A Comparison of English Learning Achievement and English Listening-Speaking Skills of Higher Education Students with Teach Less Learn More (TLLM) Instructional Model and Conventional Approach[*]

การเปรียบเทียบผลสัมฤทธิ์ทางการเรียนและทักษะการฟัง-พูดภาษาอังกฤษของนักศึกษาระดับอุดมศึกษาด้วยรูปแบบการจัดการเรียนรู้แบบสอนน้อยเรียนมากและแบบปกติ

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Abstract

The present study aimed to construct and assess the quality of Teach Less Learn More (TLLM) instruction model, implement, and study the learning results of using the constructed model by comparing students' English learning achievement and students' English listening-speaking skills with those who were taught by TLLM instructional model and conventional approach, and also study the students' satisfaction.

The sample included sixty students from the Faculty of Science and Technology, Pibulsongkram Rajabhat University, who enrolled for the course "English for Communication (GELN101)" in the first semester of 2015 academic year. Simple random samplings were applied to get an experimental group of TLLM model and the control group of conventional approach. An experimental group was thirty first-year science students and the control group was thirty first-year mathematic students.

The research instruments included; 1) ten lesson plans of TLLM model, 2) ten lesson plans of conventional approach, 3) an English learning achievement test with reliability at 0.85, 4) an English listening-speaking skills test with reliability at 0.62, and 5) the students' satisfaction questionnaire towards the TLLM model. The statistics used were mean ($\bar{x}$), standard deviation ($S.D.$), and t – test Independent.

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The findings were summarized as follows: 1) the TLLM model consisted of five components; principle, objective, content, instructional procedures, and, assessment and evaluation. The quality of the model checked by the experts was good, in addition, the results of the experiment showed that teaching and learning through the TLLM model

procedures following the stage was smooth, 2) the students learned through TLLM model had English learning achievement mean score higher than those learning through conventional approach at .000 level of significance, 3) the students learned through the TLLM model had English listening-speaking skills had higher mean score than those learning through conventional approach at .000 level of significance, and 4) the students showed their satisfaction with learning through TLLM model as a whole at a high level ($\overline{X}$ =4.20).

Keywords: Teach Less Learn More (TLLM) Instruction Model , Conventional approach, English learning achievement, English listening-speaking skills, Satisfaction

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อสร้างและหาคุณภาพรูปแบบการจัดการเรียนรู้ TLLM ทดลองใช้และศึกษาผลการใช้รูปแบบโดยเปรียบเทียบผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษและทักษะการฟัง-พูดภาษาอังกฤษของนักศึกษาที่เรียนโดยใช้รูปแบบการจัดการเรียนรู้กับการจัดการเรียนรู้แบบปกติ และศึกษาความพึงพอใจของนักศึกษาที่มีต่อการจัดการเรียนรู้ตามรูปแบบที่พัฒนา

กลุ่มตัวอย่างประกอบด้วยนักศึกษาระดับปริญญาตรีชั้นปีที่ 1 คณะวิทยาศาสตร์และเทคโนโลยี มหาวิทยาลัยราชภัฏพิบูลสงคราม จำนวน 60 คน ที่ลงทะเบียนเรียนรายวิชาภาษาอังกฤษเพื่อการสื่อสาร (GELN101) ภาคเรียนที่ 1 ปีการศึกษา 2558 กลุ่มทดลองเป็นนักศึกษาสาขาวิชาวิทยาศาสตร์จำนวน 30 คน ได้รับการจัดการเรียนรู้ด้วยรูปแบบ TLLM และกลุ่มควบคุมเป็นนักศึกษาสาขาวิชาคณิตศาสตร์จำนวน 30 คน ได้รับการจัดการเรียนรู้แบบปกติ

เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย 1) แผนการจัดการเรียนรู้แบบ TLLM จำนวน 10 แผน 2) แผนการจัดการเรียนรู้แบบปกติ จำนวน 10 แผน 3) แบบวัดผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษมีค่าความเชื่อมั่นที่ 0.85   4)   แบบทดสอบทักษะการฟัง-พูดภาษาอังกฤษมีค่าความเชื่อมั่นที่ 0.62 5) แบบสอบถามความพึงพอใจต่อการจัดการเรียนรู้ด้วยรูปแบบ TLLM วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย ($\overline{X}$) ส่วนเบี่ยงเบนมาตรฐาน (S.D.) และ สถิติการทดสอบ t – test Independent

