T.C.

ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

THE IMPLEMENTATION OF "TEACHING PROFICIENCY THROUGH READING AND STORYTELLING" TO ENHANCE KINDERGARTNERS' ENGLISH VOCABULARY ACQUİSİTİON

MASTER'S THESIS

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APPROVAL FORM

DECLARATION

I hereby declare with respect that the study “The Implementation of Teaching Proficiency through Reading and Storytelling to Improve Kindergartners’ English Vocabulary acquisition”, which I submitted as a Master’s thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project Phase to the conclusion of the thesis and the works I have benefited are from those shown in the Bibliography. (14/03/2022).

Benan SANOUFA

FOREWORD

Thanks to His Majesty Almighty Allah who has given His blessings to me for finishing the thesis entitled" The Implementation of Teaching Proficiency through Reading and Storytelling to Improve Kindergartners' English Vocabulary acquisition".

Besides, I would like to reveal my gratitude to Turkey, this great country who has hosted me and has given me the chance to shine and give all my best. In addition, many thanks to my instructor Professor Eyyüp Yaşar KÜRÜM, who has guided me with all his useful recommendations and great experience.

While arranging this research paper, I encountered a lot of challenges and obstructions but with the help of many loyal individuals, I was encouraged to arrive at the graduation step. Those individuals were my family, my husband Jamal, my three children Khaled, Raneem and Zena. Also, I am indebted to my parents who blessed me with their prayers, without whose constant support and encouragement this study would be destined to fail. My brother Dr. Mazen Sanoufa who pushed me forward in my dimmest moments. Thanks also to my best friend Dr. Amal Abed who was my loyal guardian and also brightened my path.

Hopefully this paper can help the readers to gain more knowledge about young learners and TPRS teaching method.

June 2022 Benan SANOUFA

THE IMPLEMENTATION OF "TEACHING PROFICIENCY THROUGH READING AND STORYTELLING" TO ENHANCE KINDERGARTNERS' ENGLISH VOCABULARY ACQUİSİTİON

ABSTRACT

The main aim of The Implementation of "Teaching Proficiency through Reading and Storytelling" to Enhance Kindergartners' English Vocabulary Learning (TPRS) is to build learners' language and literacy development by exposing them to stories. Frequent repetition of target vocabulary words is considered an important factor to foster students' language acquisition. In this study, the main goal was to investigate the effect of Teaching Proficiency through Reading and Storytelling method on receptive and productive lexical competence of preschool children. Twenty young children between three and four years old in an Arabic-Turkish EFL school constituted the single treatment (experimental) group of the study.

A quantitative study with pre-test, immediate post-test, and delayed post-test were used to observe and analyze both receptive and productive vocabulary acquisition from a story-based curriculum for young learners. To collect data, individual sessions that included the pre-, post- and delayed post-tests were administered. The tests were represented as pictures from the story-based curriculum. The statistical analysis showed that a story-based curriculum, such as the TPRS method, can have a positive impact on learning and retention in both receptive and productive vocabulary acquisition in young children. The findings of the study suggest that in the context of preschool learners, TPRS is a useful method to teach vocabulary to fortify language acquisition.

Keywords: TPRS Method, Vocabulary Acquisition, Young Learners, Receptive and Productive Vocabulary Knowledge.

ANAOKULUNDA İNGİLİZCE KELİME KAZANIMI İÇİN OKUMA VE ÖYKÜ ANLATIMI YOLU İLE YETERLIK ÖĞRETİMİNİN KULLANIMI

ÖZET

TPRS (Okuma ve Öykü Anlatımı Yoluyla Yeterlik Öğretimi)'nin temel amacı, öğrencileri hikâyelere maruz bırakarak hedef dil becerilerini kazandırmaktır. Hedef dildeki kelimelerin anlamlı bağlamlarda sık tekrarı, öğrencilerin dil edinimini teşvik etmek için önemli bir faktör olarak kabul edilir. Bu çalışmada temel amaç, okul öncesi dönem çocuklarında Okuma ve Öykü Anlatımı Yoluyla öğretimin alıcı ve üretici sözcüksel yeterlik edinimi üzerindeki etkisini araştırmaktır. Bir Arap-Türk EFL okulunda okuyan üç ila dört yaşları arasındaki yirmi küçük çocuk, çalışmanın deneysel grubunu oluşturmuştur.

Ön test, son test ve gecikmeli son test içeren nitel bir çalışma, genç öğrenciler için hikâye tabanlı bir müfredattan hem alıcı hem de üretken ses kazanımlarını gözlemlemek ve analiz etmek için kullanıldı. Veri toplamak için uygulanan bireysel oturumlar, ön test, son test ve gecikmeli testleri içeriyordu. Testler, hikâye temelli müfredattan resimler olarak temsil edildi. İstatistiksel analiz, TPRS (Okuma ve Öykü Anlatma Yoluyla Yeterlik Öğretimi) yöntemi gibi hikâye temelli bir müfredatın, küçük çocuklarda hem alıcı hem de üretken kelime kazanımında hatırlama ve akılda tutma üzerinde olumlu bir etkisi olabileceğini ortaya çıkardı. Çalışmanın bulguları, okul öncesi öğrenciler bağlamında, TPRS (Okuma ve Öykü Anlatma Yoluyla Yeterlik Öğretimi)'nin dil edinimini güçlendirmek amacıyla kelime öğretimi için yararlı bir yöntem olduğunu göstermektedir.

Anahtar kelimeler: TPRS (Okuma ve Öykü Anlatma Yoluyla Yeterlik Öğretimi) Metodu, Kelime Bilgisi Edinimi, Genç Öğrenciler, Kelime Öğrenimi, Alıcı ve Üretken Kelime Bilgisi.

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ABBREVIATIONS

CCQ : Concept Checking Question

CLT : Communication Language Teaching

CPH : Critical Period Hypothesis

EF EPI : Education First: English Proficiency Index

EFL : English as a Foreign Language

ELT : English Language Teaching

ESL : English as a Second Language

FLA : Foreign Language Anxiety

FLL : Foreign Language Learning

G-T : Grammar Translation Method

HEC : Higher Educational Council

L1 : First Language

L2 : Second Language

MNE : Ministry of Education

PQA : Personal Question Answer

SLA : Second Language Acquisition

SLPE : Second Language Proficiency Examination

STAMP : Standards-based Measure of Proficiency Test

TEYL : Teaching English to Young Learners

TPR : Total Physical Response

TPRS : Teaching Proficiency through Reading and Storytelling

TVWs : Target Vocabulary Words

VYL : Very Young Learners

ZPD : Zone of Proximal Development

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I. INTRODUCTION

A. Background of the Study

In recent decades, the demand for learning English has increased significantly for a variety of reasons. The most important reason is that English is the dominant language in many vital fields such as politics, business, commerce, various sciences and education. Therefore, learning English has become a vital need for many different groups of people. English is considered the "language of opportunity and empowerment" (Crystal, 2003). Therefore, myriads of people of all ages in different countries have set learning English as the most important goal in their lives, and consequently it has long been considered a highly regarded and global demand (Graddol, 2000).

If we take another look at the prevalence of English language learning, we find that many countries fail to teach English successfully despite spending a lot of money to teach English to their students. *Education First: English Proficiency Index* (EF EPI) in 2018 showed that 44 out of 88 countries have low or very low English proficiency (Figure 1) (Education First, 2018). This can be attributed to inefficiency in English language teaching. A comprehension-based approach such as the TPRS method can be an effective solution for these countries.

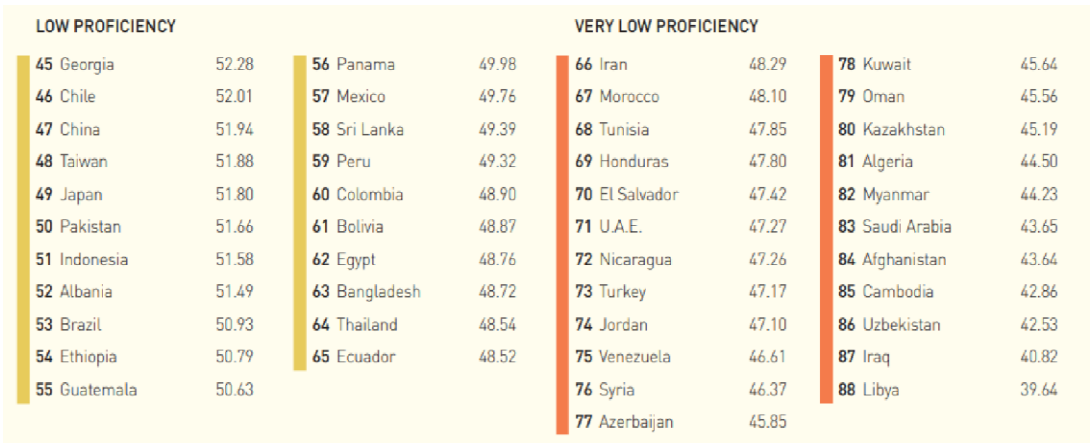

Figure 1 EF EPI 2018 scores. Countries with low or very low English proficiency

As globalization demands to be able to speak the world language competently, it is increasingly necessary to move away from traditional language learning methods based on two basic steps: Memorization and out-of-context practice, which have proved insufficient to achieve the desired goal. Therefore, teaching today has evolved from a teacher-based style to a new learning style – the learner-centered style, or autonomous learning, where students can set their own pace of learning (Lin & Chien, 2009).

The focus on Turkey which has a very low score of 47.17 as revealed in Figure 1 above shows that more attention needs to be put on improving the English language learning process at all levels of education. In addition, the findings of EF EPI (Education First, 2018), as summarized below in Table 1, shows a tremendous deterioration in the scores of the English Proficiency Trend in Turkey from 2012 to 2018. These reports highlight the huge and urgent demand for reforming the English language programs towards a more efficient learning system.

Table 1 The proficiency trend of Turkey from 2012 to 2018 according to EF EPI (2018) scores.

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

A suggested example for such reforms can be applying "an eclectic mix of teaching techniques" which allows language learners to "experience English as a means of communication rather than focusing on the language as a subject of study" (The Ministry of Natural Education [MNE], 2018). The classic teaching process, which mainly and usually depends on using textbooks and workbooks as an exclusive tool (Tunçarslan, 2013), is not always able to achieve its set goals. With no doubt, that process has to be modified for more practical steps that make learners acquire the language rather than memorizing it for a better grade in exams.

In contrast with the classic teaching process, learners of different ages show more interest in learning the foreign language when they listen to a story. This makes the story-based teaching approach stand out as a good proposal (Celce-

Murcia, 2001). In the past, storytelling only played two important roles: learning a moral lesson and entertainment. Nowadays, the role of stories has expanded to other fields, such as the field of economics and politics, influencing the masses by conveying a certain message. In the field of language teaching and learning, storytelling plays the most important role by creating a captivating atmosphere (the story) that can be considered as a rich resource by providing various vocabulary and phrases as a source of meaning, synonyms, antonyms, etc.

In the 1980s, Blaine Ray, a Spanish teacher, developed the TPRS (Teaching Proficiency through Reading and Storytelling) approach, which is mainly consistent with the principles of Stephen Krashen's Comprehensible Input Theory and James Asher's Total Physical Response (TPR). The TPRS approach enriches preschoolers' EFL classroom experience because few studies have addressed the validity of TPRS with preschoolers (e.g., Gil, 2015; Demir & Çubukçu, 2014; Li, 2013). TPRS answers a fatal question in the world of language teaching, namely: How does the teacher teach the meaning? Moreover, it sheds light on the big idea of TPRS, which is based on the following technique: If you want to teach your students a concept, tell them a story about it. Consequently, stories can be the perfect method to provide a compelling context for target vocabulary words (TVWs) and phrases.

A story-based teaching method is a useful alternative to enrich the experiences of very young learners when it comes to the world of literature on the one hand and social interactions on the other. Gillandres & Castro (2011) found that in order to develop children's vocabulary and listening comprehension, teachers need to practice story-reading strategies that allow children to better understand the given text. Thus, it is fatal for children to acquire essential verbal language and reading skills while learning content, various cultural aspects related to speaking and reading English, and other language-based problem-solving skills.

Myths, fantasy, adventure, fiction, non-fiction, and all other types of stories have helped to realistically and creatively enrich a child's life. In one way or another, stories influence how children examine the world in which they live and balance their knowledge and experiences. Traditionally, teachers have read to children in language class. The traditional strategy that is commonly used is to set up a reading corner in the classroom, and often this is done according to a simple plan. The goal behind the traditional story reading activity is simply to entertain preschoolers.

Teaching vocabulary is challenging for kindergarten teachers for many reasons, such as insufficient resources for this age group. There are few, if any, teaching materials for preschool ELT (Tunçarslan, 2013; Tabors & Snow, 2013).

On the other hand, children's changeable moods, illiteracy, and the need to keep them focused during class time place additional burdens on teachers' shoulders. Therefore, Richards & Schmidt, 2013 suggested that teaching plays an important role in vocabulary learning by arousing learners' interest through presenting meaningful material.

Therefore, we need to use useful methods to facilitate vocabulary learning because there is an agreement that vocabulary building is important as a clue to communicative competence (Schmitt, 2000). In turns, this promotes the development of listening comprehension and speaking, as both are the primary skills that very young people can use to acquire a foreign language. At the same time, it can be challenging for many teachers to teach vocabulary, especially at this age, as there are not enough teaching materials for preschool ELT (Tunçarslan 2013; Tabors & Snow, 2013). Therefore, planning different activities would help preschoolers to engage more in physical activities, puzzles, hands-on crafts, games, and songs that satisfy their curiosity and exploration on the one hand and encourage their imagination on the other (Harmer, 2007). Teachers need to know that young learners achieve the end result of the language learning process when they cap storytelling activities with producing and creating stories and gradually realize the benefits of reading habits themselves.

Based on the above information, it is clear that there is a continuing need to introduce foreign language instruction into kindergartens and to use unconventional methods to make EFL instruction more fun and effective for preschoolers. There are many goals we can achieve by reading stories to children rather than just having fun. It can be considered as an essential learning reflection for different stages of human life such as knowledge, feelings, and ethics. Moreover, storytelling can support the different stages of learning, such as conceptual understanding, receptive and expressive language development, reasoning and cognitive skills, and other humanistic, esthetic, and artistic aspects. In addition, we cannot overlook the essential role of the teacher's creativity and innovation in achieving the EFL instructional outcomes and goals.

B. Significance of the Study

When children listen to stories, they are immersed in another dimension of experience by experiencing the different types of stories such as fantasy, adventure, myths, fiction, and non-fiction that pave the way to various sciences such as mathematics, astronomy, physics etc. Accordingly, their lives are enriched in a realistic and creative way at the same time, which helps them gradually achieve the individual requirements and skills of the 21st century. Teachers need to apply 21st century skills in their lesson plans in all subjects, starting from a young age. 21st century skills are represented in many areas, such as collaboration, communication, use of technology, critical thinking, and making connections. In the case of TPRS, all 21st century requirements and skills can be used and applied in a story-based context. For example, students can make connections between the story they are reading and another story they have read before, or between the story they are reading and their real lives, or even between the story that they are reading and the world around them. Problem solving is another important 21st century skill that students can extend through storytelling (Symonds, Schwartz, & Ferguson, 2011).

Creating a context for a more engaging environment is an important factor that TPRS provides to create a bridging function to achieve class goals in EFL. In addition, TPRS helps children explore their senses, identify and address their fears, and do so in a safe environment.

We can summarize the mistakes that teachers make in storytelling – which hinders the need to use TPRS – in the following four applications: The traditional boring storytelling strategies.

- The traditional exercises and activities used to present the story.
- The concrete method of presenting the story that has no connection with other activities such as drama, reading, and games.
- The lack of a system in presenting the story.

