

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES



**A COMPARISON OF THE COMMUNICATIVE LANGUAGE TEACHING (CLT)
AND TEACHING PROFICIENCY THROUGH READING AND STORYTELLING
(TPRS) METHODS ON THE MOTIVATION OF THE EFL STUDENTS**

MASTER'S THESIS

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Department of English Language and Literature
English Language and Literature Program

FEBRUARY, 2023

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FEBRUARY, 2023

APPROVAL PAGE



DECLARATION

I hereby declare with respect that the study “A Comparison of The Communicative Language Teaching (CLT) And Teaching Proficiency Through Reading and Storytelling (TPRS) Methods on The Motivation of The EFL Students”, which I submitted as a Master 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 that the works I have benefited are from those shown in the Bibliography. (17/02/2023)

Sefa Alsadat Şeker

FOREWORD

The completion of this thesis would not have been possible without the support and guidance of several individuals. I would like to take this opportunity to express my heartfelt gratitude to those who have helped me along the way.

First and foremost, I would like to thank my advisor, Prof. Eyyüp Yaşar KÜRÜM, for his unwavering support, guidance, and encouragement throughout my academic journey. His expertise, wisdom, and patience have been invaluable in helping me to complete this thesis successfully, his mentorship has been a valuable learning experience, and I am grateful for his dedication and commitment to my academic growth.

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February, 2023

Sefa Alsadat Şeker

**A COMPARISON OF THE COMMUNICATIVE LANGUAGE TEACHING
(CLT) AND TEACHING PROFICIENCY THROUGH READING AND
STORY TELLING (TPRS) METHODS ON THE MOTIVATION OF THE
EFL STUDENTS**

ABSTRACT

It has long been acknowledged that the Teaching Proficiency through Reading and Storytelling (TPRS) method is one of the most powerful and effective methods for language acquisition. The Communicative Language Teaching (CLT) method, which stresses the use of real materials and engaging activities, has also been used quite extensively with the claim that it is highly effective at promoting language proficiency. In this study, a comparison of Teaching Proficiency through Reading and Storytelling (TPRS) and Communicative Language Teaching (CLT) methods are carried out to find out the likely effects of these methods on language learners' various motivational factors. The present study is quantitative research in which the "Motivation and Language Learning with Students of English" survey is used to collect data. The motivational factor questionnaire was completed by 155 students in which 78 of the participants studied English through (TPRS) method and 77 of the participants studied English through (CLT) method. The Google Docs forms were sent to participants' teachers, who shared the documents in WhatsApp groups with their students. The first section of the questionnaire enquired about the participants' school, gender, and level of grade. The second section covers questions about motivational elements including integrative, instrumental, Effort, Valence, and Expectancies. The findings showed that participants using TPRS to learn English were more motivated than those using CLT across all motivational factors. Furthermore, the findings revealed that gender and grade level had an influence on students' motivation. The results of this research will help educators and language instructors determine the most effective method for promoting motivation in EFL students and increasing motivation for language acquisition, and it demonstrated that TPRS students are more motivated than CLT students overall.

Keywords: EFL student, TPRS, CLT, motivational factors



**İLETİŞİMSEL DİL ÖĞRETİMİ (CLT) VE OKUMA VE HİKAYE
ANLATMA (TPRS) YOLUYLA ÖĞRETME YETERLİLİKLERİNİN EFL
ÖĞRENCİLERİNİN MOTİVASYONLARINA İLİŞKİN BİR
KARŞILAŞTIRMASI**

ÖZET

Okuma ve Hikâye Anlatma Yoluyla Öğretme (TPRS) yönteminin dil edinimi için en güçlü ve etkili yöntemlerden biri olduğu uzun zamandır kabul edilmektedir. Gerçek materyallerin ve ilgi çekici etkinliklerin kullanımını vurgulayan İletişimsel Dil Öğretimi (CLT) yöntemi de dil yeterliliğini artırmada oldukça etkili olduğu iddiasıyla yaygın bir şekilde kullanılmaktadır. Bu çalışma, TPRS ve CLT yöntemlerini karşılaştırarak, bu yöntemlerin dil öğrenenlerin çeşitli motivasyon faktörleri üzerindeki olası etkilerini bulmak için yapılmıştır. Bu nicel çalışmada veri toplamak için “İngilizce Öğrencileri için Motivasyon ve Dil Öğrenimi” anketi kullanılmıştır. Motivasyon faktörü anketi 155 öğrenci tarafından tamamlandı. Katılımcıların 78'i TPRS aracılığıyla ve 77'si CLT aracılığıyla İngilizce eğitimi almıştır. Google Dokümanlar formları katılımcıların öğretmenlerine gönderilmiş ve öğretmenler dokümanları WhatsApp gruplarında öğrencileriyle paylaşmıştır. Anketin ilk bölümünde katılımcıların okulları, cinsiyetleri ve kaçınıcı sınıf olduklarına dair sorular yer almaktadır. İkinci bölüm ise Bütünleştirici, Araçsal, Çaba, Değerlik ve Beklentiler gibi motivasyon unsurlarıyla ilgili soruları kapsar. Bulgular, İngilizce öğrenmek için TPRS kullanan katılımcıların Bütünleştirici Motivasyonu Araçsal Motivasyondan daha yüksek değerlendirdiğini, CLT katılımcılarının ise Enstrümantal Motivasyonu Bütünleştirici Motivasyondan daha yüksek olarak değerlendirdiğini göstermektedir. Ayrıca bulgular, cinsiyet ve sınıf düzeyinin kişinin motivasyonu üzerinde etkili olduğunu ortaya koymuştur. Bu araştırmanın sonuçları, eğitimcilere ve dil öğretmenlerine, yabancı dil olarak İngilizce öğrenen öğrencilerde motivasyonu artırmak için en etkili yöntemi belirlemede yardımcı olacaktır. Bulgular TPRS öğrencilerinin genel olarak CLT öğrencilerinden daha fazla motive olduğunu göstermiştir.

Anahtar Kelimeler: EFL öğrencisi, TPRS, CLT, motive edici faktörler



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ABBREVIATIONS

CLT : Communicative Language Teaching

EFL : English as a Foreign Language

L2 : Second Language

TPRS : Teaching Proficiency through Reading and Storytelling



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I. INTRODUCTION

A. Introduction

Teachers of second languages (L2) are all well aware, based on their own experiences, that teaching students a second language in middle schools can be challenging. This problem has evolved over years as a result of changing teaching methods and increased expectations placed on students in order to advance the educational system. For the preceding century, education system all over the world have been using a variety of approaches to teaching second language (L2) in order to determine which of these approaches are most effective at increasing students' motivation for learning. This study investigates the effects of the Communicative Language Teaching (CLT) approach and the Teaching Proficiency through Reading and Storytelling (TPRS) approaches on L2 students' various motivational factors at Manara International Schools and Alhuda International Schools in Istanbul.

This chapter begins with an introduction, followed by a discussion of the research background, then a summary of the research problem that identifies the subject of this study in addressing the primary concerns that this research seeks to identify. Then it will discuss the purpose and significance of the study. The chapter will next identify the research questions that will be used to determine the teaching methods for teaching L2 that influence student motivation. Followed by the operational definitions, followed by outline of the study. finally, the chapter will conclude with the summary of the chapter.

B. Background of the Study

There have been many different methods of second language developed throughout the last century, one of these methods is The Grammar-Translation Method which was popular from the late 1890s till the 1930s (S. Gass & Selinker, 1994). It claims language is acquired through reading comprehension, and vocabulary memory. In addition, it emphasizes the accuracy of linguistics and

translation, and its primary objective is to enable learners to read the target language's literature through mental discipline and intellectual development (Djauhar, 2021). Also, students were provided accessibility to dictionaries and explanations of Latin or Greek grammar rules, but there was limited chance for second-language learning with this approach.

As a reaction to widely used Grammar-Translation Method of the 19th century, at the beginning of the 20th century the Direct Method emerged as a response to this most popular language teaching methodology of the time. In the Direct Method, the use of L1 was strictly avoided (Krashen, 1995). As a result, pupils were required to acquire meaning in the target language through teachers' use of visual aids and gestures to explain vocabulary items and grammar structures. The Direct method is antithetical to the Grammar Translation Method. This method emphasizes both speaking and listening skills so that students may communicate directly in the target language. In classrooms where students are encouraged to be more involved, both teachers and learners become effective partners. In addition, the interesting activity in this method is the use of realia, images, and pantomime, which encourages learners to avoid translation. Both the Direct Method and the Audio-Lingual Method are oral-based methods, making them nearly identical (Djauhar, 2021).

The Cognitive code is another teaching method which introduced pupils for the first time to the four fundamental language skills: speaking, listening, writing, and reading. This method emphasizes on comprehensible output, and learning the language was overemphasized too (Krashen, 1982b).

Following this method, the Audio-Lingual Method, that was popular from the 1940s to the mid-1980s, concentrated on listening and oral exercises based on the imitation of native speakers and claimed to improve the students' speaking abilities. The Audio-Lingual Method describes how students can master their L2 by listening, memorizing, and repeating expressions (drills), and vocabulary from a teacher-provided dialogue. Memorization based on innumerable number of repetitions of the target structures which is the prominent features of the method (Alemi & Tavakoli, 2016). In Audio-Lingual Method, teachers should make greater efforts to provide examples of phrases and sentences, so that learners may readily reproduce and remember them. However, the learners found it difficult to apply what they had

learned in daily lives (Djauhar, 2021).

Between the years 1970 and 1980, the Natural Approach, which focused on comprehensible input based acquisition became an alternative way to teach effective foreign language was in use (Krahnke, 1985). This method put a lot of emphasis on students' reception and comprehension of the messages in the target language through comprehensible, compelling, rich and abundant input. Speaking and writing skills were seen as output emerging automatically as the consequence of provided input in the target language.

Another important teaching approach is the Total Physical Response (TPR), which was proposed by Asher in 1965 and aims to improve oral understanding at the basic level through physical commands. However, it has been widely criticized for constraining by principles as well as certain grammatical structures and ignoring reading skills (Oflaz, 2015). The TPR emphasizes the importance of developing comprehensible input to help pupils gain a wide comprehension of the language.

Subsequently, the Communicative Learning Teaching (CLT) method evolved; it primarily emphasized in language teaching on instructions. The major objective of the CLT in language instruction is to instruct and allows learners become fluent in their L2, focusing on the functional as well as structural features of language (Littlewood, William, & Swan, 1981). The method emphasizes the development of communicative competence, which encompasses not only the capacity to use language accurately and fluently, but also the ability to use language responsibly in various social circumstances. CLT often incorporates interactive activities, such as role-playing and group discussions, and stresses the usage of the target language in the classroom. This methodology has been widely implemented in language education worldwide (Littlewood et al., 1981).

Finally, the Teaching Proficiency through Reading and Storytelling (TPRS) was developed in the early 1990s by Blaine Ray (Ray & Seely, 2008). It is the newest comprehension-based approach, following Total Physical Response (TPR) (Asher, 2000) as well as the Natural Approach (Krashen and Terrell, 1983). It is comparable to earlier approaches in that it emphasizes comprehensible input. Moreover, it does not force pupils to speak at stages beyond their existing competency and does not engage in extensive teaching of grammar or error correction. TPRS surpasses prior approaches by focusing on tales, an appropriate

method of fostering literacy and language skills (Trelease, 2006).

All these methods contribute to the discipline of L2 learning but which method best supports student motivation?

Studying a second language is necessary, but each student has different motivations for doing so. Others may study an L2 in order to receive the extrinsic incentive of higher grades, while other students opt to learn a second language for the intrinsic gratification that occurs with learning a foreign language (Noels, Pelletier, Clément, & Vallerand, 2003). Students can have different language learning objectives. For example, one may desire a higher wage in the future and other to have the chance to travel overseas. Goals and motivations for language learning are fundamental themes in L2 studies (Gardner, 1985)

Teachers of second language (L2) would profit greatly from discovering what motivates pupils to learn and what sorts of practices maintain that motivation. Moreover, motivation is a complex and wide-ranging topic, Teachers are less interested in learning what motivation means; rather, they really would like to know how to boost motivation in their L2 learners or precisely how to realistically execute these changes (Dörnyei, 2001).

