

A STUDY OF THE EFFECTIVENESS OF STORYTELLING-BASED INSTRUCTION
TO ENHANCE ENGLISH LISTENING AND SPEAKING SKILLS OF SIXTH GRADE
STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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Ampha Jenprai. (2013). *A Study of the Effectiveness of Storytelling-Based Instruction to Enhance English Listening and Speaking Skills of Sixth Grade Students*. Thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Dr. Aurapan Weerawong, Dr. Walaiporn Chaya.

This study aimed to measure the effectiveness of the storytelling-based instruction on the sixth grade students' listening and speaking ability. It also aimed to examine learners' attitudes towards their English lessons after learning English through storytelling-based instruction. The participants of this study were sixty sixth grade students of Bancha-uat School in Nakorn Srithammarat province. They were selected by using the simple random sampling method to draw from seven classes with 220 students in total. They were divided as the experimental and control groups with thirty students in each group. The research instruments consisted of the English listening and speaking skills test which was used as a pre-test and post-test, the questionnaire on students' attitudes towards learning English through storytelling-based instruction and the learning logs. The five storytelling-based instruction lesson plans were used as teaching material to teach students in the experimental group for five weeks. Each lesson plan was used for three sessions, fifteen sessions in total. Each session lasted 50 minutes. The data were statistically analyzed by mean, standard deviation, and t-test independent statistics. The results of this study indicated that the English listening and speaking ability of the students taught through the storytelling-based instruction was significantly higher than that of the students taught through regular instruction at the .05 level of significance. Moreover, after the experiment, the learners' attitudes towards their English lessons after learning English through storytelling-based instruction were highly positive.

การศึกษาประสิทธิภาพของการใช้การเล่านิทานเพื่อเพิ่มทักษะด้านการฟัง-พูดภาษาอังกฤษของ
นักเรียนชั้นประถมศึกษาปีที่ 6



บทคัดย่อ
ของ
อัมพา เจนไพโร

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

มีนาคม 2556

อัมพา เจนไพโร. (2556). การศึกษาประสิทธิภาพของการใช้การเล่านิทานเพื่อเพิ่มทักษะด้านการฟัง-พูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ปริญญาทิพนธ์ ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. คณะกรรมการควบคุม: ดร. อรพรรณ วีระวงศ์, ดร. วไลพร ฉายา.

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการใช้การเล่านิทานเพื่อเพิ่มทักษะด้านการฟัง-พูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 นอกจากนี้การวิจัยครั้งนี้ยังศึกษาทัศนคติของผู้เรียนหลังจากเรียนภาษาอังกฤษโดยการใช้การเล่านิทาน กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 60 คนจากโรงเรียนบ้านชะอวด จังหวัดนครศรีธรรมราช ซึ่งสุ่มเลือกจากนักเรียนชั้นประถมศึกษาปีที่ 6 ทั้งหมดจำนวนเจ็ดห้องจากนักเรียนทั้งสิ้น 220 คน โดยแบ่งออกเป็นกลุ่มทดลองและกลุ่มควบคุม กลุ่มละ 30 คน เครื่องมือที่ใช้ในการวิจัยได้แก่ แบบทดสอบทักษะด้านการฟัง-พูดภาษาอังกฤษซึ่งเป็นเครื่องมือที่ใช้ในการวัดความรู้และความเข้าใจของนักเรียนทั้งก่อนและหลังการเรียนการสอน แบบสอบถามด้านทัศนคติต่อการเรียนภาษาอังกฤษโดยการใช้การเล่านิทาน และแบบบันทึกการเรียน นักเรียนในกลุ่มทดลองได้รับการสอนโดยการใช้การเล่านิทานจำนวนห้าแผนการสอน เป็นเวลา 5 สัปดาห์ แต่ละแผนใช้สอน 3 คาบ รวมทั้งสิ้น 15 คาบ ซึ่งแต่ละคาบใช้เวลา 50 นาที สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และใช้สถิติ t-test แบบ Independent samples ผลการศึกษาพบว่า ความสามารถด้านการฟัง-พูดภาษาอังกฤษของนักเรียนที่เรียนด้วยการเล่านิทานสูงกว่านักเรียนที่ไม่ได้เรียนภาษาอังกฤษด้วยการเล่านิทานอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ยิ่งกว่านั้นหลังการเรียนด้วยนิทานพบว่านักเรียนมีทัศนคติที่ดีมากต่อการเรียนภาษาอังกฤษ

The thesis titled
“A Study of the Effectiveness of Storytelling-Based Instruction to Enhance English
Listening and Speaking Skills of Sixth Grade Students”

by
Ampha Jenprai

has been approved by the Graduate School as partial fulfillment of the requirements for the
Master of Arts degree in Teaching English as a Foreign Language of

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ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to many people who have involved in the completion of this thesis. First, my heartfelt gratitude is extended to my advisor, Dr. Aurapan Weerawong whose thoughtful advice truly encouraged the completion of thesis. With her wide knowledge, helpful comments and kind guidance, she gave me a lot of recommendations and invaluable feedback to my work. I also convey my sincere gratitude, appreciation and thanks to my co-advisor, Dr. Walaiporn Chaya, for her valuable advice and guidance that inspired me to complete this study. Furthermore, I would like to extend my thanks to Asst. Prof. Dr. Saiwaroon Chumpavan, for her kindness, guidance, and valuable time.

I would like to express my warmest appreciation to my research committees Dr. Sirinan Srinaowaratt and Asst. Prof. Dr. Bang-on Pantong for their kind assistance, guidance and thoughtful comments. My gratitude goes to Mr. Tanakorn Tongprayoon, Miss. Wongsiri Boonsue and Mrs. Rajini Srikeruwal for their insightful comments in improving my research instrument. My sincerest thanks also go to Mr. Thomas F. Radzienda for his time in proofreading and made valuable suggestions to the study.

Additionally, my heartfelt thanks go to helpful English teachers and students at Bancha-uat School who participated in this study. I am very grateful to all of them for valuable cooperation.

Finally, my special thanks to all my TEFL friends and my family members who have always encouraged and have given me the warmest understanding.

Ampha Jenprai

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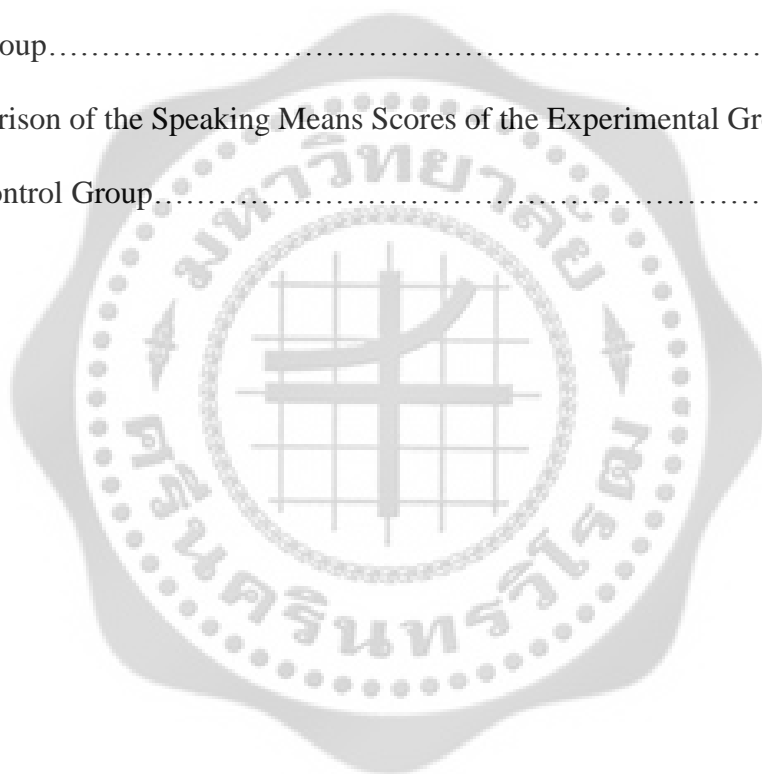
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CHAPTER I

INTRODUCTION

Background of the Study

In Thailand, English is taught to Thai learners at all levels. However, many reports and research studies criticize the teaching of English in Thai schools because of the emphasis on grammar translation and focus on English examinations.

Communicative skills such as speaking, writing, listening and reading are not focused on resulting in poor English proficiency (Angwattanakul, 1994; Ministry of Education, 2002). In response, the Ministry of Education has been revising the English curricula and emphasizing that English should be taught for communication (Ministry of Education, 2006; Soranastaporn, Chantarasorn, & Chumpavan, 2002). The communicative approach has been employed to Thai teachers for many years, but students' English skills have not improved (Ministry of Education, 2002). Due to the grammar translation approach, the oral proficiency of learners has not been emphasized (Butler-Pascoe & Wiburg, 2003). This problem can be found at all educational levels from primary through university (Weerawong, 2004; Wiriyaichitra, 2002).

Punthumasen (2007) states that most Thai teachers of English focus on reading and writing skills more than listening and speaking skills. Meanwhile, the community and home environment in Thailand does not promote development of students' communicative English skills. Further factors that contribute to this problem include students' lack of opportunities to use English in their daily lives; English lessons are unchallenging; students are passive learners; they are too shy to speak English with their classmates, teachers or with native speakers (Biyaem, 1997; Chiu, Liou, & Yeh, 2007; Wiriyaichitra, 2002). According to the Ministry of Education (2002), Thai speakers of

English still have serious difficulties in oral communication. Moreover, in rural area, Thai students have little interest and motivation in learning English because they only gain English knowledge from textbooks. Teachers, especially at primary level, generally teach English in Thai and control the learning activities (Kijiripanth, 2006). Therefore, students have few opportunities to communicate in English (Chiu, Liou, & Yeh, 2007; Pinyosunun, 2005; Rasri, 2002).

With these problems in mind, teaching English for communication to young learners is an important topic to investigate because many research studies reveal that English is taught best at an early stage. Birdsong (1999) states that young learners are better equipped to develop English language acquisition if they start learning English at an early age. In the “Critical Period Hypothesis” young learners acquire a second language (a language used in everyday life, even though it is not the native language) more quickly than adults. This is particularly true before puberty because children’s brains are able to use the mechanisms that assist first language acquisition (Brewster, Ellis & Girard, 2004; Cameron, 2001; Robinson, 2003). Additionally, many experts agree that children are widely perceived to learn a foreign language (a language studied but not used much in everyday life) more quickly than adults (Krashen, Long & Scarcella, 1979; Long, 1990). Some researchers argue that young learners are better at pronunciation, whereas grammar depends more on maturation of the brain beyond puberty (Selinger, Walsh and Diller cited in Singleton, 1995). Similarly, young learners have competence in comprehension and storytelling in addition to pronunciation (Brewster et al., 2004).

English teachers therefore should be aware of how to teach young learners effectively. Many experts suggest that English teachers should make young learners feel

competent and confident by providing them with a safe, entertaining, and educational environment (Schindler, 2006; Scott & Ytreberg, 2001). Shin (2006) also suggests that the more fun students have, the better they remember the language learned. This is especially true when they have fun with movement and physical participation. In addition, Nunan (2003) states that when teaching speaking skills, beginning and intermediate students must be given opportunities to develop both fluency and accuracy. He suggests that speaking tasks should involve negotiating meaning, asking for clarification, using repetition, or explanation during conversations. In teaching listening skills, Linse (2005) suggests that teachers of young learners must be familiar with three main learning channels; auditory, tactile and visual. Auditory refers to listening to someone read a story aloud. Tactile refers to the ability to remember information, language, and content when the information can be touched. Visual refers to the ability to recall visual images or pictures easily. Young learners should be supported by contextualizing language with visuals, mime and gestures (Brewster et al., 2004; Gordon, 2007; Shin, 2006). Furthermore, the curriculum is aimed at enabling learners to acquire knowledge, skills, and positive attitudes towards English (Ministry of Education, 2008). Krashen (1981) argues that learners with high motivation, self-confidence, good self-image, and low level of anxiety are better equipped for success in second language acquisition. Thus, to teach English for communication to young learners, teachers can use various techniques such as role-playing, storytelling, songs, task-based learning and game activities (Lefever, 2010; Shin, 2006; Hayriye, 2006).

The storytelling method, according to Ellis and Brewster (2002), is one way to encourage students to learn English while having fun building confidence. Lee (2007) supports the use of stories to enhance students' four skills in a variety of activities. A

story is an effective tool for early language teaching and helps develop positive attitudes towards a foreign language (Ellis & Brewster, 2002; Malkina, 1993; Murdoch, 2002; Phillip, 1993). Richard-Amato (2003) also suggests that exposing students to a story before they fully understand the words is highly motivating for beginners at any age. Moreover, the repetition of key vocabulary and structures from stories help children remember every detail. Listening to stories develops students' listening and concentrating skills via visual clues such as pictures and illustrations. Listening ability also depends on prior language knowledge and general knowledge (Ellis & Brewster, 2002).

In Thailand, the storytelling method has been tested by some researchers to determine its effectiveness in learning skills. Chiewchorhor (2008) found that storytelling increases students' listening ability. Similarly, a study by Phuwarat (2003) revealed that the use of songs and tales enhances the listening ability of fifth grade students. Moreover, the results of some foreign studies found that using storytelling method enhanced students' motivation to participate in stories and improved their English skills (Prabripu, 2000; Seedhouse & Li, 2010; Seidel, 2002).

The storytelling method clearly helps students develop their English skills. It is challenging and provides ample opportunities for students to use English in the classroom. In addition, storytelling can motivate students to communicate.

In consideration of the studies described above, the present research is concerned with investigating how storytelling-based instruction can enhance the English speaking and listening ability of sixth grade students. The research results can be employed by

teachers looking for techniques to improve their teaching methods and enhance their students' speaking and listening skills.

Objectives of the Study

The main objectives of this study were as follows:

1. To examine the effectiveness of storytelling-based instruction to develop sixth grade students' English speaking and listening ability.
2. To examine learners' attitudes towards their English lessons after learning English through storytelling-based instruction.

Statement of the Problem

The researcher found a number of studies investigating the effectiveness of using storytelling, but most of them focused only on listening. However, the researcher found no studies that specifically compared differences in English proficiency between students studying with and without storytelling-based instruction focusing on both listening and speaking skills in Thai schools at any level. Therefore, the specific problem addressed in this study was to see if there were differences in English proficiency between students who completed their studies without storytelling-based instruction versus students who completed their studies with storytelling-based instruction. This study also sought to see if students had positive attitude towards English lessons after learning English through storytelling-based instruction.

Research Hypotheses

The hypotheses of this study were as follows:

1. On the post-test administration of the English Listening Test, the mean score of students in the storytelling-based instruction group will be higher than the mean score of students in the regular instruction group.
2. On the post-test administration of the English Speaking Test, the mean score of students in the storytelling-based instruction group will be higher than the mean score of students in the regular instruction group.

Significance of the Study

This study provided information concerning the development of sixth grade students' English speaking and listening ability through storytelling-based instruction. The study also aimed to investigate learners' attitudes towards their English lessons after learning English through storytelling-based instruction. The results of this study would be beneficial for teachers of English at the primary level to determine if storytelling-based instruction could help students gain greater English listening and speaking skills. The research results served as a guideline for EFL teachers in making the appropriate storytelling-based instruction lesson plans and development of plan to enhance students' listening and speaking ability.

Definition of Terms

Storytelling-based instruction refers to the instruction of teaching and learning English based on stories and story books, which have been selected and told aloud by the researcher.

English listening and speaking skills refer to student's language ability to communicate in English using storytelling-based instruction both during and after the language development activities deployed in the classroom.

Summary of the Chapter

This chapter has presented the general background of storytelling-based instruction, specific objectives of the research, statement of the problem, research hypotheses, significance of the study, scope of the study and definition of terms. Review of related literature is provided in chapter two.

CHAPTER II

REVIEW OF THE LITERATURE

This study has investigated the effectiveness of storytelling-based instruction on sixth grade students' listening and speaking ability. It has also aimed to examine students' attitudes towards storytelling-based instruction. To provide appropriate background information regarding the research, the following topics in related literature have been reviewed: 1) storytelling-based instruction; 2) review of English communication skills; 3) students' attitudes and 4) related research on storytelling-based instruction.

Storytelling-Based Instruction

Definition of storytelling.

Various experts give theoretical terms of definitions for storytelling. Berman (2006) defines storytelling as an oral tradition because the issues are transferred by people who tell the stories. Similarly, Ellis and Brewster (2002) define storytelling as telling a story to people who are happy to listen which can be told by reading aloud from a book or by word of mouth in the oral tradition of traditional society. Carpenter and Prichard (1984) add that storytelling is used with children in libraries and other institutions. For the purpose of this study, storytelling is defined as a story told aloud by a teacher to students, either with or without a book.

Benefits of using stories for young learners.

Many researchers identify the benefits of using stories. These include language learning, imaginal and motivational benefits. Ellis and Brewster (2002), Malkina (1995),

Murdoch (2002) and Phillip (1993) point out that story telling is an effective tool for early language teaching and helps develop positive attitudes towards the foreign language and language learning. Richard-Amato (2003) suggests exposing students to a story before fully understanding the words is highly motivating for beginners at any age. The benefits of using stories are clarified below.

Language learning.

The use of stories can promote language learning because many stories contain natural repetition of key vocabulary and structure. This, helps children remember every detail and learn to anticipate what is about to happen next in the story. Listening to stories allows a teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts (Ellis and Brewster, 2002). In addition, Lee (2007) explains that the use of stories can enhance students' four skills. Listening to stories develops students' listening and concentrating skills via visual clues (for example, pictures and illustration), prior language knowledge and general knowledge (Ellis & Brewster, 2002).

Imagination.

Ellis and Brewster (2002) point out that stories exercise the imagination. Students become personally involved in a story as they identify with the characters and interpret the narrative and illustrations. The imaginative experience develops their creative power. Stories are also a useful tool in linking fantasy and imagination with a child's real world. Similarly, Wajnryb (2003) explains that stories promote imagination and fantasy along with cognitive and aesthetic development. Hayriye (2006) further states that storytelling requires students to share ideas with plenty of imagination without worrying about the

conclusion being right or wrong. Tutas (2000) adds that storytelling encourages critical thinking, creative thinking and imaginative interactions in terms of problem solving.

Motivation.

Stockdale (1995) points out that storytelling is motivating and learners can be completely absorbed in stories due to the combination of instruction and entertainment. Listening to stories in class is a shared social experience which can provoke a response of laughter, sadness, excitement and anticipation as well as strengthen a student's confidence, encourage social and emotional development (Ellis & Brewster, 2002). The social experience promotes high motivation and confidence which leads to the acquisition of second language. Krashen (1981) writes that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Based on these benefits, storytelling enhances students' communication skills by providing a means of transmitting images, ideas, and emotions that motivate them to learn language.

Components of a story-based methodology.

A story-based methodology can be applied in most classroom contexts with little disruption by applying a three-stage model. The model is shown in figure 1.

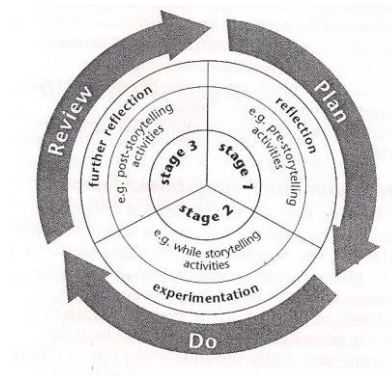


Figure 1. Framework for a story-based methodology - the Plan-Do-Review model (Ellis & Brewster, 2002)

Ellis and Brewster (2002) describe a three-stage model of a storytelling lesson. The first stage is pre-storytelling, which prepares students before they actually listen to the story to make them aware of the context and purpose of their work. The second stage is during storytelling, which allows students to listen to the story. The last stage is post-storytelling stage, which focuses on consolidating the language and themes presented in the story to encourage students to produce the target language skills. The Plan-Do-Review framework provides a structure that enables students to perceive a concrete progression of their work from pre- to post-storytelling activities. To conclude, it is clear that a three-stage model can be used to teach English through storytelling-based instruction.