From the above reasons, we can conclude that story-based techniques could be a suitable substitute for textbooks to effectively teach vocabulary to very young learners. Ellis and Brewster (2014) recommend well-planned story-based lessons that build on the use of illustrations to provide an understandable form of input. They could be considered as a means for successful learning as they open the window of

imagination in an engaging way and are a good technique for conveying information (Pinto, 2012). Therefore, it is believed that very young learners invest much less effort in learning a new language compared to adults (Halliwell, 1992; Harmer, 2007; Krashen, 1981). Thus, the purpose of this study is to examine the short- and long-term effects of TPRS implementation on vocabulary acquisition in a preschool context. It also aims to propose TPRS as a framework that can be applied in kindergarten. Thus, it can be concluded that the application of TPRS strategies mainly depends on the following problem-solving features:

- TPRS is applied through different activities such as singing, imitating, gesticulating, etc., which encourage participation.
- Different activities can be applied gradually, taking into account the level of the students, starting from the weak students to the high achievers, not forgetting the students with special educational needs.
- The application of TPRS must be regular and last about an hour a day.

All in all, based on the above information, this study investigates how TPRS can be used as an effective pedagogical tool to stimulate interest in reading. In this regard, TPRS can pave the way to a self-directed reading habit that positively affects receptive skills (reading and listening) and productive skills (speaking and writing), gradually achieving the literacy required for language learning in this age group.

C. Statement of the Problem

Linguistic skills and conventions can be acquired by enhancing two skills: receptive and productive skills. Thus, the idea that will be tested in this study is to figure out whether the receptive or the productive knowledge will get more benefit from implementing TPRS methodology in the English language classroom. In general, English teachers find it easier to teach receptive knowledge than productive knowledge because productive knowledge requires more effort and more complex preparation and implementation. Moreover, the use of words in productive teaching is relatively less than in receptive learning in English teaching (Ellis & Beaton, 1993; Benjamin & Crow, 2012). Therefore, in this study receptive skills are also expected to benefit more from the TPRS method than productive skills.

Kindergarten teachers face the problem that this age group (very young learners) has a short concentration time because they are physically very active, emotionally unstable, and their L1 skills are still developing. For all these reasons, very young learners need a special learning methodology to train their retention and recall skills. This study aims to evaluate the short- and long-term effects of TPRS implementation on vocabulary acquisition in a preschool context by administering a pretest, an immediate posttest, and a delayed posttest for receptive and productive skills. Moreover, there is no specific EFL curriculum for this age group, so one of the sub-objectives of the study is to observe the way teachers read stories to preschoolers and how they present the story content, which makes the difference in the use of TPRS. At the same time, it could suggest a new curriculum formation based on the context of storytelling.

After reading the literature and collecting the results of numerous research conducted in some international preschools in Istanbul about the applications and strategies used in story reading, for example, in Taracioglu and Tuncarsalan (2014), it was found that an overwhelming number of teachers have doubts about how to apply the strategies and activities of story reading. These doubts were especially evident in the context where it can be used as a substitute for the traditional curriculum and the normal EFL class exercises and activities. These traditional activities manifested themselves in showing pictures for the new vocabulary words and then just asking the students to repeat them to the teacher without any context.

According to Martinez (2007), it can be helpful for EFL students to begin a lesson with a story in order to understand the concrete concepts and thus get a jump-start on the abstract concepts. This can help with lesson design, especially when we focus on the scope and sequence of a curriculum. When using TPRS, storytelling serves to develop preschoolers' communication skills, which may be the actual goal of the preschool program. In addition, the selection of a high-quality story can help promote the formation of mental images that spark interest in language learning in young learners (Martinez, 2007).

The plan for this study was built on a vision that leads to two outcomes: First, this study can be a useful guide and consequently a new framework in the field of teaching EFL in the context of kindergarten in Turkey. Second, this study would contribute to the literature on TPRS by presenting a well-constructed study presented

by well-trained teachers who really apply the TPRS steps in a real, live and vivid classroom to teach L2 vocabulary acquisition. In this study, TPRS is tested as a means to improve receptive and productive use of English through activities and tests that address both receptive and productive skills. As a commonly accepted basic learning tool in teaching/learning English as a foreign language, the curriculum used in this study is based on the use of activities based on short stories (Krashen, 1982; Collie & Slater, 1991; Ellis & Brewster, 1991; Wright, 1995; Slattery & Willis, 2001; Wajnryb, 2003; Cameron, 2005; Pardede, 2010; Sarıçoban & Küçükoğlu, 2011; Mart, 2012).

D. Purpose of the Study

This study attempts to offer language learners a significant amount of intelligible input through stories to help them enhance their language and literacy skills. Although it has already proven high potential with teenage and adult English learners, its implementation in the setting of very young learners and its impact on their language acquisition has yet been unexplored. As a result, the aim of this thesis is to determine the advantages of adopting the (TPRS) approach to teaching English vocabulary to young learners as a foreign language.

E. Research Questions

Based on what has been said so far, then, this study seeks to answer the following questions:

- What is the effect of TPRS instruction on the short-term improvement of English vocabulary in productive skills?
- What is the effect of TPRS instruction on the long-term improvement of English vocabulary in productive skills?
- What is the effect of TPRS instruction on the short-term improvement of English vocabulary in receptive skills?
- What is the effect of TPRS instruction on the long-term improvement of English vocabulary in receptive skills?
- How does the TPRS enhance learning English Vocabulary for the kindergarten students?

F. Scope and Limitations of the Study

The plan of this study was constructed upon a vision that leads to two results: First, this study can be a useful guideline and consequently can be a new framework in the field of teaching EFL in the context of kindergarteners in Turkey. Second, this study would make a contribution to the Literature on TPRS by giving a well-constructed study presented by well-trained teachers who are applying the TPRS steps genuinely in true, live and vivid classroom in order to teach L2 vocabulary. In this study, TPRS will be tested as a vehicle for enhancing the receptive and the productive use of English by administering activities and tests that address both the receptive and the productive skills. Also, as a universally acknowledged fundamental learning tool in teaching/learning English as a foreign language, the syllabus that this study will use is built on the use of short story-based activities (Krashen, 1982; Collie & Slater, 1991; Ellis & Brewster, 1991; Wright, 1995; Slattery & Willis, 2001; Wajnryb, 2003; Cameron, 2005; Pardede, 2010; Sarıçoban & Küçükoğlu, 2011; Mart, 2012).

The study will be conducted with 20 participants who are native speakers of Arabic in the EFL context at Leaders Academy Kindergarten in Istanbul, Turkey. The participants are at the age of 3-4, and they will have been in kindergarten for three months at the time of data collection, so they are somehow familiar with the primary classroom instructions in the English language. The study is based on four age-appropriate story books with five vocabulary words. The topics of the stories are The Bremen Musicians, Rapunzel, Ali Baba & 40 Thieves, and Beauty and the Beast. There are flashcards, props, realia, and story video recordings as supplementary materials.

The first and most significant limitation of the present study comes from the research method used as a research tool. This study will employ one-group that will exposed to pre-test, instant post-test and delayed post-test design. The comparison will be among their scores of the three exams during the time frame of the study. The sample will be selected by convenience sampling methods which is one of the non-probability sampling methods. Equivalent groups that are not formed randomly do not work in a quasi-experiment (Bradley, 2018). As a result, a non-uniform comparison of the experimental and control groups is possible. Furthermore, non-randomized

groups have an impact on the findings' potential to be generalized, which is thus limited. Furthermore, non-equivalent groups reduce internal validity, or the degree to which a researcher may be certain that the treatment utilized caused the change (Bradley, 2018). However, by gathering more data on the research topic, such limitations can be reduced.

The length of the class and the number of classes available for the research also constrained research efforts.

The individuality of learners must be acknowledged for the third and final limitation. Every teacher and researcher must remember that each student is unique, and as a result, each learns in a distinct way. Furthermore, young students have an inherent inability to think critically and cannot maintain sustained attention for long periods of time (Iliev, 2010). As a result, their responses may be affected.

G. Outline of the Study

Chapter I, Introduction, introduces the reader to the study. It presents a brief overview of the study aims, objectives, methodology and conclusion. Chapter II is the Literature Review, which provides a detailed review of the relevant literature in the field thus far. The author of this study researched the existing literature and eventual limitations and recommendations to be applied in the current study. Chapter III, Methodology, presents the research methods and procedures used in this study. It also presents the data collection instruments and procedures, participants, sample selection, and sampling methods. Chapter IV, Results and Discussion, presents the findings of the study and the interpretation of the results. Finally, Chapter V, Conclusions and Recommendations, summarizes the findings of the study and makes some recommendations.

H. Definitions of Key Terms

- TPRS: TPRS stands for Teaching Proficiency through Reading and Storytelling and is an approach based on the input-based method of language teaching that focuses on systematically teaching vocabulary in a highly comprehensible, repetitive, personalized, and contextualized manner.

- Very Young Learners: this term refers to preschool children around 3-6 years old.
- Vocabulary Acquisition: it is the process of learning the words of a language.
- Receptive and Productive Vocabulary Knowledge: Receptive vocabulary is about recalling and recognizing the aspects of word knowledge in reading and listening, while productive vocabulary is about applying the aspects of word knowledge in writing and speaking.
- Story-Based Curriculum: it is a well-designed initiation-style learning experience that presents students with a well-planned sequence of real-world events to motivate skill development and learning levels.

II. LITERATURE REVIEW

A. Introduction

English teachers tend to depend on textbooks as the exclusive tool used when teaching English as a second language. Nevertheless, this method is not always able to achieve its set goals. A story-based teaching method is a useful alternative for children to acquire essential verbal language and reading readiness skills and to learn content, various cultural aspects related to speaking and reading English, and language-based problem-solving skills. Myths, fantasy, adventure, fiction, and non-fiction, and all other types of the story have contributed to a child's life enrichment realistically and creatively. In one way or another, stories influence how the children examine the world they live in and establish a balance between their knowledge and experience. In the context of EFL young learners in Turkey, there is no specific EFL curriculum for this age group. As a result, teaching vocabulary has been considered a challenge for kindergarten teachers because of insufficient resources for this age group. There are few, if any, teaching materials for preschool ELT (Tunçarslan, 2013; Tabors & Snow, 2013).

On the other hand, children's changeable mood, illiteracy, and the need to keep them focused during class time place an extra burden on the teacher's shoulders. Therefore, Richards and Schmidt (2002) suggested that teaching plays a vital role in vocabulary learning by attracting learners' interest by presenting meaningful material.

Hence, we need to apply useful methods to facilitate learning vocabulary as there is an agreement on the importance of vocabulary building skill as the clue of communicative competence (Schmitt, 2000), which helps more in developing listening and speaking skills as both are the primary skills that very young age can use in order to acquire a foreign language. Simultaneously, for too many teachers, teaching vocabulary can be a challenge, especially at this age, due to the insufficient teaching materials for preschool ELT (Tunçarslan 2013; Tabors & Snow, 2013). Therefore, planning various activities would help preschoolers to get involved more

in physical activities, puzzles, hands-on crafts activities, games, and songs, which would satisfy their curiosity and love of discovery on the one hand and enhance using their imagination on the other (Harmer, 2007).

Based on the above-mentioned information, it is noticeable that there is a persistent need to implement foreign education in kindergartens and to apply non-traditional methods toward making the EFL class for preschoolers more fun and effective. Additionally, we cannot overlook the essential role of a teacher's creativity and innovation in achieving the EFL class outcome and objectives.

In the 1980s, Blaine Ray - a Spanish language teacher- developed TPRS "Teaching Proficiency through Reading and Storytelling," which is mainly in consistent with the principles of Stephen Krashen's the Comprehensible Input Theory and also with James Asher's Total Physical Response (TPR). The TPRS approach enriches the preschooler's EFL classroom experience as few studies have addressed the validity of TPRS with preschoolers (e.g., Gil, 2015; Demir & Çubukçu, 2014; Li, 2013). The TPRS answers one fatal question in the world of language teaching which is: How does a teacher teach meaning? In addition, it sheds light on the big idea of TPRS that is based on the following technique: To teach your students a concept, weave a story around it. Consequently, stories can be the perfect method which provides a compelling context for the target vocabulary words (TVWs) and phrases.

Our ancestors used to tell us stories to teach us a moral lesson which was the only role of stories in the old days. The habit of telling stories is an ancient habit that has been passed down from generation to generation. Stories have played a major role in building the history of human existence. In the past, storytelling played two major roles: learning a moral lesson and entertaining. However, nowadays, stories' role has been extended to other fields, such as the business field and politics industry in influencing the masses by conveying a specific message. In the language teaching and learning field telling stories' most important role is manifested in creating the engaging atmosphere (the story) which can be considered as a rich resource by providing various vocabulary and phrases source of meaning, synonyms, antonyms…etc.

B. Teaching Language to Very Young Learners (VYL)

According to Jeremy Harmer (2006), there are three age groups of language learners: young learners, adolescents, and adults. Each of them has particular interests, characteristics, and cognitive abilities, and each of these types of learners needs to be guided differently when learning a foreign language. In many cases, age can be critical in a teacher's decision about how and what to teach.

The expression "the earlier the better" has become a phenomenon in the field of language teaching since the last half of the 20th century. It has become a phenomenon in the twentieth century. However, some researchers such as Larsen-Freeman and Long (1991), Saez (2001), and Nikolov (2002) have been mostly critical of this view. Both the "intellectual readiness of young learners'' and the "critical period hypothesis" (CPH) have always been the dominant views supporting the claim of early language learning in various academic debates. However, the benefits of early language learning remain debatable.

Some scholars were positive about CPH, such as Dekeyser and Larson-Hall (2005), Long (2005), Hyltenstam and Abrahamsson (2001), while others rejected the CPH idea, such as Hakuta, Kenji, Bialystok & Wiley (2003), Bridsong (2004). This happened because in a study (2014) with 20 adult native English speakers who started learning French, Bridsong found that 15 students were able to use French as native French speakers, which caused him to reconsider his devotion to the CPH hypothesis. It is obvious that there is no definitive concept about when exactly young learners need to start learning a foreign language (FL).

According to Paradis (2004) and Johnstone (2009), starting learning early has many advantages: First, language acquisition is much easier for this age group because they can rely more on natural acquisition processes, so the development of implicit skills occurs with greater ease. They are undoubtedly better able to acquire the sounds and rhythms of the target language. Second, the affective filter is much lower in young learners than in older learners because they are less anxious and show more intuition. Then, they have plenty of time to learn the target language. Finally, starting earlier gives the child the opportunity to reap the benefits that come with time. Therefore, Enver and Moon (2009) are in favor of the assumption "the younger the better" because children learn better and have the chance to be exposed to the

language for a longer period of time, which gradually leads to better mastery towards the end of the education process. Many researchers stand behind this statement and admit that young learners are superior to older learners in language mastery (e.g., Oyama, 1976, 1978; Patkowski, 1980; Krashen et.al, 1982; Felix, 1985, 1991; Pfenninger & Singleton, 1989; Larsen-Freeman & Long, 1991; Johnson & Newport, 1989; Bley-Vorman, 1990; Johnson, 1992; Slavoff & Johnson, 1995).

Much evidence provided by Long (1990) in his review on Second Language Acquisition (SLA) illustrates the importance of early acquisition. One of the most important findings of his study is that it is a daunting task for a child to have native-like proficiency in phonology after age six and to begin to experience problems in morphology and syntax after age 12. Therefore, in order to achieve complete mastery of the language, it is necessary to emphasize the same periods that are important for language acquisition. Steven Pinker (1997) stated that the acquisition is assured among the children who are up to six years old, and steadily impaired from then until shortly after puberty and is rare thereafter.

Arguments made by both educators and linguists on the topic of education date back to the 1960s (Calabrase & Dawes, 2008; Johnsonstone, (2009). Teaching English to Young Learners (TEYL) was included in the European language program and became an important policy in the 1980s and early 1990s due to the widespread use of English in international settings. In addition, there is a continuing call for the development of intercultural competencies and lifelong learning that has gradually placed early language learning at the center of most global language programs. In response to economic globalization, parents have also shown an influence on the adoption of English at an early age due to the social and economic benefits they seek (Enver & Moon, 2009; Tinsley & Comfort, 2012). In addition, there seems to be a consensus in many 21st century countries to lower the entry age for foreign language learning by implementing early foreign language acquisition policies (Djigunovic, 2012; Tinsley & Comfort, 2012).

