

Effects of Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills of English Teacher Students

Budsarakorn Sonpanya^{1*} and Kannaphat Nithitwaraphakun²

College of Teacher Education, Phranakhon Rajabhat University,
Bangkok, Thailand

Email: budsarakorn.gbud@pnru.ac.th

Abstract

The objectives of this research were to 1) develop teaching in English listening and speaking skills by applying the Situation-Based Learning for English teacher students and 2) study the satisfaction of English teacher students after the training. The population were 30 4th year students from the English program, College of Teacher Education during the 1/2020 academic year. The research instruments were included a training plan of Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills, an evaluation form of designing the learning activities to develop listening and speaking skills by applying the Situation-Based Learning, and a satisfaction questionnaire. The data were analyzed by using percentage, mean, and standard deviation.

The research results were found that 1. the effects of developing teaching in English listening and speaking skills by applying the Situation-Based Learning were divided into 3 aspects namely 1) Aspect of Knowledge and Understanding of applying the Situation-Based Learning for developing teaching in English listening and speaking skills was on a high level ($\bar{x} = 4.33$) or as a percentage of 86.6, 2) Aspect of Designing of English lesson plans and learning activities was on a high level ($\bar{x} = 4.50$) or as a percentage of 90, and 3) Aspect of Measurement and Assessment was on a high level ($\bar{x} = 4.04$) or as a percentage of 80.8. For the overall aspect was also on a high level ($\bar{x} = 4.29$) or as a percentage of 85.8.

2. The effects of the participant's satisfaction were divided into 3 aspects as follows: 1) Aspect of Knowledge and Understanding of applying Situation-Based Learning for developing teaching in English listening and speaking skills was on a high level ($\bar{x} = 4.34$) or as a percentage of 86.8, 2) Aspect of Lecturer who conveyed the knowledge was on the highest level ($\bar{x} = 4.62$) or as a percentage of 92.4, and 3) Aspect of applying the knowledge was on the highest level ($\bar{x} = 4.59$) or as a percentage of 91.8. For the overall aspect of participant's satisfaction was on a high level ($\bar{x} = 4.51$) or as a percentage of 90.2.

Keywords: Situation-Based Learning, English Listening, and Speaking Skills, Lesson Plans

1. Introduction

English is the actual central language in this borderless world. People from any countries need to communicate with one another by using English. The English language has impacts on a variety of aspects, especially the importance of education - for Thailand, the Thai educational system has been adjusted and added English program in each school. The Thai government also promotes English teaching and learning from kindergarten level for the students to get familiar with the language and be able to apply English in searching for textbooks, articles, and document as they study in higher levels. In another aspect, English has impacts on travelling - no matter where people travel, English plays important role in communication - people always use English for their inquiries. Moreover, the aspect of job/ career opportunities, the ones who are able to speak fluently English, they will be offered employment opportunities and successful accomplishments more than the ones who are not. (Festallor Education, 2020)

Although English plays important role in the term of communication in Thai society, many Thai people are embarrassed to speak English which the major problems are: they are afraid to make mistakes and they feel uncomfortable and less-esteemed when they are corrected. This make them feel bad and scared until finally they wouldn't be able to develop their English communication skills. This problem is from the factor of learners itself which are: 1) the learners most likely remember English vocabulary by only reciting and rarely have chances to use in the real conversation, 2) they don't usually speak English in their real world situations. Although, they have learned English whether from reading books or watching movies, they still cannot speak English properly as they don't have opportunities to speak in the real world which obviously effects their lower listening and speaking skills, and 3) the problem of intensive grammatical learning. There are two types of learners which are group 1 - the ones who understand and group 2 - the one who do not understand English grammar. For group 1, if they do not have chances to speak, they will definitely lack of developing their listening and speaking skills. For group 2, it effect a profound problem for them as they cannot develop all 4 English skills in any way. (Surasak Jamjareon, 2019). Also, there is another essential factor which strongly effects to developing English listening and speaking skills of Thai people is teaching English in schools. The prospective of educational management, teachers are the key to succeed in developing English listening and speaking skills of students. However, teaching English listening and speaking skills has not been done successfully until present. Similarly, the revolution of teaching English was also introduced (appeared in the Education Act (B.E. 2542) which the learners should learn English in the term of communicative level. In the contrary, the teachers mostly teach intensive grammar and the students keep reciting vocabulary - too many unnecessary words. There are still less opportunities to communicate English in real world situations which the major role of learning English is for communication. (BBC November 5, 2018 referred in Yongyut Khamkhong, 2019)