During the past several years, L2 teachers have supported the *CLT* method to language instruction. CLT is best characterized by its defining characteristics, which are "systematic attention to functionality in addition to structural components of the word" (Littlewood et al., 1981: 1). The CLT method was established in the late 1960s and "originated in the British language teaching traditions" (Jameel, 2011: 522). The second teaching method that got attention lastly is the *TPRS* which is an efficient foreign language method (Spangler, 2009) that emphasizes storytelling, inventiveness, and spontaneous acquisition. Blaine Ray, a California-based Spanish teacher, developed the TPRS method in 1990.

Both methods stress the necessity of intelligible L2 reading and listening components. Practitioners of TPRS have stated, "Teachers frequently undervalue the significance of attempting to make the lesson comprehensible" (Seely, 2004: 106). Lee & VanPatten had an observation according to the proponents of CLT that "for acquisition to occur the student must comprehend the majority of what the writer or speaker is saying" (1995: 26).

The objective of these two teaching methodologies is language acquisition (LA), but the tactics and strategies employed in the classes are totally different. Researchers have discovered significant differences in the roles of teachers, students, classroom practices, and language output as a result of teachers' preference for one method over another (Spangler, 2009).

C. The Problem of the Study

Very few studies have been undertaken trying to compare the CLT and TPRS methods so far. Many studies have been conducted on the CLT teaching method (Cattell, 2009; Khatib & Tootkaboni, 2019; Li, 2011; Nhem, 2019) whereas the TPRS method is still relatively new and requires additional research. Several researchers have compared the TPRS method to other methods such as Bagheri, Hadian, and Vaez-Dalili (2019), Perna (2007), Watson (2009), Garczynski (2003), Dziedzic (2012) and J. Oliver (2012). All of these studies demonstrated that TPRS surpassed or exceeded the performance of another teaching method in a number of different variables.

Other scholars have also studied the TPRS method including Rapstine (2003), Foster (2011), Varguez (2009), Dziedzic (2012) and J. Oliver (2012). However, many of these researchers did not provide a thorough study because they simply offered practitioner's specific experiences rather than complete empirical data to compare TPRS and other L2 Teaching methods.

Additionally, practitioners really need to know which approach improves student's motivation the most to employ it in teaching L2. Further, motivation is crucial to L2 learning because studies have shown that it can affect teaching and learning outcomes (Gardner & Lambert, 1972; Wigfield & Wentzel, 2007). In the light of the facts mentioned above, the goal of this study is to find out the likely differences in terms of the motivational factors of the students learning English through the CLT and the TPRS methods.

D. Purpose of the Study

This study aims to compare how motivational factors of the EFL learners change through the application of the CLT and the TPRS in language teaching in

international middle-schools in Istanbul. Identifying out which one of these two instructional methods has the greatest beneficial effect on students' motivation would be helpful for L2 teachers since they will have a more thorough knowledge on the impacts of these two instructional methods upon those variables.

The TPRS and CLT methods are often defined as following; the Teaching Proficiency through Reading and Storytelling (TPRS) is a method that teaches language holistically without emphasizing grammar structure. Seely (2004) claimed that Language is taught by comprehending information in the targeted linguistic with comprehensible input but little language output. The Communicative Language Teaching (CLT) on the other hand is a method utilizing real-life scenarios insisting on interpersonal contact rehearsing real life scenarios. With this method, the teacher creates a hypothetical circumstance that the students could face in real world, and they discuss about it (Galloway, 1993). It's a skill building approach assuming that practicing language skills would enable learners to make progress in these skills.

In the present study, the likely effects of the use of the Teaching Proficiency through Reading and Storytelling and The Communicative Language Teaching methodologies on the motivational factors of the learners is aimed to be investigated. It is assumed that any method encouraging learners to feel more motivated and eager about the target language would lead more effective results in teaching. Therefore, finding out which of these two methods cause better results on motivational factors would be a gain in the field on selecting the right methodology in foreign language teaching programs.

E. Significance of the Study

This research has significance for a wide range of second language (L2) practitioners. Firstly, L2 academics and teachers study language theories and approaches with enthusiasm, but they remain lost by the lack of agreement among experts in the field (Spada, 2006). Additionally, second language approaches must be converted into classroom activities and exercises. With the goal of assisting practitioners in making informed pedagogical decisions, this study aims to contribute to the body of literature through practically evaluating the TPRS and the CLT methods with theoretical underpinnings that are quite comparable.

Secondly, if there is disagreement amongst L2 experts, there might even less agreement amongst motivational theorists (Crookes & Schmidt, 1991; Gardner & Tremblay, 1994; Keller, 1983; Kleinginna & Kleinginna, 1981). According to (Maehr & Meyer, 1997) there is more left on the list throughout the research and comprehension of motivation and they recommended using the LLOS-IEA Motivation Scale, a relatively recent tool that has significant subcategories of motivation, to assess L2 motivation. The current study will enable practitioners examine empirical findings on both instructional methods and determine the differences between the types of the motivation that the English Language students have.

Finally, students are the direct beneficiaries of this study as they are the main actors of interest. Teachers want to see their students become fluent in their chosen L2, as well as remain motivated during the learning process. This study will provide empirical data to enable practitioners to choose the teaching approach that is revealed to enhance students' motivation and proficiency the most. This research will also enable school administrators and state curriculum writers to make sound decisions for their schools, teachers, and students.

F. Research Questions

The questions that are discussed in this study are as follows:

1. What types of motivation do EFL students studying at an international school in general have?
2. In comparison with the TPRS (Teaching Proficiency through Reading and Storytelling) and CLT (Communicative Language Teaching methods in which students learn English through, what differences are there between the types of the motivation that the English Language students have?
3. Does TPRS and CLT students' gender have an impact on their motivation towards learning English?
4. Does the TPRS and CLT students' school grade have an impact on their motivation towards Learning English?

G. Operational Definitions

Foreign Language Method refers to the acquisition of a non - native speaker language within the context of one's native language"(Selinker and Gass, 2008: 5).

Communicative Language Teaching (CLT) refers to a second language teaching methodology known as communicative language teaching (CLT) makes use of genuine communication-intensive scenarios. This method involves the teacher creating an event that the students could experience in the real world and having them talk about it (Galloway, 1993).

Teaching Proficiency through Reading and Storytelling (TPRS) refers to a language method called Teaching Proficiency through Reading and Storytelling (TPRS) teaches language in its whole without emphasizing grammar. By using understandable input and limited linguistic output, language is acquired by comprehending information in the second or foreign language (Seely, 2004).

Extrinsic Motivation refers when pupils "perform something to obtain a mark, escape punishment, impress the teacher, or for a different motive which has very little to do with the activity itself," according to the definition, they are acting out of self-interest (Woolfolk-Hoy, 2005: 351). Extrinsic motivation, according to Clark and Schroth refers to activities are done to accomplish a target far beyond the activity itself" (2010: 19).

Intrinsic Motivation refers to the innate desire to seek out and overcome obstacles while pursuing self-interests and exercising abilities (Woolfolk-Hoy, 2005: 351). in addition, Intrinsic motivation is when behaviors are performed in pursuit of pleasure or satisfaction (Clark & Schroth, 2010: 19).

Instrumental Motivation refers to reasons for enrolling in L2 that reflect practical aims, such as achieving an academic objective or career progression" (Noels, 2001: 44).

Integrative Motivation refers to the motivation of studying the language in order to communicate, in addition to interact with speakers of that language"(Noels, 2001: 44).

Effort refers to the amount of time, energy, and persistence that learners invest in their learning activities (Dörnyei, 2001).

Valence refers to the perceived value or importance of a goal to a person (Dörnyei, 2001).

Acceptance refers to the learners willingness to engage in the learning process and to accept the teacher's authority and instruction (Dörnyei & Ryan, 2015).

Ability refers to the capacity to acquire and use language effectively, which is influenced by cognitive, psychological and physiological factors (Skehan, 1998).

H. Outline of the Study

The study's overall design consists of five chapters. The very first chapter is the introduction that describes the historical background and the study problem, in addition to the study's purpose, significance of the study, research questions, and finally the operational definitions. The second chapter consists of a literature review, which centers on the literature on the Teaching Proficiency through Reading and Storytelling (TPRS), the Communicative Language Teaching (CLT), and the Motivation subscales. The third chapter discusses the methodology that is utilized in the research. The fourth chapter discusses the study's findings. The fifth chapter is dedicated to the discussions and conclusion, which takes into account recommendations for future research suggestions as well as implications for language instruction.

II. LITERATURE REVIEW

A. Introduction

This chapter provides an overview of the various theoretical frameworks utilized in this research. The chapter begins with a historical overview of motivation in learning and then describes the key factors that need to be considered in any study of motivation for EFL learners. In the second part, the theoretical framework of Krashen's Hypotheses and Asher's TPR Model are presented. Then, Krashen's Hypotheses and the output Processing Theory are explained since the CLT and TPRS teaching approaches have divergent perspectives on these theories. After outlining the theoretical underpinnings of this research, the chapter is concluded with a summary that summarizes the study carried out comparing the TPRS & CLT approaches. The author mentions previous research examples comparing both methods regarding the TPRS and the CLT, in addition to researches comparing one of the approaches with other L2 teaching approaches. The research reveals that not so many empirical investigations have evaluated the motivational differences among EFL learners taught by using the CLT versus the TPRS teaching methods.

B. Motivation

Although *motivation* is an often-used term in academic context, it is fairly surprising how little consensus is found in the literature over the precise definition of the term. Researchers working in the field of psychology have defined and studied motivation in a variety of ways and perspectives throughout the past several decades.

To be motivated "refers to the choices that people are making on which experiences or objectives they will pursue or reject, in addition to the resulting outcomes they exert in this regard" (Keller, 1983: 389). This definition comprises a subset of the concept's components, because motivation is a huge and complex subject that encompasses numerous theories and assertions. Dörnyei (1998) claimed, "Although 'motivation' is an often-used term in academic context, it is fairly

surprising how little consensus is found in the literature over the precise definition of the term" (Dörnyei, 1998: 117). Researchers working in the field of psychology have In 1981, Kleinginna presented 102 views concerning the idea of motivation. Reeve (2018) extended on twenty motivational ideas. Maslow (1981) outlined 17 assertions that must be part of any solid explanation of motivation. Each of these views and hypotheses contributes knowledge, throwing additional light on the causes of human behaviour

Self-determination theory (SDT) is the most influential concepts in motivational psychology (Dörnyei, 2003). Based on this idea developed by Deci and Ryan, "in being self-determining is to express a feeling of choice in beginning and utilizing one's own 28 activities" (Connell & Ryan, 1986: 580). Motivation in SDT can be either intrinsic or external.

Intrinsic motivation is the "innate desire to seek out and overcome obstacles while pursuing self-interests and exercising abilities" (Woolfolk-Hoy, 2005: 351). Clark and Schroth (2010) introduced the notion of pleasure to the definition of intrinsic motivation, stating that it happens "when activities are performed for the purpose of pleasure or enjoyment" (Clark and Schroth, 2010: 19). The SDF of Deci and Ryan (1985) discovered that intrinsic motivation is present whenever students' innate curiosity and interest fuel their learning this motivational source of learning is more likely to grow when the learning environment provides challenges, stimulation, but a framework of autonomy.

Intrinsic motivation encourages activities based on an individual's preferences and requirements (Brown, 2007). Individuals' propensity to perform in particular ways, such as playing for toddlers and studying for adults, is an example of intrinsic motivation (Deci & Ryan, 2010). Intrinsic motivation is a type of motivation that arises from people's consistent attention to particular behaviours and activities that demand a challenge or novel methods to a routine scenario. Intrinsic motivation necessitates particular degrees of skills and experiences, since it includes planning, determining, and finding significant objectives, purposes, and satisfying tasks.

Intrinsic motivation does not require external rewards for learners. Instead, it necessitates the manifestation of a person's identity and interests based on their past personal experiences, beliefs, abilities, and environmental consequences. According to the attribution hypothesis, intrinsically motivated persons require an internalized

focal point of causation. People typically practice their intrinsically driven activities for reasons that are internal to themselves and their thinking (de (Notz, 1975).