Tinsley and Comfort (2012) found that in developed countries, lower-level curricula generally include FL instructional units. However, schools vary in terms of the age at which they introduce FL to early grades. Some countries introduce FL at the beginning of compulsory education, i.e., preschool, e.g., Finland, France, Italy, Oman, and Singapore, while other countries, such as Bulgaria, China, Germany,

Latvia, and Taiwan, begin foreign language instruction in school at age eight (Enver et.al., 2009; Tinsley & Comfort 2012; Eurydice, 2008).

C. The Characteristics of Very Young Learners

"Very Young Learners" has been defined as "children who are not yet in compulsory education and have not yet begun to read" (Reilly & Ward, 1997:17). This definition highlights illiteracy among very young learners. For Reilly and Ward (2003), very young learners are not yet of compulsory school age. Therefore, if we want to apply it to learning a foreign language, they are not able to learn a language using the traditional method. Moreover, the Critical Period Hypothesis was one of the theories put forward by Penfield in 1959 about very young learners (Singleton, 2007), which emphasized that early childhood is crucial to a person's academic life. The dilemma is that children as young as three and four years old are labeled illiterate and at the same time this age period is crucial to academic life. Moreover, Montessori claimed in the 1900s that the first six years of life are the most important time for a person - physically and psychologically. They are critical to a person's development because unconscious learning can more easily enter the conscious level (Mooney, 2000).

Key characteristics of this age group include a short attention span, high levels of curiosity, egocentricity, high levels of physical energy and enthusiasm triggered by exploratory activities and games that take advantage of these characteristics. The most notable characteristic of this age is the limited attention span and enthusiasm with which they learn new and different concepts about life in general (Mooney, 2000).

According to Piaget (1970), VYL have the ability to create their own learning environment by engaging with and exploring the immediate environment and thus being active in their learning environment. Within the zone of proximal development (ZPD), social interaction is the key word for children's knowledge construction (Vygotsky, 1962); in other words, children reach the level where they can solve their problems using ZPD, which helps them reach the point of optimal capacity. Bruner (1983) considered scaffolding as the help of a more competent peer or adult who encourages children to learn effectively. The point is not for children to receive solid repetition, but for them to build and test their own assumptions as they extend rules

to understand for themselves (Wells, 1999). When VYL experiences are gained through involvement in hands-on activities, it leads to more effective learning (Donaldson, 1978; Hughes, 1986). Since children have a lot of energy and have difficulty concentrating, it can be beneficial to engage them in a concrete environment. Moon (2000) mentioned that creating their own visuals and realia can help children become more engaged and interested in the activities. This will eventually help to expand their sense of responsibility for the material.

The Reggio Emilia approach is entirely based on the "image of the child" (Dezouza, 1999). According to this approach, it is of utmost importance for children to construct their knowledge as active teachers. They "develop the ability to represent ideas and feelings symbolically using one of their 'hundreds of languages' expressed through words, movement, artistic creations, music, etc., which children can explore and combine during their learning process (Edwards, 2002: 10). In other words, this approach is based on learning through the representation of meaning using the senses because "appealing to the senses will always help students learn" (Scott & Ytreberg, 1990, p. 115).

In order to create a typical learning environment, the teacher must provide a range of activities that allow for more experiences so that children do not become bored: "We are not talking, of course, about classrooms where children sit in rows all the time talking to the teacher" (Halliwell, 1992. p.18). Creativity and a willingness to be active are the main characteristics of this age group, prompting teachers to take advantage of children's exuberant imaginations and energy by engaging them in games, songs, pictures, or puzzle-like activities. In addition, the child's gender plays a crucial role in choosing the appropriate activity for certain subjects: For example, boys at this age can never sit still and are sometimes prone to aggression, perhaps due to their energy resulting from hormonal changes (Biddulph, 1998), while girls, in contrast, are more adept at language skills, concentration, and fine motor skills (Khan, 1998; Biddulph, 1998; McIlvain, 2003).

The use of Total Physical Response (TPR) by James Asher (1977), which was mainly related to classroom activities, is considered a great method for teaching English to very young learners because with this method we help learners to be active by connecting language concepts with physical movement. Since children's attention span is very short, they will actively participate in the learning process.

Scott and Ytreberg (1990) recommended a balance between the different activities they suggested, such as when teachers focus on different skills. This is done by using individual work, pair work, and work with the whole class and activities? They also suggested encouraging interaction between students - in other words, students should learn more from each other than teacher-student interaction. They also suggest creating a quiet and dynamic learning environment by balancing quiet and noisy activities.

At the top of it all, using stories in the EFL classroom helps students learn the foreign language and place it in a context that reflects its great value (Slatterly & Willis, 2001). Cameron described stories as a "holistic approach to language teaching and learning that emphasizes engaging children in rich, authentic uses of the foreign language." (Cameron, 2001, p. 159). He also specified 'mentalese', the mental processing used in the independent formulation of language meaning, which explains why children can understand the gist and summarize a story told in the foreign language using visual representations in their native language.

D. Studies on Teaching English to Young Learners

In North American schools, studies of early language learning have found, among other things: 1] Researchers have found that early introduction of language has benefits for language skills (Harley & Swain, 1984; Lightbown & Spada, 1994; Harley et.al., 1995). 2] Listening comprehension and pronunciation in general show more convincing results when students begin language acquisition earlier. 3] Young learners learn L2 grammar more slowly than older learners (Harley et.al., 1995). 4]. Initial mastery of grammar and vocabulary in adults over young learners is only beneficial for a short period of time.

To promote learning, professionals such as Hughes (1986) conducted research on children to be more in focus with the preoperational stage of teaching. He presented one of the best examples about children's way of learning:

Hughes: How many is two and one more?
Patrick: Four.
Hughes: Well, how many is two lollipops and one more?
Patrick: Three.

Hughes: How many two elephants and one more?

Patrick: Three.

Hughes: And two giraffes and one more?

Patrick: Three.

Hughes: So, how many is two and one more?

Patrick: (Looking straight in the Hughes's eyes) Six!! (Page 47)

In this example, Hughes asked the young student, Patric, the same question five times. Patrick was able to give the correct answer only when the questioner tried to stimulate the imaginary part of the student that grabbed his attention by including words that kids like. This reveals the importance of involving imaginary stimulants, such as animals, colors, cartoon characters… ets., in the education process that depends on storytelling.

E. Historical Background of Teaching English to Very Young Learners in Turkey

In the 1950s, the Turkish government began to integrate English into the curriculum for the first time (Dogancay-Aktuna, 1998). In 1997, early foreign language acquisition was included in the early childhood education curriculum. At that time, the Turkish Ministry of Education (MNE) and the Higher Educational Council (HEC) carried out a comprehensive educational reform in Turkey. Both the MNE and the HEC agreed to make policy changes in both the education system and the teaching of English Language Teaching (ELT) (Dogancay-Aktuna & Kiziltepe, 2005; Gursoy, Celik Korkmaz & Damar, 2013). The aim of the new curriculum was to raise language learners' awareness, increase their motivation to learn a foreign language, and help them develop a positive behavior toward foreign language learning (FLL) (MNE, 1997; Kirkgoz, 2008). During the introduction of the new curriculum in 1997, Communicative Language Teaching (CLT) was included in the ELT program for the first time in Turkey. This introduction of CLT aims to focus on the learner and strengthen the role of the language teacher as a facilitator in a specific context (Damar, 2004; Gursoy et al., 2015). At the same time, faculties of education and the Ministry of Education changed their ELT curricula to meet the requirements of training competent teachers. In order to train competent teachers, a new course "Teaching English to Young Learners" was included in the new program to help prospective teachers develop appropriate skills and knowledge for teaching with young learners.

After gradual changes in the Foreign Language Education (FLE) curriculum over the past 15 years, especially in 2012, a new educational reform called the 4+4+4 education reform surfaced. The changes affected not only the level system but also the curriculum, which brought significant changes in language education. For example, the MNE lowered the entry age for both enrollment (from 7 to 5.5 years) and FLL (from 9 to 6.6 years/second grade) (MNE, 2013). Developing communicative competence in English was the main goal in changing the new FLE curriculum.

In order to help in the application of the new curriculum, which mainly aims to push students towards student-centered education and motivate them to learn English as a foreign language, this study presents TPRS teaching methodology as a good alternative teaching method that helps in solving the problems in the EFL classroom in the Turkish context. The key word to follow TPRS steps and achieve its goals successfully is to introduce and prepare well-trained teachers to this teaching method.

F. Research on Lexical Acquisition

Cameron (2001, p. 159) states "Stories offer a full imaginary world, created by the language, which allows learners to enter and enjoy as they learn language". In line with that, Slatterly and Willis (2001) state "Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on, you can use stories to help children practice listening, speaking, reading, and writing.".

The Grammar-Translation Method and the Audio-Lingual Method were the main dominant language teaching methods during the last decades. Even the most modern language teaching methods (e.g. Communicative Language Teaching methods or Task-based Learning methods) failed to give lexical learning its valuable position in learning foreign languages (Lewis, 1997). Furthermore, Lewis (1997) stated that lexis is the core or heart of language input but in language teaching it's always been the Cinderella (1993). He recommended using language as lexical chunks or using just a word such as (Look!) has the same function of "fully independent item" (1997, p. 225-256). Crystal's (2005) point of view was to concentrate on the relationship between the study of meaning and the units of meaning. In other words, vocabulary has to be analyzed in terms of semantics.

Meara (1996) asserts that vocabulary size plays an important role in considering lexical competence through the ability of language learners. Those with large vocabularies are more likely to be more proficient in almost all aspects of L2 mastery. Henricksen (1999) found that language learners' partial lexical knowledge becomes much more precise over time as they gain more experience with the target language (Milton, 2009; Anderson & Freebody, 1981). Meara (1996), Henricksen (1999), and Crystal (2003) agreed with the idea that language gradually develops into a structured network in which all lexical items are collected and related in meaning. By being able to fully analyze the meaning of lexical items, language learners relate them to their synonyms, antonyms, hyponyms, and collocations. Furthermore, lexical knowledge can be divided into receptive and productive lexical knowledge. A language learner must be able to produce the lexical items while speaking or writing by recognizing them while reading or listening (Heibert & Kamil 2005).

In considering the cognitive dimension of lexical acquisition, Kit (2003) argues that linguistic input and linguistic perceptual ability are the first steps of lexical input, which consequently contribute to enabling lexical acquisition and production.

Moreover, Cubukcu (2014) listed the characteristics of the valuable vocabulary instructions as of the following:

- Vocabulary instruction setting should be a "Word-rich environment" which boosts learners' consciousness about words.
- The role of teacher in the classroom is not only to instruct words, but also to enhance the atmosphere of plenty of repetition and practice.
- Improving student's independent learning should be the aim of the teaching process while generating elements of words and how to learn new words.

G. Research on Using TPRS in the Foreign Language Classes

There is no doubt that foreign language learning is a complex process that is directly influenced by both affective and cognitive factors. According to Gas & Selinker (2008), the affective factors such as creativity, personality, age, motivation, behavior, and anxiety have a significant impact on the success or failure of foreign language learning. The word "affect" can be associated with "feelings or emotional reactions related to the language, to the people who speak that language, or to the

culture in which that language is spoken" (Gas & Selinker 2008, p. 398).

Thus, if learners' affective needs are not adequately met in the learning atmosphere, learner fluctuations-associated with rising or falling levels of foreign language acquisition-can manifest themselves on a large scale.

Saricoban (2004) taught two groups using either TPRS or the audiolingual method in a brief 6-week experiment. Although the students performed equally well in listening comprehension and reading comprehension, they clearly preferred the TPRS method. In 2007, Perna preferred to compare three methods: the traditional method, Instruction through Primary-reinforced by secondary- Perceptual Strength, and TPRS. In the Perceptual Strength method, students can choose to visit auditory, kinesthetic, tactile, or visual learning stations, depending on their individual learning styles. After teaching five classes for five weeks, she found that in grammar instruction, all of the above methods worked equally well. In vocabulary instruction, she found that perceptual strengths were the first to have a positive impact on participants, followed by TPRS and the traditional teaching method, which was the least effective. It is good to note that Perna's instructions may not have been typical of TPRS classrooms.

Researchers such as Braunstein (2006) focused on studying students' behaviors toward learning English in an ESL (English as a Second Language) class of 15 students. Students told Baunstein that they expected traditional instruction, including lectures, written work, and grammar. After two lessons with TPRS, students expressed positive feelings such as enthusiasm, joy, and interest in learning the new language, rather than feeling bored, embarrassed, or even stupid. They also admitted that TPRS helped them memorize vocabulary. Armstrong (2008) collected quantitative data in his research project in elementary Spanish classrooms. These data showed that students were satisfied with the different aspects of language instruction and memorized vocabulary well even with gesture questions, pictures, and translation questions. It is important to note how motivated students were for all aspects of language instruction after TPRS Spanish classes. In numbers, the number of words students learned and their preference to read in Spanish increased significantly. Before using the TPRS method, first and second graders were able to translate 43% of the words, while this number increased to 75% of the words after using the TPRS gestures.

Jennings (2009) taught two groups. One group used TPRS and the other group, the control group, used the traditional teaching method. Initially, the control group performed better on the intermediate test. Then, when vocabulary, listening comprehension, and writing skills were tested, it was surprising that the TPRS students performed significantly better than the control group on the final unit tests and on the final test of the year in the areas of vocabulary, listening comprehension, reading, writing, and speaking.

In the dissertation study by Spangler (2009), 162 participants in a Spanish class from a middle school were tested. They were divided into a control group using the traditional teaching method and a group using the TPRS teaching method. The students participated in a computerized language test that measured reading, writing, and speaking skills. The test was the standardized STAMP test (STAndards-based Measure of Proficiency; Avant Assessment, 2002). Students in the TPRS group scored the same as the control group in reading and writing. However, the language test scores were significantly better with a large effect size for the TPRS group.

The main goal of TPRS is to develop students' listening, speaking, reading, and writing skills by providing a large amount of comprehensible input, the essential element of which is, of course, vocabulary. Watson (2009) compared the results of two classes beginning high school. One class was taught using the traditional teaching method and the other using the TPRS method. At the end of the experimental period, students took a final written test with questions on grammar, vocabulary, listening comprehension, and reading comprehension, and finally took an oral exam. The results were in favor of the TPRS teaching method on both tests. The scores were distributed as follows: The top 95% of TPRS students got As or Bs, while in the traditional teaching method, the top 95% of students got As, Bs, Cs, and Ds. In 2009, Varguez compared two classes that received TPRS instruction to two classes that received traditional instruction. One of the four classes consisted of socioeconomically disadvantaged students and its teachers were less experienced. Beginning in June 2006, the students took a standardized Second Language Proficiency Examination (SLPE) test administered by the College of the State of New York. This test typically measures listening comprehension and reading comprehension. Because the SLPE tests only vocabulary comprehension and sentence level, Varguez also included a longer test with reading passages formulated by the New York State Regents Exam. It was found that the economically disadvantaged TPRS class

performed statistically the same on all three tests as the more affluent traditional classes. This was a surprising result since socioeconomic status can be considered a strong predictor of academic success. It was also surprising that the TPRS class, which has the same demographics as the traditional class, performed better than the traditional class on the three tests. Wenk (2010) documented German language instruction for one year. During the study, the number of students who described themselves as "good learners of German" increased from 12% to 73%. A percentage of 80% of the students planned to continue learning German after the required two years.

Castro (2010) compared the number of words learned by two groups of adults in ESL classes. He compared the TPRS method to the grammar and translation (G-T) method. Participants were exposed to each method for three days. Statistically, both groups learned the same number of unknown vocabulary words using both teaching methods, preferring TPRS instruction.

For students with learning disabilities, Holleny (2012) compared TPRS to traditional instruction in four classes at a high school. Each group received two units of TPRS instruction and two units of traditional instruction. After unit tests were administered, the traditional and TPRS groups performed equally well on the unit tests, which included vocabulary tests, listening comprehension tests, fill-in-the-blank questions, and sentence translation tests.

Dziedzic (2012) compared another group of Spanish learners in four classes, two of which were taught using the traditional teaching method and the other two using the TPRS method. The test was a test of sustained silent reading. When the participating students took the test at the end of the year, the TPRS students and the traditional students scored the same on the listening and reading tests. But TPRS had a massive effect on production skills, significantly outperforming traditional methods' scores on the writing and speaking skills tests.

