TEACHING METHODS IN HISTORY STORY TO ENHANCE STUDENTS' INTEREST OF HIGH SCHOOL AT SHUDU VOCATIONAL AND TECHNICAL SCHOOL IN CHONGQING, CHINA

Yilin YANG[1] and Phitoon BHOTISARN[1]

1 Faculty of Education Program, Pathumthani University, Thailand;
2417754053@qq.com (Y. Y.); phitoon.b@ptu.ac.th (P. B.)

ABSTRACT
The objectives of this study were 1) to compare teaching methods in history story to enhance students' interest English speaking before and after receiving experiential teaching method, 2) to compare history story with the criterion set at 70 % of total score after experiential teaching method and 3) assess the students' satisfaction in experiential teaching method. This research methodology was quasi-experimental research. The conceptual framework was applied from Teaching Methods of Wenqing's study. The population consisted of 172 first-year students Interest at Shudu Vocational and Technical School in Chongqing, China in academic year 2022. The samples of 40 were selected by cluster random sampling. The instruments used in the study were 1) English speaking ability test, and 2) student satisfaction questionnaire. The statistics used for data analysis were mean, standard deviation, and a t-test. The study results revealed that 1) teaching methods in history story to enhance students' interest English speaking pre and post with experiential teaching method was higher than post learning. 2) English speaking ability of the students post learning through the experiential teaching method was higher than the 70 % criterion. 3) The mean score of the students' satisfaction after learning through the experiential teaching method was at the highest level.
Keywords: Experiential Teaching Method, English Speaking Ability, Business English

INTRODUCTION

The guidance of history presents distinct challenges, as it necessitates that students comprehend activities and contexts from the past, which they cannot experience firsthand. Traditional teaching methods, although beneficial, may have limitations in effectively engaging students, especially in the context of second language acquisition, such as English. In response to this issue, educators have adopted innovative strategies that improve accessibility to history and increase student engagement with the subject. One approach is storytelling, a method that utilizes the narrative structure of history to enhance relatability, memorability, and engagement for learners. Storytelling, when integrated with experiential teaching techniques, serves as an effective method for improving historical comprehension and language proficiency.

Recent years have seen an increasing acknowledgment of the necessity to incorporate innovative teaching methods into history education to enhance deeper learning and boost student engagement. Experiential teaching emphasizes learning via direct experience, active participation, and reflection. This method promotes student engagement with historical content through meaningful interactions, frequently simulating real-life scenarios or allowing exploration of historical events from a participatory perspective. These methods enhance the vividness of history and facilitate language acquisition by offering students opportunities to practice speaking within context.

Shudu Vocational and Technical School in Chongqing, China, is increasingly focused on improving students' English speaking skills by implementing more dynamic and interactive teaching methods. The integration of historical storytelling, complemented by experiential learning activities, presents a viable approach to achieving this objective. Framing historical events as engaging narratives enables students to immerse themselves in these stories, thereby enhancing their interest in history and proficiency in English speaking—both essential for academic and professional success in a globalized context.

This study investigates the effectiveness of storytelling in history lessons to enhance students' interest in English speaking and overall engagement in the curriculum. The research objectives are as follows:

This study investigates the impact of teaching through historical narratives on students' engagement with the wider curriculum.

To evaluate students' English speaking proficiency prior to and following the implementation of experiential teaching methods in the context of historical storytelling.

The assessment of students' post-learning English speaking ability will determine if it meets or exceeds the 70% performance criterion.

The objective is to assess student satisfaction with the experiential teaching method and to ascertain its effect on their learning experience.

This study employs a quasi-experimental research design and examines a sample of first-year students at Shudu Vocational and Technical School. The research instruments consist of English speaking ability tests and student satisfaction questionnaires, with statistical analysis conducted through mean, standard deviation, and t-test methodologies. The findings aim to enhance the discourse on innovative teaching strategies in history education, specifically regarding student engagement and English speaking proficiency through storytelling and experiential learning techniques.