When people are able to satisfy their goals and demands in terms of autonomy and competence when doing activities, their intrinsic motivation is increased (Deci & Ryan, 2010). Certain elements, including as personal rewards, the enforcement of deadlines, and the provision of performance feedback, can directly influence needs, objectives, satisfactions, and ultimately motivation. Extrinsic motivation produces less favorable results than intrinsic motivation.

A study was conducted to examine the effects of reinforcement and reward on intrinsic motivation (Cameron & Pierce, 1994). It examined prior research on the primary elements and influences of reward/reinforcement on levels of intrinsic motivation. To discover the impacts, a total of 96 experimental investigations were re-evaluated. The results suggested that rewards did not inevitably diminish intrinsic motivation. Certain reinforcements, such as verbal acclaim, boosted the levels of intrinsic motivation, and additional interaction factors were also examined. The researcher also discovered that the elimination of rewards had a negligible impact on intrinsic drive. Finally, it was determined that reinforcements do not diminish people's intrinsic motivation.

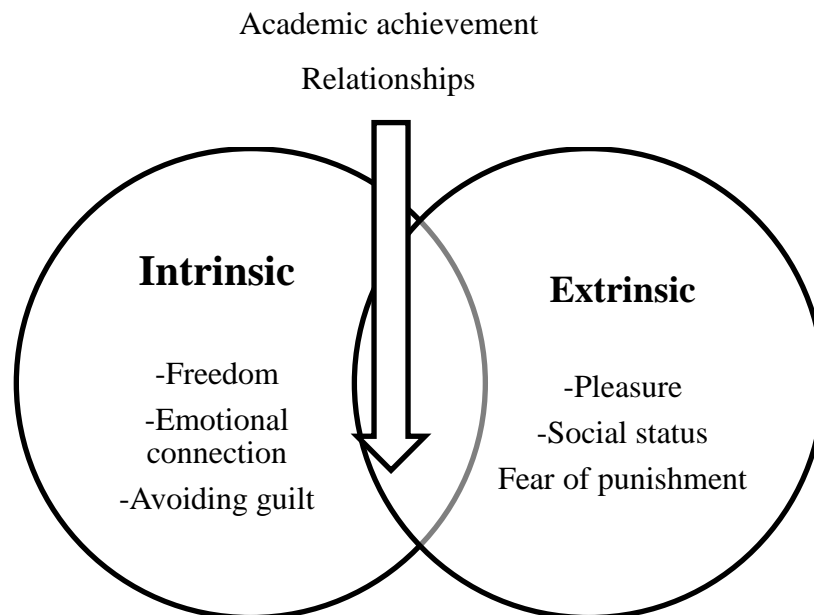


Figure 1. Similarities and differences between intrinsic and extrinsic motivation

Extrinsic motivation on the other hand can be defined as "doing something to obtain a credit, escape punishment, please the instructor, or for another motive with

the activity itself" (Woolfolk-Hoy, 2005: 351). Clark and Schroth (2010) added the element of purpose to their definition of extrinsic motivation, indicating that it occurs "when actions are performed in order to obtain an aim or reward outside of the activity of its own" (Clark and Schroth, 2010: 19).

Extrinsic motivation is increased by extrinsic or external impacts, such as monetary or material prizes, grades, and acclaim, as well as social pressure and the approval of others. Examples of extrinsic motivators include money rewards, bodily pleasures, and social praise. Unlike intrinsic motivators, these motivating variables are derived from the environment.

The objective of extrinsic motivation is typically to obtain recognition, or benefits from the outside. In terms of their nature, such rewards could be psychological or physical. The most well-known examples of physical extrinsic motivation are money and awards. Generally, individuals engage in some types of tasks that they do not enjoy in order to receive some external rewards. Typically, trophies and awards are the accolades that athletes receive at the conclusion of their performances. However, extrinsic motivators include psychological ones like as praise and public recognition. When a youngster completes a task in the school, for instance, a teacher's applause would be psychological examples of extrinsic motivation. A stage actor may perform their roles in a play in order to achieve public acclaim, and acknowledgement.

The primary distinction between intrinsic and extrinsic motivation, according to Woolfolk-Hoy (2005), is the locus of causality (the location of the cause), i.e., whether the student's motive for action arises from an internal or external source. For instance, one kid may be required to study an L2 by his or her parents. This is an external factor because it is enforced by the parents. However, one pupil may learn it because he or she desires to work for a multinational corporation after graduation. This is an internal factor, as the student voluntarily chooses to study and participate in the L2 learning process. In the classroom, both external and internal motivation can be beneficial. In the same study, it was underlined that "intrinsic motivation is based on the desire to be self-determining" and that "suggested rewards, which are usually utilized as instruments of control, initiate distinct motivating behavior" (p. 49). In addition, researchers understood this event as a shift from an internal to an external locus of causality.

C. L2 Motivation

Different variables motivate L2 students to learn a second language, despite of the educational technique utilized in the learning context. Researchers in the domains of education have recognized the importance of motivation in efficient L2 acquisition for decades (Gardner, 1985; Gardner & Clément, 1990). Affective characteristics, like motivation, have demonstrated to be nearly as essential as linguistic ability in determining L2 progress (Gardner, 1985).

Gardner and Lambert (1959) were pioneers in the field of second language motivation. In the situation of L2 learning, factors can be classified into L2 learning and class motivation (Gardner, 2010). The major processes behind individual variability in language assimilation success are accounted for by language learning motivation. Class atmosphere, the subject, the teacher's skills, and the academic orientation of the L2 student all influence classroom motivation (Gardner, 2010). Those characteristics of motivation were essential in the establishment of the socio-educational system of L2 acquisition with an integrative or instrumental Motivation. Integrative Motivation is "the willingness to study a language in order to communicate with, and identify with, people who are part of the L2 culture," (Gardner, 2010: 291)

Instrumental Motivation refers to "reasons for L2 learning that influence objectives such as achieving an academic goal or advancing in one's career" (Noels, 2001: 44). The socio-educational model motivation in respect of the intention to learn, as well as intensity of motivation (Gardner, 2010). Gardner (1985) designed the Attitude Motivation Test Battery (AMTB) to examine the efficacious learners' characteristics variables revealed by a socio-educational system of 2LA (AMTB). In over last two decades, the AMTB has been utilized in several L2 contexts, preserving the socio-educational system of 2LA (Dornyei & Ryan, 2015). During the same time period, Deci and Ryan (1985) proposed that motivation might be classified into: intrinsic, extrinsic motivations, and amotivation.

Crookes and Schmidt (1991) asserted that Gardner's socio-educational system was restricted to an overly binary integrative/instrumental view of motivation. Gardner (2010), on the other hand, stated that he never identified motivation within those terms and stressed the modern applicability of his system

with numerous contemporary research topics. In response to Crookes and Smith's contention that the social-educational model of L2 proposed by Gardner is excessively binary, other scholars attempted to widen the integrative/instrumental definition. Six scholars, including Dörnyei (1994a), Dörnyei (1994b), Oxford and Shearin (1994), Gardner and Tremblay (1994), and Schmidt, Boraie, and Kassabgy (1996) conducted empirical and theoretical study on this topic. Their research resulted in the development of expansive theories of motivation, such as the one proposed by Schmidt et al. (1996). These more recent models were not intended to replace the integrative/instrumental dichotomy, but rather to supplement it (Dörnyei, 1994a; Schmidt et al., 1996; Williams & Burden, 1997).

Learning instrumental and integrative motivation is crucial, particularly for a language instructor who is dependent on their students. Some students prefer a more integrative focus or drive in order to learn a foreign target language, for instance. Instrumental and integrative motivation are not necessarily acquired from exclusive viewpoints, such as receiving good grades and simultaneously integrating into a particular community or organization.

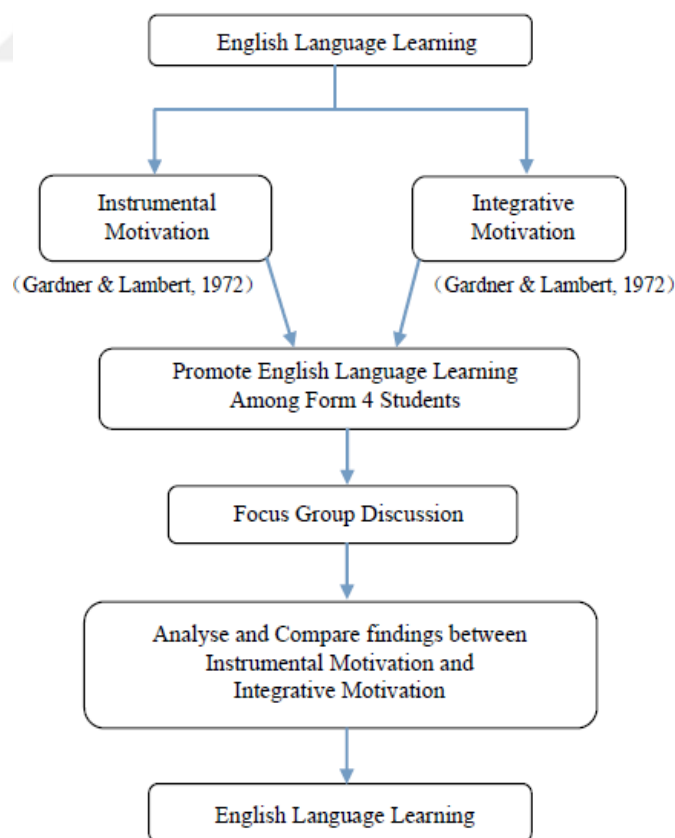


Figure 2. Conceptual framework of the Hong and Ganapathy (2017) study

As a case study, Hong and Ganapathy (2017) investigated EFL students' instrumental and integrative motivation towards English language learning in Malaysia. For data collection, they employed a qualitative case study with L2 secondary school students as focus group interviews. They also explored the problem categories that influence students' decision to study English as a second language. The data revealed that 10 English-learning sessions per week are insufficient to master the language. In addition, motivated students exert more effort to attain superior academic results in their classes by being more persistent in the English learning process. Results also revealed that instrumental motivation is more prevalent than integrative motivation in EFL learners. Additionally, instrumental motives have a greater impact on English learning than integrative motivation. In addition, they noted that grammar and vocabulary are the most challenging aspects of the EFL learning process for pupils, which could impair their future writing and speaking abilities.

Noels and her peers (Noels, Pelletier, Clément, &Vallerand, 2000) emphasized the significance of merging the components of intrinsic and extrinsic motivation to gain a thorough knowledge of the development of orientations and their influence on L2 motivation. Noels et al. (2000) created the Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS- IEA) as part of a study aiming to evaluate students' self-determination of Second Language and its sub - types: intrinsic, extrinsic, and amotivation. Noels and her team, while designing the LLOS- IEA, clarified that each of these motivational components fell into distinct categories.

The LLOS-IEA scale was developed by Noels and her peers based on motivational components uncovered by numerous previous researchers. First, a set of three categories of intrinsic motivation were identified: Intrinsic–Stimulation, Intrinsic–Knowledge, and Intrinsic–Achievement (Vallerand, 1997; Vallerand, Blais, Brière, &Pelletier, 1989; Vallerand et al., 1992). Intrinsic-Knowledge relates to the joy a student may derive from acquiring knowledge and satisfying his or her natural curiosity for the benefit of the field. For instance, a second-language learner may seek up a sequence of words linked to a subject of his or her choosing simply out of curiosity. Intrinsic accomplishment is the feeling connected with completing a challenging activity and gaining mastery over it. Intrinsic stimulation refers to the

pure aesthetic appreciation of the process of L2 learning.

Extrinsic motivation, like intrinsic motivation, is subdivided into Integrated Regulation, Identified Regulation, Introjected Regulation, and External Regulation. Starting with the least self-determined sort of extrinsic motivation, External Regulation depicts students who study a second language as a result of their environment. Introjected Regulation is somewhat internalized (Dörnyei & Schmidt, 2001) and describes students who do a task in response to a directed system of praise and punishments. Identified Regulation takes kids closer to autonomy in the sense that they will interact because they recognize the significance of the value. Integrated Regulation is its greatest level of extrinsic motivation-based self-determination. According to Ryan and Deci (2000), "integrated regulation happens when specified regulations are completely integrated to the individual, which implies they have been appraised and made consistent with the individual's other values and requirements" (Ryan and Deci, 2000: 73). It is comparable to intrinsic motivation and yet different in that the action is not performed because it is enjoyable. As previously established, amotivation is the 3rd motivational component which is contrary of the first two. When pupils are motivated, they engage in tasks while believing that they have no influence over any of them.