In 2012, Oliver found that TPRS students performed significantly better than traditional students in reading, writing, and grammar on the traditional exit exam. In an article published in Language Educator, Oliver explained how participants in the aforementioned tests - early college Spanish students - positively impacted speaking, listening, and motivation, which could not be tested on the exam.

Ray & Seely (2012) stated that one of the most noted outcomes after using the TPRS method is to increase learner comprehension and motivation and decrease expected anxiety levels (as cited in Murray, 2014. p.20). In accordance with the above factors, the TPRS method is expected to increase vocabulary acquisition by increasing the number of words acquired and used in speaking and writing skills. Ray emphasized that "the key to the success of TPRS is to make instruction 100% comprehensible" (2012). The TPRS method achieves the main goal of its application when the lowest students understand the language.

Devlaming (2013) investigated deductive Grammar teaching vs TPRS for German in the Netherlands. He studied two deductive grammar classes compared to one TPRS class. Participants in the two grammar classes remained at the same level or even worsened in most of the structures tested. However, in the case of the TPRS class, participants improved on each structure. Jakubowski's (2013) study focused on the effects of using instruction during the TPRS curriculum on middle school students. It was based on a short-term (four days) and long-term (four weeks) basis and tested how this affected vocabulary retention. Spanish1 students saw illustrations of two language lessons. The illustrations had a significant effect on short-term retention of vocabulary from the first unit. However, the groups with and without illustrations were able to translate the same amount of vocabulary correctly.

The results of many studies conducted prior to this study indicate that the TPRS method is more effective than the traditional method in acquiring vocabulary, fluency, grammar, and even writing fluency (Foster, 2011); moreover, using the TPRS method helps building positive behaviors in EFL learners (Jebeli & Ismail, 2012). Moreover, studies show a more convincing impact on Spanish learners' speaking and writing skills, while it has the same impact on reading and listening skills when using the traditional method (Dziedzic, 2012). The studies also suggest that TPRS has a noticeable impact on listening comprehension skills and encourages students to learn other languages such as: French. Students were more motivated to use the language themselves when speaking, whereas the traditional method improves listening and reading comprehension but weakens speaking skills (Murray, 2014).

In two high school French1 classes. Murray (2014) compared the traditional method to the traditional method plus TPRS over a 6-week period. Murray measured test scores, students' ability to continue learning French, and students' confidence in

using French. In listening comprehension, the TPRS group's test scores increased significantly, while the control group's overall scores remained the same. The confidence in using French increased in the TPRS group, and their ability to learn French2 was also stronger than that of the control group.

There are some teaching methods that can improve foreign language learning through interactive and communicative vocabulary activities (Harida, 2013). By improving oral communication skills, we have already improved listening comprehension skills by using physical activities at the beginner level, however, it is criticized to have limited grammatical structures and imperatives with very poor reading skills (Oliver, 2012). However, gradually TPRS has been improved and now takes the form of TPRS that increases the implementation of comprehensible input.

Moreover, studies have praised the improvement that the TPRS method has made in first graders' acquisition of English vocabulary for mathematical forms and how it has increased their creativity and motivation (Nurlaili et al., 2015). High school students have been shown to be more motivated to learn a foreign language through the use of TPRS in Spanish classes (Blanton, 2015). The acquisition of English vocabulary and the perception of semaphores had a positive effect in TPRS (Pinos & Ortiz, 2018). Much lower levels of anxiety were found among first-year students exposed to the TPRS method in the area of English language learning (Cedeno, 2019). In addition, students in grades 9-12 have shown consistent progress after receiving training on blended learning with the coaching course on TPRS for their language teachers (DeBord, 2019). Another high school student demonstrated intrinsic motivation to learn a foreign language and improve her autonomous mode of creativity in storytelling. Her teacher noted a greater sense of personal accomplishment and more effectiveness in group work (Printer, 2019).

1. TPRS and the Very Young Learners

The TPRS teaching method aims to lead learners to successful language acquisition by teaching basic structures and vocabulary of the target language to help learners to "express intelligibly in speech what one wants or needs to, without undue hesitancy or difficulty." (Seely & Romjin, 1998, p.35).

As in the L1, TPRS can be an essential means of building language comprehension and production. Language acquisition can be promoted through activities that stimulate physical actions and bodily responses, based on characteristics established for this very young age. According to Brewester et al. (2002), these characteristics include extreme physical activity, L1 improvement, unstable emotions, poor memory, and self-centeredness.

The nature of young learners and their constant eagerness to engage in any activity leads them to not hesitate to speak a new language with a native-like accent similar to that of adults or even adolescents. The problem, however, is their short attention span and possession of metalanguage that can be used to explain grammar and discourse (Cameron, 2001). Thus, young learners cannot understand abstract concepts even though they have advantages in language learning (Raya et al, 2001, p. 20). They are more inclined to play language games, get excited about activities, learn easily from context, and repeat the words and phrases until they have acquired them professionally (Scrivener, 2011).

At this age, it is also important to improve their sense of security, confidence, and enthusiasm to create a perfect learning environment. In addition, it is important to consider their inability to understand abstract ideas and focus more on concrete concepts related to the immediate situations they experience. To accommodate their dominant kinesthetic learning style, it is necessary for them to touch and see as the first step to learning and understanding (Ormond, 2010; Widodo, 2005; Wright et al., 2007).

In a Colombian public elementary school in Bucaramanga, Colombia, Gonzalez (2010) conducted a study in which student teachers were asked to plan curriculum by making up their own stories based on their interests. Teachers were required to plan lessons, collect data, and evaluate data. The results of the study showed how the children were motivated after listening to or reading stories, how their participation in the different activities were increased, and how their understanding of the stories and acquisition of new vocabulary developed positively.

In a low-stress environment, play is an essential element of preschool education and makes language acquisition enjoyable (Gil, 2015). This helps to create a stimulating learning atmosphere in the classroom. Previous research has demonstrated the

effectiveness of using TPRS in EFL adult and adolescent classes in teaching L2 vocabulary (e.g., Sutijono, 2014; Roberts & Thomas, 2014; Jebeli, 2012; Castro, 2010; Varguez, 2009; Spangler, 2009; Armstrong, 2008; Perna, 2007; Braunstein, 2006; Davidheiser, 2001), but also, albeit with fewer studies, the same positive results with very young learners (e.g., Gil, 2015; Demir & Çubukçu, 2014; Li, 2013).

Demir and Çubukçu (2014) compared two preschool classes. In a study of six-year-old Turkish children who received TPRS strategies for acquiring target words (TVWs), they demonstrated that they were statistically more successful in retrieving lexical competence than the children of the same age who were taught using the communicative approach. Both groups participated in pre- and posttests. Unfortunately, the study did not mention several important factors: 1] The details of how vocabulary knowledge - receptive or productive - was assessed in the study. 2] How exactly TPRS or the communicative approach were implemented, what clearly organized phases their study went through, and what techniques were used to clarify the instructions of the two groups. In other words, we can notice that some activities are used in both TPRS and the Communicative classroom (e.g., the type of questions, singing, performing), but the difference is in the implementation of different methods. Here, technology plays a fatal role in differentiating the methodological principles used by teachers and how they affect the essence of the teaching and learning environment in the classroom.

By emphasizing the concept of comprehension over production in Krashen's Natural Approach and the idea of enhancing the right hemisphere of the brain through physical activities (Asher's Total Physical Response), TPRS is considered the right framework to help learners acquire a language for very young learners. TPRS introduces storybooks as an alternative to traditional textbooks. In other words, by consistently using unfamiliar words in the context of stories, the teacher has the opportunity to introduce new concepts and teach young children meaningful communication skills (Elley, 1989; Penno et al., 2002; Blok, 1999; Collins, 2004; Soleimani & Akbari, 2013). Listening to entertaining stories can provide an enjoyable setting for preschoolers to engage in various language learning activities (Brewster et al., 2002) while creating a positive behavior toward learning the target language that motivates children to listen (Castro, 2002). To make the language book more memorable and understandable, studies also included visualization (Wasik &

Bond, 2001). Abasi and Soori (2014) and Tunçarslan (2013) conducted studies that showed that storytelling had a positive effect on the receptive vocabulary of 5-year-old and 3 to 4-year-old learners, respectively. In the studies, frequent comprehension checks were used as a technique to facilitate better comprehension. When comprehension is poor, more pre-instruction is given and the teacher begins to slow down the overall instructional process (Ray & Seely, 2004).

Tarakcioglu & Tuncarslan (2014) investigated how the use of TPRS affects vocabulary acquisition in a study with 28 preschool children. They used two groups. One received the TPRS method in the EFL Turkish context and the control group received the traditional method. During the study, songs, realia, cartoons, and story-based activities were used over a 7-week period. After administering pre-tests and post-tests, the children in the treatment group were able to remember vocabulary significantly better than the students in the control group. This occurred because of the meaningful and entertaining context of the short stories with TPRS instructions.

An explanation hypothesized by Tunçarslan illustrates that the story-based activities supported very young learners with meaningful input and helped to actively motivate, engage, and excite them by addressing their developmental and age-related essential needs.

Kara & Eveyik-Aydin (2019) examined the effects of TPRS on young learners' vocabulary acquisition in a single treatment group of 19 students in a Turkish EFL context. Pictures were used for the conducted pre- and post- tests. The results showed the positive effects of TPRS on the recall and retention of receptive and productive vocabulary. This study suggests that the use of TPRS is important in the context of the EFL classroom.

2. TPRS in the Foreign Language Classes in Turkey

It has been shown that foreign language learning in Turkey is based on memorization of words without any contextual environment. In other words, it is not comprehensible at all, which makes foreign language vocabulary acquisition in Turkey difficult. Most teachers prefer the grammar and translation method (Cakir & Kafa, 2013). Consequently, they use grammar teaching at a high level and speaking teaching at a low level (Okmen & Kilic, 2016). Thus, all the above factors lead to one fact, which is that memorization is the predominant teaching method in Turkey.

Therefore, this paper attempts to investigate TPRS as a convincing alternative to all EFL traditional teaching methods by integrating target vocabulary with visual and audio elements in an appropriate context.

In Turkey, some TPRS studies were conducted with college students learning Japanese, and the results were as follows: Students were able to easily remember Japanese words -both in short-term and long-term memory (Yavus, 2011). Preschoolers taught with TPRS instructions were more successful in acquiring vocabulary than those taught with traditional instruction in English classes (Demir & Cubukcu, 2014). Middle school students were much better at expressing themselves fluently and accurately, and teacher and student creativity also improved. The TPRS method encouraged them and made classroom activities more fun (Cubukcu, 2014). Other studies have shown that participation in TPRS lessons in English classes has a very positive effect on the use of grammar and vocabulary in fluent speaking (Ilhan & Tutkun, 2016). In the Department of Tourism and Hospitality Management, using the TPRS method resulted in improved use of grammar and vocabulary and students showed positive behaviors toward learning English (Asmali, 2019). In addition, 9th grade students were found to have lower levels of anxiety after using the TPRS method in English classes (Eryilmaz, 2019). As for the recall and retention of receptive and productive vocabulary in preschoolers, TPRS has positive effects on them and is especially beneficial in receptive learning (Kara & Eveuik-Aydin, 2019).

In addition to the above studies, many studies have been conducted in Turkey and abroad and experimental studies have been found that have been compared with the TPRS method. Studies such as the grammar translation method, the processing teaching method, the traditional method, and the communicative language teaching method were compared with TPRS, focusing on learning French, Spanish, and Japanese as foreign languages. In the study of the previous language teaching methods, many variables that affect the TPRS method were examined, such as. motivation, perception of teaching methods, retention and memory, oral expression skills, vocabulary acquisition, ability to remember information from listening comprehension, performance, confidence in using the language, creativity, eagerness to learn a foreign language, grammar, reading and writing skills, listening and speaking skills, and general common sense towards TPRS methods and techniques.

After evaluating the results, the researchers found that the TPRS method was sometimes as effective or, in most cases, more effective than other ESL/EFL teaching methods. Other studies, although few, show that the TPRS method is less effective than other teaching methods. In addition, there are some studies that do not compare TPRS to other teaching methods.

All of the above studies EFL examined students at all levels and stages of schooling, from preschoolers to college students and adults. It was also found that there are few TPRS studies that focus on the vocabulary acquisition of very young learners. Therefore, this study aims to fill the current gap in the literature in this area.

H. The Use of Storybooks in Preschool Education System

Preschool education is known to be the program that prepares young learners for formal elementary school. Authors dealing with the educational system of this age group have different views on the concept of preschool education. Kozulin (2003) attributes the use of the term preschooler to post- Vigotskians, describing children between 3 and 6 years of age and specifying this age with some characteristics such as lack of attention, increased imagination, and other specific ways of thinking. At this critical age, teachers can focus preschoolers' attention on the importance of reading-by-reading stories to them. According to Anderson, Hiebert, Scott & Wilkson (1988), reading aloud is the most important activity for building the knowledge needed for later success.

To make listening to stories more interesting, Hopkins & Philips (2009) suggested some characteristics of the selected storybook, such as familiar characters, and recommended exposing children to different genres. They also recommended using different types of books, such as books for daytime, naptime, or bedtime. This is because the teacher should understand the different values, themes, and interpretations that books convey, and must try different ways to convey the content of the book using objects, puppets, realia, or toys.

III. METHODOLOGY

This chapter presents the methods and procedures used in this study. It begins with an introduction that provides details about the purpose of the study, the research questions, the research hypotheses, the study area, the research objectives, the research approach, and the measurements that will be used to analyze the data. Then, the nature of the research, research design and methodology, research problem, research setting/context, sample, sample selection, characteristics of the sample, data collection, and data analysis are presented. Finally, a summary of the chapter follows.

A. Introduction

The main objective of this study is to investigate the implementation of TPRS to improve the lexical acquisition of kindergarten children. The starting point of this work is the increasing demand observed in international schools to learn English in a correct and professional way. The lack of experience among the heads of English departments responsible for teaching English as a foreign language in private schools, the lack of correct training for language teachers, and the lack of new skills to meet the demands of the 21st century are the main reasons for the increase in demand for English as a foreign language.

This research examines whether TPRS can be a solution to the above problems. It could also open the door and make a step forward to solve the problem of learning Turkish as a foreign language. Moreover, it helps to spread and introduce Turkish culture inside and outside Turkey. It is rich in meaningful stories on the one hand and a common problem among newcomers to Turkey who find it difficult to communicate in the new language on the other hand. In addition, it could solve the problem of finding a useful and suitable curriculum for the young learners in the EFL classes of Turkish public schools, which can be a great burden for the MNE.

All the reasons mentioned above can be considered as the main reasons that prevent learning a new language, and in our case, it is the English language. The literature on the traditional teaching methods has shown that it has a negative effect

on language learning and mastery of English, which was the trigger for this study to investigate a new teaching method. Foreign Language Anxiety (FLA), which is considered a problem faced by foreign language learners, can also be considered an important reason for the lack of success in acquiring communicative competence and fluency in English. This study can be used as a guide to reduce affective filters in language learners by showing how the use of TPRS instructions would create a more relaxed atmosphere in the classroom. Consequently, fluency in language acquisition can be given paramount importance.

This work also opens the door for the study of the following topic: there is a significant need to analyze the case of Arab children learning English as a foreign language in a third-language Turkish environment. Also, there is a need to investigate how this situation might be an obstacle to successful English language learning. This study is the first study that may contribute to the literature on such a problem in Turkey.

This chapter mainly focuses on the five methodological phases of this research. First, it presents the research design at the beginning. Second, it gives detailed information about the participants and the framework of the study. Third, it will describe the instruments that were used to collect data. Then, the chapter will present the procedures used in data collection and how the study was conducted. Finally, this chapter will present the data analysis that were used in this study.

