i+1" refers to the comprehensible input including structures that are a little beyond this current level. Krashen claims that the more comprehensible input is presented, the more second language proficiency can be developed. This comprehensible input can only be presented via the skills of listening and reading. On the condition that a language learner internalizes the language containing the comprehensible input full of new structures and vocabulary presented via reading and listening, the productive skills of speaking and writing can emerge (Krashen, 1982; Richards & Rodgers, 1997).

*2.3.1.3.3. The affective filter hypothesis.* Krashen discusses the existence of an invisible and adjustable filter which is affected by learners' emotional states and attitudes. Motivation, self-confidence and anxiety are the major variables having an influence on the filter. If individuals have low motivational states, less self-confidence and high anxiety, the filter acting like a mental block can prevent them from using the comprehensible input necessary for internalizing the language. Therefore, this hypothesis suggests that language teachers should create a classroom environment flourished by high motivation and self-confidence in addition to low anxiety in order to foster second language acquisition (Chastain, 1988).

*2.3.1.3.4. The monitor hypothesis.* This hypothesis explains the relationship between acquisition and learning. While acquisition is making an individual more fluent in communication, learning causes the limited use of language. If an individual learns grammatical rules consciously, this knowledge serves her/him as a monitor or an editor. Knowing the rules causes a learner to correct the utterances while producing the language. According to Krashen, there are three major limitations individuals encounter while monitoring the learning process: not having sufficient time, not focusing on form and not knowing the proper rules (Krashen, 1982).

*2.3.1.3.5. The natural order hypothesis.* According to this hypothesis, all of the grammatical structures and forms in both first and second languages can be acquired in a predictable and natural order. Therefore, language teachers should plan the language acquisition process without changing this natural order (Chastain, 1988).

All of these five hypotheses comprise a basis for Krashen's theory. Even though some criticism has occurred against the theory for lacking the empirical studies that premeditate these five hypotheses, Krashen's thoughts have continued to affect second language researchers since 1980s (Blanton, 2015). Blaine Ray, the founder of TPRS method, states that he has also been affected by Krashen's language acquisition theory. The acquisition-learning hypothesis, the input hypothesis and the affective filter hypothesis are the major hypotheses which undergird the formation of TPRS method (Ray & Seely, 2015).

*2.3.1.4. Storytelling.* In a formal way, Roney (1996) defines storytelling as "a process where a person (the teller), using vocalization, narrative structure, and mental imagery communicates with other humans (the audience) who also use mental imagery and, in turn, communicate back to the teller primarily via body language and facial expression" (p. 7). More informally, storytelling is an old tradition which binds people together perhaps around a table, perhaps under a shining gas lamp or a candle because of its efficacious and profound

nature. "Storytelling has existed ever since human beings started to communicate between each other and has contributed to transmit knowledge from a generation to another one" (Sánchez, 2014, p. 12). A child can listen to her/his mother telling bedtime stories about her own memories with a deep pleasure, likewise a mother can learn the practical solutions to some problems from the stories she has listened from her elders. All of the values, traditions, customs and experiences of the ancestors are inherited from generation to generation with the help of this powerful medium. It embodies such a power that not only children, but also teenagers and adults share the same positive feelings in the light of this experience and get under the influence of storytelling.

There is no doubt that this old traditional method is quite valuable because of its major contribution to the acquisition of the first language. In this respect, Dujmovic (2006) regards storytelling as "the original form of teaching" (p. 112). Children are naturally in an interaction process with their elders; and during this process, they are excessively exposed to the language used by the adult models. Both in oral and written forms, children acquire the new vocabulary and complex language structures based on adults' retellings. If these retellings include memorable, motivating, and enjoyable stories, children's language experience can be cultivated more effectively (Isbell, 2002).

If storytelling is so powerful in the acquisition of the first language due to its contribution to skills development, incorporating this old tradition into the classroom environment will be a reasonable attempt by language teachers. As Loukia (2006) suggests, "stories, apart from being every young child's bedtime friend, can become every young learner's school time treasure" (p. 25). Among other literary pieces, stories are perhaps the most powerful and effective tools that can attract the learners' attention in the foreign language learning process. Lynne Cameron (2001) expresses the power of meaningful stories in a language classroom by saying "Classrooms are not family sitting rooms, teachers are not their pupils' parents, and

many of the texts in books found in schools are not poetic, meaningful stories that will instantly capture children's imagination" (p. 160).

These possible supplementary materials may not only respond to their desire to meet the magical world in which the good are the winners while the wicked are the losers all the time, they also provide the students with both language and personal development. As Ellis and Brewster (2014) indicate, "stories often hold a strange and magical quality that can interest and engage learners in a way that few other materials and methods have" (p. 2). In a word, their easy and practical structures in addition to their appealing nature make these literature pieces a useful resource in language classrooms.

Storytelling is an appealing technique for all ages, languages and levels of proficiency (Hendrickson, 1992). Since stories provide a rich source for comprehensible input necessary for language acquisition, storytelling technique can be used for variety purposes in language classrooms including "improving language use, increasing literacy in the target language and culture and for introducing target language literature to learners" (Morgan, 2011, p. 22). Their great contribution to the development of language skills has been analyzed and supported by numerous researchers (Hwang, Shadiev, J. Hsu, Huang, G. Hsu & Lin, 2016; Marzuki, Prayogo & Wahyudi, 2016; Sánchez, 2014; Tsou, Wang & Tzeng, 2006; Wilson, 1997). In addition to its being a useful tool for promoting language development, it embodies a motivational power and it is highly effective for reducing anxiety (Hendrickson, 1992; Isik, 2016; Lucarevschi, 2016).

Dujmovic (2006) summarizes the most significant advantages of storytelling in language classrooms as follows:

- Language learners can develop highly positive attitudes towards the foreign language and language learning since the process of storytelling is motivating and engaging.
- Stories can foster language learners' imagination.

- Storytelling helps build up language learners' confidence and promote their social and emotional development.
- The repetitive nature of storytelling allows basic language structures and vocabulary to be acquired while consolidating the others. Learners can develop their skills of following meaning and predicting language.
- Storytelling helps language learners enrich their thinking as they are exposed to language in which new vocabulary and sentence structures are introduced in varied, memorable and familiar contexts.

Even if storytelling technique embodies various advantages, many language teachers regard it as a demanding task and consequently they are hesitant to use it in their classrooms (Jones, 2012). Tsou et al. (2006) ground its reasons on overloaded curriculums, difficulty in locating suitable stories into the teaching materials, teachers' having little prior training and experience in storytelling, their lacking the cultural and linguistic abilities to cope with storytelling and lastly the hardships teachers experience while selecting activities that will be conducted before, during and after storytelling.

For success in storytelling technique, Hendrickson (1992) suggests that language learners' "ages, educational backgrounds, personal interests, as well as their level of listening proficiency in the foreign language" should be considered by language teachers (p. 9). According to him, a good story should include "a clearly-defined theme, believable characters, and a well-developed plot that gradually unfolds, maintains suspense, builds to a climax and ends leaving the listeners satisfied" (pp. 9-10). In addition to attaching significance to the features of a good story, a language teacher should also enhance her/his storytelling skills by focusing on the correct use of repetition, mimes, gestures and voice (Kirsch, 2016). Last but not least, language teachers should make a remarkable collaboration

with the learners in the process of story construction in order to create a learner-centered classroom which is full of learners highly motivated and less stressful (Roney, 1996).

**2.3.2. Three pillars of TPRS method.** Having influenced by Asher's TPR method in addition to Krashen's hypotheses, TPRS method highlights the significance of developing fluency in foreign language learners. Ray and Seely (2015) describe the main aim of TPRS as follows:

A major goal of TPRS is to help students to master the basic structures and vocabulary of the target language so that they can produce them with confidence and accuracy and without hesitancy, in other words, so that they can use them fluently and correctly. (p. 53)

In order to reach for fluency in language classrooms, TPRS appraises receiving adequate aural input as "the golden key" (Ray & Seely, 2015, p. 8). On the condition that language teachers provide learners consistently with repetitive, interesting and comprehensible input, the method claims that fluency can be taught in foreign language classrooms. For this reason, Ray and Seely (2015) regard comprehension, repetition and interest as the three pillars of the TPRS method.

**2.3.2.1. Comprehension.** TPRS method holds the cherished principle that "class must be 100% comprehensible" (Ray & Seely, 2015, p. 13). In order to achieve this aim, Ray and Seely (2015) suggest the following techniques:

- Language learners should not be inundated by too many new words and grammatical structures at one and the same time since the limitation of the input is the most vital point. Focusing on the most common words in the target language is the first step recommended. Without sufficient clarification of the meaning of a new word or a structure, new items should not be introduced.
- During language instruction, language teachers should regularly and constantly check the

comprehension levels of their students. Comprehension checks should be carried out with the help of slow processor/barometer student in the class. S/he can make a signal or a gesture when there is a lack of understanding or the teacher goes too fast to follow. By pacing the class at this student's pace, a language teacher can ensure total comprehension for all of the students in the class. Quick clarification, translation into the first language and asking and answering a large number of questions in case of lack of understanding are strongly recommended. The use of cognates can also be used in order to clarify the meanings of the target words.

- Explaining the class procedures of TPRS in the first language is regarded as a must in that language learners necessitate to be aware of the basic outline of the lesson in order to shape their understanding.
- In order that language learners can reach the top level of comprehension, teachers should take care of their speed while speaking. Speaking at a moderate and comprehensible speed is highly recommended rather than speaking with unclear voice at an accelerated or slow speed.
- During reading assignments, students can orally translate the readings of the revised stories into their first language.
- Students' mistakes can be tolerated to one extent on the condition that they will not cause any serious misunderstanding. Language teachers should enrich their lessons with more repetitions and restatements in case of noticing students' mistakes instead of directly correcting them.

**2.3.2.2. Repetition.** As "the mother of retention," the second pillar of TPRS, namely repetition, is definitely associated with the notion of comprehension (Ray & Seely, 2015, p. 13). Since repetition is the prerequisite of comprehension, carefully limited vocabulary should be frequently repeated during TPRS instructions. The repetition discussed in TPRS concept is quite different from the one in traditional methods. It is mostly conducted in the form of

abundant "graduated questions, circling questions, personalized questions..." (Gaab, 2011, p. 16). For example, in Barbara J. Watson's (2009) research on the comparison of TPRS instruction with traditional foreign language instruction, a big difference in the number of questions asked by a TPRS teacher and a textbook teacher has been reported. As a result of the analysis of the audiotapes of both class sessions for an hour, the researcher stated that a TPRS teacher directed 141 questions to the students while the number of questions asked remained at the number of 18 in the traditional classroom. The aim of this large number of repetitions is certainly to keep "a class totally comprehensible," as Ray and Seely indicate (2015, p. 10). It also enables a language teacher to "remain in the target language 95-98 percent of the time" (Gaab, 2011, p. 16). Mostly suggested techniques in order to provide aural repetitions in an adequate quantity are as follows (Ray & Seely, 2015):

- Students involve in the creation of the stories, that is to say, a language teacher asks a story to her/his students instead of telling a story. The details of the story are shaped by the students and each alternative discussed in the class is definitely repeated.
- A series of different types of questions (i.e. yes/no questions, either ... or questions, wh-questions...) related to a specific detail in the story are directed towards the students.
- The storyline is regularly reviewed by asking questions in order to increase students' confidence in understanding the oral language.
- If multiple characters are used in a story, the language teacher can have the opportunity to make more repetitions via the questions by comparing and contrasting the characters.
- While a language teacher is adding a new detail to a sentence, s/he can do further questioning on the same sentence.

**2.3.2.3. Interest.** In order to make a class totally comprehensible, a language teacher should arouse interest and curiosity of her/his students. However, "there can't be any interest

without comprehension" (Ray & Seely, 2015, p. 27). Hence, it can be deduced that each of these aspects support one another on the way to the acquisition of fluency.

In TPRS sessions, the most effective way to arouse interest and contribute to the overall comprehension is definitely stories. "Stories, told with various kinds of visuals and sometimes supplemented with dramatic activities" are the effective mediums to present and reinforce the comprehensible input while promoting interest in language classrooms (Peck, 1989, p. 147). If language learners participate in the development of a story and become its stars while dramatizing the actions, they will be more engaged and interested in all activities conducted during the acquisition process. Furthermore, TPRS followers should prefer using the stories which are "bizarre, exaggerated and personalized" as they are claimed to be highly powerful tools making the class substantially interesting (Ray & Seely, 2015, p. 337). Ray and Seely also suggest the use of unexpected content in stories as they believe that storytelling can be more effective with unexpected details. They exemplify this claim with "a flying duck":

If a duck can fly to Hawaii in 3.5 seconds, an explanation might make the class more interesting. Possible explanations:

1. He is the fastest duck in the world.
2. He is a super duck.
3. He is a slow duck. A normal duck can fly to Hawaii in 2.2 seconds.
4. He is an electronic duck. (2015, p. 28)

In addition to the stories promoting interest, Ray and Seely (2015) propose the use of games, songs and competitions in order to arouse more interest in TPRS classrooms since these techniques are highly efficient for every student from all ages and levels of proficiency.

When all of these issues are evaluated, it can be clearly understood that three pillars of TPRS, that is to say comprehension, repetition and interest, are thoroughly and deeply related to one another. There cannot be efficient and permanent success in foreign language

acquisition if one of these pillars is lacking. "Without comprehension there cannot be interest or acquisition. Without enough repetition, acquisition rarely occurs. Without interest, too much repetition brings boredom and distraction" (Ray & Seely, 2015, p. 53).

### **2.3.3. Three steps of TPRS.**

**2.3.3.1. Establish meaning.** TPRS basically focuses on high frequency words and the most common structures which are the prerequisites for effective communication. Since "the most efficient way to acquire the basic structures is by limiting vocabulary," language learners are not presented more than three or four new high-frequency vocabulary structures or forms during each TPRS lesson (Ray & Seely, 2015, p. 32). Only in this way, language can be repetitive and these repetitions help language learners internalize those target structures more deeply and efficiently. The major aim here is certainly teaching for mastery:

When we teach for mastery, we don't just 'cover' material, but rather we practice limited vocabulary and structures until our students really know them, that is, until they are in their long-term memory and they are able to produce them with adequate fluency (Ray and Seely, 2015, p. 32).

At the first phase of TPRS, students are pre-taught the new vocabulary that will be necessary in the development of the story. The meanings of target words are carefully and meticulously established so that any of the target words cannot be vague or open for discussion after the instructions. For this reason, the new phrases are written on the board and with the visuals, demonstrations, gestures, realia and additional expressions, students obtain their meanings. As these materials and mediums can cause ambiguity and have multiple interpretations to an extent while establishing meaning, the teacher can also translate the words into the native languages of the students. Translation and speaking slowly will make meaning clear and prevent students from tuning out when they do not understand (Ray & Seely, 2015). Another way of establishing meaning in TPRS classes is to use personalized

questions and answers which enable "a conversation between you and individuals in the class about something regarding those individuals" (Ray & Seely, 2015, p. 92). When the target word is a noun, the teacher can ask whether the students like it or not. When the word is a verb, then the teacher can ask whether they can do it or not. These personalized questions and answers also enable the teacher to collect information that will guide the future storytelling process while promoting interest and enthusiasm in students.

At this part of the lesson, the general facets of TPR method can also be used. The action verbs such as *walk, go, cry, smile, cook and jump* or some vocabulary related to clothing, classroom objects and colors can easily be taught with the help of TPR commands. However, Ray and Seely (2015) warn against the misinterpretation that can occur during TPR process as some words can be similar in action while different in meaning (i.e. walk and go).

In order to establish meanings of the target words, Carol Gaab (2011), one of the presenters of TPRS workshops, suggest the use of following strategies in order:

- Write the structure in the target language (TL).
- In a different color, write the meaning (literal and figurative) of the structure in L1.
- Post an illustration or photo that depicts the meaning of the structure.
- Verbally tell students what the structure means and when appropriate, explain appropriate contexts or settings for use.
- Use props and realia to convey meaning. Use skits and re-enactments to demonstrate meaning.
- Attach a specific gesture (TPR) to make a kinesthetic and a visual connection to the meaning. Use video, technology and anything else that will help students create their own mental image of the meaning of the structure. (p. 17)

While establishing meaning, a language teacher provides the learners with many aural repetitions of new vocabulary and structures. The goal here is to stay "in bounds" which

means making the class comprehensible for all of the students (Ray & Seely, 2015, p. 23). Then, the teacher checks the lexical knowledge of learners by using questions in which the target vocabulary is used. In order to make comprehension checks and obtain feedback, the language teacher specifically observes and focuses on "the slowest-processing students," called barometer students (Ray & Seely, 2015, p. 24). The pace of the class and the number of repetitions or extra-explanations are definitely regulated according to their comprehension levels. These students having a direct effect on the teaching process also enable the other learners to review the target words. After these comprehension checks, the teacher must be sure that all of the learners including the barometer students have internalized the meanings of the new words. Without being sure that every student has understood and acquired the meanings of the vocabulary or structures, the language teacher cannot move on to the second stage.

**2.3.3.2. *Asking a story.*** As a result of students' integration of the target words into their long-term memories in the first step, the language teacher can move on to the next stage, which is called *asking a story*. At the core of TPRS lesson, there are stories created by students. The teacher does not tell or read all details of the story being prepared before, on the contrary, using various techniques, s/he asks a story to her/his students and they shape the details collaboratively. Therefore, all students have the opportunity to have a say in what happens, who the characters are or where the action takes place in these interactive stories. Moreover, the lessons can be conducted either with or without a script of the story. Even if the language teacher prefers using a basic script or a skeleton of the story, all of the details are open to be shaped by students' responses, interests and even laughter.

At this phase, the target vocabulary and structures internalized before become the focus point of the mini-stories asked in the classrooms. Before creating the stories in collaboration with students, Ray and Seely (2015) suggest all of the question words in addition to all new

structures be posted on the walls or on the board of the classroom with their equivalents in the first language. After these preliminary preparations, the stories can be asked. The main steps of asking a story are listed below:

1. Establish a problem. Someone needs or wants something.
2. Creatively establish details. Add background information and additional characters. Include information about the main character and one or more parallel characters.
3. Make an unsuccessful attempt to solve the problem.
4. Solve the problem. (Ray & Seely, 2015, pp. 87-88)

As being evaluated from the list above, the story in TPRS concept revolves around a problem that makes itself apparent in three locations. In the first location, language learners become aware of the fact that there is a problem. In the second location, the main character tries to solve the problem but s/he cannot succeed. Lastly, in the third location, the problem is solved. For example, a boy is in a supermarket and he wants to buy a talking dog. However, he cannot find a talking dog there. In this example, the supermarket is the first location where the problem (being unable to find a talking dog in a supermarket) is introduced. Then, the boy goes to a pet shop to buy a talking dog but again he cannot find it. Here, the pet shop is the second location where the character has made a futile effort to solve the problem. Lastly, he goes to a jungle and tries to find a talking dog and luckily, he finds and buys a talking dog from the animal seller in the jungle. As it can be seen, it is the third location, namely the jungle, where the problem is finally solved. Since TPRS method highlights the use of bizarre, exaggerated and interesting stories full of unexpected details, language teachers should enable the stories to be created with students' creative or perhaps absurd ideas. If these ideas are chosen to be used as a solution to the problem of the story, it will definitely foster students' motivation while increasing their interest in language learning process.

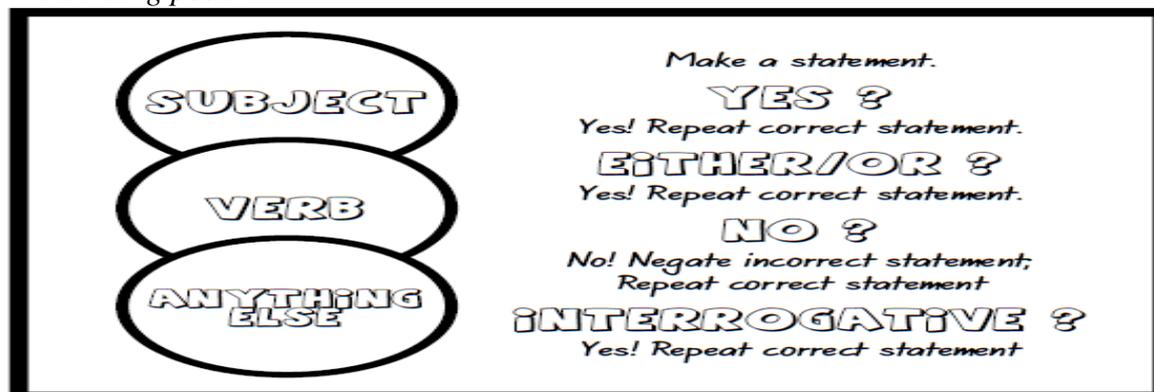
In TPRS, the aim is not to finish the story, on the contrary, making it last as long as possible in order to make the class totally comprehensible. At this point, TPRS teachers make use of the circling technique, which is "a way to make a statement repetitive by asking repetitive questions" (Ray & Seely, 2015, p. 66). It is the main technique used in the asking a story phase in TPRS method. The purpose of the circling technique is to "provide enough 'repetitions' of the new vocabulary and structures so that all your students will acquire (or internalize) them. In other words, you want them to learn this material thoroughly, to establish it in their long-term memory" (Ray & Seely, 2015, p. 148).

The circling technique, the most efficient way to "maximize acquisition of grammatical features and vocabulary," is associated with the term "scaffolding" which means "gradual process of adding a detail at a time and then asking numerous questions about all details presented up to and including the latest one" (Ray & Seely, 2015, p. 148). By following this technique, TPRS teachers should focus on every part of a statement separately. The suggested order of the circling technique is presented as follows:

1. Make a statement.
2. Ask a *yes/no* question about the statement to which the answer is *yes*.
3. Ask an *either/or* question about the statement.
4. Ask a *yes/no* question about the statement to which the answer is *no*.
5. The repetition of the first *yes/no* question with a *yes* answer.
6. A repetition of the original statement (Ray & Seely, 2015).

Martina Bex (2012), one of the practitioner and educational consultants of TPRS, proposes that firstly the subject of the statement should be circled, then the verb and lastly the other complements. Bex (2012) depicts how the circling technique is performed in her poster displayed in Figure 3:

Figure 3

*The circling poster*

*Note.* The Circling Poster from “How to circle” by Martina Bex, 2012. Copyright by 2018 by *The Comprehensible Classroom.*

Moreover, an example for the circling technique is given in Table 2:

Table 2

*The use of the circling technique for the subject of the statement*

The Circling Order	Teacher's Statements	Students' Responses
Statement:	Class, a girl wants to have a dress.	Ohhh !
Positive:	Does a girl want to have a dress?	Yes.
Either/or:	That's correct class, a girl wants to have a dress. Does a girl or a boy want to have a dress?	Girl.
Negative:	Well done class, a girl wants to have a dress. Does a boy want to have a dress?	No.
Positive:	Correct. A boy doesn't want to have a dress. A girl wants to have a dress. Does a girl want to have a dress?	Yes.
Re-state:	Yes, correct. A girl wants to have a dress.	

After having circled the three parts of the given sentence (A girl wants to have a dress), namely *a girl*, *wants to have* and *a dress* separately, more details are shaped according to the students' answers given to the wh- questions. An example for the use of the circling technique for the details is given in Table 3:

Table 3

*The use of the circling technique for the details in the statement*

The Circling Order	Teacher's Statements	Students' Responses
Asking for details:	Class, what color is the dress?	Purple (chosen from the students' answers)
Statement:	All right class, the girl wants to have a purple dress.	Ohhh!
Positive:	Does the girl want to have a purple dress?	Yes.
Either/or:	Correct. The girl wants to have a purple dress. Does the girl want to have a purple dress or a blue dress?	Purple dress
Negative:	Yes, correct class. The girl wants to have a purple dress. Does the girl want to have a blue dress?	No
Positive:	No, the girl doesn't want to have a blue dress. She wants to have a purple dress. Does the girl want to have a purple dress?	Yes
Re-state:	Well done class, the girl wants to have a purple dress.	

In TPRS method, the whole story is created and a solution is found to the stated problem with the answers obtained from the students during the circling process as exemplified in

Table 2 and 3. Perhaps more than 20 minutes can be spent on the circling of only one statement and the completion of a story will take a long time. However, it does not constitute a problem in TPRS. As Ray and Seely (2015) states "You don't care how long the story lasts. You only care about whether the story is interesting and engaging. Comprehension will keep your students engaged. The details will add interest to the story" (p. 47). In brief, while creating a motivating classroom atmosphere, these repetitions act like valuable mediums making the input both comprehensible and stable for language learners and they clearly provide the learners with real acquisition and long-term remembering.

**2.3.3.3. Reading.** The third and last step in TPRS instruction is the reading step. TPRS method attaches the great importance to reading materials in which the previously learnt structures and vocabulary exist. After the story having been asked, students are required to read the created story in the target language either at home for homework or in language classes. To demonstrate the levels of comprehension in classrooms, they answer both written and verbal questions related to the story. Therefore, a printed version of the told/asked story is recommended to be handed out to all students so that they can analyze the facts of the story better. Ray and Seely (2015) suggest four basic steps to be followed in the reading part:

1. Language learners in pairs or/and in larger groups read the created story. To keep the discussion focused, the translation of the story can be done both individually and chorally. The whole story must be understood by all students.
2. By using different question types, all variables must be reviewed and the facts of the story in the written form must be asked to the students one by one.
3. Since adding details heightens interest, students should be permitted to add more details to the written text. Teachers can ask extra questions and verify a detail with the help of the guesses made by students.
4. Developing a parallel story is suggested in that it enables the language learners to make

more repetitions. While the character of the written story is Jennifer Lopez, the parallel character of the parallel story can be Ayşe from the learners' own classrooms. Making comparisons between Jennifer Lopez and Ayşe can make the discussion more interesting.

In addition to these steps, TPRS teachers can also enable their students to dramatize the actions in the story in order to make them more active in the classroom. (Ray & Seely, 2015).

**2.3.4. Advantages of TPRS method.** Ray and Seely (2015) claim that TPRS has more advantages when compared to other methods:

- Students can acquire both grammar and vocabulary effectively since they have adequate exposure to them through the repetitions made during the process of asking a story.
- TPRS helps the development of fluency with accuracy. During the TPRS process, language learners develop an ear for what sounds right and they use these benefits while speaking.
- TPRS is fun and interesting. The humor in stories makes learners enjoy the lessons and promotes a positive attitude towards the foreign language. Since the stories are centered on students' choices and lives, it makes the learners more interested in the content.
- Students in TPRS classes generally get better grades when compared to the ones having learnt foreign languages with more traditional approaches and methods.
- Students develop fluency in both speech and writing.

In addition to Ray and Seely's (2015) claims, Hedstrom (2012) regards TPRS as an advantageous method because of the following reasons:

- TPRS is personalized and adaptable. A language teacher can easily adapt it to her/his classes according to students' levels and ages.
- TPRS is dependent on teacher skills, not technology or special materials. A white board can be enough if language classes lack of basic technological equipments.
- TPRS does not require high preparation. The whole lesson sometimes revolves around only three words.

- TPRS provides a way to stay in the foreign language for 90 % of the class.

### **2.3.5. Disadvantages and obstacles of TPRS method.**

**2.3.5.1. TPRS as a teacher-centered method.** Even if TPRS is based on the created interactive stories by students' own interests and preferences, it may be also regarded as a teacher-centered method which necessitates a great endeavor and involvement from the teacher. The creativity of the teacher, her/his storytelling skills, the gestures s/he uses to establish the meaning of the target vocabulary and even the tone of her/his voice play crucial roles to make the method functional. On the condition that the teacher is self-enclosed and calm in nature, the method may not be completely effective. Therefore, the creation of a more student-centered classroom depends on the skills and nature of the foreign language teacher.

**2.3.5.2. Exhaustion factor.** The implementation of TPRS method can cause exhaustion in both teachers and students. Unlike Hedstrom's (2012) opinions on TPRS discussed before, the method requires teachers to be completely well prepared before conducting the lessons. All possible materials should be thought over and be ready for all possible answers and stories. Even if language teachers are well prepared and qualified enough to pursue the lessons with enthusiasm, they must also continue to be ready, active, dynamic, careful and even vigilant throughout the TPRS lessons. The kinesthetic nature of TPRS transforms the language teacher into an actor on the stage who tries to do everything to catch attention of others. However, it is not an easy task and when the instruction takes a long time; it may lead to both mental and physical fatigue in language teachers. Additionally, the necessity for full participation in all steps of TPRS may be tiring in terms of students too. Even if they express enjoyment in TPRS lessons at the beginning of instruction, they can portray symptoms of fatigue on the condition that it lasts too long or they lose their initial interests. Ray and Seely (2015) accepts that TPRS is a method which requires extra energy. In order to eradicate this exhaustion factor in both teachers and students, they suggest fewer evaluations and less homework.

**2.3.5.3. Adapting a textbook to TPRS.** Ray and Seely (2015) recommend not using a textbook in order to obtain the most effective results from TPRS instruction. However, if the use of a textbook is mandatory, then they suggest the use of an adapted version of the textbook according to TPRS. While adapting the textbooks to TPRS, language teachers should reduce the number of words and structures by focusing on just high-frequency vocabulary. In addition, basic grammatical structures should be included according to the natural order of acquisition. The suggestions of Ray and Seely (2015) are welcomed on the condition that language learners are free from some standardized tests and students selection exams. However, some language learners, for example students in Turkey, have to pass through some examinations in order to study in better high schools or universities. Their textbooks may be the only sources to study for these exams. Limiting the foreign language teaching to only high-frequency words can bear serious problems in case of these examinations. In addition, whether pop-up grammar teaching, which means a very quick clarification and explanation of a grammar rule, is enough or not is also another issue which may be regarded problematic by textbook teachers.

**2.3.5.4. Lack of authentic cultural materials.** Language learners are required to use the target language not just inside of classrooms but also outside of classrooms. Therefore, the use of authentic materials in foreign language learning environment is quite important since they provide learners with opportunities depicting the real use of the target language. They are also valuable tools in terms of cultural elements. Rapstine (2003) states the significance of focusing on target language culture via authentic materials in foreign language learning process. Learning a foreign language is not only related to rules, structures or vocabulary. In addition to these factors, language learners are required to be familiar with the culture of the target language in order to effectively understand how that language is used and how it functions in different domains. Since TPRS uses interactive stories created by students during

lessons, it does not supply language learners with authentic cultural stories. Even if TPRS teachers prepare their scripts of stories by including some cultural elements, preparing an authentic material in a classroom is impossible. As a solution and a suggestion to this obstacle, Rapstine (2003) proposes the incorporation of level-appropriate authentic stories written in the target foreign language into TPRS lessons.

**2.3.6. Research on TPRS.** When Blaine Ray decided to implement storytelling into his language classes, he could not predict that there would emerge such a promising and remarkable method which will guide language teachers throughout the world in their journey to teach foreign languages (Ray & Seely, 2015). Since the foundational ideas and promises of TPRS were supported by many educators, quite a number of researches have come to existence for the last two decades particularly in the United States of America (Lichtman, 2015). However, both pre-service and in-service teachers of English language in Turkey generally do not know anything or have little information related to TPRS. Consequently, there is a limited amount of research on TPRS method in Turkey. The existing literature on TPRS method both in Turkey and in other parts of the world will be presented in this part of the thesis.

**2.3.6.1. Research on TPRS outside of Turkey.** One of the first researches on TPRS was conducted by Marissa Garczynski (2003). She evaluated the effects of the two methods, TPRS and Audio-lingual Method, on the listening and reading comprehension of students. During six weeks, two separate groups were taught the same vocabulary from the same textbooks, but with different methods. When the data obtained from the pre- and the post assessment scores and the student surveys were compared and analyzed, the researcher stated that the results were more favorable towards TPRS. She particularly emphasized the students' expressions which regarded TPRS as a more preferable and effective method in terms of second language acquisition.

As a practicum teacher, Braunstein (2006) made a research in order to identify 15 adult Latino students' attitudes towards TPR and TPRS methods in learning EFL. The findings of her preliminary survey related to the learning preferences and expectancies of the participants depicted that they wished to have more traditional classroom activities in which grammar exercises, lectures and written work were present. As a result of five hours of instruction in TPRS together with TPR during two days, she administered a post-study reaction survey and a questionnaire to all participants. The researcher concluded that nearly all participants displayed overwhelmingly positive attitudes towards the TPR and TPRS instruction in foreign language learning.

Decker (2008) discussed the findings of her action research which focused on the comparison of a conventionally and explicitly taught grammar lesson with an untraditional TPRS lesson while teaching the target reflexive verbs in Spanish. The written examinations made to the same group after each instruction showed that there were not any significant differences in performance between the students having learnt the verbs with different methods. In addition, students' survey results indicated that more students (16 out of 25) found the TPRS lesson more enjoyable than the grammar lesson. However, the majority of the students regarded the grammar lesson as more helpful in terms of conjugating the reflexive verbs in Spanish language.

Kariuki and Bush (2008) analyzed the effects of TPRS method and a traditional method focusing on explicit learning on Spanish language learning in a state high school in Northeast Tennessee. There were 15 randomly selected students in both the control and the experimental groups. All students covered a unit from their textbooks for a week and then they took an examination. Consequently, the research indicated positive results in favor of TPRS on the overall academic achievement of the students and particularly on their vocabulary retention skills.

In 2009, Spangler contributed to TPRS literature with her remarkable research on the effects of both CLT and TPRS on students' achievement, fluency and anxiety levels. The sample group of this dissertation study composed of 162 students from high schools and middle schools. Having experienced 14 weeks of Spanish learning as a foreign language either with CLT method or TPRS method, the students took a standardized test measuring the four basic skills of foreign language learning besides lexical development. The researcher also used FLCAS of Horwitz et al. (1986) in order to designate the levels of anxiety of the participants. The results did not present any significant differences between the reading and writing skills of the participants in two groups. In the same token, FLCAS results did not portray a meaningful difference between the levels of anxiety experienced by participants of the two groups as a result of CLT and TPRS instructions. However, in terms of fluency in speaking, TPRS students scored significantly better when compared to the CLT students.

Varguez (2009) was another researcher having compared TPRS with a traditional method emphasizing language output. In her study, she compared and contrasted four high school Spanish classes at the beginning level. Two of the classes were taught Spanish with a traditional method while the other two classes were given instruction in TPRS method. Another important issue in her research was that the students in one of her experimental groups had lower socioeconomic status and a less experienced teacher when compared to the ones in the control and the one in the TPRS group. After a year-instruction, four groups took the same standardized tests which measured listening and reading comprehension levels of the students. The results depicted the efficiency of TPRS method over the traditional method. The TPRS students whose socioeconomic status equaled to the ones in the control groups significantly and easily outperformed the students having received the traditional instruction. Moreover, the less advantaged TPRS class could be equally successful with the other two classes in the control group.

