

The Development of an Instructional Model Based on Social Cognitive Theory to Enhance English Listening and Speaking Skills for Grade 6 Students in Small Size Schools

Sukanya Thaosiri

Faculty of Education, Mahasarakham University

79/2 Nakhon Sawan Road, Talad, Mueang, Maha Sarakham 44000, Thailand

Tel: 66-43-754-321 E-mail: sukanya.thao@msu.ac.th

Jiraporn Chano (Corresponding author)

Faculty of Education, Mahasarakham University

79/2 Nakhon Sawan Road, Talad, Mueang, Maha Sarakham 44000, Thailand

Tel: 66-43-754-321 E-mail: jiraporn.j@msu.ac.th

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Abstract

This research aimed to study the basic information and needs for the development of an instructional model based on social cognitive theory to enhance English listening and speaking skills for grade 6 students in small size schools, develop the model, and study the results of implementation. The sample group was 8 students of Ratriamrangrat (Kamjad Upatham) School in the 2nd semester of the academic year 2019, selected by cluster random sampling. The research instruments were a questionnaire for students, an interviewing form for teachers, a learning management manual, lesson plans, English listening and speaking tests, and English listening and speaking skills achievement test. The findings revealed that the total level of students' English listening and speaking skills enhancement was low, while teachers lacked confidence and techniques in teaching English for communication. The developed model consisted of 6 components including principles, objectives, syntax, principle of reaction, and support system, respectively. The results of implementation showed

students' a significant improvement in the overall and each English listening and speaking skills. Their learning achievement for both English listening and speaking skills after learning through the developed model was higher than that assessed before learning through the model at the statistically significant level of .05.

Keywords: English listening skill, English speaking skill, Social cognitive theory

1. Introduction

In the current Thai educational system, one of the most significant subjects is English. As a foreign language, thus it has been provided to Thai students at every levels and become a main subject (Wichadee, 2011). Before graduation in a primary level, every Prathomsuksa (grade) 6 students in Thailand have to take the Ordinary National Educational Test, which is carried out by the National Institute of Educational Testing Service based on to the National Education Act B.E. 2542 (1999) and Amendments (second national education act B.E.2545) (Buaraphan, 2013). One of the five main subjects is English language. The O-NET in 2010 and 2011 revealed that Thai primary school students had the English average scores 31.75, and 20.99 respectively, out of 100. These low results were questionable. The consistency and validity of the tests were doubted, while the teaching and learning practices in English-language classes in Thai schools were questioned (Noom-Ura, 2013).

As a result, the latest reforming policy towards teaching and learning English in the basic education level was announced by the Ministry of Education of Thailand in 2014. Adjusting the steps of language learning and teaching with the natural ways of its teaching and learning by focusing on communicative language teaching (CLT), and also changing grammar-translation method to communicative language teaching methods is one of the English Language forming policy. Learning English by starting from listening, speaking, reading, and writing is also recommended (English Language Institute, 2015).

However, there were 248 schools affiliated with Ubon Ratchathani Primary Educational Service Area Office 1 during the academic year 2016-2018, and 66.93% of them (166) were small size schools. Most of them faces several problems with personnel, teaching, administration, budget and participation (Bureau of Policy and Planning, 2019). When considering in the results of the O-NET test in academic year 2018, it was found that all six small size schools under the 19th Network of Muang Sam Sip 4 had the lower average scores in English language than the educational service area office, the affiliation and the national levels.

The researcher as a Thai EFL teacher who has been teaching English language to young learners for 10 years is interested in enhancing English listening and speaking skills for grade 6 students in small size schools. Therefore, the development of the instructional model based on social cognitive theory in this study was emphasized to answer the following research questions and objectives.

1.1 Research Questions

(1) What are the basic information and needs for the development of the developed model?

(2) What are the characteristics of the developed model?

(3) What are the results of implementation of the developed model?

1.2 Research Objectives

(1) To study the basic information and needs for the development of an instructional model.

(2) To develop the instructional model.

(3) To study the results of implementation of the developed model.