ผลการวิจัย พบว่า 1) รูปแบบการจัดการเรียนรู้ TLLM มีองค์ประกอบ 5 องค์ประกอบ ได้แก่ หลักการ วัตถุประสงค์ เนื้อหา กระบวนการจัดการเรียนรู้ และการวัดผลประเมินผล การตรวจสอบคุณภาพรูปแบบโดยผู้ทรงคุณวุฒิ พบว่า คุณภาพของรูปแบบอยู่ในระดับดี   และผลการทดลองนำร่องเพื่อศึกษาความเป็นไปได้ในการนำรูปแบบไปทดลองใช้ (try out) พบว่า กระบวนการเรียนการสอนของรูปแบบเป็นขั้นเป็นตอนสามารถจัดกิจกรรมการเรียนรู้ได้อย่างต่อเนื่อง 2) ผลการทดลองใช้รูปแบบ TLLM พบว่า นักศึกษากลุ่มทดลองมีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษสูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ .000 3) นักศึกษากลุ่มทดลองมีทักษะการฟัง-พูดภาษาอังกฤษสูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ .000   และ 4) นักศึกษามีความพึงพอใจต่อการจัดการเรียนรู้ตามรูปแบบ TLLM ระดับมาก ($\overline{\text{X}}$ =4.20)

คำสำคัญ : รูปแบบการจัดการเรียนรู้แบบ TLLM   / การจัดการเรียนรู้แบบปกติ /ผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ / ทักษะสามารถการฟัง-พูดภาษาอังกฤษ / ความพึงพอใจ

Introduction

Society in the 21st century has studied and discussed about the humanism in all around the world. The present academic experts mentioned that, the seven characteristics of this century and the real world's mainstream values are technology skills, enthusiasm, imagination, business thinking, critical thinking, problem solving, creativity, innovation development, cross-cultural learning, and communication and corporation skills (Bellanca and Brandt, eds, 2010 ; Trilling and Fadel, 2009 ; Zhao, 2012 ; Tisana Kaemmanee, 2014 ; Paitoon Sinlarat, 2015). Beside this, the Commission of Higher Education of Thailand realizes the importance of learning development in students and regulates the frame of Thai National Higher Education Qualifications in 2009 that the 21st skills included the five standards of learning which are; 1) morals and ethics, 2) knowledge, 3) intellectual skills, 4) interpersonal relationships and responsibilities, and 5) numerical analysis, communication, and technology competence. In particular, the communication skill is one of the qualifications that people focus on. According to the scholar, Naughton, (2007) concluded that communication is important to humans and the world without any borders. However, language is very common in communication, and now, the world language is English language. It has been the one valuable tool which people are supported to use for connection in variety ways. In particular, English language is going to be the medium of presenting the news, information, knowledge, ideas, understanding, feelings, and everything in people's daily life. So, the goal of learning English in all countries is to develop their own people to be competent in using English for communication (Aree Preedeekul, 2014).

The research found that the English competency of many students from variety countries, particularly, in Thailand, was not at a satisfactory level, especially in listening – speaking skills. When discussing with the lecturers, it was concluded that, both Thai teachers and foreign teachers in all educational level used the procedures of communicative approach in English classes. (Aree Preedeekul, 2012). The scholars including the educational researchers had analyzed the principle and the learning processes of communicative approach. It can be said that, although the communicative approach is popular in teaching English, it seems that, 1) the communicative approach has focused on three processes; presentation, practice, and production. However, it is not adequate for encouraging students to learn better English, so, it should has more well prepared steps and well organized evaluation, 2) its principle focuses on teacher centered, 3) most communicative activities emphasizes on practice English fluency, but not focuses on learning grammar rules. Therefore, students use English in incorrect ways. This effects on their long term ability to read and write in the world stage, 4) the types of assessment and evaluation in using effective English communication is not relevant to the learning activities in the classrooms. In the same way, teachers misevaluate students' English competency by using English tests which actually do not meet the standards of English learning evaluation (Zhenhui, 1999; Stephen, 2001; Javis & Atsilarat, 2004; Chew, 2005; Deveci, 2009; Areerag Meejang, 2010, Aree Preedeekul, 2012).