D. Communicative Language Teaching (CLT) and Teaching Proficiency through Reading and Storytelling (TPRS)

The variety of L2 theories compels practitioners to employ a variety of L2 teaching strategies, like TPRS and CLT. The historical origins of CLT and TPRS are distinct. The CLT method was established as a result of dissatisfaction with the Audiolingual Method (ALM), which the U.S. Army developed and employed for thirty years (VanPatten, 2003). This method utilized memorized phrases, repetitive dialogues, drills, as well as other exercises to teach L2 learners to speak correctly. ALM is the same strategy that was utilized in high schools in the United States, and the United Kingdom fifty years ago, when L2 learners were obliged to remember and practice drills, phrases, and conversations.

In Europe, the tens of thousands of immigrants that came to France in the 1960s and early 1970s due to a shortage of employment in their home countries prompted linguists to reconsider how they taught a second language, and they

discovered that the ALM was ineffective. Sandra Savignon studied the effectiveness of the ALM technique in 1972 and determined that "language communication and comprehension increased when the learner would have the opportunities to interact" (Spangler, 2009: 18); the ALM didn't provide L2 students with sufficient opportunities to interact. "CLT can thus be viewed as deriving from a wide range of perspectives that incorporates languages, psychology, sociological, and education studies" (Savignon, 1991: 265).

The TPRS method, by contrast, did not originate from a linguist's perspective, but rather from a practitioner. Blaine Ray, a California high school Spanish teacher, based the TPRS approach on Asher's well-known Total Physical Response (TPR) technique, which was established in the 1960s. James J Asher (1965) founded his approach on the principles through which children learn their L1, such as lengthy exposure to input, non-verbal reactions or gestures, and delaying initial speaking (Spangler, 2009). James J. Asher and Adamski (1993) argued that many L2 instructors are ineffective in teaching language to students as they do not understand how the student's brain functions. Asher advocated delaying the spoken language until after a time of silence during which the learner would receive the language.

In the early 1990s, Blaine Ray merged the TPR approach with storytelling to form Total Physical Response Storytelling. In 2004, he modified the title to Teaching Proficiency Through Reading and Storytelling (Seely, 2004). Today, some teachers continue to employ the TPR actions in TPRS, while others have eliminated the TPR component altogether.

In the TPRS method, instructors are involved in the instruction process and generate the language through storytelling and reading. This method allows students to receive meaningful input from their instructor. Students are not obliged to generate output until they have had sufficient exposure to input messages. As was mentioned previously, James J Asher (1965) invented the TPR approach and submitted his first work in 1965 wherein he compared the learning of Russian by adults and children. Asher demonstrated in his study whether the TPR method enabled adults to surpass children in L2 acquisition. He claimed that adults' second language acquisition is a parallel process to children's first language acquisition from a developmental standpoint, and most of the speech addressed to young children consists of orders, to

which children reply physically before they begin to create linguistic responses. Asher believes that adults should replicate the processes by which children acquire their mother tongue (Asher, 1965).

In the past few years, L2 teachers and scholars have focused on gathering empirical data to demonstrate that the TPRS method has a substantial impact on students (Lichtman, 2012). As of the publishing of this study, TPRS inventor Blaine Ray has provided the most recent literature regarding TPRS, which as of 2012 consists of L2 investigations. Many of these studies focus largely upon that TPRS method alone, while others compare TPRS to another teaching method.

The results of studies that examined the TPRS method alone revealed a positive impact on L2. These results verified Braunstein's (2006) findings from studies suggesting ESL adult learners who intended to be taught using a traditional method responded effectively to TPRS after just being exposed to it. Beyer (2008) also utilized the TPRS method for teaching high school pupils the past tense, and the students remarked on their engagement and positive learning experience.

In a study he conducted for a collegiate TPRS course, Bustamante (2009) examined various independent variables, including, grammar, fluency, and reading comprehension. Bustamante found that TPRS improved students' ability in several quantifiable aspects. The study also revealed that students who had attending an L2 course taught using TPRS methods preferred TPRS more than other teaching methods utilized throughout their prior years of attending other L2 classes.

Webster (2009) intended to build an in-service of Global Language Curriculum based on TPRS principles. During his research, he performed a poll that revealed the overwhelming amount of high school students enrolled in TPRS classes as opposed to traditional ones. He found out that with TPRS students' attrition was declining and that TPRS boosted students' performance on Advanced Placement tests and raised their readiness for college-level coursework.

Kariuki and Bush (2008) studied the influence of TPRS and the traditional method on high school foreign language learning. The experimental group and the control group were each comprised of thirty pupils. The results revealed a significant disparity between the groups' vocabulary proficiency. They acknowledged that TPRS is an efficient method for language teaching.

Alley and Overfield (2008) provided a historical context for the TPRS method, a review of the technique's methodologies, and an update on the TPRS movement. In an effort to give theoretical support for the claims made by the approach's proponents, the conclusion of the study analyses the method in light of contemporary research on second language learning. The study reveals that TPRS has more in common with ancient methods of language acquisition than with contemporary standards-based teaching. Armstrong (2008) utilized the TPRS to enhance Spanish language acquisition and student enjoyment of learning. Students viewed themselves as native speakers of a foreign language and enjoyed the language-learning process, according to the findings.

Watson (2009) compared TPRS to typical foreign language instruction at the secondary level. The TPRS students outperformed their traditional counterparts on both the final and oral exams. Other than the treatment, there were no evident reasons for the superiority of the TPRS group. In addition, there was no reason to assume that the two groups had different views or motivations.

Koetz (2009) found that learners acquired more vocabulary when TPRS was employed as opposed to traditional grammar-focused techniques. Firduate (2009) conducted a study to examine the impact of TPRS on kindergarten children's vocabulary achievement, and the findings supported TPRS. Sutijono (2014) assessed the vocabulary improvements of elementary school students who utilized TPRS to those who utilized word lists. Therefore, it was strongly recommended that TPRS be used to improve vocabulary performance.

Nurlaili, Nurani, and Yohana (2015) examined the efficacy of teaching English vocabulary using TPRS with 31 first-grade students who were literate. Findings indicate that the Total Physical Response Storytelling (TPRS) method is effective in teaching English math-shape vocabulary, as evidenced by an increase in students' comprehension of the vocabulary's meaning as well as their motivation and creativity as they engage in a more active and interactive learning process.

Campbell (2016) studied educator perceptions of TPRS's effectiveness in increasing student involvement. Teacher surveys regarding their opinions of student engagement among elementary male pupils when the TPRS approach is employed have been prepared and analyzed for this study. The identification of common themes provides useful insight on how to give elementary male students with

learning experiences that foster active involvement and academic performance in the foreign language classroom.

Nuraeningsih and Rusiana (2016) conducted a study to investigate the impact of TPRS on the vocabulary learning of students. Twenty second-grade students participated in this study, the results of which revealed that TPRS boosted their vocabulary knowledge.

Price (2019) asserts that the TPRS method's use of stories offers diversity and excitement to the classroom, but that persistent and repetitive questioning before and during the story should be limited so as not to detract from students' enjoyment.

Duan (2021) claimed that although the number of words in the TPRS method is restricted, it is presented with the assistance of body language and facial expressions, and its use in context gives a high level of persistence. However, he noted that the TPRS method is not without its flaws. This method, according to him, should be condemned for limiting vocabulary instruction to imperative sentences, not extending beyond a few grammatical patterns in instruction, and placing reading and writing abilities in the background.

E. Research on the Comparison of the Teaching Proficiency through Reading and Storytelling (TPRS) and Other L2 Teaching Methods.

Perna (2007), Spangler (2009), Beal (2011), J. Oliver (2012), Türkeş (2011), Gantika (2013), Demir and Çubukçu (2014), and Çubukçu (2014) compared the TPRS method to other methodologies for dissertation purposes. In a number of quantifiable characteristics, TPRS outperformed or was comparable to another teaching method, as demonstrated by all four studies.

Perna (2007) examined three teaching methods: traditional, TPRS, and instruction by secondary-perceptual skills. This methodology, characterized by the usage of teaching units built on tactual, visual, kinetic, and aural learning styles, requires students to choose a station depending on their own learning type. (Perna, 2007) contrasted three teaching methods: traditional, TPRS, and primary-reinforced by secondary-perceptual strengths instruction. This methodology, characterized by the usage of learning stations based on tactual, visual, kinesthetic, and aural learning styles, requires students to choose a station depending on their own learning type.

The research performed by Perna examined the vocabulary and grammar achievement levels and attitudes of 118 high school Italian pupils. Students' attitudes were more positive in perceptual-strength classes compared to traditional and TPRS techniques. Except for attitudes toward studying grammar, there were no significant differences between the three techniques in terms of grammar achievement scores. Findings demonstrated greater scores for the perceptual-strength method in this instance. As a whole, the research revealed that students in perceptual-strength classes scored higher on vocabulary achievement, vocabulary attitude, and grammar attitude.

Spangler (2009) incorporated empirical evidence into comparisons between the TPRS teaching method and more conventional ones. Spangler's study, which included 162 students in middle and high school Spanish classes, examined student competency using the STAMP test and an anxiety assessment scale. The TRPS participants beat the traditional participants at speaking, but their outcomes were nearly identical in reading, writing, and anxiety level.

Beal's (2011) research comparing TPRS and CLT teaching methods on performance, fluency, and students' anxiety level is the third dissertation that contributes empirical findings to the TPRS research. The most important result of this study was the demonstration that there wasn't a correlation between TPRS teaching method and achievement. The investigation revealed no statistically significant differences between the two teaching methods in terms of achievement and anxiety level, confirming Spangler's prior findings (2009). The study by Beal revealed that, of the 821 students from middle and high schools interviewed, the traditional sample scored higher on the final exam than the TPRS group.

M. Oliver (2013) conducted dissertation on the TPRS teaching method. The author compared starting college pupils in four traditional classrooms and two TPRS classes in his study. This study revealed that TPRS students surpassed traditional pupils in the reading, writing, and grammar portions of their standardized test. Oliver neglected to give study questions, methodology, and a descriptive assessment of the data, even though he compared quantitatively the exam scores of four regular classrooms with two TPRS classes. The author also asserted that TPRS learners would have done better if they were evaluated on their speaking and listening abilities depending on the TPRS methods but presented no evidence to support this

assertion. Lastly, the author argued that TPRS learners showed improved grammar on the final exam, but again, no evidence supported this claim, nor did the author explain how "better grammar" would be tested.

Türkeş (2011) investigated the role of the TPRS method in teaching fifth-grade elementary children English vocabulary. First, random words from the students' books were picked, and a pre-test was performed using these words. These terms were selected from three units, each of which presented twenty words to students. If they complete three units, it is hoped that they will have an average of 40 words. The pupils were separated into two groups: experimental and control. In the application process, these terms were taught to the control group using traditional method and to the experimental group using TPRS. Students were required to keep diaries for two months in order to enhance their English skills and assess their progress. Consequently, there was no difference between the two groups in terms of word comprehension and usage, and there was no difference in terms of learning. TPRS has encouraged the students improve their productivity.

Gantika (2013) created two groups of high school beginners and administered assessments to one group using TPRS and the other using traditional method. The test results demonstrated that the achievement of pupils using the TPRS method was greater.

Demir and Çubukçu (2014) utilized the TPRS method to kindergarten pupils, in which the storytelling method was integrated to the TPR method. He separated the students into control and experimental groups and administered a 20-question pre-test to evaluate whether there was a learning difference between them. The experimental group was taught the identical verbal expressions as the control group using the TPRS method and the communicative approach, respectively. After a 4-week application, both groups were given a post-test consisting of the identical questions. Based on the results, it was concluded that the experimental group received higher scores and had more lexical competence. In this study, the effect of education on gender was also explored, but no significant differences were discovered. As a result, it was determined that TPRS has a considerable impact on lexical language acquisition.