Another empirical study conducted in 2009 belongs to Watson. Her research focused on the comparison of TPRS method with a traditional method emphasizing the conscious learning. 73 beginner high school students enrolled in either an experimental TPRS class or a traditionally taught class. After the four sessions of instruction, all subjects took a written final exam examining lexical and grammatical knowledge in addition to listening and reading comprehension. Students also had an oral exam in which they chose a card randomly and explained its meaning in Spanish language in two minutes. The findings of the research were in favor of TPRS method since the subjects having received TPRS instruction got higher scores than the ones in the traditional class on both the written final and oral exams. Consequently, the researcher expressed that as one the comprehensible input based methods, TPRS was more effective and superior than the traditional method.

Castro (2010) made comparisons between TPRS method and Grammar-translation Method in her thesis. He evaluated the effectiveness of both methods on vocabulary acquisition and retention of adult EFL learners. 13 adult Hispanic students were volunteers to take part in this study. After the pre-test results, participants received three-hour instruction in Grammar Translation method and then they took the post-test. The same procedure was administered to the same group with TPRS method too. The results having obtained as a result of the comparisons made between the pre- and post-test scores of the students did not portray a huge difference between these two methods. However, the participants' preferences were mostly towards the use of TPRS method in language classes.

In Beal's (2011) dissertation study, there were 821 participants from middle and high schools in the same district. In high schools, TPRS students got lower scores in the final exam when compared the traditional Spanish learners. The results were more favorable towards TPRS in middle schools since better grades were obtained by TPRS students. The researcher also used FLCAS of Horwitz et al. (1986) in order to measure the anxiety levels of the

students at the end of a year of instruction in different groups and he could not figure out any meaningful differences. By the same token, he could not indicate any differences in terms of the students' choices related to the continued enrolment in Spanish classes.

Dziedzic's (2012) article published in *The International Journal of Foreign Language Teaching* featured the effects of TPRS method using comprehensible input-based teaching techniques and the traditional instruction based on the use of text books on the acquisition of four basic skills in Spanish language. 65 high school students received a-year-instruction either in TPRS or traditional classes. The proficiency exam results of the students from both groups at the end of the year did not portray a significant difference on listening and reading parts. Nevertheless, the scores obtained from writing and speaking parts of the exam were considerably higher in TPRS classes. In a nutshell, the researcher proclaimed that TPRS was more influential on the acquisition of productive skills; and additionally, it was as effective as traditional instruction in the acquisition of receptive skills.

As a quite experienced language instructor, Jean Oliver (2012) shared her own experiment with TPRS instruction in her article. Bearing in mind the necessity to focus on the target vocabulary and grammatical structures on the textbook, she prepared her beginning level college students for the grammar-based final exam by using TPRS method. Expressing the fun and engaging classroom atmosphere during TPRS instruction, she stated that the process was very fruitful in her nontraditional classes. In her study, two TPRS classes were compared to four traditional classes according to the final exam results which depicted students' ability to read, write and use grammar correctly in the target language. The average scores indicated that TPRS students outperformed the students in the traditionally grammar taught classes. Even if the final exam did not measure the students' ability to speak and listen in Spanish language, Oliver stated that her students in TPRS classes had a great progress in these skills too.

Another thesis study following an experimental design was conducted by Holleny (2012). Her sample group consisted of 44 high school students having mild disabilities. Two classes were identified as a control group and they received a traditional instruction in order to learn the two units from their selected textbooks. The other two classes were assigned to the experimental group whose instruction was provided with TPRS method while processing the same units. When the scores of the unit tests including vocabulary, listening, translation and gap-filling parts were evaluated, any significant differences were not found between these two kinds of instruction. Even if slightly better results were obtained from the classes taught with TPRS method, the researcher did not find it completely enough to prove the effectiveness of TPRS method.

In her research, Murray (2014) hypothesized that TPR and TPRS were effective methods even when they were used together with traditional methods. Her comparative study included a twelve-student-control group and a fifteen-student-experimental group and both of the groups consisted of beginning level learners of French as a foreign language at a high school. As a result of the implementation of the pre-test to each group, the researcher gave the instruction to the control group by using the traditional method while she continued her lessons in the experimental group with TPRS method albeit with traditional instruction. At the end of a six-week-period, the results of the post-test indicated that the students of the experimental group were more successful in all of the four language skills. Furthermore, the questionnaire having been designed to measure the confidence and interest levels of the students in French language was administered to all students before and after the treatment. The results indicated an increased desire to continue studying French and a higher level of confidence in the students who had received TPRS instruction in addition to the traditional method.

Similar to Spangler's (2009) research, Blanton's (2015) dissertation study focused on the effectiveness of CLT and TPRS on motivation and proficiency levels of 3rd grade students in the high schools in the USA. 117 selected participants were randomly assigned to either CLT or TPRS group. Both groups completed a motivation scale and took the STAMP 4S test measuring the levels of proficiency in reading, writing, listening and speaking at the end of the teaching processes with these two methods. The findings depicted that TPRS students had higher levels of motivation in studying for Spanish language. In terms of proficiency, CLT students were found out to be more successful than those having received TPRS instruction in reading, listening and writing. Lastly, the mean scores of two groups with regard to the speaking proficiency in Spanish language were not statistically significant.

The research conducted by Mohammad (2009) focused on the effects of TPRS method on the speaking skills of 70 EFL learners in a secondary school in Saudi Arabia. All students in TPRS and traditional groups used their course books during the instruction process. The pre-test and post-test evaluations were made with the help of a valid and reliable rubric focusing on the dimensions of grammar, vocabulary, fluency, pronunciation, nonverbal communication and comprehension. The results of the study obtained from the comparisons of pre- and post-test scores portrayed that TPRS students significantly outperformed the students in the control group on all of the stated dimensions of the designed speaking test.

Another study conducted outside of Europe or the USA belongs to Muzammil and Andy (2017). The researchers analyzed the impact of TPRS method on the improvement of the speaking skills of 60 university students taking extra English courses in non-English departments in Indonesia. After the homogeneity of the groups was sustained with the help of a pre-test, the participants were assigned to the experimental or control groups. During a semester, the students in the experimental group received TPRS instruction while the others received a more traditional instruction. Later on, a post-test was conducted to all participants

in the form of speaking performance which was scored via a rubric including the domains of pronunciation, vocabulary, grammar and fluency. When the mean scores were analyzed, a statistically significant difference was observed in favor of TPRS method. In each domain of speaking performance, TPRS students outperformed the others in the non-TPRS group. The researchers also shared the open-ended and close-ended questionnaire results having emerged from both students' and teachers' perspectives. While the participants mostly depicted TPRS method as amazing and influential, the teachers found the method as beneficial and convenient to be applied in future teaching processes.

One of the latest researches focusing on the motivational nature of TPRS belongs to Printer (2019). As a teacher applying the method for three years, he shaped his research by making a qualitative study on the relationship between TPRS and foreign language motivation. With the help of interviews and observations, he collected the data from 12 students learning Spanish as a foreign language in Switzerland. During a two-month period, he analyzed the changes in the motivation levels of the participants. Consequently, he indicated that TPRS had a positive impact on students' motivation by bolstering their "psychological needs of autonomy, competence and relatedness" (p. 1).

**2.3.6.2. Research on TPRS in Turkey.** Türkeş's (2011) research was one of the first experimental studies on TPRS method in Turkey. He investigated the method's impact on lexical knowledge of the 5th grade EFL learners in a primary school. While 18 students in the control group were taught the target vocabulary with a more traditional definition-based vocabulary teaching method, 16 students in the experimental groups were taught the same vocabulary with TPRS instruction. The mean values acquired from the pre- and post-tests analysis depicted that there was not a statistically significant difference between the two groups in terms of the students' lexical knowledge after the treatment. Moreover, the researcher also collected the data from the students' diaries in the experimental group. Even if

the reactions of the students to the new method showed some changes from time to time, the overall picture was generally in favor of TPRS instruction in vocabulary learning.

Like Türkeş (2011), in her thesis study, Demir (2014) focused on the effect of TPRS method on the lexical competence of 39 students in two private preschool classes, too. After conducting a pre-test including 20 lexical items to both the control and the experimental group, the researcher started the teaching process in CLT and TPRS methods. While the control group received instruction with CLT method, the experimental group was taught the target words with TPRS method during the four-week treatment period. The same 20 words covered during the instructions were asked to the students in the post-test. The results displayed that TPRS students statistically outperformed the CLT students in terms of lexical acquisition. The researcher also examined the results in terms of gender differences but she could not find a significant difference between the achievement levels of females and males. The findings of Demir's (2014) thesis study were also used in an article written together with her supervisor Feryal Çubukçu in the same year.

Çubukçu (2014) has another study related to the effects of TPRS method on the lexical competence of secondary school students in Turkey. In her pre- and post-test design research, 44 participants were assigned to either the experimental group or the control group in which 20 target words and structures were taught differently. The teaching was conducted by the use of Nasreddin Hodja's stories in the experimental group whereas those in the control group were taught the vocabulary from the texts of their course materials. The analysis of the results obtained from the pre- and post-tests indicated that TPRS students were substantially and statistically more successful in the lexical knowledge.

Another Turkish researcher having examined the relationship between TPRS method and vocabulary acquisition was Ulu (2016). He particularly focused on the method's effect on the long-term retention of vocabulary on the 1st grade university students. When the post-tests of

the students in the control and the experimental group were analyzed, the researcher could not portray statistically significant results even if TPRS students got slightly higher scores than the others in the control group. A week after the assessment, the participants in the experimental group responded to an eleven-question-survey designed to indicate their thoughts about the storytelling class. The overall analysis of the surveys showed that the majority of the students had positive thoughts and attitudes towards TPRS instruction and they believed in its efficiency on supporting them in keeping the target words in long-term memory.

Yıldız-Akyüz (2017) conducted a quasi-experimental research on the impact of TPRS method on the oral performances of young learners and the long-term retention of the topics. 30 fourth-grade students were assigned to the control group and they were given the instruction with the combination of the CLT and Grammar Translation methods. The other 30 students were located in the experimental group where the lessons were implemented in TPRS method throughout a year. The data were collected by means of the immediate and delayed post-test scores in addition to the interviews made with the students and the teacher's observations. The students' voices were recorded during a kind of speaking game and the results were used in the immediate post-test assessments. After the four weeks following the instruction process, both groups were again subjected to the same assessment process so that the delayed post-test scores could be obtained. As a result, the young learners in the experimental group had higher scores both in the immediate and delayed post-tests. When the qualitative data were analyzed, the researcher concluded that TPRS was an effective method due to its contribution to the acquisition of oral competence and permanent learning.

Yavuz's (2011) study focused on the TPRS instruction in Japanese learning as a foreign language. As a result of a three-hour study conducted with 12 master students not having any prior exposure to Japanese language, the researcher expressed that the 90% of the target

words and structures were successfully remembered by the participants during the assessment. Lastly, the researcher also stated that all students displayed positive attitudes in response the TPRS instruction in Japanese language learning.

All in all, it is certain that much of the researches carried out on TPRS focus on the effect of the method on the language skills or achievement levels of learners. (Akyüz, 2017; Beal, 2011; Blanton, 2015; Castro, 2010; Çubukçu, 2014; Decker, 2008; Demir, 2014; Dzedzic, 2012; Garczynski, 2003; Holleny, 2012; Kariuki & Bush, 2008; Mohammad, 2009; Murray, 2014; Muzammil & Andy, 2017; Oliver, 2012; Spangler, 2009; Türkeş, 2011; Ulu, 2016; Varques, 2009; Watson, 2009; Yavuz, 2011). Although TPRS method has caught attention of many researchers, there is still an inadequate focus on the affective variables in the scope of TPRS research. For instance, only Braunstein (2006) and Printer (2019) have examined the method by centering upon solely affective factors. Among the others have emerged some researchers having questioned the students' attitudes towards the method via interview questions, surveys or questionnaires yet the prime focus of their research has been on the role of TPRS on students' achievement in language skills (Blanton, 2015; Castro, 2010; Decker, 2008; Garczynski, 2003; Murray, 2014; Muzammil & Andy, 2017; Ulu, 2016). Moreover, it has been ascertained from the recent evaluation of TPRS research that the anxiety-related studies on the method are quite limited in availability. As far as is known, only two researchers, namely Beal (2011) and Spangler (2009), have investigated the effect of TPRS method on the anxiety levels of language learners. Their researches are promising yet somehow insufficient because they have measured the anxiety levels of their target groups only after the implementation of TPRS in language classes. Without having information related to previous anxiety levels of learners, it can be misleading to conclude over the method's ultimate effect on FLA. Therefore, it can be claimed that there is still a considerable ambiguity with regard to the impact of TPRS method on the anxiety levels of language

learners. This research aims to contribute to the existing literature by focusing on the changes in FLA levels of adolescent learners over the course of eight-week-TPRS instruction by utilizing FLCAS as a pre- and a post-test.

#### **2.4. Summary**

This study examines the impact of TPRS method on the anxiety levels of Turkish adolescent EFL learners. In the first part of this literature review, as one of the components of this research, anxiety, particularly FLA, was discussed and samples of anxiety-related research were presented. Secondly, the basic characteristics of the sample group taking part in this study were outlined. The anxiety-prone nature of adolescents and the teaching implications appropriate for this group of learners were the major focus. Lastly and most significantly, TPRS method was introduced and the information related to its background, principles, phases and techniques were widely described. Additionally, a growing body of literature about TPRS method was investigated with a focus on some researches from both local and foreign fields.

## CHAPTER 3

### Methodology

#### 3.1. Introduction

The primary purpose of this research is to investigate the efficacy of TPRS method on the anxiety levels of adolescent Turkish EFL learners. The starting point of this research is the failure observed in foreign language learning in the Turkish education system despite the numerous attempts put forward and regulations made by MNE so far. FLA can be regarded as one of the reasons for the lack of success in the acquisition of communicative competence and fluency. The literature related to the debilitating impacts of anxiety on all language skills and fluency has guided this research towards the use of an alternative method. As a method claiming to reduce the affective filters of language learners by creating a more relaxing classroom environment while at the same time attaching the paramount significance to the acquisition of fluency, TPRS method has caught attention. There is a substantial need to analyze the basic tenets of the method and its impacts on the anxiety levels of language learners due to the scarcity of studies on TPRS conducted both in Turkey and abroad. All of the stated reasons have enabled the existence of this research.

This chapter basically focuses on the methodological aspects of the present study in five sections. Firstly, the research design will be introduced. Then, the information related to the participants and setting of the study will be presented. The third section will introduce the data collection tools. Next, the data collection procedures and how this study is conducted will be discussed in detail. In the last section of the chapter, the data analysis techniques will be presented.

### 3.2. Research Design

The current study applies a mixed methods research design which combines both qualitative and quantitative research techniques within a single research. As one of the affective variables having an influence on success or failure in foreign language acquisition, anxiety needs to be examined in a detailed way. While the quantitative research can present general information about human behavior and psychology, it cannot be adequate to provide more detailed descriptions about the feelings of particular groups in particular situations (Price, Jhangiani & Chiang, 2015, p. 146). Therefore, integrating both quantitative and qualitative data collection tools and analysis techniques in a single research can reveal more promising and influential outcomes while interpreting the research findings. As Dörnyei (2007) suggests "the strengths of one method can be utilized to overcome the weaknesses of another method used in the study" (p. 45).

The instruments preferred for data collection in the mixed methods research design are mainly questionnaires, scales, structured, unstructured or semi-structured interviews, focus groups, tests and teacher observations. The most common type of mixed methods research is the combination of questionnaires and scales for quantitative data and interviews for qualitative data. In fully mixed researches, both qualitative and quantitative methods are mixed during research process while in partially mixed design research, both methods are used disjointly during research and they are mixed in the phase of interpretation of the findings (Wiśniewska, 2011).

Horwitz et al.' (1986) FLCAS is used in this research in order to obtain the quantitative data related to the anxiety levels of the language learners before and after TPRS treatment. The detailed qualitative data are acquired through the semi-structured interview questions directed to 10 randomly chosen participants after the eight-week TPRS instruction. Similar to Gürsoy and Akın's (2013) study, this research follows a partially mixed design research model

in which qualitative and quantitative results obtained separately and only mixed while interpreting all findings. This research design is preferred in this study since it enables multi-level analysis of complex issues such as anxiety, it improves the validity of the conducted research and it enables to reach multiple audiences (Dörnyei, 2007).

### **3.3. Setting and Participants**

The participants of this research were selected from 246 students studying at 9th grades in Tes-İş Adapazarı Anatolian High School during 2018-2019 academic year. Being far away from the city center, the school is located in Adapazarı, a province in Sakarya, in Turkey. The school has some technological advantages such as smart boards and internet connection in all classes. All of the students live nearby of the school environment and have the opportunity to go outside during lunch breaks. In addition, the students have economically middle-class families who are generally from Sakarya. Of the 246 students in the population, 129 are female and 117 are male.

All students have been learning English as a foreign language since they were in the 4th grades. According to the *9th-12th Grades English Curriculum* in Turkey, they are expected to be at A2 level in The Common European Framework of Reference (CEFR) standards when they start high school education. When they start studying in a high school, EFL continues to be a mandatory four-hour lesson to be taken. Even if there are some similarities, the requirements of the English Curriculum for secondary and high schools are quite different in terms of foreign language learning. It is stated in the curriculum for high schools that students must take an evaluation exam in which speaking, listening, reading and writing skills are tested separately in each term. Thus, the students in the population must take an evaluation and a general exam each term in a year (MNE, 2018b). Moreover, all language teachers have to follow the yearly plans based on the mandatory course book called *Teenwise 9* prepared by Bulut, Baydar-Ertopçu, Umur-Özadalı and Şentürk in 2017. They can apply any teaching

methods to their lessons on the condition that they focus on the target words and structures on the textbook and follow the objectives stated on the yearly plans. TPRS lesson plans of this study designed according to these objectives and the subject matters on the course book can be seen in Appendix 1.

At the beginning of every academic year, the school management of Tes-İş Adapazarı Anatolian High School assigns foreign language teachers to the classes randomly. Consequently, the researcher-teacher of this study was responsible to teach EFL to 9-A and 9-D classes during 2018-2019 academic year. As this research is based on the effects of TPRS method on the anxiety levels of adolescent language learners, the students of these two classes were chosen as the sampling group of the study. The selection of the participants in the current study was based on the convenience sampling strategy which is the most common sample selection type in foreign language research. Dörnei (2007) states that in the convenience or opportunity sampling strategies, “members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer” (p. 98). In the scope of this research, the convenience of the researcher and the easy accessibility and availability of the participants were the major criteria designating the choice of the selection strategy.

The sampling group was totally composed of 71 students whose ages ranged from 14 to 16. Of the participants taking part in the research, there were 34 males and 37 females. Furthermore, the students in each of the classes did not show huge differences in terms of their success in English language lesson at the first term of the academic year. Table 4 portrays the mean scores of their exams separately and it also depicts the grade point averages of the classes obtained at the end of the first term of 2018-2019 academic year (Data obtained from e-okul system by the researcher).

Table 4

*The academic success levels of the sampling group before the research*

Numbers of the students in the classrooms	Class	The mean scores of the first exam	The mean scores of the evaluation exam	The grade point averages at the end of the term	Level of achievement at the end of the term
35	9-A	47.57	56.14	62.86	74%
36	9-D	47.19	55.61	63.42	75%

As seen in Table 4, the two classes were quite alike in terms of their success in English language learning. Therefore, it can be deduced that the combination of these two classes into one sampling group did not affect the outcomes of this study.

Since all 71 participants took part in the TPRS lessons in two classes, the quantitative data via FLCAS were obtained from all of them before and after the treatment. Moreover, 10 students from the volunteers were selected for the interviews in order to supplement the quantitative data and find out more detailed information about the effects of TPRS method on their anxiety levels.

### **3.4. Data Collection Instruments**

In line with the mixed methods research design, both quantitative and qualitative data collection tools were used in this study. While the quantitative data were obtained with the help of FLCAS developed by Horwitz et al. (1986), the qualitative data were acquired via the semi-structured interview questions.

**3.4.1. Foreign language classroom anxiety scale (FLCAS).** FLCAS is a reliable and valid instrument which has been widely used to measure the levels of FLA by myriads of researchers throughout the world (Aida, 1994; Chiang, 2006; Horwitz et al., 1986; Kunt, & Tm, 2010). FLCAS came to existence due to the absence of a standardized instrument to

measure anxiety in the context of foreign language learning. Horwitz et al. (1986) made group discussions and interviews about the difficulties and concerns related to foreign language learning with two support groups of fifteen students each at the Learning Skills Centre at the University of Texas and as a result of this experience, FLCAS items were developed and the scale was created.

FLCAS originally consists of 33 items related to the three basic sources of FLA, namely CA, FNE and TA. Moreover, it reflects the beliefs, perceptions and feelings of responders about foreign language learning process. For this reason, as Horwitz et al. (1986) suggest, learners' BPF related to classroom foreign language learning can be accepted as another source for FLA.

FLCAS is scored on a five-point likert scale which ranges from strongly disagree (1) to strongly agree (5). In the scale, there are 9 items (2, 5, 8, 11, 14, 18, 22, 28 and 32) which are negatively worded. All of these items were reversely valued and computed in the analysis stage of this research. The items indicating high anxiety were scored from 5 points to 1 point. On the other hand, the items indicating lack of anxiety were scored from 1 point to 5 points. The possible scores that can be obtained from the scale range from 33 to 165. The original FLCAS can be seen in Appendix 2.

Horwitz et al. (1986) conducted a study using a sample of 108 participants to measure the reliability and validity of FLCAS and consequently they reported that the internal consistency of the scale, based on Cronbach's alpha coefficient, was measured as 0.93. In addition, test-retest reliability of the scale was reported to be 0.83 in eight factors. Since the results indicated a quite high level of reliability and validity, FLCAS has been a preferable scale in anxiety-oriented researches in foreign language learning since 1986.

Since the sampling of this study consisted of Turkish EFL learners, the Turkish version of FLCAS developed by Aydin, Harputlu, Güzel, Savran-Çelik, Uştuk and Genç (2016) was

preferred to eliminate any misunderstandings that could occur during the administration process of the scale in this study. In order to develop a valid and reliable Turkish version of FLCAS, five qualified translators independently studied over the original 33 items and as a result of discussions they formed a single version of the scale. By using a sample of 85 participants at Balıkesir University, in Turkey, they administered both English and Turkish versions to the same sampling group at a four-week interval. The statistical analysis depicted high reliability and validity for both the original and the Turkish versions of the scale. The researchers reported that the internal consistency of the Turkish version, based on Cronbach's alpha coefficient, was measured as 0.86. In addition, they stated that both versions of the scale had "a near identical factor loadings on items and factor structure" and thus the researchers reported that the Turkish version was an acceptable instrument in terms of construct validity (Aydin et al., 2016, p. 254). The Turkish version of FLCAS can be seen in Appendix 3.

**3.4.2. Interview.** In the studies on applied linguistics, most of the interviews conducted are in the semi-structured format. Semi-structured interviews include pre-designed questions and they give an interviewee the opportunity to make some elaborations on the issues discussed. This kind of an instrument also enables the interviewer to guide the participants in case of a misunderstanding during the interview. The interviewer asks the same pre-prepared questions to all of the participants, but s/he does not have to follow the same order of the questions or the same sentence structures (Dörnyei, 2007).

In the case of the current study, semi-structured interviews were preferred in order to collect qualitative data related to the effects of TPRS method on the anxiety levels of language learners. All of the interview questions were prepared in order to find effectual answers for the research questions of this thesis. 12 interview questions were directed to 10 randomly chosen students from the sampling a week after the TPRS instruction process. The interviews were conducted in the native language of the participants and when any

misunderstanding occurred, the questions were explained in detail. By means of the interviews, the FLCAS results were aimed to be triangulated because only quantitative data could not be sufficient to portray the students' detailed perspectives and thoughts related to the impact of TPRS instruction on their anxiety levels. The interview questions addressed to the participants can be seen in Appendix 4.

### **3.5. Data Collection Procedure**

Before the current research was conducted, all students were asked to sign the consent forms depicting their voluntary participation in the study (Appendix 5). Then, the management of the participating school was informed about the teaching process and the required permissions to collect the data were obtained. In addition, the official permissions from The Social and Human Sciences Research and Publication Ethics Committee of Uludağ University and Sakarya Directorate of National Education were received in order to use the data collection instruments while conducting this research. The official permissions can be seen in Appendices 6, 7 and 8.

Blaine Ray, founder of TPRS method, suggests that students should be informed about the TPRS teaching process and techniques before they start the instruction (Ray & Seely, 2015). In line of this suggestion, the students were asked to watch some sample videos depicting how English lessons were conducted with TPRS method. Later on, the students prepared wall posters on wh- question words and replaced them on the most visible parts of the classes so that they could understand every question that would be directed to them during TPRS lessons. Then, FLCAS as a pre-test was administered to all participants in each of the classes during their English lessons before the process of teaching English with TPRS method started. The completion of the scales lasted in 10 minutes and then they were delivered. After FLCAS was used as a pre-test in order to indicate the levels of FLA before TPRS treatment, the method was used during eight weeks in English lessons.

Since the research was conducted at a state high school in Turkey, the objectives in the yearly lesson plan which was based on the text book *Teenwise 9* had to be followed. Therefore, the target words and structures on the text book were emphasized during TPRS instruction. The TPRS lessons started in the spring semester of 2018-2019 academic year and lasted for eight weeks. During this process, the basic teaching techniques and steps of TPRS method were followed. The participants did not take any examinations during this process. Additionally, nothing related to anxiety was discussed in order to prevent any bias that could occur during the second administration of FLCAS. After TPRS treatment was over, the students took an evaluation exam which assessed the four basic skills of language separately. FLCAS was administered as a post-test particularly after this exam was conducted because whether TPRS instruction affected TA experienced by the students during evaluations and exams were also analyzed in this study. In addition, to what extent the students' anxiety levels and perceptions about foreign language learning changed after the eight-week TPRS treatment was examined.

In addition to the data collected via FLCAS as a pre- and a post-test, the students were asked to take part in the semi-structured interviews when the TPRS training ended. Since there were a lot of volunteers wishing to be interviewed, 10 participants were chosen by lot. The questions, carried out in Turkish, were directed to the interviewees separately so that they could not be affected by their peers' answers. As taking notes were not enough to catch every detail, recording was preferred during the interviews. After all of the interviews were made with the volunteer participants, the transcriptions of all records were made and then they were translated into English language.

### **3.6. Data Analysis Procedure**

The quantitative data collected via FLCAS as a pre-test and a post-test were analyzed using the Statistical Package for the Social Sciences (SPSS) 23.0 program. Firstly, the

statements having negative wordings in FLCAS were reversely scored while entering the data obtained before TPRS lessons into SPSS. In order to answer 1<sup>st</sup>, 3<sup>rd</sup> and 9<sup>th</sup> research questions which were related to the levels of FLA, Şakrak's (2009) model, in which 3 levels of anxiety have been categorized according to the mean values of the items, was used in this study.

According to her model depicting the ranges of FLCAS values, the mean values between 1.00 and 2.49 which are closer to the strongly disagree or disagree options of FLCAS portray low levels of anxiety. Furthermore, the mean values between 2.50 and 3.49 are the indicators of moderate anxiety in that they are closer to neutral answers in FLCAS. Lastly, the means higher than 3.50 are associated with high anxiety since these scores are closer to the strongly agree or agree options of the scale (see Table 5).

Table 5

*Ranges of FLCAS values and their descriptions*

Mean Values	Description
1.00-2.49	Low Anxiety Level
2.50-3.49	Moderate Anxiety Level
3.50-5.00	High Anxiety Level

In order to find effectual answers to the research questions 2-4-5-6-7-8 and 10, 33 FLCAS items were categorized into four groups which indicate four sources of FLA. While designing the model of this study, as depicted in Table 6, the former studies of Sertçetin (2006), Aydemir (2011) and Demirdaş (2012) were utilized.

Table 6

*The model of the study*

Sources of FLA	Item Numbers
FLA related to CA	1-3-4-9-13-14-18-20-24-27-29-33
FLA related to FNE	2-7-15-19-23-31
FLA related to TA	8-21
FLA related to Learner's BPF	5-6-10-11-12-16-17-22-25-26-28-30-32

The analysis of pre-FLCAS was made through descriptive statistics and as a result, the mean scores, standard deviations and standard errors of all items were found separately. In addition, the minimum and maximum mean scores for anxiety levels of the participants were calculated and the number of students having low, moderate and high FLA was found out through frequency analysis. Then, the overall mean scores of the sources of FLA were found and the most anxiety-provoking subgroup was defined. Then, the post-test results obtained from the second application of FLCAS, which was administered in order to understand whether TPRS method had any positive or negative effect on the levels of anxiety of Turkish adolescent EFL learners and the sources of FLA, were analyzed with the help of SPSS descriptive statistic tools, too. Lastly, a paired sample t-test was run in order to indicate the differences between the mean scores found out from the pre- and post-tests. In this way, whether there was a meaningful difference between the mean scores of students before and after the implementation of TPRS method was indicated.

As the qualitative data instrument, the semi-structured interviews were analyzed by using color coding technique. After the common and similar responses from each of the transcribed and translated interviews had been highlighted, they were transferred into a general outline which depicted the overall opinion of students related to the impact of TPRS method on their

anxiety levels in foreign language learning. Lastly, the content analyses of the interviews with the help of this general outline were made.

### **3.7. Summary**

In this chapter, firstly, the research design of the thesis was introduced. Then, the information related to the participants and setting was presented. Also, the data collection instruments and procedure in addition to data analysis procedure were explained in detail.

## CHAPTER 4

### Results

#### 4.1. Introduction

The uppermost aim of this study is to investigate whether the levels of FLA experienced by adolescent Turkish EFL learners have changed or not after the implementation of TPRS method in English language lessons during eight weeks. Considering this goal of the study, the use of mixed methods research design combining both qualitative and quantitative research techniques within the same study was preferred in this research.

Primarily, this chapter demonstrates quantitative results of the gathered data from pre- and post-FLCAS under four main headings in which related research questions were analyzed with the help of various figures and tables. The rest of the chapter presents the qualitative results obtained from the semi-structured interviews with a special focus on the recurring ideas, common expressions and specific differences which were identified during the color-coding and marking processes.

#### 4.2. Quantitative Results of the Study

**4.2.1. FLA before the implementation of TPRS method.** The first research question focuses on the extent to which the students experienced FLA before the implementation of TPRS method. Therefore, Table 7 illustrates an overview of the FLA profile of the participants before the training.

Table 7

*Descriptive statistics of overall FLA mean values before TPRS*

FLA	N	Range	Min.	Max.	Mean	Std. Error of Mean	Std. Deviation
Pre-test	71	90,00	58,00	148,00	105,4366	2,62933	22,15512

The scores that can be obtained from FLCAS range from 33 to 165. In the current study, the statistical results demonstrated that the participants' scores ranged from 58 to 148, with a

mean of 105,4366 and a standard deviation of 22.15512. The mean score per item in the pre-test is also portrayed in Table 8.

Table 8

*Descriptive statistics of overall FLA mean values before TPRS (per item)*

FLA	N	Range	Min.	Max.	Mean	Std. Error of Mean	Std. Deviation
Pre-test	71	2,73	1,76	4,48	3,1950	,07968	,67137

The administration of 33-item FLCAS as a pre-test reveals the fact that the mean score of the entire group including 71 participants was 3,1950 before TPRS method with standard deviation of ,67137, ranging from 1,76 to 4,48. In Şarlak's (2009) model defining the anxiety levels according to the ranges of the mean values, the mean values between 2.50 and 3.49 are the indicators of moderate anxiety. Since the mean of the items was 3,1950, it can be deduced that the participants had relatively a moderate degree of language anxiety before the implementation of TPRS method. By the same token, the minimum mean value (1,76) and the maximum mean value (4,48) definitely demonstrate that there were students who were experiencing low and high anxiety in the classrooms. In order to figure out a more definite profile of the participants, the frequency analysis was conducted and the number of students having low, moderate and high levels of FLA was found out. Also with one-way Anova test, the mean values for each anxiety level were depicted. Table 9 demonstrates the descriptive statistics of three levels of FLA in the pre-test before TPRS treatment in detail.

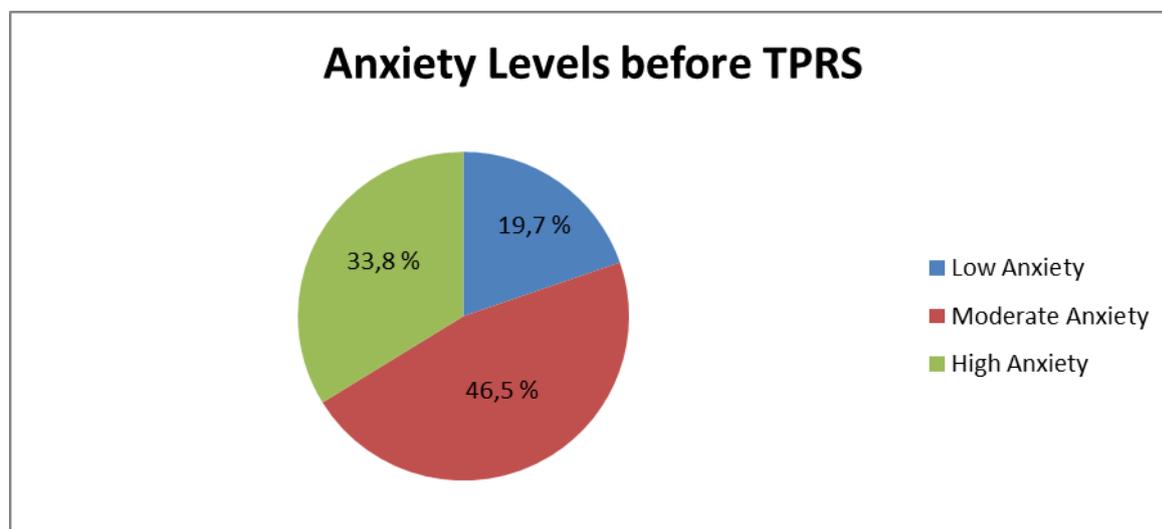
Table 9

*Descriptive statistics of different levels of FLA in pre-FLCAS*

	N	Mean	Min.	Max.	Std. Dev.	Std. Error
Low Anxiety	14	2,2186	1,76	2,48	,20421	,05458
Moderate Anxiety	33	3,0753	2,52	3,48	,28164	,04903
High Anxiety	24	3,9293	3,55	4,48	,27275	,05568
Total	71	3,1950	1,76	4,48	,67137	,07968

As shown in Table 9, only 14 students had low levels of FLA before TPRS training. The other 57 students were found to be either moderately or highly anxious related to foreign language learning. Whereas 33 participants out of 71 constituted the majority having a moderate level of FLA with the mean value of 3,0753, 24 students made up the second largest anxiety group with the mean score of 3,9293.

