MODEL-BASED APPROACH AND LANGUAGE ENHANCEMENT IN ENGLISH AS A FOREIGN LANGUAGE CLASS

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Abstract- Education in this era needs to meet the needs of Generation Z learners who prefer intrapersonal and independent learning over group work, making use of technology and social media in their learning. To cater to the fast changing global learning situation, global education may need to be changed into self-access digital learning, allowing digital native-learners access day-to-day updated knowledge beyond the regular classes. This qualitative study investigated how online models facilitate learners' learning achievement regarding pronunciation, learning retention and self-efficacy in English as a foreign language class. Twenty undergraduates at Chiang Mai Rajabhat University in Thailand participated in the study in a course in English for Airline Business. The teaching method applied was model-based learning with assigned tasks. Data were obtained through students' task performances and interviews. The findings illustrate that comprehensible input of online clip models and peers' performances enhance students' pronunciation. Interestingly, the analysis of the interview reveals that the students made use of their favorite airline to motivate their learning and gained more self-efficacy and confidence to use English. Also, the results of the study reveal that the real world-related tasks with role-play simulations resulted in students' retention of learning.

Keywords- model-based learning, self-efficacy, motivation, learning retention

I. INTRODUCTION

Today's world is much different from the past due to the globalization and technology changes. The technological revolution has affected almost all the aspects of life. Access to online information and ICTs is globally widespread. Automation technologies have increasingly replaced humans, as workers on the workplace. According to Autor, Levy and Murnane (2003) the job tasks that involve expert thinking and complex communication skills, has fast increased worldwide. The employment situation coincides with the occupations of computers and computerized production processes whose tasks are automated. The workers in the 21st century must have the skills of technology, information-processing, problem-solving and communication, and self-directed learning. Those skills can support them for the uncertainties of a rapidly changing labor market. (OECD, 2013; Griffin & Care, 2015).

The mentioned situation coincides with learning styles of the latest group of Generation Z students who start school. In one hand they were born with mobile devices and the Internet, and accessible unlimited online information in the other. Their brains work well with the visual ability, and look for educational opportunities that are visually enhanced teaching method. Visual and video are most often the yardstick for this group. The Generation Z students also learn more effectively when they are challenged to solve problems and find a solution. Success in solving the problems is said to foster their learning motivation and self- efficacy (Seemiller, & Grace, 2016).

The new ways of digital life drive all levels of education to develop skills and knowledge that cater to the technology flow of situation and the Generations Z ' s needs. The day-to-day updating knowledge and information, and 21st century skills can help them survive in the digital future. As a result, classroom learning practices today should be geared towards the needs and prepare the students to survive in the changing situation happily (Marshall, 1996).

Nowadays, it is clear that non-native speaker to non-native speaker communication is far more common than native speaker to non- native speaker communication. As a result, English used as World Englishes is by far the most common form of English in the world today (Jenkins, 2003; Graddol, 2006). World Englishes inevitably comes with local linguistic and cultural influences affecting the way such English is spoken in its location (Jenkins, 2003). However, many ELF researchers claim that some aspects of pronunciation are far more consequential to maintain the mutual intelligibility in ELF interactions than others. (Jenkins,2007; Walker, 2010). This qualitative study investigates how online models facilitate learners ' learning achievement regarding the problematic pronunciation, learning retention and self-efficacy in English as a foreign language class.

II. METHOD

2.1. Participants

Students in this study were 20 undergraduate English major students at Chiang Mai Rajabhat University in Thailand. All of them are non-native speakers of English and enrolled in a course in English for Airline Business at a time this study took place. They do not use English in their daily life. All of them were

not familiar with the innovative teaching methods. Their English proficiency level was not satisfactory.

2.2. Research instruments

Research instruments were a recording of the focus group's presentation performances and an interview. The students' task performance recordings were aimed to provide the information about students' pronunciation, self-esteem and learning retention while the semi-structure interview was aimed to obtain the in-depth qualitative data concerning students' self-esteem and learning retention.

2.3. Procedure

This qualitative study investigated how online models facilitate the students' learning achievement in English as a foreign language class. The teaching and learning activities were based on an oral presentation and simulation. The students were assigned learning topics. Then the students did the research for the topics and delivered their presentations and simulations to class. Each student was required to finish 2 presentations and 5 simulations for a whole semester. The students received feedbacks after their presentations. Some useful related websites and YouTube clips were suggested. The students' presentation performances and simulations were recorded. The average presentation time was 10 minutes while the average simulation time was around 5 minutes. Each student of the focus group of 10 students was interviewed. The focus group for the interview was the group of students who had a chance to take a plan to somewhere after the course ended. Also, they were asked to redo the simulations, eight weeks after the course ended for the data collection regarding students' learning retention. Then the data were respectively analyzed qualitatively for data analysis to obtain in-depth qualitative data concerning students' pronunciation, self-esteem and learning retention.

2.4. Data analysis

For the results of the study, the recordings of the focus group's presentation performances and simulations were transcribed, coded and analyzed for the problematic pronunciation, self-efficacy, and learning retention by means of content analysis using Hyper Research Computer Program. The semi-structure interviews were translated, coded and qualitatively analyzed using Hyper Research Computer Program for the in-depth data regarding students' self-efficacy.