B. Nature of the Research

This study is descriptive in nature. The descriptive research refers to the methods that describe the characteristics of the variables under study. This methodology focuses on answering questions relating to “what” than the “why” of the research subject. This study employs an experimental design because it was held in a controlled environment. Unlike a descriptive study, an experiment is a study in which a treatment, procedure, or program is intentionally introduced and a result or outcome is observed. Therefore, the present study also has the aspects of both quantitative and qualitative research though to a large extent it is quantitative. Quantitative research deals with numbers and statistics, while qualitative research deals with words and meanings. Quantitative methods allow you to systematically measure variables and test hypotheses. Qualitative methods allow you to explore

concepts and experiences in more detail. The quantitative data was collected through the pretests, the posttests and the observation checklist. Observation is a useful method of measuring behaviors. The instrument for data collection which is used here is the checklist. The checklist is a useful instrument for systematically recording the observation behavior.

One of the most encouraging reasons for designing this experimental research was to surface the effects of TPRS instruction and activities on English language teaching for native Arabic VYL speakers – who are learning a foreign language in a third language environment – and to observe their success or failure.

This study applies a quantitative research design as it incorporates quantitative research techniques in one single unified research. The quantitative technique relies on the information that can be recorded from the students' scores on the pre- and post-tests and consequently their analysis. Also, the quantitative technique deals with the gradual improvement of students' response to the new teaching techniques and methods within the classroom. Finally, the collected data were analyzed to see whether the TPRS teaching method has a positive or negative impact on the very young learners.

1. The research problem

It is well known to all language teachers that vocabulary, as all language skills and conventions, can be acquired by enhancing two skills: the receptive skills and the productive skills. So, the idea that will be tested in this study is to figure out whether the receptive or the productive knowledge will get more benefit from implementing TPRS method in the English language classroom. Generally speaking, English language teachers find it easier to teach receptive knowledge rather than the productive one due to the effort, complex preparation and operation that the productive knowledge needs (Kit, 2003). Also, the use of words in the productive learning class is relatively less than the receptive learning in the English class (Ellis & Beaton, 1993; Benjamin & Crow, 2012). Therefore, it is expected that in this study also the receptive skills would benefit more from TPRS method than the productive skills.

Kindergarten teachers are facing the problem short concentration span of this age group (very young learners) because they are physically very active, emotionally unstable, and their L1 skills are still developing. Due to all the above-mentioned

reasons, very young learners need special learning methodology in order to reserve and train their retention and recalling skills. This study is aiming to evaluate the short term and long-term reflections of TPRS implementation on vocabulary acquisition within a preschool context by administering a pre-test, instant posttest and a delayed posttest for both receptive and productive skills.

The plan of this study was constructed upon a vision that leads to two results: First, this study can be a useful guideline and consequently can be a new framework in the field of teaching EFL in the context of kindergarteners in Turkey. Second, this study would make a contribution to the literature on TPRS by giving a well-constructed study presented by well-trained teachers who are applying the TPRS steps genuinely in true, live and vivid classroom in order to teach L2 vocabulary. In this study, TPRS will be tested as a vehicle for enhancing the receptive and the productive use of English by administering activities and tests that address both the receptive and the productive skills. Also, as a universally acknowledged fundamental learning tool in teaching/learning English as a foreign language, the syllabus that this study used is built on the usage of short story-based activities (Krashen, 1982; Collie & Slater, 1991; Ellis & Brewster, 1991; Wright, 1995; Slattery & Willis, 2001; Wajnryb, 2003; Cameron, 2005; Pardede, 2010; Sarıçoban & Küçükoğlu, 2011; Mart, 2012).

2. The research setting

All twenty participants were Arab native speakers in the EFL context at Leaders Academy Kindergarten in Istanbul, Turkey. The participants were at the age of 3-4, and they had been in the kindergarten for three months at the time of data collection, so they were somehow familiar with the primary classroom instructions in the English language. The kindergarten follows the trilingual educational system with a 70% concentration on the English language and 30% divided between Arabic and Turkish. English is taught for 12 hours a week. The teachers are not English native speakers; however, they are well-trained on using various story-based learning activities and are speaking English fluently.

3. Sample selection

a. Sample procedure and sampling method

The sample method used was convenience sampling, which is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study. Therefore, the chosen participants were selected accordingly.

The sampling procedure was as follows:

- Children were between the age of 3-5 years old.
- From Arabic origin, non-English speakers who are living in a third environment (Turkish Environment).
- Full -time kindergarten attendees.

b. Characteristics of the sample

All twenty participants chosen including boys and girls in EFL context at Leaders Academy (ADM Çocuk Akademisi) kindergarten in Esenyurt district, Istanbul, Turkey in the 2020/2021 academic year in the month of November. The vast majority of students live near the school campus. In addition, the students come from middle class families, generally from various Arab countries such as Syria, Iraq, Somalia, Tunisia, and others. Teachers are not native English speakers, but they are well trained in using various story-based learning activities and are fluent in English.

The TPRS lesson plans were designed according to the target vocabulary words (TVW) and the structures of the selected books. The selected stories were chosen to enrich the topics of the textbooks, which can be related to either English or science. Dörnyei (2007, p. 79) states that "Members of the target population are selected for the purposes of the study if they meet certain practical criteria, such as geographic proximity, availability at a particular time, ease of access, or willingness to volunteer.". The selected participants were chosen based on the convenient sampling strategy mentioned above. This strategy is considered the most widely used method in foreign language research. Considering the scope of this study, the main criterion for choosing this strategy was the researcher's convenience based on the easy accessibility and availability of the participants.

4. Materials

The study was based on four age-appropriate storybooks with four vocabulary themes. The themes of the stories were The Bremen Musicians, Rapunzel, Ali Baba & 40 Thieves, and Beauty and the Beast. Additional materials included flashcards, props, realia, and video recordings of the stories.

The study used the storybooks in the Childhood Stories series recommended by the kindergarten curriculum publisher "Color". It is a Turkish book publisher that defines itself as follows: "Farbe Education provides materials and support in the field of English language instruction for younger learners." (Farbe.com, n.d, para. 1). The reason this publisher was chosen is that its curriculum-which includes the books and other enriching online and offline resources and suggested activities-addresses the needs of foreign language learners by creating a rich input environment to help preschoolers become fluent in the new language. More than 20 stories were selected by kindergarten Curriculum Advisor and the Curriculum Publisher Representatives to enrich the curriculum with age- and culturally-appropriate stories. The stories selected are relatively short and the language is very simple. Classroom teachers were asked to select target vocabulary words (TVWs) based on the criteria of concreteness and unfamiliarity of vocabulary. The decision to select only concrete words was based on the fact that children are more likely to acquire concrete words-which refer to tangible properties of the word that we can feel with our senses-than abstract words, which refer to ideas and concepts. Therefore, four stories, each with four TVWs, for a total of 16 TVWs, were selected to be tested in this study. The stories and the TVWs are listed in Table 2.

Table 2 The Selected Target Vocabulary from the Stories.

Weeks	The Story Name	The Target Vocabulary Words
Week 1	The Bremen Musicians	Goodies, Shelter, Cock, Musician
Week 2	Rapunzel	Tower, to break, Rope, Tall
Week 3	The Beauty and the Beast	Ship, Pluck, Castle, Ring
Week 4	Ali Baba & 40 Thieves	Cave, Forest, Treasure, Thieve

Table 2 demonstrates in the second column the name of the four stories which are used in this study. Each story is used throughout a week. The third column of the table shows the five chosen words that are going to be highlighted during the week.

C. Data Collection

1. Data collection instruments and tools

The preferred instruments for data collection in this study are mainly tests of receptive and productive abilities, which were represented by using the means of pre-post and delayed tests - we have two tests, receptive and productive ability tests, which are repeated three times as pre-post and delayed tests. The data from the tests were presented in tables showing the percentage or number of participants who answered correctly to the previously mentioned tests during the experiment. In order to obtain more reliable and valid results, naked eye observation enriched with a checklist and video recordings for later observation were performed during the study and also four weeks after the main study. It took four weeks to present the study, including 50 minutes of daily exposure to story-based sessions at Leaders Academy Kindergarten (ADM Çocuk Akademisi) in November 2020, making a total of 50x5x4= 1000 minutes of classroom practice. To enrich the experiment, the study also used flashcards, props, and videos that traced the target vocabulary at different stages of TPRS instruction to facilitate understanding, engage student interest, and keep the class active.

The data was collected by the researcher. The teachers were testing the participants under the supervision of the researcher. The aim of both receptive and the productive tests was to test and measure the ability of students to remember the new vocabulary that were given during the TPRS class. The preferred instruments for data collection in this study were mainly both tests of receptive and productive language skills. That were represented by using the means of pre-post and delayed tests. The receptive tests were verbal as the participants were illiterate; so, they were questions such as: *where is the tower, rope…*? etc. The productive tests were testing the speaking skill only as the participants were illiterate.

The tests included items like showing the child a picture or a collection of pictures and then asking; *what is this?* The data from the tests were presented in tables showing the percentage or number of participants who answered correctly to the previously mentioned tests during the experiment. In order to obtain more reliable and valid results, naked eye observation enriched with a checklist and video recordings for later observation were performed during the study and also four weeks

after the main study. It took four weeks to carry out the study, including 50 minutes of daily exposure to story-based sessions, making a total of 50x5x4= 1000 minutes of classroom practice. To enrich the experiment, the study also used flashcards, props, and videos that traced the target vocabulary at different stages of TPRS instruction to facilitate understanding, engage students' interest, and keep the class active.

Both the pretest and the posttest were administered before and immediately after the one-week period allotted for each story. Each delayed posttest was administered again one week after the immediate posttest to test student recall. Thus, it took a total of five weeks to collect all the data. The same target vocabulary items were asked in all three tests, and all tests were administered using the same procedure, as follows:

- All tests tested the receptive and productive skills.
- All tests had been prepared formally to test around four age-appropriate vocabulary words. (Due to the illiteracy of the participants, both tests utilized picture vocabulary tests.).
- Their teachers tested students in a quiet place in a game playing atmosphere, and the teacher gave a sticker as a gift for the child providing the correct answer.
- Both posttests were identical tests in order to create a routine and familiar atmosphere for the participants of this age-group.

These test procedures were repeated every week for each new vocabulary set. In total, each student was tested 12 times. Each test lasted 5 minutes during 4 experiment cycles – the four weeks – and each test included four target words in both receptive and productive vocabulary.

In order to observe and measure participant involvement and enthusiasm with the TPRS implementation, the researcher personally observed and video recorded the experiment sessions. It is to examine the sequences of implemented TPRS teaching instructions and help collect additional quantitative data on the application of this methodology with very young learners. The tables and the checklist were as the following:

1. The tables: the aim of using both tables were to collect the data of the given tests and they were divided as follows:

A] The first table was to measure the influence of TPRS on receptive and productive L2 vocabulary acquisition by presenting the average of the receptive as well as the application of tests during the study.

B] The second table was to provide data about the percentage/number of students who responded correctly in order to measure the influence of TPRS on the short term and long-term memory of the participants.

2. The Observation Checklist: The observation checklist contained three main categories. They were titled:

A] "The Approach to Learning and Cognitive Skills" with 11 items: the category assessed the various broad cognitive constructs: the executive function skills, the episodic memory, the language, the processing speed, and social cognition. (Bjorklund, 2013).

B] "Productive and Receptive Language" with 7 items, "Vocabulary is an essential building block of language and as such it makes sense to be able to measure learners' knowledge of it" (Schmitt, Schmitt & Clapham, 2001, p.55).

C] "Social and Emotional Awareness" with 4 items. According to researchers Jennings (2017) of the University of Virginia and Greenberg of Pennsylvania State University, "the quality of teacher-student relationships, student and classroom management, and effective social and emotional learning program implementation all mediate classroom and student outcomes (p. 109).".

D] "Book Awareness" with 4 items. Bus (1995) states, "Apparently, the effects of book reading are not restricted to the preschool period but they gradually weaken as children become conventional readers" (p. 16). Maslow (1987) states that

An individual's basic needs, such as food, shelter, and safety, must be attained to lay the foundation for future educational opportunities. Therefore, if children are concerned about where the next meal is coming from or personal security, logically they will have great difficulty concentrating on classroom instruction. (p.86). *Thus, this checklist contained a total of 26 observation items* (see APPENDIX 2).

All given items were designed as complete sentences. In general, there were no open-ended sentences in the main concepts or even in the predetermined questions.

In order to increase reliability and precision in the collection of quantitative data and to ensure consistency of the checklist, the main parts of the checklist were reviewed and approved by an expert in the field of child development. It is important to mention that all the data collection tools have been formerly prepared by the researcher of this study.

D. The Assessment Tool

The assessment tools that were used here mainly receptive and productive ability tests. Both tests were using pictures as the main tool for both assessments as the participants are illiterate. This was represented during using pre-post and delayed testing - we have two tests, receptive and productive ability tests. All tests are repeated three times as pre-post and delayed tests. The assessment tools were the means of pre-post and delayed tests: receptive and productive ability tests, which are repeated three times as pre-post and delayed tests. The receptive tests were verbal as the participants were illiterate; so, they were questions such as: where is the tower, rope…etc. The productive tests tested the speaking skill only as the participants were illiterate. The tests were administered by showing the child a picture or a collection of pictures and then asking; what is this? The data from the tests were presented in tables showing the percentages or numbers of participants who answered correctly the previously mentioned tests during the experiment. In order to obtain more reliable and valid results, personal observation enriched with a checklist and video recordings for later observation were performed during the study and also four weeks after the main study.

The same target vocabulary items were asked in all three tests, and all tests were administered using the same procedure, as follows:

- All tests tested the receptive and productive skills.
- All tests had been prepared formally to test around four age-appropriate vocabulary words. (Due to the illiteracy of the participants, both tests utilized picture vocabulary tests.).
- Their teachers tested students in a quiet place in a game playing atmosphere, and the teacher gave a sticker as a gift for the child providing the correct answer.

- Both posttests – the instant and the delayed – were identical tests in order to create a routine and familiar atmosphere for the participants of this age-group.

These test procedures were repeated every week for each new vocabulary set. In total, each student was tested 12 times. Each test lasted 5 minutes during 4 experiment cycles – the four weeks – and each test included four target words in both receptive and productive vocabulary.

The classroom teacher assessed the tests and the researcher was only a supervisor and an observer.

There was not a rubric as the assessment was simple and assessed the ability of retaining and speaking only one word for the productive skill and referring to a picture for the receptive skill.

E. Data Analysis

The study was based on the following elements:

- 20 participants participated in the study
- There were four target words in each experimental stage
- There were three receptive test stages: pre-test, post-test and delayed post-test. Each contained the same four questions (one question for each vocabulary before the new vocabulary class)
- There were three productive test stages: pre-test, post-test and delayed post-test. Each contained the same four questions (one question for each vocabulary after the new vocabulary class)
- The resulting data were analyzed as mean scores for each test and as the percentage of participants who answered correctly; accordingly, the total score of the given tests was 4 points.

The receptive test was given right before beginning the 1st stage of TPRS. It was a multiple-choice test with pictures. Here, the teacher told the student that he/she would see some pictures on a sheet of paper and then the teacher would read the words for them. They had to mark the correct answer on the sheet which contained many pictures prepared in advance. If the students did not understand the test

mechanism, the teacher had to model how the students should respond to the test. In the productive part speaking test was done. The productive part tested each participant's ability to name the picture presented that illustrates the TVW. The teacher had to provide a picture here for each productive test item. She also had to explain and even model the test procedure if the students did not understand the test concept. In the productive skills test, the picture of the target vocabulary was used and then asked "What is this?" and the answer was a word in a complete sentence, for example, "This is a/an…" because the study examined the student outcome and, in our case, the outcome is the ability to remember the new vocabulary words in the short and long term. Any test must have the form of a game, that is, the playful way of asking the questions must be the prevailing atmosphere. It is good to remember that the immediate posttest takes place right at the end of the target story week, while the delayed posttest takes place a full week after the target story week.

Each test must be no longer than 15 minutes. Thus, each student was expected to spend 75 minutes on the study. According to Bryman (2016), thematic analysis is not meant to be described in terms of a specific cluster of techniques, as the main goal is to create a road map for dealing with themes and data. The research questions were analyzed using quantitative data analysis. At the same time the researcher's observation with a checklist was analyzed to fortify the quantitative data analysis.

