

## The Learning achievement and satisfaction on Thai listening skills for 2nd year students of Guangxi Vocational College students using Situational Teaching Method: a case study of Guangxi agricultural vocational and technical college

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### Abstract

This study was aimed (1) to compare the students' learning achievement on Thai listening skills using situational teaching method between pre-test and post-test. (2) to study students' satisfaction on Thai Listening skills using situational teaching method. This research used nonequivalent control group posttest only design. The sample group was one class, 23 students of second year students who studied Thai languages of Guangxi Vocational College, selected by simple random sampling. The research instruments were 1) the lesson plan for teaching Thai listening skills using Situational Teaching Method, with the average of efficiency at 4.90, 2) the learning achievement test with the IOC 0.60-1.00, 3) The questionnaires of students' satisfaction towards Situational teaching method and 4) an interviewing form. Data analysis involved the use of mean, standard deviation, percentage and t-test.

The research findings indicated as the following:

1. The students' learning achievement on Thai listening skills using the situational teaching method of post-test was higher than pre-test with statistically significant at 0.01 level.
2. The students' satisfaction on Thai listening skills using the situational teaching method in total was at high percentage of their opinion in each part, except the teaching difficulty was at the moderate; as following respectively; teaching

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effectiveness 60.87%, teaching content 56.52%, teaching method 52.17% and teaching difficulty 39.13%.

**Keywords:** Learning Achievement, Satisfaction, Thai Listening Skills, Situational Teaching Method

## Introduction

In recent years, with the continuous deepening of economic cooperation between China and ASEAN countries, Thai, as one of the most commonly used languages in Southeast Asia, has played an increasingly important role in China's economic, trade and cultural exchanges. As an important window of communication between China and ASEAN, students in vocational colleges in Guangxi need to master various language skills such as Thai listening, speaking, reading, and writing in order to better participate in economic, trade, and cultural exchanges in the ASEAN region. (Wang, 2006).

Firstly, mastering Thai listening skills can facilitate economic and trade cooperation in Guangxi. With the deepening of economic and trade exchanges between China and Thailand, enterprises in Guangxi need to expand their trade exchanges with Thailand. Students with Thai listening skills can better provide services such as trade negotiations, communication, document translation, and promote economic development.

Secondly, cultivating students' listening skills in Thai in Guangxi vocational colleges can also bring assistance to the development of Guangxi's tourism industry. Thailand is a popular tourist country, and Guangxi is also one of the important regions for the development of China's tourism industry. Students with Thai listening skills can provide better services to the tourism industry in Guangxi, meet the needs of tourists, and promote the development of the tourism industry.

Finally, mastering Thai listening skills can also lay a solid foundation for students' career development. With the increasingly close economic ties between China and ASEAN countries, Thai, as an important language in Southeast Asia, is essential for engaging in professions related to ASEAN countries. Students with Thai

listening skills can better adapt to the needs of the workplace and improve their competitiveness.

However, in the actual teaching process, it has been found that many students in Guangxi vocational colleges have weak listening skills and difficulty understanding Thai due to factors such as native language pronunciation and grammar structure. Therefore, studying how to improve the Thai listening skills of vocational college students in Guangxi has become an urgent problem to be solved.

Situational teaching method, as a method based on context, places learning tasks in real contexts and simulates real-life situations for language teaching, has gradually become a popular method in language teaching. Through situational teaching method, students' language application ability can be better cultivated and their listening, speaking, reading, and writing skills can be improved. Therefore, adopting situational teaching method to cultivate Thai listening skills among vocational college students in Guangxi has certain feasibility and practicality.