2. Literature Review

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008): Learning Area of Foreign Languages

According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008), foreign languages such as French, German, Chinese, and Japanese can be taught in Thai schools, as well as English which is positioned as a main foreign language. Significantly, it can be seen that the core curriculum for the learning area of foreign languages is specially provided for English language teaching and learning since the foreign language learning content “prescribed for this entire basic education core curriculum is English” (Ministry of Education, 2008, p. 266). According to the contents of learning area of foreign languages, there is a list of indicators that offer teachers guidelines on what to teach and what learners should know and perform after completing each grade level. For instance, the first indicator in Standard FL1.1 for Grade 6 is to “Follow instructions, requests and orders that heard and read”, and the fourth indicator in Standard FL1.2 is to “Speak and write to ask for and give information about themselves, their friends, families and matters around them” (Ministry of Education, 2008, pp. 274-278). Therefore, Thai EFL teachers have to adopt or create materials that are more student-centered, communicative, and at the same time related to real-life situations in their communities.

2.2 English Listening Skill

Listening is defined differently by different scholars. Scarcella and Oxford (1992) claims that among the four skills of language learning, listening is considered as the most commonly used skill. Speaking in language learning, the listening skill is called by Nunan (1997) as the ‘Cinderella Skill’ that is ignored by its elder sister. Sariçoban (1999) states that the ability to identify and understand what others are saying is described as listening. Listening, for learners, is how spoken language becomes input (*i.e.*, it is the first step to learn a new language). Rost (1994) mentions that listening is important in language learning because it gives input for learners and it plays a significant role in developing the language of learners. According to Richard and Renandya (2002), when students want to understand language especially English, listening is the first step for them. Because listening offers input for the students; they can build language to speak or write with gained words during listening, this receptive skill is very crucial towards the classrooms of different language. Generally, one can affirm what he/she knows about a foreign language if he/she can listen effectively in and

speak fluently that language.

In this study, based on the strands of foreign languages of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), English listening skills mean being able to understand and interpret what has been heard and read from several types of media, and express opinions with reasons which consist of 2 indicators: (1) Follow instructions, requests and orders that heard and read, and (2) State the key point and answer questions after listening to and reading dialogues, simple tales and stories.

Listening can be divided into three phases as mentioned by Rixon (1986); and Vandergrift (1999). Pre-listening stage is the first phase which comprises of what students do before listening, to assist students to gain the most out of what they are going to listen to. While-listening stage is the second phase which consists of activities and exercises to be conducted while the learners listen to the listening text, to guide them as they try to catch the major information of the passage. Follow-up stage is the last phase, which contains things to do when the students have comprehended of the meaning and content of the passage and get ready to recall, to reflect on some aspects of language in it, or to do some extra work based on the content of the listening text. Students' metacognitive abilities, particularly in the first two years of language learning can be improved by pre-listening, while-listening and post-listening.

2.3 English Speaking Skill

Many researchers in language learning have introduced various definitions of "speaking". Speaking defined by Nunan (1995) is saying words orally, communicating as by talking, making a request, and making a speech. "Speaking is the verbal use of language to communicate with others". Chaney (1998) gives the definition of speaking as the procedure of making and partaking meaning through the application of spoken and written symbols, in various contexts. Speaking is the productive oral skill which consists of production systematic verbal to deliver meaning (Bailey, 2005). Speaking is a two-way process containing a true communication of opinions, emotions, or information (Howarth, 2001; Abd El Fattah Torkey, 2006). Ur (1996) states that one of the most important skills of all the four language skills is speaking because persons who learn a language are called as the speakers of that language.

In this study, English listening skills mean being able to understand and interpret what has been heard and read from several types of media, and express opinions with reasons which consist of 6 indicators: (1) Speak to exchange in social communication, (2) Speak to express the requirements, seek assistance and accept and decline to provide assistance in common situations, (3) Speak to order and provide details regarding themselves, their fellows, families and things surrounding them, (4) Speak to express their own feelings regarding several things around them and many activities, and also provide brief justifications, (5) Speak to provide details regarding themselves, their fellows and the environment around them, and (6) Speak/write to express opinions regarding several things surrounding them.