LITERATURE REVIEWS

The Intuitive Teaching Theory posits that effective teaching methods correspond with the inherent cognitive processes utilized by students in acquiring and processing information. This theory emphasizes the intrinsic cognitive abilities and instincts of human beings, which can be utilized to improve the learning experience. It encompasses several fundamental aspects that constitute its foundation:

The theory acknowledges that students have inherent inclinations and cognitive strengths, including intuitive problem-solving, pattern recognition, and experiential learning. Teaching methods must be structured to correspond with cognitive processes, thereby facilitating intuitive and accessible learning experiences. Educators can alleviate cognitive load, thereby enhancing students' comprehension of complex concepts.

A learner-centered approach emphasizes the importance of positioning the learner at the core of the educational process, recognizing their distinct learning styles, motivations, and interests. Instructional strategies are tailored to address the varied needs of students, ensuring adaptability in teaching methods. This approach involves the comprehensive development of the learner, incorporating emotional, social, and cognitive growth within a supportive and engaging educational setting.

Experiential and Contextual Learning emphasizes the significance of practical, real-world experiences. Experiential learning facilitates the integration of new information with existing knowledge and intuition, thereby augmenting the relevance and significance of the educational experience. Situating new information within real-life contexts enhances deeper learning and engagement among students.

Natural Learning Processes: Intuitive teaching leverages the inherent methods by which students gain knowledge, including observation, imitation, exploration, and social interaction. Aligning instructional methods with these processes enhances understanding and retention of information. Intuitive teaching acknowledges these inherent processes, allowing educators to present content in methods that are natural and familiar to learners.

Storytelling as an Educational Approach

Storytelling represents one of the earliest and most universally effective pedagogical methods. Storytelling, as a culturally embedded practice, has facilitated the transmission of knowledge across generations, ensuring its retention over time. Research indicates that storytelling has served as a method of cultural transmission for around 27,000 years, originating from cave paintings (Widrich, 2012). This method effectively contextualizes new experiences within personal narratives, enhancing the relevance and relatability of the content. Storytelling draws upon the extensive repository of human knowledge, primarily informed by historical experiences (Schank & Abelson, 1995).

Schank and Abelson (1995) assert that stories generally depict a series of events where one or more protagonists encounter challenges, engage with their environment, and strive to resolve conflicts. These narratives enable audiences to derive common understanding from remote events and the experiences of others. Humans have the ability for intersubjectivity, allowing us to comprehend and derive knowledge from narratives, even in the absence of direct experience with the events described. Consequently, storytelling facilitates knowledge acquisition without the need to face the real dangers and challenges encountered by the characters.

Jerome Bruner (1990, 2002) argues that narratives serve as crucial instruments for cultural learning and reflection, offering a framework for human experiences. Bruner asserts that children employ stories and narratives to construct their self-identity and to comprehend their environment. Bruner (2002) asserts that narrative plays a crucial role in the construction, reconstruction, and reinvention of our present and future (p. 93).

Throughout human history, legends and narratives have functioned as mediums for cultural transmission. This process allows each generation to expand upon the knowledge of previous ones, integrating new insights with individual experiences. The internalization of human understanding via narratives has persisted across millennia, leading to a potential subconscious influence in everyday life. They remain valuable, especially in educational contexts, as they facilitate deeper understanding and learning.
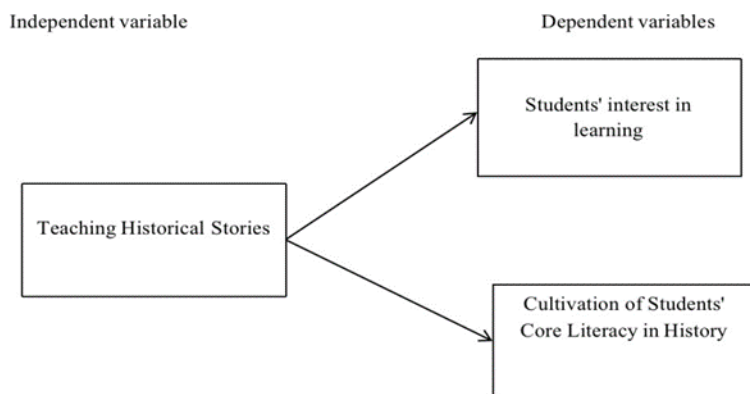
Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