Storytelling techniques.

Teachers can prepare themselves before telling stories to students. Teachers as storytellers should familiarize themselves with the books and illustrations by deciding which illustrations or details they will focus on. To help teachers boost their confidence, they should listen to a recording of the story as an example of how it can be told aloud. Teachers should read a story several times until they feel confident, and know the story well enough without reading word-for-word (Ellis & Brewster, 2002). Zaro and Salaberr

(1998) suggest that when telling a story, storytellers should modify words or events and adapt the text to suit the learner's world. The reader should feel free to speak in their own cultural context. While telling stories, Ellis and Brewster (2002) also suggest that teachers create an atmosphere for storytelling by setting students to sit in a circle and making sure that everyone can see the teacher's face and the illustrations. Teachers use gesture, mime, facial expression, varied pace and tone to convey meaning and keep students' attention. Richard-Amato (2003) adds that stories may be meaningless if told without expression, feeling or physical involvement on the part of the student.

Criteria for selecting storybooks.

To teach English through storytelling-based instruction efficiently, a criterion for choosing textbooks needs to be proposed. Changer and Harrison (1992) propose criterion for choosing textbooks. First, the language level should be appropriate for students. The vocabulary, structures and functions suitable to students provide a successful learning experience. Second, storybooks should contain features such as rhyme, onomatopoeia, rhythm or intonation that they can imitate to improve their pronunciation. Third, repetition allows students to predict what is coming next in the story and to build their confidence. To recycle language items and develop memory skills, teachers should consider natural repetition to encourage participation and provide pattern and pronunciation practice. Fourth, storybooks should motivate students by drawing on their personal experience. This develops their imagination and appeals to their sense of humor. Fifth, storybooks should arouse curiosity and make students want to find out more about the target language, culture and language learning. The storybooks should also enable students to respond positively to the storyline plus develop positive attitudes towards the

target language, culture and language learning. Finally, storybooks should give information concerning life in the target culture.

Based on the above criteria, teachers should not only be aware of language level, repetition and language features, but they also must choose storybooks that are motivating, develop students' memory skills and arouse curiosity.

Review of English Communication Skills

At an early age, children begin to listen and learn to speak with their parents. Later, they recall learning to read and write from their parents and teachers. Most of communication skills, listening is a skill we are not taught, unlike writing, reading, and speaking. Rubin (1990) explains that listening is the most important communication skill we can develop. Learners must start with listening to a language in order to develop other language skills. Harmer (2007) explains that the more students have chances to listen, the more skillful they are at listening, understanding pronunciation and speaking appropriately. Richard-Amato (2003) adds that while students are listening, an opportunity for writing develops. While they are reading, an opportunity for speaking grows naturally. Furthermore, among the four basis skills, speaking is a basic skill necessary in life especially for young children (Smith, 2003). Similarly, Jiang (2006) states that speaking is the most important skill used in the classroom.

As listening and speaking skills are the most important skills in the process of learning. This study has focused on these skills.

English speaking skill.

Definition of speaking skill.

Speaking skills can be defined in a variety of ways. For the purposes of this research, definitions from three prominent authors have been considered. Hybel and Richard (2001) define speaking as “any process in which people share information, ideas and feeling, it involves all of body language mannerism and style-anything that adds meaning to a message” (p. 45). Nunan (2003) defines speaking as the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Spratt, Pulverness and Williams (2005) define speaking that as a productive skill, like writing. It involves using speech to express meaning to other people.

To conclude, speaking refers to the ability to communicate by repeating words or phrases and describing stories. It also involves sharing information using, body language fluently and accurately.

The importance of speaking skill.

Speaking is an important skill in daily life as emphasized by many educators and researchers. Bailey and Savage (1994) state that to communicate on a daily basis, speaking is a basic skill that helps an English learner become a good reader and writer spontaneously. Similarly, Hayriye (2006) states that speaking is very important part of language learning because the ability to communicate plays an important role in students' school life and in other fields throughout life. Clearly, speaking is a very important skill. Therefore, in learning English as a foreign language, a teacher must provide students optimum opportunities to practice speaking.

Teaching speaking skill to young learners.

Before providing guidelines for teaching speaking skills to young learners, Nunan, (1991) suggests that learners be given the maximum number of opportunities to practice the target language in meaningful situations. More recently, Nunan (2003) has provided five principles for teaching speaking. First, teachers need to be aware of the differences in context between second language and foreign language learning. He explains that learning speaking skills is very challenging for students in a foreign language context because they have few opportunities to use the target language outside the classroom. Some foreign language learners can neither understand native speakers nor be understood when traveling abroad. Second, at beginning and intermediate levels, learners must be given opportunities to develop both fluency and accuracy. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language. Third, teachers provide opportunities for students to talk using group or pair work while limiting teacher talk. Pair work and group work activities can increase the amount of time that learners get to speak in the target language. Fourth, teachers should plan speaking tasks that involve negotiation for meaning by asking for clarification, repetition or explanation. Finally, teachers should design classroom activities that involve guidance and practice in both transactional (communicating to get something done, including the exchange of goods or services) and interactional (communicating with someone for social purposes) speaking.

Evaluating and assessing speaking skill.

Assessment refers to collecting information and judging a learner's knowledge. Conversely, evaluation is used when correcting and interpreting information for discussing the effectiveness of an education program (Brindley, 2003). A teacher must establish clear instructional goals to assess whether or not goals have been met. A teachers need to consider validity and reliability when assessing speaking ability (Linse, 2005). Linse (2005) also suggests that before choosing an assessment tool to use with young learners, teachers should not expect students to have better oral-language skills. Next, a teacher needs to wait at least five seconds for a students' response. Meanwhile, students should be given a couple of minutes to make the transition into English before giving them an English-language assessment. Importantly, the test should have instructions that are easy to understand. More seriously, students need to be shown that the person assessing them can be trusted.

Many speaking tests are available that a teacher can choose from to test learners. Johnson (2001) suggests the techniques of testing speaking: oral interview, role play and simulation, and imitation. An oral interview is a traditional technique where an examiner asks the learner personal questions and perhaps also about a passage or picture sequence. Thornbury (2005) confirms that the use of pictures or a pre-selected topic as a focus for an interview can help, especially if learners are given one or two minutes to prepare themselves in advance. Picture describing is also an effective technique because it enables students to talk freely with creativity and develops their speaking ability in public (Hayriye, 2006). Heaton (1990) provides further support that an excellent way of testing speaking is the oral interview. It is useful to start by asking students to give personal

details. He also suggests that a sequence of pictures telling a story can be used to test speaking ability.

Criteria levels for evaluating speaking skill.

A variety of grading levels to evaluate speaking skill have been reviewed for purposes of the present research. Heaton (1990) presents a system with six bands. He advises using a scale for grading students' performance on speaking tests rather than a marking scheme. It is much better to use a rating scale containing short descriptions of each grade. Oller (1979) sets five standards for English speaking evaluation, focusing on language use in daily life. In a different vein, Mertler (2001) suggests rubrics to evaluate student work. There are two types of rubrics, holistic and analytic. Nitko (2001) identifies a holistic rubric because it requires a teacher to score the overall process or product as a whole without judging the component parts separately. In contrast, an analytic rubric scores each aspect of the process separately. Teachers have to score individual parts of the product or performance and add them up to obtain a total score (Moskal, 2000; Nitko, 2001). Nitko (2001) points out that analytic rubric are preferred when a focused response is required.

To evaluate English speaking ability, a researcher can use many characteristics including fluency, accuracy, vocabulary, grammar and communication. This research is based on an analytic rubric adapted from Heaton's framework (1990).

English listening skill.

Definition of listening skill.

Listening, like reading, is a receptive skill as it involves responding to language rather than producing it (Spratt, Pulverness, & Williams, 2005). Experts define listening in a variety of ways. Helgesen (2003) defines it as, “an active, purposeful processing of making sense of what we hear” (p.24). Rost (2002) writes that listening is the “mental process of constructing meaning from spoken input” (p. 279). Richards and Schmidt (2002) define listening comprehension as,

The process of understanding speech in a first or second language, the study of listening comprehension in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener’s expectations, the situation and context, background knowledge and topic (p.313).

In conclusion, listening is the process of hearing and giving feedback to the speaker that facilitates the communication process.

The importance of listening skill.

Listening is used far more than any other language skill in daily life. Cooper and Simonds (1999) state that 70% of waking time is in some form of communication. They calculate that 11 % is spent writing, 15% reading, 32% talking, and 42% to 57% listening. Clearly, listening is an important skill to develop and improve since we cannot be effective in our relationships or professions without it. Therefore, those who often practice listening skills will be better communicators. Zancanaro (2008) explains that the most basic and important communication skills are the ability to listen impartially, to absorb the essence of what person is saying and to truly understand their point of view.

Teaching listening skill to young learners.

Helgesen and Brown (2007) state that listening lessons consist of three parts: pre-listening, listening task and post-listening. This format forms the basis of many listening methodologies (Field, 2008). Field (2008) explains that during pre-listening, teachers present new vocabulary that learners will encounter in the recording. In post-listening, they check the answers to comprehension questions and explore the language of the recording.

Linse (2005) suggests that teachers of young learners need to be familiar with the three main learning channels: auditory, tactile and visual. Auditory learners are better able to learn material when it is presented in an auditory format such as listening to someone read a story aloud. Visual learners are able to recall visual images or pictures easily. Tactile learners are better able to remember information, language and content when they have physically manipulated or touched the information. For example, if children are listening to a picture storybook being read aloud, visual learners will be satisfied when they have a good view of the pictures. Conversely, auditory learners prefer listening to a tale with a minimal amount of visual input. Alternatively, tactile learners want puppets or other props when they listen to a story.

Evaluating and assessing listening skill.

Assessing young learners' listening ability is not easy. Rost (2002) explains that when assessing listening ability, a teacher needs to focus on aspects of proficiency and comprehension that are unique to listening. He also provides many forms of listening tests: Discrete item tests, integrative tests, interview tests and self-assessment. Discrete item tests are multiple-choice questions following a listening text. A teacher assesses the

tests by scoring the response right or wrong. Integrative tests include open summarizing of a listening text, cloze summarizing of a text and complete or partial dictation.

Interview tests are a face-to-face performance with the teacher or another student. The teacher assesses the tests by scoring based on a checklist of items. Self-assessment is when learners rate themselves on given criteria using a questionnaire or when perform a holistic assessment of their abilities via journal entries. Furthermore, formal classroom assessment tests should be similar to other things that learners have been doing in class (Helgesen and Brown, 2007). Four key concepts in testing that a teacher should consider are: validity, reliability, practicality and washback. Validity means that we are actually measuring what we are trying to measure and tests are testing what has actually been taught. Reliability means that test results are consistent; a person being evaluated at different times or by different people would get similar scores. Practicality means that the demands of taking the test are reasonable. Washback describes the effect that a test has on what is taught and how it is taught; this can happen either by course content being included or excluded (Bailey, 2005).

Students' Attitudes

Brown (2001) defines attitude as emotional involvement such as feelings, self and relationships in community. The Longman Dictionary of Contemporary English (5th ed.) defines attitude as opinions and feelings about something, or behavior towards somebody in a particular situation, especially showing how you feel. Lambert (1967) describes three components of attitudes; cognitive, affective and conative. The cognitive component refers to an individual's belief structure. The affective component refers to

emotional reactions. The Conative component refers to the tendency to behave in a certain way towards the attitude. Baker (1988) suggests that attitudes may include both positive and negative feelings attached to a language situation. Ellis (2000) explains that positive attitudes towards the second language can enhance learning while negative attitudes impede it. Similarly, Gardner (1985) states that positive attitudes lead to improved student language proficiency and play a very important role in language learning. In general, if students have positive attitudes, their experiences are likely to be perceived favorably. On the other hand, if they have negative attitudes, their experiences are likely to be perceived unfavorably. Chamber (1999) adds that learning occurs more easily when a learner has a positive attitude towards the language.

It is clear that attitudes refers to students' feeling and shapes their behavior towards language learning. Attitudes also influence the learners' success and failure in their learning.

Related Research on Storytelling-Based Instruction

A substantial research has been carried out in the area of storytelling. The following review includes eight studies concerning storytelling techniques.

Foreign studies.

Seedhouse and Li (2010) evaluated a story-based approach in EFL classrooms among young learners in Taiwan. The participants involved two classes with ten year old children. The data was gathered by classroom observation and interviews with the teachers. The story-based lessons created more variations of interaction patterns. More

student initiation and a wide range of expression in terms of language functions were also found. Student initiation, however, was mainly in Chinese, the students' first language. Two teachers' storytelling styles were identified that affected students' production. The findings suggest that the story-based approach creates an entertaining environment which stimulates a higher level of intrinsic motivation and engagement from students.

Seidel (2002) studied the enhancement of kindergarten language experience by using storytelling props. The sample group included eight kindergarten students who took part in a video-recorded case study of describing the behaviors of Goldilocks and the Three Bears. The results revealed that students were highly motivated to participate in storytelling events that included moving parts, familiar repetition of text, and play-like experiences.

Verdugo and Belmonte (2005) studied the use of digital stories to improve listening comprehension among Spanish learners of English and the effects that digital stories have on the understanding of spoken English by a group of 6-year-old Spanish learners. A pre-post test design was used to investigate whether internet-based technology could improve English listening comprehension. Findings indicated that the experimental group of students outperformed the control group in the final test.

Studies in Thailand.

Chiewchorhor (2008) studied the use of storytelling to enhance the listening ability of third grade students at Assumption Convents Silom School. The instruments included seven storytelling lesson plans and a pre-post listening test. The results indicated that storytelling increased the students' listening ability.

Phuwarat (2003) studied the use of songs and tales to enhance the listening ability of fifth grade students at Banbangwan School, in Phang-Nga Province. The instruments used were lesson plans, a pre-post listening test, a teachers' observation form and students' self-rating form. The study revealed that students' English listening skills were significantly increased.

Prabripu (2000) studied the use of storytelling-incorporated lessons in relation to eight grade students' learning achievement and improvement of English skills. The instruments comprised English lessons based on a storytelling achievement test and a behavioral observation form. The result indicated that storytelling lessons positively affected the students' English learning achievement. The post-experiment achievement level was significantly higher at a .05 level. The lessons resulted in students' improved fluency at a high level and in accuracy at a moderate level.

Wongsawat (2008) studied the use of English tales to enhance the listening ability of fifth grade students at Prathomnonsee School. The instruments used in this study were fifteen lesson plans using English tales, a pre-post listening test, the students' self-assessment form and the teacher's observation form. The findings from this study indicated that listening ability of the subjects was enhanced higher than before the experiment at the .01 level of significance. The subjects also developed cooperative learning skills and showed ability in applying the learned skill as a tool for knowledge enhancement and entertainment.

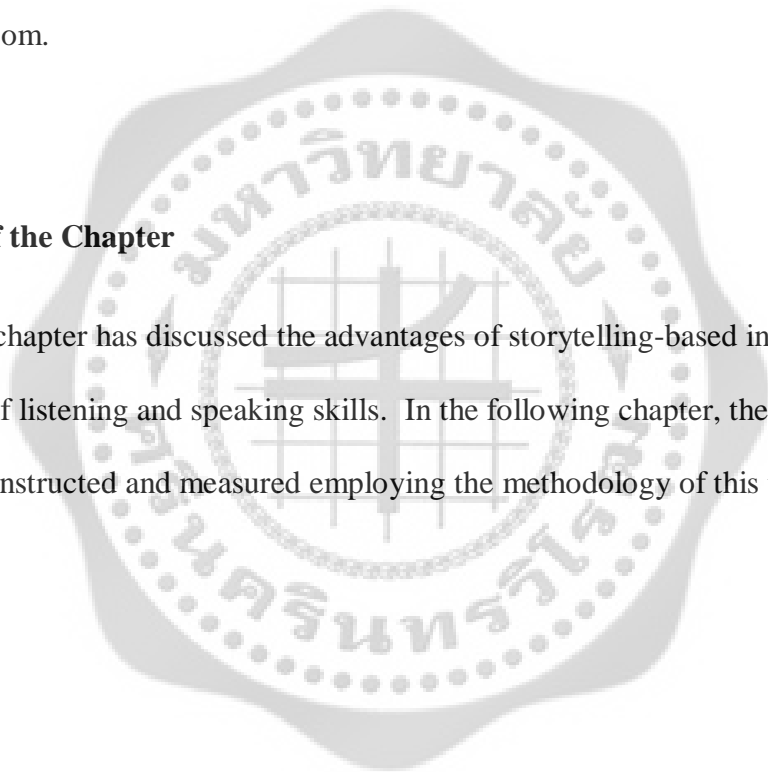
Wongsa (2005) studied the development of English learning activities through E-Saan Folktale for eighth grade students of Nangew Wittayasan School. The research instruments were sixteen learning programs using folktales students' learning observation

forms, teachers' teaching forms, test and post-record of learning activities, and an evaluation form. Students reported that E-Saan folktales were the most effective instructional material to encourage their learning because they were fun, interesting and easy to understand.

To conclude, storytelling develops students' language learning skills, increases opportunities to practice listening skills and allows students to tell stories to their friends in the classroom.

Summary of the Chapter

This chapter has discussed the advantages of storytelling-based instruction and the importance of listening and speaking skills. In the following chapter, the lesson plans have been constructed and measured employing the methodology of this thesis.



CHAPTER III

METHODOLOGY

This study examined the English listening and speaking skills achievement of sixth grade students as well as their attitudes towards storytelling-based instruction lessons. The research methodology includes research procedures, research design, research instrument and teaching material. This chapter also describes the data collection procedures and data analysis.

Research Procedures

Research design.

This study was an experimental two group research design. The study aimed at investigating the effectiveness of storytelling-based instruction to enhance English listening and speaking skills achievement of sixth grade students. The study combined quantitative and qualitative data collection. The quantitative data consisted of the students' pre-test and post-test scores from the listening and speaking tests and students' self-rating from the attitude questionnaire. The qualitative data included the open-ended part of the questionnaire and the learning logs of the experimental group.

Variables.

The independent variable was teaching speaking and listening skills based on the storytelling-based instruction.

The dependent variables were as follows:

- The scores on student's English speaking and listening ability taught through storytelling-based instruction.

- The scores on student's English speaking and listening ability taught through regular instruction.

- Students' attitudes after learning through storytelling-based instruction.

Population.

The population involved in this study consisted of 220 sixth grade students, who studied in the first semester of the 2012 academic year at Bancha-uat School in Nakorn Srithammarat.

Sample group.

The sample included 60 sixth grade students selected by simple random sampling from among a total of 220 students in seven classes. The students were assigned into experimental and control groups with thirty students in each group. They are native Thai speakers and demonstrate a wide range of English ability. The abilities of each student in both classes were allocated in accordance with school policy. They had to take an examination before attending the sixth grade. They were classified into high and low proficiency based on scores from the fifth grade. The school committees arranged the scores of students; the students who were ranked one to thirty-five were put into the high proficiency class. The remaining students were mixed with high and low proficiency.

Research instruments

The research instruments used for collecting data in this study consisted of English listening and speaking achievement tests, questionnaires concerning students' attitudes towards learning English through storytelling-based instruction, and learning log. Storytelling-based instruction lesson plans were constructed by the researcher and were employed to teach students in the experimental group. The following section explains the research instruments and teaching material.

