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IMPORTANCE OF TPRS IN SCHOOL-AGED CHILDREN

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ANNOTATION

This article explores the significance of the TPRS (Teaching Proficiency through Reading and Storytelling) technique in language learning among school-aged children. TPRS is highlighted as an innovative approach that enhances vocabulary acquisition, develops speaking skills, and fosters a deeper interest in language learning. The article provides a detailed explanation of the core principles of TPRS, including storytelling, questioning, and retelling. The results demonstrate that TPRS not only increases students' motivation to learn a language but also makes them more confident and active in mastering it. The study offers practical recommendations for educators and researchers aiming to improve language teaching methodologies.

Keywords: TPRS (Teaching Proficiency through Reading and Storytelling), Speech development, Motivation, Gamified learning, Interactive methods, language, methods.

АННОТАЦИЯ

В данной статье исследуется значение техники TPRS (Teaching Proficiency through Reading and Storytelling – Обучение через чтение и рассказывание историй) в изучении языка среди школьников. TPRS выделяется как инновационный подход, который способствует расширению словарного запаса, развитию речевых навыков и усилению интереса к изучению языка. В статье подробно объясняются основные принципы TPRS, включая рассказывание историй, постановку вопросов и пересказ. Результаты показывают, что TPRS не только повышает мотивацию учащихся к изучению языка, но и делает их более уверенными и активными в его освоении. Исследование предлагает практические рекомендации для педагогов и исследователей, стремящихся улучшить методы преподавания языка.

Ключевые слова: TPRS (Обучение через чтение и рассказывание историй), Развитие речи, Мотивация, Геймифицированное обучение, Интерактивные методы, язык, методы.

ANNOTATSIYA

Ushbu maqolada maktab yoshidagi bolalar orasida TPRS (Teaching Proficiency through Reading and Storytelling – O'qish va Hikoyalash orqali O'qitish) texnikasining til o'rganishdagi ahamiyati o'rganilgan. TPRS lug'at boyligini oshirish, nutq ko'nikmalarini rivojlantirish va til o'rganishga bo'lgan qiziqishni kuchaytiruvchi innovatsion yondashuv sifatida ta'kidlangan. Maqolada TPRSning asosiy tamoyillari, jumladan hikoya qilish, savol berish va hikoyani qayta so'zlash kabi jihatlari batafsil bayon etilgan. Natijalar TPRS nafaqat o'quvchilarning til o'rganishga motivatsiyasini oshirishini, balki ularni tilni o'zlashtirishda ishonchli va faolroq bo'lishiga ham olib kelishini ko'rsatadi. Tadqiqot til o'qitish metodikasini takomillashtirishni maqsad qilgan pedagoglar va tadqiqotchilar uchun amaliy tavsiyalarni taqdim etadi.

Kalit so'zlar: TPRS (O'qish va Hikoyalash orqali O'qitish), Nutqni rivojlantirish, Motivatsiya, O'yinlashtirilgan ta'lim, Interaktiv usullar, til, metodlar.

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INTRODUCTION:

The importance of teaching foreign languages to school-aged children cannot be overstated in an increasingly globalized world. Numerous studies highlight that early language acquisition is crucial, as children at this stage possess greater neural plasticity, enabling them to learn new languages more effectively compared to adults. According to research by the American Council on the Teaching of Foreign Languages (ACTFL), early exposure to foreign languages enhances cognitive development, problem-solving skills, and even performance in other academic subjects. Among the various methods employed to teach languages, TPRS (Teaching Proficiency through Reading and Storytelling) has emerged as one of the most innovative and effective techniques. Developed by Blaine Ray in the 1990s, TPRS combines storytelling with interactive and engaging teaching practices to create a learning environment where students feel motivated and confident. Unlike traditional methods that focus on rote memorization or grammar drills, TPRS prioritizes comprehension, natural language use, and active participation.

MATERIALS AND METHODS

This study employed a qualitative approach to analyze the effectiveness of the TPRS (Teaching Proficiency through Reading and Storytelling) technique in language acquisition among school-aged children. The research was conducted in several phases, focusing on understanding the pedagogical application and the outcomes of TPRS. The study involved 60 school-aged children (ages 8–12) from various educational backgrounds. The participants were divided into two groups: Experimental group: 30 students who were taught using the TPRS technique. Control group: 30 students who received instruction through traditional grammar-translation methods.

Teaching Procedure. The experimental group was taught for 12 weeks using TPRS, which included three core elements:

1. Storytelling: Students were introduced to carefully crafted, engaging stories that incorporated new vocabulary and grammatical structures.

2. Questioning: Teachers engaged students with interactive questions about the stories, encouraging them to think critically and respond in the target language.

3. Retelling: Students were asked to retell the stories in their own words, promoting active recall and improving language retention.

In contrast, the control group followed a traditional curriculum focused on grammar rules, vocabulary lists, and translation exercises.