Çubukçu (2014) classified 44 pupils in high school into experimental and control groups. The experimental group received two weeks of vocabulary

instruction using the TPRS method, while the control group received two weeks of vocabulary training using traditional method. Consequently, it has been determined that TPRS-based vocabulary instruction has a considerable impact. This strategy, according to Çubukçu (2014), is an appropriate and efficient means for teachers to enhance themselves.

Others, such as Garczynski (2003) and Foster (2011), performed research for their master's theses or published papers on the subject (Dziedzic, 2012; J. Oliver, 2012; Varguez, 2009). It should be noted that the literature contains extra research from scholars such as Rapstine (2003) and Taulbee (2008); however, these did not add empirical findings to compare among both TPRS along with other L2 teaching approaches, and were therefore "just " the personal observations of practitioners. These insights and experiences are helpful, but empirical evidence is required to demonstrate any significant differences between both the TPRS and other L2 teaching methods.

In a secondary school setting, Garczynski (2003) contrasted TPRS and the Audiolingual Approach by teaching two sample groups with each method for six weeks. Garczynski did not provide a pre-test, but he administered a reading and hearing test to middle school kids as a post-test to compare the two groups. This study revealed that students achieved identical results on both assessments. Garczynski's study indicated, however, that "acquisition practices like listening and reading in the target language were more appealing and engaging than conducting writing training drills from the guidebook or workbook" (2003: 36).

Foster (2011) concluded research comparing TPRS with ordinary L2 instructional methods. VanPatten (1996) IP concept emphasizes on the interaction processes between learners and input. According to VanPatten's view, grammar teaching is used to accommodate learners' incompetent processing techniques. In his high school research, Foster concentrated on a single grammatical form in Spanish: *gustar*. The Spanish word "*gustar*" is a verb. Students in TPRS classrooms performed better than students in other L2 classes on a test of grammar and writing, and they performed comparably on other metrics, including speaking and reading skills.

Comparing the CLT with TPRS approaches in the realm of education has received little attention. To determine what motivates L2 learners most effectively, additional study must be conducted. Theorists in the educational field of L2

approaches encourage academic students to advance the research.

F. Krashen's Hypotheses

Krashen's (1981) Monitor Model provides additional guidance for the CLT and TPRS methods. In this approach, Krashen formulated the Language Acquisition Hypotheses, which include the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter Hypothesis.

1. The Acquisition- Learning Hypothesis

There are two methods for learning a second language, according to the Acquisition/Learning Hypothesis. The first is acquisition, which takes place unconsciously or instinctively, and the secondly is learning, which develops via instruction and deliberate effort.

The Acquisition learning hypothesis states that a learner has two independent ways of developing and acquiring a second language: language acquisition plus language learning. Language acquisition is a subconscious procedure, therefore while a person is learning a second language (L2), he or she is unaware that learning is occurring. Krashen (1982) asserted that both adolescents and adults learn L2s unconsciously through significant inputs. While language learning is intentional and typically occurs in an educational setting such as a school. Krashen (1982) stated that the grammar and rules of a language are essential learning components. L2 acquisition occurs via both processes, language acquisition as well as language learning, yet every process improves independent from each other. What a learner acquires during learning cannot be integrated as acquisition-based knowledge. As a result of Krashen's theory, practitioners switched from focusing on syntax and memorization to emphasizing on meaning and comprehension. Both CLT and TPRS arose from a desire for L2 students to receive intelligible input and be allowed to utilize the L2 in a much more purposeful and meaningful manner.

2. The Monitor Hypothesis

The Monitor Hypothesis describes the connection among acquisition and learning. Acquisition enables the student to become proficient in a second language,

while learning acts as a tool for monitoring or modifying. Krashen identified three obstacles to monitoring the process of learning: lack of time, lack of concentration, and misunderstanding of the correct rules.

In the Monitor Hypothesis, the learnt system is devalued in favor of the acquired system (Krashen, 1981, 1982; Krashen & Terrell, 1983). The acquired system is essential for initiating speech, while the learnt system is merely responsible for its editing and monitoring. To operate the learned/Monitor system, 3 requirements must be met (i.e., time, concentration on form, and knowledge of the rule), making it more challenging to execute or test the hypothesis in a real-world setting.

According to Krashen (1983), the Monitor could only be used for "simple" rules (such as determining the number of third-person singular nouns), but for "difficult" rules involving complex semantic qualities, the Monitor is of few or no help (Krashen and Terrell, 1983: 31-32). Theoretically, the basis for offering a problematic hypothesis can be legitimately questioned.

It's fair to criticize the acquired system vs. learned system debate. Gregg (1984) and McLaughlin (1987) stand out as being particularly opposed to emphasizing the importance of acquisition in producing speech and comprehension at the expense of learning, which Krashen assigns "an extremely limited function" (Krashen and Terrell, 1983, p.30). Gregg (1984) illustrates how learning, in addition to acquisition, is utilized in understanding with amusing examples. Speech is a rule governed, ingrained system-activated procedure, according to McLaughlin (1987). If the acquired system were the only one used to produce speech, L2 learners might have ended up slapping words together haphazardly and without any logic. Therefore, it is impossible to deny the prevalence of learnt system-activated utterances in communication. Krashen argues that kids are better at learning L2 than adults since they don't have the Monitor, however this is refuted by McLaughlin (1987). He bases his argument on research findings showing that adult learners can learn and eventually master L2 by doing so in some cases particularly well. Adults, after all, already possess the understanding of Language 1's (L1) linguistic characteristics (Bley-Vroman, 1989) . The Monitor has also come under fire for having scant empirical backing. The Monitor is denied the type of representational role that Krashen had in mind for it as a result of such criticism.

3. The Natural Order Hypothesis

According to Krashen's hypothesis (Krashen, 1982; Krashen and Terrell, 1983), grammatical structure is acquired by L2 learners in a predictable natural order. Nevertheless, not every L2 learner chooses the same path to TL (Target Language) proficiency. In fact, it's frequently shown that the contrary is true (McLaughlin, 1987). Krashen is drawing criticism for combining several strategies L2 learners use to acquire Target Language into one acquired system. It should be noted that Krashen's assertion of a natural order is mostly based on insufficient English morpheme order research (Gass and Varonis, 1994; McLaughlin, 1987).

Krashen also failed to take into account the significant impact of L1 on L2 as well as the significance of both negative and positive transferences. According to research, certain learners may find learning a specific L2 more challenging than other learners (Wode, 1977; Zobl, 1982, 1980). Krashen appears to get simplified his premises and rarely made any room for addressing individual variances in L2 learning, instead of tackling and accepting the difficulties involved in SLA research.

4. The Input (Optimal) Hypothesis

This hypothesis proposes that individuals learn a second language through understandable input, that emphasizes on meaning rather than form. Krashen recommends language instructors to assist students with inputs or instructions that just exceed their actual or present level of skill or comprehension. The input hypothesis and the natural order hypothesis can be related. If I indicate an acquired input, then $i+1$ indicates an acquired input plus the following structure that is ready to be acquired.

According to Krashen (1982), the Input Hypothesis is perhaps the most significant topic in L2 theory today. The Input Hypothesis is essential because it seeks to solve the important hypothetical question about how we acquire language (p. 9). This hypothesis proposes that a pupil develops a second language (L2) when he or she comprehends communications or receives "comprehensible input" (Krashen, 1982: 4) . Inputs that are comprehensible exceed a student's current competency to some degree. Over the course of the past years, educators in the field of language instruction have experimented with a wide variety of approaches, including grammatical structure and drills; meaningful input is the most recent choice. The

Input Hypothesis could be summed up as follows: (a) much more comprehensible input leads to learning acquisition; (b) teaching approaches usually contain more comprehensible input were found to be more efficient than "traditional" approaches; (c) the growth of second-language competence can happen without explicit instruction and examines; and (d) the complex nature of language is unlikely that much of it is conscientiously did learn (Krashen, 1982: 6). Terrell and Krashen (1985) stressed the importance of introducing a few new terms at the same time as introducing comprehensible inputs. This rule is followed by the TPRS method, in which the instructor presents a modest number of unfamiliar words by the end of class. In effect, TPRS classroom activities emphasize "how the information is conveyed as opposed to the information itself" (Seely, 2004: 118).

In addition, Krashen and Mason (2020) argued against the notion that any type of input provided in class could be acceptable so long as it was comprehensible. Thus, it is possible to instruct students in songs, put on a play, and lead them in activities, as they all require some level of message comprehension. However, they disputed this and advocated for the improvement of the following four components of the "optimal input hypothesis": comprehensible, compelling, rich, and abundant.

First, it is comprehensible. Krashen and Mason (2020) asserted that language acquisition does not require comprehension of every word and word component. Even if there is some "noise" or unintelligible bits in the input, it may still be quite comprehensible and useful for acquisition. Second, it is so captivating that the student forgets he or she is reading or listening in a foreign language. Thirdly, the input must be comprehensible and compelling. Typically, acquirers of L2 are unaware to input noise. Finally, optimal input is rich in language that enhances the message and the narrative or text's flow. The language included in the input aids the student's comprehension and, consequently, their acquisition of new linguistic elements.

Ultimately, Krashen and Mason (2020) concluded this hypothesis, whereas if the "Optimal Input hypothesis" is correct, then contrary to popular belief, "immersion," or living in a country where the target language is spoken, is sometimes advantageous and sometimes detrimental. In order for acquirers to make the most progress in immersion scenarios, the linguistic environment must be consistent with the aforementioned criteria, which is frequently not the case (Mason

& Krashen, 2019). Similarly, "comprehension-based" approaches may or may not meet the ideal input requirements.

The CLT and TPRS methods both take into consideration the Input Hypothesis, however, instructors of the two methods are aware that the Input Hypothesis has different practical implications for each approach. CLT incorporates inputs from real-world scenarios or interactional activities, like being capable of introducing oneself, ordering food in a restaurant, making a hotel booking, etc. The language instructor is then able to determine whether the L2 pupils have mastered the communicative activities and vocabulary.

5. The Affective Filter Hypothesis

This hypothesis proposes that students learn most effectively in an environment characterized by low anxiety, high motivation, and high self-confidence.

These five hypotheses, which make up Krashen's theory, have played a significant role in the development of current L2 approaches and pedagogies. Even though Krashen's Language Acquisition Hypotheses though became quite famous, numerous academics challenged his theory and the lack of empirical evidence to confirm these hypotheses (Catton, 2006; Gregg, 1984; M. W. McLaughlin, 1987; Selinker & Gass, 2008). Krashen's Hypotheses though remain to have an important impact on L2 research despite the objections.

The acquisition-learning hypothesis, the input hypothesis, and the affective filter are three of the five hypotheses that serve as the foundational theories for the TPRS and CLT teaching techniques. The creator of TPRS, Ray, claimed that his method was founded on Krashen's language acquisition ideas, which were sometimes refuted by classroom learning environments (Seely, 2004). Although the CLT and TPRS methodologies are based on the same hypotheses, their interpretations differ.

Krashen explains that affective variables like as motivation, anxiety, and self-esteem have no effect on L2, but hinder input from reaching the region of the brain responsible for language learning, which Chomsky termed as the "language acquisition device" (Krashen, 1992). Krashen shows that the Affective Filter Hypothesis can explain how some students in a classroom absorb the same intelligible input, but do not reveal the same progress as the others do.

Advocates of the TPRS teaching method focus on this hypothesis through a variety of teaching elements, such as making fantastic tales, engaging learners, employing humour, constructing unusual storytelling, using animals as characters, employing comprehensible input, and personalizing classroom questions and stories (Seely, 2004).

G. Output Processing Theory

The CLT and TPRS methodologies interpret Output Processing Theory differently. Swain (1985) defined and explained the Output Processing Theory as it is known and understood today. Swain claimed that whereas intelligible input is essential for the acquiring of an L2, it alone is insufficient. She concluded after extensive research that L2 learners require input and output during language development. In other words, learners of a second language must be able to receive information via reading or listening and transmit messages via speaking or writing.

As early as the beginning of class, teachers implement the Output Processing Theory in the CLT instructional method by assigning authentic communicative tasks that demand learners to produce the L2 early on. Ellis (1995) research has demonstrated that L2 students who would be engaged with natives and are obliged to develop output messages acquire more vocabulary than those who are not compelled to speak or write.