Here is an example of the researcher's observation of classroom visits during TPRS vocabulary instruction:

In order to create a stress-free environment -as a main goal of using TPRS-, teachers encourage students to feel free to provide any response to her statements such as sadness reactions or enthusiastic sounds. So, this can be by making sounds or uttering phrases like: "WOOOW" or "AHH".

Teacher: Rapunzel climbed a tower!!
Students: WOOOOOW!
Teacher: What did Rapunzel climb?
Student: A tower!
Teacher: Yes, Rapunzel climbed a tower. Did she climb a ladder?
Student: No!

Teacher: OK! That's right! Rapunzel did not climb a ladder; she climbed a tower. Did Rapunzel walk on the tower?

Student: No!

Teacher: Did she climb a mountain?

Students: No!!

Teacher: Did Rapunzel climb a tower?

Students: Yes!!

This type of question was frequently asked during TPRS instruction, with students using onomatopoeia and exaggeration responses. In fact, such actions may seem nonsensical at first, but this helps the teacher gauge student understanding and make the readable stories more accessible. Here, students can practice language-listening and speaking-unconsciously as the internal monitor filter disappears. Since the internal monitor filter was mentioned in Krashen's input hypothesis, this teaching method helps to stimulate language learning perfectly. By using simple material with a ridiculous atmosphere and discussing the topic at hand with simple questions and answers, learners usually do not worry about how silly they might look. The whole lesson looks silly, so the whole process of language acquisition will be spontaneous.

F. Ethical Consideration

From the onset to the end of the fieldwork, the researcher conducted her study according to the ethical rules of research in social sciences.

G. Chapter Summary

The main objective of this study was to investigate the implementation of TPRS to improve vocabulary acquisition in kindergarten children. The starting point of this work was the increasing demand observed in international schools to learn English in a correct and professional way. The lack of experience among the heads of English departments responsible for teaching English as a foreign language in private schools, the lack of correct training for language teachers, and the lack of new skills to meet the demands of the 21st century are the main reasons for the increase in demand for English as a foreign language. This research examined whether TPRS can be a solution to the above problems.

This study aimed to evaluate the short term and long-term reflections of TPRS implementation on vocabulary acquisition within a preschool context by administering a pre-test, instant posttest and a delayed posttest for both receptive and productive skills. This study employed to some extent a quantitative methods research design as it presented quantitative research techniques in single unified research.

All twenty participants were native speakers of Arabic in the EFL context at Leaders Academy Kindergarten in Istanbul, Turkey. The participants were at the age of 3-4, and they had been in the kindergarten for three months at the time of data collection. Thus, they were somehow familiar with the primary classroom instructions in the English language.

The TPRS lesson plans were created using the target vocabulary terms TVW and the book structures as a guide. The stories were chosen to complement the contents of the textbooks, which can be either English or science related. The assessment tools used were mainly receptive and productive ability tests, which were administered as pre-test, post-test and delayed post-test.

The assessment was mainly made by the classroom teacher and the researcher was only an observer.

H. Data Collection Procedures

The main goal of the pretest was to check whether the selected vocabulary was known to the students or not. Blain Ray, the founder of TPRS, suggested that students be informed about the TPRS teaching techniques and the earlier stages of the new instructions (Ray & Seely, 2004). Therefore, at the beginning of the experiment, teachers tried to explain to this age group in a very simple way how English instruction is changed. To simplify the explanation, teachers designed picture posters and placed them in the most visible places in the classroom. At the beginning of each TPRS lesson, they remind students what they will hear and how they should respond, and both teachers act as models for the students.

The quantitative technique relies on the data that can be transformed into numerical values obtained from the participants through various data collection tools. The quantitative data has stressed out the gradual improvement of students' response to the new teaching techniques and methods within the classroom.

It is important to highlight that all of the kids did poorly on the pretest. The majority of kids did not perform well, and several students only remembered one or two of the pretest answers.

TPRS lessons began in the fall semester of the 2020/2021 academic year and lasted four weeks. This process was based on the techniques and flow of the TPRS method. Students took three level tests each week. The main goal of the three tests administered was to measure the following:

- The pre and post knowledge of the new target vocabulary words.
- The receptive and productive vocabulary acquisition.
- The short- and long-term memory and retention.

In addition, since note- taking is not sufficient to represent every detail, the researcher was careful to personally observe and record the given sessions in order to accurately analyze the students' gradually changing response to the TPRS instructions. All three tests were administered by the selected classroom teachers. They were individual tests in a quiet atmosphere, as students would easily lose concentration. Each student took more than five minutes to complete the test.

The researcher developed a specific lesson plan to achieve the goal of each story independently. The main goal of each lesson was to learn the target vocabulary. The lesson plans used answered the big question of: How do the TPRS levels help with vocabulary acquisition? TPRS uses language teaching techniques in a unique way where storytelling is real and effective, unlike the traditional method. Here, stories are not only told, but lived by listening to them, reading them, writing them down, and talking about them, but most importantly, the emotional factors that help in the unconscious acquisition of language. To top off all the previously mentioned factors, TPRS has upgraded the traditional frequent comprehension questions and helps to ask them during the circle technique. There is no harm in teaching the entire process ahead of time and slowing it down if comprehension is poor (Ray & Seely, 2004).

To implement storytelling with TPRS principles in the classroom, there are three main steps; however, to meet the needs of very young learners, some TPRS techniques should be adapted:

- Pre-telling Stage (Establishing meaning): This pre-teaching step for the Target Vocabulary Words (TVWs) and structure occurs in a separate session. This step takes place right before the storytelling activity. The common features of the selected items (vocabulary and structures) in all TPRS classes must be basic vocabulary and structures selected from a list of the most common and frequently used words and structures in the language (Ray & Seely, 2004). In many cases, TPRS uses L1 translations, gestures, and Personalized Question Answer (PQA) techniques to place the new input in a larger context. The use of PQA helps to personalize the story, which promotes student interest and motivation and provides room for repetition.

- Narrating/telling a story: This step can be considered as the core step of TPRS in teaching TVWs and structures through many actions such as multiple repetitions of the target vocabulary, frequent asking of creative and comprehension questions to check understanding and this technique is called 'circling'. The circling technique uses yes/no questions, W questions, and either/or questions. As the story progresses, students become more involved in creating the story. The teacher checks to see how they are naming characters, adding details, participating in changes, and, in a more innovative step, creating parallel stories. In this process, the teacher may bring in a volunteer student who often uses props, realia, and imitation sounds to create a real and friendly learning atmosphere and to accurately act out the text. This student is usually guided by the teacher. To emphasize the meaning, the teacher tries to ask CCQ (Concept Checking Questions). At this stage, the student's activity usually dominates, they feel comfortable and are unconsciously ready to learn. To make learning with TPRS a by-product, the teacher must focus on the plot and the way the story is played. It is important to mention that teachers need to encourage students to link events from their lives to the events of the story by asking PQAs and consciously guiding them to use the target vocabulary in their answers without being aware of it. In this phase, students usually need to be encouraged to practice the words by mimicking five different words already modeled by the teacher using hands, arms, facial gestures, and verbal instructions. Some volunteer students pass these instructions on to their classmates. Here, the teacher can have a competition among the students to see who can guess the pre-modeled words using hands, arms, and facial gestures first from the teacher and later from a volunteer student. For

example, the word ‘tower’ was explained by moving the arms upwards and trying to draw the shape of a tower in the air. Then, the corresponding meaning of all the words should be given in the students’ native language and then demonstrated in the target language, which was explained in detail. After the completion of this activity, there is time for the individualized questions of TVWs, “which aim to generalize the new knowledge to the students’ real life” (Soleimani & Akbari, 2013). An example of PQA: T: “Do you like climbing?” was answered with, “Yes!!!”. At the end of this session, the pictures of the story that will be told in the next session need to be posted on the board in a mixed order so that students are familiar with the context and events of the story at the beginning of the next lesson.

- Post Story-telling Stage (Reading): In this step, the students read the same story, but in the case of preschoolers and since they are illiterate, the teacher is prepared to read to them from the book and focuses on using picture books to retell the story with as many repetitions of the TVWs as possible. Here, the teacher should open more discussions about the story. In addition, this stage focuses on follow-up activities, which usually depend on writing activities, but in the case of preschoolers, the focus is on hands-on activities or speaking skill activities, such as retelling the story and trying to add some creative details or sometimes the teacher asks them to invent a different ending to the story. Since the pictures with the events of the story were put up on the board in the last session to make the students more familiar with the context and events of the story, here the teacher follows some steps of the previous class in introducing the TVWs. However, in this session, the teacher makes gestures for the face and hands and arms to the events of the story. The teacher also asks PQA to make the connection while repeating the same events. The teacher holds up the picture book and shows the students the physical picture book. Then she begins to read the story aloud and show the students the pictures in the book. During this time, she keeps dramatizing the characters. After reading the story three times using the pictures from the book, she asks one of the students to volunteer to imitate the characters in the story. While the volunteer student is acting, the other students are asked to refer to the corresponding pictures that have been posted on the board or on the walls of the classroom since the previous session. Finally, the teacher asks the students to develop some activities such as: hands-on activities related to the story, retelling the story with a different ending, and choosing a happy or sad face to

express their feelings towards the story.

Similar activities must be traced in the second, third, and fourth weeks of the experiment with different stories. At the end of each week-that is, after each story-the teacher administered the posttest, and at the end of the second week, repeated the same posttest, which we termed the delayed posttest, to test long-term retention.

In the second- and fourth-week posttest, the researcher is ready to observe the same participants to evaluate the durability of the TPRS teaching method by completing the data collection using the observation checklist to get a better evaluation and interpretation of the TPRS method.

IV. FINDINGS AND DISCUSSION

A. Pre-test & Post-test

The influence of TPRS on Receptive and Productive L2 Vocabulary Acquisition in the short and long term can be derived as follows:

Table 3 and Table 4 show that both pretest and posttest results are indicative of the success of the experiment in retrieving TVWs. Table 3 shows the average of receptive and productive skills tested with the three types of tests, the pretest, the immediate posttest, and the delayed posttest. The three tests were used throughout the 4-week study period.

Table 3 The weekly and the total average of test results.

	Receptive Part							Productive Part						
	Pretest		Instant Posttest		Delayed Posttest		Diff.	Pretest		Instant Posttest		Delayed Posttest		Diff.
	N	%	N	%	N	%	N	N	%	N	%	N	%	N
Week1	1.25	6.25%	19.5	97.5%	19.25	96.25%	0.25	0	0%	17	85%	16.5	82.5%	0.5
Week2	0.5	2.5%	19.25	96.25%	18.75	93.75%	0.5	0	0%	17	85%	16.5	82.5%	0.5
Week3	3	15%	19.5	97.5%	18.5	92.5%	1	0	0%	17.5	87.5%	17	85%	0.5
Week4	1.25	6.25%	18.5	92.5%	18	90%	0.5	0	0%	16.5	82.5%	15.75	78.75%	0.75
All Weeks	1.5	7.5%	19.2	95.94%	18.6	93.13%	0.6	0	0%	17	85%	16.4	82.19%	0.6

N: Number of correct answers out of 20.
Diff.: The difference in the number of correct answers between the instant and the delayed posttests.

Both immediate posttest scores (range: 70%-100%), representing the short-term effects of TPRS, and delayed posttest scores (range: 65%-100%), representing the long-term effects of TPRS, were all significantly higher than pretest scores (range: 0%-30%), with p-values always less than 0.00001. This was true for both the receptive and productive aspects of the study.

Regarding the results of the receptive aspect of the study, students' performance did not significantly worsen in the delayed (mean 19.2) compared to the immediate (mean 18.6) posttests, with a difference of 0.6 and a non-significant p-value of 0.142696. The same was true for the results of the productive aspect of the study. Student performance did not significantly decrease on the delayed (mean: 17) compared to the immediate (mean: 16.4) posttests, with a difference of 0.6 and a non-significant p-value of 0.204117.

These results illustrate the effectiveness of long-term TPRS L2 vocabulary acquisition, which may be justified by the natural mental processing of L2 acquisition.

Table 4 Number and Percentage of correct responses from the whole 20 participants.

Week	Target Words	Receptive Part						Productive Part					
		Pretest		Instant Posttest		Delayed Posttest		Pretest		Instant Posttest		Delayed Posttest	
		N	%	N	%	N	%	N	%	N	%	N	%
Week1	Musician	3	15%	20	100%	20	100%	0	0%	18	90%	16	80%
	Shelter	1	5%	18	90%	20	100%	0	0%	16	80%	15	75%
	Cock	1	5%	20v	100%	19	95%	0	0%	14	70%	18	90%
	Goodies	0	0%	20	100%	18	90%	0	0%	20	100%	17	85%
Week2	Tower	0	0%	18	90%	17	85%	0	0%	17	85%	18	90%
	Rope	0	0%	20	100%	20	100%	0	0%	17	85%	16	80%
	Tall	2	10%	20	100%	20	100%	0	0%	18	90%	18	90%
	Break	0	0%	19	95%	18	90%	0	0%	16	80%	14	70%
Week3	Ring	6	30%	20	100%	20	100%	0	0%	20	100%	18	90%
	Ship	2	10%	20	100%	20	100%	0	0%	17	85%	18	90%
	Castle	4	20%	20	100%	18	90%	0	0%	19	95%	17	85%
	Pluck	0	0%	18	90%	16	80%	0	0%	14	70%	15	75%
Week4	Cave	2	10%	18	90%	20	100%	0	0%	16	80%	15	75%
	Forest	1	5%	20	100%	17	85%	0	0%	16	80%	16	80%
	Treasure	0	0%	16	80%	15	75%	0	0%	14	70%	13	65%
	Thief	2	10%	20	100%	20	100%	0	0%	20	100%	19	95%

N: Number of correct answers out of 20.

Table 4 shows that fifteen out of sixteen target vocabulary words (TVWs) were identified by more than or equal to 90% of the students on the receptive questions of the immediate posttest, compared to twelve out of sixteen on the delayed posttest. For the productive questions, six out of sixteen were identified by greater than or equal to 90% on both the immediate and delayed posttests.

There was only one difficult word that was identified less than all other words on all tests in this study. This word (treasure) is the most difficult vocabulary for children to retain.

These results indicate an exciting transition in the reception and production of vocabulary after using the TPRS and speak to the success of the present study.

It is important to mention, during the whole four weeks, in the pretests, it was clear that the majority did not perform well and some students knew one or two answers of the pretest. However, when students retook the same test as a post test, we noticed a clear progress that has been shown in their results.

B. The Observation Checklist

According to this study in ADM Çocuk Akademisi in Istanbul on 20 kindergarten children aged 3-5 years, the result of the observation checklist showed agreement between the results of the pre-post tests on one side and the results of the observation checklist on the other side. Both showed positive indicators of the use of TPRS techniques in the classroom in teaching vocabulary to very young learners. In terms of learning new vocabulary and enthusiasm for the learning process, a significant impact was found among participants during the four-week study period.

The observation checklist (Appendix 2) contains four main sections: Approach to Learning and Cognition, Productive and Receptive Language, Social and Emotional Awareness, and Book Awareness. Each section consists of 4 to 11 questions. The observer conducted two observation visits during the study:

- Observation visit at the beginning of the study, where students were not yet familiar with the storytelling process presented using the TPRS technique.
- Observation visit at the end of the study, when the students became familiar with the storytelling process presented using the TPRS technique.

Table 5 shows students' responses in each of the 4 titles of the observation checklist sections.

Table 5 Participants' Responses in Terms of TPRS Technique in the Two Observation Visits.

Observation Checklist Sections	At the beginning. % N	At the end. % N
Approach to Learning and Cognition	20% (4)	90% (18)
Productive and Receptive Language	10% (2)	85% (17)
Social-Emotional Awareness	40% (8)	95% (19)
Book Awareness	20% (4)	85% (17)

N: Number of correct answers out of 20.

