

A STUDY ON ENGLISH TEACHING METHODS THROUGH
TOTAL PHYSICAL RESPONSE AND STORYTELLING FOR
ENGLISH LISTENING, SPEAKING AND WRITING SKILLS OF
STUDENTS IN THE FACULTY OF HUMANITIES,
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

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Received December 25, 2020; Revised February 12, 2021; Accepted March 21, 2021

Abstract

This research was entitled ‘A Study on English Teaching Methods through Total Physical Response and Storytelling for English Listening, Speaking and Writing Skills of Students in the Faculty of Humanities, Mahachulalongkornrajavidyalaya University’. It was a quasi-experimental research and qualitative research with the objectives to study the level of knowledge on English-listening, English-speaking and English-writing skills as well as to compare between before and after English teaching methods with the physical response and storytelling. The sample group

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consisted of the 1st – 4th year students with the number of 186 persons, including additional in-depth interviews with 24 M.A. students in English Major (International Program) who were studying at the Faculty of Humanities in Mahachulalongkornrajavidyalaya University. For data collection, questionnaire and in-depth interview were used. The data were analyzed in percentage, mean, and inferential statistics using t-test and f-test. Results of this research were as the followings:

The information before teaching English by using the method of total physical response and storytelling towards the opinions of students as an overview, students were interested in this teaching method, it was at the moderate level, after learning and teaching, it was at the highest level with the mean which was equal to 4.53. From the comparison between before and after teaching English by using the method of total physical response and storytelling by using t-test, it was significantly different at the level of 0.000. The result of a comparison between before and after learning and teaching English was found that students had knowledge and ability in using English in 3 aspects for both before and after attending the class that could be compared as the followings: 1) English-speaking; 2) English-listening; and, 3) English-writing. When comparing each item by using t-test, it was significantly different at 0.000 for every item.

Keywords: English Teaching Methods; Total Physical Response and Storytelling; English Listening, Speaking and Writing Skills

Introduction

Language is the tool for a communication of human beings in the same society or different societies. Language is the medium that makes the structure of society to be exquisite and perfect. So, language is the heart of communications, especially English language is the international language that has been used for communicating around the world. The scope for the use of

such a language has covered all over the world. It is the language that gives an opportunity to people, that is to say, the qualification of the applicant must have a good command of listening, speaking and writing in English (Sikkhaman, 2001: 68).

In the daily life, the listening skill is very important because it is the skill that has been used more than other skills (Angwattanakul, 1996: 73). The basic listening skill is focused on listening the sound of syllable, vocabulary and phrase that the learner can pronounce it correctly (Saengdej, 1995: 132). Among 4 skills, the listening is the first skill of a communication. If we cannot understand the listening properly we cannot speak for responding (Kwangsawad, 2003: 27). that causes speaking to be the important skill in transmitting the ideas, understanding and feeling that the listeners have perceived and understood the aim of speaker. Therefore, the development of speaking skill spends a long time in practicing. So, speaking is the productive skill. In speaking, speakers must be skillful in the language for all aspects to make the listeners understand. The speakers must transmit their ideas and feeling to be the words to make other people understand. Speakers must show their status correctly.

The total physical response and storytelling are the teaching methods that emphasize to enable students to follow the order according to the situation and make a response with a proper gesture. The teacher teaches new vocabularies for students by using the gesture and picture as well as the familiar vocabularies that are used in daily life. Students pair and alternate their partners in performing the activity to practice new vocabularies. The first student tells the vocabulary and another student performs the gestures told by his friend. The teacher speaks with short sentences with performing the gestures and showing the picture. The teacher allows students to listen and allows them to repeat the sentences with

performing the gestures and showing the picture. The students have the aim to use the English teaching methods by total physical response and storytelling to enable them to solve the problems. For the students who have the problems on listening, speaking and writing in English and after listening they will be able to follow the order by performing the gestures together with telling the story.

From the said problems researcher is interested in bringing the English teaching methods by total physical response and storytelling to conduct the activity by allowing students to listen to new vocabularies, perform the gestures, listen to the story that has been told, speak the vocabularies and tell the story to develop the English listening, speaking and writing as well as supporting students to express their ability, participate in the activities and have a good attitude towards English subject that has an effect on learning and teaching English to be more effective.

Research Objectives

1. To study the level of English language of students on English-listening, English-speaking and English-writing that occur from teaching by the total physical response and storytelling of the 1st -4th year students, including having an additional in-depth interview with M.A. students in English (International Program) of the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

2. To compare the skills of the 1st - 4th year students between before and after the English teaching methods by total physical response and storytelling.

Research Methodology

This is the quasi-experimental and qualitative research. Researcher had revised the principle, theory and literature concerned with the English teaching methods by total physical response and storytelling, including the picture of students. After that, researcher had made the tools that consist of the information related to the status of people, the English teaching methods by total physical response and storytelling of sample group, analyzing the data by using the Descriptive Statistics and Inferential Statistics.

