

**UNIVERSITI TEKNOLOGI MARA**

**THE EFFECT OF WHOLE BRAIN  
TEACHING APPROACH ON  
LEARNING EXPERIENCES,  
PERCEIVED ABILITY AND  
MOTIVATION TOWARDS THE  
LEARNING OF ENGLISH LANGUAGE  
AMONG COLLEGE STUDENTS.**

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of the requirements for the degree of  
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## ABSTRACT

This aim of this study is to investigate the effects of Whole Brain Teaching (WBT) approach on selected college students' learning experiences, perceived abilities and motivation towards the learning of English language. Whole Brain Teaching (WBT) approach is a new, creative, fun and interactive approach to use in any educational settings. This study involved three phases of a mix-method approach utilizing both the quantitative and qualitative methodology. In the first phase using a descriptive design, 930 students were involved in gathering data relating to students previous language learning experiences, perceived abilities, and motivation in a classroom setting. The second phase utilizing an experimental design, namely quasi-experimental, investigated the effects of WBT approach on language learning (comprising experiences, perceived ability, and motivation) of 48 students from the experimental group and 42 students from the control group. The treatment of WBT was carried out for 12 weeks where experimental group was exposed to WBT approach while the control group was taught using the 'normal' classroom approach. In the final phase, purposive sampling technique was used to select the experimental group and control group of students where they were interviewed to examine their perspectives and insights of the approaches used to learn English. The first phase of the findings indicates that college students have a moderate level of language learning experiences towards English language, perceived language abilities, and motivation. Despite both groups' show increment and positive results but the experimental group of students posted more positive language learning experiences, and a significant improvement in their perceived language abilities as well as higher motivation to learn English as a result of the WBT intervention. Therefore, this study highlights the effectiveness of the WBT approach as a means of enhancing English language teaching and learning.

*Keywords: Whole Brain Teaching approach, WBT, English language learning experiences, language abilities and motivation.*

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Research Background

English has been a lingua franca in various domains of economic globalization. It has increasingly become the medium of communication in local and global contexts. The importance of mastering English highlights the need to become better equipped with the language. The Malaysian education system needs to acknowledge and act on the fact that mastery of English is a crucial skill needed to thrive in today's global marketplace. The ever growing number of published articles, journals and conferences on English as Second and Foreign Language (ESL/EFL) clearly indicates that the teaching and learning of English has not remained static and is continuously evolving. Jamil (2014) states that teaching approaches and activities are input in students' language learning development and have gone through numerous changes in order to attain learning aim. These variations have contributed to the diverse improvements in areas of lecturer training, new teaching approaches, materials and curriculum development.

Despite the acknowledged importance of English, learners' effort to sustain genuine interest in continuing to learn and use English once examinations are over is a hurdle (Hanapiah, 2017). English language educators, lecturers, and tutors have to create a sense of balance between preparing students for standardized examinations and out-of-classroom language skills. One modus operandi is to explore various teaching approaches which include integrated language learning activities to help cultivate learners' language skills. The challenge for English language educators is to go about teaching learners the language skills and to increase their motivation in language learning when English is not seen as a priority other than to pass the examinations (Husain, Ganapathy, & Mohamad, 2015). Therefore, instead of focusing on learners' academic achievement or examination results, this research focuses more on exploring the effects of Whole Brain Teaching approach on language learning.

There are various successful models and recommendations or specific research on teaching approaches such as the Direct Method, Grammar-Translation, Total