According to Willis (1996) who presents three stages of teaching speaking including, (1)

Input stage, (2) Rehearsal stage, and (3) Performance stage. Firstly, students are provided a good model to imitate in the input stage. Secondly, students carry out the task within group members in the rehearsal stage. Thirdly, students perform the task before class in the performance stage. In a lesson with the objective of practicing speaking, there are the five stages proposed by Florez (1999), namely (1) preparation, (2) presentation, (3) practice, (4) evaluation, and (5) extension. First, learners put heads together about the subject matter of a conversation. Next, they are given a model to follow suit. Then, they have a small group conversation. After that, they make a comparison of their production with an instructor-organized speech. Finally, they make a recording of an authentic dialogue in their social context and present the findings to the class. Moreover, Millrood (2001) considers that lessons for speaking properly provided in the pre-speaking phase, the while-speaking phase, and post-speaking phase, and then pre-speaking, while/during-speaking, and post-speaking activities can be conducted in the classroom.

2.4 Bandura's Social Cognitive Theory

Social cognitive theory proposed by Albert Bandura (1986, 1997) is based on the concept that individuals are purposeful, goal-directed people whom are primarily motivated through their beliefs of self-efficacy and outcome expectations deriving from their actions within particular social contexts. Human agency in social cognitive theory is explained through the interdependence of determinants employing a three-point model called “triadic reciprocal causation” (Bandura, 1986). The model obviously features a triangle with the connecting points interacting and mutually affecting each other, including behavior (B), environment (E), and personal factors (P), which consists of cognitive, affective, and biological events. Those events and factors all perform as interacting determinants that affect each other bi-directionally in this transactional view of self and society (Bandura, 1997). Three main procedures within the personal factors (P) point of the model identified by Bandura (1997, p. 228) that have important impact on human agency, including (a) self-efficacy beliefs, (b) outcome expectations, and (c) self-regulated learning. According to Bandura (1997), self-efficacy beliefs as one key part of social cognitive theory refer to one's confidence for involving in particular activities that would bring achievement of particular goals. One's choices are affected by outcome expectations as another main motivational, affective, and cognitive variable (Bandura, 1997). Students who effectively control their strategies or behavior to reach self-set goals are relevant to self-regulated learning. Cognitive, affective, motivational, and behavioral feedback to revise or adjust their behaviors and strategies when unable to firstly achieve their targets are also required (Cleary & Zimmerman, 2004).

According to Bandura (1986), self-regulation from a social cognitive perception relates to the interaction of triadic processes containing personal, behavioral, and environmental factors. Schunk and Zimmerman (2008) claims that self-regulation as the capability of a person to control her or his performance to reach a set goal. A study on 6,524 learners from 20 aided secondary schools in Hong Kong to examine the relationship within self-regulation ability and learning performance of them was conducted by Cheng (2011). In his study, there were 4 dimensions conceptualized self-regulation ability, including (1) goal setting, (2) learning strategies, (3) learning motivation, and (4) action control. All these four dimensions which

was indicated to take the lead in students' learning performance could be found in the results of his study.

Self-efficacy based on Bandura (1986), is a belief in person's abilities or skill to obtain a specific goal or perform a specific behavior. This means that what individuals feel about their abilities can be good predictors of the behavior they perform. There are four main sources of self-efficacy information proposed by Bandura (1997), including (1) mastery or enactive experience, (2) vicarious experience, (3) social persuasion, and (4) physiological or emotional state. In the last ten years, there are more increasing studies on self-efficacy beliefs in the area of second language learning. In order to examine the correlation within self-efficacy beliefs and language achievement of four adult language students, a qualitative study in the context of learning ESL was conducted by Huang and Chang (1998). After interviewing the learners about their English learning experiences and their self-efficacy beliefs, observing the classroom analyzing documents, and interviewing teacher, it was found that learners with high self-efficacy had high achievement. In a study of Raoofi et al. (2012), the level of students' self-efficacy is promoted by several factors, and self-efficacy is found as a great predictor of performance in various language skills and tasks.