In relation to guidelines for language competency development, many linguists and scholars recommended that language learning plans and activities should be various. They also need to emphasize on practical knowledge in which students have to be able to communicate in English in the context of Thai society. Before teaching, teachers should prepare some activities that will stimulate students to have better attention in English. They are also expected to get all student' s former English basic knowledge to combine with new knowledge together with teaching students through visual, auditory, and kinesthetic media. Moreover, teachers should prepare activities that help connect their former knowledge to the newer knowledge and help them practice various learning processes. For example, students should learn about communication, cooperation, team work, creativity and interaction. In addition, students should also give feedback about mistakes they might make in using English and evaluate their English competency in reality (Caine,Caine and Crowell,1999; Zull,2002; Feden and Vogell,2003; Jensen,2004;). Furthermore, students should expect the results of their performance integrated information with their culture, intelligence, management and problem solving skills. Additionally, students should be able to apply their real life situation to the

knowledge, school activities, media, knowledge and information resource, and the evaluation which aims at their achievement in learning English (Tennyson, 2005; Sumalee Chaijaroen, 2014; Aree Preedeekul, 2012).

Related with those propositions, the scholars suggested that, when we're thinking about instruction, some important ideas to consider, we should expect an eclectic blending of instructional approaches to be most educationally effective because students learn a wide variety of ideas and skills, different approaches are useful for teaching various aspects of the ideas and skills; students' characteristics vary in many ways and we want to match the characteristics of more students with at least one of our teaching styles, therefore; we should try to design eclectic instruction by combining the best features of each approach in a blend that produces an optimal overall in helping students achieve worthy educational goals (Tisana Khaemanee, 2015; Craig Rusbult, 2017). The characteristic of an eclectic instructional design is the process whereby a designer blends from multiple learning theories to construct a learning experience that works better than a course designed from only one theoretical influence. Eclectic instructional designers are those who do not get hug up or rely consistently on any one theory for their designs. They consider learning theories and their associated methods more as a toolbox than as dogma (G. Rowland & T. DiVasto, 2001). Connected to these principles, the results of the research showed that the students who were taught by using the eclectic instructional models had communicative competence higher than those learning through conventional approach (Abida Khalid & Muhammad Azeem, 2012, Aree Preedeekul, 2012)

In the year 2014, Aree Preedeekul conducted the instructional model based on teach less learn more principles to enhance English competence in ASEAN community for higher education students. The model was integrated the 5 learning principles; communicative approach, TLLM, interactive multimedia, language learning process, and constructivist. The model consisted of 5 components; principle, objective, contents, instructional procedures, assessment and evaluation. There were 6 learning procedures as following; 1) engage and set goal, 2) receive information through interactive multimedia 3) practice and create concepts 4) develop and create the language skills 5) present the learning evidences, and 6) reflect and evaluate communicative competence. Although the students' communicative competence were improved, there were some weak points in the first stage. The scholars suggested that the teacher should; 1) set interesting activities that link the background knowledge to the new

information in the first stage, and 2) the ways of assess and evaluate the students' English speaking – listening skills should use authentic learning in 21st century for assessment. Beside this, the characteristic of the developed model was a systematic instructional model. It showed the related components; input, process, output but no feedback, so, it should be created feedback in the cycle of the system of the further instructional model (Aree Preedeekul, 2015).

According to the mentioned information, this research aimed to renovate the prime TLLM model by blending the principles of teach less learn more, interactive multimedia, constructivist, communicative approach, and authentic learning for the 21st century as the theoretical framework of the new model. In addition, the feedback process was created for completing the model, then it was implemented in order to study the students' English learning achievement and English listening-speaking skills. Then evaluated the developed model by studying the students' satisfaction toward learning through the activities in each stage of learning procedures of the model.

Literature Review

The leaning theories and learning principles that were integrated for conducting the TLLM instructional model in this research were as followings;

1. **Teach Less Learn More**

Teach Less Learn More principle based on the constructivists' theory which teachers are required to reduce their teaching and support students to learn by themselves. The principles of learning can be various but they need to focus on learners. One of the interesting learning ways from foreign countries such as Singapore and Thailand is that they use "Backward Design" developed by Wiggins & McTighe, (2001). It consists of three steps: 1) set the purposes, 2) evidence to determine learning and assessment of learning, 3) plan on experience learning. All let students have chances to work in a team and share their opinions in the group. This leads to connection of knowledge and real life.