In contrast, the TPRS teaching method does not initially stress production. Advocates of this strategy suggest that pupils should be engaged in the L2 for an extended period to being asked to make words. This idea aligns with Krashen's Natural Order Hypothesis, which asserts that Language learners acquire the various components of a language in a predefined sequence (S. Krashen, 1982b). If teachers attempt to force the development of specific grammatical structures prior to the L2 learner's assimilation of it, the process will most likely fail. Teachers employing the TPRS method supply numerous inputs, and it could take weeks before students really produce the L2. When L2 learners truly begin producing, it is impossible to stop them, according to the first-hand experiences of teachers.

H. Summary

This literature review begins with a framework on L2-related motivation. Several renowned academics in the study of motivation contributed to the development of motivational concepts and tests to assess the motivation of L2 learners. Gardner, Lambert, Deci and Ryan, Dörnyei, Vallerand, Noels, and Clément are among them. The most recent scale to measure the motivation of L2 learners is the Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales established by Noels and her peers (Noels et al., 2003).

The theoretical framework then expands on L2 theories, such as Krashen's Monitor Model and Asher's TPR Model, and how these theories link to the CLT and TPRS approaches. Finally, Krashen's Monitor Model as well as the Comprehensible Output Hypothesis and Gardner's Socio-educational Model have been discussed because practitioners of the CLT and TPRS Methods hold divergent opinions regarding these theories. Literature demonstrated the CLT as well as the TPRS methodologies originated from a focus on making L2 more relevant and complete. Although though they were born from this aim, their interpretations of a number of L2 ideas and hypotheses were considerably dissimilar.

After introducing the conceptual frameworks involving this research, the literature review emphasized current research in the realm of L2 learning motivation, also the literature revealed the motivating variation between foreign language learners taught with the CLT or TPRS technique. In addition, the researcher examined recent studies on TPRS as well as other L2 techniques.

III. METHODOLOGY

This study seeks to compare the effects of use the CLT and the TPRS methodologies on the motivational factors among EFL students. This chapter describes the research methodology. It describes the nature of the study, the research design, the research setting, the participants, the sample selection, the data collection instruments, the method of data analysis, and the study's limitations.

A. Nature of the Study

This study's methodology can be classified as a survey research, which is defined as the process of applying research by sending surveys to survey respondents (Sheehan & McMillan, 1999). The researchers collect survey data and then evaluate it statistically in order to draw significant study findings (Vaske, 2019). Furthermore, surveys used in a research are supposedly to address observable problems and determine if certain purposes have been reached or not, as well as determining the number of existing problems inside a specific domain (Isaac & Michael, 1995). Accordingly, the current study is quantitative research since a survey on motivational factors is used to find out the likely effects of the two language teaching methodologies on participants' motivation level.

B. Research Problem

The first part of this study measured how EFL students in international schools who were being taught by two different teaching approaches — the CLT and the TPRS— would score in L2 motivation as analyzed by “Motivation and Language Learning with Students of English” scale which is adapted from Wen (1997). Since motivation is a significant predictor in learning an L2 (Gardner, 1985), the current study intended to reveal any existing relationships between the demographic characteristics of language students, and the various motivational factors such as integration, effort, expectation, valence, and ability.

C. Research Context

After obtaining the necessary permissions from the authorities, the researcher selected two international schools, one of which was already employing the TPRS method of instruction, namely Manara International schools, and the other of which was using the CLT approach in foreign language classrooms, namely Huda International schools.

The TPRS school is located in Istanbul, Turkey, and taught around 600 students starting from the young stages until grade 12. The students consist of Arab students from numerous Arab nations. There were 44% male students and 56% female pupils in the whole student body of the school.

The school employing the CLT method serviced over 2,500 students from kindergarten through grade 12 and is situated also in Istanbul, Turkey. There were 51.46 % male pupils and 58.54 % female students enrolled in the school. The researcher conducted interviews with the department chairs of the two institutions to guarantee that instructors would implement the Questionnaire process as it was intended to be utilized by the researcher. During these interviews, the department chairs discussed the important components of each method and how they can improve the teaching criteria with the learners. It worth mentioning that the researcher chooses the two L2 schools to focus on based on his or her prior experience as an English teacher in these schools.

D. Participants

This researcher employed a convenience sampling to pick classes throughout the L2 courses and collect data from the students in these classrooms. This sampling approach was utilized because, as several researchers have discovered, the sample is appropriate for the aims of the study (Gall et al., 2007).

The number of whole participants in the study was Middle School EFL students (N= 155), of which 74 were female (N=74) and 81 were male (N=81). While 78 of the participants enrolled at the school using the TPRS method, 77 of the participants did so using the CLT methodology. There were 52 students from the 5th grade (N=52), 51 students from the 6th grade (N=51) and 51 students from the 7th grade (N=51) in the study.

E. Sampling

In order to select a sample, two international schools where the participants were taking English classes in 2022 were the sites of the data gathering. Online data were gathered using Google forms. The motivational factors survey for EFL students in international schools in Istanbul, Turkey, was utilized as the primary method of gathering the data needed for the ongoing study through responses to its questions and statements. The literature review was needed to prepare the questionnaire for the study. A pilot survey with two participants was conducted before the actual research to find out whether the survey statements in English are comprehensible to the students' existing proficiency level.

After the pilot survey, two teachers from the two schools delivered the revised questionnaire to two distinct sections within two weeks. The participants were allowed around 30 minutes to complete the questionnaire. Before applying the survey, the teachers from the two schools informed the participants about the purpose, content and the structure of the questionnaire. The participants were informed that the survey answers would only be used for the research purposes as well as their responses would be kept private.

The participants first completed the demographic information section of the questionnaire, which elicited data on their gender, grades, and the name of their schools. In the second section of the survey, participants answered the statements

based on eliciting data on various motivational factors.

F. Data Collection Instruments

As previously described, a survey is used to collect data for the ongoing study, and its design includes questionnaire. The researcher based the questionnaire on Wen's (1997) motivation scale and modified it in accordance with the context of the study. The questionnaire begins with a form for general (demographic) information about the participants in the international schools in Istanbul.

The second section of the questionnaire consists of 19 questions to collect information on the participants' degree of motivation. In this section, 17 Likert-scale 4-point items ranging from 4 (strongly agree) to 1 (strongly disagree) are used to develop 17 items. 18-19 questions are open-ended questions requiring respondents to type their responses and provide a conclusion (See Appendix A).

G. Data Analysis

This part focuses on how the motivational factors survey was deployed for the purposes of this study to evaluate the collected data. Excel statistical tools were used to examine the data in order to produce significant statistical findings because they are comprehensive for assessing data in educational and behavioral sciences (Kürüm, 2011).

For the EFL students in international schools in Istanbul, socio-demographic information and a motivation scale were acquired. After completing the questionnaire, the students' motivation, grades, gender, and variables in respect of their demographic characteristics were compared between the two CLT and the TPRS schools.

H. Limitations of the Study

The first limitation of this study is the student's grade. This study is conducted to focus on a specific age group or a grade level because it only focused on middle school students, so the findings may not be generalizable to students at other grade levels.

Secondly, English language proficiency of the students could be a limitation. If the study is conducted in a language other than English, or if the students are not proficient in English, this may affect the students' ability to understand and participate in the study and may also affect the validity and reliability of the findings.

Furthermore, the place where the study is conducted may also be a limitation since the study is conducted in Istanbul international schools. The students were non-Turkish speaker participants. Therefore, the findings may not be generalizable to other locations or contexts. This study may not be valid for students in public schools or students from other cultural backgrounds. Additionally, the availability of resources or the cultural context of the study location may also impact the validity and reliability of the findings.



IV. FINDINGS AND DISCUSSION

A. Introduction

The purpose of this thesis was to investigate and compare the effects of the CLT and TPRS methods on L2 motivation in three grades of middle-school EFL students (5th, 6th, and 7th) at international schools in Istanbul/Turkey. Identifying which of these two instructional methods has the greatest positive impact on student motivation and learning outcomes.

B. Participants' Demographics

The effects of motivation on the English learning process in connection to past learning experiences are specifically sought. The findings will just be given in the following sections.

Table 1 initially displayed the socio-demographic features of the participants, including, the Gender, the Grade, and the teaching method TPRS\CLT as shown in the table below.

Table 1 The Distribution of the Participants' Gender, Grade, and School Name.

Demographic Variable	N	%
Gender		
Male	81	52%
Female	74	48%
Grade		
5th Grade	52	34%
6th Grade	51	33%
7th Grade	51	33%
School Name		
Manara International schools	78	50%
Huda International schools	77	50%

This table illustrates Gender, Grade, and the students' school name of the sample size as well as the percentages of each category. There were 81 male participants with a total percentage of (52%) of the total amount of participants.

Whereas the female participants were 74 participants with a percentage of (48%) of the total amount of participants, it can be noticed that the percentage of both genders were close, almost half of the targeted community were male, and the other half were female this would result quite satisfactory findings in order to compare between the two genders, taking consideration of the similarities and differences between male and female preferences and different characters.

Second, the targeted community was sorted out by school grade. The targeted community consisted of three different groups of students. The first group were in the 5th grade, whereas the second group were in the 6th grade, and finally the third group were in the 7th grade. According to the collected data, there were 52 (34%) participants in the 5th grade, 51 (33%) participants in the 6th grade, and 51 (33%) participants in the 7th grade. The data collected reveals a fairly balanced distribution and the three groups of students consist of almost the same number of students. So, the compared figures are quite alike.

Finally, the students were selected based on their different English learning methods. The first group of students were studying English using CLT method and the others were using TPRS method. In addition, participants were required to respond to a question regarding the English as a second language instruction approach utilized by their schools. As previously stated, the author chose nearly the same number of students from each school to obtain a more reliable outcome. As indicated above, the number of TPRS participants was 78 (50%) and the number of CLT participants was 77 (50%) as well.

Table 2 below reveals the relationship between the demographics of the participants in terms of the gender in a certain grade and how many of them are learning English using TPRS and CLT methods. For example, there were 12 females in the 7th grade who are learning English using TPRS approach against 10 who are not.

In addition, this distribution was equipped with totals and grand totals to gain extra information about the total number of males who are learning English USING TPRS for example against the number of females for example.

Table 2 The Distribution of the Participants' Grades.

	Male		Female		Total		G. Total
	TPRS	CLT	TPRS	CLT	TPRS	CLT	
5th Grade	14	11	12	15	26	26	52
6th Grade	14	14	12	13	26	27	53
7th Grade	14	14	12	10	26	24	50
Totals	42	39	36	38	78	77	155
G. Total	81		74		155		

Table 2 used to condense the Participants data into simple categories and provide a multi-dimensional summary that will facilitate subsequent and give more intensive analysis that can facilitate the coding and categorization process.

C. Data Descriptive Analysis

In this section the coding of the answers of the variables were presented showing the original question that were used in the questionnaire in addition to the descriptive analysis of the Levels of Motivation Determinants for all participants. The Table 3 below shows the coding of the measurement points for each variable. Starting with the motivation variables of Integrative and Instrumental Motivation, which both had Likert scale of (5) followed by; Effort, Valence, Expectance, and Ability, that every each one of them had 6 questions and four-point scale.

Table 3 The Coding of the Variables' Answers

Variable	Answer	Code
Integrative Motivation (5 item) Likert Scale	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly agree	5
Instrumental Motivation (5 item) Likert Scale	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly agree	5
Effort (6 item)	Less	1
	Minor	2
	Major	3
	Hard	4
Valence (6 items)	25%	1
	50%	2
	75%	3
	100%	4
Expectance (6 items)	25%	1
	50%	2
	75%	3
	100%	4
Ability (6 items)	25%	1
	50%	2
	75%	3
	100%	4

In this section Quantitative analysis was employed since the data used in these quantitative analyses is numerical in nature. Table 3 included a descriptive analysis of the Levels of Motivation Determinants for all participants as well as a coding of the answers to the variables showing the original questions that were used in the questionnaire. The values for each variable and their respective codes are displayed in table 3. The first two motivational variables, Integrative and Instrumental, used a five-point Likert scale, while the remaining four, Effort, Valence, Expectance, and Ability, used six questions and a four-point scale.