Observational learning is a vital component of social learning theory introduced by Bandura in 1977. Learning based on this theory happens through the interaction of cognitive and social processes. Learners observe other people or models at work to attain new skills. Observational learning is regulated by four component sub-functions, including (1) attentional processes, (2) retention process, (3) production process, and (4) motivational processes. In earlier studies, observation was identified as a productive learning tool in several contexts such as reading (Couzijn, 1999), visual art making (Groenendijk, Janssen, Rijlaarsdam, & Van den Bergh, 2013a, 2013b), and writing (Braaksma, Rijlaarsdam, Van den Bergh, & Van Hout-Wolters, 2004). For instance, Couzijn (1995), Braaksma, Rijlaarsdam and Van den Bergh (2002) found that learners who observed excellent and poor fellows conducting a writing task could write better texts than learners who wrote texts themselves.

2.5 Language Learning Strategies

Learning strategies proposed by Oxford (1990, p. 8) refer to particular actions taken by the learner to make learning simpler, quicker, more pleasurable, more self-directed, more productive, and more conveyable to new circumstances. In addition, three aspects of language learning strategies (cognitive, emotional, and social) that raise learners' self-confidence and language learning proficiency were also included in the definition by Oxford (1990), and Ehrman and Oxford (1990). Direct strategies based on Oxfords (1990) definition, directly concern the target language and mental processing of language, containing memory, cognitive, and compensation strategies. On the other side of the coin, metacognitive, affective, and social strategies presented in Indirect strategies allow indirect support for language learning through planning, emphasizing, controlling anxiety, searching for opportunities, evaluating, increasing collaboration and sympathy, and other means (Oxford, 1990, p. 151). Foreign or second language learning strategies (LS) presented by Oxford (1994) are particular actions, behaviors, processes or techniques learners use often attentively to

raise their progression of apprehension, internalization, and usage of the second language. Wide research of individual like O'Malley and Chamot (1995), Stern and Rubin (1975) and other researchers by recognition psychology initially introduce language learning strategies (Lavasani & Faryadres, 2011). Because language learning strategies play various vital roles in language learning, studies related to this field has increased remarkably since the 1970s (Chen Kuo, 2011). Studies on the application of learning strategies by ESL learners in the US were passionately conducted by Chamot and O'Malley (1987), O'Malley et al. (1985a). Language learning strategies based on their research consist of three main categories, namely metacognitive, cognitive, and social affective. Students plan their learning, think about the learning process, monitor their own comprehension or production, and evaluate the consequences of their own learning. A lot of strategies exerted by more proficient listeners to be able to activate their existing linguistic knowledge to have more comprehension (Berne, 2004; Ak, 2012). Prabawa (2016) made a suggestion to influence speaking ability by employing cognitive, metacognitive, and compensatory strategies. Learners should employ strategy if they want to enhance their speaking abilities. Those language learning strategies, including social strategy and cognitive strategy are proved by Ghuftron (2017) as useful and beneficial for learners who learn English as a foreign language and help them in attaining successful results in enhancing their speaking ability.

2.6 Components of Teaching Models

According to Joyce, Weil, and Calhoun's Models of Teaching (2008), the well-designated model should qualify in six areas. The first component called "Focus" refers to the core intent of the model. The main objective of the model is revolved around by focal components. The second one called "Syntax" which explains the composition of the model and contains the sequence of processes engaged in the model's organization. Each model can have obviously quite different syntax. The third component called "Principles of Reaction" which allow the instructor to observe the students and to react to the students' performance over the model's application. The fourth one called "Social System" which represent the interactions between teacher and students as each model is considered as if it were a small community. The fifth component called "Support system". The assisting requirements are necessary to carry out the model favorably. And, the sixth component is called "Application". As the advantage of the model, it can be conveyed to other contexts. In this study, the six components presented by Joyce et al. (2011) were adapted in developing the instructional model namely (1) principles of the model, (2) objectives, (3) syntax, (4) social system, (5) principle of reaction, and (6) support system.

3. Methodology

3.1 Research Design

The research and development (R&D) process was used to develop the instructional model. The scope of the population was in small size schools, 19th Network of Muang Sam Sip 4, Ubon Ratchathani Primary Educational Service Area Office 1, Ubon Ratchathani. The implementation was conducted in the second semester of the 2019 academic year. The independent variable was the instructional model, while the dependent variables were

improvement of those language skills.