Figure 4

*The percentage distribution of the anxiety levels of the participants before TPRS treatment*

It is apparent from the pie chart above that an overwhelming percentage of the respondents, namely 80,3 %, had a moderate or high levels of FLA before the implementation of TPRS method. The largest group included the students with moderate

levels of FLA and formed 46,5 % of all students; and the smallest group, which had low levels of FLA, was 19,7 % of all participants. These results show parallelism with the mean score (3,1950) obtained from pre-FLCAS illustrating a moderate level of language anxiety for the entire group.

The second research question for this study has been designed to determine the major source of FLA experienced by the students before the implementation of TPRS method. The sources of FLA refer to the major factors causing tension, stress, anxiety and fear throughout the language learning process. This study analyzes these factors under four main headings, namely CA, FNE, TA and BPF. The results obtained from the preliminary analysis of these four main sources of FLA are compared in Table 10.

Table 10

*Descriptive statistics of overall mean values of FLA sources in pre-FLCAS (per item)*

Sources of FLA	N	Mean	Std. Error of Mean	Std. Deviation
FLA related to CA	71	3,2019	,09573	,80668
FLA related to FNE	71	3,3451	,08520	,71787
FLA related to TA	71	3,2606	,13489	1,13660
FLA related to Learner's BPF	71	3,1094	,07940	,66904

This table is quite revealing in several ways. First, the mean values of the anxiety sources did not portray huge differences since all of them were replaced in the range of moderate anxiety level (between 2.50 and 3.49). Notwithstanding these close findings, with the mean score of 3,3451, FLA related to FNE slightly differed from the other three categories as being the major source of FLA experienced by the students before TPRS method. Whereas the means of CA and TA related items were quite close to each other (CA=3,2019, TA=3,2606), the learners' BPF related to classroom foreign language learning emerged as the least indicated source of FLA with the mean score of 3,1094.

In brief, the results obtained from FLCAS as the pre-test indicate that the sampling group of this study had a moderate degree of FLA before the language lessons were conducted with TPRS method. The major source of this anxiety was mostly related to the fears felt by language learners in case of negative evaluations made by peers or teachers.

**4.2.2. FLA after the implementation of TPRS method.** The 3<sup>rd</sup> research question focuses on revealing the fact that whether the participants of this study experienced FLA after the language lessons conducted with TPRS method during an eight-week period. In order to indicate the overall anxiety profile of all students (N=71) after the training, FLCAS was administered as a post-test and the scores of all subjects were summed to calculate the mean value. The descriptive statistics related to post-FLCAS are portrayed in Table 11.

Table 11

*Descriptive statistics of overall FLA mean values after TPRS*

FLA	N	Range	Min.	Max.	Mean	Std. Error of Mean	Std. Deviation
Post-test	71	95,00	38,00	133,00	77,8310	2,47246	20,83334

The statistical results portrayed that the participants' scores in the post-test ranged from 38 to 133, with a mean of 77,8310 and a standard deviation of 20,83334. The mean score per item for the post-test is also presented in Table 12.

Table 12

*Descriptive statistics of overall FLA mean values after TPRS (per item)*

FLA	N	Range	Min.	Max.	Mean	Std. Error of Mean	Std. Deviation
Post-test	71	2,88	1,15	4,03	2,3585	,07492	,63131

The analysis of post-FLCAS reveals that the mean value of 33 items for the whole group was 2,3585 out of 5,00 with the standard deviation of ,63131, ranging from 1,15 to 4,03. This mean value which is below 2,5 indicates that the students experienced low levels of FLA after the implementation of TPRS method. The descriptive statistics of FLA for post-FLCAS

depicting the number of students having low, moderate and high levels of anxiety in addition to the mean values of each group are demonstrated in Table 13.

Table 13

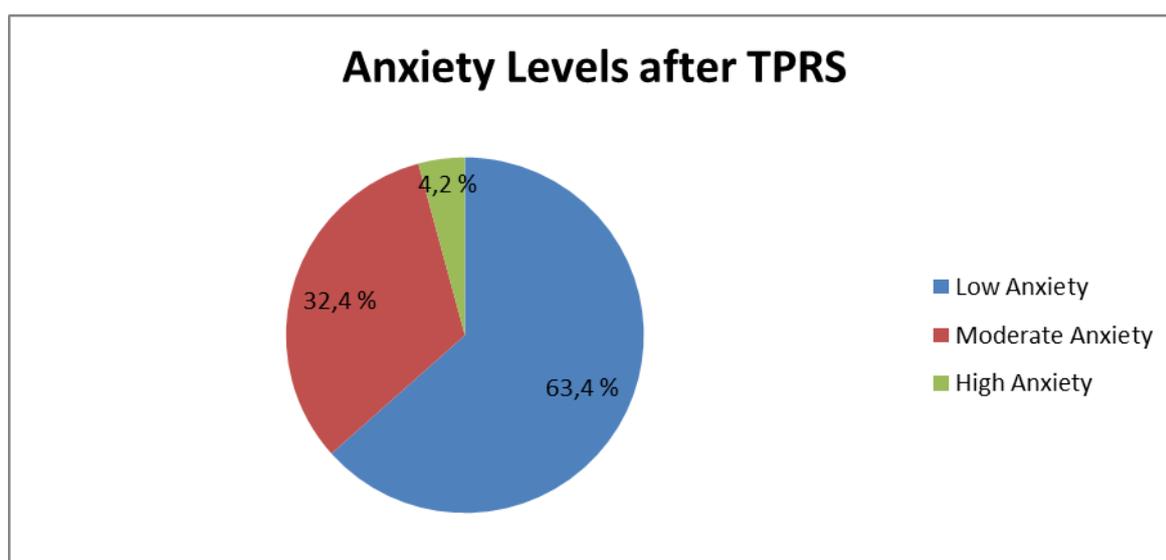
*The anxiety levels of the participants after TPRS treatment*

	N	Mean	Min.	Max.	Std. Dev.	Std. Error
Low Anxiety	45	1,9771	1,15	2,48	,35446	,05284
Moderate Anxiety	23	2,8986	2,52	3,45	,26835	,05595
High Anxiety	3	3,9394	3,79	4,03	,13209	,07626
Total	71	2,3585	1,15	4,03	,63131	,07492

As seen from Table 13, only three students (M=3,9394) had high levels of language anxiety after TPRS treatment. Additionally, 23 out of 71 participants were recorded to have moderate anxiety with the mean value of 2,8986 while the number of students having low anxiety was 45 (M=1,9771). The pie chart portrayed in Figure 5 depicts the percentage values represented by each level of anxiety for 71 students on post-FLCAS.

Figure 5

*The percentage distribution of the anxiety levels of the participants after TPRS treatment*



It can be seen from the data in Figure 5 that the corresponding slice of pie for the levels of low language anxiety was 63,4 %. This shows that most of the participants had low FLA after TPRS treatment. While the 32,4 % of the entire group had moderate anxiety, only 4,2 % of the students experienced high anxiety after eight weeks of training. In brief, when post-FLCAS results are evaluated, it can be seen that the majority of the participants of this study had low levels of FLA after the training conducted with TPRS.

The fourth research question for this study is related to the major source of FLA experienced by the students after the implementation of TPRS method. The descriptive statistics focusing on four main sources of FLA obtained from post-FLCAS are illustrated in Table 14.

Table 14

*Post-test mean values of FLA sources (per item)*

Sources of FLA	N	Mean	Std. Error of Mean	Std. Deviation
FLA related to CA	71	2,3897	,08343	,70299
FLA related to FNE	71	2,5282	,08776	,73947
FLA related to TA	71	2,3873	,11489	,96805
FLA related to Learner's BPF	71	2,2470	,08068	,67985

It is apparent from Table 14 that FLA related to CA, TA and BPF had mean values in the range of low anxiety which is below 2,50. On the other hand, FNE had a slightly higher mean value from the others. That is to say, as being in the range of moderate anxiety, it emerged as the major source of FLA with the mean value of 2,5282 after the implementation of TPRS method.

To sum up, the results obtained from the post-test demonstrates that the sampling group of this study mostly had a low degree of FLA after the implementation TPRS method. The major

source of this anxiety was mostly related to the fears felt by language learners in case of negative evaluations made by peers or teachers as it was seen in the pre-test findings too.

**4.2.3. The impact of TPRS method on the sources of FLA.** The research questions 5, 6, 7 and 8 focus on the impacts of TPRS method on the four major sources of FLA. This part of the study will display the findings related to these target research questions with various tables and figures in order to make the interpretation of data more practical and visual.

**4.2.3.1. The effect of TPRS method on FLA related to CA.** Research question 5: How does TPRS method influence CA levels of the students measured before the implementation?

Table 15

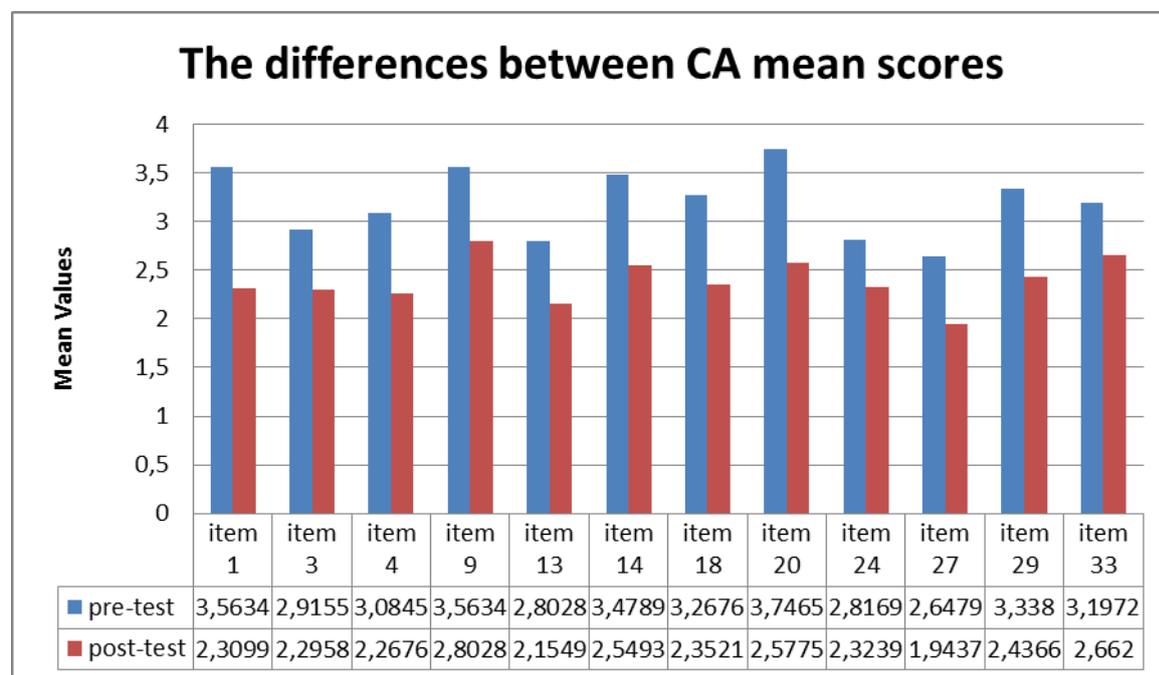
*The comparison of CA item means in the pre- and post-tests*

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test CA	3,2019	71	,80668	,09573
Post-test CA	2,3897	71	,70299	,08343

In FLCAS, FLA related to CA is represented by the items 1, 3, 4, 9, 13, 14, 18, 20, 24, 27, 29 and 33. Table 15 provides the findings related to the overall mean scores of CA items both on pre-FLCAS and post-FLCAS. While the mean value of CA was 3,2019 in the pre-test, it decreased to the value of 2,3897 in the post-test. Additionally, it can be said that the most of the participants had moderate levels of FLA related to CA by evaluating the pre-test mean value of CA. However, the post-test mean value indicates that the participants of this study had lower levels of FLA related to CA on a major scale after the training. The Figure 6 portrays the mean differences of each item about CA separately.

Figure 6

*The differences between CA mean values (per item)*



As seen in Figure 6, the mean values of all items related to CA in the post-test decreased when compared to the pre-test results. The biggest difference between the mean values ( $M1 - M2 = 1,2535$ ) belonged to the 1<sup>st</sup> item which states “I never feel quite sure of myself when I am speaking in my foreign language class.” 56,3 % of the participants agreed or strongly agreed with this statement before the implementation of TPRS method. However, the percentage of the students endorsing this statement decreased to only 11,3 in the post-implementation period. This shows that the feelings such as tension, uneasiness, stress and anxiety felt by the students while speaking in the target language started to decrease with the contribution of TPRS method. The detailed results including the frequencies and percentages for each item related to CA obtained from both the pre- and post-tests are illustrated in Table 16.

Table 16

*The frequencies and percentages of the items related to CA in the pre- and post-tests*

CA items		SD	D	U	A	SA
1 I never feel quite sure of myself when I am speaking in my foreign language class.	PRE-	2	12	17	24	16
	TEST	2,8 %	16,9 %	23,9 %	33,8 %	22,5 %
	POST-	12	34	17	7	1
	TEST	16,9 %	47,9 %	23,9 %	9,9 %	1,4 %
3 I tremble when I know that I am going to be called on in language class.	PRE-	12	18	16	14	11
	TEST	16,9 %	25,4 %	22,5 %	19,7 %	15,5 %
	POST-	19	25	16	9	2
	TEST	26,8 %	35,2 %	22,5 %	12,7 %	2,8 %
4 It frightens me when I don't understand what the teacher is saying in the foreign language.	PRE-	12	16	9	22	12
	TEST	16,9 %	22,5 %	12,7 %	31,0 %	16,9 %
	POST-	20	30	8	8	5
	TEST	28,2 %	42,3 %	11,3 %	11,3 %	7,0 %
9 I start to panic when I have to speak without preparation in language class.	PRE-	11	8	4	26	22
	TEST	15,5 %	11,3 %	5,6 %	36,6 %	31,0 %
	POST-	10	24	12	20	5
	TEST	14,1 %	33,8 %	16,9 %	28,2 %	7,0 %
13 It embarrasses me to volunteer answers in my language class.	PRE-	20	12	11	18	10
	TEST	28,2 %	16,9 %	15,5 %	25,4 %	14,1 %
	POST-	23	26	12	8	2
	TEST	32,4 %	36,6 %	16,9 %	11,3 %	2,8 %

14	I would not be nervous speaking in the foreign language with native speakers.	PRE-	14	24	20	8	5
		TEST	19,7 %	33,8 %	28,2 %	11,3 %	7,0 %
		POST-	4	12	18	22	15
		TEST	5,6 %	16,9 %	25,4 %	31,0 %	21,1 %
18	I feel confident when I speak in foreign language class.	PRE-	11	20	23	11	6
		TEST	15,5 %	28,2 %	32,4 %	15,5 %	8,5 %
		POST-	2	3	29	21	16
		TEST	2,8 %	4,2 %	40,8 %	29,6 %	22,5 %
20	I can feel my heart pounding when I am going to be called on in language class.	PRE-	6	11	4	24	26
		TEST	8,5 %	15,5 %	5,6 %	33,8 %	36,6 %
		POST-	18	21	12	13	7
		TEST	25,4 %	29,6 %	16,9 %	18,3 %	9,9 %
24	I feel very self-conscious about speaking the foreign language in front of other students.	PRE-	9	24	17	13	8
		TEST	12,7 %	33,8 %	23,9 %	18,3 %	11,3 %
		POST-	15	30	17	6	3
		TEST	21,1 %	42,3 %	23,9 %	8,5 %	4,2 %
27	I get nervous and confused when I am speaking in my language class.	PRE-	15	20	15	17	4
		TEST	21,1 %	28,2 %	21,1 %	23,9 %	5,6 %
		POST-	25	33	8	2	3
		TEST	35,2 %	46,5 %	11,3 %	2,8 %	4,2 %
29	I get nervous when I don't understand every word that language teacher says.	PRE-	5	16	18	14	18
		TEST	7,0 %	22,5 %	25,4 %	19,7 %	25,4 %
		POST-	21	20	13	12	5
		TEST	29,6 %	28,2 %	18,3 %	16,9 %	7,0 %

33	I get nervous when the language teachers asks questions which I haven't prepared in advance.	PRE-TEST	5	20	14	20	12
		TEST	7,0 %	28,2 %	19,7 %	28,2 %	16,9 %
		POST-TEST	16	19	13	19	4
		TEST	22,5 %	26,8 %	18,3 %	26,8 %	5,6 %

---

*Note.* SD= Strongly disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As it can be seen from Figure 6 and Table 16, in addition to the 1<sup>st</sup> item, the 20<sup>th</sup> item depicted a high mean difference ( $M1-M2=1,16901$ ) before and after the treatment too. This item also had the highest mean value among the items related to CA in the pre-test. The statement "I can feel my heart pounding when I am going to be called on in language class" was endorsed by 70,4% of the entire group before the treatment. After the eight-week TPRS treatment, this percentage decreased to 28,2 indicating the positive impact of TPRS method on CA. Another item portraying the anxiety profile of the entire group before the implementation of TPRS method was the 9<sup>th</sup> statement. 67,6 % of the participants agreed or strongly agreed with the statement that "I start to panic when I have to speak without preparation in language class." However, this high percentage nearly fell by half after the implementation of the method.

Among the items related to CA, 13, 24 and 27 had relatively lower means when compared to the others in the pre-test. Firstly, as depicted in the analysis of the 13<sup>th</sup> item, the students feeling embarrassed while voluntarily answering questions during language lessons constituted 39,5 % of the entire group before the training whereas they made up nearly a quarter of the participants after the training. Secondly, the statement that "I feel very self-conscious about speaking the foreign language in front of other students" was endorsed by 29,6 % of the students before TPRS method. After the eight weeks, this percentage decreased to 12,7. Lastly, the statement that "I get nervous and confused when I am speaking in my language class" was rejected by nearly half of the students before TPRS. As it was presented

by the results of the post-test, the percentage of the students rejecting this statement increased to 81,7 % of the entire group.

The overall picture and the detailed analyses for each of the items related to CA depict that the mean values indicating high anxiety before the training decreased on a major scale after the implementation of TPRS method. From this perspective, it can be concluded that TPRS method positively affected CA experienced by the participants.

**4.2.3.2. The effect of TPRS method on FLA related to FNE.** Research question 6: How does TPRS method influence the levels of FNE of the students measured before the implementation?

Table 17

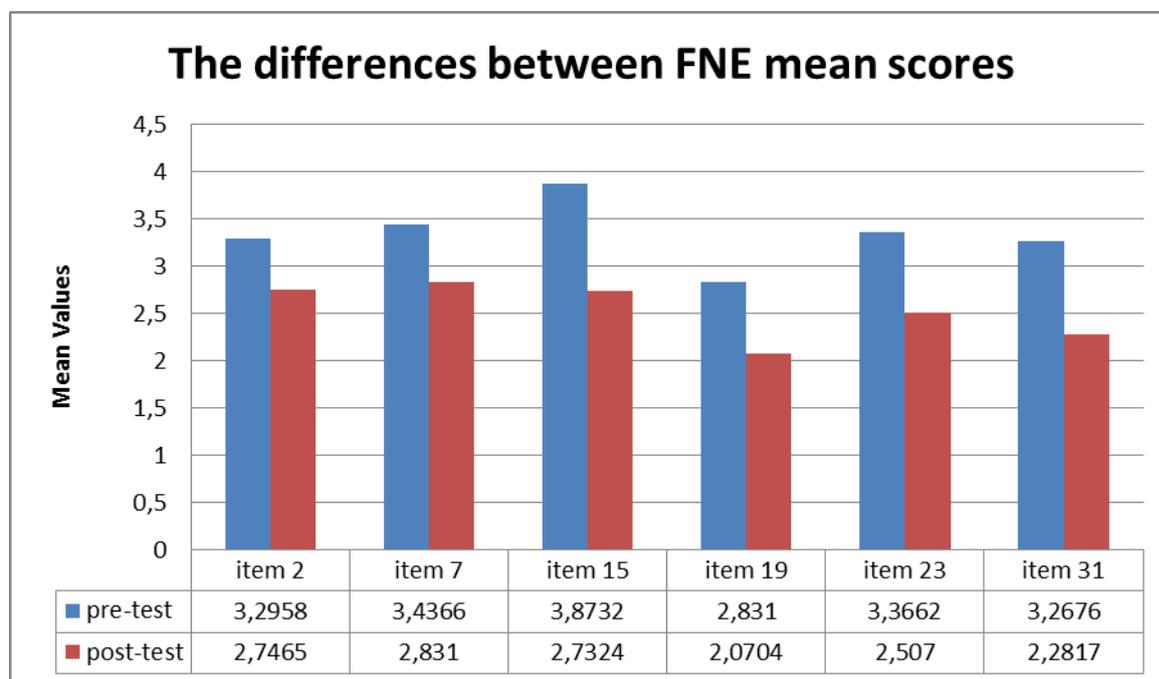
*The comparison of FNE item means in the pre- and post-tests*

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test FNE	3,3451	71	,71787	,08520
Post-test FNE	2,5282	71	,73947	,08776

In FLCAS, FLA related to FNE was represented by the items 2, 7, 15, 19, 23 and 31. Table 17 illustrates the mean values obtained from the pre-test and the post-test. The participants (N=71) had moderate anxiety related to FNE before the implementation of TPRS method as illustrated by the mean value of 3,3451. This mean score decreased to the value of 2,5282 in post-FLCAS. The details for the related items are portrayed in Figure 7.

Figure 7

*The differences between FNE mean values (per item)*



It is seen in Figure 7 that there is a clear trend of decreasing mean values in favor of TPRS method. The means for all items of FLA related to FNE in the pre-test decreased on a major scale as illustrated by the post-test mean values. The 15<sup>th</sup> item stating “I get upset when I don’t understand what the teacher is correcting” had the highest mean value (M1=3,8732) in the pre-test and it also had the highest mean difference (M1-M2=1,1408) among other items. Before the implementation of TPRS method, 74,7 % of the entire group agreed or strongly agreed with this statement. After the implementation, the percentage of the students endorsing this statement decreased to 33,9. This shows that participants started feeling at ease when the teacher made a correction or comment after TPRS treatment. The detailed results including the frequencies and percentages for each item related to FNE obtained from both the pre- and post-tests analysis are illustrated in Table 18.

Table 18

*The frequencies and percentages of the items related to FNE in the pre- and post-tests*

FNE items			SD	D	U	A	SA
2	I don't worry about my mistakes in language class.	PRE-	10	25	16	16	4
		TEST	14,1 %	35,2 %	22,5 %	22,5 %	5,6 %
		POST-	7	17	12	21	14
		TEST	9,9 %	23,9 %	16,9 %	29,6 %	19,7 %
7	I keep thinking that the other students are better at languages than I am.	PRE-	4	13	17	22	15
		TEST	5,6 %	18,3 %	23,9 %	31,0 %	21,1 %
		POST-	8	20	23	16	4
		TEST	11,3 %	28,2 %	32,4 %	22,5 %	5,6 %
15	I get upset when I don't understand what the teacher is correcting.	PRE-	2	6	10	34	19
		TEST	2,8 %	8,5 %	14,1 %	47,9 %	26,8 %
		POST-	16	17	14	18	6
		TEST	22,5 %	23,9 %	19,7 %	25,4 %	8,5 %
19	I am afraid that my language teacher is ready to correct every mistake I make.	PRE-	12	22	12	16	9
		TEST	16,9 %	31,0 %	16,9 %	22,5 %	12,7 %
		POST-	23	31	8	7	2
		TEST	32,4 %	43,7 %	11,3 %	9,9 %	2,8 %
23	I always feel that other students speak the language better than I do.	PRE-	2	13	23	23	10
		TEST	2,8 %	18,3 %	32,4 %	32,4 %	14,1 %
		POST-	18	14	26	11	2
		TEST	25,4 %	19,7 %	36,6 %	15,5 %	2,8 %

31	I am afraid that the other students will laugh at me when I speak the foreign language.	PRE-TEST	13	9	13	18	18
		TEST	18,3 %	12,7 %	18,3 %	25,4 %	25,4 %
		POST-TEST	24	22	13	5	7
		TEST	33,8 %	31,0 %	18,3 %	7,0 %	9,9 %

---

*Note.* SD= Strongly disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As portrayed in Figure 7, the 7<sup>th</sup> item had the second highest mean value in the pre-test while the 19<sup>th</sup> item had the lowest value. According to the results presented in Table 18, 37 students, constituting 52,1 % of the entire group, agreed or strongly agreed with the statement “I keep thinking that the other students are better at languages than I am” before the treatment. After the lessons conducted with TPRS method, only 20 students (28,1 %) endorsed the same statement while 28 students (39,5 %) disagreed or strongly disagreed with the 7<sup>th</sup> item. As for the 19<sup>th</sup> item, 47,9 % of the participants rejected the statement that “I am afraid that my language teacher is ready to correct every mistake I make” before the treatment. The students disagreeing or strongly disagreeing with this statement increased to 76,1 % after TPRS lessons. Lastly the 2<sup>nd</sup> item had the lowest mean difference ( $M1-M2=,54930$ ) among other items. The statement that “I don’t worry about my mistakes in language class” was endorsed by 20 students in the pre-test. After the implementation, the number increased to 35 making up the 49,3 % of the entire group. It depicts that nearly half of the participants continued to have some worries about making mistakes in front of their friends and teacher after the eight-week process.

**4.2.3.3. The effect of TPRS method on FLA related to TA.** Research question 7: How does TPRS method influence the levels of TA of the students measured before the implementation?

Table 19

*The comparison of TA item means in the pre- and post-tests*

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test TA	3,2606	71	1,13660	,13489
Post-test TA	2,3873	71	,96805	,11489

The Table 19 illustrates the mean values of FLA related to TA obtained from the pre- and post-tests. While the mean value in the pre-test was 3,2606, it was 2,3873 in the post-test. The mean difference ( $M1-M2=,87324$ ) depicts that TA decreased after the eight-week training with TPRS method. In Figure 8, the two items (8 and 21) related to TA are presented with a focus on the shift between the mean scores. The 8th item (I am usually at ease during tests in my language class) had a mean difference of 0,9859 while the 21st item (The more I study for a language test, the more confused I get) had a difference of 0,7605 between the pre- and post-tests. Also, Table 20 presents the frequencies and percentages for both items obtained from the analyses conducted via the pre- and post-tests.

Figure 8

*The differences between TA mean values (per item)*

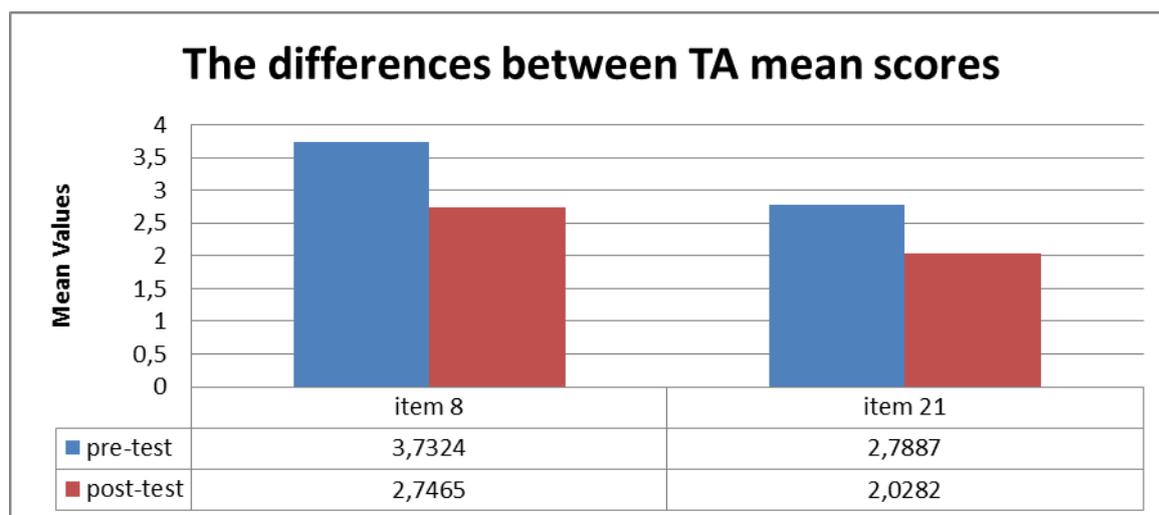


Table 20

*The frequencies and percentages of the items related to TA in the pre- and post-tests*

TA items		SD	D	U	A	SA
8 I am usually at ease during tests in my language class.	PRE-	22	22	17	6	4
	TEST	31,0 %	31,0 %	23,9 %	8,5 %	5,6 %
	POST-	6	8	27	22	8
	TEST	8,5 %	11,3 %	38,0 %	31,0 %	11,3 %
21 The more I study for a language test, the more confused I get.	PRE-	19	15	13	10	14
	TEST	26,8 %	21,1 %	18,3 %	14,1 %	19,7 %
	POST-	30	22	10	5	4
	TEST	42,3%	31,0 %	14,1 %	7,0 %	5,6 %

*Note.* SD= Strongly disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

As depicted in Table 20, 62 % of the entire group rejected the statement that “I am usually at ease during tests in my language class” in the pre-test. However, this percentage decreased to 19,8 after the implementation of TPRS method. Similarly, the percentage of the students endorsing the statement that “The more I study for a language test, the more confused I get” decreased from 33,8 in the pre-test to 12,6 in the post-test. The differences clearly show that after the training, the TA levels of the participants reduced on a major scale indicating the positive impact of TPRS on TA.

**4.2.3.4. The effect of TPRS method on FLA related to learners’ BPF.** Research question 8: How do the students' BPF related to foreign language learning change after the implementation of TPRS method?

Table 21

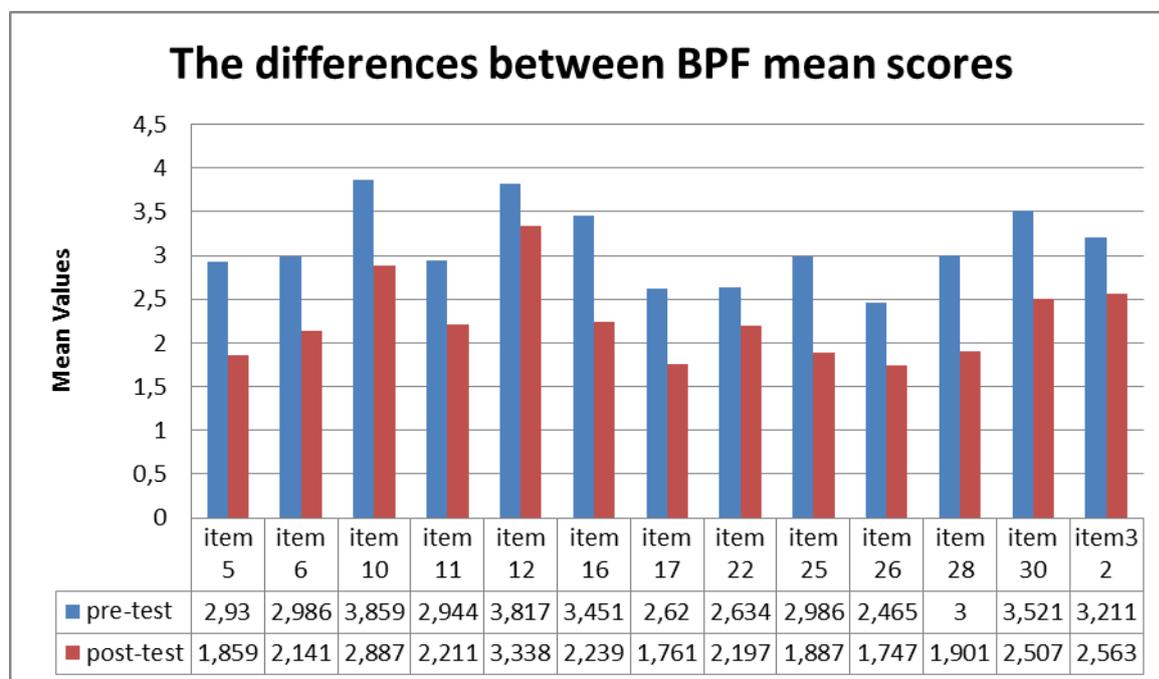
*The mean values of language anxiety related to learners' BPF.*

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test BPF	3,1094	71	,66904	,07940
Post-test BPF	2,2470	71	,67985	,08068

In FLCAS, FLA related to language learners' BPF about foreign language learning process was represented by the items 5, 6, 10, 11, 12, 16, 17, 22, 25, 26, 28, 30 and 32. As it can be seen in Table 21, the pre-test mean value of FLA related to BPF for the participants not having conducted lessons with TPRS method was 3,1094 while its post-test value decreased to 2,2470 after the implementation of the method. The decreases in the mean values can also be seen in each related item as depicted in Figure 9.

Figure 9

*The differences between the mean values of FLA related to BPF*



When the differences between the mean values of the pre- and post-tests are evaluated, it can be stated that the participants' BPF towards classroom language learning were influenced

positively after the training. The biggest difference between the mean values (M1-M2=1,2112) belonged to the 16<sup>th</sup> item which states “Even if I am well prepared for language class, I feel anxious about it.” While the number of the students endorsing this statement was 41 before the treatment, it decreased to 14 after TPRS method. This shows that participants started feeling less anxious or stressful in language classes after the implementation of TPRS method. The findings depicting the frequencies and percentages for each item related to BPF in the pre- and post-tests are presented in Table 22.