The following Table 4 illustrates the descriptive statistics for levels of motivation determinant for all participants where the mean values and the standard

deviation values are calculated. In general, the participants regarded Instrumental Motivation as a more significant factor than Integrative Motivation, despite the fact that the standard deviation for both variables is nearly 1 point and the difference between them is less than 0.03 points. Where the Instrumental Motivation's mean value was 0.03 standard deviations higher than the Integrative Motivation's mean value regarding the rest four factors of Effort, Valence, Expectance, and Ability, first the standard deviation values are to be inspected, and it was found that they were quite similar, and the mean value of the standard deviation is around 0.85 point. So according to the mean values they were ranked according to the following sequence of significance: the first: Valence with (2.92 point), the second; Effort with (2.88 point), the least mean values were Expectance and Ability with (2.87 point) as having the least mean values among these factors.

Table 4 Descriptive Statistics for Levels of Motivation Determinants for all Participants

	Mean	SD
Instrumental Motivation (5 item)	3.77	1.02
Integrative Motivation (5 item)	3.74	1.05
Valence (6 items)	2.92	0.84
Effort (6 item)	2.88	0.81
Expectance (6 items)	2.87	0.86
Ability (6 items)	2.87	0.84

This section presents the comparison analysis of the motivation determinants according to the moderation variables of the participants' demographics. It can be noticed that the mean value for instrumental motivation is higher than that of the integrative motivation. While the Valence mean value was highest compared to the other variables, the Expectance and Ability mean value was the lowest; however, when standard deviation values were taken into account, they can be said to be relatively equal.

D. Data Descriptive Analysis

In this section, Table 5 below illustrates the differences in levels of motivational determinants based on the gender of the participants. The male participants rated the instrumental Motivation components as more significant than

the Integrative Motivation factors, despite the fact that the standard deviation for both factors is nearly 1 point and the difference between them is less than 0.03 points. Where the mean value of Instrumental Motivation was 0.03 points higher than the mean value of Integration Motivation. Regarding the rest four factors of Effort, Valence, Expectance, and Ability, first the standard deviation values are to be inspected, and it was found that they were quite similar, and the mean value of the standard deviation is around 0.83 point. So according to the mean values they were ranked according to the following sequence of significance: the first: Valence with (2.88 point), the second; Effort with (2.87 point), the third; Expectance (2.84 point), and the least mean value was (2.81 point) of the ability variable.

The female participants considered the Instrumental Motivation factors as a more important factors than the Integrative Motivation, taking into consideration the standard deviation for both factors are almost 1.03 point and very similar with difference that is less than 0.01 points in standard deviation of the factors. On the other hand, the mean value of the Instrumental Motivation exceeded the mean value of the Integrative Motivation with a 0.03 point of mean value.

Regarding the remaining four factors of Effort, Valence, Expectance, and Ability, first the standard deviation values are to be inspected, and it was found that they were quite similar, and the mean value of the standard deviation is around 0.85 point. So according to the mean values they were ranked according to the following sequence of significance: the first: Valence with (2.96 points), the second; Ability with (2.94 points), the third; Expectance (2.90 points) , and the last one is Effort with the least mean value with 2.88 points.

As the values present similarity between the male and female participants regarding the perception of motivational factors, both considered Instrumental Motivation as more significant than the Integrative Motivation. Whereas, regarding the rest of the factors there were quite different perceptions between the two genders. The males found the most important factor as the Effort whereas as the least important was marked as the Ability, Yet, when it comes to the female participants, they weighted the Valence as the most significant factor, whereas the Effort was the least significant factor for female participants.

Table 5 Descriptive Statistics for Levels of Motivation Determinants with Gender Comparison

Subscales	Male (N=81)		Female (N=74)	
	Mean	SD	Mean	SD
Integrative Motivation (5 item)	3.76	1.03	3.73	1.06
Instrumental Motivation (5 item)	3.79	1.04	3.76	1.00
Effort (6 item)	2.87	0.82	2.88	0.81
Valence (6 items)	2.88	0.85	2.96	0.82
Expectance (6 items)	2.84	0.87	2.90	0.85
Ability (6 items)	2.81	0.83	2.94	0.85

According to Table 5 the results show that the mean values differ according to the Gender of the respondents. For example, in Integrative Motivation the male mean values was higher than the female mean values as 3.76 and 3.73 in order taking into consideration that the Standard deviation values are very close so the rating of the variable would be based on the mean values.

The following Table 6 illustrates the differences between the degrees of motivational determinants based on each participant's class grade. The participants in 5th grade considered the Integrative Motivation factors as more important factors than the Instrumental Motivation, taking into consideration the standard deviation for both factors are almost 1.03 point and very similar with difference that is less than 0.03 points in standard deviation of the factors. On the other hand, the mean value of the Instrumental Motivation exceeded the mean value of the Integrative Motivation with a 0.07 point of mean value.

Regarding the rest four factors of Effort, Valence, Expectance, and Ability, first the standard deviation values are to be inspected, and it is found that they were quite similar, and the mean values of the standard deviation is around 0.82 points. So according to the mean values they are ranked according to the following sequence of significance: the first; Valence with (2.89 points), the second; both factors of Expectance and Ability with (2.84 points), and the least mean value was belonged to Effort with 2.83 points.

The participants in 6th grade considered the Instrumental Motivation factors as a more important factors than the Integrative Motivation, taking into consideration the standard deviation for both factors is almost 1.03 point and very similar with difference that is less than 0.06 points in standard deviation of the factors. The mean

value of the Instrumental Motivation exceeded the mean value of the Integration Motivation with 0.09 point of mean value.

Regarding the rest four factors of Effort, Valence, Expectance, and Ability, first the standard deviation values are to be inspected, and it was found that they were quite similar, and the mean value of the standard deviation is around 0.85 point. So according to the mean values they were ranked according to the following sequence of significance: the first; Valence with (2.89 point), the second; Effort with (2.87 points), and the least mean value was (2.86 points) for both factors of Expectance and Ability.

The participants in 7th grade considered the Instrumental Motivation factors as more important than the Integrative Motivation, taking into consideration the standard deviation for both factors is almost 1.03 point and very similar with difference that is less than 0.01 points in standard deviation of the factors. The mean value of the Instrumental Motivation exceeded the mean value of the Integrative Motivation with 0.06 point of mean value.

Regarding the rest four factors of Effort, Valence, Expectance, and Ability, first the standard deviation values are to be inspected, and it was found that they were quite similar, and the mean value of the standard deviation is around 0.83 point. So according to the mean Values they were ranked according to the following sequence of significance: the first: Valence with (2.97 points), the second; Effort with (2.93 points), the third; Ability with (2.92 points), and the least mean value was with (2.91 points) for Expectance.

Table 6 Descriptive Statistics for Levels of Motivation Determinants according to Grade Comparison

Subscales	Grade 5 (N=52)		Grade 6 (N=51)		Grade 7 (N=51)	
	Mean	SD	Mean	SD	Mean	SD
Integrative Motivation (5 item)	3.82	1.00	3.67	1.09	3.75	1.04
Instrumental Motivation (5 item)	3.75	1.06	3.76	0.97	3.81	1.03
Effort (6 item)	2.83	0.81	2.87	0.81	2.93	0.81
Valence (6 items)	2.89	0.81	2.89	0.85	2.97	0.83
Expectance (6 items)	2.84	0.85	2.86	0.85	2.91	0.88
Ability (6 items)	2.84	0.82	2.86	0.88	2.92	0.83

According to Table 6, the results indicate that the mean values for the various grades and determinants would vary. In Integrative Motivation, the grade with the highest mean value was fifth grade, with a value of 3.82, while the grade with the lowest mean value was sixth grade, with a value of 3.67.

Table 7 below reveals the differences between the levels of motivational determinants based on the method of English learning employed by each participant, whether the TPRS method is employed or CLT. The participants who are following the TPRS approach to learn English considered the Integrative Motivation factors as a more important factor than the Instrumental Motivation, taking into consideration the standard deviation for both factors is almost 0.92 point and very similar with difference that is less than 0.02 points in standard deviation of the factors. The mean value of the Instrumental Motivation exceeded the mean value of the Integrative Motivation with 0.02 point of mean value.

Regarding the rest four factors of Effort, Valence, Expectance and Ability, first the standard deviation Values are to be inspected, and it was found that they were quite similar, and the mean value of the standard deviation is around 0.85 point. So according to the mean values they were ranked according to the following sequence of significance: the first: Valence with (3.40 points), the second; Expectance with (3.36 points), the third; Ability with (3.32 points), and the least mean value was (3.31 points) for Effort.

The participants who are not following the TPRS approach to learn English considered the instrumental motivation factors as a more important factor than the integrative motivation, taking into consideration the standard deviation for both factors is almost 0.82 point and very similar with difference that is less than 0.03 points in standard deviation of the factors. The mean value of the Instrumental Motivation exceeded the mean value of the Integrative Motivation with 0.07 point of mean value.

Regarding the rest four factors of Effort, Valence, Expectance, and Ability, first the standard deviation values are to be inspected, and it was found that they were quite similar, and the mean value of the standard deviation is around 0.85 point. So according to the mean values they were ranked according to the following sequence of significance: the first: both of the factors Effort and valence with (2.44 points), the second; was the factor of ability with (2.43 points), and the least mean

value was (2.38 points) of expectance.

Table 7 Descriptive Statistics for Levels of Motivation Determinants with TPRS and CLT Comparison

Subscales	TPRS (N=77)		CLT (N=77)	
	Mean	SD	Mean	SD
Integrative Motivation (5 item)	4.33	0.89	3.16	0.84
Instrumental Motivation (5 item)	4.31	0.94	3.23	0.79
Effort (6 item)	3.31	0.72	2.44	0.62
Valence (6 items)	3.40	0.72	2.44	0.65
Expectance (6 items)	3.36	0.77	2.38	0.63
Ability (6 items)	3.32	0.78	2.43	0.64

According to Table 7, the mean value of students learning TPRS is greater than that of students studying CLT for all motivational factors. For example, in Integration Motivation, TPRS students had a mean value of 4.33 while CLT students had a mean value of 3.16, and in Effort, TPRS students had a mean value of 3.31 while CLT students had a mean value of 2.44.

V. CONCLUSION AND RECOMMENDATIONS

A. Conclusions

The purpose of this research is to compare how motivational factors of the EFL learners change through the application of the CLT and the TPRS in language teaching in international middle-schools in Istanbul. During the data collection process, to determine which of these two teaching methods has the greatest beneficial influence on students' motivation who previously learned English at different grades a demographic (general information) form and a motivation questionnaire were used to conduct the study. The participants were required to respond the survey statements through a 4 Likert scale. The study was designed as a Quantitative study to demonstrate correlations between the characteristics of the participants and their motivation levels. This section of the research summarizes the preceding chapter's findings in relation to the research questions, as well as the recommendations for further research.

1. What types of motivation do EFL students studying at an international school in general?

In the current study as shown in the literature review, there are numerous motivational types in second language teaching (L2), including **Intrinsic** and **Extrinsic** Motivation. Intrinsic motivation as previously defined, is a kind of drive that comes from within a person and is motivated the individual by a desire to study for one's own enjoyment or fulfillment. Extrinsic Motivation on the other hand is the term for a drive that originates from outside forces, such as a desire for rewards or a desire to avoid punishment. **Instrumental** Motivation is the desire to utilize a language (L2) for practical goals, such as employment or study, in addition to the **Integrative** Motivation that raised from desire to identify with or be a part of the L2-speaking community.

Additionally, the literature study revealed that it is crucial to keep in mind that L2 learners may exhibit several motivational types at various grade levels or in

various contexts, and that these types of motivation may complexly interact and influence with one another. Furthermore, a learner's preferred motivational approach may change depending on a variety of variables, including the person's objectives, expectations, attitudes, and prior experiences.

Based on the first question there are many studies investigated the motivation types that EFL students have such as Kashefian-Naeeni, Aminlari, and Mousavi (2018), when Iranian-speaking EFL students exhibited high levels of Instrumental and Intrinsic Motivation but only moderate levels of Integrative Motivation. Moreover, Kang (2000), in the study of South Korean setting demonstrated significant levels of Integrative and Intrinsic Motivation, but only modest levels of Extrinsic Motivation.

