



Instructional model development based on collaborative and communicative approaches to enhance lower secondary students' English-speaking skills in Thailand

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Abstract

The research objectives were to develop and assess the quality, implement and explore students' satisfaction towards an instructional model. The model was designed using 3 steps of research and development processes and implemented with a class of 46 ninth-grade students selected using clustered random sampling. The research instruments included: instructional model evaluation form, English speaking test, instructional model manual, classroom observation form, a scoring rubric and students' satisfaction questionnaire and structured interview. Data were analyzed using scoring rubrics, descriptive statistics, test dependable, and content analysis. The results revealed that: (1) the developed instructional model consisted of 5 components: principle, objective, learning content, learning instruction and evaluation. A learning instruction was designed with 5 steps: warm up, specification and explanation of speaking task, grouping of students and assignment of speaking task, preparation, and practice, presentation of speaking task and error correction and feedback. The developed instructional mode was at the highest level of appropriateness ($\bar{x} = 4.73$, $SD = 0.09$). An English-speaking learning instruction was designed with 5 steps. (2) Students' post English-speaking skills were significantly higher than before at .01 level and (3) students' satisfaction towards an instructional mode implementation was at the highest level ($\bar{x} = 4.57$, $SD = 0.52$).

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Introduction

English language has been qualified as a "Global Language" over the past decades as it is a dominant and widely used language in the world today. It is widely used by people all around the world as a bridge in communication in the area of education, technology, business, politics, livelihood, etc. Speaking, particularly, is one of the basic language skills that should be mastered by foreign language learners as it

plays a great role in interactive processes of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

The Thai government has realized the importance of English language as Thailand is one of the members of the ASEAN community, where English is the language of communication. English is taught as a compulsory subject at all levels of education with the aim to develop Thai citizens with communicative skills (Ministry of Education, 2008). The Thai government and the Ministry of Education have organized several projects to enhance students' speaking skills but deficiencies still exist as most students cannot express themselves in English (Thongwad, 2011). The inability of Thais in general and students in particular to express themselves is due to poor teaching methods as instructors continue to use traditional teaching methods emphasizing

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teaching grammatical structures through lecture methods without the use of collaborative and communicative activities that will enable learners to fully engage in communicating real meaning using the target language (Pawapatcharaudom, 2007).

With this problem and seeing the importance of English language, it is the intention of the researcher to develop an instructional model combining collaborative and communicative approaches with activities that will engage the learner in communicating real meaning, interact, prepare, practice and present oral tasks and enhance their speaking skills in classrooms, where the instructor facilitates and encourages learners to speak, corrects and gives feedback. This model is important as it will enable students to overcome fear, nervousness and develop confidence as they interact with peers in oral tasks. This instructional model does not concentrate on teaching grammatical structures through lecture methods, and gives learners the opportunity to interact, practice, present and develop their speaking skills. The communicative approach is an effective approach with effective activities but with some limitations as the role of the instructor is not clearly specified. It focuses on the use of already prepared utterances and students are allowed to produce utterances which are grammatically incorrect. In a collaborative learning process, the role of learners and instructor is clearly stated and learners are given the opportunity to interact and complete oral tasks. Combining the two approaches means that students will interact with each other using collaborative and communicative activities to prepare, practice and present the correct oral task based on their strengths and weaknesses with motivation and help from their instructor thereby enhancing their speaking skills.

The development of this model took into consideration three objectives as follows: (1) development and assessment of the quality of an instructional model based on collaborative and communicative approaches to enhance students' English-speaking skills, (2) implementation and studying the results of students' English-speaking skills after instructional model implementation and (3) exploring students' satisfaction towards learning with the developed instructional model based on collaborative and communicative approaches to enhance students' English-speaking skills.

Literature Review

English-speaking skill is seen as one of the skills that needs to be harnessed in students as it plays an important role in communications in the area of Education, trade and business, politics and as it also plays a great role in interactive processes of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). English speaking skills can be enhanced through interaction and communication (Paultson, 1978).

According to Littlewood (2002) and Harmer (2001), speaking skills can be enhanced by engaging learners in interactive and communicative activities. Larsen (2004), stated English speaking can be enhanced through interactive and communicative activities with the instructor facilitating in the classroom. During the teaching of English speaking skills,

the instructor explains some parts of the lesson and then allows the students to work in communicative activities as he observes and gives them directions (Larsen-Freeman, 2004). In an English-speaking classroom, learners do most of the speaking and frequently the scene of a classroom during a speaking exercise is active, with students interacting with each other to complete a task (Galloway, 1993).