Table 22

*The frequencies and percentages of the items related to BPF in the pre- and post-tests*

BPF items			SD	D	U	A	SA
5	It wouldn't bother me at all to take more foreign language.	PRE-	9	18	17	13	14
		TEST	12,7 %	25,4 %	23,9 %	18,3 %	19,7 %
		POST-	2	4	11	19	35
		TEST	2,8 %	5,6 %	15,5 %	26,8 %	49,3 %
6	During the language class, I find myself thinking about things that I have nothing to do with the course.	PRE-	15	10	16	21	9
		TEST	21,1 %	14,1 %	22,5 %	29,6 %	12,7 %
		POST-	23	25	16	4	3
		TEST	32,4 %	35,2 %	22,5 %	5,6 %	4,2 %
10	I worry about the consequences of failing in my foreign language class.	PRE-	3	11	4	28	25
		TEST	4,2 %	15,5 %	5,6 %	39,4 %	35,2 %
		POST-	6	23	19	19	4
		TEST	8,5 %	32,4 %	26,8 %	26,8 %	5,6 %

11	I don't understand why some people get so upset over foreign language class.	PRE-	11	12	21	16	11
		TEST	15,5 %	16,9 %	29,6 %	22,5 %	15,5 %
		POST-	2	10	12	24	23
		TEST	2,8 %	14,1 %	16,9 %	33,8 %	32,4 %
12	In language class I can get so nervous I forget things I know.	PRE-	2	6	16	26	21
		TEST	2,8 %	8,5 %	22,5 %	36,6 %	29,6 %
		POST-	9	11	14	21	16
		TEST	12,7%	15,5 %	19,7 %	29,6 %	22,5 %
16	Even if I am well prepared for language class, I feel anxious about it.	PRE-	9	11	10	21	20
		TEST	12,7 %	15,5 %	14,1 %	29,6 %	28,2 %
		POST-	27	21	9	7	7
		TEST	38,0 %	29,6 %	12,7 %	9,9 %	9,9 %
17	I often feel like not going to my language class.	PRE-	17	17	21	8	8
		TEST	23,9 %	23,9 %	29,6 %	11,3 %	11,3 %
		POST-	38	22	5	2	4
		TEST	53,5 %	31,0 %	7,0 %	2,8 %	5,6 %
22	I don't feel pressure to prepare very well for language class.	PRE-	4	15	17	21	14
		TEST	5,6 %	21,1 %	23,9 %	29,6 %	19,7 %
		POST-	5	10	8	19	29
		TEST	7,0 %	14,1 %	11,3 %	26,8 %	40,8 %
25	Language class moves so quickly I worry about getting left behind.	PRE-	8	25	11	14	13
		TEST	11,3 %	35,2 %	15,5 %	19,7 %	18,3 %
		POST-	29	28	8	5	1
		TEST	40,8 %	39,4 %	11,3 %	7,0 %	1,4 %

26	I feel more tense and nervous in my language class than in my other classes.	PRE-	23	17	10	17	4
		TEST	32,4 %	23,9 %	14,1 %	23,9 %	5,6 %
		POST-	35	26	5	3	2
		TEST	49,3 %	36,6 %	7,0 %	4,2 %	2,8 %
28	When I am on my way to language class, I feel very sure and relaxed.	PRE-	9	13	25	17	7
		TEST	12,7 %	18,3 %	35,2 %	23,9 %	9,9 %
		POST-	2	4	7	30	28
		TEST	2,8 %	5,6 %	9,9 %	42,3 %	39,4 %
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	PRE-	3	14	15	21	18
		TEST	4,2 %	19,7 %	21,1 %	29,6%	25,4 %
		POST-	17	22	15	13	4
		TEST	23,9 %	31,0 %	21,1 %	18,3 %	5,6 %
32	I would probably feel comfortable around native speakers of the foreign language.	PRE-	5	23	27	14	2
		TEST	7,0 %	32,4 %	38,0 %	19,7 %	2,8 %
		POST-	7	5	25	18	16
		TEST	9,9 %	7,0 %	35,2 %	25,4 %	22,5 %

---

*Note.* SD=Strongly disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree

When the mean values for each item related to BPF were compared, it is seen that the items 10, 12 and 30 had the highest mean values while the items 26, 17 and 22 had the lowest mean values in the pre-test. As illustrated in Table 22, nearly 3 quarters of the entire group thought that they were worried of failing in the language class before the treatment (10<sup>th</sup> item). This item with a mean value of 3,859 also occurred as the highest among other statements in the scale. It is similar to Spangler's (2009) findings which presented the same item as the mostly agreed statement in her study (M=3,56). The percentage fell by half as seen in the results of the post-test. Additionally, 66,2 % of the participants claimed to get nervous

when they forgot things they knew in the language class in the pre-implementation period (12<sup>th</sup> item). The post-test results indicate that this percentage decreased to 52,1. This clearly depicts that after the eight-week training with TPRS method, more than half of the students still got nervous when they did not remember the vocabulary or rules they knew. Also, the statement that “I feel overwhelmed by the number of rules you have to learn to speak a foreign language” was agreed or strongly agreed by 55 % of the participants and it was rejected by 23,9 % of them in the pre-test. The approval rate for this statement decreased to the percentage of 23,9 after the treatment.

Among the items having lower mean values in the pre-test, the 26<sup>th</sup> item which states “I feel more tense and nervous in my language class than in my other classes” was rejected by most of the participants (56,3 %) in the pre-test. This shows that the majority of the group did not consider English course as the most anxiety provoking one before the treatment. This percentage increased to 85,9 and only 7 % of the group agreed or strongly agreed with the statement after the implementation of TPRS method. When the percentages for the 17<sup>th</sup> item stating “I often feel like not going to my language class” was examined, it is seen that 22,6 % of the entire group agreed or strongly agreed with this statement while 47,8 % of them rejected it. These results depict that a large number of students had relatively positive attitudes towards English classes before the treatment. The percentage increased from 47,8 to 84,5 after the implementation of TPRS method indicating the contribution of TPRS method to students’ attitudes toward English language lesson. Lastly, as depicted by the results of the pre-test, nearly half of the group endorsed the statement that “I don’t feel pressure to prepare very well for language class.” The percentage of the students agreeing or strongly agreeing with this statement increased to 67,6 after the implementation of TPRS method.

Taken together, these results related to the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> research questions suggest that TPRS method had positive impacts on the levels of FLA related to CA, FNE, TA and BPF in terms of reducing anxiety.

#### 4.2.4. TPRS as an effective or ineffective method in terms of reducing FLA

**experienced by students.** The 9<sup>th</sup> research question of this study has been designed to figure out whether there was a significant difference between FLA levels of 71 adolescent Turkish EFL students before and after the implementation of TPRS method in the classes over the eight weeks. In order to find an effective answer for this research question, the frequency analysis portraying the numbers and percentages of students in low, moderate and high anxiety groups before and after the treatment conducted and then, the quantitative data gathered from the pre- and post-tests went through a paired sample t-test analysis. The following table and figure illustrate the changes having occurred in the levels of FLA over the eight-week training.

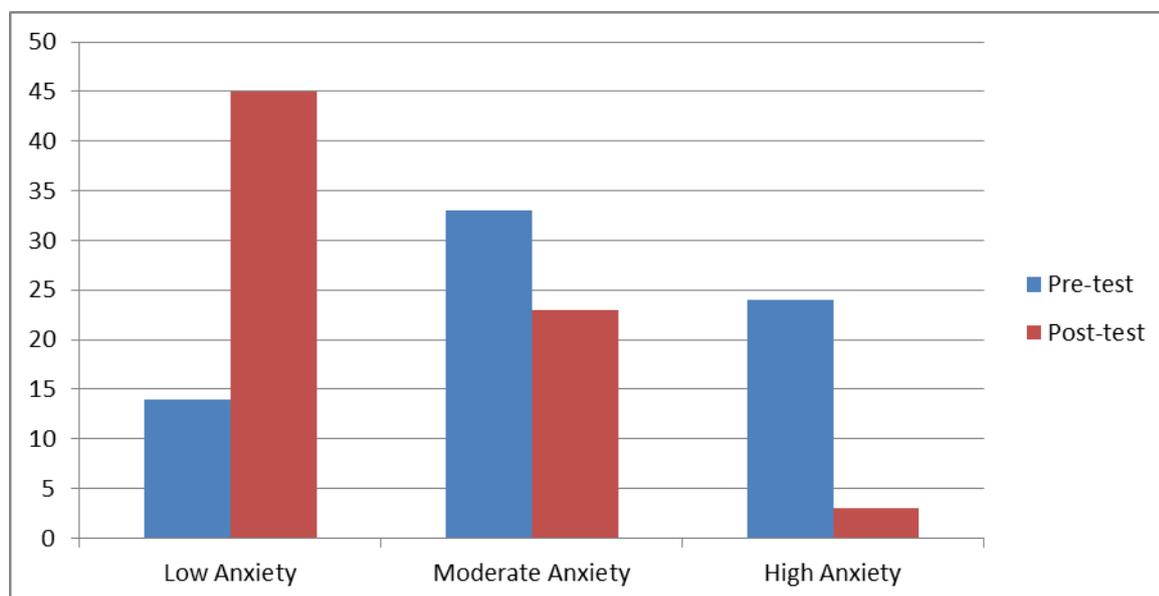
Table 23

*Anxiety levels before and after TPRS treatment*

Levels of Anxiety	Pre-Test		Post-Test	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Low Anxiety	14	19,7	45	63,4
Moderate Anxiety	33	46,5	23	32,4
High Anxiety	24	33,8	3	4,2
Total	71	100	71	100

Figure 10

*Anxiety levels before and after TPRS treatment*



As Table 23 and Figure 10 clearly demonstrate, while the numbers and percentages of the subjects in the moderate and high FLA groups decreased, there was a noteworthy increase in the numbers and percentages of the subjects in the low anxiety group after the implementation of TPRS method. Particularly, the decrease in the high anxiety group (from 24 to 3 students) and the increase in the low anxiety group (from 14 to 45 students) demonstrate that TPRS method was effective in terms of reducing FLA. In order to indicate whether this effect was statistically significant or not, a paired sample t-test was performed on SPSS. Table 24 presents the data obtained from the paired sample t-test analysis.

Table 24

*The comparison of the mean values obtained from the pre- and post-tests*

		N	Mean	Std. Dev.	Std. Error	M1-M2	t	Sig.
FLCAS	Pre-test	71	105,4366	22,15512	2,62933			
	Post-test	71	77,8310	20,83334	2,47246	27,60563	7,147	,000*

\* $p < ,001$   $df=70$

When the paired sample t-test results indicating the mean values of the overall scores of the entire group are analyzed, it is seen that there was a significant difference between the mean values obtained from the pre- and post-tests ( $M1-M2= 27,60563$ ) at  $p < .001$  level. The results are also portrayed with a focus on the values per item in Table 25.

Table 25

*The comparison of the mean values obtained from the pre- and post-tests (per item)*

		N	Mean	Std. Dev.	Std. Error	M1-M2	t	Sig.
FLCAS	Pre-test	71	3,1950	,67137	,07968	,83653	7,147	,000*
	Post-test	71	2,3585	,63131	,07492			

\* $p < ,001$   $df=70$

According to the paired sample t-test results depicted in Table 25, there was a statistically significant difference between the results of pre-FLCAS (  $M1 = 3,1950$ ,  $SD = ,67137$ ) and post-FLCAS ( $M2 = 2,3585$ ,  $SD = ,63131$ ) at  $p < .001$  level (  $M1-M2 = ,83653$ ).

Therefore, the results of the t-test analysis on SPSS demonstrated that there was a highly significant decrease in the levels of FLA of the participants after the eight-week training conducted with TPRS method in the language classes.

The last research question of this study is related to revealing the fact that whether there were any meaningful differences between the impacts of TPRS on the sources of FLA before and after the implementation in the classrooms or not. A paired sample t-test analysis was conducted for each sub-category and the differences between the mean values obtained from the pre-and post-tests can be seen in Table 26 and Figure 11.

Table 26

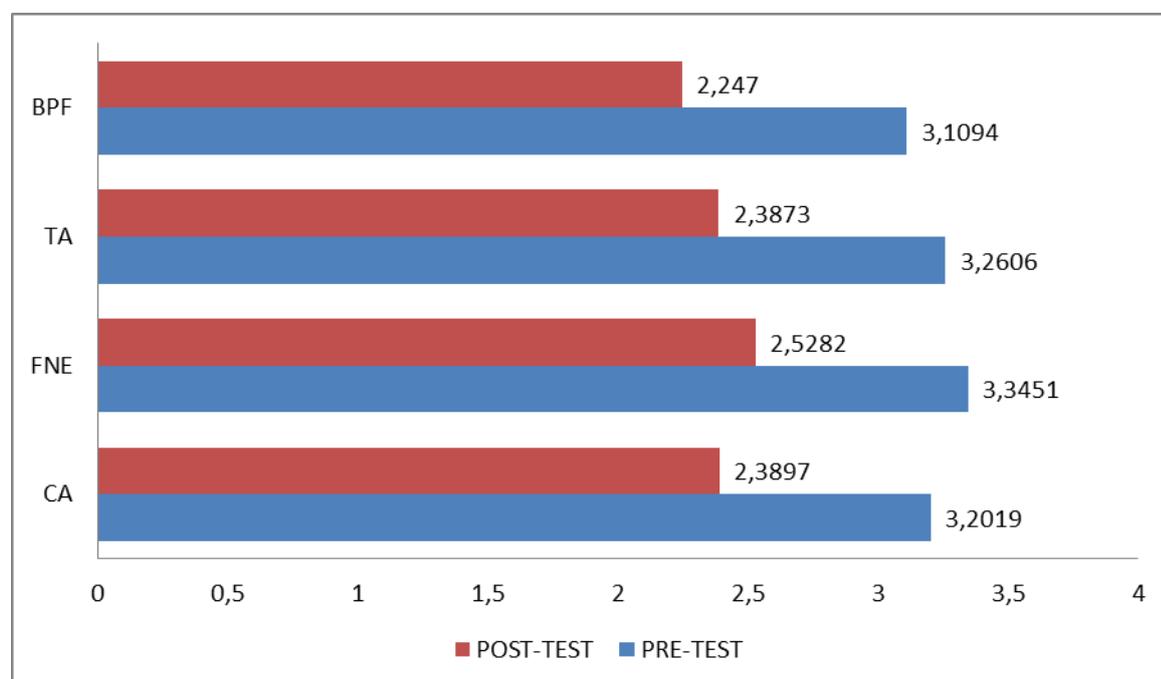
*Paired sample t-test: Pre-test and post-test mean values of the anxiety sources*

Anxiety Sources		Mean	N	Std. Dev.	Std. Error	M1-M2	t	Sig.
CA	Pre-test	3,2019	71	,80668	,09573	,81221	5,877	,000*
	Post-test	2,3897	71	,70299	,08343			
FNE	Pre-test	3,3451	71	,71787	,08520	,81690	6,385	,000*
	Post-test	2,5282	71	,73947	,08776			
TA	Pre-test	3,2606	71	1,13660	,13489	,87324	4,603	,000*
	Post-test	2,3873	71	,96805	,11489			
B&P	Pre-test	3,1094	71	,66904	,07940	,86241	7,812	,000*
	Post-test	2,2470	71	,67985	,08068			

\* $p < ,001$   $df=70$

Figure 11

*Pre-test and post-test mean values of the anxiety sources*



FLA experienced by language learners arises from various reasons. The four sub-categories (CA, FNE, TA and BPF) were displayed as the major sources of FLA in this study. As it is illustrated in Table 26 and Figure 11, the mean values of the pre-test for each source decreased significantly in the post-test ( $p < .001$ ). The most visible decrease occurred in the subcategories of TA and BPF. With the mean of 2,2470 obtained from the post-test analysis, BPF emerged as the least indicated source of FLA after the training process. In brief, it is clearly seen that the implementation of TPRS method during the eight weeks contributed to the decrease in the levels of FLA influenced by learners' CA, FNE, TA and BPF.

All in all, when all of the quantitative data were evaluated, it can be stated that TPRS method had positive impacts on language learners in terms of reducing the levels of language anxiety. All 33 items in FLCAS had decreasing mean scores at the end of the training period and these changes were found to be meaningful at 0,001 significance level. Additionally, the positive impact of TPRS can be visible on all sources of FLA.

#### **4.3. Qualitative Results of the Study**

With the major purpose of defining the effect of TPRS method on the anxiety levels of the participants in detail, a qualitative research in the form of semi-structured interviews in addition to the quantitative research conducted via pre- and post-FLCAS were preferred in this study. Before and after an eight-week TPRS treatment, all participants responded to the items in FLCAS. Then, 10 volunteers were chosen by lot in order to participate in the interviews. They were directed 12 questions prepared beforehand and the explanations were made when it was necessary. The interviews were recorded and then they were analyzed by color coding and content-analysis techniques. Similar and recurring opinions, personal feelings related to treatment process and the changes having occurred in the levels of FLA were highlighted and analyzed in the light of the research questions of this study. In this part,

the qualitative data will be presented in four main headings with the contribution of the participants' quotes taken from the interviews.

**4.3.1. FLA before the implementation of TPRS method.** The first interview question directed to the participants was "How did you use to feel yourself during English language lessons before the implementation of TPRS method? What was the most troublesome issue for you?" When the recorded data for the participants were analyzed, it was seen that all of the interviewed students were experiencing FLA to a certain degree before TPRS treatment. While six of them expressed their anxiety with the feelings of fear, tension and stress, the other three students used the expressions such as doubt and lack of self-esteem during English language classes. Also, one of them expressed that she was suffering from trembling before and during English lessons.

Among anxious students, four of them stated that their anxiety was mostly related to their fears of being humiliated by their peers when they gave a wrong answer or mispronounced an English word. A participant expressed her feelings by saying "I did not have trouble in speaking in English but sometimes being humiliated by my friends was the most problematic issue for me. I used to abstain from their comments." While two participants defined the feeling of being under stress while communicating in the target language as the major source of their anxiety, the other two students expressed that English lessons were boring and unnecessary. Only one student of the entire group declared that the reason of being anxious in language classes was related to his fear of getting lower grades. He said that "Two months ago, even if I knew, I used to have a suspicion whether or not to answer your questions. I was afraid of getting lower grades and making mistakes. I did not use to trust myself."

**4.3.2. FLA after the implementation of TPRS method.** In order to indicate the overall anxiety levels of the students after the treatment, students were asked about their feelings and thoughts related to English language learning at the time of the interviews. Surprisingly, all of

them expressed the positive changes having occurred after the lessons conducted with TPRS method. They stated that they felt relaxed, happy, entertained and self-confident after the eight-week process even if it was very different and stressful to tell the stories in front of their peers at the first weeks of the treatment. One student commented that “I was getting excited while telling a story at the first weeks, now I am not getting excited any more” while another said that “At first, I was afraid of making mistakes but then this feeling decreased.”

A common view amongst interviewees was that their interest in English lessons increased after the treatment. One participant said that “I do not want to miss the classes as it was used to be.” Another one remarked that her interest continued even at home by stating “After we have told the stories, I go home and tell them on my own or tell my mum. As I know the lessons have so much fun, I am looking forward to have English lessons on Wednesday and Thursday.”

### **4.3.3. The impact of TPRS method on the sources of FLA.**

*4.3.3.1. The effects of TPRS method on FLA related to CA.* With the purpose of defining the impact of TPRS method on CA, the participants were asked whether their anxiety levels felt while communicating in the target language decreased or not after the treatment. The overall response to this question was very positive. All of them stated that it was hard for them to tell the stories or dramatize the actions at the first weeks of the treatment. However, they expressed that they were feeling more relaxed and happy during speaking activities after the eight-week process. To them, it was mostly because of the abundant repetitions which helped them memorize the phrases and sentences without a great effort. One interviewee expressed the contribution of repetitions as follows:

Especially vocabulary teaching process was very effective. Learning the words with the help of repetitions and gestures helped me store them in my long term memory. It was easier for me to compose new sentences later on. I could remember and tell the

stories easily.

Also, they stated that the interesting, absurd and bizarre stories created by them whetted their appetite to speak in language classes. One of the participants commented that “I really liked creating our own stories. Now, I am happy while composing new sentences while speaking. I feel as if I did a great job.” Another student also expressed her thoughts as follows:

I really liked the story of Nusret. I really had so much fun in the class. When I went home, I also told the story to my parents in English. My mum said that I had started to love English.... Now, I am more relaxed, happy and peaceful while speaking in English.

Another recurrent theme in the interviews was related to making mistakes during speaking activities. The students mostly stated that making a mistake or mispronouncing a word while speaking was not a problem anymore after the implementation of TPRS method. Being able to compose sentences, learn new subjects and tell the stories with or without mistakes during post-activities were the most significant issues for them. Talking about this issue an interviewee said: “I used to feel suspicion while speaking beforehand.... Now, it does not matter. At least, I feel that I am learning even if I make mistakes.”

**4.3.3.2. The effects of TPRS method on FLA related to FNE.** All of the participants except two of them stated that they used to attach a paramount significance to the opinions and comments of their friends before the treatment. The fear of humiliation before TPRS was the most recurring theme in the interviews. According to their expressions related to interview questions related to FLA experienced due to FNE, their fears of being humiliated by their peers decreased on a major scale after the implementation of TPRS method. One of the participants commented on this matter as follows:

I did not use to participate in lessons. When I was at the secondary school, my friends had made fun of me. Now, at the high school, my self-confidence has come back with

the help of TPRS method. I can easily tell something in front of my friends.

Moreover, three of the participants stated that telling a story or acting in front of their friends and the teacher did not create anxiety as it was before since all students were quite active in language classes. One participant commented that “The students who were not active during the classes before TPRS participate in all lessons now. Everybody in the class seems equal in terms of knowledge. So I am not shy anymore.” Additionally, three students stated that their friends’ comments in case of a mistake were big chances for them to improve themselves.

One participant commented on this issue:

I do not care a lot about their thoughts because I will learn by making mistakes. Perhaps they will correct my mistakes and perhaps the things they will say will affect me well.

So, I do not abstain from their comments any more.

On the contrary to this shared thought, one student stated that some of her friends were not willing to tell the long stories as they were still scared of making mistakes in front of others. “They do not want to tell the long stories. It is hard for them. However, I have started to feel better after this method. I have started to raise my finger voluntarily. It is fine for me.”

**4.3.3.3. *The effects of TPRS method on FLA related to TA.*** After TPRS treatment, the participants took an evaluation exam in which four basic language skills were tested separately. In the interviews, the participants were directed the questions related to their experiences and feelings during these examinations.

All of the interviewees asserted that they felt more relaxed and comfortable when compared to the exams carried out in the first academic term. A participant said that “I used to get red during exams but I did not get red at this time. I was more relaxed during these exams.” Also, another student expressed the changes having occurred in terms of TA by saying:

I had been very scared of taking exams at the first term. Even, I had cried in one of

those exams. I felt a little scared in these exams too but I had more self-confidence at this time. I got excited at first but I got more relaxed when I understood that I could perform well. I was better when compared to the first term.

Moreover, half of the entire group stated that they felt themselves better and less anxious especially in the writing exam. The other two students defined the reading exam as the best one since they could understand the text due the acquired vocabulary during the lessons. Another participant indicated that she was quite relaxed in listening and speaking exams but stressful and anxious in the writing part. The other two students stated that they felt better in all of the exams but they got anxious in the parts where they could not give the correct answers.

The participants were also asked whether they were scared of making mistakes or not during these exams. It was seen that the fear of exams created an intimidating atmosphere for some students. 4 out of 10 participants asserted that their fears of making mistakes during exams continued after the method. According to their expressions, it was because of the impact of the English course on the grade point averages of the year. A participant commented on this issue “Yes, I was certainly scared of making mistakes. You know, English is the one of the courses which highly affects our grade point averages. I get scared unavoidably. But it was lower at this time when compared to the first term.” However, 6 out of the all participants stated that they were not afraid of making mistakes after the treatment. They generally expressed their beliefs in themselves during the examinations and regarded the mistakes as the changes to learn more effectively. While a student said “As I knew that I could do better in the other exams, I did not get scared,” the other said “I was not afraid of making mistakes; on the contrary, I am thinking that I will learn by making mistakes.”

**4.3.3.4. The effects of TPRS method on FLA related to BPF.** Participants were asked about their positive and negative thoughts related to language learning process with TPRS

method and their beliefs, perceptions and feelings related English language learning after the treatment. All of the participants declared that TPRS had contributed to have more positive attitudes towards English language learning. Only one of them stated that creating different stories in each of the classes might be negative since it caused them to learn different vocabulary and phrases establishing huge differences between the students during examinations.

All interviewees regarded the treatment as fun, entertaining and relaxing. Two participants expressed that they found the first phase of the lessons in which target vocabulary were learnt with numerous gestures and repetitions as the most effective part of the treatment increasing their enthusiasm to learn English. Additionally, the other two participants stated that the last phase of the lessons shaped by translations, acting and drawing comic strips caused them to have much fun while learning English. The samples from the comic strips of the stories can be seen in Appendix 9. The majority of the entire group asserted that they enjoyed the phase of asking a story most. According to their expressions, the creation of the stories with interesting characters and absurd details contributed to the increase in their wish to learn English.

The most recurring theme of the collected data was the statement of “this method made me love English more.” Related to this issue one participant said that she wished TPRS method had been applied into German courses too. Another student expressed her feelings as saying “I want to be a teacher of English language now.” Among the interviewees, there was only one student who stated that she hated English language learning before the treatment. She expressed the changes in her feelings and thoughts as follows:

I used to think that there was no need to learn English because I might not go out of Turkey. However, I used to know that it was still a requirement. Now, I believe that I need to speak in English. Even if I still do not like it very much, I want to learn it now. When compared to the past, this method increased my desire to learn English.

#### **4.3.4. TPRS as an effective or ineffective method in terms of reducing FLA**

**experienced by students.** In the interviews, the question “Have the lessons conducted with TPRS method been effective in reducing the anxiety you feel while learning English?” was directed to the participants. All interviewees claimed that their anxiety levels reduced on a major scale because of TPRS method. None of them stated that they felt anxious during and after the treatment. A student expressed her thoughts as follow:

It has been effective, in fact very effective because our course books do not appeal to anyone. They are just sheets of paper put in front of us by the Ministry of National Education. I think we are improving ourselves better by using this method, especially in the communication. I used to learn by memorizing the words in the books. Now, I feel as if I was talking in Turkish while telling the stories in English.

All in all, when the collected qualitative data were evaluated, it can be declared that TPRS method contributed to reduce the levels of FLA experienced by the students. While the participants stated to have experienced FLA before the treatment, they reported to have been more relaxed, happy and enthusiastic after the eight-week process.

#### **4.4. Summary**

In this chapter, firstly, the quantitative results obtained from pre-FLCAS and post-FLCAS were introduced and compared. Then, the findings of the semi-structured interviews were presented in order to effectively answer the research questions.

## CHAPTER 5

### Discussion and Suggestions

#### 5.1. Discussion

**5.1.1. Introduction.** MacIntyre and Gardner (1991) define the anxious student as “an individual who perceives the second language as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes, and who is less willing to try uncertain or novel linguistic forms” (p. 112). The current study has come to existence due to the similar problems related to foreign language learning observed in the process of teaching EFL to the 9<sup>th</sup> graders in Tes-İş Adapazarı Anatolian High School in Sakarya, Turkey in the 2018-2019 academic year. All of the students in the 9<sup>th</sup> grades were administered to this school without performing a student-selection exam in September, in 2018. Even if they experienced a five-year English language learning before starting to the high school, they were mostly lack of basic linguistic skills at the beginning of the fall semester. Additionally, the mandatory text-book *Teenwise 9* which is full of numerous words and unconnected grammar subjects in each unit did not appeal to them and they expressed it as being too difficult and demanding for them. Moreover, they encountered with the reality of the evaluation exams in which they were responsible for performing speaking, listening, writing and reading exams separately. For the students whose background knowledge was not enough to perform well in these exams, foreign language learning seemed as a dull, uncomfortable and anxiety provoking experience. Consequently, unenthusiastic, stressful, bored and trembling students during teaching processes and evaluations were observed and it was assumed that the students were suffering from FLA.

In the light of the stated problems, TPRS method was integrated into the language classes. Even if the method claimed to create a more relaxing language learning atmosphere, there were not adequate studies having evaluated its effect on the anxiety levels of language

learners. Only Spangler (2009) and Beal (2011) conducted an anxiety-related research on TPRS. Both of the researchers used FLCAS in order to define the anxiety levels of the participants in their control and experimental groups after their instruction process and examined the differences between the mean scores of their groups. Consequently, they could not find a meaningful difference between the levels of anxiety experienced by participants of the groups. Even if their researches are significant, they can be considered inadequate in terms of defining the impact of TPRS on the anxiety levels of language learners. Without knowing pre-anxiety levels of language learners, it cannot be effective to portray the method's effect on anxiety.

The current study was conducted in order to indicate the impact of TPRS method on FLA experienced by language learners. At first, FLCAS a pre-test was applied to the 71 participants to define their anxiety levels at the beginning of the research. Then, an eight-week TPRS treatment was completed by following the basic techniques of the method. After the lessons, all participants took an evaluation exam which lasted for a week. Next, FLCAS as a post-test was applied to the entire group with the aim of measuring the anxiety levels of the participants after the treatment. Lastly, 10 volunteer students were directed 12 questions related to the teaching process and anxiety in the face-to-face interviews. While the collected quantitative data were analyzed with SPSS 23.0 program, the qualitative data were evaluated by the content analysis and color coding techniques. In the next parts of this chapter, the research questions of the study will be discussed and answered with the help of the results obtained from both the quantitative and qualitative data in detail.

### **5.1.2. Discussion of the results.**

**5.1.2.1. FLA before the implementation of TPRS method.** Having been aware of the multifaceted features of language learning process, second and foreign language researchers have placed a notable emphasis on the affective variables, which are often related to

“students’ learning, self-regulation, achievement, personality antecedents, and instructional as well as social environments” (Pekrun, Goetz, Titz & Perry, 2002, p. 102). Among the affective variables, anxiety is accepted to be a strong predictor of language performance; therefore, its effects on foreign language learners and foreign language learning process have been defined and the ways to overcome anxiety have been discussed by myriads of foreign language researchers (Aida, 1994; Blanton, 2015; Chiang, 2006; Horwitz et al., 1986; Kunt, & Tm, 2010; MacIntyre & Gardner, 1991; Spangler, 2009). Language anxiety is defined as the “worry and negative emotional reaction aroused when learning or using a second language” by MacIntyre (1999, p. 27). Because of the anxiety-provoking nature of language learning contexts, FLA differs from other kinds of anxiety and accepted to be situation-specific (Horwitz et al., 1986). In order to have a more fruitful learning atmosphere maximizing students’ performances, language teachers are required to be aware of the levels of anxiety experienced by their students (Anyadubalu, 2010; Trang, Moni, & Baldauf, 2012). For this reason, FLCAS as a self-report instrument and semi-structured interview questions to define the anxiety levels of the students before and after the implementation phase of TPRS method were utilized in this study.

*5.1.2.1.1. Discussion relating to research question 1. Do the students experience FLA before the implementation of TPRS method?*

The overall scores obtained from pre-FLCAS with a range from 58 to 148 demonstrated that the participants of this study had experienced FLA before the implementation of TPRS method. The mean of 105,4366 and the mean value of 3,1950 per item illustrated that the students generally suffered from moderate levels of FLA.

In order to depict a more precise picture, the numbers of students having low, moderate and high anxiety was found. According to the frequency analysis, while 14 students forming 19,7 % of the entire group had low levels of anxiety, 24 students forming 33,8 % of the group

were reported to be highly anxious. 33 students accounting for 46,5 % of the all participants constituted the largest group having moderate levels of FLA.

The qualitative data collected through the semi-structured interviews were also in line with the statistical data. All of the 10 participants indicated to have been stressful and anxious before the treatment due to various reasons such as evaluations, fear of making mistakes or social pressure. They mostly regarded language learning process as being an uncomfortable experience full of many challenges. Some symptoms of anxiety such as stress, tension, uneasiness, unhappiness, shame, hopelessness and trembling were the basic expressions made by the participants. In the light of their negative statements, it can be claimed that the participants of the current study experienced FLA to a certain degree before the implementation of TPRS method.

When compared to other studies having examined the overall anxiety profile their participants, the mean value of 105,4366 seems quite higher indicating some anxiety problems in the sample group. While the mean value was 96,7 in Aida's (1994) research conducted with 96 learners of Japanese as a foreign language; it was 94,5 in Horwitz et al.'s (1986) research. Similarly, Chiang (2006) reported the mean value as 92,9 in his study carried out with 327 Taiwanese students.

Similar to the findings of this research, Gürman-Kahraman (2013) and Anyadubalu (2010) defined their participants as moderately anxious. Anyadubalu (2010) presented the mean value as 103,74 in his research revealing a statistically significant negative relationship between anxiety and performance. Moreover, Gürman-Kahraman's (2013) investigated the effect of explicit teaching of socio-affective strategy training combined with emotional intelligence on the anxiety levels of EFL university students and she reported the mean value per item as 3,12 according to pre-FLCAS results. She also described the anxiety profile of her sample by presenting the findings relating to the number of the students in each anxiety

group. According to her research, 50 % of the participants (N=25) had a moderate level of FLA while 30 % of them (N=15) experienced high anxiety. She stated that only 20 % of the students (N=10) had low levels of anxiety before her implementation.

In brief, the results of the current study are corroborated by the previous findings indicating the existence of FLA to a certain degree in the foreign language learning environment.

*5.1.2.1.2. Discussion relating to research question 2. What is the major source of FLA experienced by the students before the implementation of TPRS method?*

A large body of research indicates that FLA stems from various sources. According to Gardner, Day and MacIntyre (1992), learners' repeated negative experiences during foreign language learning process are the basic sources of debilitating anxiety. In her article, Young (1991) points out that there are six potential sources of FLA associated with the learner, the teacher and the instructional practice. To her, FLA stems from "1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing" (p. 427). Furthermore, the creators of widely used scale to measure FLA, Horwitz et al. (1986) propose CA, FNE and TA as the basic sources of FLA experienced by language learners. According to these researchers, language learners' BPF also influence the levels of anxiety during foreign language learning processes.

Even if researchers have defined different sources for FLA, there have not been any systematic and detailed researches in which all possible sources of FLA have been documented together. Since FLCAS contains the 33 items reflecting the possible sources of anxiety in detail, the current study has utilized it as the theoretical framework so as to indicate the sources of FLA. Before TPRS treatment, the overall anxiety profile of the participants was evaluated with a focus on the four major sources via pre-FLCAS.