The English listening and speaking achievement test.

This test was constructed by the researcher and served as both a pre-test and post-test (See Appendix A). The pre-test and post-test were administered to measure students' language abilities to communicate before and after the experiment. To construct and design the test, the researcher used the sixth grade primary English curriculum, story books and classroom testing techniques adapted from Heaton (1990). The first section of the test focused on speaking. It comprised describing pictures, sequencing pictures and telling a story as described by Johnson (2001). The second section focused on listening comprehension and consisted of twenty multiple choice questions.

Questionnaire concerning students' attitudes towards learning English through storytelling-based instruction.

Questionnaires were used to explore students' attitudes towards learning English through storytelling-based instruction (See Appendix B). The questionnaire was created in Thai and consisted of two main parts. The first part contained ten questions to measure students' attitudes towards story-based instruction. The questions were based on Likert's

rating scale that consists of five levels (5 = Highest, 4 = High, 3 = Moderate, 2 = Low, 1 = Lowest). The mean scores were categorized into five levels: 4.51- 5.00 =highly positive; 3.51 - 4.50 =positive; 2.51- 3.50=neutral; 1.51-2.50 = rather negative; and 1.00- 1.50 =negative. The students rated each statement according to their opinions and preferences. The second part of the questionnaire consisted of three open-ended questions. This encouraged students to make comments about the activities they experienced in the storytelling-based instruction.

Learning log.

Learning log was employed to explore participants' reflections about what they learned in each lesson (See Appendix C). The learning log consisted of three questions. The first question asked about their vocabulary learning, which focused on new vocabulary, phrases and idioms. The second question concerned satisfaction with the learning activity, which focused on the activities the students learned and the reasons they liked or disliked that activity. The last question was for additional comments. The experimental group was asked to complete a learning log at the end of each lesson.

Validity of the instruments.

To establish the content validity of the pre-test and post-test, three language experts were asked to check the correctness and appropriateness of the test. The language experts are knowledgeable and proficient in teaching English. They each hold at least a Master's degree in teaching English and have a minimum of five years experience in language teaching. The test was revised and adjusted in accordance with the experts' response to the items objectives congruency (IOC) indices. Items with IOC indices of greater than or equal to 0.5 were determined to be valid. The test was piloted with ten

sixth grade students from Bancha-uat School, who were not included in the sample groups. After the pilot testing, the researcher scored the students' listening tests. Each correct answer was given one mark. The selected test items had their reliability measured using the KR-21 scale (Kuder- Richardson-21) formula. A set of twenty multiple choice items were selected for the pre-test and post-test; these items carried a verified reliability of 0.84 and were included in the final English test. For the speaking test reliability, the researcher and two English teachers gave scores to the pilot group based on speaking criteria. After collecting the scores, the Cronbach's Alpha method was used to measure the reliability of the speaking test. The result indicated that the speaking test had a verified reliability of 0.83.

The thesis advisor and three language experts were asked to check the items of the questionnaire, the learning log and the language used. These items were then revised to eliminate confusing and unclear parts.

Teaching material

The experimental group was taught through story-based instruction constructed by the researcher. The control group was taught through regular instruction using the textbook that English teachers generally prepared for sixth grade students at the school. The regular instruction lesson plans were reviewed following the primary English curriculum (fourth to sixth grades) from the Department of Curriculum and Instruction Department, Ministry of Education (2008).

Storytelling-based instruction lesson plans.

The lesson plans were designed to incorporate storytelling-based instruction in the classroom (See Appendix D). The literature regarding teaching methodologies was reviewed following the primary English curriculum in terms of objective, content, grammar structure, phrases and wordlist for the beginner level (fourth to sixth grades) from the Department of Curriculum and Instruction Department, Ministry of Education (2008). The lexicon for second-level primary fourth to sixth grades from the Department of Curriculum and Instruction Department, Ministry of Education (1997) was also employed. Theories and teaching methods used in teaching storytelling-based instruction were drawn from Ellis and Brewster (2002). The stories comprised “The Frog Family” by Sarah Philips (2003), plus “What did Robot Want?”, “The Ice-Cream Man”, “Dinner”, and “Spots” by Joy Cowley (2004). These story books were selected because the vocabulary, structures and functions were suitable for the students and provided a learning experience. These books motivated students to develop their memory skills increase their confidence and arouse their curiosity. In addition, repetition in the stories allowed students to predict what was coming next.

Five storytelling-based instruction lesson plans were constructed. Each lesson plan was used for three sessions. Each session lasted fifty minutes. Students were taught through storytelling-based instruction for a total of fifty sessions. The lesson plans were revised by three experts in English language instruction to ensure their relevance to students’ background knowledge (e.g. vocabulary, interests, and motivation). The experts evaluated the lesson plans to check correctness of language vocabulary and appropriateness of listening and speaking activities for sixth grade students. After being

reviewed by the experts, the lesson plans were revised before teaching the experimental group.

According to Ellis and Brewster (2002), each lesson plan should consist of three storytelling activity stages. The pre-storytelling activity stage familiarized students with the topic activated prior knowledge, motivated them and elicited key vocabulary. In addition, new language structure patterns were introduced and practiced. In this stage, the teacher explained the purpose of the activity and demonstrated it.

The while-storytelling activity stage was when students listened to the story and experimented with target language from the first stage. During this process, the researcher circulated around the classroom and monitored students' process and helped as necessary.

The post-storytelling activity stage was when students consolidated the language from the second stage by doing tasks and individually producing language. A reflective review was conducted to evaluate the activities and performance. Table 1 illustrates the content of the five lesson plans for the experimental group:

Table 1

Content of the Five Storytelling-Based Instruction Lesson Plans

	Lesson Topic	Contents	Lesson Objective
1 (3 sessions)	Telling the story	<ul style="list-style-type: none"> • Learn new vocabulary (needs, wants, loaves, give/gave and try) • Ask and answer questions about pictures in the book • Enjoy the story by repeating phrases from the story 	<ul style="list-style-type: none"> • Enable students to describe pictures in a creative way. • Enable students to answer questions from the story correctly.
2 (3 sessions)	My Family	<ul style="list-style-type: none"> • Learn new vocabulary (hot, jump, pond, leaf, and fall) • Ask and answer questions about the pictures in the story • Be a part of the story by repeating phrases from the story • Draw and color a picture of family's members • Describe the family pictures • Learn new vocabulary (smell, feel, taste, hear, spy, cry, and see) 	<ul style="list-style-type: none"> • To have students comprehend the story they heard. • To have students draw a picture of their family and describe their family.
3 (3 sessions)	Describing a Picture	<ul style="list-style-type: none"> • Ask and answer questions about the story • Enjoy the story by repeating phrases from the story • Draw and color a picture of a dog and describe it to the class • Learn new vocabulary (sneak, nibble, cheese) 	<ul style="list-style-type: none"> • To get students to describe their picture in English correctly. • To get students to answer the questions from the story correctly.
4 (3 sessions)	What's your favorite food?	<ul style="list-style-type: none"> • Ask and answer questions about the pictures from the storybook • Get students to repeat the target phrases in the story • Do a survey asking: Do you like....? 	<ul style="list-style-type: none"> • To allow the students to answer the questions from the story correctly. • To provide opportunity for the students to communicate using "Do you like....?"

Table 1 (Continued)

Week	Lesson Topic	Contents	Lesson Objective
5 (3 sessions)	Have you ever had spots?	<ul style="list-style-type: none"> Learn new vocabulary (spots, lots of and catching) Ask and answer questions about the pictures from the storybook Enjoy the story by repeating the phrases in the story Make a story and tell it to class 	<ul style="list-style-type: none"> To get students to answer the questions from the story correctly. To get students to draw pictures and tell a story correctly.

Note: 15 sessions in total and each session lasted 50 minutes

Analytic scoring sheet.

The assessment and evaluation of speaking skills were based on an analytic rubric adapted from Heaton (1990) and Sae-Ong (2010). The scoring was based on the pre-test and post-test speaking tasks in both the experimental and control groups. Three raters, the researcher and two assistants (English teachers at Bancha-uat school) were asked to evaluate the learners' performance. The analytic scoring consisted of four categories: 1) content, 2) fluency, 3) grammar and 4) vocabulary. Rating scale descriptions were based on a scale of 1-5 marks.

Data Collection Procedures

The data of this study comprised quantitative and qualitative data, scores from students' pre-test and post-test scores from listening and speaking tests from both groups, self-rating from the attitude questionnaire, the open-ended part of the questionnaire and

the learning logs of the experimental group. The data were collected to answer two objectives of the study. The first objective was to examine the effectiveness of storytelling-based instruction to develop sixth grade students' English speaking and listening ability. The data to answer the first objective were derived from two sources. The first source was students' pre-test and post-test scores from listening and speaking tests of both groups. The second source was the learning logs of the experimental group. The procedures for the experiment and data collecting are discussed below.

Before teaching and learning through story-based instruction, the English listening and speaking skill achievement test was administered to both groups. Following the pre-test, the researcher taught the experimental group using the lesson plans of storytelling-based instruction. The lesson plans using regular instruction were taught to the control group by an English teacher at Bancha-uat school for six weeks. The experimental group was asked to complete a learning log at the end of each lesson. After teaching for fifteen sessions, the post-test was administered to both groups using the same test that served as the pre-test. All students' listening answer sheets were then collected and rated by the researcher and the speaking scores rated by the same raters as the pre-test.

The second objective was to study learners' attitudes towards their English lessons after learning English through storytelling-based instruction. The data to answer the second objective came from the Students' Attitude Questionnaire. The questionnaire consisted of two parts. In the first part, students rated their opinions on a scale from 1 to 5. The second part comprised three open-ended questions. The Students' Attitude Questionnaire was completed by the experimental group after the experiment.

Data Analysis

The data were analyzed to answer the two objectives of the study quantitatively and qualitatively. The procedures for analyzing the data were as follows:

Quantitative data analysis.

The data from listening and speaking skill achievement tests measured students' skill development. Descriptive statistics were applied to determine the mean and standard deviation of the pretest and posttest scores of the students in both groups using SPSS (Windows) software. T-test independent statistics were employed to measure significant differences between the listening and speaking mean scores on the pre-test and the post-test between the experimental and control groups. The significance level of 0.05 was established to compare the achievement in listening and speaking skills of the students taught through storytelling-based instruction and those taught through regular instruction. In addition, data for analysis were obtained from the students' attitudes towards storytelling-based instruction. The researcher counted the frequency of the answer in the Students' Attitudes Questionnaire in the experimental group. The mean and standard deviation scores on the questionnaire were also calculated using SPSS (Windows) software. The result indicated students' attitudes towards storytelling-based instruction.

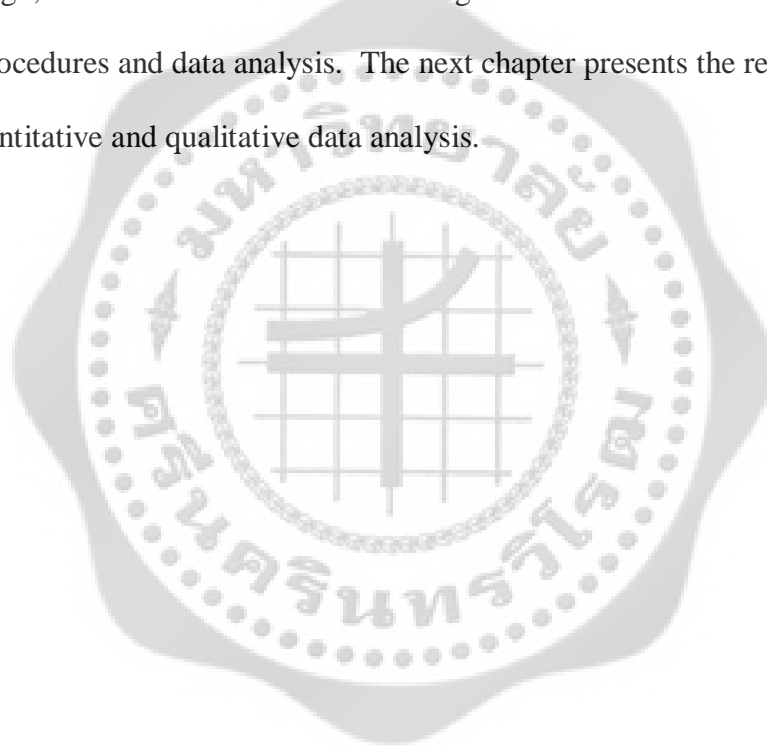
Qualitative data analysis.

Data from the open-ended section of the questionnaires and data from the learning logs were summarized and grouped. The result from the questionnaire revealed why students had a positive attitude towards learning English through storytelling-based

instruction. The results from the learning logs also revealed how storytelling-based instruction enhanced the English listening and speaking ability of sixth grade students.

Summary of the Chapter

This chapter presented the research methodology including research procedures, research design, research instrument and teaching material. It has also described data collection procedures and data analysis. The next chapter presents the results of the study from the quantitative and qualitative data analysis.



CHAPTER IV

RESULTS OF THE STUDY

The main objective of the study was to examine the effectiveness of the story telling-based instruction on sixth grade students' listening and speaking ability. The study also investigated students' attitudes towards storytelling-based instruction. The data, students' scores obtained from the English listening and speaking achievement Test, and the self-ratings obtained from the questionnaire on students' attitudes towards storytelling-based Instruction, were analyzed quantitatively. Qualitative data from students' learning log were also applied to triangulate the quantitative data. This chapter presents the results of quantitative data followed by analysis of qualitative data.

The first objective of this study was to examine the effectiveness of storytelling-based instruction to develop sixth grade students' English listening and speaking ability. The following section presents the findings for objective 1.

Students' English listening and speaking ability

The students' pre-test and post-test scores from the listening and speaking tests of the experimental and control groups (See Appendix E) were calculated using descriptive statistics for the means and standard deviations. The mean scores of students in the two groups were then compared to find out whether there was a significant difference between the pre-test means and post-test means using the independent t-test.

The results revealed a significant difference at the .05 level in the overall means of pre-test and post-test in the experimental group and control group. Table 2 shows the results of the calculation of the overall means scores.

Table 2

Difference in the Mean Scores of the English Listening and Speaking Pre-test and Post-test of the Students in Experimental Group and Control Group

Students	N	Pre-test Scores		Post-test scores			
		<i>M</i>	<i>S.D.</i>	<i>M</i>	<i>S.D.</i>	t	Sig.
Experimental group	30	18.53	4.52	24.37	6.89	6.432	.000*
Control group	30	14.67	4.61	14.77	4.40		

* Significant at the 0.05 level (Sig<0.05)

Table 2 shows that the mean score of the English listening and speaking pre-test of the experimental group ($M=18.53$) was higher than that of control group ($M=14.67$). The mean score of the English listening and speaking post-test of the experimental group ($M=24.37$) was higher than that of the control group ($M=14.77$). The post-test mean score of the experimental group and control group indicated a significant difference value of 0.00, which was lower than the 0.05 level. The results demonstrated a significant difference between the post-test scores of the experimental and control groups at the 0.05 level. Figure 2 shows a bar graph of comparison of the overall mean scores of two groups.

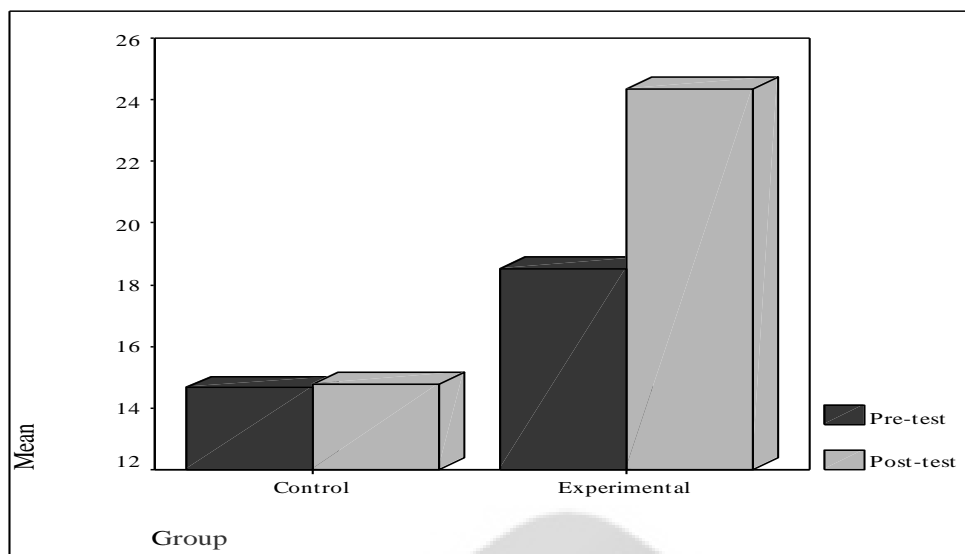


Figure 2. Comparison of the Overall Mean Scores of the Experimental and the Control Groups

To support the first objective, the mean scores of the sixth grade students' English listening ability on pre-test and post-test were compared between the experimental and control groups. Table 3 shows the results of the students' English listening mean scores.

Table 3

Difference in the Mean Scores of the English Listening Pre-test and Post-test of Students in the Experimental and Control Groups

Group	N	Pre-test Scores		Post-test scores		t	Sig.
		<i>M</i>	<i>S.D.</i>	<i>M</i>	<i>S.D.</i>		
Experimental	30	12.77	2.51	13.40	2.92	5.572	.000*
Control	30	9.57	2.99	9.23	2.87		

* Significant at the 0.05 level (Sig<0.05)

As shown in Table 3, the English listening mean score of the post-test for the experimental group (13.40) was higher than the mean score on the pre-test ($M=12.77$).

Conversely, the mean score of the post-test of the control group ($M=9.23$) was lower than that of the pre-test ($M=9.57$). The mean score on the post-test of the experimental group ($M=13.40$) was higher than that of the control group ($M=9.23$). In addition, the post-test mean score of the two groups indicated a significant difference value of 0.00, which was lower than the 0.05 level. The results demonstrated a significant difference between the post-test score of the experimental group and control group at the 0.05 level. This means the listening ability of the students taught through the storytelling-based instruction group was significantly higher than the control group. Figure 3 shows a bar graph of comparison in the listening means scores.

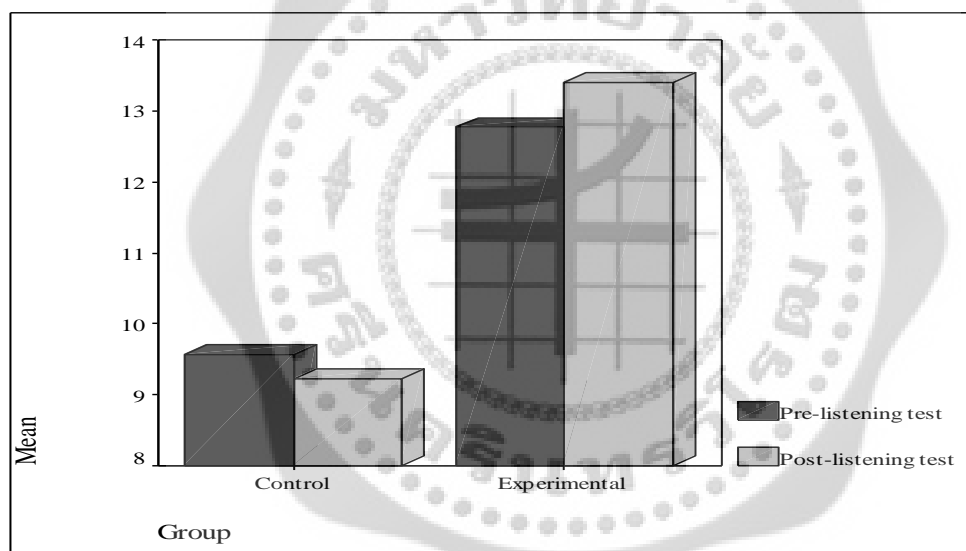


Figure 3. Comparison of Listening Means Scores of the Experimental and Control Groups

The English speaking pre-test and post-test mean scores of the two groups are shown in Table 4.

