

As described in Table 4.13, after regulating the posttest scores for the possible effects of the pretest, there was a significant difference between the two groups on the posttest scores ( $F_{(1,53)} = 68.721, p = .000 < .01$ , partial eta squared = .565, demonstrating a large effect size). Finally, table 4.14 shows the results of LSD pairwise comparisons.

**Table 4.14**

*LSD Pairwise Comparisons for Motivation Scores*

(I) Group	(J) Group	Mean Difference (I-J)		Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
		J	Std. Error		Lower Bound	Upper Bound
EG	CG	6.321*	.762	.000	4.791	7.850
CG	EG	-6.321*	.762	.000	-7.850	-4.791

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

As reported in Table 4.14, the variance between the two groups' motivation post-test scores was significant ( $MD = 6.321, SE = .762, p = .000 < .01$ ) after adjustment for the initial differences, the experimental group significantly performed better than the control group. Consequently, this hypothesis, which stated "*TPRS method does not have any significant effect on Iranian learners' motivation*" was also rejected.

## 4.8 Discussion

The current investigation was intended at scrutinizing the potential effects of TPRS on EFL learners' listening ability, WTC, and motivation.

The first research question was: Does Total Physical Response Storytelling method have any significant effect on Iranian EFL learners' listening comprehension?

The analysis of data revealed that TPRS has a constructive effect on EFL learners' listening comprehension. The findings of the study are in line with Kariuki and Bush's (2008) claim that TPRS is more effective than traditional methods in four skills. These findings collaborate with Watson's (2009) study that compared TPRS method with the conventional techniques and concluded that TPRS students outperformed the traditional students in listening comprehension, vocabulary, grammar and reading comprehension. Similarly, a study conducted by Barcroft (2012) proved that the application of visuals and gestures renders language learning more comprehensible, which can enhance the learners' listening comprehension. Additionally, this result collaborates with Astuti (2010) and Susan (2013) who concluded that TPRS makes positive changes in the listening comprehension of students. The results are also in line with Holleny's (2012) and Akyüz's (2018) researches. This result is congruent with those found by Murray (2014) who compared the effect of traditional method plus TPRS to traditional method. The consequences of the study showed that the traditional method plus TPRS was more effective than the traditional in terms of improving the learners' listening comprehension. Additionally, this result is not compatible with a study conducted by Dziedzic (2012), who found that TPRS is as effective as the traditional method in terms of the learners' listening and reading skills. Another study was done by Garczynski (2003) comparing TPRS and Audio-lingual method. The results showed that the two groups performed the same on listening comprehension and reading comprehension. The significant effect of this experiment may be due to repeating new words and structures many times, using circling axiom and emphasizing listening rather than speaking. It is noteworthy that since the sample size was not large enough, the findings are not generalizable to all Iranian EFL learners.

The second research question was: Does Total Physical Response Storytelling method have any significant effect on Iranian EFL learners' willingness to communicate?

The result of data analysis revealed that TPRS had a positive impact on the EFL learners' WTC, which is in line with the study done by Shen et al. (2022) who examined the impact of digital storytelling on improving EFL learners' WTC. The outcomes displayed a significant improvement in the learners' L2 WTC which was manifested more in the postscripts than in the prescripts. This result can be explained in terms of the excitement and vitality generated through the attractive nature of storytelling. Indeed, the participants would be more motivated to take part in the learning activities by listening to the stories, which are both enjoyable and instructive. This finding can be the result of making kinesthetic learners and activating both brain hemispheres. Due to some limitations such as the limited number of students, we can't generalize this result to larger samples.

The third research question was: Does Total Physical Response Storytelling method have any significant effect on Iranian EFL learners' motivation?

Its purpose was determining if TPRS can boost the learners' motivation. The results signposted a significant positive impact of the TPRS on the participants' motivation. This study has already been mirrored by some studies such as Blanton, (2015), Campbell (2016), Beal (2011), Dziedzic (2012) and Nurlaili et al. (2015). The result coincides with Abu-Assab (2015), Anisa (2011), and Powell and Wells (2002) who claim that TPRS can motivate the learners. The result is also in line with Murray (2014) who compared the effect of traditional method plus TPRS to traditional method in terms of their effects on motivation. The final results revealed that TPRS fostered the participants' interest in learning French more than the traditional method. This result can be due to using body language and making a teaching environment without any stress. In addition, this result can be attributed to the appealing nature of storytelling, which makes learning more enjoyable and meaningful for the learners.

As already discussed, storytelling has proved to be appealing to different communities and cultures throughout history. As a result, it has been used to convey facts and knowledge to the next generations. Indeed, these characteristics

of storytelling make it a good candidate for being used in the language classroom. To lend support to the positive effect of storytelling on motivation, Blanton (2015) compared two methods, namely, TPRS and CLT in terms of their effectiveness on the participants' motivation and reading proficiency. The results revealed that those who were taught Spanish using the TPRS method performed much better than the CLT group in the level of motivation. In the same vein, Printer (2021) conducted a study to scrutinize the contribution of the TPRS to improving EFL learners' intrinsic motivation. The statistical results revealed the positive significant effect of TPRS on the participants' motivation to learn foreign languages. Printer (2021) attributed this result to the nature of storytelling, which encouraged the participants to learn foreign languages by drawing their attention. Reasoning about why TPRS has a positive effect on motivation, Rusiana and Nuraeningsih (2015) concluded that "it is expected that the students will be highly motivated by listening and acting out the story and subconsciously influence their vocabulary mastery" (p. 51)

Since the participants of this study were just females at the elementary level, the results cannot be generalized to all Iranian EFL learners. The results of this study may need to be replicated by other prospective studies. Indeed, more similar research can lend support to the definite conclusion regarding the positive effect of TPRS on the variables studied in this study. More specifically, as far as the generalizability of the findings of this study is concerned, future studies need to counter the argument that these results are confined only to the sample used in this study; therefore, replicating this study in other countries and on students with different cultural backgrounds can be very insightful.