The findings of the current study revealed that the participants experienced FLA related to CA, FNE, TA and learners' BPF on a moderate level before the treatment. Based on the results, it is clear that FNE was the highest ( $M=3,3451$ ) among all of the other FLA components. This was followed by TA ( $M=3,2606$ ), CA (3,2019) and learners' BPF (3,1094). Moreover, 5 interviewees out of 10 were reported to have anxiety because of their fears of humiliation by their peers while 2 of them associated their anxiety with CA. Additionally, remaining 3 students stated TA or BPF as the basic sources of their anxiety. As a result, FLA related to FNE with a mean of 3,3451 can be regarded as the most anxiety-provoking source since the qualitative data collected through the interviews also supported this statistical finding.

The results of the current study depicted that the adolescent participants had FLA related to FNE on a moderate level before the implementation of TPRS method. This finding is also consistent with Shabani's (2012) and Aydın's (2008) researches in which they reported FNE as the major source of FLA. In Shabani's (2012) research conducted with 61 university students, the levels and sources of FLA were indicated and FNE was reported to be higher than other sources of FLA with the mean of 3,2011. Similarly, Aydın (2008) found out a significant correlation between FLA and FNE in his research and stated that "negative judgments by others, leaving unfavorable impressions on others, making verbal or spelling mistakes, and disapproval by others" were the basic sources of FNE. Moreover, Sadighi and Dastpak (2017) presented the possible sources for foreign language speaking anxiety of 154 Iranian EFL learners whose ages ranged from 18 to 30. The results of their study depicted that fear of making mistakes, fear of being negatively evaluated, and lack of vocabulary knowledge were the main issues causing speaking anxiety among students. By contrast with these findings, Fadillah (2009), Demirdaş (2012), Aydemir (2011) and Salim, Subramaniam and Termizi (2017) reported FNE as the least effective source of FLA in their researches.

Fadillah (2009) found out the mean score as 2,73 in her study carried out with 152 adolescent students. Additionally, Demirdaş (2012) pointed out that many of his subjects did not experience FNE during foreign language education process. In Aydemir's research, FLA related to FNE had the lowest mean value of 2,33 at the beginning of teaching process. By the same token, Salim et al. (2017) administered FLCAS to 160 university students so as to define their anxiety levels and sources and consequently they found the mean score as 2,78 for FNE, which was the lowest value among all FLA components. These mixed results demonstrate that FLA related to FNE was mostly experienced at a lower and moderate level by foreign language learners. The level of FNE may have changed according to the age groups, personal characteristics and the behaviors of language instructors.

The sample group of the current study composed of adolescents whose ages ranged from 14 to 16. Scheidecker and Freeman regard teenagers as “ the most insecure people in the world, their lives vulnerable to a host of different pressures: pressures about dating, [...] pressures about gangs, pressures about parents, pressures about clothing, pressures about sexuality, [...] pressures about grades ...” (As cited in Dörnyei, 2001, p. 87). Additionally, in the study evaluating the association between FLA and language learners' ages, Er (2015) found out that the students studying at high schools experienced higher levels of FLA when compared to the students from primary and secondary schools. For this reason, it is crucial to attach significance to their peculiar characteristic in order to understand the reasons of their anxiety.

In the period of adolescence, the thoughts and comments of their peers are more curial than their elders'. The social image they want to portray and the need to belong to a group are the basic guiding factors defining their behavior both inside and outside of the classrooms. With the purpose of safeguarding their self-image which is in an ongoing flux, adolescent learners struggle more not to make mistakes in front of their peers and teachers. When “failure carries the danger of public humiliation,” they become more cautious, suspicious and anxious

particularly while communicating through the use of English (Brophy, 2004, p. 129).

Therefore, it can be claimed that experiencing FLA related to FNE is not a surprising issue during the process of adolescence. In the case of this research, this common view has been corroborated since FNE for the adolescent participants was found to be the most anxiety-provoking component of FLA before the implementation of TPRS method.

**5.1.2.2. FLA after the implementation of TPRS method.** After the application of FLCAS as the pre-test to all participants, the lessons of English language were conducted with TPRS method. Three basic steps of TPRS were followed and the suggested techniques such as circling, storytelling and drawings were implemented into the lessons. At the first stage, minimum amount of target vocabulary was taught with gestures until each student learnt their meanings. Then, in the storytelling phase, the stories were created with students' own preferences and interests. Student actors dramatized the actions while the whole class was telling the stories. At the last phase, translations of the stories were made and the comic strips related to the stories were drawn. All of the participants including the barometer students participated actively in the lessons and their mistakes were tolerated as long as a serious misunderstanding did not occur. After the eight-week period was completed with TPRS method, the students took an evaluation exam. Then, FLCAS as the post-test was administered to all of the participants and lastly, 10 volunteer students were interviewed about the process. When the process was over, both quantitative and qualitative data were analyzed and the anxiety profile of the entire group was defined.

**5.1.2.2.1. Discussion relating to research question 3.** Do the students experience FLA after the implementation of TPRS method?

According to the findings of post-FLCAS, it is obvious that participants experienced lower degrees of FLA after the implementation of TPRS method. The overall mean of 77,8310 and the mean value of 2,3585 per item were quite low when compared to the findings obtained

from pre-FLCAS. Additionally, after the treatment, the number of highly anxious students was 3 whereas it was 23 for the moderately anxious group. The remaining 45 students with the percentage of 63,4 constituted the largest group that experienced low levels of FLA. The statistical data obviously highlight a huge change having occurred in the anxiety levels of the participants after the treatment. Additionally, the 10 interviewees claimed to be happier, more relaxed and comfortable during and after the TPRS lessons. None of them used negative words which were the indicators of anxiety while expressing their feelings. They particularly emphasized the impact of TPRS method on reducing their anxiety levels.

Several dozens of studies focusing on FLA have been conducted throughout the world so far; however, there are still limited amount of research focusing on the changes in FLA over a course of time making use of a pre/post-test design. Among these researchers, Kahraman (2013), Erdoğan (2013) and Dykes (2017) portrayed the positive impacts of the methods they applied into their language lessons on the levels of anxiety whereas Öztürk and Denkçi-Akkaş (2013) presented contradictory findings.

Kahraman (2013) incorporated the socio-affective language learning strategies and emotional intelligence training into her speaking courses during five weeks. When she compared the data obtained from pre- and post-FLCAS, she reported a statistically significant decrease in the participants' anxiety levels. The mean score of 3,12 before the training decreased to the value of 2,90 after five weeks. In addition, the number of highly anxious students declined from 15 to 8. As a result, Kahraman defined the method and techniques she used as beneficial in reducing FLA.

Erdoğan (2013) tried to figure out the impact of drama activities on FLA experienced by 123 university students in her action research. Her training was based on drama activities having lasted for six weeks and in the post-implementation phase; she carried out a paired sample t-test analysis so as to indicate whether there was a significant change between the

level of FLA of the participants before and after her treatment. According to the results, the pre- (M=61,95) and post-anxiety levels (M=56,96) depicted a significant difference ( $p < .001$ ) and this led the researcher to come to the conclusion that the drama activities were quite effective in reducing FLA of the learners in EFL classes.

Dykes (2017) examined the effect of Communicative Based Teaching on FLA in his research. He focused on the changes having occurred between the anxiety levels of 397 Japanese students learning EFL in a Japanese University before and after the implementation during a semester. The decrease of the pre-test mean score of 126,00 to 115,16 in the post-test was reported to be statistically significant ( $p < .001$ ) and as a result, the researcher suggested the implementation of Communicative Based Teaching into language classes.

Unlike the researchers having found significant decreases between pre- and post-FLCAS Öztürk and Denkçi-Akkaş (2013) did not portray a significant effect of cooperative learning activities on anxiety. In their experimental group, the overall anxiety score increased from 49 to 53. The results were also in line with the scores in the control group. Thus, the researchers concluded that cooperative learning activities did not have a significant effect on FLA.

The current study depicted the positive impacts of TPRS method on the levels of FLA experienced by adolescent EFL learners. The findings of the study are consistent with the findings of Kahraman (2013), Erdoğan (2013) and Dykes (2017) but inconsistent with the results presented by Öztürk and Denkçi-Akkaş (2013).

Both the quantitative and qualitative data portrayed that TPRS method contributed to reduce the anxiety levels of the participants. It was mostly because of the relaxing environment being created during all lessons. Since the stories revolved around four or five new vocabulary, it was quite easy for the students to understand and follow the stories. The contribution of all students to the stories also made them more interested in the lessons. For example, the laziest student became the star of the story and the shortest boy became the most

successful NBA player. They chose their beloved actors or actresses as their friends and told their own stories with simple sentences. While they were learning new vocabulary and phrases, perhaps for the first time in their life, they felt the joy of speaking in a language except from their mother tongue. Even the most silent students laughed at the silly gestures associated with the target words and then they were willing to add more bizarre details to the stories.

As TPRS method appeals to multiple intelligences of students, the students found the chance to portray their talents. To illustrate, the post activities phase which were mostly conducted with drawing cartoons and caricatures related to the told stories addressed to the needs of students whose visual intelligences were dominant. The students whose mathematical intelligences were higher had fun while calculating the cost of a journey or a cloth in the stories. The students with social and verbal intelligences mostly preferred acting as the characters in the stories. Being a hippopotamus or a mouse in front of their friends and the teacher made them have more fun rather than feeling embarrassed of them. Even the boys wanted to act as Cinderella, Snow White and Little Red Riding Hood since they wished to laugh and make others laugh.

On the contrary to the previous lessons conducted with more traditional methods, the teacher did not correct the students' mistakes. As long as the participants used the target language with eager and enthusiasm, most of the mistakes were tolerated. Additionally, the students were not taught any grammar since it was not a major aim in TPRS method. All of these features might have also helped the participants feel more confident and less stressful during and after the English language lessons conducted with TPRS method.

*5.1.2.2.2. Discussion relating to research question 4.* What is the major source of FLA experienced by the students after the implementation of TPRS method?

According to the statistical data depicted via the post-test, FLA related to FNE was the highest with the mean of 2,5282 among the other sources. FNE was followed by CA and TA with the means of 2,38. FLA related to learners' BPF had the lowest mean score which was 2,2470. After the eight-week treatment process, the levels of FLA experienced by the participants decreased on a major scale and this decrease was also visible in all sources. Even if there were not big differences between the mean scores of the four sub-groups, FNE emerged as the first source affecting FLA after the treatment. However, the quantitative data were not supported by the feedbacks of the students. In the interviews, 10 participants claimed that their fears of humiliation by others did not continue after the implementation of the method. On the other hand, four students stated that their fears of making mistakes, which was related to TA, continued even after the treatment. As a result, it can be stated that the decrease in the mean scores of anxiety sources depicted the positive effects of TPRS method on FLA but they were not enough to indicate the first source affecting FLA most after the implementation of TPRS method.

There is no doubt that FLA is experienced because of various reasons. The implementation of a method or a technique does not prevent anxiety, perhaps it can help reduce its levels as it happened in this study. Among the basic sources causing FLA, FNE and TA emerged as the major reasons of anxiety experienced by the participants of the current study after the implementation of the method. The findings related to the quantitative data indicated that the participants continued to experience FNE on a moderate level after the eight-week process. This might be because of the transitional period they were in. During adolescence, negative thoughts of others and their fears of leaving unfavorable impression on their friends and teacher are among the threats affecting their existences in a peer group. For this reason, they might not want to be disapproved or humiliated by their surroundings particularly when they were in the period of adolescence. Even if the students' feedbacks portrayed that TPRS helped

them be more relax while speaking in the target language in front of their friends, it cannot be claimed that their anxiety related to FNE diminished completely after the treatment.

Moreover, according to the participants' expressions in the interviews, their stress and fears of making mistakes continued even after the treatment. In their interviews, they especially focused on the significance of English language on their grade point averages. In the Turkish education system, students are required to take an entrance exam for university education. The grades of high school highly affect their total score while making preferences for departments. For this reason, especially successful students attach an utmost importance to their exam grades at high schools. In the scope of this research, some participants pointed out this reality and stated that they did not want to take lower grades since it would affect their university choices. The findings of the research are consistent with the studies of Salehi and Marefat (2014) who presented the debilitating role of TA in their research. Similarly, Aydın, Yavuz and Yeşilyurt (2006) also portrayed the importance of getting higher grades for students. To them, students having lower grades had a tendency to be highly anxious during the foreign language learning process.

### ***5.1.2.3. The impact of TPRS method on the sources of FLA.***

*5.1.2.3.1. Discussion relating to research question 5.* How does TPRS method influence the levels of CA of the students measured before the implementation?

Lee (2014) states that “Speaking foreign language in the classroom is one of the most salient sources of language learning anxiety, as oral tasks generally involve facing the challenge of revealing oral skills and self-images to others” (p. 27). Similarly, Horwitz et al. (1986) regard speaking in a foreign language as the most anxiety-provoking task. There is no doubt that communication which is a way of revealing oneself to others' evaluations is closely related to a person's self-image. When a treat occurs against a person's self-image while communicating in a foreign language, s/he may withdraw herself/himself from further

attempts to speak. In the case of foreign language learning in a classroom environment, CA is directly associated with the students' fears of negative thoughts of others and being negatively judged by others. Therefore, it is inevitable to observe students who adopt various debilitating strategies like occupying back seats in the class or preferring not to participate in class discussions.

In the current research, the mean scores of CA obtained from both the pre- and post-tests portrayed a noticeable change. The pre-test mean of 3,2019 with the standard deviation of ,80668 decreased to the value of 2,3897 with the standard deviation of ,08343. This finding demonstrates that the participants had lower levels of CA after the implementation of the method while they experienced CA at a moderate level before the method. The students' feedback obtained from the semi-structured interviews also proved this finding indicating a positive change that occurred in terms of CA after the eight-week training with TPRS method.

*5.1.2.3.2. Discussion relating to research question 6.* How does TPRS method influence the levels of FNE of the students measured before the implementation?

FNE is definitely one of the major causes which engender FLA. It is also regarded as social apprehension or the fear of social evaluation. Watson and Friend (1969) coined the term of FNE and described it as “apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p. 449). They also indicated that the fear of loss of social approval was identical to FNE. For this reason, people high in FNE tend to avoid themselves from situations in which they may be disapproved or evaluated negatively. In the case of a foreign language learning atmosphere, where evaluations and comments are inevitable, students may be inhibited in their behavior when they encounter with a judgment or evaluation by their friends and teachers. Consequently, this may result in a heightened level of anxiety directly affecting foreign language learning process.

The current study portrays that the participants had a moderate level of FNE with the mean of 3,3451 (S.D.= ,71787) before the implementation of TPRS method. This depicted that the participants attached high importance to the comments and evaluations of their peers and teacher. Particularly, by obtaining the highest mean among the items related to FNE, the statement “I get upset when I don’t understand what the teacher is correcting” indicates that the participants felt unease due to the teacher’s corrections before the treatment. When they could not understand the teacher’s corrections, they might feel inadequate in terms of knowledge. Thus, it might have caused them to withdraw themselves from further discussions. However, in the post-implementation, it was found out that their FNE levels decreased on a major scale. The mean value of 2,5282, which was still in the range of moderate anxiety, demonstrates that TPRS contributed to reduce the levels of FLA related to FNE.

*5.1.2.3.3. Discussion relating to research question 7. How does TPRS method influence the levels of TA of the students measured before the implementation?*

As one of the components of FLA, TA refers to “a fear of failing in test situations and an unpleasant experience held consciously or unconsciously by learners in many situations” (Aydin et al., 2017, p. 147). It is related to the feeling of apprehension experienced when a person is subjected to the conditions in which academic evaluation is conducted. In the case of foreign language learning, “when the situation is novel, ambiguous, or highly evaluative,” it is inevitable for a learner to experience more apprehension (Young, 1991, p.429).

Qashoa (2013) states that TA has the signs such as inability of concentrating, feeling blank, forgetting the correct answers, sweating, having cramps and faintness during the test. Learners may be inhibited by some of these symptoms while taking a test on the condition that they are not familiar enough with the subject matter or the subject matter itself is above their academic levels (Aydin et al., 2017). These kinds of expressions were also made by

some of the participants of the current study particularly before the implementation of TPRS method.

This study presented the findings which indicated that the participants had moderate levels of TA (M=3,2606) before the implementation of TPRS method. Most of them rejected being at ease while having an exam. According to the feedback obtained from the interviews, their stress and anxiety were primarily due to the speaking exams conducted face-to-face with the teacher in front of their friends. Even if they desired to speak fluently, they were generally incapable of finding the suitable words to express their ideas since they were scared of making an awkward pronunciation or they were unfamiliar with the subject matter. Together with the increase in their fears of being humiliated by their peers, these exams certainly influenced their TA too. During the eight-week process, they did not take any exams. Only after the lessons conducted with TPRS method were over, they were required to take an evaluation exam. The speaking exams were not conducted face-to-face after the treatment, instead, the students were asked for their video records in which they would introduce themselves and then tell a story studied beforehand in the classes. Additionally, in the writing exams, they were required to write a story in the given topic focusing on the facets of TPRS stories. The listening and reading exams were carried out with the same procedure in the previous exams made in the fall semester. After all four skills were tested in the evaluation exams, all 71 students conducted post-FLCAS. This time, the scores indicating TA was lower when compared to the ones in the pre-test. The decrease in the mean values from 3,2606 to 2,3873 definitely depicted the positive impact of TPRS method in reducing the levels of TA.

*5.1.2.3.4. Discussion relating to research question 8.* How do the students' BPF related to foreign language learning change after the implementation of TPRS method?

Horwitz et al. (1986) claim that learner' BPF may affect language learning process negatively by contributing tension, anxiety and frustration in the classroom. Along the same

line, Young (1991) regards learner beliefs about foreign language learning as “a major contributor to language anxiety” too (p. 428). When foreign language learners think that they will never be competent enough in communication, they may prefer staying silent. If they believe that grammar is the most significant aspect of language learning, therefore, they may reject the tasks emphasizing the other skills. The students regarding vocabulary knowledge as the key matter in mastering a foreign language may primarily focus on rote memorizing rather than internalizing the target words. That is to say, their language learning process is shaped according to their expectations, attitudes, feelings, perceptions and thoughts on a major scale. In order to eradicate anxiety problems in a language classroom, therefore, it is crucial to attach significance to learner beliefs related to foreign language learning process.

In the current study, the mean score of 3,1094 based on BPF obtained from the pre-test emerged as the lowest value when compared to the pre-test mean values of CA, FNE and TA. This shows that students’ BPF were not completely negative towards foreign language learning and English classes. For instance, only 16 students out of 71 endorsed the statement that “I often feel like not going to my language class” and 40 of the participants rejected to have been more tense and nervous in English classes than in other classes in the pre-test. Nevertheless, there were 53 students worrying over the consequences of failing in English language class and 39 students feeling overwhelmed with the rules of English language. For this reason, it can be declared that the participants’ responses to the items concerning learners’ BPF revealed relatively mixed results in the pre-test.

During TPRS treatment, the participants engaged in various activities in accordance with their levels and interests. The lessons were so dynamic that they could not understand the time having passed. The students’ feedbacks obtained from the interviews also portrayed that their interests in English language increased substantially because of TPRS lessons. The students having had negative thoughts and feelings towards the lessons expressed that they started to

speak in English outside of the class. Additionally, the students having believed in the inessentiality of foreign language learning as they would not live on abroad started to believe in the necessity of learning a foreign language in the global world. Their expressions were supported by the findings of the post-test in which the mean value was found as 2,2470. The mean difference of ,86241 between the values of the pre- and post-tests definitely demonstrates that TPRS method made a noticeable change in the participants' BPF related to foreign language learning and it helped the anxiety levels related to BPF reduce.

***5.1.2.4. TPRS as an effective or ineffective method in terms of reducing FLA experienced by students.***

*5.1.2.4.1. Discussion relating to research question 9.* Are there any significant differences between FLA levels of the students before and after the implementation of TPRS method in the classrooms?

Myriads of researchers have been trying to foster the wider use of TPRS on account of its advantages such as lowering the inhibitions being felt by language learners, developing fluency, creating student-centered classes and increasing the desire to learn the target languages (Beal, 2011; Blanton, 2015; Castro, 2010; Çubukçu, 2014; Decker, 2008; Demir, 2014; Dzedzic, 2012; Gaab, 2011; Garczynski, 2003; Holleny, 2012; Lichtman, 2015; Mohammad, 2009; Murray, 2014; Ray & Seely, 2015; Spangler, 2009; Türkeş, 2011; Ulu, 2016; Varguez, 2009; Watson, 2009; Yavuz, 2011). Bernal-Numpaque and García-Rojas (2010) claim TPRS to be “entertaining and a low-stress way of acquiring foreign language” (p. 161). For them, the power of TPRS depends on its flexibility and adaptability in all foreign language learning contexts. When it is applied effectively in various levels of proficiency or in different age groups, it can minimize language learners' stress and anxiety while helping them master in linguistic skills. In the same vine, Davidheiser (2002) regards TPRS as a promising and rewarding method which creates an active learning atmosphere in which all

language learners take the ownership of their learning while feeling more included and entertained.

Foreign language learning is an arduous process incorporating some conflicts experienced by learners both internally and externally. Brown (2007) points out the critical nature of language learners as follows:

Internally, one's critical self and one's performing self can be in conflict: the learner performs something 'wrong' and becomes critical of his or her own mistake.

Externally, learners perceive others to be critical, even judging their very person when they blunder in a second language. (p. 160)

In the environment of foreign language learning where these kinds of conflicts naturally occur, language learners may be inhibited by various feelings being able to impede their success such as stress, tension, uneasiness, fear and anxiety. TPRS method claims to lower these inhibitions by enabling the creation of a less stressful and more motivating language learning environment. Therefore, Blaine Ray, the founder of the aforementioned method, highlights its paramount contribution to ameliorate debilitating anxiety prevalent in foreign language classes (Ray & Seely, 2015).

As far as is known, there have been a limited number of studies conducted on the comparison of FLA and TPRS so far. The most detailed research focusing on TPRS and FLA belongs to Beal (2011). In Beal's (2011) dissertation study, the impact of TPRS method on the levels of anxiety was evaluated. The language learners were categorized into three groups according to the amount of their use of the method. The results obtained from FLCAS depicted that students using the method regularly did not have lower levels of anxiety when compared to those using TPRS partially or not using it. On the contrary, the regular use group had the highest mean scores indicating higher levels of FLA. As a result, he concluded that TPRS did not differ from other methods in terms of lowering the affective filters of foreign

language learners since no differences were found in the levels of FLA depending on the amount of use of TPRS method.

Spangler (2009) is another researcher having evaluated the impact of TPRS method on FLA. The researcher utilized FLCAS in order to define the levels of FLA of the participants having conducted the foreign language lessons with either TPRS method or CLT. She reported the median score for the participants in the CLT treatment group as 2,97 and for the ones in the TPRS treatment group as 2,92 after the twelve-week process. She concluded that FLCAS results did not portray a meaningful difference between the levels of anxiety experienced by participants of the two groups as a result of CLT and TPRS instructions.

With the purpose of making a contribution to the literature related to TPRS and FLA, the current research examined the impact of TPRS method on FLA experienced by adolescent Turkish EFL learners and tried to find out whether the method was efficient in terms of reducing the levels of anxiety or not. The mean scores obtained from pre-FLCAS were compared with post-FLCAS results obtained after an eight-week period during which 71 students participated in TPRS lessons. In order to evaluate whether there was a significant change in the levels of FLA experienced by the students before and after the implementation of TPRS method, a paired sample t-test was conducted. The mean value of 105,4366 obtained from the pre-test declined to the value of 77,8310. Similarly, the mean value per item was found as 2,3585 after the treatment while it was 3,1950 in the pre-test. The mean differences were indicated to be highly significant at  $p < .001$  level. Additionally, the findings obtained from the frequency analysis of the pre-and post-tests were compared by focusing on the 3 levels of anxiety. According to the results, there were 14 students having lower levels of anxiety and 33 students having moderate levels of anxiety before the treatment whereas 24 students were suffering from higher levels of anxiety. After the eight-week training process, the number of students having low anxiety increased to 45 and the students with moderate

anxiety were recorded to be 23. The highly anxious group had only 3 participants after the implication of TPRS method. The significant decrease in the levels of FLA as a result of TPRS treatment definitely demonstrated that the method was highly efficient and promising in terms of reducing FLA experienced by adolescent Turkish EFL learners.

The results obtained from the paired sample t-test and frequency analyses were not consistent with the research findings of Beal (2011) and Spangler (2009). Unlike their findings, this research portrayed TPRS as a predominantly efficient foreign language learning method in lowering the affective filters of language learners. Therefore, the tenets and claims of Ray and Seely (2015) primarily focusing on the impact of TPRS on ameliorating the levels of FLA existent in foreign language learning environment were supported by both quantitative and qualitative findings of this research.

*5.1.2.4.2. Discussion relating to research question 10. Are there any meaningful differences between the impact of TPRS on the sources of FLA before and after the implementation in the classrooms?*

In the scope of the current research, the impact of TPRS method on the four basic sources of FLA was examined separately. The mean scores of the subjects related to CA, FNE, TA and BPF were found via the descriptive statistics for both the pre- and post-tests and a paired sample t-test for each sub-category was conducted in order to indicate whether the differences in the mean values were statistically significant or not. The results depicted that significant decreases emerged between the pre-test and post-test mean values of each source at  $p < .001$  level.

Speaking in a foreign language is regarded as the most threatening and the most anxiety-provoking aspect of foreign language learning (Horwitz et al., 1986; MacIntyre & Gardner, 1991; McCroskey, 1977). TPRS method primarily suggests using cooperative learning activities in which a less threatening learning atmosphere was created for oral activities. For

this reason, telling a story within a small group was encouraged in order that language learners could find the opportunity to use the target language at a higher rate in a more stress-free environment. Similarly, Phillips (1991) states that “Students not only spend more time speaking the target language, but anxiety is reduced when they communicate with one or two classmates they know well and with whom they are cooperating” (p. 9). In the light of these suggestions, the volunteers were asked to tell the studied stories in front of their peers and then they made up small groups in which every student told the stories to their group mates. In this way, it was aimed to make all students more active and less anxious in oral tasks. According to the students’ feedbacks obtained from the semi-structured interviews, since every student participated in telling a story either in a small or a big group, they stated having felt more relaxed and happier in oral tasks even if they felt anxious and stressful at the beginning of the treatment. This shows that the statistical findings indicating the positive impact of TPRS method on CA were supported by the qualitative data collected through the students’ interviews.

Peer or teacher influence is a strong factor affecting the levels of FLA (Bekleyen, 2004; Horwitz et al., 1986; Kitano, 2001; Young, 1991). When students are required to take part in the tasks in front of their peers in a foreign language class, they may feel anxious since they do not want to be negatively or judgmentally evaluated by others. However, TPRS creates a teaching environment based on cooperation, not on competition. While students are creating their own stories collaboratively, they feel more qualified, satisfied, involved and successful. When all students participate in these bizarre, silly, interesting and absurd stories, they burst into laughter rather than making each other ridicule. Additionally, the teacher contributes to this relaxing and entertaining environment by using exaggerated gestures, mimics and acting. Error correction is put aside for the sake of fluency throughout the teaching process (Ray & Seely, 2015). In the interviews, the participants expressed that FLA related to FNE decreased

on a major scale because of these stated facets of TPRS lessons. They particularly expressed that they felt equal to their friends since they could tell the stories too. In brief, both quantitative and qualitative data were consistent with each other by indicating the significant decrease in the levels of FNE after the implementation of TPRS method.

The other source of FLA which depicted a significant decrease in the mean values after TPRS treatment was TA. Similar to the statistical findings, all of the interviewees stated that their TA reduced to a great extent after the eight-week TPRS training. However, there were still four participants having declared to have fears of making mistakes even after the treatment. They wanted to get higher grades so that their grade point averages could not affect their university choices in the future. The common feature of these four students was that they were among the most successful students in the classes. Therefore, it can be concluded that TPRS affected the levels of TA experienced by the students positively but it could not eliminate it completely.

One of the reasons for the decreased TA might be the method's emphasis on the fact that error correction was useless. Kepner (1991), Truscott (1996) and Krashen (1982) are some researchers focusing on the similarities of the first language acquisition and foreign language learning. They suggest that learners internalize both the first and foreign languages at a remarkable speed without obtaining direct correction from others. Similarly, Blaine Ray, the founder of TPRS method, advises foreign language teachers to check for comprehension rather than constantly correcting every mistake of learners (Ray and Seely, 2015). In the light of these suggestions, the participants were enabled to use English language for communicative purposes without being exposed to error corrections throughout the process. In order to prevent any fossilization, the correct words and phrases were constantly repeated during comprehension checks. While the students could not compose any sentences since they had the fear of making mistakes in the fall semester, they started to use the language even if

they made mistakes in TPRS lessons. The progress was also seen in the speaking and writing exams. For example, the students having delivered blank sheets in the writing exam of the first semester in which the lessons were conducted with more traditional methods filled out the paper with the learnt words and phrases after the implementation of TPRS method. This clearly demonstrates that they understood the necessity to use the foreign language even if they made mistakes. Additionally, in the interviews, the participants stated that they started to understand the language lessons almost completely perhaps for the first time in their lives. Since they believed that they could succeed, they performed better in the exams conducted after TPRS treatment. While the mean score of the evaluation exams was 56,14 in 9-A class in the fall semester, it increased to 73,05 in the spring semester. Also, in 9-D class, the mean score increased from 55,61 to 68,74 after the implementation of TPRS method (Data obtained from e-okul system by the researcher). Even if the current study did not aim to evaluate the relationship between TPRS and language achievement, the overall results showed that TPRS contributed to higher levels of success among the participants. Therefore, it can be claimed that the reduced levels of TA with the help of TPRS treatment may have contributed to the increased levels of language achievement.

Lastly, the levels of FLA related to learners' BPF reduced significantly after the implementation of TPRS method. Printer (2019) is the first researcher having examined the impact of TPRS from a purely motivational perspective. He suggests that learners' intrinsic motivation, their desire to engage in activities and their interests in learning a foreign language increase when students create the interesting, bizarre, funny and novel stories together with the teacher. There is no doubt that language learners are not inhibited by negative feelings in an environment where everybody is active, relaxed, involved and enthusiastic. Since TPRS created such an entertaining environment, language learners in the current study expressed their wishes to continue the lessons with TPRS method in the

following years rather than traditional methods. Additionally, all interviewees expressed that their interests and enthusiasm in learning EFL increased after the implementation of TPRS method. The quantitative data were also consistent with the qualitative data obtained from the semi-structured interviews. To illustrate, while 81,7 % of the students endorsed the statement that “When I am on my way to language class, I feel very sure and relaxed,” 84,5 of them rejected the 17<sup>th</sup> item stating “I often feel like not going to my language class” after the eight-week TPRS treatment.

All in all, the findings suggest that there were highly meaningful differences between the impact of TPRS on the sources of FLA before and after the implementation of TPRS method in the classrooms. It leads to the conclusion that TPRS was a substantially effective method in terms of reducing FLA experienced by students.

## **5.2. Suggestions**

MNE of Turkey has lately introduced the 2023 Education Vision containing the basic objectives aimed to be fulfilled by the end of 2023. The Vision is a kind of development plan prepared so as to present various solutions to the existing problems in the Turkish Education System. In the chapter allocated to foreign language education, the diversification of the instructional methods highlighting different language skills and characteristics of students are strongly recommended in order to increase the proficiency in foreign language learning (MNE, 2019). Since this study demonstrates the effectiveness of TPRS method on reducing FLA and sustaining students’ interest in foreign language learning, this method is recommended as an alternative to be used in language classrooms by teachers nationwide in the following years. In order to increase the empirical data in the field, the following recommendations are made:

► The generalizability of the results of the current study is subject to certain limitations. It was carried out with the sample group including students enrolling in the 9th grades at a state

high school in Turkey. It is suggested that the study should be reproduced with participants studying at diverse levels in primary, secondary and high schools. A similar study focusing on the differences among various levels would be more rewarding and interesting since it might portray the group benefitting most from TPRS method.

► This study included 71 participants and further research should be conducted on a much larger scale in order to obtain more valid and reliable results related to the effect of TPRS method on FLA.

► This research was conducted with only one group in which all participants underwent the same experimental protocol. It is recommended that this study should be reproduced in an experimental design where different teaching methods are used for experimental and control groups. It would enable the researchers to make more effective comparisons while depicting the impact of TPRS method on FLA.

► The participants of the current study studied English language with TPRS method four hours a week and the total treatment process lasted for eight weeks. An eight-week treatment was not sufficient to examine the differences having occurred in the levels of FLA. For this reason, additional researches in which more time allocated to TPRS treatment are required to be conducted to determine the efficacy of the method on FLA.

► More qualitative research should be conducted in further studies so as to delineate the phenomenon of FLA more efficiently during and after the implication of TPRS method.

► The current study focused on the impact of TPRS on anxiety which is one of the affective factors shaping the foreign language learning process. Since there have been few researches on the relationship between affective variables and TPRS, further studies should be conducted by focusing on other variables such as motivation and aptitude.

► In the scope of this study, it was observed that the participants mostly enjoyed the stories supported by slides and visuals. In order to obtain more efficiency from the method, the

language teachers using the method should incorporate more catchy and colorful visuals into the stories being asked in the classrooms.

► TPRS is a teaching method which is highly depends on the ability and performance of language teachers. If a teacher aims to create a more relatable and enhanced classroom, s/he not only needs to know how to implement the method in the classroom but also should be patient, energetic, passionate, competent, productive, creative and enthusiastic throughout the teaching process. S/he should be a model in front of the students by doing unusual, crazy and different gestures in order to contribute to the retention of words and phrases in the target language and foster the acquisition of the target language.

► In this study, TPRS method was integrated into English language lessons in two separate classrooms in which 35 and 36 students were enrolled. It is a very difficult and endeavoring task for a teacher to follow the pace of every student while keeping their interests at utmost level in such crowded classrooms. Therefore, TPRS is suggested to be implemented in less crowded classes so that the language teacher could reach out every student in the class.

► Further use of TPRS method in foreign language teaching in Turkey is recommended. Since the 2023 Education Vision highlights more student-centered classrooms in which students direct their own learning according to their desires, interests and needs, TPRS can be alternatively used in all levels of foreign language learning. In order that language teachers could use and apply the method effectively, in service training of TPRS focusing on its basic tenets and procedures is strongly recommended.