3.2 Data Collection

There are 3 phases in this study which can be described below.

(1) In Phase 1, the basic information and needs for the development of the instructional model were examined to show the present condition of learning English. The researcher used Krejcie and Morgan table to select 40 students from 45 students in 6 classrooms of six small size schools as the respondents, and also employed purposive sampling to obtain 6 teachers who teach English to grade 6 students from six small size schools as the participants. Five experts in the field were purposely called to evaluate the instruments of the study, including a questionnaire with 6 issues for investigating students' English learning situations, and an interviewing form with 7 issues for investigating teachers' problems and needs for English teaching management. As a result, both of them were highly appropriate tools: ($\bar{x} = 4.45$, S.D. = 0.52), and ($\bar{x} = 4.60$, S.D. = 0.63). In addition, the learning area of English language, Bandura's social cognitive theory, language learning strategies and the concepts related to models of teaching were reviewed, analyzed and synthesized as a guidance to develop the instructional model.

(2) In Phase 2, the researcher inspected and applied the collected statistics in Phase 1 in order to develop the model. The trial model created with the valid information available in Phase 1 with a high level of appropriateness ($\bar{x} = 3.74$, S.D. = 0.85), was affirmed with connoisseurship from the 7 experts in developing process. Moreover, the instruments affirmed by 5 experts were employed including a highly appropriate learning management manual ($\bar{x} = 4.20$, S.D. = 0.45), 18 lesson plans for 3 units, the English listening test for Unit 1 with a reliability of 0.78, the English listening test for Unit 2 with a reliability of 0.79, the English listening test of Unit 3 with a reliability of 0.84, the English speaking test for Unit 1 with a reliability of 0.55, the English speaking test for Unit 2 with a reliability of 0.85, the English speaking test for Unit 3 with a reliability of 0.60, the achievement test in English listening skill with a reliability of 0.90, and the achievement test in English speaking skill with a reliability of 0.86. The pilot study was subsequently conducted to use the model with 8 students of Ban Nong Muang Noi School, 19th Network of Muang Sam Sip 4, Ubonratchathani Primary Educational Service Area Office 1, Ubonratchathani, Thailand.

(3) In Phase 3, the developed model was employed to enhance those language skills for 8 students of Ratuamrangrat (Kamjad Upatham) School in the second semester of the academic year 2019, selected from six small size schools by cluster random sampling. The data collection took 26 hours, including 18 hours for learning management and 8 hours for pre-tests and post-tests. The instruments consisted of the developed model, its manual, pre-tests and post-tests for 3 units, and pre-test and post-test for English listening and speaking achievement as mentioned in Phase 2. The teaching management and the testing were conducted by the researcher.

3.3 Data Analysis

The data obtained in Phase 1 and 2 were analyzed by the use of Statistical Package for Social

Sciences (SPSS): mean and standard deviation. Additionally, the Wilcoxon signed rank test was used to investigate the students' improvement of those language skills, and compare the students' pre- and post-learning achievement.

4. Results

The findings of the study after the procedures of data collection, are examined regarding to the objectives of the study as follows:

4.1 To Study the Basic Information and Needs for the Development of an Instructional Model

The results of the study revealed that social cognitive theory and language learning strategies were employed to construct the model and develop the instruments.

Table 1. The students' current situation of learning English

Issues	Mean	S.D.	Levels of performance
Observational learning (Attention)	1.72	0.58	low
Observational learning (Retention)	1.75	0.70	low
Observational learning (Production)	1.94	0.73	low
Observational learning (Motivation)	1.87	0.74	low
Self-regulation	1.73	0.71	low
Self-efficacy	1.68	0.63	low

As Table 1 presents, the students' current situation of learning English were classified into 6 issues based on social cognitive theory: observational learning (attention), observational learning (retention), observational learning (production), observational learning (motivation), self-regulation, and self-efficacy. Moreover, it indicates that all 6 aspects were at a low level of performance considering each aspect and ranking in the order of mean from high to low as follows: observational learning (production) with ($\bar{x} = 1.94$, S.D. = 0.73), observational learning (motivation) with ($\bar{x} = 1.87$, S.D. = 0.74), observational learning (retention) with ($\bar{x} = 1.75$, S.D. = 0.70), self-regulation with ($\bar{x} = 1.73$, S.D. = 0.71), observational learning (attention) with ($\bar{x} = 1.72$, S.D. = 0.58), and self-efficacy with ($\bar{x} = 1.68$, S.D. = 0.63), respectively.