The population and Sample Group

The survey for the students was aimed at three main aspects: first, the students' enjoyment of historical stories, second, the students' knowledge of the role of historical stories, and third, the students' attitudes and expectations towards the teachers' use of historical stories. The population consisted of 600 students in the first and second years, 2022 of high school at Shudu Vocational and Technical School in Chongqing, China. The samples were 234 students determined by Krejcie and Morgan table.

Research Instruments

Literature Research Method: This strategy entails the compilation of a diverse range of literature and resources pertinent to historical narratives and the pedagogy of storytelling within history instruction. Libraries, historical museums, and digital databases are used to collect pertinent research and instructional resources. The gathered resources are methodically classified and synthesized to evaluate the existing academic framework for the use of storytelling in high school history education. The objective is to discover deficiencies or limitations in prior research via a review of current studies. These insights will provide the basis for this research, providing a systematic framework for future exploration and assisting in rectifying any gaps in the existing understanding of historical narrative in education.

The questionnaire survey approach was used to collect extensive data about the application of historical storytelling in Chinese language courses. The survey focused on teachers and students in a designated grade at a selected school, intending to gather their viewpoints and discern issues related to the integration of historical narratives into the curriculum. The questionnaire aimed to investigate the present condition of storytelling in education, the perspectives of students and instructors about its implementation, and any prevailing challenges. Upon collection of the surveys, the data was consolidated and examined to discern any flaws with the historical narrative methodology. This study proposes concepts and techniques to tackle issues and improve the efficacy of teaching practices.

The case study technique integrates theoretical research with practical examples to examine effective tactics and best practices for incorporating historical narrative into Chinese language training. This technique is shown via the analysis of certain instructional scenarios. The research offers insights and suggestions for educators aiming to integrate storytelling into their teaching methods via the analysis of these situations. The objective is to provide pragmatic direction on using historical tales as a pedagogical instrument, focusing on augmenting student involvement and comprehension.

Data Collection

The survey for the students was aimed at three main aspects: first, the students' enjoyment of historical stories, second, the students' knowledge of the role of historical stories, and third, the students' attitudes and expectations towards the teachers' use of historical stories. The questionnaires were sent to the first and second year students of Chongqing Shudu Vocational and Technical School. Six hundred questionnaires were distributed to students, and 595 questionnaires were recovered, with a recovery rate of 99.16%, among which 572 questionnaires were valid, with a recovery rate of 96.13%.

Data Analysis

1) Basic statistics

1.1) Average (mean)

1.2) Standard Deviation

2) Statistics used to check tool quality

2.1) Find the efficiency of the movie Electronic Media from the formula E1/E2.

2.2) Find the accuracy value (IOC)

RESEARCH RESULTS

Table1 students' preference for history stories is second only to audio-video

Issue	Options	Percentage (%)
Q1. What type of history lessons do you enjoy?	A. don't like	1.75
	B. with historical stories	29.37
	C. with audio and video	59.97
	D. with historical materials and pictures	8.92
Q2. Which of the following history textbooks is your favourite?	A. Historical pictures	9.44
	B. Historical maps	2.27
	C. Historical stories	75.35
	D. Introduction to Historical Figures	12.94

The data from the table 1 indicates that students' choice for historical tales (29.37%) ranks second to audio-video lectures (59.97%). This indicates that while multimedia materials are the favored approach, narrative remains a crucial element in captivating students throughout history classes. Historical narratives are preferred above other approaches, including the use of historical artifacts and images (8.92%) and the "dislike" category (1.75%).

This indicates that incorporating historical narratives into courses, maybe in conjunction with multimedia, may foster a more comprehensive and interesting educational experience for pupils.