RESULTS

The results of the study demonstrate the significant impact of the TPRS (Teaching Proficiency through Reading and Storytelling) technique on language acquisition among school-aged children. Data were analyzed to assess improvements in vocabulary, speaking skills, comprehension, and overall engagement. Vocabulary Acquisition : Students in the experimental group, taught using TPRS, exhibited a 45% increase in vocabulary test scores compared to a 20% increase in the control group. The interactive nature of storytelling and repetitive exposure to key terms played a critical role in enhancing vocabulary retention. Speaking Skills: Pre- and post-test results indicated that the experimental group showed a 40% improvement in fluency and pronunciation, while the control group only achieved a 15% improvement. The TPRS activities, particularly retelling and interactive questioning, allowed students to practice speaking in a natural, low-pressure environment.Comprehension: Listening comprehension tests revealed that 85% of

students in the experimental group were able to understand and respond to stories in the target language, compared to 55% in the control group. This suggests that TPRS enhances the ability to process and interpret spoken language more effectively than traditional methods. Student Engagement. Classroom observations showed that 90% of students in the experimental group actively participated in lessons, demonstrating high levels of interest and motivation. In contrast, only 65% of students in the control group displayed consistent engagement. Teachers noted that the storytelling element of TPRS captured students' attention and made lessons more enjoyable. Retention .Follow-up assessments conducted four weeks after the conclusion of the study revealed that students in the experimental group retained 75% of the material taught, compared to 50% retention among the control group. The narrative structure of TPRS stories contributed to better long-term memory of language concepts. The findings clearly indicate that TPRS is a highly effective method for teaching languages to school-aged children, significantly outperforming traditional methods in all key metrics.

ANALYSIS AND DISCUSSION

The results of the study strongly suggest that the TPRS (Teaching Proficiency through Reading and Storytelling) technique has a profound impact on language acquisition among school-aged children. In comparison to traditional language teaching methods, TPRS demonstrated superior effectiveness in enhancing vocabulary acquisition, speaking skills, comprehension, student engagement, and retention. The following analysis discusses these outcomes in the context of language learning theories and practical teaching applications.Enhanced Vocabulary Acquisition. The significant increase in vocabulary acquisition among students in the experimental group can be attributed to the immersive and repetitive nature of TPRS. According to Krashen's Input Hypothesis, language learners acquire new vocabulary best when it is presented in context and just above their current level of understanding. TPRS integrates new words into engaging stories, allowing students to encounter and use vocabulary in meaningful contexts. This approach contrasts with traditional methods that often rely on rote memorization and lack contextual usage, which can result in poor retention and limited practical application. Furthermore, the interactive questioning and retelling phases of TPRS reinforce vocabulary through repetition, helping students internalize new words more effectively. The study's findings align with research by Asher (2009), who emphasizes the importance of context and active engagement in language learning.Improved Speaking Skills. The TPRS technique significantly outperformed traditional methods in fostering speaking skills. The frequent opportunities for students to retell stories and participate in discussions not only improved their fluency but also reduced anxiety about speaking in a foreign language. Traditional grammar-translation methods often prioritize accuracy over fluency, which can discourage students from attempting to speak. In contrast, TPRS encourages a more relaxed, communicative approach, where the focus is on meaning and communication rather than perfection. This aligns with Vygotsky's Social Interaction Theory, which posits that language learning is most effective when students engage in social interaction. By working collaboratively with their peers and teachers in TPRS activities, students gained confidence in their speaking abilities and became more willing to participate in conversations. Increased Comprehension. The experimental group's higher listening comprehension scores further illustrate the benefits of TPRS. The integration of storytelling into lessons provides students with real-world contexts for language use, making comprehension more intuitive. The continuous exposure to comprehensible input—

language that is slightly above the learner's current level of proficiency—helps students gradually increase their understanding without feeling overwhelmed. Moreover, TPRS encourages active engagement through questioning, which strengthens students' ability to interpret and process spoken language. The results highlight the effectiveness of TPRS in promoting listening skills, supporting Krashen's notion that comprehensible input leads to better language processing and understanding. Student Engagement and Motivation. One of the most striking findings was the higher level of student engagement in the experimental group. TPRS creates a dynamic and participatory classroom environment that captivates students' attention and fosters a love for learning. The use of stories, visual aids, and gestures enhances the multisensory experience, making lessons more enjoyable and memorable. In contrast, the traditional method of grammar drills and translation exercises often fails to motivate students, as it can be perceived as monotonous and disconnected from real-life communication. As noted by Curtain and Dahlberg (2016), language learning is most effective when students are actively involved and emotionally invested in the process. TPRS addresses this by making learning both enjoyable and relevant to students' everyday experiences. Retention of Language Concepts .The follow-up assessment results show that students taught with TPRS retained more material over time. This can be attributed to the narrative structure of TPRS, which helps students better organize and store information in their long-term memory. Stories provide a framework for understanding vocabulary and grammar in a meaningful context, which aids retention. Traditional methods, which often focus on isolated vocabulary lists and grammar rules, fail to provide students with a cohesive understanding of how language elements interact. The TPRS technique, however, promotes the integration of language structures within rich, context-driven stories, leading to better retention.

CONCLUSION

In conclusion, the TPRS technique proves to be a highly effective method for teaching languages to school-aged children. By incorporating storytelling and interactive methods, it enhances students' vocabulary, speaking skills, comprehension, and motivation, ultimately fostering a more enjoyable and lasting language learning experience.

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