Results

The general knowledge of sample group consists of the 1st to 4th year students of the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The research was found that most of students are monks counting for 47.85 percent, foreign students counting for 51.08 percent, rainy retreat 1-5 counting for 62.50, general education for students who attend the class before and after teaching English by total physical response and storytelling, mostly they hold the certificate of Senior High School or equivalence counting for 91.94, Dhamma Studies 3 counting for 58.06 percent, non-Pali Studies counting for 34.57.

The information before teaching English by using the method of total physical response and storytelling towards the opinions of students as an overview, students were interested in this teaching method, it was at the moderate level, after learning and teaching, it was at the highest level with the mean which is equal to 4.53.

From the comparison between before and after teaching English by using the method of total physical response and storytelling, in 4 factors,

when comparing each item by using t-test, it is significantly different at 0.000 for every item.

The result of a comparison between before and after learning and teaching English was found that students had knowledge and ability in using English for 3 aspects for both before and after attending the class that can be compared as the following, 1) English-speaking, 2) English-listening and, English-writing. When comparing each item by using t-test, it is significantly different at 0.000 for every item.

Discussion

This study has explored a study of English teaching methods by total physical response and storytelling towards English listening, speaking and writing skills of students of the faculty of humanities in Mahachulalongkornrajavidyalaya university'. The findings of this study agree with the report on the general education framework in line with the research work of Phongsai Thaworachak and members (2554: 56) who conducted the research entitled "The Satisfaction of Students of Ratchapruk College toward Teaching Management of Teachers of Ratchapruk College". Regarding the teaching of teachers and regarding teaching materials, teaching aids, regarding the measure and evaluation, regarding the characteristic of teachers of each Faculty/Major and regarding the achievement of students in learning these subjects and for comparing the satisfaction of students of Ratchapruk College towards the teachers at the Faculty of Business Administration, Faculty of Accounting, Faculty of Law, and General Education. Regarding the result of research was found that the evaluation of students towards the teachers for 5 items of each Faculty/Major, most of students had the satisfaction on the teaching of teachers as an overview for 5 items, it is at the

high level. The students of the Faculty of Business Administration, Major in Hotel and Tourism Management had the satisfaction towards the teachers in using the teaching aids and teaching materials, including the characteristic of the teachers at the highest level. But the students of the Faculty of Business Administration, Major in Hotel and Tourism Management had the satisfaction towards the teaching of teachers at the moderate level.

As for the knowledge and ability on using English of the students who have the English background on speaking, listening and writing at the moderate level. This may be because students had the different educational background. So, it is related to the research of Phornpimol Riyay and Thanangkura Khamsri (2553: 25) who conducted the research entitled “The Development of Listening-Speaking Skills of the 1st Year Students by Using Multimedia Computer Program”. The objectives were for studying the attitude of students towards learning and teaching by using the multimedia computer program in helping to teach English listening-speaking. As for the comparative study of English listening-speaking of the 1st year students before and after teaching by using the multimedia computer program, the sample group consists of the 1st year students with the number of 37 persons. The result of research on learning and teaching in using the multimedia computer program in helping to teach English listening and speaking skills as an overview regarding the attitude of students towards the multimedia computer program in helping to teach English listening and speaking skills, it was found that the mean on the attitude of students is at the moderate level with the mean which is equal to 3.22. When considering each item, it was found that the attitude of students towards the multimedia computer program in helping to teach English listening and speaking skills is at the moderate level with the mean which is equal to 3.27, and the attitude of students towards the

multimedia computer program in helping to teach English listening and speaking skills at the moderate level with the mean which is equal to 3.22.

As the knowledge in using English language after learning of students was found that it is at the high level, this may be because students wanted to learn for developing themselves to increase their knowledge. This is conformed to the research of Lalida Phuthong (2559: 25) who conducted the research entitled “Studying the Result of Using the Teaching System through the Network toward Learning English of Students”. From the study, it was found that the result of learning English through the network of students had been improved with the significantly reliability at 0.05.

Learning through the network can develop the English learning result which is not different from learning with the teachers in the class with the reliability at 0.05. As for the progress in learning, it was found that learning English through the network of students had been improved more than those who learnt in the class with the significantly reliability at 0.05.

Recommendations

1. The educational institution should bring the English teaching methods by total response and storytelling to be used in learning and teaching for the subject concerned.
2. There should be the activity on writing in English of students to develop their English-writing skill.
3. There should be the activity continuously by developing the teaching methods to be modernized as in the online age.
4. There should be the frequent English activity for students to have the skill and motivation in developing their English language continuously.

Implementation of Research

1. Mahachulalongkornrajavidyalaya University, Faculty of Humanities can bring the English teaching methods by total response and storytelling to be used in learning and teaching and following for an evaluation as in the objectives.
2. The educational institution can bring the English teaching methods by total response and storytelling to be used in learning and teaching for the subject concerned.

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