### **5.3. Concluding Remarks**

TPRS is a living and evolving method of foreign language learning created and developed by Blaine Ray in the late 1980s. The method utilizes highly interactive and personalized stories shaped by interesting, bizarre and absurd details to provide comprehensible input. Ray and Seely (2015) consider comprehensible input as the prerequisite of language acquisition

and highlight the engagement of language learners with this input in order to become proficient in reading, writing, listening and eventually speaking. Typical TPRS lessons begin with the teacher's introduction of words and phrases that will be used in the story. When all of the learners internalize the meanings of the target vocabulary, the teacher presents the outline of the story and asks for the details using the technique of circling. Most of the story is created by the preferences, interests and choices of learners with the contribution of the teacher. Then, in the last phase of the lessons, the students may read, translate, tell and dramatize the stories. By making the students participate actively in all activities, the method creates an atmosphere of immersion in the foreign language classroom.

One of the starting points of TPRS method is the fact that it helps FLA be ameliorated by lowering the affective filters of language learners. Anxiety is one of the affective variables affecting foreign language learning process. Every language instructor aiming to have more proficient and qualified students in terms of acquiring the language skills should deliberately attach a particular significance to the levels of anxiety experienced in language classrooms. As Brown (2007) points out "both too much and too little anxiety may hinder the process of successful second language learning" (p. 163). By creating an environment in which all language learners experience the pleasure of success while participating in various tasks, TPRS aims to eradicate the debilitating effects of FLA in the language classrooms.

The number of researches having been conducted on TPRS has continued to increase recently. As Lichtman (2015) states that the most of these researches have primarily focused on either the comparison of TPRS with other teaching methods or the effect of TPRS on language skills. There have been very few researches defining the impact of TPRS on the affective variables such as motivation, attitudes and anxiety (Beal, 2011; Blanton, 2015; Printer, 2009; Spangler, 2009). For this reason, this study tried to fill the void in secondary

literature regarding TPRS by evaluating the impact of the method on the levels of FLA experienced by adolescent Turkish EFL learners.

With the purpose of identifying the effect of TPRS on FLA, the mixed methods research design was used in this research. The quantitative data were collected through FLCAS before and after the implementation of TPRS method into the language classes. TPRS method was used in all language lessons during eight weeks. Whether FLCAS mean values differed after an eight-week treatment process was investigated and analyzed through SPSS 23.00 program. Additionally, the qualitative data were obtained from the semi-structured interviews carried out with 10 volunteers chosen among 71 students. The content analysis and color coding techniques were utilized in the analysis of these qualitative data.

When all of the findings were analyzed, it was seen that TPRS was a highly effective method in terms of reducing FLA experienced by 71 adolescent Turkish EFL learners. Its significantly positive effect was found out on all sources of FLA, namely CA, FNE, TA and BPF.

In brief, this study depicts the positive and facilitating impact of TPRS method on the levels of anxiety experienced by Turkish adolescent EFL learners. However, it should not be forgotten that TPRS is not a cure all or the best method for all EFL students in all contexts. Foreign language teachers may use it as an alternative after they have conducted needs analysis and concluded that TPRS is the method their students need. For this reason, the method is recommended to language teachers having encountered with the students who are unenthusiastic, anxious, stressful and uninterested in foreign language learning.

## References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78, 155-168.  
doi:10.2307/329005
- Altan, M. Z. (2017). Globalization, English language teaching and Turkey. *International Journal of Languages' Education and Teaching*, 5(4), 764-776. doi: 10.18298/ijlet.2238
- Altmisdort, G. (2016). An analysis of language teacher education programs: A comparative study of Turkey and other European countries. *English Language Teaching*, 9(8), 213-223.  
doi: 10.5539/elt.v9n8p213
- American Psychological Association. (2008). *Anxiety disorders: The role of psychotherapy in effective treatment* [Pamphlet]. Retrieved from  
<https://www.apa.org/practice/programs/campaign/fyi-anxiety.pdf>
- Anyadubalu, C. C. (2010). Self-efficacy, anxiety, and performance in the English language among middle-school students in English language program in Satri Si Suriyothai School, Bangkok. *International Scholarly and Scientific Research & Innovation*, 4(3), 233-238.  
Retrieved from <https://waset.org/publications/2271/>
- Arda, S., & Doyran, F. (2017). Analysis of young learners' and teenagers' attitudes to English language learning. *International Journal of Curriculum and Instruction*, 9(2), 179-197.  
Retrieved from [ijci.wcci-international.org](http://ijci.wcci-international.org)
- Atkinson, M., & Sturges, J. (2003). *At the turning point: The young adolescent learner*. Boston, MA: Center for Collaborative Education.
- Aydemir, O. (2011). *A study on the changes in the foreign language anxiety levels experienced by the students of the preparatory school at Gazi University during an academic year* (Unpublished master's thesis). Gazi University Institute of Educational Sciences, Ankara, Turkey.

- Aydın, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL Journal, Teaching Articles*, 30(1), 421-444. Retrieved from <https://eric.ed.gov/?id=ED512266>
- Aydın, S., Yavuz, F., & Yesilyurt, S. (2006). Test anxiety in foreign language learning. *Balikesir University, Journal of Social Sciences Institute*, 9(16), 145-160. Retrieved from <https://www.researchgate.net/publication/237719562>
- Aydın, S., Harputlu, L., Güzel, S., Savran-Çelik, Ş., Uştuk, Ö., & Genç, D. (2016). A Turkish version of foreign language anxiety scale: Reliability and validity. *Procedia - Social and Behavioral Sciences*, 232, 250-256. <https://doi.org/10.1016/j.sbspro.2016.10.011>
- Batumlu, D. Z., & Erden, M. (2007). The relationship between foreign language anxiety and English achievement of Yıldız Technical University School of Foreign Languages preparatory students. *Journal of Theory and Practice in Education*, 3(1), 24-38. Retrieved from <http://dergipark.gov.tr/download/article-file/63258>
- Beal, K. D. (2011). *The correlates of storytelling from the Teaching Proficiency through Reading and Storytelling (TPRS) method of foreign language instruction on anxiety, continued enrollment and academic success in middle and high school students* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3449943)
- Bekleyen, N. (2004). The influence of teachers and peers on foreign language classroom anxiety. *Language Journal*, 123, 49-66. Retrieved from <http://dergiler.ankara.edu.tr/dergiler/27/745/9525.pdf>
- Bernal-Numpaque, N.R., & García-Rojas, M.A. (2010). TPR-Storytelling: A key to speak fluently in English. *Cuadernos de Lingüística Hispánica*, 15, 151-162. Retrieved from <http://www.redalyc.org/articulo.oa?id=322227521010>

- Bex, M. (2012). How to circle [Web log post]. Retrieved from <https://comprehensibleclassroom.com/teacher-training/>
- Blanton, M. (2015). *The effect of two foreign language teaching approaches, Communicative Language Teaching (CLT) and Teaching Proficiency through Reading and Storytelling (TPRS), on motivation and proficiency for Spanish III students in high school* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3708358)
- Braunstein, L. (2006). Adult ESL learners' attitudes towards movement (TPR) and drama (TPR Storytelling) in the classroom. *The CATESOL Journal*, 18(1), 7-20. Retrieved from [http://www.catesoljournal.org/wp-content/uploads/2014/07/CJ18\\_braunstein-1.pdf](http://www.catesoljournal.org/wp-content/uploads/2014/07/CJ18_braunstein-1.pdf)
- Brophy, J. (2004). *Motivating students to learn* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). New York, NY: Pearson Education.
- Bulut, E., Baydar-Ertopçu, F., Umur-Özadalı, S., & Şentürk, S. (2017). *Secondary education: Teenwise 9*. Ankara, Turkey: Korza Publishing.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge, UK: Cambridge University Press.
- Castro, R. (2010). *TPRS for adults in the ESL classroom: A pilot study comparing Total Physical Response Storytelling™ with the Grammar-translation Teaching Strategy to determine their effectiveness in vocabulary acquisition among English as a second language adult learners* (Unpublished master's thesis). Dominican University of California, San Rafael, CA.

- Chastain, K. (1988). *Developing second-language skills: Theory and practice* (3rd ed.). San Diego, CA: Harcourt Brace Jovanovich.
- Chiang, Y. (2006). *Connecting two anxiety constructs: An interdisciplinary study of foreign language anxiety and interpretation anxiety* (Unpublished master's thesis). The University of Texas, the USA.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Curtis, A. C. (2015). Defining adolescence. *The Journal of Adolescent and Family Health*, 7(2), 1-39. Retrieved from <https://scholar.utc.edu/jafh/vol7/iss2/2>
- Çakar, G. G. (2009). *The relationship between past language learning experiences and foreign language anxiety of Turkish university EFL students* (Unpublished master's thesis). Bilkent University The Graduate School of Education, Ankara, Turkey.
- Çubukçu, F. (2014). A synergy between storytelling and vocabulary teaching through TPRS. *ELT Research Journal*, 3(2), 84-90. Retrieved from <http://www.udead.org.tr/journal>
- Dalkılıç, N. (2001). *An investigation into the role of anxiety in second language learning* (Unpublished doctoral dissertation). Çukurova University Institute of Social Sciences, Adana, Turkey.
- Davidheiser, J. (2002). Teaching German with TPRS (Total Physical Response Storytelling). *Die Unterrichtspraxis / Teaching German*, 35(1), 25-35. Retrieved from <https://www.jstor.org/stable/3531952>
- Decker, B. (2008). *Body language: The effectiveness of Total Physical Response Storytelling in secondary foreign language instruction* (Action research project). Simon Fraser University, Burnaby, Canada.

- Demir, Ş. (2014). *The impact of "Teaching Proficiency Through Reading and Storytelling" (TPRS) on lexical competence* (Unpublished master's thesis). Dokuz Eylül University Institute of Educational Sciences, İzmir, Turkey.
- Demir, Ş., & Çubukçu, F. (2014). To have or not to have TPRS for preschoolers. *Asian Journal of Instruction*, 2(1), 186-197. Retrieved from <http://dergipark.gov.tr/download/article-file/17655>
- Demirdağ, Ö. (2012). *A comparative study of foreign language anxiety and performance of language students in preparatory classes* (Unpublished master's thesis). Abant İzzet Baysal University Institute of Educational Sciences , Bolu, Turkey.
- Doğançay-Aktuna, S. (1998). The spread of English in Turkey and its current sociolinguistic profile. *Journal of Multilingual and Multicultural Development*, 19(1), 24-39.  
doi:10.1080/01434639808666340
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom: Cambridge language teaching library*. Cambridge, UK: Cambridge University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Erlbaum.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. New York, NY: Oxford University Press.
- Dujmovic, M. (2006). Storytelling as a method of EFL teaching. *Pergendira Journal*, 3, 111-126. Retrieved from <https://hrcak.srce.hr/file/17682>
- Dykes, R. (2017). The effect of communicative based teaching on foreign language anxiety. *International Education and Exchange Research*, 1, 37-49. Retrieved from [https://www.u-fukui.ac.jp/wp/wp-content/uploads/4\\_DYKES.pdf](https://www.u-fukui.ac.jp/wp/wp-content/uploads/4_DYKES.pdf)

- Dziedzic, J. (2012). A comparison of TPRS and traditional instruction, both with SSR. *International Journal of Foreign Language Teaching*, 7(2), 4-7. Retrieved from <http://ijflt.com/images/ijflt/articles-spring-2012/IJFLT.Dziedzic.3.12.pdf>
- Education First. (2018). *EF EPI: Education first English proficiency index* (8th ed.). Retrieved from <https://www.ef.com.tr/epi/regions/europe/turkey/>
- Ellis, G., & Brewster, J. (2014). *Tell it again: The storytelling handbook for primary English language teachers*. London, UK: British Council.
- Er, S. (2015). Foreign language learning anxiety of Turkish children at different ages. *International Online Journal of Education and Teaching (IOJET)*, 2(2). 68-78. Retrieved from <http://iojet.org/index.php/IOJET/article/view/81/106>
- Erdoğan, P. (2013). *Role of drama activities on foreign language anxiety and motivation of higher education EFL students* (Unpublished master's thesis). The Graduate School of Social Sciences of Middle East Technical University, Ankara, Turkey.
- Erikson, E. (1968). *Identity: Youth and crisis*. New York, NY: W. W. Norton & Company.
- Fadillah, R. (2009). A study of adolescents' anxiety and achievement in English as a foreign language. *Kajian Linguistik dan Sastra*, 21(1), 21-33. Retrieved from <https://www.researchgate.net/publication/267416357>
- Gaab, Carol. (2011). Multistory construction. *The International Journal of Foreign Language Teaching*, 7(1), 2-8. Retrieved from <http://ijflt.com/images/ijflt/IJFLTNovember2011.pdf>
- Garczynski, M. (2003). *Teaching Proficiency through Reading and Storytelling: Are TPRS students more fluent in second language acquisition than Audio Lingual students?* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. EP30485)

- Gardner, R. C., Day, B., & MacIntyre, P. D. (1992). Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition*, 14(2), 197-214. <https://doi.org/10.1017/S0272263100010822>
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). New York, NY: Routledge.
- Graddol, D. (2000). *The future of English? A guide to forecasting the popularity of the English language in the 21st century* (2nd ed.). London, UK: The British Council.
- Gürman-Kahraman, F. (2013). *The effect of socio-affective language learning strategies and emotional intelligence training on English as a foreign language (EFL) learners' foreign language anxiety in speaking classes* (Unpublished master's thesis). Bilkent University The Program of Teaching English as a Foreign Language, Ankara, Turkey.
- Gürsoy, E., & Akın, F. (2013). Is younger really better? Anxiety about learning a foreign language in Turkish children. *Social Behavior and Personality*, 41(5), 827-842. <http://dx.doi.org/10.2224/sbp.2013.41.5.827>
- Harklau, L. (2006). The adolescent English language learner: Identities lost and found. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 639-653). Norwell, MA: Springer.
- Harmer, J. (2006). *The practice of English language teaching* (3th ed.). Harlow, UK: Pearson Education Limited.
- Hatipoğlu, Ç. (2016). The impact of the university entrance exam on EFL education in Turkey: Pre-service English language teachers' perspective. *Procedia - Social and Behavioral Sciences*, 232, 136-144. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042816312708>
- Hedstrom, B. (2012). Understanding TPRS [Web log post]. Retrieved from <https://www.brycehedstrom.com/wp-content/uploads/UNDERSTANDING-TPRS.pdf>

- Hendrickson, J. M. (1992). *Storytelling for foreign language learners*. (Eric Document  
Reproduction Service No. ED355842). Retrieved from <https://eric.ed.gov/?id=ED355824>
- Holleny, L. E. (2012). *The effectiveness of Total Physical Response Storytelling for language learning with special education students* (Unpublished master's thesis). Rowan University, Glassboro, NJ.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(2), 125-132.  
<https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Huang, Q. (2012). Study on correlation of foreign language anxiety and English reading anxiety. *Theory and Practice in Language Studies*, 2, 1520-1525.  
doi:10.4304/tpls.2.7.1520-1525
- Hwang, W., Shadiev, R., Hsu, J., Huang, Y., Hsu, G., & Lin, Y. (2016) Effects of storytelling to facilitate EFL speaking using web-based multimedia system. *Computer Assisted Language Learning*, 29, 215-241. doi:10.1080/09588221.2014.927367
- Isbell, R. T. (2002). Supporting language learning: Telling and retelling stories, learning language and literacy. *Young Children*, 57(2), 26-30. Retrieved from  
<https://www.naeyc.org/resources/pubs/yc>
- Isik, M. A. (2016). The impact of storytelling on young ages. *European Journal of Language and Literature Studies*, 2(3), 116-119. Retrieved from  
<https://econpapers.repec.org/article/eurejlsjr/87.htm>
- İyitoğlu, O., & Alçı, B. (2015). A qualitative research on 2nd grade teachers' opinions about 2nd grade English language teaching curriculum. *Elementary Education Online*, 14(2), 682-696. <https://dx.doi.org/10.17051/io.2015.73998>
- Jones, R. E. (2012). Creating a storytelling classroom for a storytelling world. *English Teaching Forum*, 50(3), 2-9. Retrieved from <https://files.eric.ed.gov/fulltext/EJ997522.pdf>

- Kariuki, P. K., & Bush, E. D. (2008, November 5-7). *The effects of Total Physical Response by Storytelling and the traditional teaching styles of a foreign language in a selected high school*. Paper presented at the Annual Conference of the Mid. South Educational Research Association, Knoxville, TN.
- Kepner, C. G. (1991). An experiment in the relationship of types of written feedback to the development of second-language writing skills. *The Modern Language Journal*, 75(3), 305-313. Retrieved from <http://www.jstor.org/stable/328724>
- Kirsch, C. (2016). Using storytelling to teach vocabulary in language lessons: Does it work? *The Language Learning Journal*, 44, 33-51.  
<http://dx.doi.org/10.1080/09571736.2012.733404>
- Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal*, 85, 549-566. <http://doi.org/dhjxzv>
- Krashen, S. D. (1982). *Principles and practices in second language acquisition*. Oxford, UK: Pergamon Press.
- Kunt, N., & Tm, D. . (2010). Non-native student teachers' feelings of foreign language anxiety. *Procedia – Social and Behavioral Sciences*, 2, 4672-4676. <http://doi.org/fj4pjb>
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York, NY: Oxford University Press.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). New York, NY: Oxford University Press.
- Lee, J. (2014). *Adolescents' L2 speaking anxiety: Review of the literature and implications* (Unpublished master's thesis). The University of Texas, Austin, USA.
- Lesiak, K. (2015). Teaching English to adolescents. *World Scientific News*, 7, 246-260.  
Retrieved from <http://www.worldscientificnews.com/>

- Lichtman, K. (2015). Research on TPR storytelling. In B. Ray & C. Seely, *Fluency through TPR storytelling* (7th ed., pp.364-379). Berkeley, CA: Command Performance Language Institute.
- Lin, G. H., & Chien, P. S. (2010). *An introduction to English teaching: A textbook for English educators*. Saarbrücken, Germany: VDM Verlag Dr. Müller.
- Longman: Dictionary of Contemporary English* (4th ed.). (2003). Harlow, UK: Pearson Education Limited.
- Loukia, N. (2006). Teaching young learners through stories: The development of a handy parallel syllabus. *The Reading Matrix*, 6(1), 25-40. Retrieved from <http://www.readingmatrix.com/articles/loukia/article.pdf>
- Loukotková, E. (2011). *Young learners and teenagers: Analysis of their attitudes to English language learning* (Unpublished doctoral dissertation). Masaryk University: Brno.
- Lucarevski, C. R. (2016). The role of storytelling in language learning: A literature review. *Working Papers of the Linguistics Circle of the University of Victoria*, 26(1), 24-44. Retrieved from <https://journals.uvic.ca/index.php/WPLC/article/view/15309>
- MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal*, 79, 90-99. doi: 10.2307/329395
- Macintyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In D. J. Young (Ed.), *Affect in foreign language and second language teaching: A practical guide to creating a low-anxiety classroom atmosphere* (pp.24-45). Boston, USA: McGraw-Hill.
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning*, 41, 85-117. Retrieved from [http://faculty.cbu.ca/pmacintyre/research\\_pages/journals/methods\\_results1991.pdf](http://faculty.cbu.ca/pmacintyre/research_pages/journals/methods_results1991.pdf)

- Marzuki, M., Prayogo, J. A., & Wahyudi, A. (2016). Improving the EFL learners' speaking ability through interactive storytelling. *Dinamika Ilmu*, 16(1), 15-34. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1121841.pdf>
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4(1), 78-96. Retrieved from <http://www.jamesmccroskey.com/publications/074.pdf>
- Mirici, İ. H. (2015). Contemporary ELT practices across Europe and in Turkey. *International Journal of Language Academy*, 3(4), 1-8. <http://dx.doi.org/10.18033/ijla.333>
- Mohammad, H. E. G. (2009). The effect of using storytelling TPRS strategy on developing secondary stage students' speaking skills. *Occasional Papers*, 49, 1-88. Retrieved from <https://www.researchgate.net/publication/261994201>
- Mora, C. F., & Fuentes, C. T. (2007). Fostering teenagers' willingness to learn a foreign language. In F. Rubio (Ed.), *Self-esteem and foreign language learning* (pp.128-143). New Castle, UK: Cambridge Scholars Publishing.
- Morgan, A. (2011). Language, literacy, literature: Using storytelling in the languages classroom. *Babel*, 46(2-3), 20-29. Retrieved from <https://eric.ed.gov/?id=EJ975080>
- Murray, C. (2014). *Does the introduction of a TPR and a TPRS teaching method into a French 1 classroom positively affect students' language acquisition and student appreciation of the language?* (Unpublished master's thesis). Caldwell College, Caldwell, NJ.
- Muzammil, L., & Andy, A. (2017). Teaching Proficiency through Reading and Storytelling (TPRS) as a technique to foster students' speaking skill. *Journal of English Education and Linguistics Studies*, 4, 19-36. doi:10.30762/jeels.v4i1.329
- Oktay, A. (2015). Foreign language teaching : A problem in Turkish education. *Procedia-Social and Behavioral Sciences*, 174, 584-593. doi:10.1016/j.sbspro.2015.01.587

- Oliver, J. S. (2012). Investigating storytelling methods in a beginning-level college class. *The Language Educator*, 7(2), 54-56. Retrieved from <http://justanothertuesday.ca/wp-content/uploads/2012/02/>
- Öner, G., & Gedikoğlu, T. (2007). Foreign language anxiety affecting learning English of secondary school students in Gaziantep. *Gaziantep University Journal of Social Sciences*, 6(2), 67-78. Retrieved from <http://dergipark.gov.tr/jss/issue/24258/257141?publisher=gantep>
- Öztürk, K., & Denkçi-Akkaş, F. (2013). The effect of cooperative learning activities on anxiety and motivation in multilevel adult classes. *Hacettepe University Journal of Education*, 28(3), 357-373. Retrieved from [http://efdergi.hacettepe.edu.tr/shw\\_artcl-236.html](http://efdergi.hacettepe.edu.tr/shw_artcl-236.html)
- Pappamihel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Research in the Teaching of English*, 36(3), 327-355. Retrieved from <https://www.jstor.org/stable/40171530>
- Peck, J. (1989). Using storytelling to promote language and literacy development. *The Reading Teacher*, 43(2), 138-141. Retrieved from <https://www.jstor.org/stable/20200308>
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2), 91-105. Retrieved from <https://d-nb.info/1115472046/34>
- Phillips, E. M. (1991). Anxiety and oral competence: Classroom dilemma. *The French Review*, 65(1), 1-14. Retrieved from <https://www.jstor.org/stable/394560>
- Price, P. C., Jhangiani, R., & Chiang, I. (2015). *Research methods in psychology*. Retrieved from <https://opentextbc.ca/researchmethods/>

- Printer, L. (2019). Student perceptions on the motivational pull of Teaching Proficiency through Reading and Storytelling (TPRS): A self-determination theory perspective. *The Language Learning Journal*, 1-14. doi:10.1080/09571736.2019.1566397
- Qashoa, S. H. (2013). EFL test anxiety: Effects, sources and strategies for alleviating it. *International Journal of Liberal Arts and Social Science*, 1(2). 1-10. Retrieved from <https://pdfs.semanticscholar.org/246f/e4a6c78037daf03ec98619b23930146d7f93.pdf>
- Rapstine, A. H. (2003). *Total Physical Response Storytelling (TPRS): A practical and theoretical overview and evaluation within the framework of the national standards* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1416100)
- Ray, B., & Seely, C. (2015). *Fluency through TPR storytelling: Achieving real language acquisition in school* (7th ed.). Berkeley, CA: Command Performance Language Institute.
- Richards, J. C., & Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge, UK: Cambridge University Press.
- Roney, R. C. (1996). Storytelling in the classroom: Some theoretical thoughts. *Storytelling World*, 9(Winter/Spring), 7-9. Retrieved from <https://eric.ed.gov/?id=ED405589>
- Sadighi, F., & Dastpak, M. (2017). The sources of foreign language speaking anxiety of Iranian English language learners. *International Journal of Education & Literary Studies*, 5(4), 11-115. Retrieved from <https://eric.ed.gov/?id=EJ1182973>
- Salehi, M., & Marefat, F. (2014). The effects of foreign language anxiety and test anxiety on foreign language test performance. *Theory and Practice in Language Studies*, 4(5), 931-940. doi:10.4304/tpls.4.5.931-940
- Salim, W. I. W., Subramaniam, V., & Termizi, A.A. (2017). Foreign language anxiety (FLA) in English language classroom. *International Journal of Languages, Literature and Linguistics*, 3(1). 5-12. doi:10.18178/ijlll.2017.3.1.101

Salyers, F., & McKee, C. (2003). The young adolescent learner. *Annenberg Learner*.

Retrieved from

<http://www.learner.org/workshops/middlewriting/images/pdf/W1ReadAdLearn.pdf>

Sánchez, L. S. (2014). *Developing linguistic skills through storytelling in the EFL classroom*

(Unpublished final degree project). The University of Malaga, Spain.

Savignon, S. J. (1972). *Communicative competence: An experiment in foreign language*

*teaching*. Philadelphia, PA: Center for Curriculum Development, Inc.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety

research. *Language Learning*, 28, 129-142. doi:10.1111/j.1467-1770.1978.tb00309.x

Sertçetin, A. (2006). *Classroom foreign language anxiety among Turkish primary school*

*students* (Unpublished master's thesis). Uludağ University Institute of Social Sciences,

Bursa, Turkey.

Shabani, M. B. (2012). Levels and sources of language anxiety and fear of negative

evaluation among Iranian EFL learners. *Theory and Practice in Language Studies*, 2(11),

2378-2383. doi:10.4304/tpls.2.11.2378-2383

Spangler, D. E. (2009). *Effects of two foreign language methodologies, Communicative*

*Language Teaching and Teaching Proficiency through Reading and Storytelling, on*

*beginning-level students' achievement, fluency, and anxiety* (Doctoral dissertation).

Available from ProQuest Dissertations and Theses database. (UMI No. 3396360)

Spielberger, C. D. (1972). *Needed research on stress and anxiety. A special report of the*

*USOE sponsored grant study: Critical appraisal of research in the personality-emotions-*

*motivation domain*. (IBR Report No. 72-10). Retrieved from

<https://eric.ed.gov/?id=ED113649>

- Şakrak, G. (2009). *The relationship between emotional intelligence and foreign language anxiety in Turkish EFL students* (Unpublished master's thesis). Bilkent University, Ankara, Turkey.
- The Ministry of National Education. (2018a). *2nd – 8th grades English curriculum*. Retrieved from <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=327>
- The Ministry of National Education. (2018b). *9th-12th grades English curriculum*. Retrieved from <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=342>
- The Ministry of National Education. (2019). *The 2023 education vision*. Retrieved from [https://2023vizyonu.meb.gov.tr/doc/2023\\_VIZYON\\_ENG.pdf](https://2023vizyonu.meb.gov.tr/doc/2023_VIZYON_ENG.pdf)
- The National Middle School Association. (1995). *This we believe: Developmentally responsive middle level schools: A position paper*. Columbus, OH: National Middle School Association.
- Trang, T. T. T., Moni, K., & Baldauf, R. B. (2012). Foreign language anxiety and its effects on students' determination to study English: To abandon or not to abandon. *TESOL in Context*, 3, 1-14. Retrieved from [http://www.tesol.org.au/files/files/271\\_trang\\_tran.pdf](http://www.tesol.org.au/files/files/271_trang_tran.pdf)
- Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46(2), 327-369. doi:10.1111/j.1467-1770.1996.tb01238.x
- Tsou, W., Wang, W., & Tzeng, Y. (2006). Applying a multimedia storytelling website in foreign language learning. *Computers & Education*, 47, 17-28. Retrieved from <https://pdfs.semanticscholar.org/2cf0/d8a0fab2462f60e465a3da4917e9aead1ec6.pdf>
- Türkeş, D. (2011). *The role of TPRS method in teaching vocabulary to the 5th grade primary EFL students* (Unpublished master's thesis). Çukurova University Institute of Social Sciences, Adana, Turkey.

- Ulu, O. (2016). *Retention differences between university students instructed with storytelling technique as part of TPRS method and those with other techniques: A Natural Approach perspective* (Unpublished master's thesis). Gazi University Graduate School of Educational Sciences, Ankara, Turkey.
- Ur, Penny. (1996). *A course in language teaching: Practice and theory*. Cambridge, UK: Cambridge University Press.
- Varguez, K. C. (2009). Traditional and TPR storytelling instruction in the beginning high school classroom. *International Journal of Foreign Language Teaching*, 5(1), 2-11. Retrieved from <http://ijflt.com/images/ijflt/IJFLTSummer-09.pdf>
- Watson, D., & Friend, W. (1969). Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychology*, 33(4), 448-457. Retrieved from <https://www.researchgate.net/publication/17374704>
- Watson, B. J. (2009). A comparison of TPRS and traditional foreign language instruction at the high school level. *The International Journal of Foreign Language Teaching*, 5(1), 21-24. Retrieved from <http://ijflt.com/images/ijflt/IJFLTSummer-09.pdf>
- Wilson, J. A. (1997). *A program to develop the listening and speaking skills of children in a first grade classroom*. (Eric Document Reproduction Service No. ED415566). Retrieved from <https://files.eric.ed.gov/fulltext/ED415566.pdf>
- Wilson, L., & Horch, H. (2002). Implications of brain research for teaching young adolescents. *Middle School Journal*, 34(1), 57-61. Retrieved from <https://www.researchgate.net/publication/242258415>
- Willis, J. (2006). *Research-based strategies to ignite student learning: Insights from a neurologist and classroom teacher*. Alexandria, Va: Association for Supervision and Curriculum Development.

- Wiśniewska, D. (2011). Mixed methods and action research: Similar or different?  
*Glottodidactica*, 37, 59-72. Retrieved from  
<https://repozytorium.amu.edu.pl/bitstream/10593/1693/1/Wisniewska.pdf>
- Yavuz, N. (2011). Teaching Japanese with Total Physical Response-Storytelling method.  
*Language Journal*, 152, 30-45. doi:10.1501/Dilder\_0000000146
- Yıldız-Akyüz, G. (2017). The effects of TPRS technique on oral performance of young learners (Unpublished master's thesis). Balıkesir University Institute of Social sciences, Balıkesir, Turkey.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does the anxiety research suggest? *Modern Language Journal*, 75(4), 426-439.  
<http://dx.doi.org/10.2307/329492>

## Appendices

### Appendix 1: Lesson Plans

#### 1st Week Lesson Plan

<b>Lesson</b>	English
<b>Student Profile</b>	9th grade students
<b>Age of Students</b>	14-16
<b>Level of Students</b>	A2 in CEFR standards
<b>Duration</b>	160 minutes (4 lessons of 40 minutes)
<b>Language Skills</b>	Speaking, Listening, Reading, Writing
<b>The Name of the Story</b>	Abracadabra
<b>Target Vocabulary</b>	Plump, bald, well-built, curly hair, wavy hair, fair hair, moustache, beard, turn into
<b>Learning Objectives</b>	Describing people's appearances
<b>Teaching Method</b>	*TPRS and TPR
<b>Teaching Techniques</b>	<ul style="list-style-type: none"> <li>*Story asking</li> <li>*Demonstration</li> <li>*Question &amp; Answer</li> <li>*Dramatizing</li> <li>*Individual and Pair-Work</li> <li>*Chain Drills</li> <li>*Circling</li> <li>*Parking</li> <li>*Translating</li> </ul>

<p><b>Sources and Materials</b></p>	<ul style="list-style-type: none"> <li>* Dictionary</li> <li>* Pictures</li> <li>* Flash-cards</li> <li>* Smart-board</li> <li>*Worksheets</li> <li>*Presentations</li> <li>*Masks</li> <li>*Posters</li> <li>*Puzzles</li> <li>*Realia</li> <li>* Teacher’s Resources</li> <li>*Textbook <i>Teenwise 9</i></li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<ul style="list-style-type: none"> <li>*Observation</li> <li>*Comprehension and fluency check questions</li> </ul>

### **Step 1: Establish Meaning**

- Students are introduced to the new vocabulary for the lesson. In the story “Abracadabra” the target vocabulary is as follow: Plump, bald, well-built, curly hair, wavy hair, fair hair, moustache, beard, turn into.
- The new phrases are written on the board and with the visuals, gestures and additional expressions, students obtain their meanings.
- The teacher can translate the words into the native languages of the students.
- At this phase of the lesson, the general facets of the TPR method can be used.
- The teacher provides the learners with many spoken repetitions of new structures.

- Then, she checks the lexical knowledge of learners by using questions in which the target vocabulary is used. After these comprehension checks, the teacher must be sure that the learners have internalized the meanings of the new words.
- At the end of the first step, students will have acquired the meanings of each word. When the barometer student internalizes the meanings of the target words, the teacher can start the second stage of the lesson.

### **Step 2: Ask the Story**

#### **Abracadabra**

There is a girl. Her name is Ugly Monkey Betty. She is very ugly. Ugly Monkey Betty is short, plump and bald. She is wearing glasses. One day, she goes to the zoo. She sees a very handsome boy at the zoo. The boy is well-built and tall. He has got curly fair hair, a moustache and a beard. Ugly Monkey Betty says “Oooo, what a handsome boy! I must marry him.” She goes near the boy and says “You’re very handsome. Will you marry me?” The boy says “Haaa, haaa, haaa... You look like a monkey. I won’t marry you.” Ugly Monkey Betty is very sad. She cries a lot. She says “I want to be attractive.” Then, she goes to a plastic surgeon and says “I want to be attractive, please turn me into an attractive girl!” The surgeon says “You look like a monkey; I can’t turn you into an attractive girl.” Ugly Monkey Betty is very sad. She cries a lot. Then she goes to a magician. She says “I want to be attractive, please turn me into an attractive girl!” The magician says “You look like a monkey, but I can turn you into an attractive girl. Abracadabra! ...” The girl turns into a slim, tall and attractive girl. She has got long wavy fair hair, blue eyes and a small nose. She says “What an attractive girl I am!” Ugly Monkey Betty is very happy now.

At this phase of the lesson, the teacher uses the skeleton script of “Abracadabra” in a spoken context. The characters, setting and even the plot of the story can change according to

students' preferences as long as it is enjoyable, entertaining, interesting, short and simple.

- Students hear the learnt vocabulary many times in a context of spoken class story. Each new structure must be repeated at least 50 times in the course of the story. The teacher uses the “circling” and “parking” techniques while making repetitions.
- The teacher makes comprehension checks with multiple kinds of questions using the circling technique.
- The teacher constantly makes eye contact with the students and speaks slowly.
- The actions in the story may be acted out by volunteers from the class. The teacher encourages the students for exaggerated dramatization of the actions. When the teacher makes a statement, the actor students make the movements and in this way, they will make visual and emotional connections to the new language structures they hear.
- After the story has finished, the teacher retells it in a brief form. Then, she asks the students to retell the story on their own and allows them to use the vocabulary and structures they have just learnt.