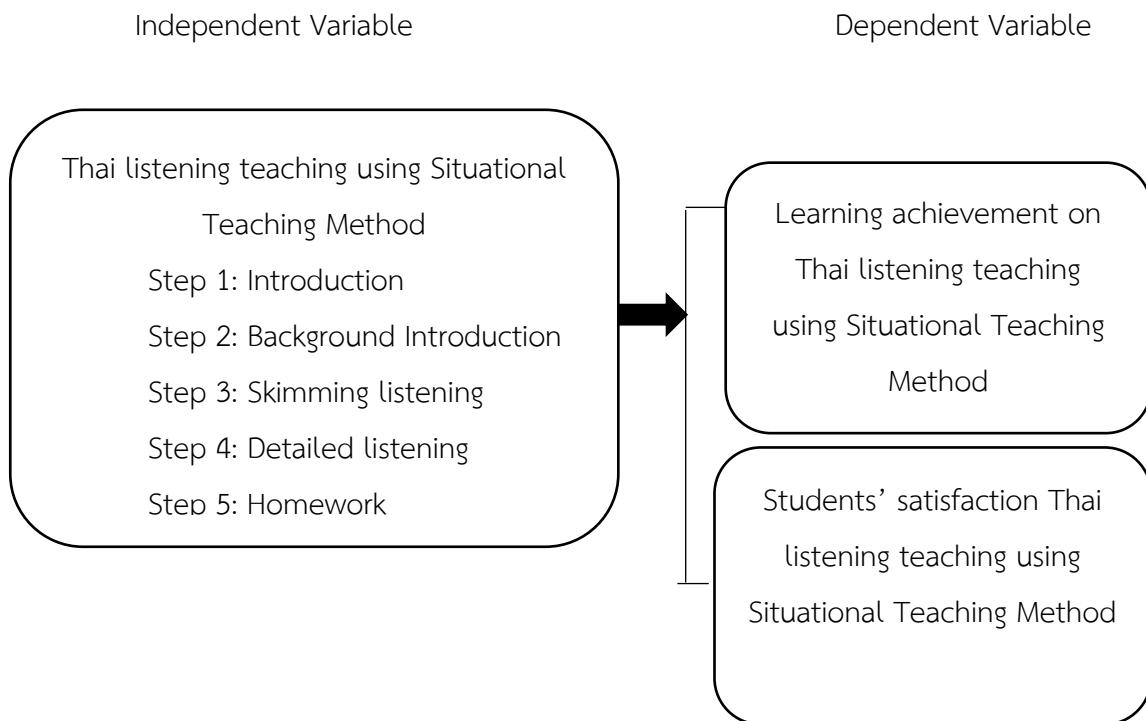
### **Research Objectives**

1. To compare the learning achievement between pre-test and Post-test on Thai Listening Skills
2. To study students' satisfaction on Thai Listening skills using Situational Teaching Method

### **Hypotheses**

1. The students' post-test learning achievement on Thai Listening Skills using Situational Teaching Method is higher than pre-test.
2. The students' satisfaction on Thai Listening Skills using Situational Teaching Method was at high level.

## Conceptual framework



**Fig. 1** Conceptual framework

## Literature review

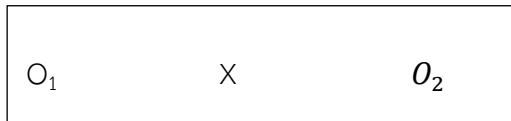
The study of learning achievement on Thai Listening Skills for Guangxi Vocational College Students Based on Situational Teaching Method: A Case Study of Guangxi Agricultural Vocational and Technical College The theoretical basis for this study mainly included the following aspects

1. The situational teaching method
2. Listening skill
3. learning achievement
4. Satisfaction
5. Related research
6. Conceptual framework

## Methodology

### 1. Research method

This research used one group pre-test and post-test design



O<sub>1</sub> was pre-test

X was Situational Teaching Method

O<sub>2</sub> was post-test

### 2. Population and sample

2.1 The population were two classes, 46 students of the second year students studying Thai languages of Guangxi Vocational College.

2.2 The sample group was one class, 23 students of second year students studying Thai languages of Guangxi Vocational College, selected by simple random sampling.