Table 4

Difference in the Mean Scores of the English Speaking Pre-test and Post-test of the Experimental and Control Groups

Students	N	Pre-test Scores		Post-test Scores			
		<i>M</i>	<i>S.D.</i>	<i>M</i>	<i>S.D.</i>	<i>t</i>	<i>Sig.</i>
Experimental group	30	5.73	2.638	11.30	4.793	5.877	.000*
Control group	30	5.10	2.551	5.53	2.432		

* Significant at the 0.05 level (sig<0.05)

As shown in Table 4, the English speaking mean score of the post-test of the experimental group ($M=11.30$) was higher than that on the pretest ($M=5.73$). Similarly, the mean score of the post-test of the control group ($M=5.53$) was higher than that on the pre-test ($M=5.10$). The results revealed that the mean score of the post-test of the experimental group ($M=11.30$) was higher than that of the control group ($M=5.53$). The post-test mean score of the experimental group and control group showed a significant difference value of 0.00, which was lower than the 0.05 level. The results indicated a significant difference between the post-test scores of the experimental group and control group at the 0.05 level. This indicates that the speaking ability of the students taught through the storytelling-based instruction group was significantly higher than the control group. Figure 4 shows a bar graph of comparison in the speaking mean scores of the two groups.

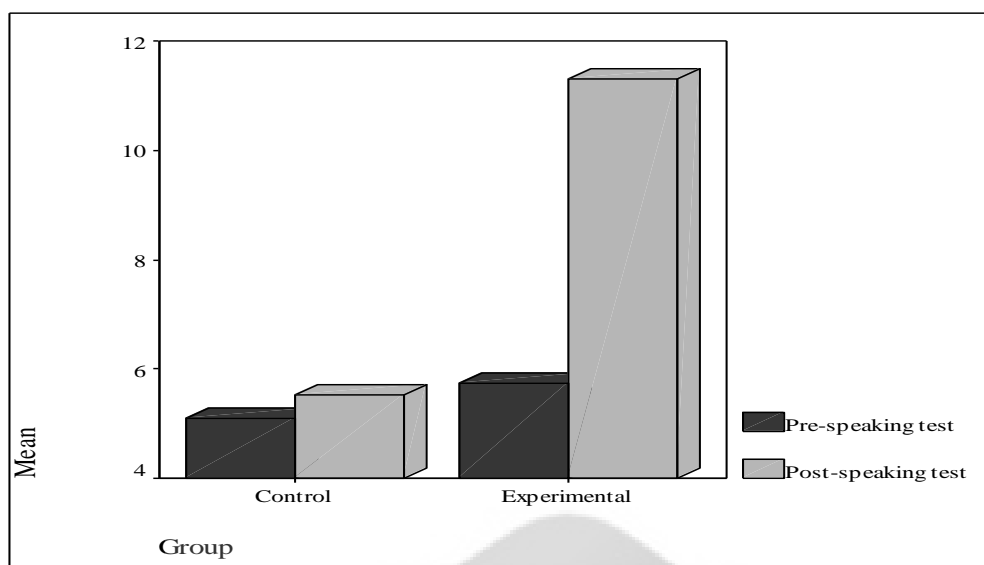


Figure 4. Comparison of the Speaking Mean Scores of the Experimental Group and the Control Group

The second objective was to study learners' attitudes towards their English lessons after learning English through storytelling-based Instruction. The following section presents the findings for objective two.

Students' Attitude towards Storytelling-Based Instruction

The questionnaire was used to disclose students' viewpoints regarding how they felt after learning through storytelling-based instruction. The questionnaire was divided into a checklist (Part A) and comments (Part B). The students were required to answer the Questionnaire on Students' Attitudes towards Storytelling-Based Instruction by rating each item on a rating scale of 1 to 5 (Lowest to Highest). Students self-rating scores from the attitude questionnaires were analyzed and calculated for the mean and standard deviations and interpreted into five levels from negative to highly positive. The result showed that students had a positive attitudes towards Storytelling-Based Instruction rated at highly positive level ($M=4.56$). The data obtained from the experimental group was as follows:

Data from the checklist questionnaire (Part A).

Students' attitudes towards storytelling-based instruction of the experimental group were calculated as shown in Table 5.

Table 5

Students' Attitude towards Storytelling-Based Instruction of the Experimental Group

Statements	M	S.D.	Interpretation (level of students' satisfaction)
1. I like to learn English subject through storytelling-based instruction.	4.60	0.62	Highly positive
2. I like to listen to English words or sentences. I understand the English short story.	4.50	0.68	Highly positive
3. I like to speak English words or sentences after I listen to an English short story.	4.47	0.68	positive
4. I learned a lot of English vocabulary after I listened to an English short story.	4.77	0.50	Highly positive
5. I have more confidence to speak English after learning English through storytelling-based instruction.	4.23	0.86	positive
6. I have an opportunity to communicate with the teacher.	4.57	0.77	Highly positive
7. I like to learn foreign culture from the lesson such as their life style and food.	4.53	0.57	Highly positive
8. I like to learn English through storytelling-based instruction because I am not bored.	4.70	0.70	Highly positive
9. I like to imagine and have some pictures in mind when I listen to the English short story from the teacher.	4.63	0.49	Highly positive
10. The course has encouraged me to learn English more after learned English through storytelling-based instruction.	4.57	0.68	Highly positive
Total	4.56	0.66	Highly positive

Table 5 shows that the mean scores of students' satisfaction of learning English through storytelling-based instruction were highly positive with a mean score of 4.56.

The results revealed that students had positive satisfaction towards the use of storytelling-based instruction. Learners had the highest positive mean scores towards item 4

($M=4.77$). They responded that they had learned a lot of English vocabulary after listening to an English short story. The second highest positive mean score was item 8 ($M=4.70$). They responded that they liked to learn English through storytelling-based instruction because they were not bored. However, only two items yielded low positive mean scores: item 2, they liked to speak English words or sentences ($M=4.50$) and item 5, they had more confidence to speak English ($M=4.23$).

Apart from the ten statements in the questionnaire on students' attitudes towards storytelling-based instruction listed in Table 5, the experimental group answered three open-ended questions on the attitude questionnaire. The questions focused on comments and suggestions about the activity they liked in the storytelling-based instruction.

Data from open-ended questions (Part B).

According to the learners' answers, the researcher analyzed the qualitative data as shown in Table 6

Table 6

The Percentage of Students Answering the Open-Ended Questions

<i>Items</i>	<i>n=30</i>	<i>Percentage</i>
1. What have you learned from storytelling-based instruction lesson?	30	100.00
a) Learned new vocabulary	17	56.67
b) Learned how to tell a story	8	26.67
c) Listened to the English story	5	16.67
2. Do you still want to have English storytelling-based instruction in the class? Why?	30	100.00
a) Students want to have English storytelling-based instruction in the class because it is fun and not boring	14	46.67
b) Students want to have English storytelling-based instruction in the class because they like to listen and tell English stories very much	16	53.33
3. Additional comments	30	100.00
a) Students want to learn more new vocabulary.	6	20.00
b) Students want to learn English storytelling-based instruction with the teacher again.	6	20.00
c) No comments	18	60.00

Table 6 reveals that the topic students mentioned most was new vocabulary (56.67%). The second most frequent topic mentioned was how to tell a story (26.67%). The third most common topic was listening to the English stories (16.67%). According to item two, 53.33 percent of students want to have English storytelling-based instruction in the class because they like to listen and tell English stories very much. 46.67 percent of students said that English storytelling-based instruction was fun and it was not boring. In addition, 20.00 percent of students want to learn more new vocabulary and they also want to learn English storytelling-based instruction with the teacher again. 60.00 percent of made students no comments. The following comments from students reveal a more qualitative array of responses.

Student 1

“After I have learned English vocabulary from the story, I am able to talk in English words and sentences. I can answer questions from the story.”

Student 2

“When the teacher told the story, I liked to imagine the pictures along with the story. I felt a little nervous when telling my story in front of the class.”

Student 3

“I have learned new vocabulary. I will be able to use them in the real situation.”

Student 4

“I would like to have the storytelling-based instruction in the classroom because it improved my listening and speaking skills.”

Student 5

“I would like to have the storytelling-based instruction in the classroom because the activities were very fun such as drawing pictures, describing pictures and telling a story.”

Student 6

“I would like to have the storytelling-based instruction in the classroom because I enjoyed when the teacher telling the story. I could learn vocabulary from the story.”

The above comments show that students had a good attitude towards learning English through storytelling-based instruction. The story helped them imagine, develop

their listening and speaking ability and learn new vocabulary. They agreed that storytelling-based instruction should be used in their English class.

Learning logs

The learning logs of experimental group were also used to support the first objective. The learning logs were employed to explore participants' reflections about what they learned in each lesson. The results indicated that the activities from each lesson encouraged students to practice English listening and speaking skills, which enhanced their listening and speaking ability. There were five learning logs, which were calculated and reported as shown in table 7.

Table 7

Percentage of Students Answering the Learning Log

<i>Items</i>	<i>N=30</i>	<i>Percentage</i>
1. Learning log of lesson one	30	100
1.1 Vocabulary Learning		
a) Students can remember the vocabulary because they pay attention when listening to the story.	16	53.33
b) Students can remember the vocabulary because they take note and they learn words by heart.	10	33.33
c) Students can remember the vocabulary because they use it to make a story.	4	13.33
1.2 The satisfaction of learning activity		
a) Students like the activities because they can practice listening and speaking skills.	11	36.67
b) b) Students like the activities because they are fun and interesting.	16	53.33
c) Students like the activities because they learn new vocabulary and draw the story in pictures.	3	10.00
1.2 Any comments		
a) Students like to learn more about storytelling.	2	6.67
b) Students like to learn more new vocabulary.	2	6.67
c) Students have no comments.	21	70.00
2. Learning log of lesson two	30	100
2.1 Vocabulary Learning		
a) Students can remember the vocabulary because the story is	9	30.00

Table 7 (Continued)

<i>Items</i>	<i>N=30</i>	<i>Percentage</i>
very interesting and has a lot of repetition.		
b) Students can remember the vocabulary because they take note and it is easy.	10	33.33
c) Students can remember the vocabulary because they pay attention when listening to the story.	11	36.67
2.2 The satisfaction of learning activity		
a) Students like the activities because they can practice listening and speaking skills.	14	46.67
b) Students like the activities because they are fun.	15	50.00
c) Students like the activities because the activities promote their self-confidence.	1	3.33
2.3 Any comments		
a) Students like to learn more about storytelling.	2	6.67
b) Students like to learn more new vocabulary.	4	13.33
c) Students have no comments.	24	80.00
3. Learning log of lesson three	30	100
3.1 Vocabulary Learning		
a) Students can remember the vocabulary because the story motivates them and the presentation is attractive.	3	10.00
b) Students can remember the vocabulary because they take note and it is easy.	12	40.00
c) Students can remember the vocabulary because they use it to tell the story.	3	10.00
d) Students can remember the vocabulary because they pay attention when listening to the story.	12	40.00
3.2 The satisfaction of learning activity		
a) Students like the activities because they can practice listening and speaking skills.	7	23.33
b) Students like the activities because they are fun.	20	66.67
c) Students like the activities because they promote self-confidence and imagination.	3	10.00
3.3 Any comments		
a) Students like to learn more about storytelling.	2	6.67
b) Students like to learn more new vocabulary.	8	26.67
c) Students have no comments.	20	66.67
4. Learning log of lesson four	30	100
4.1 Vocabulary Learning		
a) Students can remember the vocabulary because the story motivates them and the presentation is attractive.	3	10.00
b) Students can remember the vocabulary because they take notes.	10	33.33
c) Students can remember the vocabulary because they use it to tell the story.	10	33.33
d) Students can remember the vocabulary because they pay	7	23.33

Table 7 (Continued)

<i>Items</i>	<i>N=30</i>	<i>Percentage</i>
attention when listening to the story.		
4.2 The satisfaction of learning activity		
a) Students like the activities because they can practice listening and speaking skills.	20	66.67
b) Students like the activities because they are fun.	9	30.00
c) Students like the activities because they learn new vocabulary about food.	1	3.33
4.3 Any comments		
a) Students like to learn more about storytelling.	2	6.67
b) Students like to learn more new vocabulary.	11	36.67
c) Students have no comments.	17	56.67
5. Learning log of lesson five	30	100
5.1 Vocabulary Learning		
a) Students can remember the vocabulary because they take notes.	13	43.33
b) Students can remember the vocabulary because they use it to tell the story.	6	20.00
c) Students can remember the vocabulary because they pay attention when listening to the story.	11	36.67
5.2 The satisfaction of learning activity		
a) Students like the activities because they can practice listening and speaking skills.	12	40.00
b) Students like the activities because they are fun.	10	33.33
c) Students like the activities because they draw pictures.	8	26.67
5.3 Any comments		
a) Students like to learn more about storytelling.	10	33.33
b) Students like to learn more new vocabulary.	12	40.00
c) Students have no comment.	8	26.67

The results show that 53.33 percent of students could remember the vocabulary because they paid attention when listening to the story. 33.33 percent of students took notes and learned words by heart, and 13.33 percent used new vocabulary to make a story. For the satisfaction of learning activity, 53.33 percent of students liked the activities because they were fun and interesting. 36.67 percent of students could practice listening and speaking skills, and 10 percent of students learned new vocabulary and drew the story with pictures. In addition, 70 percent of students had no comments, but 23.33

percent of students would like to learn more new vocabulary and 6.67 percent of students would like to learn more about storytelling. The extracts below illustrate this.

Student 1

“I like to tell my story in front of the class because I would earn more confidence to practice my English speaking skill.”

Student 2

“I liked when the teacher told the story because I could guess and imagine the story. I had a lot of fun describing story pictures with my friends.”

In the learning log from lesson two, 36.67 percent of students could remember the vocabulary because they paid attention when listening to the story. 33.33 percent of students took notes and 30.00 percent said the story was very interesting and had lots of repetition. The satisfaction of learning activity shows that 50 percent of students liked the activities because they were fun, 46.67 percent of students could practice listening and speaking skills, and 3.33 percent of students agreed that the activities promoted their self-confidence. 80 percent of students had no comments, but 13.33 percent of students would like to learn more new vocabulary and 6.67 percent of students would like to learn more about storytelling. The extracts below illustrate these findings.

Student 3

“I like the activity that I had to listen to a frog story and acted as a mother frog. I really enjoyed this activity very much because I had an opportunity to speak English with my friends.”

Student 4

“I like this story because it was easy to understand and I would able to tell this story to my sister at home.”

The learning log from lesson three reveals that, 10 percent of students could remember the vocabulary because the story motivated them and the presentation was attractive. 40 percent of students took note and they also said the vocabulary was easy and 10 percent used the vocabulary to tell the story. 40 percent of students paid attention when listening to the story, 66.67 percent of students liked the activities because they

were fun, 23.33 percent of students could practice listening and speaking skills and 10 percent of students agreed that the activities promoted their self-confidence and imagination. 66.67 percent of students had no comments, but 26.67 percent of students would like to learn more new vocabulary and 6.67 percent of students would like to learn more about storytelling. The extracts below illustrate examples of these findings.

Student 5

“ I enjoyed listening to this story because I understood after learning new vocabulary I remembered all new words from the teacher’s miming. I also enjoyed drawing a picture of my dog and told its story to my friend.”

Student 6

“I like the activity when the teacher told me to mime following the words that she called out from the story. I liked to tell my dog’s story to my friends and listened to my classmates’ story.”

The learning log from lesson four shows that 33.33 percent of students could remember the vocabulary because they took notes, 33.33 percent of students used vocabulary to tell the story, 23.33 percent of students paid attention when listening to the story and only 10 percent of students said the story motivated them and the presentation was attractive. The satisfaction of learning activity shows that 66.67 percent of students liked the activities because they could practice listening and speaking skills. 30 percent of them said that the activities were fun and 3.33 percent of students learned new vocabulary about food. In addition, 56.67 percent of students had no comments, but 36.67 percent of students would like to learn more new vocabulary and 6.67 percent of students would like to learn more about storytelling. The extracts below illustrate variety responses.

Student 7

” I enjoyed asking my friends by using the question “Do you like....?” Because I wanted to know what food they liked or disliked. When I had to report my survey to the teacher, I felt very nervous, but I could tell my story without looking at the paper.”

Student 8

“I learned a lot of foreign foods and how to write some Thai food words from the story. I was very proud when the teacher praised me after I reported my survey.”

The learning log from lesson five reveals that 43.33 percent of students could remember the vocabulary because they took notes, 36.67 percent of students paid attention listening to the story and 20 percent of students used the vocabulary to tell the story. The satisfaction of learning activity shows that 40 percent of students liked the activities because they could practice listening and speaking skills, 33.33 percent of students said that the activities were fun and 26.67 percent of students drew the pictures. In addition, 40 percent of students would like to learn more new vocabulary and 33.33 percent would like to learn more about storytelling, whereas 26.67 percent of students had no comments. A few examples are show in the following extracts.

Student 9

“I liked to help my partner make a story and we enjoyed showing our pictures when we told the story. When the teacher said “very good” I was very happy and felt confident to speak English in front of the class.”

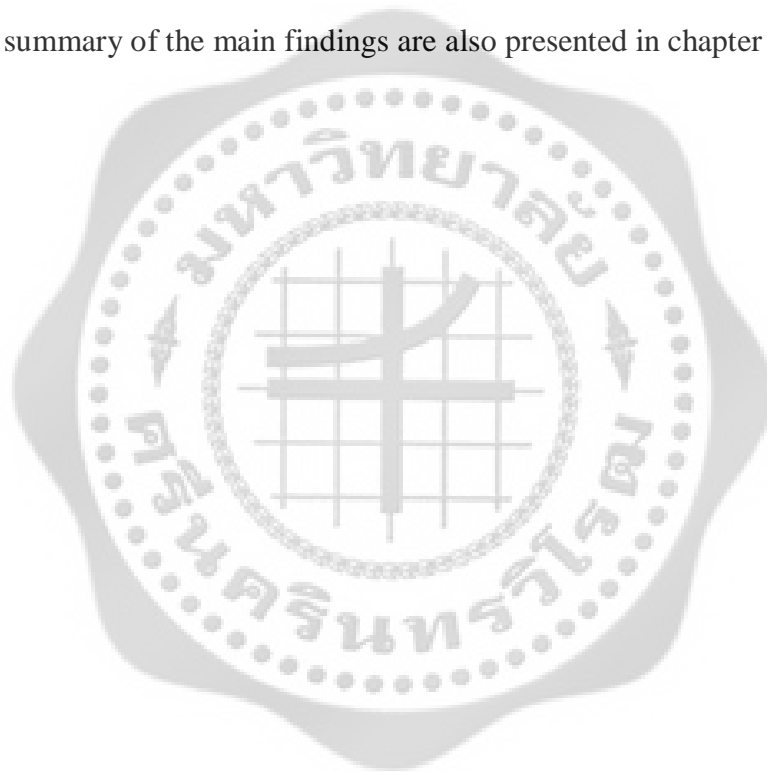
Student 10

“I like this activity because I could work with my best friend. We used new vocabulary that we had learnt from the story to make our story.”