2. In comparison with the TPRS (Teaching Proficiency through Reading and Storytelling) and CLT (Communicative Language Teaching methods in which students learn English through, what differences are there between the types of the motivation that the English Language students have?

Based on the second research question, this part assessed the variations between the forms of motivation EFL students have in comparison to the TPRS and CLT Methodologies. The findings revealed that participants using TPRS to learn English were more motivated than those using CLT across all motivational factors. Regarding Integrative Motivation, for instance, the mean value for TPRS students was 4.33 while the mean value for CLT students was 3.16, considering that the standard deviation was 0.89 for TPRS and 0.84 for CLT. Regarding Instrumental Motivation, the mean value for TPRS students was 4.31, while the mean value for CLT students was 3.23, when the standard deviation for TPRS was 0.94 and the standard deviation for CLT was 0.79.

Regarding Effort, the mean value for TPRS students was 3.31 and for CLT students it was 2.44, considering that the standard deviation for TPRS was 0.72 and the standard deviation for CLT was 0.62. Similarly, discussing Valence, the mean value of the TPRS students was 3.40 while the mean value of the CLT students was 2.44 when the standard deviation for the TPRS was 0.72 and the standard variation for the CLT was 0.65. In terms of Expectation, the TPRS students had a mean value of 3.36 while the CLT students had a mean value of 2.38 when the standard deviation

for TPRS was 0.77 and the standard variation for CLT was 0.63.

Regarding Ability, the TPRS students had a mean value of 3.32 while the CLT students had a mean value of 2.43 when the standard deviation for TPRS was 0.78 and the standard deviation for CLT was 0.64.

The implementation of the outcomes from the comparison of TPRS and CLT has a variety of positive consequences on student motivation. It can be utilized to give a more engaging and relevant Method for language learning, such as assisting students in developing strong language abilities, gaining confidence, and remaining motivated and interested in their studies. In addition, the results are consistent with Maté Blanton's study, which found that TPRS can assist generate a positive and supportive learning atmosphere in the classroom, hence increasing student motivation. In addition, TPRS can help create a positive and supportive learning environment, which can increase student motivation (Blanton, 2015).

3. Does TPRS and CLT students' gender have an impact on their motivation towards learning English?

The results revealed that Gender may affect the motivation of students. Therefore, the mean values differed based on the Gender of the respondents. In the case of Integrative Motivation, for instance, the Male mean value was higher than the Female mean value (3.76 vs. 3.73) due to the closeness of the Standard Deviation values; therefore, the variable's rating would be based on the mean values. Similarly, regarding Instrumental Motivation, males had a greater mean value than females, as demonstrated by the data. The mean value for males was 3.79 and the mean value for females was 3.76, with the standard deviation for males being 1.04 and females being 1.00.

Regarding the Effort, the data revealed that the Female had a higher mean value than the Male, as the Female's mean value was 2.88 while the Male's was 2.87. Considering that the Standard deviation was almost identical, its value was approximately 0.82. Similarly, in terms of Valence, the data demonstrated that the Female had a higher mean value than the Male, with a mean value of 2.96 compared to 2.88 for the Male. Considering that the standard deviation was virtually same, the variance for females was approximately 0.82 and for males, 0.85.

Similarly, regarding Expectation, the data demonstrated that the female had a

higher mean value than the male, with the female's mean value being 2.90 and the male's mean value being 2.84. Considering that the standard deviation was almost identical, the value was approximately 0.86. Finally, Regarding the Ability, the data revealed that the female had a higher mean value than the male; the female's mean value was 2.94, while the males was 2.81. Taking into account that the standard deviation was almost identical, its value was around 0.82.

Gender can impact the motivation of second language (L2) students. The connection between gender and motivation is affected on a number of variables, including the language teaching method, the learner's goals and motivations, and the social context in which the learning occurs

. This study agrees with some research on gender and language learning, which has produced a variety of conclusions regarding the ways in which gender may influence the process of learning a second language, such as Yeung, Lau, and Nie (2011) "Primary and secondary students' motivation in learning English: Grade and gender differences": This paper provides an overview of the research on gender and motivation in L2 acquisition and shows how gender may impact the motivation of language learners. In addition to a study for Watt (2016), "Gender and Motivation" investigates the impact of gender in language acquisition and analyses a variety of factors that may influence the learning processes of males and females.

4. Does the TPRS and CLT students' school grade have an impact on their motivation towards learning English?

The results indicated that there are differences in the levels of motivational factors depending on the participant's class grade (5th, 6th, 7th). For example, in Integrative Motivation, the 5th graders had the highest mean value with a value of 3.82 and the 6th graders had the lowest mean value with a value of 3.67. Due to the proximity of the Standard Deviation values, the variable's rating would be based on the mean values.

The 7th graders had the highest mean value in Instrumental Motivation with a value of 3.81, while the 5th graders had the lowest mean value with a value of 3.75. Similarly, the 7th graders had the highest mean value for the Effort variable with a value of 2.93, while the 5th graders had the lowest mean value with a value of 2.83. The 7th graders had the greatest mean value for the Valence variable, with a

value of 2.97, whereas the 5th and 6th graders had the same mean value of 2.89.

Standard deviation varied among the three grades, with the 6th grade having the greatest SD value (0.85), followed by the 7th grade (0.83), and the 6th grade (0.8). In addition, the 7th grade had the greatest mean value for the Expectation variable with a value of 2.91, while the 5th grade had the lowest mean value with a value of 2.84. In the final variable, Ability, the 7th grade also had the highest mean value with a value of 2.92, while the 5th grade had the lowest mean value with a value of 2.84.

In general, whatever the grades of students, it is essential to understand that each student is unique and may be motivated by a variety of factors. As a result, when planning TPRS and CLT activities, teachers must consider the needs and interests of their pupils. These findings regarding age levels of the students who learn English as a foreign language are aligned with the previous research findings (Kormos & Csizér, 2008; Masgoret & Gardner, 2003).

B. Recommendations

Despite these promising results, some recommendations are made for future research. First of all, further study is required to include teachers along with students therefore further research should be undertaken. Moreover, in order to raise the students' motivational factors, it is necessary to look into how teachers see which of the two approaches best meets their needs and objectives. There is also abundant room for further advancement by adding fresh participant samples.

Additionally, the CLT and TPRS Methodologies utilized in foreign schools in Istanbul are the only ones that are discussed in this study. As a result, additional research might be done for other international schools in other Turkish cities. Additionally, the data gathering methods used in this study are questionnaires (Quantitative method) so in subsequent investigations, further research can include interviews, classroom observation or mixed methodology can be applied in order to collect data and understand what drives students' motivation to learn language. This would yield richer findings if qualitative research methods were used to corroborate the conclusions from the study and to collect individual experiences and observations.

Moreover, it is necessary to learn more about the detailed information that needs to be gathered regarding the English class levels of the participants who had previously enrolled. Also, the results could be improved by including group of students who are studying or have experience learning any other foreign language (such as German or French) in addition to the English learners. Future research into the subject is thus recommended to create a complete picture of which one of these two instructional methods the CLT and the TPRS has the greatest beneficial effect on students' motivation as has been stated.



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APPENDICES

Appendix A: The Motivational Factors Questionnaire for Language Students

Appendix B: Ethics Committee Approval



Appendix A: The Motivational Factors Questionnaire for Language Students

Hello my friends,

I am doing a Master's Degree in English Language Teaching and Literature at Istanbul Aydin University. In this study I intend to compare the Communicative Language Teaching (CLT) and Teaching Proficiency Through Reading and Storytelling (TPRS) methods on your motivation in the English classes. Please carefully read the following statements and make your choices.

Thank you very much in advance for your cooperation, time, and assistance.

Sefa Alsadat Şeker

I. General (Demographic) Information Form

Put a mark next to the proper item for you.

1. Your Gender: _____ Female _____ Male
2. Your Grade: _____ 5th Grade _____ 6th Grade _____ 7th Grade
3. Your School's Name: _____ Manara International Schools
_____ Huda International Schools

II. Motivation Scale

The following are assertions with which some individuals will concur, and others will disagree. There are no correct or incorrect responses, as numerous individuals have divergent viewpoints. Please provide your immediate responses to each item. Under each statement, circle the number of the choice that most accurately reflects your opinion of that statement.

A – Motivation Information

1 – Studying English will help me...

1. better understand and appreciate English art and literature.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
2. meet and converse with more and different people.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
3. learn about other cultures and understand the world better.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
4. understand the Western cultural heritage.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
5. because I feel English is an important language in the economic development of the world.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
6. better understand the problems that English speakers face.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
7. in getting a job.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
8. converse and communicate with English-speaking friends.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
9. communicate in English when I travel to English-speaking countries.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)
10. because I need it for my university.	(Strongly disagree) 1 2 3 4 5 (Strongly agree)

2 – When I learn a foreign language, I expect that...

11. I will...

- a. pass on the basis of complete luck and intelligence.
- b. do just enough work to get along.
- c. try hard to learn the language.
- d. enjoy doing all the work.

12. I will think about the words and ideas that I have learned in my classes.

- a. hardly ever
- b. once or twice per week
- c. several times during the week
- d. daily

13. I will spend about the following amount of time to practice the language after classes.

- a. zero hours
- b. one hour per week
- c. four hours per week
- d. more than six hours per week

14. I will...

- a. not necessarily be active in speaking the language in class.
- b. answer the questions when I'm called upon.
- c. volunteer to answer the questions that are easy.
- d. always rewrite the answers, correcting my mistakes.

15. After I get my English assignments back, I will...

- a. just throw them in my desk and forget them.
- b. look them over but not bother correcting mistakes.
- c. correct mistakes when I have time.
- d. always rewrite them, correcting my mistakes.

16. I will try to speak English after class:

- a. never
- b. when I have to
- c. when I am offered the opportunity to do so
- d. in a wide variety of situations and as much as possible

B. Information on Learning Outcomes

How significant (important) are these outcomes of your English class to you?

Circle the number that best indicates your feelings about each statement.

1. To speak English fairly fluently.	(Very insignificant) 25% 50% 75% 100% (Very significant)
2. To be able to communicate with English speakers in basic English.	(Very insignificant) 25% 50% 75% 100% (Very significant)
3. To develop comprehension of reading assignments.	(Very insignificant) 25% 50% 75% 100% (Very significant)
4. To receive the grade of "A" in course.	(Very insignificant) 25% 50% 75% 100% (Very significant)
5. To better understand English people and their way of thinking.	(Very insignificant) 25% 50% 75% 100% (Very significant)
6. To learn about English culture and customs.	(Very insignificant) 25% 50% 75% 100% (Very significant)

How probable is it that you will achieve the below outcomes from the English class you are taking now? Circle the expected probability for each outcome?

1. To speak English fairly fluently.	(No probability) 25% 50% 75% 100% (Probability)
2. To be able to communicate with English speakers in basic English.	(No probability) 25% 50% 75% 100% (Probability)
3. To develop comprehension of reading assignments.	(No probability) 25% 50% 75% 100% (Probability)
4. To receive the grade of "A" in course.	(No probability) 25% 50% 75% 100% (Probability)
5. To better understand English people and their way of thinking.	(No probability) 25% 50% 75% 100% (Probability)
6. To learn about English culture and customs.	(No probability) 25% 50% 75% 100% (Probability)

What do you think of your own ability to achieve the below outcomes. Circle your estimated ability for each outcome?

1. To speak English fairly fluently.	(Very low ability) 25% 50% 75% 100% (Very high ability)
2. To be able to communicate with English speakers in basic English.	(Very low ability) 25% 50% 75% 100% (Very high ability)
3. To develop comprehension of reading assignments.	(Very low ability) 25% 50% 75% 100% (Very high ability)
4. To receive the grade of "A" in course.	(Very low ability) 25% 50% 75% 100% (Very high ability)
5. To better understand English people and their way of thinking.	(Very low ability) 25% 50% 75% 100% (Very high ability)
6. To learn about English culture and customs.	(Very low ability) 25% 50% 75% 100% (Very high ability)

Appendix B: Ethics Committee Approval

Evrak Tarih ve Sayısı: 29.09.2022-63668



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı :E-88083623-020-63668
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Sayın Sefa ALSADAT ŞEKER

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