### 3. Research instruments

The instruments used to collect information for this research were as follows;

3.1 The lesson plan was prepared as a guideline for teaching Thai listening using Situational teaching method, which was consisted of 10 plans for 20 hours. Respectively are the topics of Thai listening; At the Airport, At the train station, At the hotel, At the restaurant, At the shopping mall, At the amusement, park, At the hospital, At the sport stadium, At the zoo and At the library

3.2 The learning achievement test which is a 4 multiple choices consisting of 20 items. Assessed the Thai listening skills on 4 parts;

1 ) Listening Comprehension: Ability to accurately understand the content of Thai listening materials.

2) Listening Response: Ability to respond appropriately or make choices Based on the content of Thai listening materials.

3) Listening Adaptability: Ability to employ effective strategies when Encountering listening difficulties or obstacles.

4) Listening Communication: Ability to exhibit politeness, cooperation,

confidence, and fluency in listening communication.

3.3 The questionnaires of students' satisfaction towards Situational teaching Method with Thai listening, and an interviewing form.

#### **Creation and quality of research instruments**

1. The lesson plan for teaching Thai listening using Situational teaching method

1.1 Study the course documents such as teacher manuals, evaluation results, learning subject groups of Guangxi Agricultural Vocational and Technical College.

1.2 Study concepts, theories, principles from documents and research of Thai listening skills.

1.3 Study concepts, theories, principles from documents and research of Situational teaching method.

1.4 Study the Curriculum and course description of Thai listening course.

1.5 Develop guidelines for learning management plans of Thai listening Using Situational teaching method in totaling 10 topics, 20 hours in various situation as follows: At the Airport, At the train station, At the hotel, At the restaurant, At the shopping mall, At the amusement, park, At the hospital, At the sport stadium, At the zoo and at the library.

1.6 Submit the developed learning plan to an advisor to determine the suitability.

1.7 Submit the developed learning plan to 5 experts to determine the suitability and quality of the learning management plan. Experts used an analytical rating scale to assess the appropriateness of the questions. By using the criteria to consider the suitability of a 5-level scale as follows: Level 5 means the most appropriate. Level 4 means very appropriate. Level 3 means moderate suitability. Level 2 means less suitable. Level 1 means least appropriate. The findings are based on an average of the requirements of the criterion as follows:

4.51–5.00 is most suitable

3.51–4.50 is very appropriate

2.51–3.50 is moderately appropriate

1.51–2.00 is less appropriate

1.00–1.50 is least appropriate

Based on the average score of 3.51 or higher as a criterion to judge that experts believe that learning management plan of suitable quality and in accordance with the essence, subject matter, learning management process learning materials measurement and evaluation. The results of the expert review found that the learning management plan created the mean value of 4.90, which means that the learning management plan created is appropriate at the highest level

## 2. The learning achievement test

2.1 Analyze the students' learning situation, screen out valuable points according to the teaching content, and design the test paper closely. The pre-test is the same as the post-test, with a total of 20 questions, multiple-choice questions, 4 choices per question.

2.2 Complete the test papers. The test papers are handed in to the advisor And the experts for giving advice. Content coverage of the test objective consistency with the test objective Suitability of the test Difficulty and suitability of the questions and options. The criteria are considered as follows:

+1 means when you are sure that the test measures the purpose

0 means when you are not sure whether the test measures the purpose.

- 1 means when you are sure that the test does not measure the purpose.

2.3 Record the results of each expert review and find the index. Consistency (the Item-is Objective Congruence; IOC) is an item that is making the assessment of the consistency between exams with the aim of learning analysis for the IOC using a formula IOC qualifying exam with IOC (IOC). Between 0.50-1.00 is a test that meets the criteria for validity in content. The results of the expert review found that the correspondence between the exam and the learning objectives got IOC values from 0.60–1.00.

## 3. The questionnaires of students' satisfaction

3.1 Study the definition, theory and relevant research literature of satisfaction.

3.2 Create an assessment scale questionnaire based on the data obtained in the study.

3.3 Obtain valid data through the questionnaire survey. As part of monitoring and providing feedback, the questionnaire provides the data needed for the course the scholar is studying.