Thus, as being a teacher, solving a problem on spot is to change and adjust the teaching innovation to develop listening and speaking skills for the more successful and effective outcomes. Especially, teacher-centered teaching and learning process - conveying the knowledge by lectures cannot develop the 21st century skills comprehensively. The knowledge can be conveyed to the learners only 5 percent. Particularly, English is one of the essential communicative skills imposed in 21st



century skills (3r8c) (Ministry of Education, 2018) Thus, learning English is not only the way of consuming knowledge content for the examination. The teachers should adjust the ways and methods of teaching. Any new teaching innovations should be applied for the class. Also, the learning process that the learners create the knowledge and understanding themselves (Constructivism) is the key. This is a form of Active Learning which is the learners engage with the learning activities and it is actual learning. (Vijarn Panich, 2013)

As the analysis of the background and problems mentioned, the researchers had found out a form of learning called Situation-Based Learning which have been applied for teaching and learning processes. This teaching style promotes learning more effectively. Since Situation-Based Learning is a teaching style that promotes the cognitive domains along with combining the context or environmental situation as a learning medium. This teaching style promotes the learners to face with the situations in order to impose questions, make decision, solve problems, and apply for some other similar situations. This way of thinking is basically from the Constructivism. The Situation-Based Learning consists of 4 stages namely: 1. Creating Situation (teacher creates situation) 2. Posing Problems (learners identify the problems) 3. Solving Problem (learners practice to solve the problems themselves) 4. Perform Applying (learners can apply the knowledge to other similar situations) (Xia Liu referred in Suhaebar and Isrokatun, 2019). There is another model called Situation-Evaluation-Decision-Action Model or SEDA Model or SEDA Conceptualization by Dr. Will Thahelmer – also consisted of 4 stages: 1. Situation (impose the situation) 2. Evaluation (Evaluate the situation) 3. Decision (Making decision/Solve the problem) and 4. Action (Act and apply the concept).

The benefits of Situation-Based Learning are mainly promoting thinking skills. Moreover, the use of environmental situations as learning medium. The learners will be able to engage with learning activities starting from what they cannot do, then along with the context or environmental situations, together with teacher's assistance, they will be able to do by themselves ultimately. Mostly, learning activities held in the classroom are the teaching of abstract knowledge content which is frequently difficult to understand, as a result, some famous educators places importance on the learning through context or environmental situations which is officially known as Situated Learning - if learning is embedded within activity, context and culture, it will be accomplished and successful which Lave and Wenger called this a process of legitimate peripheral participation. (Lave and Wenger, 1990) Instead of conveying the knowledge by means of doing lectures or the term of Subject-Based Learning which the teachers transmit knowledge content to students. In the other hand, the Situation-Based Learning is a teaching style which the knowledge is constructed by the learners who engage with the situational activities that are related to learning content. (Alexander Salas, 2017)

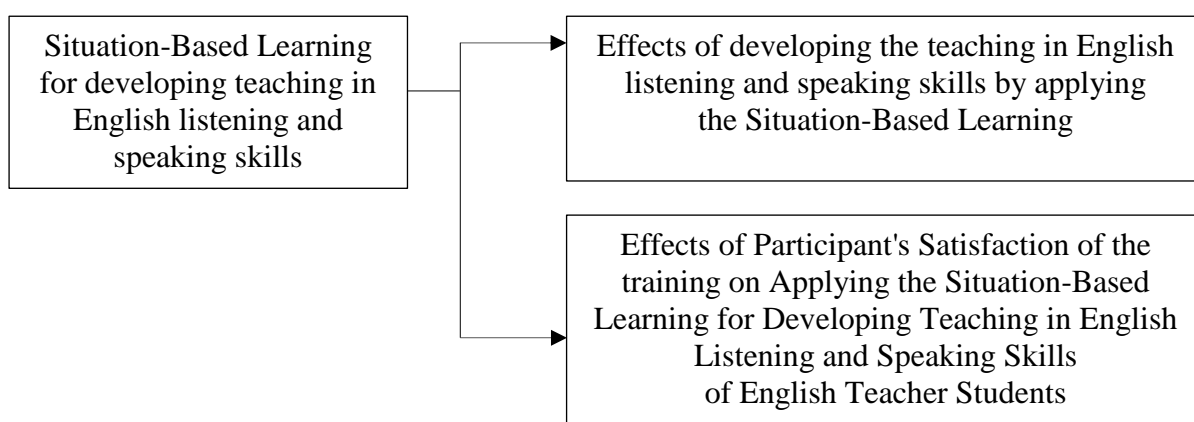
As an emphasis, the use of context and environmental situations is the key of learning process. The learners will be more creative by linking the contexts with concepts which effects long-term memory. (Will Thahelmer referrer in Mary Bart, 2009) Especially, applying the Situation-Based Learning for teaching in listening and speaking skills certainly leads to the accomplished teaching and learning. The learners have chances to participate in the activities. So, classroom teaching and learning will be implemented more effectively. The students can develop their communicative skills and choose appropriate word resources in each situational conversation. (Warangkana