The collaborative approach to learning traced from the Vygotsky (1978) framework emphasizes the importance of social interaction and knowledge construction and learning. This approach gives students the opportunity to interact in groups or pairs in completing speaking tasks (Colbeck, Campbell, & Bjorklund, 2000). Not considering learners' different language proficiencies and personalities, students work better in groups or pairs as they can freely exchange more opinions and ideas as learners will feel less anxious when they work with peers. (Delucchi, 2006). The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. According to the principles of communicative approach, learning stresses the importance of communication (Allwright, 1978; Cambell, 1972; Nunan, 1991; Richards & Rodgers, 1995; Savignon, 1991). According to Johnson and Johnson (1981), students should try to communicate with peers during the learning process in order to enhance their speaking skills.

The English speaking skill is an important skill needed to function effectively in society yet it is still deficient in Thailand (EF English Proficiency Index, 2019). Due to its necessity, this study will investigate how collaborative and communicative approaches can be used to develop an instructional model to enhance students' speaking skills in Thailand's classroom.

Methodology

Instructional Model Design and Development

The study was conducted using three steps as follows:

Step 1: The development and assessment of an instructional model had the following steps:

1. Critical analysis of related approaches and theories, students' English-speaking problems and needs, collaborative and communicative principles, learning steps and activities for drafting an instructional model using deductive and inductive approaches for data collection.

2. Validity check was done by 5 experts using a 5-level rating scale.

3. The effectiveness and reliability check through pilot study with a class of 51 ninth-grade students (grade 9/5) selected using clustered random sampling.

Step 2: The implementation of the instructional model consisted of 3 steps as follows:

1. The developed instructional model was implemented with a class of 46 ninth-grade students (grade 9/1) in the first semester of 2019 academic year, with the model implemented for 2 hours per week (total of 30 hours for the implementation)

and taking into consideration modules in language for communication.

2. An English-speaking test was administered consisting of four situations namely: 1) picture description, 2) conversations/dialogue, 3) role-play and 4) interview, in order to assess, evaluate and compare students' speaking skills from before and after instructional model implementation. The pre and post-test were checked by experts. The English-speaking test was varied with variations in groups and pairs for both pre and posttest.

3. Classroom observation was done based on students' collaboration.

Step 3: Exploring of students' satisfaction towards instructional model learning process was done using a questionnaire and a structured interview. Questionnaires and interview items were developed from content from teaching and learning English-speaking instruction, checked by experts, and any item which failed to elicit its aim was revised or reworded.

Participants

The instructional model was implemented with a class of 46 ninth-grade students (grade 9/1) from Phitsanulok Pittayakom School in the first semester of the 2019 academic year selected using clustered random sampling.

Research Instruments

The research instruments included: instructional model and instructional model manual evaluation form, English-speaking assessment test, instructional model manual, classroom observation form, a scoring rubric and students' satisfaction questionnaire and structured interview. After developing all research instruments, validity (0.08–1.00) and reliability (0.70) check was done by 5 experts and through pilot study respectively.

Data Analysis

An English-speaking scoring rubric using a rating scale of 1–5 was used for 4 speaking test situations to assess and evaluate students' English-speaking skills. The t-test was used to compare students' results between pre and post-test, while descriptive statistics (mean and standard deviation) were used to analyze the quality of the instructional model, instructional model manual, and students' satisfaction questionnaire while content analysis was used for classroom observations and structured interviews.

Results and Discussion

Results of Instructional Model Development

Results of an instructional model development and quality assessment revealed that the developed instructional model consisted of 5 components: principle, learning objectives, learning content, learning instruction and evaluation. Equally, the learning instruction consisted of 5 learning steps: warm up activities, specification and explanation of speaking task, grouping of students and assignment of speaking task, preparation, practice and presentation of speaking task and error correction and feedback (Figure 1). The results of instructional model evaluation revealed that the instructional model components were generally at the highest level of appropriateness ($\bar{x} = 4.73$). The appropriateness stems from the fact that the researcher critically studied students English speaking problems, analyzed all related theories and approaches before developing the model and after development, it was carefully checked by academic advisor and expert. Corrections and modifications were done at all levels making the model more appropriate. The findings were consistent with Joyce and Weil (2009) who stated that good instructional models should be systematically developed from theories and were also consistent with a study on "Learning Management Model for Learner Development with regard to Ethics, Intellect, and Learning" conducted by Kaewurai (2011), where the results revealed that the developed model was good, and suitable for learning process reforms focusing on learners.

The Results of Instructional Model Implementation

English speaking skill is an indispensable skill in society today as individuals are faced with different situations where they need to communicate orally coupled with the fact that English speaking is required in all areas of life such as business and education etc. The increased emphasis of an instructional model development and implementation based on collaborative and communicative approaches to enhance students' English-speaking skills requires social interaction, involvement and communication of real meaning by students. Being responsible for their own learning not only enables them to work together but also provides them with opportunities to interact by working in pairs and groups to complete an oral task based on their strengths and weaknesses through preparation, practice and presentation, with comprehensive participation of all learners, thereby enhancing their speaking skills.