### **Step 3: Reading**

- The teacher firstly hands out a printed copy of the original story “Abracadabra” in which the previously learnt structures and vocabulary exist.
- Students can make a classroom reading of the story and discuss it.
- The translation of the story is made in either small groups or chorally.
- Students are assigned to draw the picture of Ugly Monkey Betty at the beginning and end of the story.
- Writing-speaking activities strengthening the meanings of the target forms are conducted.
- Students are asked various questions related to the story and they are required to give answers for each question in a spoken context.
- The teacher focuses on the fluency of the language and the correct use of the target phrases.

### 2nd Week Lesson Plan

<b>Lesson</b>	English
<b>Student Profile</b>	9th grade students
<b>Age of Students</b>	14-16
<b>Level of Students</b>	A2 in CEFR standards
<b>Duration</b>	160 minutes (4 lessons of 40 minutes)
<b>Language Skills</b>	Speaking, Listening, Reading, Writing
<b>The Name of the Story</b>	The Cat Playing the Tambourine
<b>Target Vocabulary</b>	Journalist, play the tambourine, charity organization, sit on somebody's lap, be lost in glitz and glamour of show business
<b>Learning Objectives</b>	Talking about current activities
<b>Teaching Method</b>	*TPRS and TPR
<b>Teaching Techniques</b>	<ul style="list-style-type: none"> <li>*Story asking</li> <li>*Demonstration</li> <li>*Question &amp; Answer</li> <li>*Dramatizing</li> <li>*Individual and Pair-Work</li> <li>*Group works</li> <li>*Chain Drills</li> <li>*Circling</li> <li>*Parking</li> <li>*Translating</li> </ul>

<p><b>Sources and Materials</b></p>	<ul style="list-style-type: none"> <li>* Dictionary</li> <li>* Pictures</li> <li>* Flash-cards</li> <li>* Smart-board</li> <li>*Worksheets</li> <li>*Presentations</li> <li>*Masks</li> <li>*Posters</li> <li>*Puzzles</li> <li>*Realia</li> <li>* Teacher’s Resources</li> <li>*Textbook <i>Teenwise 9</i></li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<ul style="list-style-type: none"> <li>*Observation</li> <li>*Comprehension and fluency check questions</li> </ul>

### **Step 1: Establish Meaning**

- Students are introduced to the new vocabulary for the lesson. In the story “The Cat Playing the Tambourine” the target vocabulary is as follow: Journalist, play the tambourine, charity organization, sit on somebody's lap, be lost in glitz and glamour of show business.
- The new phrases are written on the board and with the visuals, gestures and additional expressions, students obtain their meanings.
- The teacher brings a cat mask and a tambourine to the class. A student actor comes to the board and acts like a cat playing the tambourine.
- The teacher can translate the words into the native languages of the students.
- At this phase of the lesson, the general facets of the TPR method can be used.

- The teacher provides the learners with many spoken repetitions of new structures.
- Then, she checks the lexical knowledge of learners by using questions in which the target vocabulary is used. After these comprehension checks, the teacher must be sure that the learners have internalized the meanings of the new words.
- At the end of the first step, students will have acquired the meanings of each word. When the barometer student internalizes the meanings of the target words, the teacher can start the second stage of the lesson.

### **Step 2: Ask the Story**

#### **The Cat Playing the Tambourine**

Ayşe is a journalist. She lives in Turkey. She wants to make an interview with a cat playing the tambourine but she cannot find any cats playing the tambourine in Turkey. Look! She is flying to Italy to find a cat playing the tambourine. She is in Venice now. Aaaaa, there is a cat there! But the cat isn't playing the tambourine. The cat is sitting on an old woman's lap. Now, she goes to a concert for a charity organization in France. Aaaaa, there is a cat on the stage. Luckily, it is the cat playing the tambourine. The cat is playing a tambourine while Rihanna is singing a song. The concert is over now. Ayşe is going near the cat and she says "Can we make an interview?" The cat says "No, I am the most famous cat playing the tambourine. I cannot make an interview with you!" Ayşe is angry with the cat and says "You are lost in the glitz and glamour of the show business." The cat thinks again and accepts the interview. Ayşe is happy to make the interview with the cat playing the tambourine.

At this phase of the lesson, the teacher uses the skeleton script of "The Cat Playing the Tambourine" in a spoken context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting,

short and simple.

- Students hear the learnt vocabulary many times in a context of spoken class story. Each new structure must be repeated at least 50 times in the course of the story. The teacher uses the “circling” and “parking” techniques while making repetitions.
- The teacher makes comprehension checks with multiple kinds of questions using the circling technique.
- The teacher constantly makes eye contact with the students and speaks slowly.
- The actions in the story may be acted out by volunteers from the class. The teacher chooses two volunteer students to act like a cat playing the tambourine and Rihanna singing on the stage. The teacher encourages the students for exaggerated dramatization of the actions.
- After the story has finished, the teacher retells it in a brief form. Then, she asks the students to retell the story on their own and allows them to use the vocabulary and structures they have just learnt.

### **Step 3: Reading**

- The teacher firstly hands out a printed copy of the original story “The Cat Playing the Tambourine” in which the previously learnt structures and vocabulary exist.
- The teacher reads the text aloud and discusses it with students.
- The translation of the story is made in either small groups or chorally.
- Students are assigned to make an interview with the cat playing the tambourine. They prepare interview questions that they want to ask to the cat playing the tambourine. They ask the prepared questions to the volunteer student acting like the cat playing the tambourine.
- Writing activities which strengthen the meaning of the target forms are conducted.
- Students are asked various questions related to the story and they are required to give answers for each question in a spoken context.
- The teacher focuses on the fluency of the language and the correct use of the target phrases.

## 3rd Week Lesson Plan

<b>Lesson</b>	English
<b>Student Profile</b>	9th grade students
<b>Age of Students</b>	14-16
<b>Level of Students</b>	A2 in CEFR standards
<b>Duration</b>	160 minutes (4 lessons of 40 minutes)
<b>Language Skills</b>	Speaking, Listening, Reading, Writing
<b>The Name of the Story</b>	Stingy Tinky
<b>Target Vocabulary</b>	Stingy, generous, ridiculous, starving, ask for, share
<b>Learning Objectives</b>	Describing people's characteristics
<b>Teaching Method</b>	*TPRS and TPR
<b>Teaching Techniques</b>	*Story asking *Demonstration *Question & Answer *Dramatizing *Individual and Pair-Work *Group works *Chain Drills *Circling *Parking *Translating

<p><b>Sources and Materials</b></p>	<ul style="list-style-type: none"> <li>* Dictionary</li> <li>* Pictures</li> <li>* Flash-cards</li> <li>* Smart-board</li> <li>*Worksheets</li> <li>*Presentations</li> <li>*Masks</li> <li>*Posters</li> <li>*Puzzles</li> <li>*Realia</li> <li>* Teacher’s Resources</li> <li>*Textbook <i>Teenwise 9</i></li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<ul style="list-style-type: none"> <li>*Observation</li> <li>*Comprehension and fluency check questions</li> </ul>

### **Step 1: Establish Meaning**

- Students are introduced to the new vocabulary for the lesson. In the story “Stingy Tinky” the target vocabulary is as follow: Stingy, generous, ridiculous, starving, ask for.
- The new phrases are written on the board and with the visuals, gestures and additional expressions, students obtain their meanings.
- If it is necessary, the teacher can translate the words into the native languages of the students.
- At this phase of the lesson, the general facets of the TPR method can be used.
- The teacher provides the learners with many spoken repetitions of new structures.
- Then, she checks the lexical knowledge of learners by using questions in which the target

vocabulary is used. After these comprehension checks, the teacher must be sure that the learners have internalized the meanings of the new words.

- At the end of the first step, students will have acquired the meanings of each word. When the barometer student internalizes the meanings of the target words, the teacher can start the second stage of the lesson.

### **Step 2: Ask the Story**

#### **Stingy Tinky**

Tinky is a stingy mouse. He doesn't share his cheese with anybody. Everybody calls it "Stingy Tinky." One day, Stingy Tinky is starving but he hasn't got any cheese. He decides to go to Mickey Mouse to ask for some cheese. Mickey Mouse says "I can't give you any cheese because you have never been generous to me." Tinky Mouse is very angry and he says "This is ridiculous! I am a generous mouse. What a stingy mouse Mickey mouse is!" Then, he decides to go to Minie Mouse to ask for some cheese. Minie Mouse says "I can't give you any cheese because you have never been generous to me." Tinky Mouse is again very angry and he says "This is ridiculous! I am a generous mouse. What a stingy mouse Minie mouse is!" Then, he goes to a bazaar to find some cheese. Luckily, he finds some cheese near the container. Ooooo, be careful Stinky Mouse! A cat is coming towards Stingy Mouse! The cat eats the mouse and the cheese.

At this phase of the lesson, the teacher uses the skeleton script of "Stingy Tinky" in a spoken context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting, short and simple.

- Students hear the learnt vocabulary many times in a context of spoken class story. Each new structure must be repeated at least 50 times in the course of the story. The teacher uses the

“circling” and “parking” techniques while making repetitions.

- The teacher makes comprehension checks with multiple kinds of questions using the circling technique.
- The teacher constantly makes eye contact with the students and speaks slowly.
- The actions in the story may be acted out by volunteers from the class. The volunteer students take up the roles of Stingy Tinky, Mickey Mouse, Minie Mouse and the cat. The teacher encourages the students for exaggerated dramatization of the actions.
- After the story has finished, the teacher retells it in a brief form. Then, she asks the students to retell the story on their own and allows them to use the vocabulary and structures they have just learnt.

### **Step 3: Reading**

- The teacher firstly hands out a printed copy of the original story “Stingy Tinky” in which the previously learnt structures and vocabulary exist.
- Students can make a classroom reading of the story and discuss it.
- The translation of the story is made in either small groups or chorally.
- Students are asked about the moral of the story. Whether the Stingy Tinky has deserved to be eaten by the cat or not is discussed. If they are not happy with the ending, they can suggest alternative endings to the story.
- Writing and speaking activities which strengthen the meaning of the target forms are conducted.
- Students are asked various questions related to the story and they are required to give answers for each question in a spoken context.
- The teacher focuses on the fluency of the language and the correct use of the target phrases.

### 4th Week Lesson Plan

<b>Lesson</b>	English
<b>Student Profile</b>	9th grade students
<b>Age of Students</b>	14-16
<b>Level of Students</b>	A2 in CEFR standards
<b>Duration</b>	160 minutes (4 lessons of 40 minutes)
<b>Language Skills</b>	Speaking, Listening, Reading, Writing
<b>The Name of the Story</b>	The Red Mini Dress with White Spots
<b>Target Vocabulary</b>	High-heeled shoes, clutch, dress with spots, necklace, bracelet
<b>Learning Objectives</b>	Describing people's appearances and clothing
<b>Teaching Method</b>	*TPRS and TPR
<b>Teaching Techniques</b>	*Story asking *Demonstration *Question & Answer *Dramatizing *Individual and Pair-Work *Group works *Chain Drills *Circling *Parking *Translating

<p><b>Sources and Materials</b></p>	<ul style="list-style-type: none"> <li>* Dictionary</li> <li>* Pictures</li> <li>* Flash-cards</li> <li>* Smart-board</li> <li>*Worksheets</li> <li>*Presentations</li> <li>*Masks</li> <li>*Posters</li> <li>*Puzzles</li> <li>*Realia</li> <li>* Teacher’s Resources</li> <li>*Textbook <i>Teenwise 9</i></li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<ul style="list-style-type: none"> <li>*Observation</li> <li>*Comprehension and fluency check questions</li> </ul>

### **Step 1: Establish Meaning**

- Students are introduced to the new vocabulary for the lesson. In the story “The Red Mini Dress with White Spots” the target vocabulary is as follow: High-heeled shoes, clutch, dress with spots, necklace, bracelet.
- The new phrases are written on the board and with the visuals, gestures and additional expressions, students obtain their meanings. Especially realia is used to convey the meanings of the words.
- If it is necessary, the teacher can translate the words into the native languages of the students.
- At this phase of the lesson, the general facets of the TPR method can be used.

- The teacher provides the learners with many spoken repetitions of new structures.
- Then, she checks the lexical knowledge of learners by using questions in which the target vocabulary is used. After these comprehension checks, the teacher must be sure that the learners have internalized the meanings of the new words.
- At the end of the first step, students will have acquired the meanings of each word. When the barometer student internalizes the meanings of the target words, the teacher can start the second stage of the lesson.

### **Step 2: Ask the Story**

#### **The Mini Red Dress with White Spots**

Cinderella wants to go to the graduation party with Prince Henry. She has red high-heeled shoes and a red clutch. But she hasn't got a mini red dress with white spots. She needs to find a mini red dress with white spots. She goes to Little Red Riding Hood to ask for a mini red dress with white spots. But Little Red Riding Hood says "I haven't got a mini red dress with white spots, I have a long red dress with white spots and I have a necklace and a bracelet. Take them." Cinderella takes the long red dress with white spots, the necklace and the bracelet and she goes to Snow-white to ask for a mini red dress with white spots. Snow-white says "I have a mini red dress with white spots but it is 5000 £." Cinderella gives the long red dress with white spots, the necklace and bracelet instead of 5000 £ and buys the mini red dress with white spots from Snow-white. She goes to the graduation party in her mini red dress with white spots. She is very happy.

At this phase of the lesson, the teacher uses the skeleton script of "The Red Mini Dress with White Spots" in a spoken context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting, short and simple.

- Students hear the learnt vocabulary many times in a context of spoken class story. Each new structure must be repeated at least 50 times in the course of the story. The teacher uses the “circling” and “parking” techniques while making repetitions.
- The teacher makes comprehension checks with multiple kinds of questions using the circling technique.
- The teacher constantly makes eye contact with the students and speaks slowly.
- The actions in the story may be acted out by volunteers from the class. The teacher encourages the students for exaggerated dramatization of the actions. When the teacher makes a statement, the actor students make the movements and in this way, they will make visual and emotional connections to the new language structures they hear.
- After the story has finished, the teacher retells it in a brief form. Then, she asks the students to retell the story on their own and allows them to use the vocabulary and structures they have just learnt.

### **Step 3: Reading**

- The teacher firstly hands out a printed copy of the original story “The Red Mini Dress with White Spots” in which the previously learnt structures and vocabulary exist.
- Students can make a classroom reading of the story and discuss it.
- The translation of the story is made in either small groups or chorally.
- Students are assigned to draw the picture of Cinderella in her red mini dress with white spots.
- Writing and speaking activities which strengthen the meaning of the target forms are conducted.
- Students are asked various questions related to the story and they are required to give answers for each question in a spoken context.
- The teacher focuses on the fluency of the language and the correct use of the target phrases.

### 5th Week Lesson Plan

<b>Lesson</b>	English
<b>Student Profile</b>	9th grade students
<b>Age of Students</b>	14-16
<b>Level of Students</b>	A2 in CEFR standards
<b>Duration</b>	160 minutes (4 lessons of 40 minutes)
<b>Language Skills</b>	Speaking, Listening, Reading, Writing
<b>The Name of the Story</b>	Hungry Nusret
<b>Target Vocabulary</b>	Steak with fries, order food, serve the meal, be allergic to something, yummy, pay the bill
<b>Learning Objectives</b>	Ordering food at a restaurant /cafe
<b>Teaching Method</b>	*TPRS and TPR
<b>Teaching Techniques</b>	<ul style="list-style-type: none"> <li>*Story asking</li> <li>*Demonstration</li> <li>*Question &amp; Answer</li> <li>*Dramatizing</li> <li>*Individual and Pair-Work</li> <li>*Group works</li> <li>*Chain Drills</li> <li>*Circling</li> <li>*Parking</li> <li>*Translating</li> </ul>

<p><b>Sources and Materials</b></p>	<ul style="list-style-type: none"> <li>* Dictionary</li> <li>* Pictures</li> <li>* Flash-cards</li> <li>* Smart-board</li> <li>*Worksheets</li> <li>*Presentations</li> <li>*Masks</li> <li>*Posters</li> <li>*Puzzles</li> <li>*Realia</li> <li>* Teacher’s Resources</li> <li>*Textbook <i>Teenwise 9</i></li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<ul style="list-style-type: none"> <li>*Observation</li> <li>*Comprehension and fluency check questions</li> </ul>

### **Step 1: Establish Meaning**

- Students are introduced to the new vocabulary for the lesson. In the story “Hungry Nusret” the target vocabulary is as follow: Steak with fries, order food, serve the meal, be allergic to something, yummy, pay the bill.
- The new phrases are written on the board and with the visuals, gestures and additional expressions, students obtain their meanings.
- If it is necessary, the teacher can translate the words into the native languages of the students.
- At this phase of the lesson, the general facets of the TPR method can be used.
- The teacher provides the learners with many spoken repetitions of new structures.

- Then, she checks the lexical knowledge of learners by using questions in which the target vocabulary is used. After these comprehension checks, the teacher must be sure that the learners have internalized the meanings of the new words.
- At the end of the first step, students will have acquired the meanings of each word. When the barometer student internalizes the meanings of the target words, the teacher can start the second stage of the lesson.

### **Step 2: Ask the Story**

#### **Hungry Nusret**

Nusret is a butcher. His nickname is Salt Bae. He is crazy about eating meat. He loves vegetables but he hates fruit. He is allergic to fruit. One day, he goes to a Chinese restaurant. He wants to order steak with some fries and vegetables. He looks at the menu. The waiter comes and asks “What would you like to eat?” Nusret answers “I want to have steak with some fries and vegetables.” After a while, the waiter comes and serves the meal. Nusret “Oh my God! This isn't steak with some fries and vegetables. This is steak with some fries and fruit! I am allergic to fruit.” The waiter says sorry. He takes the meal back and 10 minutes later he serves the steak with some fries and vegetables. Nusret tastes the meal and says “Himmmm, this is yummy!” He is happy to eat the steak with some fries and vegetables. He pays the bill and leaves the restaurant.

At this phase of the lesson, the teacher uses the skeleton script of “Hungry Nusret” in a spoken context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting, short and simple.

- Students hear the learnt vocabulary many times in a context of spoken class story. Each new structure must be repeated at least 50 times in the course of the story. The teacher uses the

“circling” and “parking” techniques while making repetitions.

- The teacher makes comprehension checks with multiple kinds of questions using the circling technique.
- The teacher constantly makes eye contact with the students and speaks slowly.
- The actions in the story may be acted out by volunteers from the class. The teacher encourages the students for exaggerated dramatization of the actions. A student acting as Nusret and another student acting as the waiter dramatize the actions.
- After the story has finished, the teacher retells it in a brief form. Then, she asks the students to retell the story on their own and allows them to use the vocabulary and structures they have just learnt.

### **Step 3: Reading**

- The teacher firstly hands out a printed copy of the original story “Hungry Nusret” in which the previously learnt structures and vocabulary exist.
- Students can make a classroom reading of the story and discuss it.
- The translation of the story is made in either small groups or chorally.
- Students are assigned to make similar dialogues taking place in a restaurant. They can make small role plays.
- Writing and speaking activities which strengthen the meaning of the target forms are conducted.
- Students are asked various questions related to the story and they are required to give answers for each question in a spoken context.
- The teacher focuses on the fluency of the language and the correct use of the target phrases.
- Students are asked to draw comic strips of the told story.

## 6th Week Lesson Plan

<b>Lesson</b>	English
<b>Student Profile</b>	9th grade students
<b>Age of Students</b>	14-16
<b>Level of Students</b>	A2 in CEFR standards
<b>Duration</b>	160 minutes (4 lessons of 40 minutes)
<b>Language Skills</b>	Speaking, Listening, Reading, Writing
<b>The Name of the Story</b>	Masala Dosa
<b>Target Vocabulary</b>	Traditional, green lentils, spice, spicy, garlic, delicious, yummy
<b>Learning Objectives</b>	Identifying cultural differences
<b>Teaching Method</b>	*TPRS and TPR
<b>Teaching Techniques</b>	*Story asking *Demonstration *Question & Answer *Dramatizing *Individual and Pair-Work *Group works *Chain Drills *Circling *Parking *Translating

<p><b>Sources and Materials</b></p>	<ul style="list-style-type: none"> <li>* Dictionary</li> <li>* Pictures</li> <li>* Flash-cards</li> <li>* Smart-board</li> <li>*Worksheets</li> <li>*Presentations</li> <li>*Masks</li> <li>*Posters</li> <li>*Puzzles</li> <li>*Realia</li> <li>* Teacher’s Resources</li> <li>*Textbook <i>Teenwise 9</i></li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<ul style="list-style-type: none"> <li>*Observation</li> <li>*Comprehension and fluency check questions</li> </ul>

### **Step 1: Establish Meaning**

- Students are introduced to the new vocabulary for the lesson. In the story “Masala Dosa” the target vocabulary is as follow: Traditional, green lentils, spice, spicy, garlic, delicious, yummy.
- The new phrases are written on the board and with the visuals, gestures and additional expressions, students obtain their meanings.
- If it is necessary, the teacher can translate the words into the native languages of the students.
- At this phase of the lesson, the general facets of the TPR method can be used.
- The teacher provides the learners with many spoken repetitions of new structures.

- Then, she checks the lexical knowledge of learners by using questions in which the target vocabulary is used. After these comprehension checks, the teacher must be sure that the learners have internalized the meanings of the new words.
- At the end of the first step, students will have acquired the meanings of each word. When the barometer student internalizes the meanings of the target words, the teacher can start the second stage of the lesson.

### **Step 2: Ask the Story**

#### **Masala Dosa**

There is a boy. His name is Aamir Khan. He is an exchange student in Turkey. He is from India. He loves eating Masala Dosa at dinner. Masala Dosa is a kind of Indian traditional food. Aamir Khan prepares Masala Dosa from rice, green lentils, garlic and spice. He has a party this evening. Acun Ilıcalı, Hadise, Beyaz and Murat Boz are the guests. He wants to cook Masala Dosa for his guests. But he hasn't got any green lentils at home. He goes to Migros to buy some green lentils. But he can't find any green lentils in Migros. There are only red lentils in Migros. He goes to BIM to buy some green lentils. Luckily, he finds a packet of green lentils and buys it. He comes home and cooks Masala Dosa for his guests. Acun Ilıcalı says “Thanks for cooking Aamir. Your traditional food Masala Dosa is yummy.” Muraz Boz says “Masala dosa is very spicy but it is delicious.” Hadise says “It is yummy Aamir. Come to me tomorrow, I will make mantı for you.” Aamir Khan is very pleased. Because his guests like his traditional food Masala Dosa.

At this phase of the lesson, the teacher uses the skeleton script of “Masala Dosa” in a spoken context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting, short and simple.

- Students hear the learnt vocabulary many times in a context of spoken class story. Each new

structure must be repeated at least 50 times in the course of the story. The teacher uses the “circling” and “parking” techniques while making repetitions.

- The teacher makes comprehension checks with multiple kinds of questions using the circling technique.
- The teacher constantly makes eye contact with the students and speaks slowly.
- The actions in the story may be acted out by volunteers from the class. The teacher encourages the students for exaggerated dramatization of the actions. When the teacher makes a statement, the actor students make the movements and in this way, they will make visual and emotional connections to the new language structures they hear.
- After the story has finished, the teacher retells it in a brief form. Then, she asks the students to retell the story on their own and allows them to use the vocabulary and structures they have just learnt.

### **Step 3: Reading**

- The teacher firstly hands out a printed copy of the original story “Masala Dosa” in which the previously learnt structures and vocabulary exist.
- Students can make a classroom reading of the story and discuss it.
- The translation of the story is made in either small groups or chorally.
- Students are asked about traditional foods of Turkey. They can give information about the ingredients of their favorite food.
- Writing and speaking activities which strengthen the meaning of the target forms are conducted.
- Students are asked various questions related to the story and they are required to give answers for each question in a spoken context.
- The teacher focuses on the fluency of the language and the correct use of the target phrases.
- Students are asked to draw comic strips of the told story.

### 7th Week Lesson Plan

<b>Lesson</b>	English
<b>Student Profile</b>	9th grade students
<b>Age of Students</b>	14-16
<b>Level of Students</b>	A2 in CEFR standards
<b>Duration</b>	160 minutes (4 lessons of 40 minutes)
<b>Language Skills</b>	Speaking, Listening, Reading, Writing
<b>The Name of the Story</b>	Karimuki the Hippopotamus
<b>Target Vocabulary</b>	Check-in desk, boarding pass, business class, security, departure, arrive at airport, board the plane, fasten seatbelts, depart, muddy puddle
<b>Learning Objectives</b>	Talking about travel and tourism
<b>Teaching Method</b>	*TPRS and TPR
<b>Teaching Techniques</b>	<ul style="list-style-type: none"> <li>*Story asking</li> <li>*Demonstration</li> <li>*Question &amp; Answer</li> <li>*Dramatizing</li> <li>*Individual and Pair-Work</li> <li>*Group works</li> <li>*Chain Drills</li> <li>*Circling</li> <li>*Parking</li> <li>*Translating</li> </ul>

<p><b>Sources and Materials</b></p>	<ul style="list-style-type: none"> <li>* Dictionary</li> <li>* Pictures</li> <li>* Flash-cards</li> <li>* Smart-board</li> <li>*Worksheets</li> <li>*Presentations</li> <li>*Masks</li> <li>*Posters</li> <li>*Puzzles</li> <li>*Realia</li> <li>* Teacher’s Resources</li> <li>*Textbook <i>Teenwise 9</i></li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<ul style="list-style-type: none"> <li>*Observation</li> <li>*Comprehension and fluency check questions</li> </ul>

### **Step 1: Establish Meaning**

- Students are introduced to the new vocabulary for the lesson. In the story “Karimuki the Hippopotamus” the target vocabulary is as follow: Check-in desk, boarding pass, business class, security, departure, arrive at airport, board the plane, fasten seatbelts, depart.
- The new phrases are written on the board and with the visuals, gestures and additional expressions, students obtain their meanings.
- If it is necessary, the teacher can translate the words into the native languages of the students.
- At this phase of the lesson, the general facets of the TPR method can be used.
- The teacher provides the learners with many spoken repetitions of new structures.

- Then, she checks the lexical knowledge of learners by using questions in which the target vocabulary is used. After these comprehension checks, the teacher must be sure that the learners have internalized the meanings of the new words.
- At the end of the first step, students will have acquired the meanings of each word. When the barometer student internalizes the meanings of the target words, the teacher can start the second stage of the lesson.

### **Step 2: Ask the Story**

#### **Karimuki the Hippopotamus**

There is a Hippopotamus. His name is Karimuki. He loves travelling by plane a lot. He is in Turkey. He wants to fly New York. Because the biggest muddy puddle is in New York. He loves sleeping in muddy puddles. He arrives at the Hippopotamus Airport. He goes to the check-in desk. He gets a business class boarding pass. Then, he goes to the security. He goes to the boarding gate but there is a problem. He can't find his business class boarding pass. He goes to the check-in desk again. But the check-in desk is closed! There are 30 minutes for departure! He dreams of the biggest muddy puddle in New York, he starts crying. At that time, a young and beautiful hippopotamus comes and gives his business class boarding pass to Karimuki. "I have found your business class boarding pass near the security. Here you are." Karimuki is very pleased to find his first class boarding pass. He says "Thank you very much beautiful lady" to the young and beautiful hippopotamus. Then, he goes through the security. He finds the boarding gate. He boards the plane and fastens his seatbelt. The plane departs. Karimuki is very happy to be in the air.

At this phase of the lesson, the teacher uses the skeleton script of "Karimuki the Hippopotamus" in a spoken context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting,

short and simple.

- Students hear the learnt vocabulary many times in a context of spoken class story. Each new structure must be repeated at least 50 times in the course of the story. The teacher uses the “circling” and “parking” techniques while making repetitions.
- The teacher makes comprehension checks with multiple kinds of questions using the circling technique.
- The teacher constantly make eye contact with the students and speaks slowly.
- The actions in the story may be acted out by volunteers from the class. The teacher encourages the students for exaggerated dramatization of the actions. When the teacher makes a statement, the actor students make the movements and in this way, they will make visual and emotional connections to the new language structures they hear.
- After the story has finished, the teacher retells it in a brief form. Then, she asks the students to retell the story on their own and allows them to use the vocabulary and structures they have just learnt.

### **Step 3: Reading**

- The teacher firstly hands out a printed copy of the original story “Karimuki the Hippopotamus” in which the previously learnt structures and vocabulary exist.
- Students can make a classroom reading of the story and discuss it.
- The translation of the story is made in either small groups or chorally.
- Students are assigned to draw the picture of Karimuki in the mud puddle in New York.
- Writing and speaking activities strengthening the meaning of the target forms are conducted.
- Students are asked to draw comic strips of the told story.
- Students are asked various questions related to the story and they are required to give answers for each question in a spoken context.
- The teacher focuses on the fluency of the language and the correct use of the target phrases.

### 8th Week Lesson Plan

<b>Lesson</b>	English
<b>Student Profile</b>	9th grade students
<b>Age of Students</b>	14-16
<b>Level of Students</b>	A2 in CEFR standards
<b>Duration</b>	160 minutes (4 lessons of 40 minutes)
<b>Language Skills</b>	Speaking, Listening, Reading, Writing
<b>The Name of the Story</b>	Lionel Messi Looks for a Cheap Holiday
<b>Target Vocabulary</b>	Afford, cheap, expensive, crowded, relaxing, capital city
<b>Learning Objectives</b>	Describing different cities
<b>Teaching Method</b>	*TPRS and TPR
<b>Teaching Techniques</b>	*Story asking  *Demonstration  *Question & Answer  *Dramatizing  *Individual and Pair-Work  *Group works  *Chain Drills  *Circling  *Parking  *Translating

<p><b>Sources and Materials</b></p>	<ul style="list-style-type: none"> <li>* Dictionary</li> <li>* Pictures</li> <li>* Flash-cards</li> <li>* Smart-board</li> <li>*Worksheets</li> <li>*Presentations</li> <li>*Masks</li> <li>*Posters</li> <li>*Puzzles</li> <li>*Realia</li> <li>* Teacher’s Resources</li> <li>*Textbook <i>Teenwise 9</i></li> </ul>
<p><b>Monitoring and Evaluation</b></p>	<ul style="list-style-type: none"> <li>*Observation</li> <li>*Comprehension and fluency check questions</li> </ul>

### **Step 1: Establish Meaning**

- Students are introduced to the new vocabulary for the lesson. In the story “Lionel Messi Looks for a Cheap Holiday” the target vocabulary is as follow: Afford, cheap, expensive, crowded, relaxing, capital city.
- The new phrases are written on the board and with the visuals, gestures and additional expressions, students obtain their meanings. The pictures of Buenos Aires and Lisbon are replaced on the boards. All vocabulary is taught by showing the pictures of the cities.
- If it is necessary, the teacher can translate the words into the native languages of the students.
- At this phase of the lesson, the general facets of the TPR method can be used.

- The teacher provides the learners with many spoken repetitions of new structures.
- Then, she checks the lexical knowledge of learners by using questions in which the target vocabulary is used. After these comprehension checks, the teacher must be sure that the learners have internalized the meanings of the new words.
- At the end of the first step, students will have acquired the meanings of each word. When the barometer student internalizes the meanings of the target words, the teacher can start the second stage of the lesson.

### **Step 2: Ask the Story**

#### **Lionel Messi Looks for a Cheap Holiday**

There is a boy. His name is Lionel Messi. He is a football player. He lives in Barcelona. He needs to have a holiday but he hasn't got a lot of money. He is poor. He can't afford an expensive holiday. He wants to have a holiday in a cheap and relaxing city. He goes to Buenos Aires. Buenos Aires is the capital city of Argentina. Lionel Messi doesn't like Buenos Aires. Because it is an expensive and crowded city. He says "I want to find a cheaper and more relaxing city to have a holiday." He decides to go to Lisbon. Lisbon is the capital city of Portugal. Lionel Messi likes Lisbon. Because Lisbon is a cheap and relaxing city. He says "Lisbon is cheaper and more relaxing than Buenos Aires and Barcelona. I can have a holiday in Lisbon." Lionel Messi is happy. Because he can afford the holiday in Lisbon.

At this phase of the lesson, the teacher uses the skeleton script of "Lionel Messi Looks for a Cheap Holiday" in a spoken context. The characters, setting and even the plot of the story can change according to students' preferences as long as it is enjoyable, entertaining, interesting, short and simple.

- Students hear the learnt vocabulary many times in a context of spoken class story. Each new

structure must be repeated at least 50 times in the course of the story. The teacher uses the “circling” and “parking” techniques while making repetitions.

- The teacher makes comprehension checks with multiple kinds of questions using the circling technique.
- The teacher constantly make eye contact with the students and speaks slowly.
- While asking the story, the teacher makes use of the pictures of two cities on the board.
- After the story has finished, the teacher retells it in a brief form. Then, she asks the students to retell the story on their own and allows them to use the vocabulary and structures they have just learnt.

### **Step 3: Reading**

- The teacher firstly hands out a printed copy of the original story “Lionel Messi Looks for a Cheap Holiday” in which the previously learnt structures and vocabulary exist.
- Students can make a classroom reading of the story and discuss it.
- The translation of the story is made in either small groups or chorally.
- Writing and speaking activities which strengthen the meaning of the target forms are conducted. Students are asked about their favorite holidays.
- Students are asked various questions related to the story and they are required to give answers for each question in a spoken context.
- The teacher focuses on the fluency of the language and the correct use of the target phrases.

