

ABSTRACT

UTILIZING POSITIVE HUMAN RELATIONSHIPS IN A NO-GRADE CONTEXT TO TEACH FUNDAMENTAL ENGLISH WITH AN EMPHASIS ON ORAL FACILITY

Pratchayanee Phuangjan

Payap University, Chiangmai

Supervising Professor: Dr. Imelda Y. Flores, Visiting Professor from
Silliman University, Philippines

The objectives of the study are: (1) to find out if positive human relationships in a no-grade context can improve the oral facility of the learners in the classroom; (2) to find out if positive human relationships in a no-grade context can help the learners to communicate more effectively in English in the real world; and (3) to get students' opinions on whether grades should be a part of the learning process.

The main approach was the provision of a non-competitive (no-grade) environment and teacher positive human relationship.

The Total Physical Response (TPR) method was incorporated at the beginning of the

course to help the learners review their English language knowledge. After that the Communicative Approach was used until the end of the course. The content of the course emphasized oral communication, based on real-life situations. Furthermore, the learners had a lot of opportunities to talk to each other in, as well as out of, the classroom.

The instruments used in this research include: (1) informal interview; (2) questionnaires; (3) pre-test and post-test; (4) interview; (5) t-test; (6) check-list; and (7) a textbook (H. Douglas Brown's (1998) **Voyages: Getting Started**).

The findings are: the students' performance regarding oral communication in the classroom and in real-life has improved. They have a chance to communicate with speakers of other languages than Thai who attend the church. Their opinions regarding grades show that they are not affected by grading. Instead, they believe that grading is a necessary means of measuring their abilities or learning performance.

The researcher would like to recommend to the people who are involved in education in Thailand to look more closely at the current changes as well as employ new perspectives toward teachers' and learners' roles, particularly on the human relationships aspect, so that the much desired educational reforms could become a reality.