The results of this study showed that the English listening and speaking learning of the students taught through the storytelling-based instruction was significantly higher than students in the control group at a 0.05 level of significance. Moreover, after the experiment, the learners’ attitudes towards their English lessons after learning English through storytelling-based instruction were highly positive.

Summary of the Chapter

This chapter has presented the results of the study showing the difference between the English listening and speaking ability of students taught through the storytelling-based instruction and the control group. In addition, students' attitudes towards their English lessons after learning English through storytelling-based instruction were presented. The next chapter summarizes the results of the study with discussion, implication as well as recommendations for further studies. The conclusion of the research and summary of the main findings are also presented in chapter five.



CHAPTER V

CONCLUSION AND DISCUSSION

This study has aimed to investigate the use of storytelling-based instruction to enhance English listening and speaking ability of sixth grade students. This chapter summarizes the research and findings of the students' achievement in English learning through storytelling-based instruction and their attitudes towards storytelling-based instruction. In addition, the study's implications and limitations as well as recommendations for teachers are discussed.

Summary of the Research

The objectives of this study were twofold: (1) to examine the effectiveness of storytelling-based instruction to develop sixth grade students' English speaking and listening ability; (2) To study learners' attitudes towards their English lessons after learning English through storytelling-based instruction. The population involved in this study consisted of 220 sixth grade students at Bancha-uat School in Nakorn Srithammarat province. The sample groups were 60 students selected by simple random sampling from seven classrooms. Each group consisted of 30 students who were classified into a control group and an experimental group. The research instruments used for collecting data in this study were English listening and speaking skills achievement tests, questionnaires concerning students' attitudes towards learning English through storytelling-based instruction and learning logs. The teaching materials used in this study included five storytelling-based instruction lesson plans.

At the beginning of the experiment, the English listening and speaking skills achievement tests were administered to students in the experimental and control groups.

The researcher taught the experimental group using the five storytelling-based instruction lesson plans; each lesson plan was used for three class sessions. Each session lasted 50 minutes. The experimental group was asked to complete a learning log at the end of each lesson. The English listening and speaking skills achievement post-test, which was the same as the pre-test was administered to both groups at the end of the experiment. All students' listening answer sheets were corrected by the researcher and the students' speaking tests were rated by three raters using analytical scoring. The data were statistically analyzed by mean and standard deviation using SPSS (Windows) software. T-test independent statistics were employed to measure significant differences between two groups' listening and speaking mean scores on the pre-test and the post-test. In addition, students in the experimental group were required to respond to the questionnaire on students' attitudes, exploring their attitudes towards storytelling-based instruction. The mean and standard deviation scores from the questionnaires were calculated and analyzed. The data from the open-ended session of the questionnaires were also summarized and reported.

Summary of the Main findings

The results from the scores of the English listening and speaking skills tests, the rating scales from the questionnaire obtained from the experimental group, as well as students' learning logs revealed major findings as follows:

First, the results demonstrated a significant difference between the post-test scores of the experimental group and control group at the 0.05 level. The mean score of the English listening and speaking post-test of the experimental group ($M=24.70$) was higher than that the post-test mean score of the control group ($M=14.77$). This confirms that

storytelling-based instruction could successfully enhance the sixth grade students' English speaking and listening ability at the 0.05 level.

Second, the students had positive attitudes towards the use of storytelling-based instruction at a highly positive level ($M=4.56$). The results of the qualitative data through open-ended questionnaire revealed that the students enjoyed learning English through storytelling-based instruction because they liked to listen to English stories and practised telling stories to their friends, which promoted their self-confidence.

Results from the learning logs revealed that students liked the activities in each lesson because they were interesting, challenging, promoted their self-confidence and imagination, and provided opportunities for them to practise their listening and speaking skills. They agreed that the stories had a lot of repetition, which motivated them to listen and learn new vocabulary.

The following section discusses the findings, including the students' achievement in English learning through storytelling-based instruction and the students' attitudes towards storytelling-based instruction.

Discussion

Students' achievement in English learning through storytelling-based instruction.

The results revealed a significant difference at the 0.05 level in the overall means scores of pre-test and post-test of the students in the experimental group. Storytelling-based instruction successfully enhanced the students' English speaking and listening ability. Storytelling-based instruction was shown to be effective. A variety of factors contributed to the effectiveness of storytelling-based instruction.

According to Ellis and Brewster (2002), the use of storytelling based instruction can promote language learning. The researcher told the stories which contained natural repetition of key vocabulary and structure to help students remember details and learn to anticipate what was about to happen next in the story. The stories also allowed the researcher to introduce new vocabulary by showing pictures and illustrations. Results from the learning logs from lesson two showed that 30 percent of students remembered the vocabulary because the story was very interesting and had a lot of repetition. In addition, Lee (2007) explains that the use of stories can enhance students' four skills. The data in the study showed that the mean score of the English listening and speaking post-test of the experimental group ($M=24.70$) was higher than that of the control group ($M=14.77$). This indicated that the speaking and listening ability of the students taught through the storytelling-based instruction group was significantly higher than the control group. The findings were consistent with Chiewchorhor's study (2008). Chiewchorhor indicated that storytelling increased students' listening ability. The finding of Wongsawat's study (2008) also indicated that listening ability was enhanced at the .01 level of significance. The results in the mean score of the English listening post-test of the experimental group ($M=13.40$) was higher than that of the control group ($M=9.23$). This was because all students had an opportunity to listen to a picture storybook being read aloud, which helped them remember information, language and content. In addition, the mean score of the English speaking post-test of the experimental group ($M=11.30$) was higher than that of the control group ($M=5.53$). This was because all students had a chance to practise the target language by using group or pair work activity. According to Nunan (2003), pair work and group work activities can increase the amount of time that learners get to speak in the target language. The students' comments from learning log

lesson five also showed that they liked making an English story with their friends and telling their story in front of the class.

In a broader sense, the use of storytelling based instruction can promote imagination and fantasy (Ellis & Brewster, 2002). Similarly, Tutas (2000) points out that storytelling encourages critical thinking, creative thinking and imagination. According to students' learning logs, they enjoyed guessing the story line and using their imaginations. In the while-storytelling stage, they guessed and predicted what would be coming next. At the post-storytelling stage, they were required to create the story, draw a picture and describe their story. This encouraged their imagination, critical thinking and creative thinking.

Finally, storytelling is motivating and students can become absorbed in stories (Stockdale, 1995). Ellis and Brewster (2002) also explain that listening to a story in class is a shared social experience and can promote high motivation and confidence. According to the students' learning logs from lessons two and three, the story motivated them and the activities promoted their self-confidence and imagination, consistent with Seidel's study (2002). The results revealed that students were highly motivated to participate in storytelling events.

Students' attitudes towards storytelling-based instruction.

The second objective addressed in this study was to study learners' attitudes towards their English lessons after learning English through storytelling-based instruction. The findings showed that students' satisfaction of learning English through storytelling-based instruction was highly positive ($M=4.56$). According to Gardner (1985), positive attitudes lead to improved student language proficiency and play a very important role in language learning. It was found that storytelling-based instruction satisfied the students in all aspects. They liked to learn English through storytelling-

based instruction because they had an opportunity to communicate with the teacher, learned a lot of English vocabulary, had fun, could imagine the story and pictures, were not bored with the stories and they learned foreign culture from the lesson such as life style and food. In addition, the students liked to speak English words or sentences and they had more confidence to speak English after they learned through storytelling-based instruction. The results were consistent with Wongsa's study (2005) which showed that reading E-Saan folktales was the most effective instructional material to encourage learning because it was fun, interesting and easy to understand.

Many researchers agree that storytelling is an effective tool to develop positive attitudes towards foreign language and language learning (Ellis & Brewster, 2002; Malkina, 1993; Murdoch, 2002; and Phillip, 1993). The data from open-ended questions showed that the main thing students learned was new vocabulary (56.67%), how to tell a story (26.67%) and listening to English stories (16.67%). The data also showed that when questioned about their satisfaction to have English storytelling-based instruction in the class, 53.33 percent of students wanted to have English storytelling-based instruction in the class because they liked to listen and tell English stories very much. 46.67 percent of students responded that English storytelling-based instruction was fun and it was not boring. In addition, 20.00 percent of students wanted to learn more new vocabulary and they also wanted to learn English storytelling-based instruction with the teacher again. Ellis (2000) explains that positive attitudes towards learning a second language can enhance learning while negative attitudes impede it. Similarly, Chamber (1999) adds that learning occurs more easily when a learner has a positive attitude towards the language.

In summary, students' positive attitudes towards storytelling-based instruction could affect the development of their English listening and speaking ability. The findings showed that their satisfaction with learning English through storytelling-based instruction

was highly positive ($M=4.56$). Furthermore, this study revealed that storytelling-based instruction could successfully enhance students' English speaking and listening ability at the 0.05 level. Apart from students' English listening and speaking ability, they also improved their self confidence, motivation and classroom participation.

Implications of the Study

The important implication of the study is derived from the finding that storytelling-based instruction effectively enhanced students' English speaking and listening ability. Storytelling-based instruction could be applied as a teaching tool in Thai English language learning and teaching from the primary level. This effective tool provides students an opportunity to develop their listening and speaking skills in learning English and it also helps develop positive attitudes. However before giving tasks, the teacher should explain clear procedures and check students' understanding before allowing them to do the activities. If students get their work before receiving clear instructions, they will focus on the work instead of listening to the teacher.

In addition, teachers should not have high expectations of students' speaking ability because they may exhibit different proficiency levels in one class. Teachers should be patient and try hard to encourage them to speak. At first, let them work in pairs. When they are familiar with speaking or feel more confident, ask them to speak to the whole class.

Moreover, teachers should walk around the class to monitor students while they are doing activities. Some of them might need help from the teacher; especially the low proficiency students and this could help them focus on their activity more completely.

Finally, before telling the story to students, teachers should create an atmosphere for storytelling by getting students to sit in a circle and make sure that everyone can see the teacher's face and the illustrations in the story.

Limitations of the Study

There were two limitations in this study. First, this study was limited by time. The research was conducted within 6 weeks because the researcher was not a teacher at the school. If there were longer period of time of experiment, the results might have been different. Second, during the experiment, an annual sport school event took place. The period of experiment had to extend beyond the planned schedule. The researcher had to make up classes for some periods of teaching on Saturday. A different class time could influence the results.

Recommendations for Further Studies

Recommendations for further studies are as follows:

1. The research should be expanded to study the results at other levels, such as lower secondary to find out whether storytelling-based instruction would be beneficial.
2. This research should also be conducted to examine the effectiveness of using storytelling-based instruction to enhance students' writing ability. Activities in storytelling-based instruction encourage students to create a story, share ideas and use critical thinking. These promote learners' abilities and are suitable for short narrative writing.

Conclusion

This chapter has discussed the main findings of the study. The findings confirmed that storytelling-based instruction enhanced the sixth grade students' English speaking and listening ability at the 0.05 level. The students in the experimental group obtained higher mean scores than the control group. Furthermore, the students had highly positive attitudes towards the use of storytelling-based instruction.



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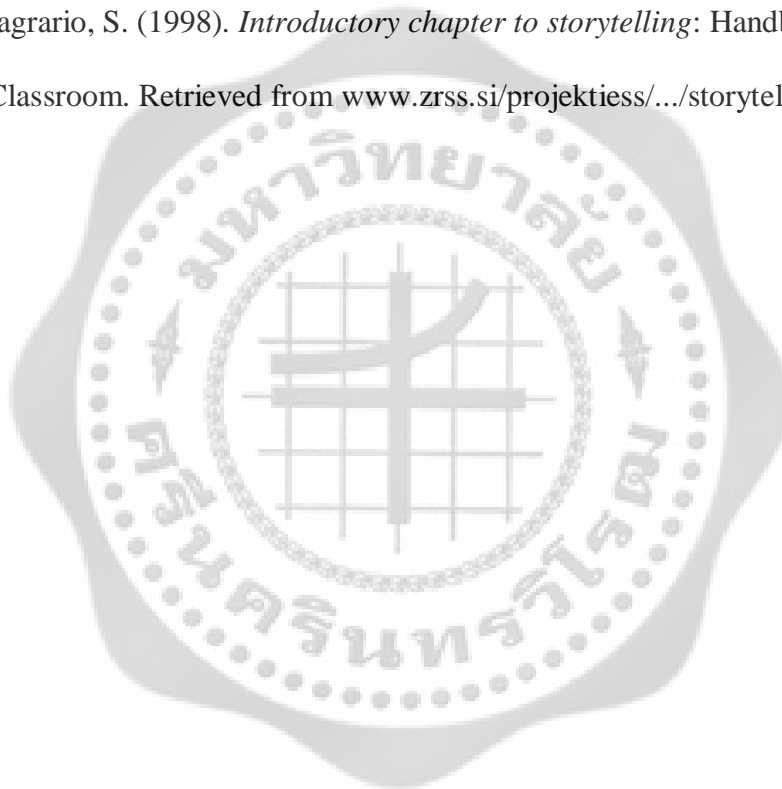
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APPENDICES



APPENDIX A

The Listening and Speaking Skills Achievement Test



Pre-test and Post-test of Listening and Speaking Skills Achievement Test

Part 1: Speaking Skill Achievement Test (20 Marks)

There are two parts as follows:

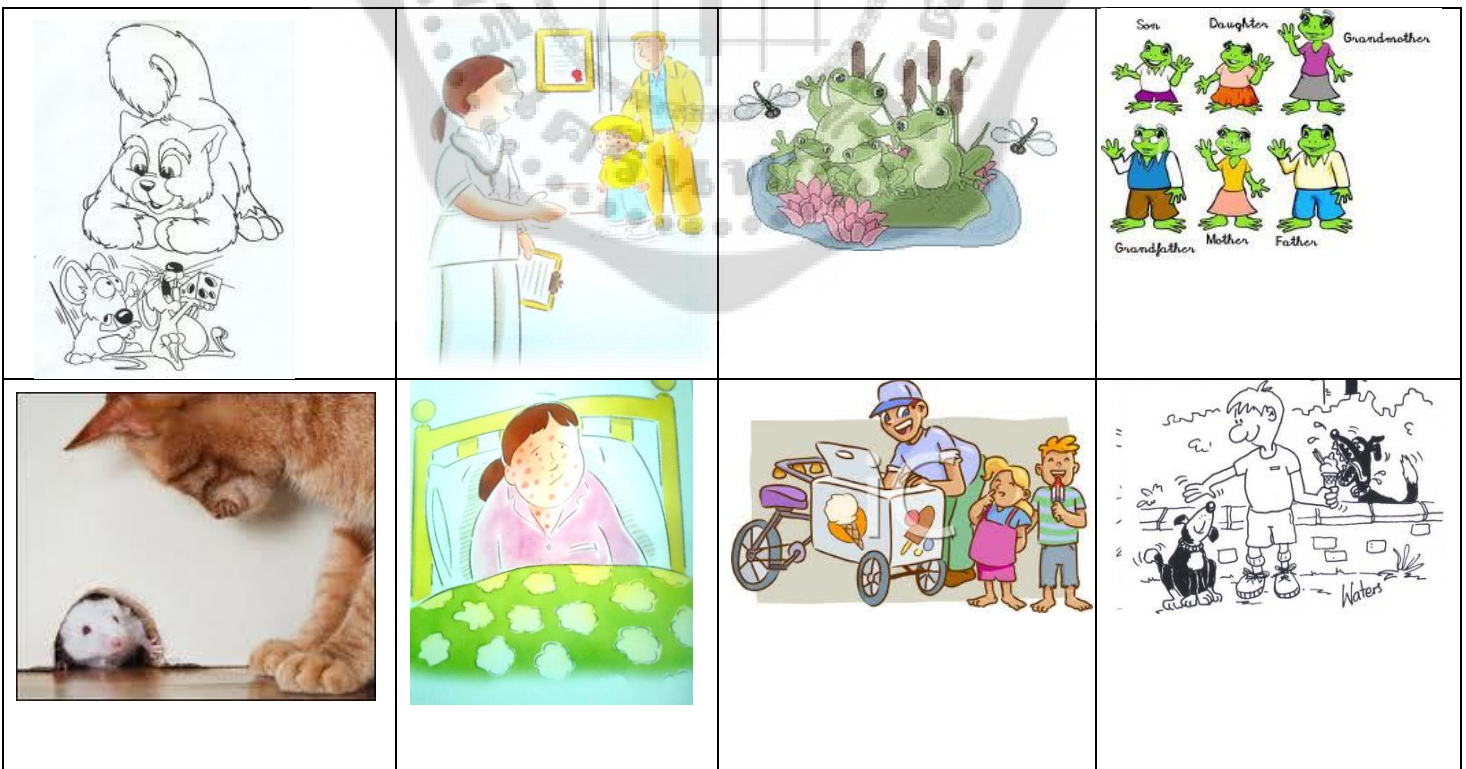
1. Describing pictures
2. Pictures sequencing and telling a story

Part 2: Listening comprehension (20 Marks)

Part 1: Speaking Skill Achievement Test (20 Marks)

1. Describing pictures

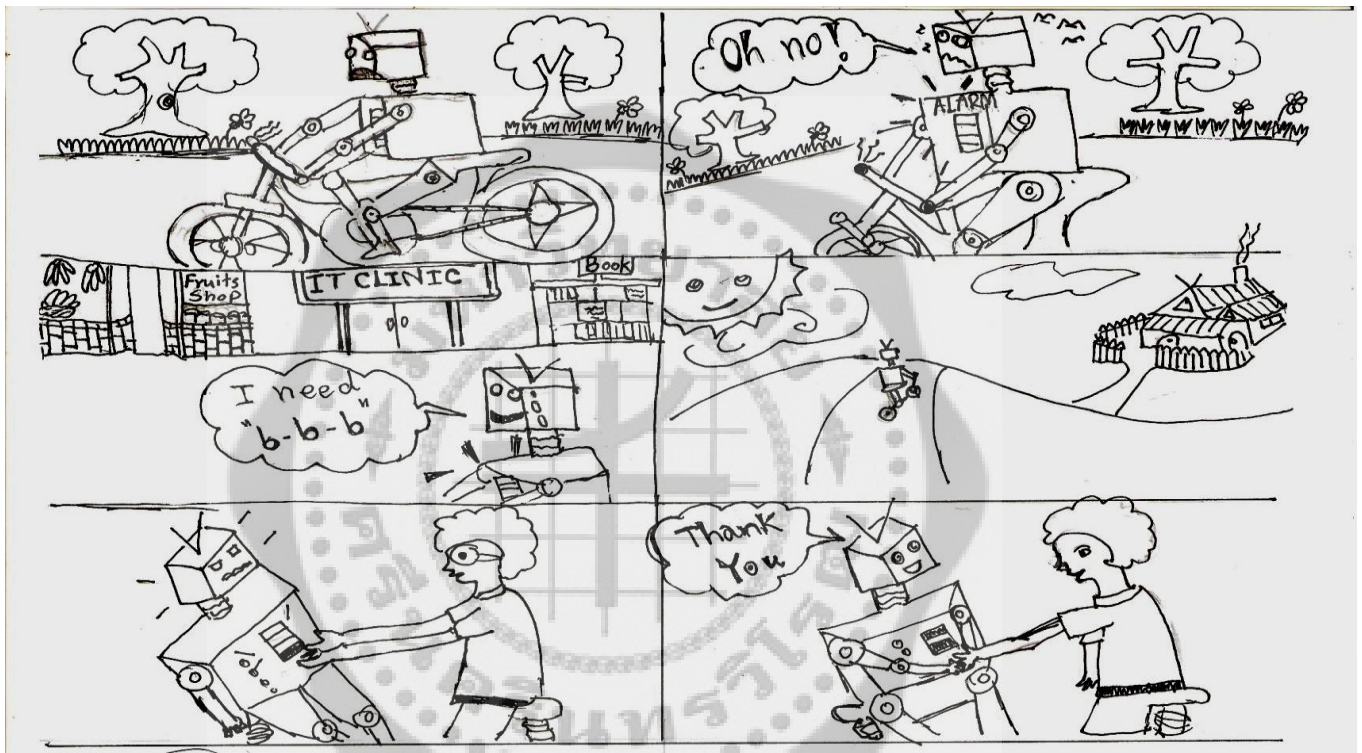
Directions: Choose 1 from 8 pictures, prepare for describing the picture (2 minutes) and describe picture (3 minutes).