III. FINDINGS

The findings show the improvement of students' pronunciation. The students' pronunciation found in this study is based on the clip video enhancement with enriched visual and aural inputs. The analysis reveals that during their presentations, the students made use of the target language and pronunciation they had been exposed to from Google search engine including YouTube while searching for the information for the assignment and doing their simulations. Moreover, there was the evidence that they also imitated the pronunciation used by their peers during their presentations. The results of the study also indicate that the students gained more self-efficacy. In addition, the results of the study reveal that the real world-related tasks with simulations resulted in students' retention of learning.

1. Online models with YouTube clips facilitate learners' learning achievement regarding pronunciation.

Students' pronunciation was investigated. The result of students' pronunciation analysis shows that the students' pronunciation has been improved. It has been found that words, phrases, and sentences in the simulations influenced their better pronunciation when recycled. The improved linguistic features observed concern the initial and final consonant cluster [r] and [l], the final sounds of verbs ending in the voiced sounds that cause the [-ed] ending of a verb to be pronounced as the syllable [-əd], and the plural nouns with [-s] and [-es]. Also, the analysis shows that the students pronounced the link of the consonant and vowel. In addition, the improved linguistic features observed concern the pronunciation of some problematic numbers of 3,5,8. Interestingly, there was an evidence that the students imitated the accents of the YouTube clips they had been exposed to and some of them also imitated the accents of their peers.

Aspects of language features that have been noticed, were illustrated in Table 1 below:

Table 1. Aspects of language features that have been noticed

Language features	Pronunciation	
	More competent students	Less competent students
Cluster [r] and [l]		
Initial cluster	X	X
Final cluster	X	-
Final sounds of verbs ending in the voiced sounds		
Final sounds of verbs ending in the voiced sounds [əd]	X	X
Other related language features		
Plural noun with [s], [es]	X	X
Link of consonant and vowel	X	-
Number 3,5,8	X	-
Accent		
Clip model accent	X	X
Peers' accent	-	X

Table 1 above indicates that the students noticed the language features of pronunciation, from YouTube and peers' presentation. However, the more competent students noticed and correctly produced the pronunciation regarding the initial and final clusters of [r] and [l] while the less competent students noticed and only correctly produced the

pronunciation regarding the initial clusters of [r] and [l]. Besides, all students correctly pronounced the final sounds of the passive verbs ending in the voiced sounds [əd] during their presentations. Regarding the other related language features, three aspects have been found. First, all students correctly pronounced plural nouns with [s] and [es]. However, the more competent students linked the consonant and vowel where necessary and pronounced the problematic pronunciation of numbers, three, five and eight correctly during their presentations while the less competent students failed to do so. The analysis also reveals that all of them imitated the accents found in the YouTube clips and some of them also imitated their peers' accents.

2. Students' self-esteem and confidence were analyzed. The analysis of all students' presentation performances and the interviews have been done. The results of the analysis indicate that the students gained more self-esteem and confidence to use the language. During their presentation, they approached the projector screen and did their presentations in a relaxing way. They were at ease with the information they had prepared. They consistently used direct eye contact with the audience. They demonstrated a strong, positive feeling about topic during their presentations. They used a clear voice and correct pronunciation of terms. Most of them used innovative presentation methods including videos from YouTube to reinforce their presentations. They also used nonverbal language features while presenting. During the interview, they mentioned that they understood all announcements made both at the airport and during their flights. They added that they could make better announcements than those of what they had heard. Moreover, they claimed that they could recognize most of the airport structures when they were at the airport. Interestingly, they used a variety of check-in options for their flights. They also said that it was challenging to listen to the model clips with varied accents and they were proud of themselves when they were able to transcribe what were being said in those challenging clips they were exposed to.

3. Students' retention was investigated. The result of students' retention derived from the students' task performances and interview. The students in this study had been undergone the innovative teaching methodology, model- based learning with YouTube clips, by self-search online. After 8 weeks, 50% of the students were tested using task simulations with performance reference-test and interview to investigate their learning retention. The analysis of the study reveals that the students' retention was quite high (80%).

IV. DISCUSSION

The results of the study show that despite the fact that the students demonstrated the correct pronunciation of the problematic words of the cluster [l] and [r], there were some words that were fossilized and pronounced incorrectly as they usually do. The words include Airway (Airways), Kaptan (Captain),Singapo(Singapore),Honggong(Hong Kong) tee (three),fight (five), egg (eight), peed (please), fom (form) wit (with) etc. Those words are commonly used in their mother tongue, Airway (Airways) Kaptan (Captain), Singapo (Singapore), Hongong (Hong Kong). The later group, tee (three), fight (five), egg (eight), peed (please), fom (form) wit (with), have often been taught with the incorrect pronunciation in schools for ages.

The results of the study also show some interesting points. Interestingly, the analysis of the interview reveals that the students made use of their favorite airline to motivate their learning. They said that in the future, they may work for those preferred airlines which in turns foster their motivation and learning engagement.

CONCLUSION

The pervasiveness of the search engine technology influences education shift to individual digital learning allowing Generation Z who are digital natives to access limitless knowledge beyond the regular classes. Autonomous learning with appropriate search engine technology support can nurture the digital native learners with academic achievement and learner autonomy. The results of the study confirm that education in all sectors may need to be shifted into the innovative teaching practices to meet the immediate situation and learners' needs and desire which in turn enhance their learning achievement .

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