

**A COMPARATIVE STUDY OF GRADE 5 STUDENTS' WORD
STRESS COMPETENCE UNDER MULTISENSORY AND LISTEN
AND REPEAT TEACHING APPROACHES IN ENGLISH AS A
FOREIGN LANGUAGE CLASS AT A PUBLIC SCHOOL IN
BANGKOK, THAILAND**

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Abstract: This study aimed to determine the level of word stress competence of Grade 5 English as a foreign language students taught through multisensory. To listen and repeat teaching approaches and determine whether there was a significant difference in the gain in word stress competence from the pre-test to the post-test among students taught in English as a foreign language class at a public school in Bangkok, Thailand. The research was a quasi-experimental study conducted on two groups. The experimental group (Class 5/2) used the multisensory teaching approach. The other group was the control group (Class 5/1), using the listen and repeat teaching approach in the 2019 academic year. The research instrument utilized was the pre-post test of word stress competence developed by the researcher. The scores were analyzed using standard deviations and an independent samples t-test (two-tailed). The study's findings revealed a significant difference in the gain in word stress competence from the pre-test to the post-test between students in the experimental and control groups. Students taught through the multisensory approach achieved higher than those taught through listening and repeat.

Recommendations are provided for the school, teachers, and future researchers.

Keywords: Word Stress Competence, Multisensory Teaching Approach, Listen and Repeat, English, Bangkok, Thailand

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