2. Pictures sequencing and telling a story

Directions: Choose 1 from 3 story's' picture sets, which have six pictures. Sequence the picture and prepare for telling the story (3 minutes). Tell the story from the pictures (5 minutes).

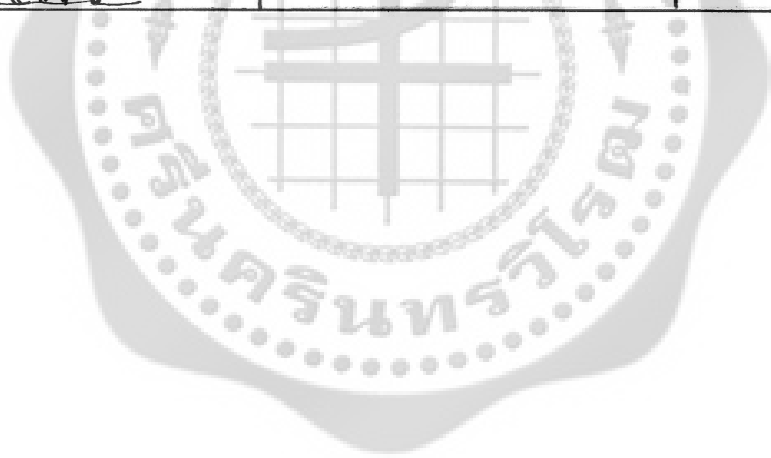
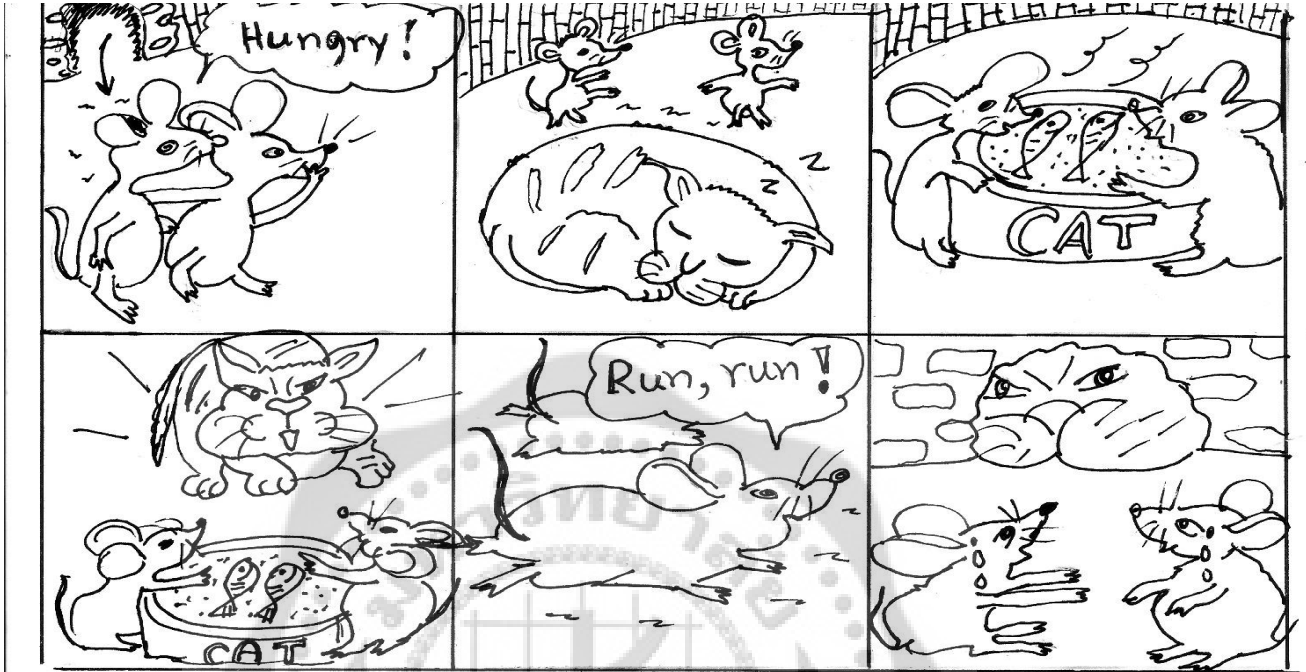
Story's pictures set 1



Story's picture set



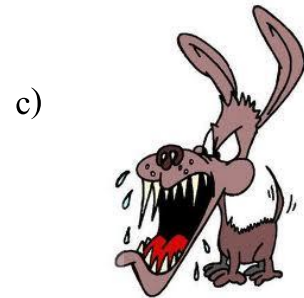
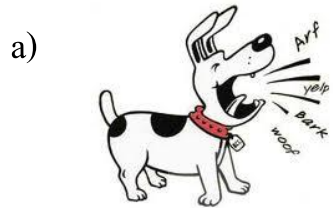
Story's picture set 3



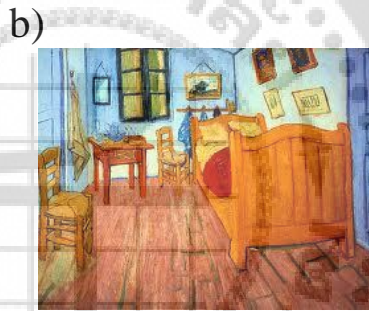
Part 2: Listening comprehension (20 marks)

1.1 Listen to the tape about dog's story carefully. Read the questions and put a cross (×) on a, b and c for each correct answer. (4 marks)

1. What color is the dog?



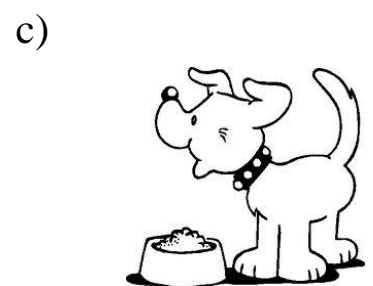
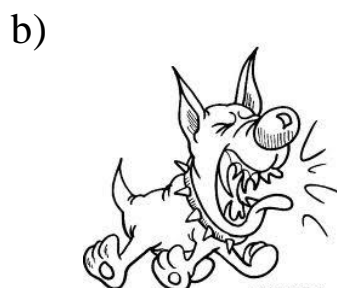
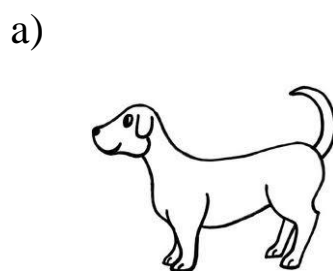
2. The dog is barking outside the.....



3. Where is Bobby?



4. What is Bobby looking for?



1.2 Listen to the tape about birds' story carefully. Read the questions and put a cross (×) on a, b and c for each correct answer. (4 marks)

5. How many baby birds are there?



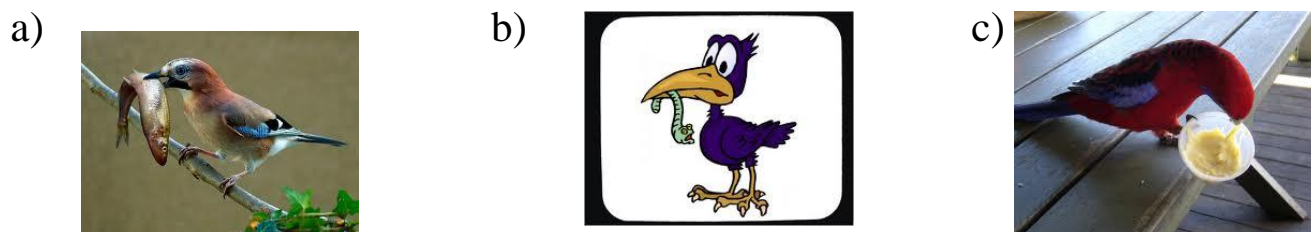
6. Where are the baby birds?



7. Who are baby birds waiting for?



8. What did mama bird have in her mouth?



1.3 Listen to the tape about Susan's story carefully. Read the questions and put a cross (×) on a, b and c for each correct answer. (4 marks)

9. Susan likes to eat a big

a)



b)



c)



10. Susan likes to wear a

a)



b)



c)



11. What does Susan drink?

a)



b)



c)



12. What does Susan do with the apple?

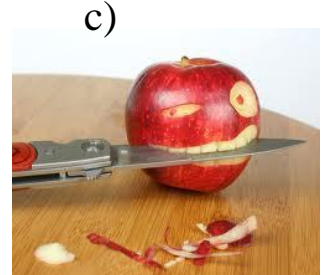
a)



b)



c)



1.4 Listen to the tape about Johnny's story carefully. Read the questions and put a cross (×) on a, b and c for each correct answer. (4 marks)

13. What was Johnny doing?

a)



b)



c)



14. Where was the dog?

a)



b)



c)



15. What was Johnny doing while the dog was barking?

a)



b)



c)



16. What did the dog do at the fence?

a)



b)



c)



1.5 Listen to the tape about Jeff's teacher story carefully. Read the questions and put a cross (×) on a, b and c for each correct answer. (4 marks)

17. Where was Jeff?

a) At the playground



b) At school



c) At home

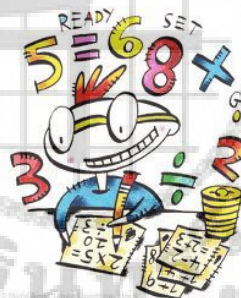


18. What subject did he like?

a) English



b) Math



c) Science



19. How was Jeff's teacher like?

a) happy



b) angry



c) friendly



20. What word did Jeff ask his teacher to spell?

a) "You're welcome"

b) "Myself"

c) "My friend"

English Speaking Rating Sheet

Score Behavior	5	4	3	2	1
Content	Be able to initiate and connect content interestingly and excitedly.	Mistakes are almost unnoticeable. Arranging content are continued interestingly and related to each other.	A few mistakes in arranging content. The content are not continued and related to each other.	Make a lot of mistakes in arranging content. Almost impossible to tell a story.	Virtually unable to tell story through the pictures. Content arranged extremely misplaced.
Fluency	Speak smoothly, fairly spontaneous.	Speed of speech seems to be slightly affected by language problems.	Speak, and then pause to think of appropriate words to continue speaking. Speed and fluency are rather strongly affected by language problem.	Speak slowly, usually hesitant; often forced into silence by language limitations.	Stammer a few words and have long pause while speaking.
Grammar	Make few noticeable errors of grammar or word order. Mostly correct.	Occasionally makes few grammatical errors or word-order errors, but meaning is quite clear.	Make frequent errors of grammar or word order, but understandable.	Grammar and word order errors make comprehension difficult. Almost unable to communicate.	Errors in grammar and word order is very severe while making speech, and unable to understand.
Vocabulary	Use variable vocabulary to communicate, and meaning is relevant to the content.	Sometimes use inappropriate words and meaning is rather relevant to the content.	Use a lot of words but frequently wrong words. Meaning is not clear.	Very limited vocabulary makes comprehension quite difficult. Conversation somewhat limited because of inadequate vocabulary.	Vocabulary limitations very extreme and it makes conversation virtually impossible.

Adapted from Heaton (1990) and Sae-Ong (2010)

The evaluation form for English speaking ability

 Pre-test

 Post-test

Student: _____ Rater: _____ Date: _____

Score \ Behavior	5	4	3	2	1
Content					
Fluency					
Grammar					
Vocabulary					

Total Score _____

The evaluation form for English speaking ability

 Pre-test

 Post-test

Student: _____ Rater: _____ Date: _____

Score \ Behavior	5	4	3	2	1
Content					
Fluency					
Grammar					
Vocabulary					

Adopt from Sae-Ong (2010)

Total Score _____

Part 2

Answer sheet for listening comprehension test (20 marks)

Name.....No.....Class.....

Directions: Listen to the tape carefully and put a cross (×) on a, b and c for each correct answer.

No.	Answers			No.	Answers		
1	a	b	c	11	a	b	c
2	a	b	c	12	a	b	c
3	a	b	c	13	a	b	c
4	a	b	c	14	a	b	c
5	a	b	c	15	a	b	c
6	a	b	c	16	a	b	c
7	a	b	c	17	a	b	c
8	a	b	c	18	a	b	c
9	a	b	c	19	a	b	c
10	a	b	c	20	a	b	c

Listening Test Tapescript

1. **Barking Dog** Answer: 1(c), 2 (c), 3(a), 4 (b)

Bobby woke up because he heard a dog. He heard a dog barking outside his window. Bobby woke up when he heard the dog barking. Bobby got out of bed. He got out of bed and walked to the window. He looked out the window. He saw a big brown dog. It was barking very loud. Bobby opened his window. He looked at the barking dog. "Why are you barking so loud?" he asked the dog. The dog looked at Bobby. Then it stopped barking.

2. **Hungry Birds** Answer: 5(c), 6 (a), 7(b), 8 (b)

The baby birds sat in the nest. There were two baby birds. They were in the nest. The nest was in the tree. The baby birds were waiting for mama bird. They were hungry. When would mama bird be back? Then they saw mama bird. She landed on the nest. She had two worms in her mouth. She gave one worm to each baby bird. The worms were delicious. The baby birds ate the worms very fast. Then they opened their mouths. They wanted another worm. Mama bird flew away. She went to get more worms.

3. **Water and an Apple** Answer: 9 (a), 10 (b), 11 (c), 12(a)

Susan likes to eat apples. She likes to eat big red apples. She likes to wear a blue hat. She wears a big blue hat on her head. She wears a hat and eats an apple. She drinks some water from a white cup. Susan drinks water and eats apples. She doesn't cut the apple with a knife. A knife is sharp. She just eats the apple.

4. The jumper Answer: 13 (c), 14 (a), 15 (b), 16(a)

Johnny jumped over the dog. The dog was lying on the ground. Johnny jumped over it. The dog saw Johnny jump over it. The dog got up. The dog got up and barked at Johnny. Johnny laughed. He laughed while the dog barked. Johnny ran over to the fence. The dog chased him to the fence. Johnny jumped over the fence. He turned around and looked at the dog. The dog stopped at the fence. The dog could not jump over the fence. Johnny said, "Jump, jump!" The dog barked, but did not jump.

5. Good teacher Answer: 17(b), 18 (a), 19 (c), 20 (b)

Jeff sat down. He was in class. He was at school. He was in English class. He liked his English class. He liked his teacher. His teacher was friendly. His teacher helped all the students. His teacher answered everyone's questions. Jeff asked a new question every day. Yesterday he asked his teacher a spelling question. He asked his teacher how to spell "myself." His teacher told him how to spell it. Jeff thanked his teacher. His teacher said, "You're welcome. Ask me anything anytime. That's what I'm here for, to help you."

APPENDIX B

The Questionnaire



แบบสอบถามความคิดเห็นเกี่ยวกับการเรียนด้วยการฟังเรื่องเล่า/นิทาน

ระดับชั้นประถมศึกษาปีที่ 6

คำชี้แจง

1. แบบสอบถามฉบับนี้ถามเกี่ยวกับความรู้สึกของนักเรียนเกี่ยวกับการเรียนการสอนวิชาภาษาอังกฤษ
2. การตอบแบบสอบถามฉบับนี้ไม่มีคำตอบที่ถูกต้องหรือผิด นักเรียนมีอิสระในการตอบอย่างเต็มที่โดยไม่ต้องวิตกกังวล คำตอบของนักเรียนจะเก็บเป็นความลับและจะนำผลรวมไปใช้ในการวิจัยทางวิชาการเท่านั้น เพื่อประโยชน์ในการพัฒนาการเรียนการสอนและเป็นแนวทางในการปรับปรุงการจัดกิจกรรมการเรียนการสอนภาษาอังกฤษ คำตอบของนักเรียนจะไม่มีผลต่อการเรียนหรือคะแนนสอบของนักเรียนแต่ประการใด
3. วิธีตอบแบบสอบถามฉบับนี้ ขอให้ให้นักเรียนอ่านข้อความแต่ละข้อ พิจารณาข้อความ แต่ละข้ออย่างรอบคอบ โดยทำเครื่องหมาย ✓ ในช่องทางขวามือที่ตรงกับความคิดเห็นหรือความรู้สึกที่แท้จริงของนักเรียนมากที่สุด ในข้อหนึ่งๆจะมีคำตอบให้เลือก 5 ระดับ

ตัวอย่าง

คำถามเกี่ยวกับพฤติกรรมกรรมการเรียนรู้ทางภาษาด้วยการฟังเรื่องเล่า/นิทาน	ความรู้สึกที่มีต่อการเรียนด้วยการเล่าเรื่อง/นิทาน				
	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. ฉันชอบเรียนวิชาภาษาอังกฤษจากการฟังเรื่องเล่า/นิทาน	✓				
2. ฉันสามารถฟังภาษาอังกฤษเป็นคำหรือประโยคสั้นๆและเข้าใจได้		✓			

แบบสอบถามความคิดเห็นเกี่ยวกับการเรียนด้วยฟังเรื่องเล่า/นิทาน

คำชี้แจง: ให้นักเรียนทำเครื่องหมาย ✓ ในช่องให้ตรงกับความจริง

คำถามเกี่ยวกับพฤติกรรมการเรียนรู้ทางภาษาด้วยการฟังเรื่อง เล่า/นิทาน	ความรู้สึกที่มีต่อการเรียนด้วยการ เล่าเรื่อง/นิทาน				
	มากที่สุด 5	มาก 4	ปาน กลาง 3	น้อย 2	น้อย ที่สุด 1
1. ฉันชอบเรียนวิชาภาษาอังกฤษจากการฟังเรื่องเล่า/นิทาน					
2. ฉันชอบฟังภาษาอังกฤษเป็นคำหรือประโยคสั้นๆและเข้าใจ ความหมายได้จากเรื่องเล่า/นิทาน					
3. การฟังเรื่องเล่า/นิทานภาษาอังกฤษ ทำให้ฉันชอบพูดภาษาอังกฤษ เป็นคำหรือประโยคสั้นๆ					
4. หลังจากฟังเรื่องเล่า/นิทานภาษาอังกฤษแล้วฉันสามารถรู้คำศัพท์ เพิ่มมากขึ้น					
5. หลังการเรียนด้วยการฟังเรื่องเล่า/นิทาน ฉันมั่นใจที่จะพูด ภาษาอังกฤษ					
6. ฉันสนุกที่มีโอกาสได้พูดโต้ตอบกับครูผู้สอนเป็นภาษาอังกฤษ (เช่น คำศัพท์ หรือประโยคสั้นๆ)					
7. ฉันชอบเรียนรู้วัฒนธรรมของต่างชาติจากบทเรียน เช่นด้านความ เป็นอยู่และอาหาร					
8. การเรียนวิชาภาษาอังกฤษโดยวิธีนี้ทำให้ฉันไม่เบื่อในการเรียนและ อยากให้ครูสอนเพิ่ม					
9. เมื่อฉันฟังเรื่องเล่า/นิทานภาษาอังกฤษ ฉันชอบจินตนาการภาพและ เรื่องราว					
10. การเรียนด้วยการฟังเรื่องเล่า/นิทาน ทำให้ฉันอยากเรียนวิชา ภาษาอังกฤษมากขึ้นกว่าเดิม					

1. จากการเรียนด้วยการเล่าเรื่อง/นิทาน นักเรียนได้ความรู้ภาษาอังกฤษอย่างไรบ้าง จงอธิบาย

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2. นักเรียนอยากให้มีการเรียนการสอนด้วยการเล่าเรื่อง/นิทานในห้องเรียนอีกต่อไปหรือไม่ เพราะเหตุใด

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3. ข้อเสนอแนะอื่นๆ

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Questionnaire on students' Attitudes towards Storytelling- Based Instruction

Part1: 10 Checklist questions

Direction: Please tick (√) in the column to meet with your satisfaction with storytelling-based instruction learning after the course.