2. **Interactive Multimedia**

Interactive multimedia is the learning media or the center of texts, graphics, images, animation, video, and audio that lead to learning management application. In addition, the learners will have interaction with all learning media; contents, and learners themselves. The students will understand lessons through various media because it helps enhance their knowledge and develop learning skills. Students also have opportunities to work with their

team applying their problem solving skill and creativity to their real life (Cheng, 2003; Bass,1997; Hick,1997). Learning management should be consisted of; 1) motivation for students, 2) flexibility through their perception, 3) the developments of their knowledge and creativity, and 4) the development of their accurate and competent language communication (Roblyer, 2003; Thoopthong Kwangsawaad, 2014).

3. Constructivist

Constructivist is an originally from Cognitive Development Theory of Piaget which was called Cognitive Constructivism and Vygotsky's theory which was called Social Constructivism. They emphasize on social context. The concept of this theory is to focus on building knowledge more than receiving knowledge. It is believed that learning is a process from inside of learners. The learners will combine their existing knowledge and experience to build cognitive structure or brain knowledge structure. The structure of this intellect consists of meanings of languages or situations. Many scholars such as Jonassen (1999); Mclellan (1996) presented the learning guidelines that aim at learning quality by designing learning environment for encouraging learners to cooperate with their team to build new knowledge from their experience. This concept can lead learners to be more competent in using English to communicate (Teeraporn Sawhaew, 2012).

4. Communicative Approach

The prominent points of the principle of communicative approach is to develop the competency in using English for communication. It focuses on various learning activities helping learners to practice and use English language to communicate in various situations confidently. There are three clear steps; present, practice and production. Although, it's a popular learning principle, the research found that the three processes of learning are not adequate to support enough students' competency in communicating. It still lack the preparation and evaluation processes, focuses on teachers centered more than a student centered system, and emphasizes on fluency in communication but grammar accuracy is ignored, moreover, this leads to big mistake for students (Zhenhui, 1999 ; Stephen, 2001; Javis & Atsilarat, 2004; Chew, 2005; Deveci, 2009; Areerag Meejang, 2010).

5. Authentic Learning for the 21st Century

Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice. The learning environments are inherently multidisciplinary. They are "not constructed in order to teach geometry or to teach philosophy. A learning environment is similar to some 'real world' application or discipline: managing, building, setting

a budget, solving problems and etc. Authentic learning intentionally brings into play multiple disciplines, multiple perspectives, ways of working, habits of mind, and community. Students immersed in authentic learning activities cultivate the kinds of "portable skills" that newcomers to any discipline have the most difficulty acquiring on their own (Marilyn M. Lombardi, 2007).

Statement of Problem

Did the learning procedures of TLLM instructional model enhance the students' English achievement and English listening-speaking skills?

Instructional Design and Powerful Learning" by G. Rowland and T. DiVasto is reprinted from Performance Improvement Quarterly, 14(2), 2001, pp. 7–36. doi:10.1111/j.1937–8327.2001.tb0020

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Objectives of the Study

1. To develop and assess the quality of TLLM instructional model.

2. To implement TLLM instructional model and study the learning results.

2.1 To compare students' English learning achievement between those who were taught by TLLM instructional model and conventional approach.

2.2 To compare students' English listening-speaking skills between those who were taught by TLLM instructional model and conventional approach.

3. To study students' satisfaction towards learning through TLLM instructional model.

Materials and Research Process

This research was a quasi-experimental which was undertaken to compare students' English learning achievement and English listening-speaking skills between the students learning through TLLM instructional model and those learning through conventional approach.

Research Design

Posttest-Only, Nonequivalent Control Group Design

Group	Treatment	Posttest
Experiment group	X	T
Control group	_	T

Research Instruments

1. Ten lesson plans designed according to the components and procedures of TLLM instructional model.

2. Ten lesson plans designed related to the principle of the conventional approach.

3. An English learning achievement test with reliability at 0.85.

4. An English listening-speaking skills test with reliability at 0.62.

5. A students' satisfaction questionnaire towards TLLM instructional model.

Population and Sample

The sample was sixty first-year students from the Faculty of Science and Technology, who were studying in the course of "English for Communication" (GELN101) in the first semester of 2015 academic year. They were selected randomly into two groups. The first group was 30 students from Science program that was an experimental group who were taught by TLLM instructional model lesson plan, and the second group was 30 students from Mathematic program that was the control group who were taught by conventional approach lesson plan.