The results revealed that student English-speaking skills after instructional model implementation were higher ($\bar{x} = 69.35$, $SD = 1.85$) than before ($\bar{x} = 28.43$, $SD = 1.36$).

Table 1 Comparison of English-speaking skills before and after instructional model implementation

English-speaking skills	\bar{x}	SD	D.	SD_D	t	p	$n = 46$
Pre-test	28.43	1.36					
Post-test	69.35	1.85	40.91	2.42	114.64**	.000	

Note: ** $p < .01$.

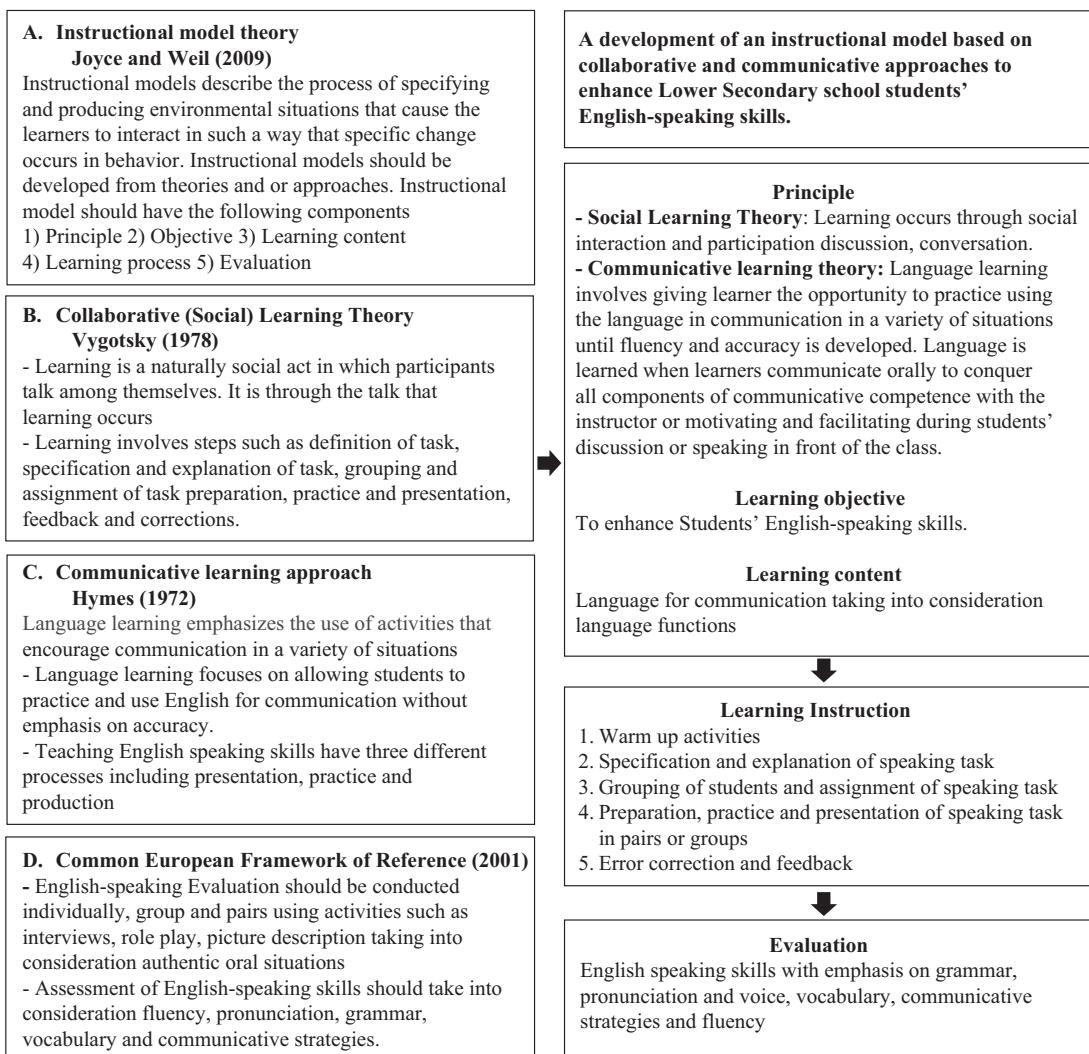


Figure 1 Instructional model to enhance English speaking skill

The improvements in students' English-speaking skills were as a result of several factors. The lesson plans were well developed with clear topics which concentrated on students' real-life and authentic daily situations. The objectives and standards of each lesson plan were clear and fostered students' speaking skills. The content concerned critical analysis of real-life situations which were within the range of students, with instructional materials such as charts videos/audios, TV and projectors. The learning instruction engaged in paired collaborative and communicative activities such as conversations, role-play etc. Moreover, the learning instruction involved approaches to teaching English-speaking skills such as collaborative and communicative approaches with tasks for students that would enable them to enhance their speaking skills through activities that enabled them working in pairs and groups to prepare, practice and present their oral task. Traditional teaching methods were avoided and the learning process focused on speaking instead of teaching grammatical