Table2 students' preference for that students' choice for historical

Issue	Options	Percentage (%)
Q3. What are the main reasons why you like historical stories?	A. The need to develop horizons and improve oneself	41.61
	B. The need to relax and relieve physical and mental pressure	18.71
	C. Helpful to the study of history courses	16.08
	D. Simply out of personal interest	23.25
	E. To get praise from the teacher	0.35
Q4. Are you interested in historical stories?	A. very interested	68.88
	B.-generally	28.5
	C. Indifferent	2.62

A significant proportion of pupils (68.88%) indicated a strong interest in historical narratives. Furthermore, 28.5% of students expressed a general curiosity, resulting in a mere 2.62% who were apathetic to historical narratives. This significant interest demonstrates the efficacy of narrative in captivating students and its potential as a pedagogical approach in history instruction.

Upon inquiring about the motivations for their fascination in historical narratives (Q4):

The predominant reason (41.61%) was the desire to broaden perspectives and enhance personal development. This indicates that students see historical narratives as a vehicle for personal growth and intellectual advancement.

23.25% of students expressed a preference for historical narratives due to personal interest, highlighting the inherent allure of storytelling in history instruction.

Additional explanations were the need to unwind and alleviate physical and emotional stress (18.71%) and the conviction that historical narratives are beneficial for learning history courses (16.08%).

A negligible minority (0.35%) expressed a preference for historical narratives to get commendation from the instructor, suggesting that external validation was not a substantial incentive for the majority of students.

This evidence underscores the widespread appeal and pedagogical significance of storytelling in history lectures, catering to both personal interests and academic objectives for the majority of students.

Issue	Options	Percentage (%)
Q5. The main source from which you get history stories is:	A. Classroom, teaching materials	34.27
	B. TV series, films, documentaries	43.53
	C. Extracurricular reading materials	18.36
	D. Listening to others	2.62
	E. Others	1.22
Q6. What do you think is the role of history stories in the study of history?	A. be conducive to consolidating and expanding basic knowledge of history	62.06
	B. obtain sufficient historical materials to analyse problems	25.7
	C. Improve their reading ability	12.24
Q7. What is your favourite range of history stories?	A. Ancient Chinese History	46.85
	B. Modern Chinese History	17.13
	C. Ancient World History	17.83
	D. Modern World History	11.01
	E. Others	7.17

The predominant source of historical narratives, referenced by 43.53% of students, was multimedia forms including television shows, films, and documentaries. This indicates that visual storytelling in media is the most captivating and accessible method for kids to acquire historical knowledge. The prevalence of these formats indicates the growing amalgamation of technology and entertainment into educational settings.

Classroom Teaching Materials: The second most prevalent source, cited by 34.27% of students, was classroom materials. This suggests that while conventional teaching materials are significant, they are not the most favored source for acquiring historical narratives.

Extracurricular Reading: 18.36% of students accessed historical narratives via extracurricular reading materials, indicating that a limited number of students pursue historical knowledge independently of classroom instruction and multimedia resources, demonstrating a more autonomous learning strategy.

A minimal proportion of students obtained historical narratives via auditory means (2.62%) or other sources (1.22%), suggesting that oral transmission and non-traditional techniques are hardly used.

A significant proportion of students (62.06%) claim that historical narratives facilitate the consolidation and enhancement of their foundational understanding of history. This highlights the efficacy of storytelling in enhancing students' comprehension and retention of historical facts and ideas via contextualization and narrative framework.

Issue Analysis: 25.7% of students said that historical narratives facilitated their acquisition of enough historical resources for issue analysis, demonstrating that such narratives enhance critical thinking and the application of historical knowledge to actual or hypothetical situations.

A minority of participants (12.24%) said that historical narratives enhanced their reading proficiency, suggesting that while reading comprehension may not be the principal advantage of storytelling, it nevertheless serves a supplementary function.

The highly favored time among students is Ancient Chinese History, chosen by 46.85% of respondents. This may be ascribed to the profound cultural affinity many students possess for their national history, with the abundance of historical tales from China's ancient past.

