

A Study of English Teaching Methods by Total Physical Response and Storytelling towards English Listening, Speaking and Writing Skills of Students in the Faculty of Humanities, Mahachulalongkornrajavidyalaya University

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Abstract

This research is entitled 'A Study of English Teaching Methods by Total Physical Response and Storytelling towards English Listening, Speaking and Writing Skills of Students in the Faculty of Humanities, Mahachulalongkornrajavidyalaya University'. It is 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 research methods and sample group consist of the 1st – 4th year students with the number of 186 persons, as well as an in-depth interview with M.A. students in English Major (International Program) who are studying at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. For data collection, questionnaire and in-depth interview were used. Percentage, mean, and inferential statistics were used for analyzing the data.

The result of research was found that most of students are monks; it is equal to 47.85 percent; foreign students; equal to 51.08 percent; aged between 26-30; equal to

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43.55 percent; 1-5 rainy retreats (vassa); equal to 62.50 percent; general education of Senior High School or equivalence; equal to 91.94; Dhamma Studies 3; equal to 58.06; non-Pali Studies; equal to 34.57 percent.

Keywords: English teaching methods; total physical response; storytelling

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.¹

In the daily life, the listening skill is very important because it is the skill that was used more than other skills.² The basic listening skill is focused on listening to the sound of syllable, vocabulary and phrase that the learner can pronounce it correctly.³ Among 4 skills, the listening is the first skill of a communication. If we cannot understand the listening properly, we cannot speak in responding⁴ that causes speaking to be the important skill in transmitting the ideas, understanding and feeling that the listeners perceived and understood the aim of speaker. Therefore, the development of speaking skill spends a long time in practicing.⁵ So, speaking is the productive skill. In speaking, speakers have to be skillful in the language for all aspects to make the listeners

¹ Krissana Sikkhaman, **The Role of Teaching English in New Millennium**, (Faculty of Education: Naresuan University, 2001), pp. 68-83.

² Sumittra Angwattanakul, **Concept and Technique of English Teaching Methods**, 2nd Edison, (Bangkok: Chulalongkorn University Press, 1996), p. 73.

³ Kussaya Saengdej, **Practical English for Prathom Suksa Teachers**, (Bangkok: Partnership Ltd., VJ Printing, 1995), p. 132.

⁴ Thooptong Kwangsawad, **Handbook of English Teaching**, (Mahasarakham: Department of Curriculum and Taching. Faculty of Education, 2003), p. 27.

⁵ The Educational Research Division, **The Synthesis of Research on English Instructions at Primary Level**, (Bangkok: Ministry of Education, 1999).

understand. The speakers have to transmit their ideas and feeling to be the words to make other people understand and speakers have to show their status correctly.⁶

The total physical response and storytelling are the teaching methods that emphasized in enabling students to follow the orders according to the situations and make a response with a proper gesture. The teacher taught new vocabularies for students by using the gesture and picture as well as the familiar vocabularies that were used in daily life. Students pair and alternate their partners in performing the activity to practice new vocabularies. The first student told the vocabulary and another student performed the gestures told by his friend. The teacher spoke with short sentences with performing the gestures and showing the picture. The teacher allowed students to listen and let them repeat the sentences with performing the gestures and showing the picture. The students had 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 had the problems on listening, speaking and writing in English and after listening they would be able to follow the orders by performing the gestures together with telling the story.

From the problems as mentioned 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 was told, speak the vocabularies and tell the story to develop the English listening, speaking and writing skill as well as encouraging students to express their ability, participate in the activities and have a good attitude towards English subject that had an effect on learning and teaching English.

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, as well as having an in-depth interview

⁶ Phornsawan Seepoh, **The Extreme of English Teaching Methods**, Aksorn Charoen Tat, (Bangkok, 2007).

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 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 made the tools consisting 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, it is equal to 47.85 percent, foreign students equal to 51.08 percent, 1-5 rainy retreats (vassa), equal to 62.50, general education for students who attended the class before and after teaching English by total physical response and storytelling, mostly they hold the certificate of Senior High School or equivalence, equal to 91.94, Dhamma Studies 3, equal to 58.06 percent, non-Pali Studies, equal to 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 comparison between before and after learning and teaching English was found that students had knowledge and ability on using English in 3 aspects for both before and after attending the class, As for English-speaking, English-listening and, English-

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

Result of the Test of Hypothesis

From the test of hypothesis according to the personal factor, i.e. status as monk and novice, nationality of students, age, rainy retreat, general education, Dhamma Studies and Pali Studies, it was found that the personal factor for every item had no any influence towards learning and teaching English by total physical response and storytelling.

Criticism

Thesis topic entitled “A Study of English Teaching Methods by Total Physical Response and Storytelling towards English Listening, Speaking and Writing Skills of Students in the Faculty of Humanities, Mahachulalongkornrajavidyalaya University” is of the advantageous and disadvantageous point as follows:

Advantageous Point

The result of this research was able to develop English skill and used for learning and teaching at all level of educational institution when having a learning control that brings about a good understanding because it is a way to enable students to remember vocabularies, develop English pronunciation and understand English sentence in the long run because there are the workshops of learning training that had to supervised seriously.

Disadvantageous Point

If without learning and teaching control seriously, it may not bring about learning and teaching outcome according to the result of learning and teaching according to this research. And the result of this method is limited, that is to say, the learners have to accept the practice according to the conditions of this learning and teaching method.

Result of the In-depth Interview and group discussion concerning knowledge and ability on learning English

From the interview with students in 4 factors concerning the teaching, i.e. (1) teaching by picture displaying, (2) teaching by performing the gestures, (3) teaching by using the sign and symbol, and (4) teaching by storytelling practice towards English-listening, English-speaking and English writing of students, it was found that knowledge and understanding of students in using English language through the gestures performed by the teacher, students answered by explaining the meaning of the gestures as shown by the teacher and then the teacher ordered them to perform the gestures by using English vocabularies. The teacher ordered students to perform the gestures and they could respond correctly, this means that, students had knowledge and understanding on English vocabularies and sentence as set for an interview.

Recommendations

1. The activity on English writing should be conducted regularly to develop the students' skills.
2. The activity on developing the teaching system should be conducted continuously through social media.
3. The activity on English language should be conducted frequently in order that students will have the skills and motivation in developing their English language.

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