structures, and also, teacher's talk time was reduced, which gave learners enough time to practice their speaking skills. Teaching activities gave learners the opportunity to participate in preparing, practicing and presenting conversations based on their strengths and weaknesses using an authentic learning environment as the instructor motivated and facilitated the paired and group task. Moreover, these activities led learners to construct new knowledge through preparations, practice and presentation of oral task. Also, learners were motivated and corrected by the instructor during the learning process.

The results were consistent with the principles of collaborative and communicative approaches and also in line with the research "A development of a learning model based on Sociocultural Theory to enhance communicative ability for upper secondary school students" conducted by Abdulropa, Dutsadee, Wareerat, & Amornrat (2016) and the results revealed that students' English communicative ability after learning with the instructional model was significantly higher

than before at the .01 level. The results were also consistent with Nattawadee and Thanachart (2015), who conducted research with a sample of 30 seventh-grade students from Somdetprateerayananmee School using collaborative learning process to Promote students' English speaking ability, and found that students' English speaking ability post-test mean score after learning through collaborative learning process was significantly higher than the pre-test mean score at .05 level. It was also significantly higher than the standard score of 60 percent at .05 level.

Results of Exploring Students' Satisfaction Overall View on Instructional Implementation

The evaluation of an instructional model implementation monitors the progress towards the achievement of stated goals. The questionnaire consisting of 8 sections with a total of 17 items was used to evaluate students' satisfaction towards learning instruction. Students were asked to rate their personal satisfaction using a 1–5 level Likert rating scale ranging from strongly disagree to strongly agree.

As revealed in the research results, student's satisfaction towards instructional model was at the highest level ($\bar{x} = 4.57$, $SD = 0.52$). There are some critical factors leading to the highest satisfaction level. Students were exposed to a variety of interactive learning activities through which they worked together to develop their speaking skills. The learning process was characterized by motivation and interesting learning activities. The learning process was organized step-by-step as designed in the instructional model procedure; students were motivated to study using warm-up activities, interesting content, friendly learning atmosphere and a variety of instructional materials. The learning process was clear, interesting and connected with students' real-life activities and needs. These results were consistent with Tisana (2004) who said that instructors should understand learner's problems and needs, develop and organize learning instructions and materials that facilitate learning, organize activities that connect background and presently acquired knowledge, select learning activities and experiences which are appropriate with learners' needs, level and age and allow students to feel free during the learning process.

Awareness of the effectiveness of the developed instruction model based on collaborative and communicative learning approaches may prove to be of value to students, educators and instructors. After implementation, an interview was conducted with 20 students to share ideas related to learning with the instruction model and the results revealed the following: The learning instruction to enhance students' English-speaking skills was useful and effective. This instruction provided diverse activities and experiences, especially on how students could interact and communicate to enhance their speaking skills. Students participated in warm up activities, preparation, practice and presentation of speaking task and they also got corrections and feedback, which helped to further enhance their English-speaking skills.

Conclusion

The results of this research revealed that the instructional model for English-speaking instruction was appropriate and successful in enriching students' English-speaking skills. Enriching students' speaking skills is considering them as active participants in the learning process. Learning instruction, activities, materials and learning environment that will enable learners to interact to enhance their speaking skills will nurture and foster their speaking skills. Enhancing English speaking skills requires effective practice, patience and a variety of effective student-centered, active learning approaches so that students can interact in authentic situations. To meet the stated objectives, students are required to actively collaborate in preparing, practice and present tasks through collaboration and communication.

Recommendation

This study spotlights the enhancement of lower secondary school students' English-speaking skills using an instructional model based on the collaborative and communicative approaches. Based on this issue, educators are recommended to introduce training courses for English teachers on effective ways of enhancing students' English-speaking ability. Equally, since teaching phonics enhanced students' pronunciation skills, educators should organize training courses for teachers based on phonics to train them on specific ways of teaching students how to pronounce correctly since pronunciation is an important aspect of speaking.

Moreover, evidence is required to demonstrate the needs to enhance students' English-speaking ability. Therefore, further study should investigate the effectiveness of other approaches in enhancing students' English-speaking skills. Also, future study should concentrate on developing a curriculum for instructor and learners to enhance English-speaking instruction and skill development.

Conflict of Interest

There is no conflict of interest.

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