Variables

1. Independent variables were the learning processes of TLLM instructional model and conventional approach.

2. Dependent variables were students' English learning achievement and students' English listening-speaking skills who learned through TLLM instructional model and conventional approach.

3. The students' satisfaction towards TLLM instructional model.

Research Hypothesis

At the end of learning processes, the students learned through TLLM instructional model had English learning achievement and English listening-speaking skills mean score higher than those learning through conventional approach.

Research Procedures

This research followed the processes of research and development (R&D), which included the following stages:

Phrase 1: Build and assess the quality of TLLM instructional model

In this phase, there were two steps as follows;

Step 1: Studied basic information for the development of the TLLM model.

1.1 Studied the English learning achievement from the learning reports and English listing-speaking skills of eighteen first-year students from all six faculties at Pibulsongkram Rajabhat University, and found out their problems of using English listening-speaking skills. Interview form was the tool to find out the problems.

1.2 Studied the learning plans by interviewing three lecturers who taught English for Communication (GELN101) course at Pibulsongkram Rajabhat University. An interview form was used to be the tool in this studied.

1.3 Studied the theories and learning principles for conducting TLLM model and studied the characteristics of the conventional approach from the documents, books, research reports, academic articles , and variety related information from data based on the Internet.

Step 2: Conduct and check the quality of TLLM instructional model

2.1 The information and selected learning principles from step1 were brought to be the outline of TLLM instructional model. The given information was analyzed to be the main concept used in the model and made to be the elements of style and structures of the model. This model was developed based on the principle of Tisana Kaemmanee's (2014) Teaching Model.

2.2 Checked the quality of TLLM instructional model by three experts considering the model's elements and documents. The tools in data collection were an evaluation form of instructional model, an assessment of manual format, and an assessment of the lesson plans.

2.3 Conducted ten TLLM and ten conventional approach lesson plans.

2.4 Checked the quality of TLLM instructional model and its lesson plans by tried out with the forty-five first-year public health science students from the Faculty of Science and Technology, Pibulsongkram Rajabhat University who were not the sample of this research.

Phrase 2: Implement and study the results of using TLLM instructional model

In this phrase, ten TLLM lesson plans were used with an experiment group and ten conventional approach lesson plans were used with control group as followings;

2.1 The students in an experimental group were taught by using ten TLLM lesson planned sheets that followed the learning procedures of the developed model which has six steps, and another students in control group were taught by using ten lesson planned sheets that followed the conventional approach which has three steps. During the teaching time, the researcher recorded the learning's atmospheres by using the learning observation form. The period of the teaching demonstration was ten weeks; three hours per week which totaled thirty hours for each group.

2.2 After implementation, the students in an experimental group and control group were tested their English learning achievement and English listening-speaking skills by using an English learning achievement test and English listening-speaking skills test.

2.3 At the end of the learning processes, the students in experimental group were assessed their satisfaction towards TLLM instructional model.

Data analysis

All collected data was analyzed and calculated the mean ($\overline{X}$) and the standard deviation ($S.D$). The difference between average test scores from the experimental group and control group be also tested by using t–test Independent.

Results and finding

The results and the finding of this study were as follows;

1. The results of developed and assessed the quality of TLLM model.

1.1 TLLM instructional model consisted of five principles of the student-centered model, which were the core concept of 1) Teach Less Learn More principle, 2) Interactive media, 3) Constructivist principle, 4) Communicative approach, and 5) Authentic learning in the 21st century principle. However, there were five elements of TLLM instructional model, which were principle, objective, content, learning procedures, assessment

and evaluation. In particular, in the learning procedures, there were six systematic learning processes as followings; step1: Engagement and set learning results, step2: Receive information through interactive media, step3: Practice and create concepts, step4: Develop Language skills and creativity, step5: Present the learning evidences, step6: Reflect and give feedback. The purposes of each step focusing on the students centered that all students have opportunities to participate multi active activities which followings: the first step; the students learn through activities whichever pull their background knowledge to connect with the new information. The second step, the teachers present the new knowledge to the students with an easy delivery through multi interactive media, such as, video clip, short movies, and so on. The third step, after received the new information, the students have a share and discuss about their understanding with groups, and then, they conclude the concepts with many styles, for example, mind map, poster, table, family tree, etc. The fourth step, the students apply and construct the language learnt with group by using ICT, role play, drama, short movies, or any creative learning activities, then, they prepare the learning evidences to present the class. The fifth step, the students present the language knowledge and show their communicative competence performance that already prepared to the big group or class. The sixth step, after presented the leaning evidences, the class discuss with group and together with the teacher about their communicative competence, then give some comments in order to fulfill some information and correct the weak points of the language used. At the end of the class, authentic assessment is organized. The teacher assesses and evaluates the students' language literacy by using the variety instruments that relate and suit for testing the language skills.