Statements	The scale of students' feeling				
	Highest 5	High 4	Moderate 3	Low 2	Lowest 1
1. I like to learn English subject through storytelling-based instruction.					
2. I like to listen to English words or sentences. I understand the English short story.					
3. I like to speak English words or sentences after I listen to an English short story.					
4. I learned a lot of English vocabulary after I listened to an English short story.					
5. I have more confidence to speak English after learning English through storytelling-based instruction.					
6. I have an opportunity to communicate with the teacher.					
7. I like to learn foreign culture from the lesson such as their life style and food.					
8. I like to learn English through storytelling-based instruction because I am not bored.					
9. I like to imagine and have some pictures in mind when I listen to the English short story from the teacher.					
10. The course has encouraged me to learn English more after learned English through storytelling-based instruction.					

Part 2: The open-ended questions

1. What have you learned from storytelling-based instruction lesson? Please explain.

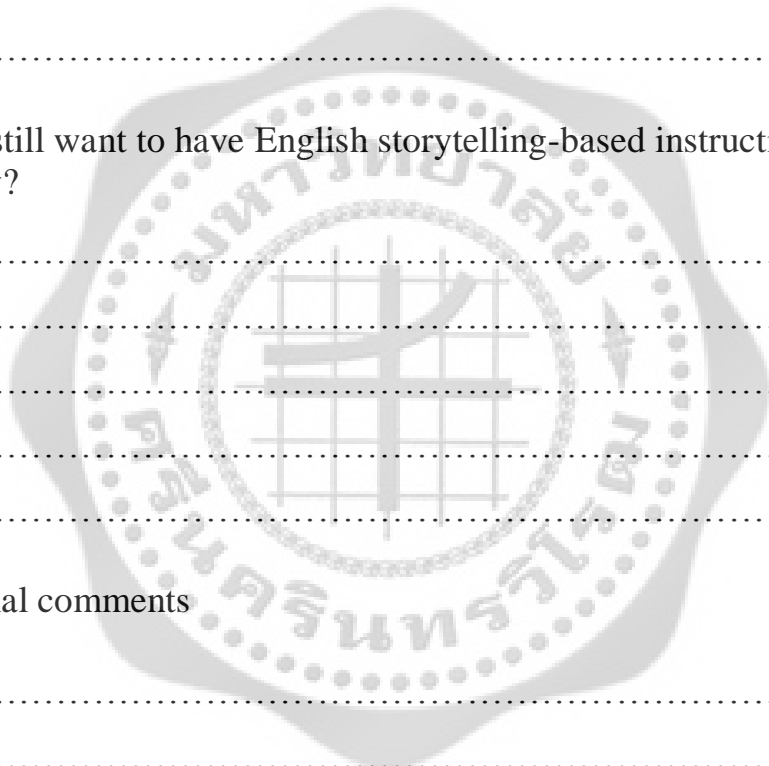
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2. Do you still want to have English storytelling-based instruction in the class? Why?

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3. Additional comments

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APPENDIX C

Learning Logs

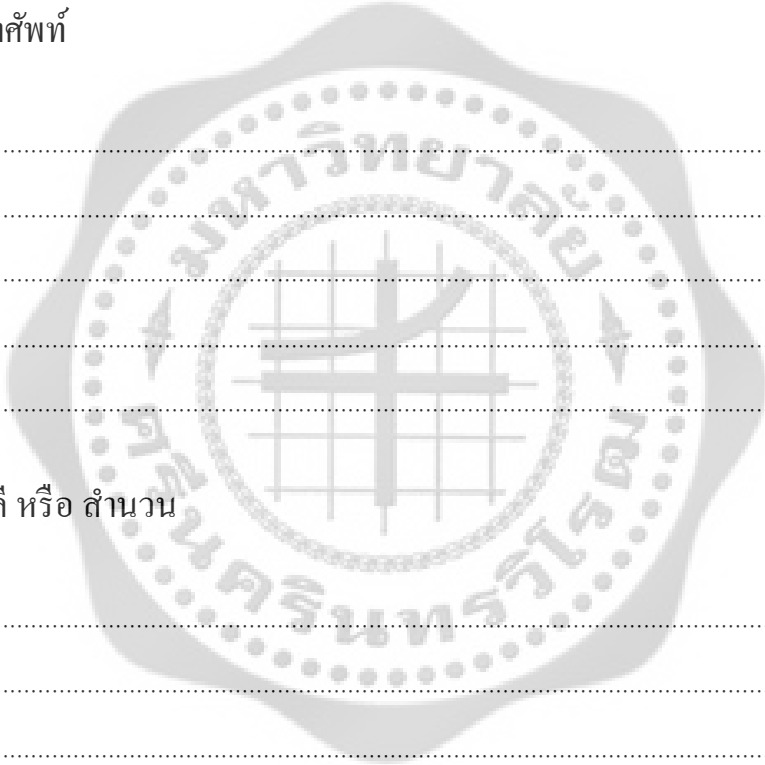


แบบบันทึกการเรียนรู้

ชื่อ – นามสกุล _____ วันที่ _____

1. สิ่งที่นักเรียนได้เรียนรู้จากบทเรียนนี้

1.1 คำศัพท์



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1.2 วลี หรือ สำนวน

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นักเรียนจำคำเหล่านี้ได้ เพราะ

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2. นักเรียนได้ทำกิจกรรมอะไรบ้างจากบทเรียนนี้

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นักเรียนชอบ/ไม่ชอบกิจกรรมนี้

เพราะ.....

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3. สิ่งที่นักเรียนต้องการรู้เพิ่มเติม คือ

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เพราะ.....

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Learning Log

Name _____ Date _____

1. What have you learn from this lesson?

1.1 Vocabulary

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.....

1.2 phases or idioms

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.....
.....

I remember all these words because.....

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.....
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2. What activities have you learn from this lesson?

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I like or dislike this activity

because.....

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3. What additional comments would you like to add in this lesson?

Why?

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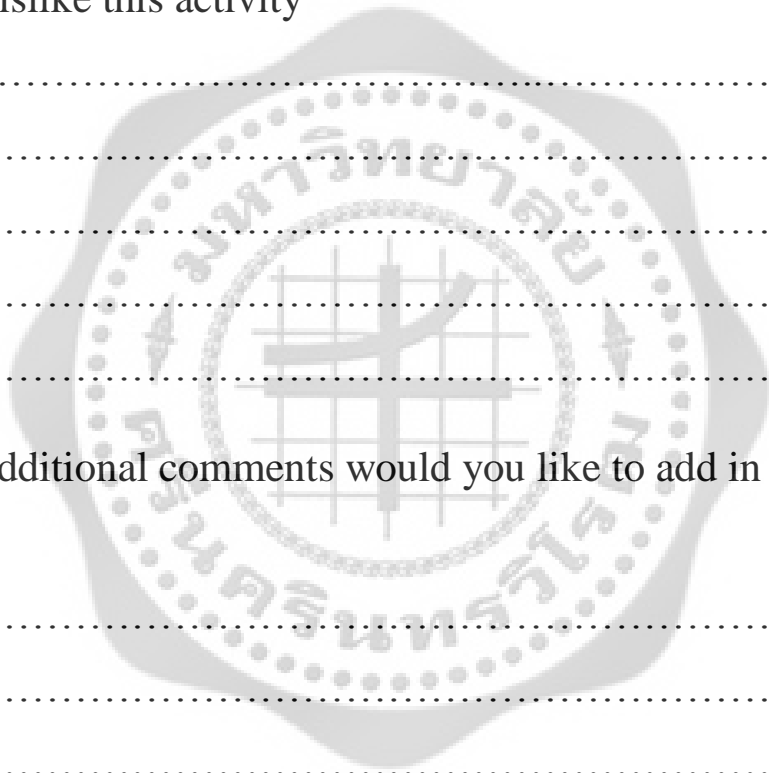
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Because.....

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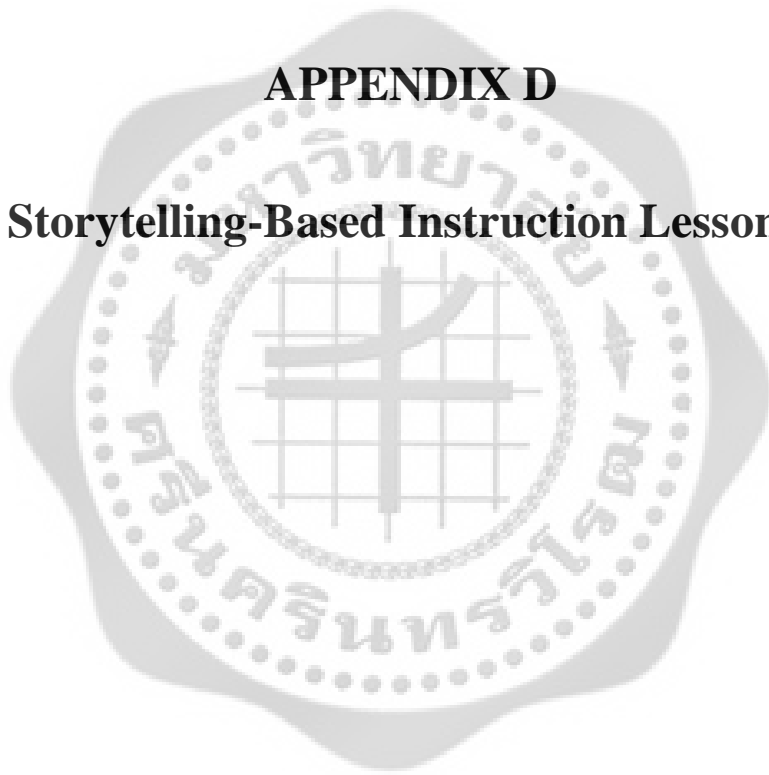
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APPENDIX D

The Storytelling-Based Instruction Lesson Plans



Lesson Plan

Lesson Topic: Describing a Picture!

Storybook: The Ice- Cream Man

Level: Grade 6

Lesson Objectives

1. To get students to describe their picture in English correctly.
2. To get students to answer the questions from the story correctly.

Content Outline and activities

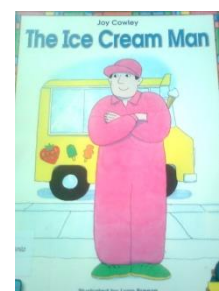
- Learn new vocabulary (smell, feel, taste, hear, spy, cry, and see)
- Ask and answer the questions about the story
- Enjoy the story by repeating the phrases in the story
- Draw and color a picture of dog and tell to class.

Total Time: 150 minutes

Period 1: 50 minutes

Lead-in activities: (5 minutes)






1. Introduce the story by showing students the cover of the book story and say that they are going to listen to a story about the ice-cream man. Start eliciting with “What is he doing? What is he looking at?”





2. Relate to personal experience with questions like “ Do you like ice-cream?
Why? Why not? What else you like to eat?”


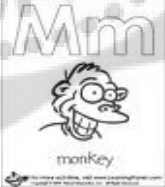
Pre- storytelling activities: (45 minutes)

3. Introduce new vocabularies set (smell, feel, taste, hear, spy, cry, and see) by showing the pictures, performing actions, explaining meaning and giving them some examples of sentences as shown below:

Vocabulary	Pictures/Actions	Sentences
smell		I smell with my nose.
feel		I feel with my hands.
taste		I taste with my tongue.
hear	HEAR 	I hear with my ears.
spy		I spy with my eyes.

cry		<p>I cry.</p> <p>I am crying.</p>
see		<p>I see with my eyes.</p>

4. Introduce new vocabulary (little and beginning by showing students pictures, explaining meaning and giving them some example sentences as shown below:

little		<p>He is a little boy.</p> <p>He has little eyes.</p> <p>He has little ears.</p>
beginning		<p>“M” is the beginning of Monkey.</p>

Period 2: (50 minutes)

While- storytelling activities:

5. Revise the new vocabulary again by performing action of each word and play game. Ask students to stand up and perform actions. Explain and demonstrate that when teacher calls out the action words (smell, feel, taste, hear, spy, cry, and see), they have to

do the actions and say “I smell with my nose, I feel with my hands, I taste with my mouth, I hear with my ears, I spy with my eyes etc.”

6. Hold up the book, open the first page and point to the pictures of the Ice-cream van and read “I hear with my little ears, something beginning with v. the ice-cream van. (Repeat again) v. the ice-cream van.”

7. Open to the next page, point to the Ice-cream man’s picture and read “I see with my little eyes, something beginning with m. the ice-cream man. (Repeat) m. the ice-cream man.”

8. Continue to the next page, point to the Ice-cream picture and read “I smell with my little nose, I feel with my little hands.” Let’s see what happen next (in Thai).

9. Turn the page and encourage students to predict by asking (T: what is he doing? SS: He is eating ice-cream.). Then read “I taste with my little tongue, something beginning with i. Ice-cream (Repeat) i. Ice-cream.”

10. Continue in this way gradually inviting students to join with the repetition “I see with my little eyes, I smell with my little nose, I feel with my little hands, I hear with my little ears, I spy with my little eyes and I cry with my little eyes.”

11. Tell the story one more time and distribute worksheet 3.1 and ask students to choose the correct answer.

Period 3: (50 minute)**Post-storytelling activities:**

12. Distribute worksheet 3.2 and ask students to draw and color a picture of their dog.

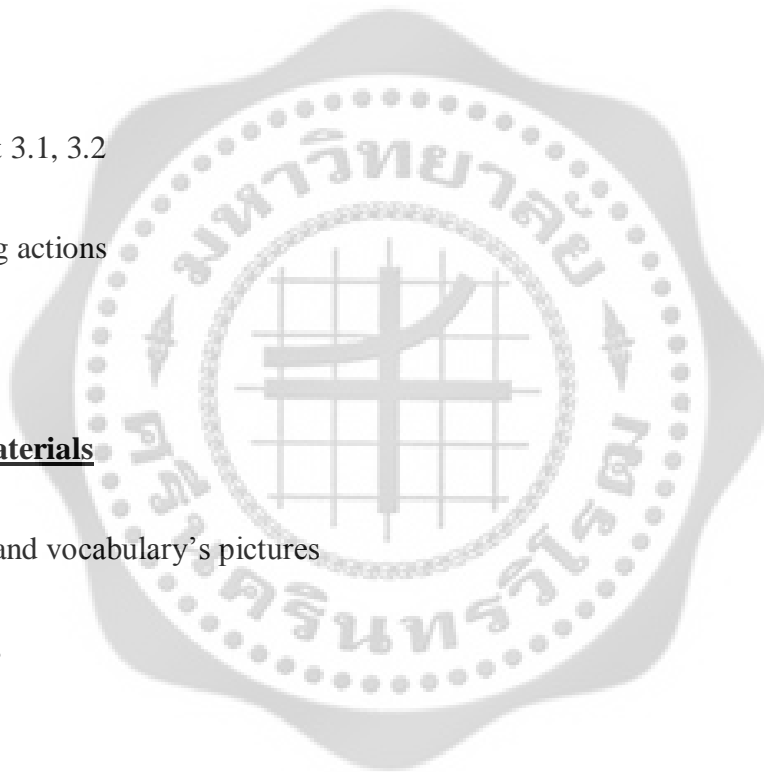
13. Ask students to show their pictures and tell to class what their dog likes or dislikes.

Assessment

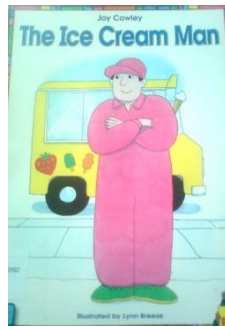
1. Worksheet 3.1, 3.2
2. Performing actions
3. Report

Teaching materials

- Storybook and vocabulary's pictures
- Worksheets



The Ice Cream Man



(Written by Joy Cowley and Illustrated by Lynn Breeze)

Picture 1

I hear with my little ears
something beginning with v.

The ice cream van.

Picture 2

I see with my little eyes
something beginning with m.

The ice cream man.

Picture 3

I smell with my little nose.

I feel with my little hands.

Picture 4

I taste with my little tongue

Something beginning with i.

Ice cream.

Picture 5

I hear with my little ears
 Something beginning with b.
 Bark, bark, bark!

Picture 6

I spy with my little eyes
 Something beginning with d.

A Dog

Picture 7

The Dog is eating my ice cream!

Picture 8

I cry with my little eyes.
 I cry with my little mouth.
 "Boo-hoo-hoo!"

Picture 9

I hear with my little ears
 Something beginning with v.
 The ice cream van.

Picture 10

I see with my little eyes

something beginning with m.

The ice cream man.

Picture 11

I smell with my little nose.

I feel with my little hands.

Picture 12

I taste with my little tongue

Something beginning with i.

More ice cream.

Thank you, ice cream man!



Worksheet 3.1

Name _____ No. _____

ให้นักเรียนเลือกคำตอบที่ถูกต้องที่สุดตามเนื้อเรื่องที่ได้ฟัง โดยทำเครื่องหมาย

(x) ลงบนตัวเลือกที่ถูกต้อง

1. Who did the boy see?

a)



b)



c)



Policeman

2. What did the boy taste?

a)



b)



c)



3. Why did the boy cry?

a)



b)



c)



The dog ate his ice-cream. The dog ate his pizza. The dog ate his chocolate.