3.4 Submit the questionnaire questions to a five-member expert group for review to ensure the accuracy of the questions and the proper use of language and content. by the IOC is 1.00

#### 4. The interviewing form

Creating a structured interview form Proceed as follows:

4.1 Study documents, concepts, theories, and research related to knowledge management.

4.2 Study the criteria and methods for creating structured interviews.

4.3 Create a structured interview form. Then present to the experts to consider and inspect Language accuracy The question is: Cover content or variable or not The language is clear and appropriate for the group sample or not

4.4 Modify the structured interview according to expert recommendations and present it to the experts to evaluate content validity (Content Validity) by finding IOC (Item) consistency values objective congruence Index), etc., on a per-item basis, then consider selecting questions with an IOC value greater than 0.5. up (Bunchom Srisa-at., 12017) and give suggestions on the clarity of language and coverage. According to the framework for creating a structured interview form by offering experts

4.5 Modify the structured interview according to expert recommendations. To be used in Structured interview

#### 4. Data analysis

Data analysis involved the use of mean, standard deviation, percentage and t-test.

### Results

1. The students' learning achievement on Thai listening skills using the Situational Teaching Method significantly impacts students' learning achievement, effectively improving their Thai listening proficiency. Compared to pre-test, the post-test learning achievement was higher than pre-test.

2. The students' satisfaction on Thai listening skills using the Situational Teaching Method in each part was as following;

2.1 Teaching content has the highest frequency at 52.17%. This is indicated that the content of Thai listening teaching based on the situational teaching method aligns with students' needs and interests, attracting their attention and improving their learning efficiency.

2.2 Teaching effectiveness had the highest frequency at 60.87%. This is indicated that students are highly satisfied with the effectiveness of Thai listening teaching based on the situational teaching method and believe that this teaching method was able to simulate students' initiative and participation, enhancing their learning effectiveness and capabilities.

2.3 Teaching difficulty, approximately 56.52% of students chose "Moderate," This indicated that the difficulty level of Thai listening teaching based on the situational teaching method aligns with students' proficiency levels, neither causing excessive pressure nor boredom.

### Discussion and Conclusions

Thai listening teaching based on situational teaching methods significantly impacts students' learning effectiveness, effectively enhancing their Thai listening proficiency. This is because Situational teaching intends to establish the interactive relationship of course teaching of college students' English RLS under a fixed scenario. The specific interactive relationship includes the interactive relationship between teachers and students, that between students, that between RLS teaching contents and actual fixed scenario, that between theoretical knowledge and actual application, that between situational teaching process and classroom teaching management, and that between RLS teaching standard and the actual fixed scenario. The establishment of the above interactive relationships guides students to participate in English RLS course teaching, highlights their learning interest and emotions, and ensures the teaching effect. (Pithayarungsarit, N., & Supasorn, S., 2019). In situational teaching, the significance of interactive activities goes far beyond the theoretical knowledge of English learning. It makes the students more willing to communicate in speaking English, master the accurate English expressions facing different objects in various

teaching scenarios, and learn how to interact with others in actual scenarios of speaking English communication. That was The Czech educator Comenius wrote in the Great Pedagogy: "all knowledge comes from the senses." Reflects a vital aspect of students' cognitive law in teaching: intuition can concertize and visualize abstract knowledge. The situational teaching method immerses students, obtains abstract and rational insight from perception, stimulates learning emotion, improves students' interest in learning, and makes learning activities become students' active and conscious activities. (Sarathayut, 2017).