During the first week, students showed a low willingness towards dealing with the TPRS activities and the whole process of telling stories they had heard in the old way, due to a lack of activities and a lack of focus on explaining new vocabulary. In general, the percentage of the four most important sections of the checklist was 20% or less, as students did not show enthusiasm in the Learning Approach and Cognition, Productive and Receptive Language, and Book Awareness sections with percentages of 20%, 10%, and also 20%, respectively. The only exception was the Social-Emotional Awareness section, which had a comparatively good score of 40%. In the Learning Approach and Cognition domain, the majority of students found the tasks of understanding the meaning of a story during class and demonstrating the ability to match up to 4 pictures to a story to be the most difficult tasks. Under the heading of Productive and Receptive, students found responding in complete sentences and retelling arranged events to be the most difficult tasks to complete in this section of the checklist. In the section of Book Awareness, students also found it difficult to identify parts of the book, including identifying the author and illustrator. In contrast, the number of students who showed a moderately positive response in terms of self-control, enthusiasm, and empathy during sad events, under the heading of Social-Emotional Awareness, however, the challenging items here were explicitly willing to propose and develop solutions to the problem in the story.

On the contrary, the number of students who responded positively to the checklist items increased a lot (from 10-40% to 85-95%) in all 4 sections of the observation visit done at the end. It is important to mention that in the area of Receptive and Productive Language, they still have difficulties with retelling the arranged stories. The last step was to recommend the teachers to make an action plan to eliminate all the weak points of the students and to improve the level of the students in the coming classes.

In conclusion, the TPRS approach provides effective techniques for learning new vocabulary, which is reflected in the positive results of the students in the observation list. It is good to highlight the students' turning point in remembering the new TVWs. Therefore, we can assume that in an environment with well-organized lesson plans and good stories, the TPRS approach can be presented as an alternative curriculum that can be used in the classroom. This will surely create an effective and lasting learning atmosphere as well as a motivating and encouraging environment for better English language learning process.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Introduction

Since this study aims to present the TPRS teaching method as an alternative to the traditional teaching methods, it is an attempt to test the possibilities of whether TPRS can be a real substitute for the traditional teaching method for the age group of very young learners. This study takes into account the characteristics of preschool children, such as a short concentration time due to their physical activity...etc.

Moreover, this work tries to reach a point to solve the problem of students' nature - lack of concentration, etc. - by solving the problem of lack of appropriate curriculum. It is necessary to find a curriculum that attracts students by addressing and respecting the intangible and reciprocal relationship between their cognitive and motor skills. In addition, this paper seeks to investigate the impact of TPRS on vocabulary instruction for very young learners and to measure progress in students' cognitive skills, learning behaviors, values, and levels of language proficiency by using observation checklist analysis and personal or recorded observations. In addition, this study aims to lay the foundation for the creation of a comprehensive TPRS-based curriculum that can be used in preschools in Turkey in EFL classes. The proposed curriculum aims to cover the learning needs and abilities of preschool children based on the data obtained from the analysis of students' test scores and the observation checklist (see Appendix 2). This paper also attempts to identify possible solutions to Mekie, Butty, and Green's (2012) claim that teachers do not spend enough time in the classroom reading books. As a result, this study gives teachers the opportunity to spend more time reading stories aloud. It also highlights the importance of following the TPRS teaching stages to solve students' problems in the classroom EFL, such as boring materials and traditional teaching methods, which gradually lead to a lack of motivation. It was found that children showed more enthusiasm and attention when they used different teaching materials (Soderman & Farrell, 2008; Schwindt & Tegler, 2010), which is exactly what the TPRS levels provided. In TPRS lessons, students are also encouraged by the teacher to talk about

the story and their own experiences (McGee & Richgels, 2004). TPRS techniques open up opportunities for the teacher to foster creativity and innovation in the classroom by finding ways to deliver the input - the story - such as imitating characters, using nonfiction materials, and customs that stimulate the imagination of the teacher and students alike. In addition, this type of teaching stimulates the native language environment by giving students more opportunities to use their vocabulary to express themselves, talk about their experiences, and create classroom projects, such as hands-on activities, before speaking with pride about their accomplishments. In addition, active participation can be effectively promoted through dialogic reading, which helps children improve their language after they understand the story (Dennis, 2010).

Given the problems and challenges kindergarten teachers face, such as the short concentration span of this age group and the lack of a clear and appropriate curriculum, TPRS needs to be integrated into the English classroom to see if it is truly a game changer in improving short-term and long-term memory, which means that the problem of short concentration span has been neutralized and can no longer be considered a problem.

In the following part of this chapter, the research questions of the study will be discussed based on the previously mentioned findings and results of the study that demonstrate the fruitfulness of TPRS in teaching L2 vocabulary acquisition to preschoolers.

Based on the study conducted, a conclusion emerges that supports the existing research on the positive effects of the TPRS method on the use of storytelling in teaching English as a second language and vocabulary competence. It also reveals that there is a clear relationship between the use of TPRS techniques and students' enthusiasm, interaction, and interest in teaching English.

B. Discussions of the Research Questions

1. Discussion related to research questions 1 and 3:

1. What is the effect of TPRS instruction on the short-term improvement of the English vocabulary in productive skills?

3. What is the effect of TPRS instruction on the short-term improvement of the English vocabulary in receptive skills?

This study highlights the idea that TPRS has fruitful effects on productive skills because it uses its essential techniques: storytelling, which can be the solid foundation for various activities that succeed in introducing TVWs to a meaningful and familiar context.

Loukina (2006) mentioned that children learn a lot about language while listening to a story by improving their listening skills in early childhood. This exposure usually occurs through listening to stories from adults, such as family or people who tell stories, and unconsciously these stories have anchored the further acquisition of language in the child's mind in advance. By listening to stories in different situations, children gradually get used to hearing short stories. Therefore, building on the rich background of listening to stories, storytelling can easily become a useful and rich material to be used successfully in foreign language teaching.

By encouraging learners to use language in the classroom frequently as a reflection of what they have already learned and to express themselves, this clearly has an impact on vocabulary acquisition: "In this way, the learning process becomes more meaningful and productive for learners" (Parade, 2011). According to Cameron (2001, cited in Harrasi, 2012), stories in language acquisition not only serve to improve language skills, but also expand children's vocabulary. The explanation for this is that when learners hear these vocabulary stories, they hear many new words in different contexts and thus experience different uses and forms of the same word in different contexts.

Eisner (1985), who aspires to lifelong literacy, said that "the lasting results of education lie in ... the joy of the journey and not merely in the achievement of the goal." Hopefully, teachers will creatively implement Eisner's vision by using the TPRS teaching method in the classroom, and the pedagogical approach will be a fruitful topic for researchers to investigate further, especially for this very young age group. In accordance with Richards (2006), natural communication in English can be greatly enhanced through the use of storytelling in the classroom by allowing EFL learners to truly experience the essential use of English. This emphasizes the core concept of communicative teaching. As a result, this occurs in the classroom based

on short-term memory as the teacher discusses story ideas. Here, students demonstrate that they are able to interact with the teacher using the new vocabulary they learn during English class.

The effects of the TPRS method on improving vocabulary in the participating segments - in short- and long-term memory - are clearly evident, as is the dynamic interaction between students that helps to unlock the meaning of many new words and the theme of the story. Unconsciously picking up the meaning of the new words - EFL very young learners - can be seen as a byproduct of another activity, and in this case, it is listening to the story (Krashen, 2011). As students listen to story after story, they demonstrate the ability to interact more spontaneously, even when the vocabulary is new to them. In other words, receptive skills, represented here as the ability to listen to a story and then understand the concept behind it, help VYL stay focused. Thus, they outperform their peers who learned using traditional methods.

In addition, this study supports the research of Abasi and Soori (2014) and Tunçarslan (2013), which suggest that there are more effects on receptive vocabulary than productive vocabulary when we use TPRS, which may be evidence that receptive vocabulary can be acquired more comfortably and smoothly than productive vocabulary.

When second and foreign language researchers highlighted and emphasized the affective variables, which are usually related to "student learning, self-regulation, achievement, personality prerequisites, and instruction and environment" (Pekrun, Goetz, Tiz & Perny, 2002), they were aware of the multi-faceted features of the language learning process. Among the affective variables, student learning, self-regulation, and achievement were the main representatives as strong predictors in the language achievement scale, which leads to the discussion of the next questions:

2. Discussion related to research question 2 and 4.:

2. What is the effect of TPRS instruction on the long-term improvement of the English vocabulary in productive skills?

4. What is the effect of TPRS instruction on the long-term improvement of the English vocabulary in receptive skills?

The effectiveness of TPRS was tested and supported in this study in the case of L2 instruction for very young learners. In other words, the main purpose of testing TPRS with very young learners is to find out the short- and long-term effects on receptive and productive L2 vocabulary acquisition. The results of this study are consistent with various study findings of previous researchers such as Gil (2015), Li (2013), and Demir and Çubukçu (2014). All of the aforementioned researchers stated that TPRS has a positive effect on L2 vocabulary acquisition - lexical competence - by presenting comprehensible input to preschoolers through the use of various teaching techniques. After considering the results, it is evident that the findings of the study justify the use of the TPRS methodology presented in Principles, Teaching Levels, and Teaching Techniques of L2 Vocabulary for Preschoolers.

The improvements of the students were evidenced week by week by the fact that the students really showed a significant development in the pretest and also a significant improvement in the results of the two posttests.

In the first week, the pretest scores were very modest for almost all students, but week by week the pretest scores improved, reflecting the motivation to think about the meaning of the word or perhaps relate it to a previous lesson or even a personal situation. When comparing the posttest results, there is a large jump towards consistent improvement. The posttest results show that TPRS has this tremendous effectiveness in developing EFL with very young learners in vocabulary acquisition. In line with the results of this study, a study was also conducted by Abrashid (2011) and Soleimani and Akbari (2013), who concluded that storytelling has a very positive impact on children and also has a very positive effect on vocabulary acquisition. In addition, Joyce (2011) conducted a study on the effects of song picture books on kindergarten children's vocabulary acquisition. She recorded the results of the study by using song picture books - most of which tell a story - that supported kindergarteners' vocabulary acquisition in a compelling way. This resulted in students remembering key song vocabulary events from the story for the next several months.

A conclusion emerged from the previously conducted study that strongly supported this study in which the TPRS teaching phases were applied. Students were surrounded by the English language in the classroom, which causes vocabulary acquisition to easily enter the minds of very young learners and remain in their memory and recall for a long time.

The props and interactive aids used, such as visualizations and real objects used during the storytelling, increased the students' interest and aroused their enthusiasm to participate in the storytelling lesson. Researchers such as Elley (1989), Penno (2002), Blok (1999), Collins (2004), Soleimani and Akbari (2013), and Wasik and Bond (2001) reached the same conclusion.

To paint a more accurate picture, a number of students were found to have low scores in the productive. Here it is useful to discuss the reasons for the finding that TPRS had more impact on receptive than on productive vocabulary acquisition. First, the use of receptive knowledge is common in the classroom, so this practice has a positive impact on receptive learning. Moreover, receptive knowledge only requires the ability to perceive and understand the spoken and written forms of a word and derive meaning from them. In the case of productive knowledge, this would not be sufficient as it requires more skills such as correct pronunciation and spelling, syntactic, colloquial and stylistic use of lexis. In addition, students in the classroom are exposed to receptive knowledge rather than productive knowledge. Finally, TPRS does not require silent students to make an effort to speak. It relies on repetition of TVWs manifested in the form of PQA by the teacher, circles, and other techniques in this method. Consequently, receptive skills are much more enhanced than productive ones after being exposed to the input several times, which may explain the higher performance of the participants in the receptive tests.

"Stories are particularly important in the lives of our children; stories help children to understand their world and share it with others" (Wright, 2004, p. 365). Participants' mean scores for both posttests-immediate and delayed-illustrated both short-term and long-term effects on memory-the mean actually remained the same or increased. Although it has been shown that it is difficult to fully retain productive learning in memory, the evidence nevertheless offers a contribution in favor of long-term effects of TPRS on productive vocabulary acquisition. Shintani and Ellis (2014) found in their study that young children attempted to use learned vocabulary in their private conversation while playing, which can be viewed as additional practice in an unintended situation. This supports this research, which suggests that the various components of TPRS-from techniques to storytelling, from chants to reading-have a positive impact on students' relationship with the new language, and that the connection between the events and characters of the story, on the one hand, and

students' lives, on the other, helps to improve memory, whether short-term or long-term. This is also reflected in the results of the two posttests, which started with very modest results and ended with satisfactory results. In order to achieve short- and long-term vocabulary acquisition in the classroom EFL, the results of this study suggest that the TPRS method, in accordance with the nature of children at this age, as they are active, energetic, curious, and egocentric, is an important factor in the learning process by creating an appropriate learning environment that provides age-appropriate activities and also age-appropriate teaching materials. Therefore, in TPRS classes, VYL has fun while acquiring meaningful content, and this is what contributes to long-term memory.

3. Discussions related to personal observation of the researcher using the checklist

The discussion of this finding may be the discussion of the quantitative data collected using the observation checklist. The checklists collected reflect the positive impact on VYL by showing how they became more motivated and how they became more engaged in the learning process. The natural, native-like environment that was encouraged and fostered in the TPRS classroom had a noticeable impact on student outcomes that became more apparent each week. TPRS instruction can become an effective strategy for incorporating esthetic knowledge into instruction. As storytelling helps to improve students' academic achievement of EFL in all areas, it will gradually arouse children's motivation to make connections to their learning (Yang, 2011).

There is no denying that storytelling boosts learners' self-confidence so that they can bring their inner imagination and creativity to the surface and face challenges properly (Gonzalez, 2010).

This happens when teachers know that TPRS creates a natural, meaningful, and interactive context and, most importantly, makes students connect with their learning environment, which spontaneously allows students to use English in the classroom as a means to express themselves according to the situation.

After analyzing the observation checklist and video recordings, it became clear that students showed remarkable meaningful development in terms of their attention and interest. All participants in the study showed this interest. It is worth noting that

students showed average interest at the beginning of the experiment, which later turned into jumping or even cheering as an expression of their enthusiasm for the TPRS instructional activities. The results of this study are also in agreement with Brown (2007), who emphasized the importance of EFL in developing students' learning ability, stressing that it is no less important than learning specific knowledge and that both TPRS and learning a specific language are the goals of communicative teaching in English classrooms. Considering the emotional and cognitive development of VYL, it is necessary to provide students with a set of tools to help them think and create, and these must be developed or created by the teacher. Since teachers need to take advantage of the TPRS teaching method, they need to use storytelling as an essential tool to develop students' skills and use different ways to help students think clearly and creatively to express their understanding.

During the TPRS lessons, it was evident that the children were enthusiastic about acting out the stories, listening to the stories, and participating effectively in the vocabulary practice games. It can be concluded that TPRS has created an environment that provides concrete concepts, familiar content, various kinesthetic and exploratory activities that are just right for this age group. In addition, the factors of play and visualization create a stress-free learning atmosphere that inspires interest in learning in learners (Ormand, 2010; Widodo, 2005; Wright et.al., 2007; Castro, 2012). After personally observing the live implementation of TPRS in the classroom EFL, it is also evident that the TPRS teaching techniques aroused the interest of the students more than the use of the traditional techniques that were previously used in the same classroom. Emphasizing the importance of physical activities such as jumping, dancing, and climbing led to more positive language acquisition and helped reduce students' negative energy and refocus on academic material. In addition, focusing on fine motor skills such as drawing, painting, cutting, and pasting during classroom activities helped extend the VYL's concentration span.

It is good to mention research that explains the experience of using the TPRS method from the perspective of English-speaking kindergarten teachers. Damar, Gursoy & Korkmaz (2013) conducted research on Teaching English to Young Learners TEYL whose aim was to live the experience of being a YL English language teacher. The result of this research was that teachers of young learners particularly recognized the importance of using visual and kinesthetic activities

contextually. They also emphasized the importance of creating a comfortable atmosphere in the classroom. They literally mentioned students' positive behaviors toward learning another language when we implement contextual, meaningful, and activity-based instruction in YL classes. Accordingly, much recent research emphasizes the importance of child-centered activities that promote the child's holistic development through various activities such as songs, stories, music, and dance in a natural environment. This promotes the child's positive behavior towards the new language and this is what TPRS is based on (Trujillo-Saez, 2001; Calabrase & Dawes, 2008; Enver et.al, 2009; Moon, 2000; NR, 2010; Tinsley & Comfort, 2012).