## Appendix 2: Foreign Language Classroom Anxiety Scale (FLCAS)

Numbers of the items	The items related to foreign language anxiety	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1.	I never feel quite sure of myself when I am speaking in my foreign language class.	1	2	3	4	5
2.	I don't worry about my mistakes in language class.	1	2	3	4	5
3.	I tremble when I know that I am going to be called on in language class.	1	2	3	4	5
4.	It frightens me when I don't understand what the teacher is saying in the foreign language.	1	2	3	4	5
5.	It wouldn't bother me at all to take more foreign language.	1	2	3	4	5
6.	During the language class, I find myself thinking about things that I have nothing to do with the course.	1	2	3	4	5
7.	I keep thinking that the other students are better at languages than I am.	1	2	3	4	5
8.	I am usually at ease during tests in my language class.	1	2	3	4	5
9.	I start to panic when I have to speak without preparation in language class.	1	2	3	4	5
10.	I worry about the consequences of failing in my foreign language class.	1	2	3	4	5
11.	I don't understand why some people get so upset over foreign language class.	1	2	3	4	5
12.	In language class I can get so nervous I forget things I know.	1	2	3	4	5
13.	It embarrasses me to volunteer answers in my language class.	1	2	3	4	5
14.	I would not be nervous speaking in the foreign language with native speakers.	1	2	3	4	5
15.	I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
16.	Even if I am well prepared for language class, I feel anxious about it.	1	2	3	4	5
17.	I often feel like not going to my language class.	1	2	3	4	5
18.	I feel confident when I speak in foreign language class.	1	2	3	4	5

Numbers of the items	The items related to foreign language anxiety	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
19.	I am afraid that my language teacher is ready to correct every mistake I make.	1	2	3	4	5
20.	I can feel my heart pounding when I am going to be called on in language class.	1	2	3	4	5
21.	The more I study for a language test, the more confused I get.	1	2	3	4	5
22.	I don't feel pressure to prepare very well for language class.	1	2	3	4	5
23.	I always feel that other students speak the language better than I do.	1	2	3	4	5
24.	I feel very self-conscious about speaking the foreign language in front of other students.	1	2	3	4	5
25.	Language class moves so quickly I worry about getting left behind.	1	2	3	4	5
26.	I feel more tense and nervous in my language class than in my other classes.	1	2	3	4	5
27.	I get nervous and confused when I am speaking in my language class.	1	2	3	4	5
28.	When I am on my way to language class, I feel very sure and relaxed.	1	2	3	4	5
29.	I get nervous when I don't understand every word that language teacher says.	1	2	3	4	5
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	2	3	4	5
31.	I am afraid that the other students will laugh at me when I speak the foreign language.	1	2	3	4	5
32.	I would probably feel comfortable around native speakers of the foreign language.	1	2	3	4	5
33.	I get nervous when the language teachers asks questions which I haven't prepared in advance.	1	2	3	4	5

### Appendix 3: The Turkish Version of FLCAS

Değerli Öğrenci,

Aşağıdaki ölçeğin amacı yabancı dil olarak İngilizce öğrenirken yaşadığınız kaygı seviyesini ölçmektir. Vereceğiniz cevaplardan elde edilen veriler bilimsel bir araştırmada kullanılacaktır. Araştırmanın verimli bir şekilde yürütülebilmesi için, aşağıdaki her bir ifade için kendinize en doğru gelen seçeneği içtenlikle işaretleyiniz ve hiçbir ifadeyi cevapsız bırakmayınız. İşbirliğiniz ve katılımınız için teşekkür ederim.

Emine ERYILMAZ  
Uludağ Üniversitesi  
İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi

**Yönerge:** Aşağıdaki her bir ifade için sizi en iyi yansıtan seçeneği işaretleyiz.

Madde numarası	Yabancı Dil Kaygısı Maddeleri	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
		1	2	3	4	5
1.	Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	1	2	3	4	5
2.	Yabancı dil derslerinde hata yapmak beni endişelendiriyor.	1	2	3	4	5
3.	Yabancı dil derslerinde bana söz verileceği zaman titriyorum.	1	2	3	4	5
4.	Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	1	2	3	4	5
5.	Daha fazla yabancı dil dersine girsem bile sıkılmam.	1	2	3	4	5
6.	Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	1	2	3	4	5
7.	Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	1	2	3	4	5
8.	Yabancı dil derslerinin sınavlarında genellikle rahatım.	1	2	3	4	5
9.	Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.	1	2	3	4	5
10.	Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.	1	2	3	4	5
11.	Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	1	2	3	4	5
12.	Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	1	2	3	4	5

Madde numarası	Yabancı Dil Kaygısı Maddeleri	Kesinlikle	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle
		katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	katılıyorum
13.	Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	1	2	3	4	5
14.	Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	1	2	3	4	5
15.	Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.	1	2	3	4	5
16.	Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	1	2	3	4	5
17.	Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.	1	2	3	4	5
18.	Yabancı dil derslerinde konuşurken kendime güveniyorum.	1	2	3	4	5
19.	Yabancı dil öğretmenim yaptığım her hatayı düzelterek diye korkuyorum.	1	2	3	4	5
20.	Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.	1	2	3	4	5
21.	Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar karışıyor.	1	2	3	4	5
22.	Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	1	2	3	4	5
23.	Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.	1	2	3	4	5
24.	Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.	1	2	3	4	5
25.	Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	1	2	3	4	5
26.	Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.	1	2	3	4	5
27.	Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	1	2	3	4	5
28.	Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	1	2	3	4	5
29.	Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	1	2	3	4	5
30.	Yabancı dili konuşmak için öğrenmem gereken kuralların sayısı beni boğuyor.	1	2	3	4	5
31.	Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.	1	2	3	4	5
32.	Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissedirdim.	1	2	3	4	5
33.	Yabancı dil öğretmeni hazırlanmadığım yerlerden sorular sorduğunda sinirleniyorum.	1	2	3	4	5

#### **Appendix 4: Semi-structured Interview Questions**

1. How did you use to feel yourself during English language lessons before the implementation of TPRS method? What was the most troublesome issue for you?
2. How do you feel yourself during English language lessons after the implementation of TPRS method?
3. What do you think about the general effects of TPRS method on English language lessons? Could you tell me about both positive and negative features of the method?
4. Which features of TPRS method have you found more relaxing and entertaining?
5. What were the issues causing stress and anxiety in TPRS lessons?
6. Do you think that TPRS has helped reduce the stress and anxiety that you experience while speaking in English?
7. Are you more eager to speak in English during the lessons after the implementation of TPRS method?
8. Do you feel yourself more relaxed during the evaluations after the implementation of TPRS method?
9. Are you scared of making mistakes during the evaluations after the implementation of TPRS method?
10. Do feel anxious while speaking in English in front of your classmates after the implementation of TPRS method?
11. Do you overvalue the opinions of your friends when you have made a mistake after the implementation of TPRS method?
12. Have the lessons conducted with TPRS method contributed to reduce the anxiety you feel towards foreign language learning?

## Appendix 5: Informed Consent Form

T.C. Uludağ Üniversitesi

Eğitim Bilimleri Araştırmaları Etik Kurulu

### BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Sizi Emine Eryılmaz tarafından yürütülen “TPRS Dil Öğretim Metodunun İngilizceyi Yabancı Dil Olarak Öğrenen Türk Ergenlerdeki Kaygı Seviyesine Etkisi” başlıklı araştırmaya davet ediyoruz. Bu araştırmanın amacı TPRS dil öğretim metodunun İngilizceyi yabancı dil olarak öğrenen öğrencilerdeki kaygı seviyesine olan etkisini araştırmaktır. Araştırmada sayısal verileri toplamak için sizden tahminen 10 dakika ayırmanız ve yabancı dil kaygısı ölçeğini doldurmanız istenmektedir. TPRS metodu hakkında daha detaylı düşüncelerinizi almak için araştırmacı isteyen öğrencilere metot ile ilgili bireysel sorular yöneltecektir. Araştırmaya sizin dışınızda tahminen **70** kişi katılacaktır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. İletişim bilgileriniz ise sadece iznimize bağlı olarak ve farklı araştırmacıların sizinle iletişime geçebilmesi için “ortak katılımcı havuzuna” aktarılabilir. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya **emine ilhan 87@hotmail.com** e-posta adresinden ve ..... numaralı telefondan ulaşabilirsiniz. Araştırma tamamlandığında genel/size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

#### **Katılımcının:**

Adı-Soyadı: .....

İmzası:

İletişim Bilgileri: e-posta:

Telefon:

İletişim bilgilerimin diğer araştırmacıların benimle iletişime geçebilmesi için “ortak araştırma havuzuna” aktarılmasını;

kabul ediyorum

kabul etmiyorum (lütfen uygun seçeneği işaretleyiniz)

#### **Araştırmacının:**

Adı-Soyadı: Emine ERYILMAZ

İmzası:

## Appendix 6: The Official Permission from the Participating School Management



T.C.  
ADAPAZARI KAYMAKAMLIĞI  
Tes-İş Adapazarı Anadolu Lisesi Müdürlüğü

Sayı : 66236414-103-E.4825508  
Konu : Emine ERYILMAZ'ın Tez Çalışması  
(TC:18349574786)

06.03.2019

### İLGİLİ MAKAMA

Okulumuz İngilizce Öğretmeni Emine ERYILMAZ, Uludağ Üniversitesi Yabancı Diller Anabilim Dalı İngiliz Dili Eğitimi alanında Yüksek Lisans yapmaktadır. "TPRS Dil Öğretim Metodunun İngilizceyi Yabancı Dil Olarak Öğrenen Türk Ergenlerdeki Kaygı Seviyesine Etkisi" konulu Tez Çalışması kapsamında, okulumuz 9/A ve 9/D sınıflarındaki öğrencilere Yabancı Dil Kaygısı Ölçeği uygulaması ve 8 haftalık TPRS Dil Öğretim Metodu ile İngilizce derslerini işledikten sonra seçtiği 10 öğrenci ile röportaj yapabilmesi hususunda, Mart 2019 - Mayıs 2019 tarihleri arasında kendisine izin verilmiştir.

Gereğini bilgilerinize arz ederim.

  
Cengiz KIYAK  
Okul Müdürü

Adres: Karaman Mah.1427.sok. Kümecevler Adapazarı/SAKARYA  
Elektronik Ağ:tesisadapazarianadolu@meb.k12.tr  
e-posta: 955377@meb.k12.tr

Ayrıntılı bilgi için:  
Tel: 2211778  
Faks:

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 9254-a9d4-3f1e-8659-030b kodu ile teyit edilebilir.

**Appendix 7: The Official Permission from the Social and Human Sciences Research and  
Publication Ethics Committee of Uludağ University**



**BURSA ULUDAĞ ÜNİVERSİTESİ  
ARAŞTIRMA VE YAYIN ETİK KURULLARI  
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)  
TOPLANTI TUTANAGI**

**OTURUM TARİHİ**  
01 Mart 2019

**OTURUM SAYISI**  
2019-02

**KARAR NO 15** : Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Anabilim Dalı Yüksek Lisans öğrencisi Emine ERYILMAZ'ın "TPRS Dil Öğretim Metodunun İngilizceyi Yabancı Dil Olarak Öğrenen Türk Ergenlerdeki Kaygı Seviyesine Etkisi" konulu tez çalışması kapsamında uygulanacak röportaj ve ölçek sorularının değerlendirilmesine geçildi.

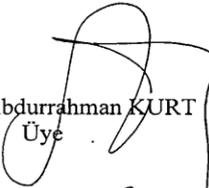
Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Müdürlüğü Yabancı Diller Anabilim Dalı Yüksek Lisans öğrencisi Emine ERYILMAZ'ın "TPRS Dil Öğretim Metodunun İngilizceyi Yabancı Dil Olarak Öğrenen Türk Ergenlerdeki Kaygı Seviyesine Etkisi" konulu tez çalışması kapsamında uygulanacak röportaj ve ölçek sorularının, fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucaya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

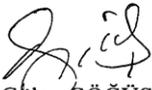


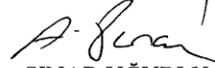
  
Prof. Dr. Abamüslim AKDEMİR  
Üye

  
Prof. Dr. Doğan ŞENYÜZ  
Üye

  
Prof. Dr. Kemal SEZEN  
Üye

  
Prof. Dr. Abdurrahman KURT  
Üye

  
Prof. Gülşay GÖĞÜŞ  
Üye

  
Prof. Dr. Alev SINAR UĞURLU  
Üye

## Appendix 8: The Official Permission from Sakarya Directorate of National Education

T.C.  
SAKARYA VALİLİĞİ  
İl Milli Eğitim Müdürlüğü

Sayı : 29065503-44-E.7874456  
Konu: Anket Uygulaması Emine  
ERYILMAZ

18/04/2019

VALİLİK MAKAMINA

Bursa Uludağ Üniversitesi, Eğitim Bilimleri Enstitüsü Yabancı Diller Anabilim Dalı, yüksek lisans programı öğrencisi Emine ERYILMAZ'ın tezi kapsamında "*TPRS Dil Öğretim Metodunun İngilizceyi Yabancı Dil Olarak Öğrenen Türk Ergenlerindeki Kaygı Seviyesine Etkisi*" konulu anket uygulama talebi, adı geçen Üniversitenin 20.03.2019 tarihli ve 10767 sayılı yazıları ile bildirilmiştir.

Söz konusu anket çalışmasının, Tes-İş Adapazarı Anadolu Lisesinde okuyan öğrencilere, eğitim öğretimin aksamasına mahal vermeden gönüllülük esasına dayalı olarak, okul yönetiminin belirleyeceği zaman ve şartlarda 2018-2019 eğitim öğretim yılında uygulanması, çalışmada sadece ekteki mühürlü anket sorularının kullanılması ve yasal gerekliliğin ilgili okul müdürlüğünce yerine getirilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ergüven ASLAN  
İl Milli Eğitim Müdür V.

OLUR  
18/04/2019  
Bekir DINKIRCI  
Vali a.  
Vali Yardımcısı

T.C.  
MİLLİ EĞİTİM BAKANLIĞI  
Sakarya İl Milli Eğitim Müdürlüğü  
ARAŞTIRMA, YARIŞMA VE SOSYAL ETKİNLİK DEĞERLENDİRME FORMU

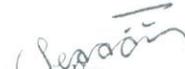
İlgi: 22.08.2017 tarihli ve 35558626-10.06.01-E,12607291 sayılı yazı (2017/25 Genelge)

TALEP SAHİBİNİN	
Adı Soyadı	Emine ERYILMAZ
Kurum/Üniversite	Bursa Uludağ Üniversitesi
Araştırma Yapılacak İl-İlçe	Sakarya/Adapazarı
Araştırma Yapılacak Eğitim Kurumu ve Kademesi	Tes-İş Adapazarı Anadolu Lisesi
Tez Konusu(Yüksek lisans)	TPRS Dil Öğretim Metodunun İngilizceyi Yabancı Dil Olarak Öğrenen Ergenlerdeki Kaygı Seviyesine Etkisi (TPRS: Total Proficiency Through Ready Storytelling-Okuma ve Hikaye Anlatımı Yoluyla Dil Beceri Öğretimi)
Üniversite –Kurum Onayı	10767
Araştırma önerisi	Var
Veri Toplama Araçları	Yabancı Dil Kaygısı Ölçeği (33 madde, 5 likert) (öntest-sontest) TPRS Metodu uygulandıktan sonra yarı yapılandırılmış 12 görüşme sorusundan oluşmaktadır.
Görüş İstenilecek Birim/Birimler	
KOMİSYON GÖRÜŞÜ	
İlgi genelge kapsamında,	
<input checked="" type="checkbox"/> Çalışmanın yapılması uygun görülmüştür. <input type="checkbox"/> Çalışmanın yapılması uygun görülmemiştir.	
Komisyon Kararı	<input checked="" type="checkbox"/> Oy birliği ile alınmıştır. <input type="checkbox"/> Oy çokluğu ile alınmıştır.
Muhalif üyenin Adı ve Soyadı	GEREKÇESİ:
-	

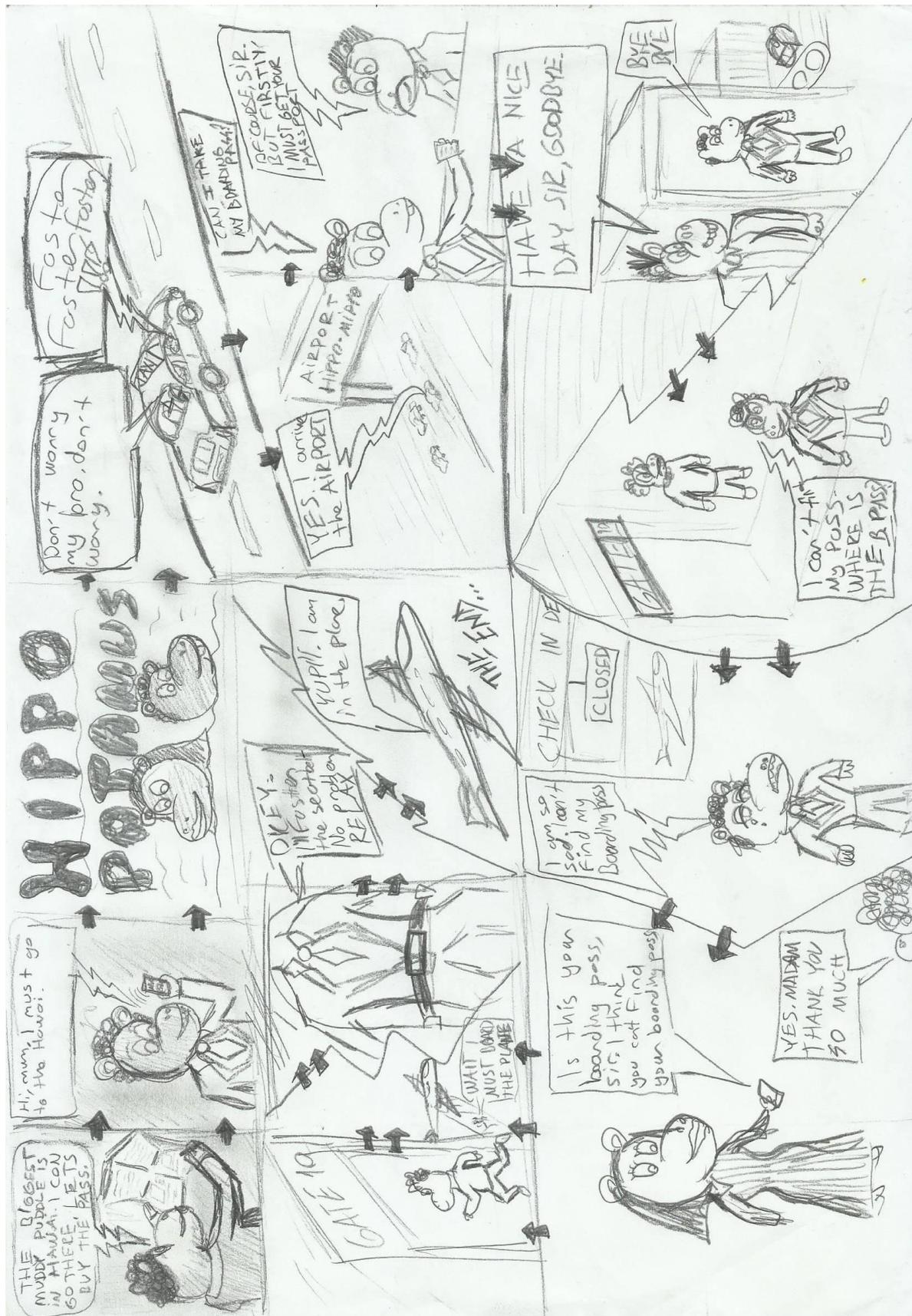
17/04/2019

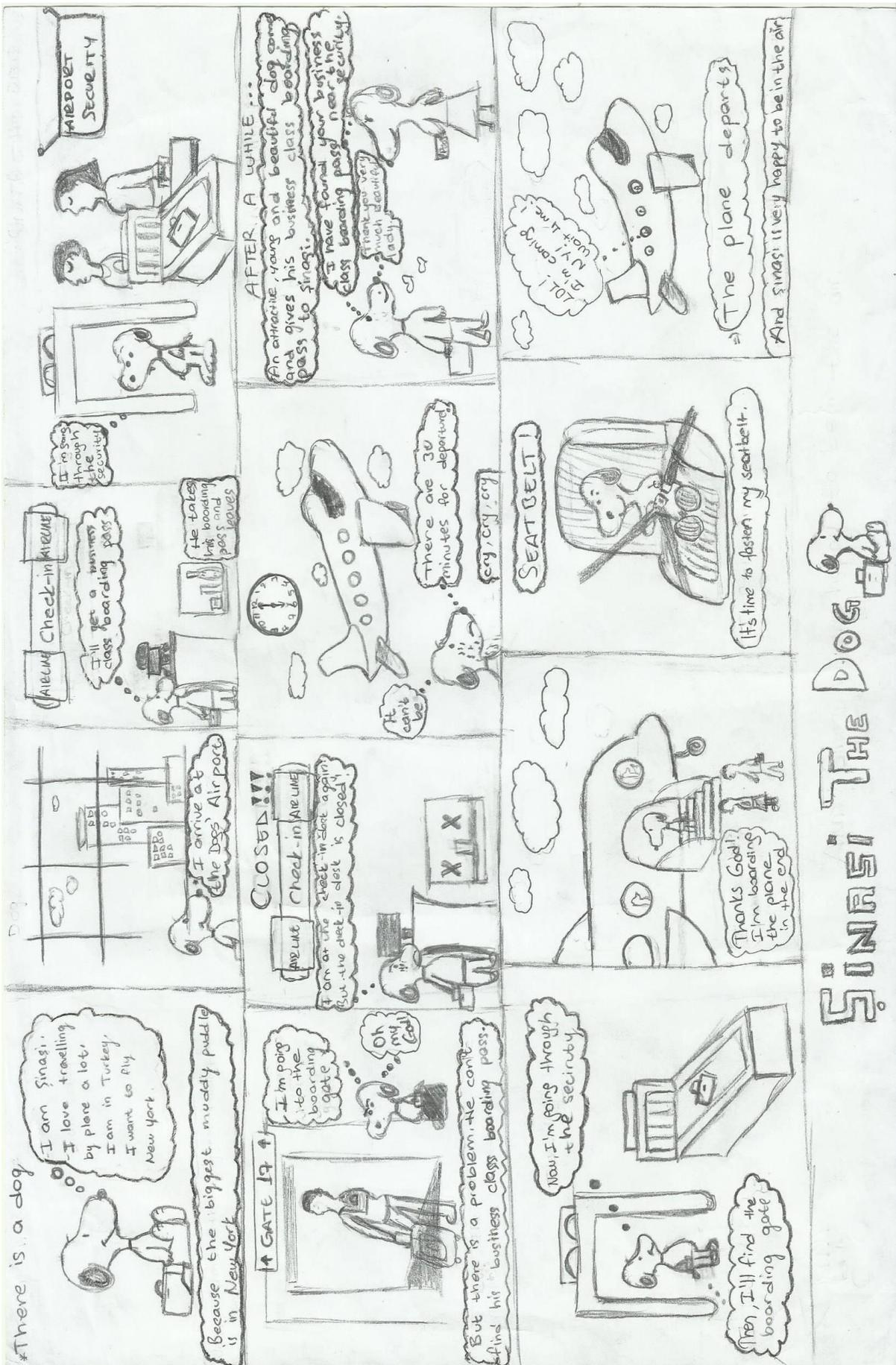
  
Mehmet Salih GÜVENDİ  
Şube Müdürü

KOMİSYON  
  
Üye  
Feriha SOYSAL  
Öğretmen

  
Üye  
Seda ECİN  
Öğretmen

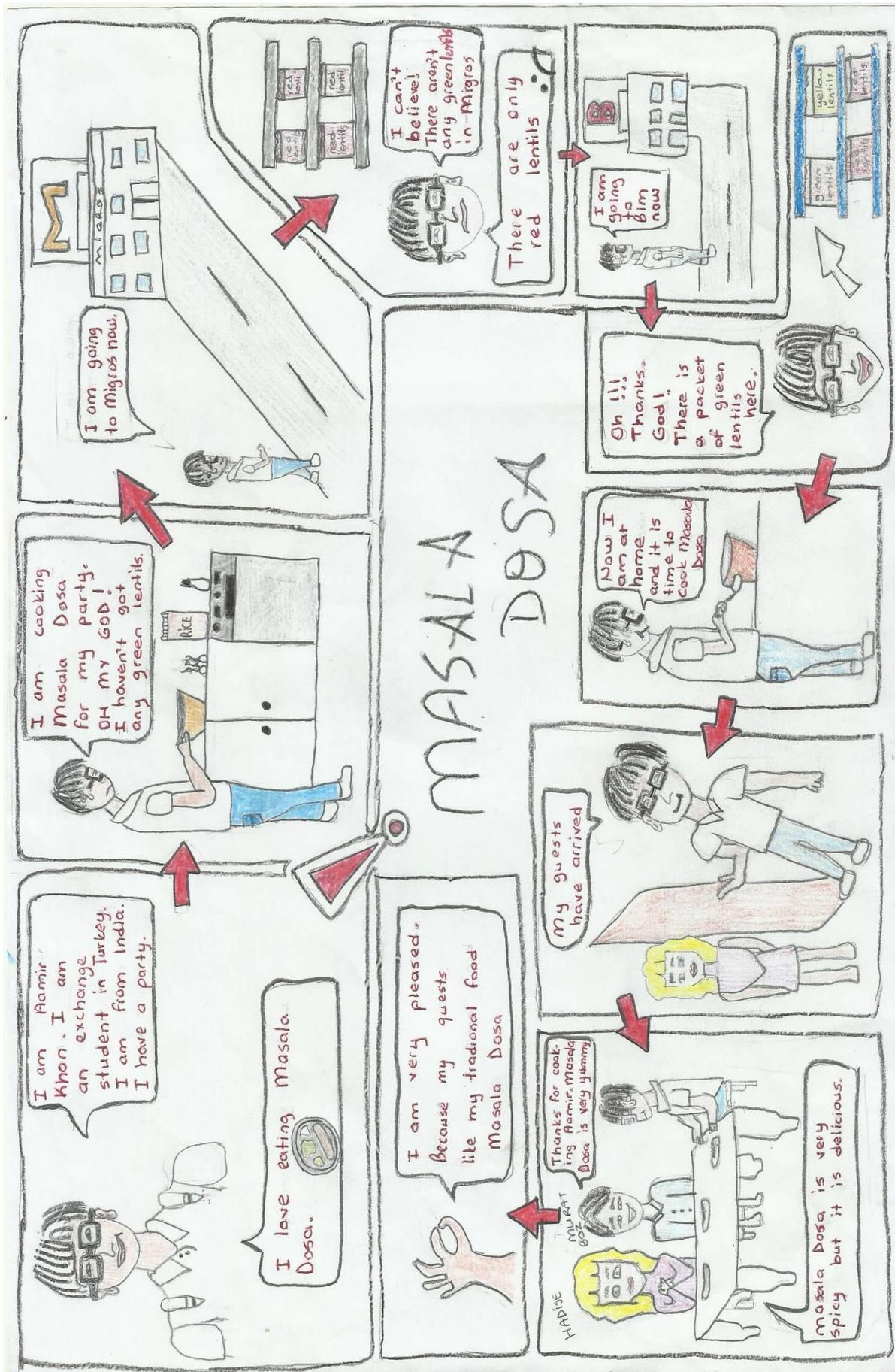
Appendix 9: Samples from the Comic Strips (post activities)

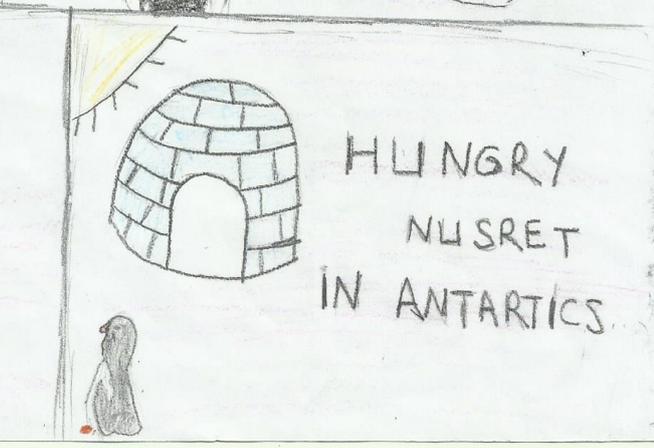
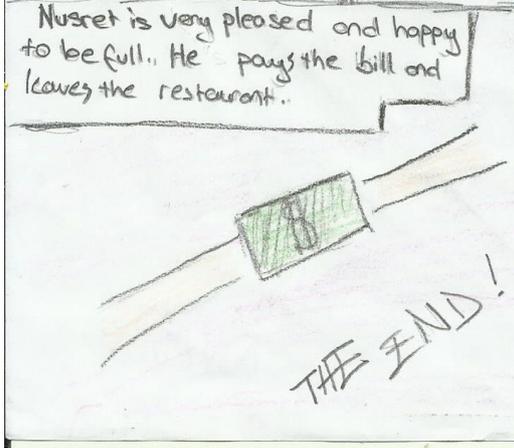
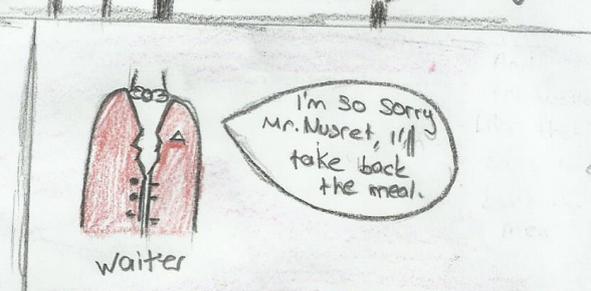
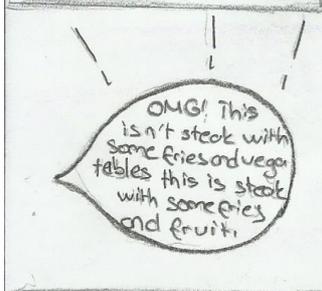
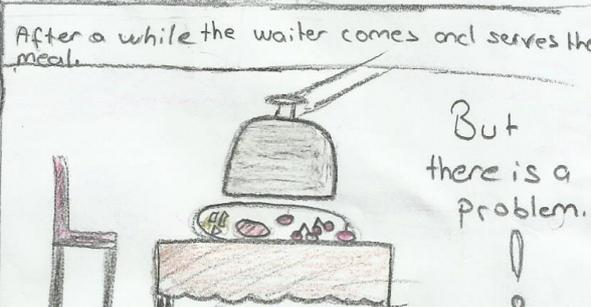




# SINASI THE DOG







## Öz Geçmiş

**Doğum Yeri ve Yılı** : Balıkesir - 1987

<b>Öğr. Gördüğü Kurumlar</b>	<b>: Başlama Yılı</b>	<b>Bitirme Yılı</b>	<b>Kurum Adı</b>
<b>Lise</b>	2001	2005	Bursa Erkek Lisesi
<b>Lisans</b>	2005	2010	Hacettepe Üniversitesi
<b>Yüksek Lisans</b>	2010	2019	Uludağ Üniversitesi

**Bildiği Yabancı Diller ve Düzeyi** : İngilizce – İleri  
Almanca – Orta

<b>Çalıştığı Kurumlar</b>	<b>: Başlama ve Ayrılma Tarihleri</b>	<b>Kurum Adı</b>
1.	2010(Aralık)-2013(Ağustos)	Gebze Fevzi Çakmak İlköğretim Okulu
2.	2013(Ağustos)-2015(Ocak)	Gebze Gayrettepe Rotary Kulübü Ortaokulu
3.	2015(Şubat)-2015(Ağustos)	Gaziantep Beykent Ortaokulu
4.	2015(Eylül)-2017(Ocak)	Çaldıran Hafsa Hatun Kız Yatılı Bölge Ortaokulu
5.	2017(Şubat)-Halen	Tes-iş Adapazarı Anadolu Lisesi

**Aldığı Ödüller** : 1. Başarı Belgesi (MEB)  
Belge Tarihi: 08/09/2016  
Veriliş Nedeni: Çalışkanlık  
Veren Makam: Çaldıran Kaymakamlığı (Van)  
Belge Sayısı: 47

2. Amerikan Kültürü ve Edebiyatı Bölüm Birinciliği Ödülü (Hacettepe Üniversitesi) Haziran 2010

3. İhsan Doğramacı Üstün Başarı Ödülü (Hacettepe Üniversitesi) Ağustos 2010

**Yurt İçi ve Yurt Dışında Katıldığı Projeler** : Araştırma Sorumlusu: “Hacettepe Üniversitesi Beytepe Yerleşkesinde Öğretim Üye ve Görevlileri Arasında Akademik İlerleme ile Toplumsal Cinsiyet İlişkisinin İncelenmesi”, 2010, HÜKSAM iş birliğiyle (Hacettepe Üniversitesi Kadın Sorunları Araştırma ve Uygulama Merkezi)

**Katıldığı Yurt İçi ve Yurt Dışı Bilimsel Toplantılar**

- : İngilizce Dersi Öğretim Programları, Yöntem ve Teknikleri Semineri (9-13 Mayıs, 2011 Gebze İlçe Milli Eğitim Müdürlüğü, Kocaeli, Türkiye)  
Özel Eğitim Hizmetleri Semineri (15 Nisan, 2016 Çaldıran İlçe Milli Eğitim Müdürlüğü, Van, Türkiye)  
4.01.01.02.020 - Fatih Projesi - Eğitimde Teknoloji Kullanımı Kursu (30 Mayıs-3 Haziran, 2016 Çaldıran İlçe Milli Eğitim Müdürlüğü, Van, Türkiye)

**Diğer Profesyonel Etkinlikler**

- : Konferans Sorumlusu: 32. Uluslararası Türkiye-Amerikan Çalışmaları Konferansı (7-9 Kasım, 2007 Hacettepe Üniversitesi, Beytepe Kampüsü, Ankara, Türkiye)  
Konferans Sorumlusu: 35. Uluslararası Avusturya-Amerikan Çalışmaları Konferansı (24-26 Ekim, 2008 Klagenfurt Üniversitesi, Velden, Avusturya)

**25.07.2019**

**Emine ERYILMAZ**

## ULUDAĞ ÜNİVERSİTESİ

## TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Emine ERYILMAZ
Tez Adı	“The Impact of ‘Teaching Proficiency through Reading and Storytelling’ (TPRS) Method on the Anxiety Levels of Adolescent Turkish EFL Learners”
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı
Tez Türü	Yüksek Lisans Tezi
Tez Danışman(lar)ı	Prof. Dr. Zübeyde Sinem GENÇ
Çoğaltma (Fotokopi Çekim) izni	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum. <input checked="" type="checkbox"/> Tezimin sadece içindekiler, özet, kaynakça ve İçeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum. <input type="checkbox"/> Tezimden fotokopi çekilmesine izin vermiyorum.
Yayımlama izni	<input checked="" type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin veriyorum. <input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasının ertelenmesini istiyorum. 1 yıl <input type="checkbox"/> 2 yıl <input type="checkbox"/> 3 yıl <input type="checkbox"/> <input type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin vermiyorum.

Hazırlamış olduğum tezimin belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

25.07.2019