Dewey, an American pragmatic educator, believes education is the continuous transformation of experience. Everything comes from experience. "Action" precedes "knowledge." To follow this natural way, we must set up a particular situation. Therefore, the whole teaching process should divide into the following steps: situation problem observation and solution application. Cognition is acquiring knowledge through psychological activities (such as forming concepts, perception, judgment, or imagination). The situational teaching method sets up situations for students to show distinct and specific images (including direct and indirect images). So that students can achieve abstract and rational insight from the perception of image, stimulate students' interest in learning, and make learning activities become students' active and conscious activities. (Li, 2004). These results related with the studies of Nitikiri (2015) explores how to apply Situational Language Teaching to improve the listening and speaking abilities of Thai language freshmen, which was found that this teaching method helps improve students' listening and speaking skills in Thai, and also enhances students' understanding of Thai culture and related with Sarathayut (2017) explored the effectiveness of using situational teaching methods among non-native Thai learners, especially in improving students' listening and speaking skills in Thai. Through a comparative study of the experimental group and the control group, the author found that the situational approach can significantly improve students' listening and speaking abilities in Thai. The same as Pithayarungsarit and Supasorn (2019) explore the teaching effects of situational teaching methods on Thai listening and speaking skills in secondary school. The study adopted the design of an experimental group and a control group, and conducted pre and post tests on the two groups of students. The experimental group received Thai listening and speaking teaching based on the

situational approach, while the control group received traditional Thai listening and speaking teaching. The results show that the students in the experimental group have significantly improved their listening and speaking skills in Thai compared to the control group.

## Recommendations

### 1. Recommendations for implementing

Based on the study's conclusions, the following recommendations are proposed:

1.1 For Teachers: To utilize the advantages of situational teaching methods by creating authentic, interesting, and diverse Thai listening teaching scenarios to spark students' interest and motivation, teachers should adapt teaching content and methods flexibly according to students' actual levels and needs, adjusting teaching progress and difficulty while focusing on personalized and differentiated teaching to promote students' comprehensive development.

1.2 For Students: To actively participate in Thai listening teaching based on Situational Teaching Methods by engaging in Thai listening exchanges with teachers and classmates to improve their comprehension, response, adaptation, and communicative abilities and to foster good habits in Thai listening learning by listening more, practicing more, and using Thai more, thereby expanding both input and output of Thai listening skills to enhance their proficiency and practical application abilities.

1.3 For Educational Administrators: To recognize the importance of Thai listening teaching in vocational colleges, offering necessary support and guarantees by increasing time and resources for Thai listening teaching, providing more teaching equipment and materials, encouraging teacher and student participation in Thai listening teaching training and communication, and promoting the quality and level of Thai listening teaching should be done.

### 2. Future research direction

While this study partially confirms the impact of situational Thai listening teaching on the cultivation of Thai listening skills among students in Guangxi vocational colleges, several limitations require future improvement:

2.1 The research should be focused on a rather narrow group, only selecting students from two Thai classes at Guangxi Agricultural Vocational and Technical College, with a small sample size that cannot represent the overall situation of Thai language learning in Guangxi vocational colleges, hindering the generalization of the study's conclusions.

Future research should expand the scope and quantity of participants by including different vocational colleges and Thai language majors to improve universality and representativeness.

2.2 The research methodology should be relatively limited, employing only comparative experiments, questionnaire surveys, and practical application tests without fully utilizing other research methods such as observation, case analysis, or literature analysis. This limited consideration of other influencing factors like students' personalities, learning styles, and strategies might result in biases and limitations in the study's results.

Future studies should adopt diverse research methods to comprehensively analyze multifaceted data to enhance the depth and breadth of the research.

2.3 The study's duration should be relatively brief, consisting of only a one-semester experiment without tracking long-term learning effects or analyzing the effects of different situational teaching methods. This may lead to some one-sidedness and instability in the research conclusions.

Future research should extend the research duration, continuously monitor and evaluate students' progress and achievements in Thai listening, while exploring various situational teaching methods and strategies to improve the research's comprehensiveness and innovation.

In summary, this study represents a meaningful attempt, providing a new teaching method and perspective for Thai listening teaching in Guangxi vocational colleges. It also offers some reference and guidance for related research fields. It is hoped that this study will contribute to the development and innovation of Thai listening teaching and inspire more in-depth and extensive exploration and research in the future based on its foundation.

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