Modern Chinese History: 17.13% of students favored Modern Chinese History, perhaps due to the contemporary significance of the events, individuals, and movements that influenced the current country.

Seventeen point eighty-three percent of students expressed an interest in Ancient World History, indicating a curiosity in civilizations outside their own history and reflecting a larger global perspective.

Modern World History: 11.01% of students preferred Modern World History, perhaps indicating less connection with current world events relative to Chinese history.

A minority group (7.17%) indicated interests in other historical periods, indicating niche or specialized fascinations with themes such as military history, the history of illnesses, or certain cultural epochs.

DISCUSSION & CONCLUSION

The information from Tables 1 and 2 unequivocally illustrates that multimedia resources and historical narratives successfully captivate students' interest in studying history. Although audio-visual material (59.97%) is the preferred instructional approach, historical narratives maintain a notable significance (29.37%). This indicates that visual aids and narrative tactics serve as complementary, rather than antagonistic, methods for teaching history. Historical tales provide context and depth, but multimedia information enhances vividness and animates history. Integrating these two strategies might optimize student engagement, retention, and understanding.

The significant interest in historical narratives (68.88%) indicates that storytelling is an effective instrument for history instruction, enhancing engagement and aligning with students' particular interests and motivations. A significant proportion of students (41.61%) identified wanting to expand their perspectives and enhance their personal development as the primary motivation for their interest in historical narratives. This illustrates that narratives are seen as more than only a vehicle for conveying information; they are also regarded as a catalyst for human development and intellectual advancement.

Notably, whereas most students like narratives for personal or emotional reasons, a smaller proportion (16.08%) see them as directly beneficial for history classes. This indicates that whereas storytelling engages students' interests, a potential disparity exists in rendering these tales academically significant. Educators should close this gap by more clearly linking historical narratives to essential learning objectives, such as critical thinking and problem-solving skills. Utilizing narratives as a mechanism for analyzing historical issues may assist

students in recognizing the practical significance of storytelling in fostering a more profound comprehension of history.

Furthermore, the research indicates that students mostly acquire historical narratives via television series, films, and documentaries (43.53%), underscoring the significance of multimedia in historical teaching. This discovery underscores the need for instructors to amalgamate popular media forms with academic information to engage students' attention. The extensive use of television and movies as historical resources indicates that instructors have to include these mediums in their courses rather than depending only on conventional classroom materials.

The inclination towards Ancient Chinese History (46.85%) highlights the significance of cultural relevance in historical education. Students seem to engage more profoundly with history when it pertains to their own ancestry. A significant proportion of students (17.83%) also demonstrate an interest in Ancient World History, indicating a desire for global viewpoints in addition to their national history. This underscores the need for a balanced curriculum that integrates both local and global settings, accommodating varied interests while promoting a comprehensive grasp of world history.

Final Assessment

This study's findings affirm that historical storytelling effectively engages students in history instruction, especially when integrated with multimedia resources. Historical narratives are alluring not only because they can amuse and inform but also because they can foster personal development and self-enhancement among pupils. While audio-video lectures are now the predominant form of history training, historical storytelling maintains a vital role and has substantial promise as a supplementary instructional strategy.

To enhance history instruction's efficacy, educators must incorporate historical tales with multimedia forms to provide a dynamic, immersive learning atmosphere. This method will render history more captivating and improve students' recollection of historical facts by situating them inside intriguing narratives.

Moreover, instructors may address diverse preferences by using students' fascination with culturally relevant tales and including global historical settings while fostering a more holistic understanding of history. Moreover, instructors must emphasize the connection between historical narratives and critical thinking and problem-solving activities, enabling students to recognize the academic significance of storytelling methodologies.

In conclusion, historical storytelling has shown its efficacy as an engaging teaching instrument, promoting personal engagement and academic success. The deliberate integration of multimedia resources may markedly enhance students' historical understanding and interest in the topic, offering a comprehensive educational experience.

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