Kha-on, 2018) Thus, for teachers or teacher students, Situation-Based Learning is another teaching style option that can be applied for English teaching. The students will be urged to use their thinking skills. Also, this teaching style can help develop English learning amid 21st century more effectively.

2. Objectives of the Research

1. To develop the teaching in English listening and speaking skills by applying the Situation-Based Learning for English teacher students
2. To study the satisfaction of English teacher students after the training of Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skill of English Teacher Students

Research Framework



3. Scope of study

Independent Variables

1. Situation-Based Learning for developing teaching in English listening and speaking skills

Dependent Variables

1. Effects of developing the teaching in English listening and speaking skills by applying the Situation-Based Learning
2. Effects of Participant's Satisfaction of the training on Applying the Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills of English Teacher Students

Research Population

30 4th year students from English Teacher Program, College of Teacher Education, Phranakhon Rajabhat University, during 1/2020 academic year who attended a training of Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills.

4. Research Instruments

1. Training Plan: Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills

A 3-hour training plan which was used in the training of Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills using SEDA Conceptualization (Will Thahelmer, 2008) consisted of 3 main parts, namely introduction, training, and summary.

2. Evaluation form for designing the learning activities to develop listening and speaking skills by applying the Situation-Based Learning

It is a form for evaluating the accuracy and consistency of each English lesson plans that were created by the participants. This evaluation form is in a form of rating scale which was divided into 6 aspects as follows:

- 1) Consistency and suitability of a title of lesson plan and its relevant content
- 2) Consistency and suitability of learning objectives and measurement/ assessment
- 3) Consistency and suitability of designing the activities and stages of SEDA Conceptualization
- 4) Provide activities which focused on listening and speaking skills
- 5) Consistency and suitability of teaching materials and learning activities
- 6) Overall lesson plan is interesting and easily understood

3. Satisfaction questionnaire of participants who attended the training of Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills

It is in a form of rating scale which was divided into 3 aspects:

- 1) Aspect of Knowledge and Understanding of applying Situation-Based Learning for developing teaching in English listening and speaking skills
- 2) Aspect of Lecturer who conveyed the knowledge
- 3) Aspect of applying the knowledge to other English classes

Research Methodology

This research is an action research. The sampling process is not involved. The population were 30 4th year students from English Program, College of Teacher Education who attended the training of Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills. The data were collected only single time after the end of training.

Data Collection

1. The data collection of the training plan

- 1.1 Collect the document, theories, and relevant data of the Situation-Based Learning.
- 1.2 Collect the document, theories, and relevant data of guidelines for trainings.
- 1.3 Collect the IOC data from the specialists.

2. The data collection of evaluation form for designing the learning activities to develop listening and speaking skills by applying the Situation-Based Learning

2.1 Collect the document, theories, and relevant data of the lesson plan evaluation forms which related to the activities which focused on developing listening and speaking skills

2.2 Collect the IOC data from the specialists.

3. The data collection of satisfaction questionnaire

3.1 Collect the document, theories, and relevant data of satisfaction questionnaire.

3.2 Collect the IOC data from the specialists.

5. Data analysis

1. The data analysis of training plan

Analyze the IOC data of the training plan by using percentage mean and standard deviation.

2. The data analysis of evaluation form of designing the learning activities to develop listening and speaking skills by applying the Situation-Based Learning

Analyze the data of the evaluation form by using percentage mean and standard deviation.

3. The data analysis of satisfaction questionnaire

Analyze the data of the satisfaction questionnaire by using percentage mean and standard deviation.

6. Conclusion and Discussion

The research on Applying Situation-Based Learning for Developing Teaching in English Listening and Speaking Skills was summarized into 2 sections as follows: 1) the effects of developing teaching in English listening and speaking skills by applying the Situation-Based Learning and 2) the effects of the participant's satisfaction.