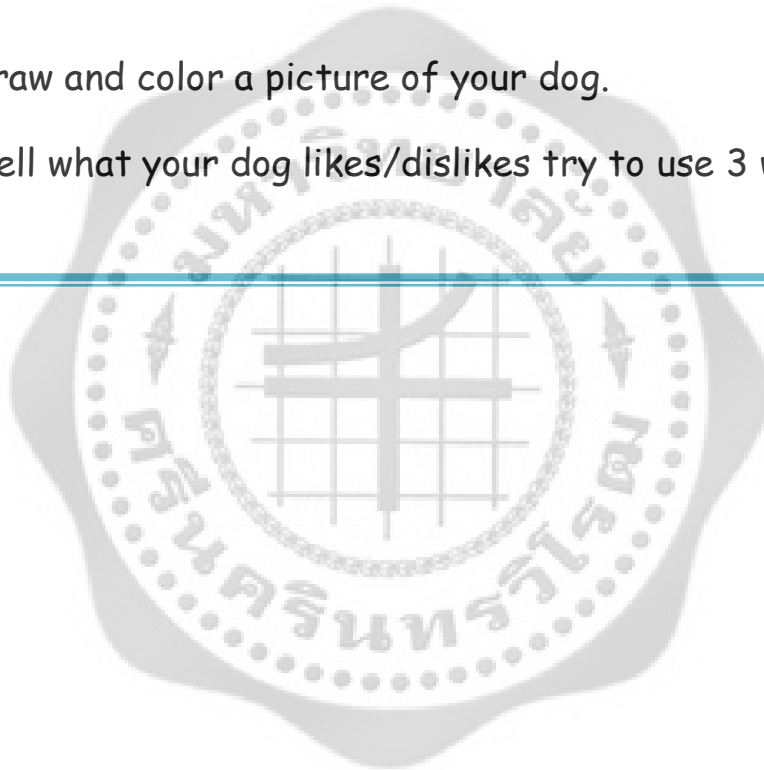
Worksheet 3.2



Name _____

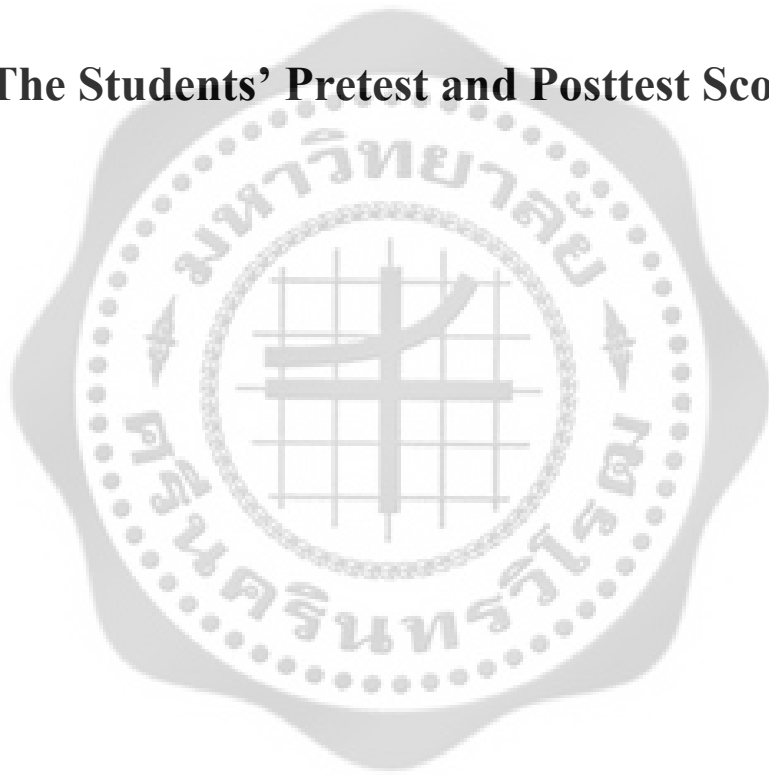
No. _____

1. Draw and color a picture of your dog.
2. Tell what your dog likes/dislikes try to use 3 words learned.



APPENDIX E

The Students' Pretest and Posttest Scores



The Experimental Group

No	Name	Scores			
		Pre-test		Posttest	
		Speaking test	Listening test	Speaking test	Listening test
1.	ค.ญ.ชาราทิพย์ ทองนอก	4	7	4	7
2.	ค.ญ.กัญชญา พลทอง	5	9	5	11
3.	ค.ญ.ศศิگانต์ ไชยฉิม	4	9	5	8
4.	ค.ญ.วริษา ขาวเรือง	4	12	13	15
5.	ค.ช.สุรณกิจ เสงกิจเดอเลิศ	8	11	18	14
6.	ค.ช.ไชยวัฒน์ สมทอง	4	15	16	15
7.	ค.ช.ภาณุชาติ หิรัญกิจรังสี	13	17	19	17
8.	ค.ญ.สุภัทสร คงเส็ง	4	13	13	12
9.	ค.ญ.ณัฐริกา พิทักษ์	3	13	10	17
10.	ค.ญ.จุฑามาศ ไชยเดช	4	13	9	13
11.	ค.ญ.ศิริกานต์ รัตนมาศ	7	14	11	17
12.	ค.ญ.ชารรัตน์ ทยาสิงห์	6	15	12	13
13.	ค.ช.ก้องภพ แก้วไพเราะ	9	15	19	15

14.	ค.ญ.ฉัตรชัยป์ จันทรานนท์	4	15	12	14
15.	ค.ญ.ศศิกานต์ ขาวเสน	7	14	9	11
16.	ค.ญ.เปรมฤดี ชมพูนุช	9	14	18	15
17.	ค.ญ.กนกนันท์ แก่นอินทร์	4	11	10	15
18.	ค.ญ.นิชาสิริ พวงมณี	4	8	5	15
19.	ค.ญ.กฤติยาภรณ์ จันทร์ทอง	6	15	17	14
20.	ค.ญ.เพชร คำนวน	12	15	15	17
21.	ค.ช.นราธิป แก้วแกมทอง	4	11	13	14
22.	ค.ญ.โฆษิตา จันทรัมย์	4	14	6	13
23.	ค.ช.ศุภวิษณุ ประกอบบุญ	4	12	5	11
24.	ค.ญ.มนัสสินี วิไลรัตน์	4	13	11	13
25.	ค.ญ.กฤติรัตน์ สุวรรณศักดิ์	5	13	14	12
26.	ค.ญ.วินรดา ไกรวัฒนิช	10	15	14	15
27.	ค.ญ.ภัทรชฎาภรณ์ โพธิ์น้อยงาม	4	13	6	13
28.	ค.ช.ภาณุวัฒน์ คงสุข	4	8	5	5
29.	ค.ญ.วินรดา รอดบัวทอง	4	14	8	14
30.	ค.ช. คุณากร ขุนบุญจันทร์	8	15	17	17

The Control Group					
No	Name	Scores			
		Pre-test		Posttest	
		Speaking test	Listening test	Speaking test	Listening test
1.	ด.ช.พีระพัฒน์ มีประไพ	4	11	4	5
2.	ด.ญ.ปวีณรัตน์ ชุมพลชัย	4	7	4	8
3.	ด.ช.นฤป ทองช่วง	4	7	5	10
4.	ด.ช.ณัฐฐาพันธ์ นุ่นสังข์	4	9	4	4
5.	ด.ช.ศิปปวิชญ์ จิตพิทักษ์	15	13	12	12
6.	ด.ช.จักรพรรดิ อินอักษร	4	11	4	7
7.	ด.ช.สุภณัฐ พุทธชาติ	4	14	6	13
8.	ด.ช.พีระพัฒน์ เหมทองคำ	4	4	4	9
9.	ด.ช.กฤษิ ประดิษฐ์การช่าง	4	13	5	10
10.	ด.ช.ธีรภัทร สุวรรณาคินทร์	4	8	4	7
11.	ด.ช.ชยานันท์ สุทธิพันธ์	4	7	5	8
12.	ด.ช.รัฐบุรุษ สะเตโช	5	13	5	9
13.	ด.ช.ธนกร รอยสกุล	6	9	4	9

14	ค.ช.สุรสีทธิ พรหมนุ่น	4	13	4	7
15.	ค.ช.ทัศนัย เกื้อสุวรรณ	4	8	4	7
16.	ค.ช.บุรินทร์ พานรอง	4	6	4	7
17.	ค.ช.สุกิตกุล เอียดแก้ว	5	14	6	11
18.	ค.ญ.การิกาญจน์ หทัยพันธ์	4	6	5	6
19.	ค.ญ.ลลิตา อินทพาน	4	8	6	11
20.	ค.ญ.วาริพินท์ จงไกรจักร	4	3	5	3
21.	ค.ญจุฬาลักษณ์ มุสิกะ	10	12	6	14
22.	ค.ญ.ปราณปริยา ปานแก้ว	4	8	5	8
23.	ค.ญ.ปิยะนันท์ ภิรมรักษ์	9	9	13	9
24.	ค.ญ.ทิพย์รัตน์ คงวรรณ	4	12	6	13
25.	ค.ญ.อรินญา หนูรุ่ง	4	9	5	10
26.	ค.ญ.ศิริภัทร แทนทิพย์	5	11	5	11
27.	ค.ญ.ลัดดาวัลย์ ช่วยทอง	4	9	4	14
28.	ค.ญ.อรวรรณ ทองสมจา	10	14	12	13
29	ค.ญ.เปรมประภักดิ์ แสนวิเศษ	4	11	6	10
30	ค.ญ.กิตติวรรณ ปานทอง	4	8	4	12

APPENDIX F

Students' Sample Papers from the Learning Logs



แบบบันทึกการเรียนรู้

ชื่อ - นามสกุล Supatson kongseng วันที่ 23 ส.ค. 55

1. สิ่งที่นักเรียนได้เรียนรู้จากบทเรียนนี้

1.1 คำศัพท์

like pizza cookies Sneak everybody food
 cake ice-cream Hot-dog feels nibble dinner
 cheese Nobody smells rice hungry spaghetti

1.2 วลี หรือ สำนวน

นักเรียนจำคำเหล่านี้ได้ เพราะ
 ได้เห็นตัวอย่างบนสื่อที่ครูให้ฉันดู
 คิดว่าทำให้ฉันจำได้
 ครูสอน

2. นักเรียนได้ทำกิจกรรมอะไรบ้างจากบทเรียนนี้

ออกไปซื้อข้าวในตลาดสด ระบายภาพระบาย สวดมนต์ไหว้พระขอพร คนที่ช่วยเราในเมื่อรถติดมาก
 ๓๖ 6 คน จากคนในกลุ่มได้ถามเธอว่า Do you like ?
 ถ้าใครชอบก็ตอบว่า Yes ถ้าไม่ชอบก็ตอบว่า No
 ในทฤษฎีไปทฤษฎีงานคนที่คุณชอบได้ขอฉันว่า very good ฉันได้
 คนที่ช่วย ฉันอยากขอบคุณในสิ่งที่เธอทำที่สวดมนต์

นักเรียนชอบ/ไม่ชอบกิจกรรมนี้

เพราะ ชอบ เพราะ ฉันจะได้รู้ว่ามีคนชอบสวดมนต์ได้อีก และทำให้
 ได้รู้ว่ามีคนทำเหมือนกัน ทำให้ฉันได้รู้ว่ามีคน
 สนใจให้ฉันเป็นคนแรกที่สวดมนต์

3. สิ่งที่นักเรียนต้องการรู้เพิ่มเติม คือ

อยากรู้คำศัพท์ที่เกี่ยวกับสวดมนต์

เพราะ ฉันได้รู้คำศัพท์ที่เกี่ยวกับสวดมนต์ และได้นำมาใช้ในงานสวดมนต์

แบบบันทึกการเรียนรู้

ชื่อ - นามสกุล ธัญญ์ สติธาทิ ชั้นประถมศึกษา วันที่ 23 สิงหาคม 55

1. สิ่งที่นักเรียน ได้เรียนรู้จากบทเรียนนี้

1.1 คำศัพท์

like pizza cookies food
 smells cat run past sneak
 looks feels cheese mice angry
 Good - bye nibble cake everybody
 Hot dog

1.2 วลี หรือ ส่วนวน

นักเรียนจำคำเหล่านี้ได้ เพราะ

ได้ฟังจาก คำที่ ครูสอน อย่าง ชัดเจน ได้ฟัง แต่ตัวที่ ครูสอน มีเสียง ที่ดู
 แตกต่างจาก คำที่ ครูสอน เช่น ได้ ฟัง สอน คำว่า สุนัข แต่เขียน คำว่า สุนัข
 ลากยาว ได้ ฟัง แต่ได้ ฟัง และ จำ คำที่ สอน ได้ จาก คำที่ ครู สอน สอน มา

2. นักเรียนได้ทำกิจกรรมอะไรบ้างจากบทเรียนนี้

ได้ทำ เกม จับคู่ คำอาหาร ได้ ทำ ตาราง อาหาร ที่ เขียน คำ
 ใน กลุ่ม ซด รน และ อาหาร ที่ เขียน ใน กลุ่ม ไม่ ซด รน ได้ ทำ คำ คำ
 เกี่ยวกับ คำอาหาร ที่ เขียน ใน กลุ่ม ซด รน และ ไม่ ซด รน
 ได้ สลัก ไผ่ ฟูด เขียน คำ อาหาร ที่ เขียน รน และ เขียน ชื่อ ของ
 ไผ่ รน

แบบบันทึกการเรียนรู้

ชื่อ - นามสกุล ต.ฉ. กุลอ่อน จ.อรรณพศักดิ์ วันที่ 23 ธ.ค 55

1. สิ่งที่นักเรียน ได้เรียนรู้จากบทเรียนนี้

1.1 คำศัพท์

nibble Pizza cat sneak dinner smells

cheese food feels cookie look mice

everybody Good-bye angry hour hungry

-like home fun Meow

Hot dog cake rice

1.2 วลี หรือ สำนวน

นักเรียนจำคำเหล่านี้ได้เพราะ

ฝึกซ้ำ ต่อจากคำศัพท์ที่อ่าน

หรือทำใบฝึกเขียนก็ได้

บท-ได้คำจากสิ่งต่าง ๆ คนที่ช่วย

2. นักเรียนได้ทำกิจกรรมอะไรบ้างจากบทเรียนนี้

จัดกลุ่มกัน 6 คน เล่นไฮริ่ง ซึ่งทำให้สนุกยิ่งขึ้นและได้ถามประโยคคำถามว่า Do you like?

ได้บอกไปว่าไม่ชอบเพราะหน้าตาขี้ขี้

ได้ถามคำถามที่ลากิจจากและคุยกันไฮริ่ง

.....
.....
.....

นักเรียนชอบ/ไม่ชอบกิจกรรมนี้

เพราะ ได้ถามประโยคคำถาม Do you like? ซึ่งทำให้รู้ตัวเองว่าชอบหรือไม่ชอบ

อะไรและทำกิจกรรมต่างๆทำให้ได้รู้ความรู้อะไรต่างๆ ได้มากขึ้นและสนุกไฮริ่ง

คำสั้นๆอย่างๆมากมาย

.....
.....

3. สิ่งที่นักเรียนต้องการรู้เพิ่มเติม คือ

อยากรู้คำสั้นๆที่พูดประโยคไฮริ่ง

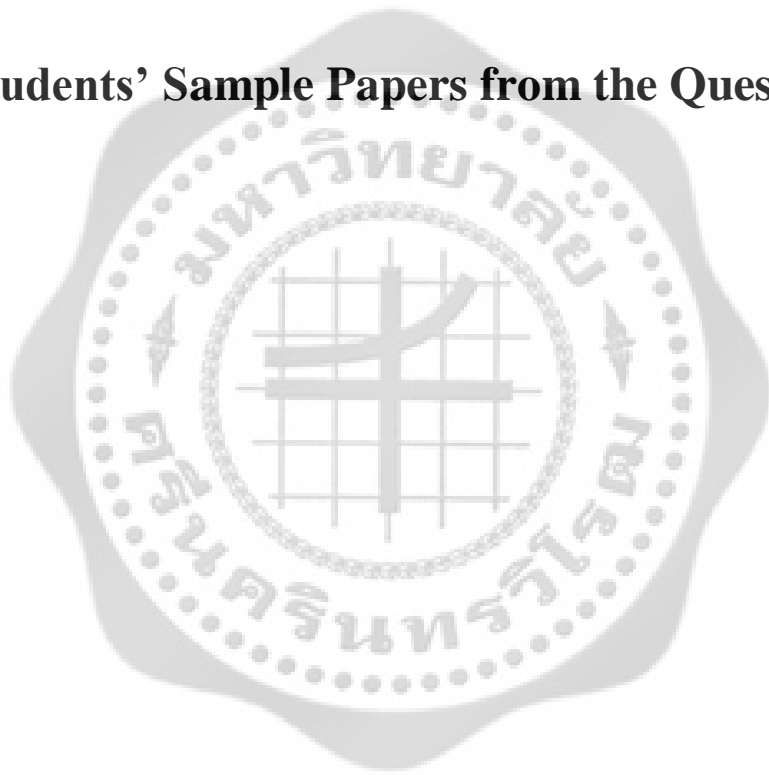
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เพราะ ทำให้รู้ตัวเองว่าชอบหรือไม่ชอบมากกว่าไฮริ่ง

.....
.....

APPENDIX G

Students' Sample Papers from the Questionnaire



1. จากการเรียนด้วยการเล่าเรื่อง/นิทาน นักเรียนได้ความรู้ภาษาอังกฤษอย่างไรบ้าง จงอธิบาย

ได้รู้คำศัพท์มากขึ้น อ่านภาษาอังกฤษที่เจอในชีวิตประจำวันได้
ได้ฟังนิทาน มีจินตนาการ แะ เข้าใจสิ่ง ที่เจอได้ ดีมาก

2. นักเรียนอยากให้มีการเรียนการสอนด้วยการเล่าเรื่อง/นิทานในห้องเรียนอีกต่อไปหรือไม่ เพราะเหตุใด

อยาก เพราะ สนุกแล้ว อนุกรู้คำศัพท์ใน ภาษามาก
ครูน่ารัก ใจ สบายสามารถทำให้นักเรียนทำใจเรื่อง ภาษาอังกฤษได้ง่าย
ทั้ง ผู้ที่เด็ก ไม่สนใจ หรือ ไม่ตั้งใจ ก็ช่วยได้ 26
ขอให้นักเรียนทุกคน อนุกรู้คำศัพท์ สนุกกับเรื่องนี้

3. ข้อเสนอแนะอื่นๆ

ถ้าเป็นไปได้อยากให้ครูสอนต่อไป เพื่อสอน มัธยมก็ได้
แต่ คุณครู ต้องสอนให้ สอน น้อยๆ 5 ข้อ ข ก็พอก็ได้
ครู สอนต่อไป ไม่ค่อยสั่งงานจก ก็ 7 ข้อ (แปล) (แปล)
อยากให้มี นิทานจบ เรื่องนี้ให้ครู นำมาสอน ข 2 ได้ สัปดาห์
1402 1402

1. จากการเรียนด้วยการเล่าเรื่อง/นิทาน นักเรียนได้ความรู้ภาษาอังกฤษอย่างไรบ้าง จงอธิบาย

ได้รู้การพูดคำทักทาย พูดแนะนำตัวแปลภาษาอังกฤษ, ได้เรียนรู้การใช้ประโยคประโยคภาษาอังกฤษ

2. นักเรียนอยากให้มีการเรียนการสอนด้วยการเล่าเรื่อง/นิทานในห้องเรียนอีกต่อไปหรือไม่ เพราะเหตุใด

อยากได้มากกว่า เพราะเห็นสิ่งที่ดี ทำให้เรียนภาษาอังกฤษเก่งมากขึ้น ทำในชั่วโมงวิชาภาษาอังกฤษมากขึ้น

3. ข้อเสนอแนะอื่นๆ

อยากได้มากกว่าสอนแบบนี้อีก อยากรู้คำศัพท์ใหม่เยอะๆมากขึ้น

1. จากการเรียนด้วยการเล่าเรื่อง/นิทาน นักเรียนได้ความรู้ภาษาอังกฤษอย่างไร

บ้าง จงอธิบาย

- 1 ได้คำศัพท์ที่คุ้นเคย เช่น ไข่ นม และผลไม้ต่าง ๆ
- 2 ได้ประโยคสั้น ๆ เช่น การซื้อของ การอ่าน
- 3 ได้รู้คำศัพท์ใหม่ ๆ มากขึ้น

2. นักเรียนอยากให้มีการเรียนการสอนด้วยการเล่าเรื่อง/นิทานในห้องเรียนอีก

ต่อไปหรือไม่ เพราะเหตุใด

อยากได้เรียนอีกต่อไป เพราะว่าครูต่าง ๆ สามารถสอนได้
มีความเข้าใจดี และนักเรียนสามารถเข้าใจได้กับเพื่อน ๆ
ได้ = ครูสอน

3. ข้อเสนอแนะอื่นๆ

- 1 อยากให้นักเรียนได้รู้คำศัพท์ใหม่ ๆ มากขึ้น
- 2 อยากให้นักเรียนได้รู้คำศัพท์ใหม่ ๆ มากกว่านี้



VITAE



VITAE

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