       1.2 The quality of TLLM instructional model checked by the experts was good and learning through TLLM instructional model procedures following the steps was smooth. The characteristic of TLLM instructional model was an eclectic instructional model as showed. The picture below presents the components and important concepts of the model as follows;

Picture 1: The characteristic of TLLM instructional model
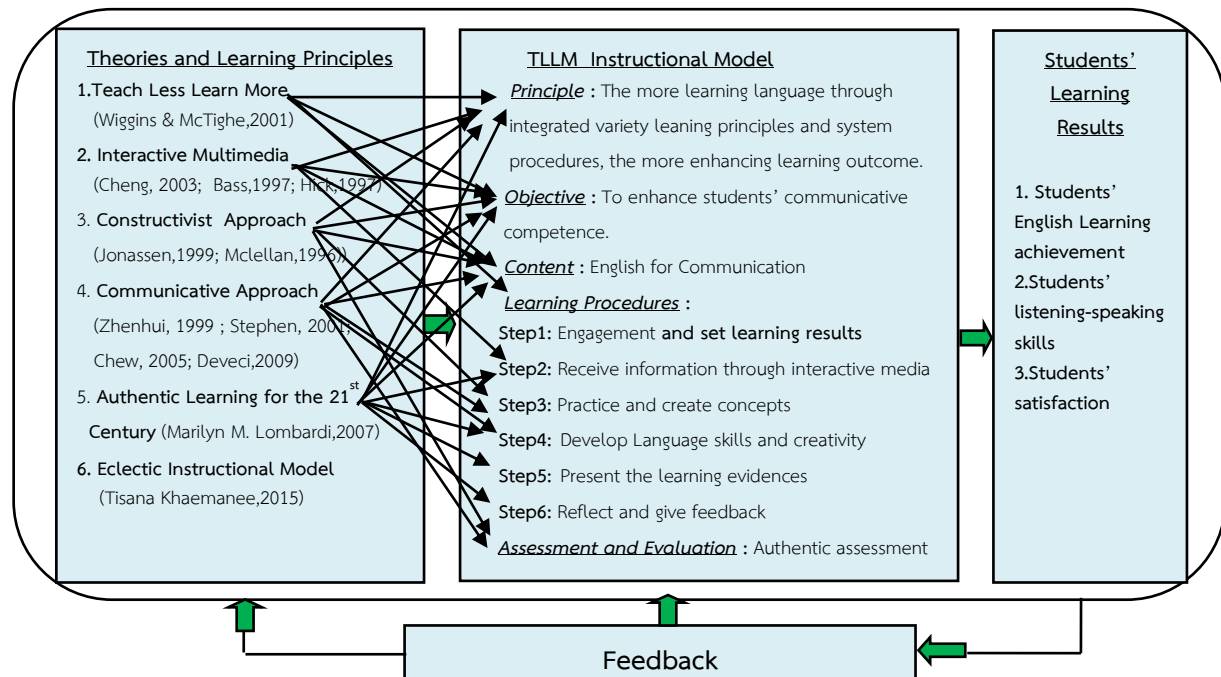
Picture 1: The Theoretical and Characteristic of TLLM Instructional Model (Aree Preedeekul, 2015)

2. The results of Implementing and using of TLLM instructional model.

2.1 The comparison results of the students learned through TLLM instructional model and conventional approach, it was found that, the students learned through TLLM instructional model had an English learning achievement mean score higher than those learning through conventional approach at .000 level of significance as showed in table 1.

Table 1: A comparison of students' English learning achievement

English learning Achievement	n	$\overline{X}$	S.D.	t	Sig.
Experiment group	30	75.26	4.02	2.965	.000
Control group	30	68.51	5.38		

*p < .05

Table 1 shows that the English learning achievement of the students learned through TLLM instructional model had an average score after learning ($\overline{X}$ =75.26) at .000 level of significance, and the English learning achievement of the students learned through the conventional approach had an average score after learning ($\overline{X}$ =68.51) at .000 level of significance.