Section 1 The effects of developing teaching in English listening and speaking skills by applying the Situation-Based Learning

1) Aspect of Knowledge and Understanding of applying the Situation-Based Learning for developing teaching in English listening and speaking skills was on a high level ($\bar{X} = 4.33$) or as a percentage of 86.6. The participants could explain about 4 stages of SEDA Conceptualization well. They also could give some examples as illustrations and have idea sharing discussion actively. Moreover, the lecturer used the effective and up-to-date training materials through various learning activities until the participants could create their own concepts of applying for the teaching in English listening and speaking skills.

2) Aspect of Designing of English lesson plans and learning activities was on a high level ($\bar{x} = 4.50$) or as a percentage of 90. The participants could be able to design the lesson plans/ learning activities of the teaching in listening and speaking skills based on 4 stages of SEDA Conceptualization very well. They presented their lesson plans in the way of giving examples for each situation that English conversation can be normally found, such as, English for shopping, English for movies, and English for flight services. The lesson plans/ learning activities provided correct and completed learning stages which it will be supported the teaching in English listening and speaking skills more effectively.

3) Aspect of Measurement and Assessment was on a high level ($\bar{x} = 4.04$) or as a percentage of 80.8. For the overall aspect was also on a high level ($\bar{x} = 4.29$) or as a percentage of 85.8. The participants could be able to design and present the accurate measurement and assessment methods. All those methods were focused on English listening and speaking skills. The criteria setting was also correct.

Moreover, the overall aspect was found that the effects of developing teaching English listening and speaking skills by applying the Situation-Based Learning was also on a high level ($\bar{x} = 4.29$) or as a percentage of 85.8.

Section 2 The effects of the participant's satisfaction were divided into 3 aspects as follows: 1) Aspect of Knowledge and Understanding of applying Situation-Based Learning for developing teaching in English listening and speaking skills was on a high level ($\bar{x} = 4.34$) or as a percentage of 86.8, 2) Aspect of Lecturer who conveyed the knowledge was on the highest level ($\bar{x} = 4.62$) or as a percentage of 92.4, and 3) Aspect of applying the knowledge was on the highest level ($\bar{x} = 4.59$) or as a percentage of 91.8. For the overall aspect of participant's satisfaction was on a high level ($\bar{x} = 4.51$) or as a percentage of 90.2.

7. Recommendations for further study

1. The lecturer must be specialized in the Situation-Based Learning or various English teaching innovations. Also, they must be specialized in designing English lesson plan in order to give answers and feedbacks about in-depth specific details of each teaching model to the participants actively and effectively.

2. There should be assignment after the training for the participants to apply their knowledge and concept of Situation-Based Learning for further English trainings or classes in order to follow up their knowledge and understanding after the training.



8. References

- [1] Vijarn Panich. (2013). The Learning Creation for 21th Century. Siam Commercial Foundation : Bangkok.
- [2] Warangkana Kha-on. (2017). Enhancing communication skills of Prathomsuksa 4 Students using Situation Based Learning, <https://dric.nrct.go.th/Search/SearchDetail/290112>. [access on 10/11/2020].
- [3] Office of The Education Council. (2017). The National Scheme of Education BE 2560-2579 (2017-2036). Prickwan Graphic : Bangkok.
- [4] Surasak Jamcharoen. (2019). The Development of English listening speaking competency by using task based learning activities for students using the College of Teacher Education, Phranakhon Rajabhat University, <https://so01.tci-thaijo.org/index.php/AJPU/article/view/215092/164698> [access on 10/11/2020].
- [5] Alexander Salas. (2017). Subject-based to Situation-based Workplace Learning, <https://www.linkedin.com/pulse/from-subject-based-situation-based-workplace-learning-salas-cplp>. [access on 05/11/2020].
- [6] BBC NEWS THAI. (2018). Why English Competency of Thai students has been Very low for 8 years?, <https://www.bbc.com/thai/thailand-46093794>. [03/11/2020].
- [7] Festallor Education. (2018). Importance of English in each aspect, <https://www.festallor-edu.com/post/why-english-is-important>. [access on 10/11/2020].
- [8] Learning Theories. (2020). Strategies for Increasing Student Learning and Performance, <https://www.learning-theories.com/situated-learning-theory-lave.html>. [05/11/2020].
- [9] Mary Bart. (2009). Strategies for Increasing Student Learning and Performance, <https://www.facultyfocus.com/articles/course-design-ideas/strategies-for-increasing-student-learning-and-performance/>. [05/11/2020].
- [10] Suhaebar and Isrokatun. (2019). Situation-based learning for self-regulated learning on mathematical learning, https://www.researchgate.net/publication/336920563_Situation-based_learning_for_self-regulated_learning_on_mathematical_learning. [05/11/2020].