

OPEN ACCESS

Manuscript ID:  
EDU-2025-14019702

Volume: 14

Issue: 1

Month: December

Year: 2025

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 06.10.2025

Accepted: 13.11.2025

Published Online: 01.12.2025

Citation:

Prapaisub, P., Adipat, S., & Chotikapanich, R. (2025). The Impact of the Teaching Proficiency through Reading and Storytelling (TPRS) Approach on Reading Comprehension in Year Four Students. *Shanlax International Journal of Education*, 14(1), 114–121.

DOI:

<https://doi.org/10.34293/education.v14i1.9702>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License


# The Impact of the Teaching Proficiency through Reading and Storytelling (TPRS) Approach on Reading Comprehension in Year Four Students

**Preava Prapaisub**

*Ramkhamhaeng University, Thailand*

**Surattana Adipat**

*Ramkhamhaeng University, Thailand*

 <https://orcid.org/0000-0002-2433-1547>

**Rattanawadee Chotikapanich**

*Ramkhamhaeng University, Thailand*

## Abstract

*This study aimed to investigate the impact of teaching methods on the English reading comprehension ability of Year 4 students at Heathfield International School. Thirty-four students were split into two groups: an experimental group taught using the TPRS method and a control group taught using traditional methods. The experiment was conducted over six weeks during the first semester of the 2025 academic year. The study employed three unit plans and a test of English reading comprehension. Data were analysed using descriptive statistics, including means and standard deviations (S.D.), inferential statistics, and a dependent samples t-test. The results indicated that the experimental group showed a significantly higher gain in performance than the control group in the posttest ( $p < .05$ ). The findings suggest that students who learnt through TPRS showed significant improvement from pre-test to post-test, indicating that the integration of storytelling, relevant vocabulary, and engagement in interactive physical activities encourages students to achieve better comprehension and motivation. These findings endorse TPRS as an efficacious pedagogical method for primary education students learning English as a foreign language. Further studies could involve the study of long-term outcomes of TPRS on various language skills and on a larger or more varied group of students, as well as how individual aspects of TPRS can affect learner engagement and comprehension.*

**Keywords:** Reading Comprehension, Teaching Proficiency through Reading and Storytelling (TPRS), EFL Learners, Thailand, Story-based Pedagogy, Primary Education

## Introduction

Reading comprehension is a crucial ability for learning a language and achieving general academic success. It involves not only decoding skills but also higher-order processes, such as inference, incorporating prior knowledge, and critical interpretation (Castles et al., 2018; Snow, 2002). In Thailand, although English has become more significant in the educational process, students' reading proficiency levels are low (EF English Proficiency Index, 2025). The teaching and learning approaches that have been practiced are more traditional and teacher-centred, concentrating on the literal understanding of information as opposed to higher-order thinking and communicative learning (Chomchiya&Dunworth, 2008). New pedagogical models have been devised to establish more significant and interactive language learning experiences. Blaine Ray developed Teaching Proficiency through Reading and Storytelling (TPRS) in the 1990s as an extension of Asher's (1977) Total Physical Response (TPR), with the aim of using storytelling and reading tasks