2.2 The comparison results of the students learned through TLLM instructional model and conventional approach, it showed that, the students learned through TLLM instructional model had an English listening-speaking skills mean score higher than those learning through conventional approach at .000 level of significance as showed in table 2.

Table 2: A comparison of students' English listening-speaking skills

Listening-speaking skills	n	$\overline{\mathrm{X}}$	S.D.	t	Sig.
Experiment group	30	76.77	3.23	4.324	.000
Control group	30	67.43	5.58		

*p < .05

Table 2 shows that the English listening-speaking skills of the students learned through TLLM instructional model had an average score after learning ($\overline{\mathrm{X}}$ = 76.77) at .000 level of significance, and the English listening-speaking skills of the students learned through the conventional approach had an average score after learning ($\overline{\mathrm{X}}$ = 67.43) at .000 level of significance.

3. The results of studying students' satisfaction

It was found that the level of students' satisfaction learned through TLLM instructional model was at a high level. ($\overline{x}$ = 4.20)

Conclusion

The results of creating and monitoring TLLM instructional model to students' English learning achievement and listening-speaking skills. The characteristics of the developed model was an eclectic instructional model which consisted of five elements. In particular, in the learning procedures component, there were six systematic steps.

The quality of the model checked by the experts was good. The activities in all six steps of the learning procedures in TLLM instructional model were smooth.

The results of comparing English learning achievement and English listening-speaking skills between the experimental group and the control group, it was found that; the students learned through the TLLM instructional model had English learning achievement mean score higher than those learning through conventional approach at .000 level of significance. Beside this, the students learned through TLLM instructional model had English listening-speaking skills mean score higher than those learning through conventional approach at .000 level of

significance, too. Moreover, the students' satisfaction learned through TLLM instructional model was at a high level (4.20).

Discussion

     1. TLLM instructional model, it was created following the processes of the research and development (R&D) while the components of the model followed some experts on curriculum development and science of teaching. The basic theories and educational approaches of the model based on five principles which were the core concepts of teach less learn more, interactive multimedia, constructivist theory, communicative approach, and, authentic learning in the 21st century principles. TLLM was an eclectic instruction model which was designed step by step which was combining the best features of each principle in a blend that produces an optimal overall in helping students achieve worthy educational goals that related to the instructional proposes of the Thai popular scholar, Assoc.Prof.Dr. Tissana Khaemmanee (2014). Beside this, the completed model was tested and tried out by the experts and students who were not the sample in this research. It can be said that the model was conducted systematically and it based on variety interesting theories (Tissana Khaemanee,2014; Craig Rusbult, 2017).

     The important concepts of the five components of the model are principle, objective, content, the learning procedures, and, assessment and evaluation, moreover, the six learning steps of the learning procedures of this model were set systematically and relate to each other. The developed model not only supports each other by combining the concepts about the learning styles that focuses on learners, but also aims at the benefits of learners. It can help students to achieve their goal which is competency in using English language for communicating. However, to be successful in teaching, it was created by using system approach. The principle of the model was to set all elements in system or patterns relating to each other in order to create the success. Moreover, the experts who are professional in curriculum and instruction evaluated all the elements in the teaching plans including the learning process before implementation. The evaluation showed a good quality of the learning model. This model was implemented that led to the practical possibility and improved the model as the experts recommended. Therefore, TLLM instructional model is efficient and effective enough to be used in the classrooms in order to heighten students' learning achievement and ability in using English for communicating. This is related to the research of Brown (1994) and the proposes of Tissana Khaemanee, (2015) and Craig Rusbult, (2017).