Vocabulary acquisition for kindergarteners-VYL-was the main target of the kindergarten class tested. Observing how the TPRS method and techniques influenced VYL and how they created a comprehensive learning environment was the main concept to prove. What was observed in the classroom occurred through many coordinated and harmonious activities while solving the problems presented in this study as the following: 1] The problem of the short attention span of the students was solved by achieving the attention, engagement, and willingness of the students to participate in the various TPRS activities by the teachers through the creation of a series of activities that helped to create a constant interest that reflected the positive learning environment created in the classroom EFL. 2] The problem of appropriate curriculum was solved by giving teachers-or sometimes students-the freedom to select appropriate materials that could stimulate the academic, social, physical, and emotional needs of their students.

C. Pedagogical Hints

Due to the special characteristics that characterize the VYL age group, some adjustments may be needed in the application of TPRS teaching techniques. The first issue is the use of Personal Questions and Answers (PQA) and the circle technique in TPRS. Practitioners know the importance of asking PQAs and the repetition of such questions is also important, but in the case of VYL, the use of many PQAs in a row could be a cause of loss of interest, which was found in this phase of the study. There is a suggested solution to this problem by trying to ask no more than three questions at different stages of the story. This would help keep students engaged.

Another necessary adjustment to the TPRS is the use of props. Many previous researchers recommend imitating reality as much as possible. Therefore, it is recommended to use visual representations and real objects during instruction. Such objects are considered one of the standard basics when designing TPRS lessons. However, with this age group, the use of visuals and props needs to be much greater to facilitate student learning. It was found that the extensive use of props in this study has a massive impact on students' enthusiasm and activity and lowers the affective filter. This helps to motivate them and thus promote the acquisition of language and especially vocabulary. A high degree of variety is the keyword to create a stimulating learning environment that is suitable for teaching very young learners (Brewester et.al., 2002). Some of the various props used in this study include flashcards, games, songs, action games, crafts, and other activities. The result of this extensive use of materials led to enthusiasm and active participation in the learning process.

Since preschoolers are illiterate, the predominant skills are listening and speaking, as it is not possible to do reading and writing activities as strongly recommended by Gills (2015). Therefore, activities related to reading and writing must be excluded at this stage of instruction. They can be replaced by reading aloud, where the teacher reads aloud and encourages the children to think of a new ending for the story, which was actually used in this study. Due to the lower cognitive abilities of very young learners, it is recommended to teach one concept in each session, focusing on the concrete concepts rather than the abstract ones. Gaab (2009) acknowledged that maintaining a positive, enjoyable learning environment with lots of songs, games, visuals, and chants that ensure comprehension and make students have fun, pay attention, and learn can be considered a crucial task.

Since there is no specific curriculum prescribed by the MNE for teaching English in kindergartens in Turkey, the task of teaching English and designing appropriate materials and activities for young learners can be considered a challenge for the teacher. A curriculum that could be designed based on TPRS can meaningfully facilitate teachers' work in the classroom. In the case of native Arabic speakers learning English in a Turkish context, we need to make specific modifications in the implementation of TPRS teaching techniques, such as reading aloud stories related to Turkish culture. This study can be an inspirational guide for those who want to reap the fruits of this approach in the field of English teaching and learning.

D. Conclusion

Parade (2011, 23) stated, "Being short and aimed at a 'single effect,' there is usually only a plot and a few characters; there is no detailed description of the setting." So, this explains how the given materials can pave the way for students to follow the storylines and events. This facilitates language practice, future reading comprehension, and esthetic sensibility. In line with Parade's (2011) statement, this study can be a concrete application of his statement by showing how TPRS activities can be very effective and beneficial to the learning process in the classroom EFL and especially in the area of vocabulary acquisition for young learners. Krashen (2011) mentioned that storytelling is an excellent way to build positive behaviors toward reading by introducing children to the amazing world of books. In the case of kindergarten children who are illiterate (EFL), storytelling can be an important source of oral language patterns that consequently help in developing the sub-skills of listening. In addition, the use of TPRS teaching techniques helps the teacher to transform difficult complex concepts into simple concepts and to make abstract language gradually teachable spontaneously. It also helps children create their own imaginary world by stimulating their imagination while telling a story. This helps them develop more self-confidence and personal motivation by thinking about new ideas.

Based on these facts about TPRS, Yang (2011) came to a conclusion about the effects of TPRS: a] Narrative activities were superior to traditional methods in teaching listening comprehension. b] the application of this fertile environment-TPRS-was reflected in students' receptive and productive skills. c] the positive impact on learners' motivation is clearly observed and reflected in the exercises and students' interaction during the lessons. d] EFL was positively influenced after they experienced the joy and pleasure of practicing TPRS activities. e] using excellent teaching techniques awakens students because they appeal to their interests and help create vivid mental images and activate the thinking process. f] the great value of making connections between events and concepts improves comprehension in the meantime and helps remember information in the future.

The final thought related to the findings of this study is in the assertion of HAVEN (2000) that storytelling helps to create active learners by motivating students to engage in meaningful activities in the English classroom.

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APPENDIX

Appendix 1 Daily Lesson Plan

Appendix 2 Special for the Researcher:

Appendix 1: Daily Lesson Plan

<table>
<tr><td colspan="3">Daily Lesson Plan</td></tr>
<tr><td colspan="3">Date: Monday-Friday2/11/2020-6/11/2020
Period: 50 min</td></tr>
<tr><td>Grade: Kg 1</td><td colspan="2">Teacher's Name: Hafsa Krych/ Hanadi Sroor</td></tr>
<tr><td>Subject Area:
Reading Story</td><td>Story Title: The Bremen Musicians</td><td>Lesson: English</td></tr>
<tr><td>Teaching Resources
/Teacher will Use:</td><td colspan="2">☐ PowerPoint ☐Differentiated Worksheets ☐ Tutorial Videos
☐ Vocabulary Cards ☐Textbook ☐ Others</td></tr>
<tr><td>Learning outcome(s)

(I can statement)</td><td colspan="2">☐ REMEMBER ☐UNDERSTAND ☐ APPLY
☐ ANALYZE ☐ EVALUATE ☐ CREATE
English:
The student should be able to:
1- understand the target words
2- pronounce the target words correctly</td></tr>
<tr><td>Keywords / Vocabulary
to be learned:</td><td colspan="2">Goodies, shelter, cock, farm yard, musician</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3">Essential Question: Can we do much more together than separately?
21st Century Skill: ☐ Collaboration ☐ Critical Thinking ☐ Creativity ☐ Communication Skills ☐ Problem Solving</td></tr>
<tr><td>Monday 2/11:
Steps of TPRS:
1. <u>Establishing the meaning, part 1.</u>
-Materials used in this stage: flashcards depicting: Goodies, shelter, cock, farm yard. -Video songs teaching the target vocabulary,

https://www.youtube.com/watch?v=pWepfJ-8XU0</td><td colspan="2">Activity 1. Introduction of new Vocabulary
Teacher draws a farm on the board depicting separate squares - rooms. T: "This is my farm and, in my farm, I have a … (shows the flashcard of cock) … cock!" Teacher repeats the word many times.
Teacher asks the class: "What does the chicken do?" and elicits answers. Next, the teacher encourages the students to sing a farm song with her, while doing the chicken movement and sound. After that, the teacher sticks the flashcard of chicken on the board and again repeats the word.
Teacher says: "And also in my farm I have a … (shows the flashcard of farm yard) a farm yard!" Teacher repeats the word 'farm yard' several times. After that, the teacher elicits actions that are done in the farmyard (running after chicken, hide and seek... etc.). Then, the teacher encourages students to sing a song which contains a farm yard explanation with her. Finally, the teacher sticks the flashcard of the farmyard on the board and repeats the word again.
Activity 2. Farm Picture:
Teacher shows a farm picture that contains the items of the farm and then she starts to talk about them individually, stresses on the target words and repeats the sentences twice. While she is repeating, she starts asking "what is this?"
Activity 3. Game
Teacher explains the rules of the game that students have run and touch the flashcard, named by the teacher.
Activity 4. Worksheet
SS color the worksheet, illustrating kitchen and bathroom.</td></tr>
</table>

Tuesday 3/11 2. Establishing the meaning, part 2. Materials: Check Establishing the meaning, part 1.	Activity 1. Teacher shows the flashcards of the target words, eliciting the vocabulary. Activity 2. CCQ (Concept checking questions) CCQ are asked: Do you go to a farm? What does it have? What kind of food does chicken give us? What goodies do we find on the farm? What can we do together as friends rather than separately? Activity 3. Games Flashcard games are played: missing flashcard, pantomime, lip guess, flash game. Activity 4. Personalization Students are asked to draw their own farm.
Wednesday 4/11 3. Asking a story, part 1. https://www.youtube.com/watch?v=RwfL8rdZoQ4	Materials used: paper puppets representing the main characters: the donkey, the cat, the dog, the cock; a colorful print out of goodies; small toys – blocks; flashcards of farm items and objects. Setting: the students sit on the carpet in a circle, the teacher sits at the table in front of them. There is a big box on the table with all the materials behind it. The teacher tells the story to the class, taking the necessary materials from behind the box and showing it to the students as the story goes on. Below is the story told by the teacher with creative questions in italics and circling questions underlined. Once upon a time there was an old donkey. But the donkey was very old, lonely and got tired easily. He thought that his master was not happy with him anymore, so he decided to leave the farm and work as a musician. The old donkey ran a way to Bremen town to become the town musician. While he was walking, he met an old dog. He was panting? (the teacher acting the panting action). Then the donkey asked: “What happened to you??” The old dog answered:” I am old and cannot hunt as well as I could.” The donkey said:” Come with me to Bremen. We shall become musicians and earn a lot of money.”. The dog agreed and they set off together. They met a sad and old cat. They asked: “What happened to you?” He replied:” ……” The teacher asked: “What do you think they asked him? T: “Did they asked what he wants to eat?” SS: No T: “Did they asked to play with him?” SS: No T: Did they asked: “What happened to you?” SS: Yes T: Now, does the donkey feel lonely? Teacher continues telling the story and with each animal she keeps repeating the same CCQ. The teacher continues the story the same way till all the friends come together... Then she says:’’ The four companions saw a house, they all decided to go and have some food from the house. But the donkey saw robbers inside the house. They were sitting by a table and having a lot of goodies’’ T asks: “what were they having?” T:” Were they having chairs?” SS: No T: “Were they having toys” SS: No T: “So, they were having……” SS: goodies. Teacher continues:” The four friends decided to frighten the robbers. The donkey placed his forelegs on the windowsill, the dog jumped onto the donkey’s back, the cat climbed on the dog and the cock perched himself on the cat. Next, they all started singing and made such a horrible noise so the robbers got scared and ran out of the house. The animals went into the house and had a fantastic feast. Then they all went to sleep. Later, the four friends liked the house and stayed there forever.

Thursday 5/11 4. Asking a story, part 2.	Materials: toys, toy farm items, musician items, plastic farm and musician items. Setting: Teacher actors-volunteers among the students are chosen to play the donkey, the cat, the dog, and the cock. T is the narrator, who tells the actors their lines, guides the actors on their actions and movements and asks the questions to the audience – class. Different parts of the classroom represent the different rooms in the story. Props are used to make the 'rooms' look more realistic. The text of the story is equal to the one in the previous lesson (Asking a story, part 1), however, this time it is acted out.
Friday 6/11 5. Reading	Materials: storybook 'The Bremen Musicians' (one copy for each student); online version of the book 'The Bremen Musicians' (https://www.youtube.com/watch?v=K5gr-A03RFM); magazines depicting farm and musician objects, scissors, glue sticks, craft paper. Setting: During Activity 1 students sit in a circle on the carpet, the teacher sits on the chair in front of them while reading the storybook to the class. For Activities 2 and 3 online books reading and the following activities the students take their seats at the tables. Activity 1. Reading. Teacher introduces the storybook and then reads it to the class, asking the same questions, as in asking the story lessons. Activity 2. Choral reading. Students receive the copies of the book and listen to the online version of the book, following the lines. Then choral reading is done. Activity 3. Craft project. The class is divided into 4 groups. Each group gets magazines with pictures of farm objects and musician objects. They cut them out. Then groups make a poster. Activity 4. Creative thinking Techer asks "What do you think will happen after the four friends sit together?"

APPENDIX 2: Observation Checklist

Observation Checklist
Child Evaluation

Name: **Age:** **Date:**
Month: **Week:**

	1st visit	2nd visit
Approach to Learning and Cognition:		
Here the child can:		
-make simple predictions and comments about story being read		
-match picture/s to the story it's related to		
-demonstrate the ability to sequence up to 3 story pictures		
-does related to the story puzzle		
-recognizes the names of story characters		
-can find things that teacher mentions		
-show teacher names of things written on cubs or pictures		
-generally, understands the meaning of the story during the lesson		
-recognizes the verbs (climb- pluck- break) in his/her target language		
-actively join TPRS activities in the lesson		
-can point to the identified items inside the classroom		
Productive and Receptive Language:		
Here the child can:		
-answers in complete sentence most of time		
-participate in repeating the song that's related to the song		
-after listening to the story, the child retells a simple story with pictures		
-expresses his/her ideas by using drawings		
-retells the arranged story events		
-use animal puppet to tell the story		
-draws story characters		
Social/Emotional Awareness:		
Here the child can:		
-showing self-control while interacting with other children while		
telling the story		

-show enthusiasm while the teacher is telling the story		
-show empathy towards the sad events that happens in the story		
-express willingness to suggest/develop solutions to the problems in the story		
Book Awareness:		
Here the child can:		
-identify the cover and back of the book		
-identify left to right order		
-hold book right side up		
-identify the beginning and ending of the book		

The Pretest, Posttest and Delayed Posttest for the TPRS Classes

The Receptive Skills Test:

Dear Valued teacher, please follow the following instructions for best test results:

- Prepare a quiet atmosphere for the child in order to prevent any attention deficit.
- Be smiley and create a playful and joyful atmosphere.
- Model the test more than one time if you feel the child did not understand what is required.
- Use very simple words when you explain the test for the child.
- This is a receptive skill test so the child does not have to speak or draw or produce anything.
- The child has only to point on the correct answer (picture) when you ask him/her and then you give one score to the correct answer.
- This test will be presented 3 times as pretest, posttest and delayed posttest.
- There will pictures for 9 vocabulary words, only 4 are correct and the rest are wrong.
- There will be a separated test for each story.

The Productive Skills Test:

Dear Valued teacher, please follow the following instructions for best test results:

- Prepare a quiet atmosphere for the child in order to prevent any attention deficit.
- Be smiley and create a playful and joyful atmosphere.
- Model the test more than one time if you feel the child did not understand what is required.
- Use very simple words when you explain the test for the child.
- This is a productive skill test so the child has to speak or draw or produce the picture you are referring to.
- The child has only to point on the correct answer (picture) when you ask him/her by saying: “what is this” and then you give one score to the correct answer.
- If you feel the child cannot produce the word verbally, you can ask her/him to draw the word you are saying to him/her.
- This test will be presented 3 times as pretest, posttest and delayed posttest.
- There will be a separated test for each story.

1- The name of the story: The Bremen Musicians

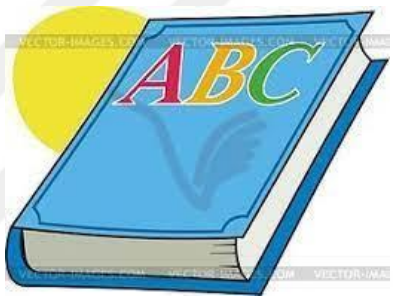




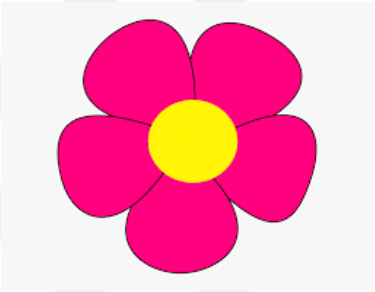



2- The name of the story: Rapunzel.

3- Name of the story: The Beauty and the Beast.



4- The name of the story: Ali Baba and the 40 Thieves.



RESUME

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