2. The results of the data analysis of using TLLM instructional model was shown that the students who were taught by using TLLM model have higher score in English learning achievement than the students who were taught with conventional approach after the experiment. This can be concluded that all variety active learning activities in each learning step were related to the learning principles that were used as the reason for conducting the model (Craig Rusbult,2017). This model helps develop students to be more English learning achievement in using English language. This result meets the objective of the research since the instructional model was created from the principles and concepts that try to develop students' language competency. According to the learning process, the students participated to the active activities that started step by step from engagement and set the learning results, receive information through interactive media, practice and create concepts, develop Language skills and creativity, present the learning evidences, and reflect and evaluation. All learning activities were created based on students' learning styles and the contents in each lesson plan related to the authentic learning in 21st century and real life (Marilyn M. Lombardi,2007; Zhenhui, 1999 ; Stephen, 2001; Chew, 2005; Deveci,2009). Moreover, it was created for students to be able to communicate efficiently. It was also created to be related to the learning process. In particular, the educationists suggested that, the best teaching that leads to successful learning has to be systematic and dependent on theory, principles, and concepts as a standard in teaching. (Joyce and Weil, 1996; Tisana Kaemmanee, 2014)

3. The English listening-speaking results from the comparison of the sample students who were taught by using instructional model was found that the students learning through TLLM instructional model had higher average scores than students learning through the conventional approach at .000. This result is related to the research of Brown (1997), and, Richards (2000), who led the main principle of English competency in communicative approach to develop the listening-speaking skills for Japanese workers. The concepts were also brought to teach students in Australia and Taiwanese teachers. It was found that the research results related to each other. The ability in listening-speaking skills of the learners after the experiment was actually higher than the time before the experiment. Beside this, there is some research that brought the concepts of learning language forward to be used. In addition, Sprenger (1999) and Hatice (2003) studied English competency in communication and the attitudes of sample students as well as adults. Also, Richards,F. (2000) and Brown, E.R.C.(1997) studied the students' learning results by using eclectic instructional model, All those results showed that achievement and language ability included the attitudes towards English of the

learners after the experiment were higher than the time before the experiment. It can be said that the similar foundation learning principles that were used for contributing the model could helped students have more competencies in English and develop their efficiency in English. As a result, it may be concluded that the students learned through the learning activities in all 6 steps of the TLLM model were created based on the similar principles of the mentions above. To compare with the learning steps and activities of conventional approach, TLLM had integrated learning principles, learning steps, and active activities more than those learning through conventional approach which had only three steps, presentation, practice, and production. Moreover, conventional learning activities focused on teacher centered while TLLM focused on student centered (Wiggins & McTighe,2001; Cheng, 2003; Bass,1997; Hick,1997;Zhenhui,   1999;   Stephen,2001;Chew,   2005;   Deveci,2009;   Jonassen,1999; Mclellan,1996).

4. Overall satisfaction with the use of TLLM instructional model was equally high (X = 4.20). This suggests that learners were overwhelmingly positive about their satisfaction levels with learning through TLLM instructional model. The high overall satisfaction were various activities and present the learning evidences. For the use of the TLLM, the learners found them enjoyable and interesting. The students also found the contents and the contexts which related to the real situation in daily life, together with, the ICT materials to be relevant and effective. It is encouraging to see that the learners in the present study found the activities that related to enjoyable as "an enjoyable learning scenario is a necessity to effective instruction" (Ghee & Heng, 2008, p. 686). It is equally encouraging that the learners found the materials to be relevant and effective. This is because relevant and effective materials enable students to acquire specific skills, knowledge, and attitudes (Dick & Reiser, 1989, as cited in Ghee & Heng, 2008).

Suggestions

Since the results of using TLLM instructional model help develop the English competency of students, it also help encourage students' competency in using English in the changing world. This could be the alternative teaching model that teachers can apply to teaching in universities and others. The model can be applied in many aspects as follows;

1. Teachers who apply the learning model in their classrooms can change it depending on students' ability, such as, their perception in receiving language and practicing language for communication. They will receive new knowledge through visual, audio and movement, and also practice language in various means in their classrooms and outside learning resources or in authentic learning in 21st century.

2. Teachers might use sources outside the classrooms in order to build real experience for students. Therefore, students will learn various things. Moreover, media in the teaching plans should be real and various. Teachers should focus on a student-centered system where students can choose their contents, activities, media, learning sources and means of evaluation since this will enhance students' attention and encourage them to learn happily.

3. Teachers should have activities that help students to study more by themselves within university and outside, and also stimulate students to show their potential in language by different means.

Suggestions for Further Research

While doing research, many interesting points were found. Here are some recommendations on research variables for further research as followings;

1. Variables on English reading and writing skill for communication.

2. Variables as an element of language using competency such as pronunciation, vocabulary, grammar structure and appropriate language in society, text and means of communication.

3. Variables in learning through Virtual Media appeared on the Internet.

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