After interviewing 6 teachers for their problems and needs for English learning management, it was found that teachers lacked confidence and techniques in teaching English for communication, and enhancing those language skills because they had overloaded teaching and administrative tasks, and also some of them had no a degree in teaching English language. Therefore, English teacher training courses, online and offline instructional materials and teaching aids were strongly required to support their teaching.

4.2 To Develop the Instructional Model

Based on the findings in Phase 1, the instructional model was developed. Its components can be illustrated by Figure 1.

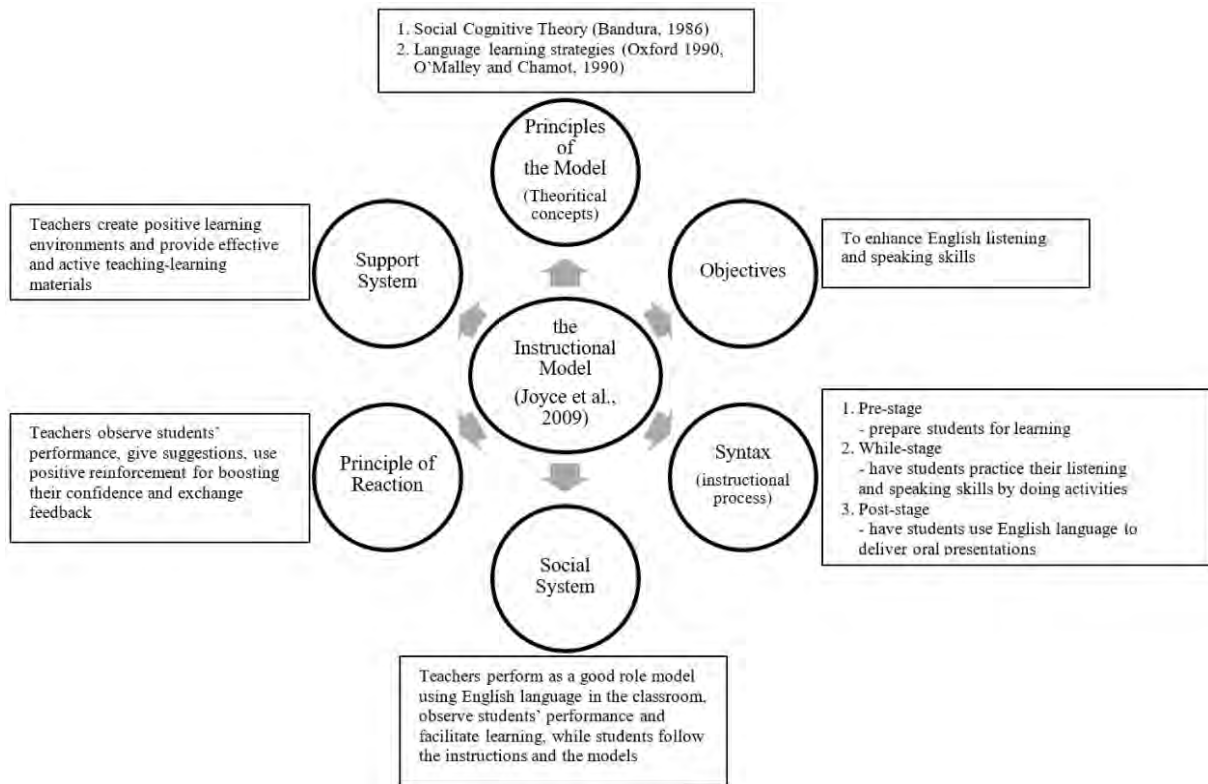


Figure 1. The instructional model based on social cognitive theory to enhance English listening and speaking skills for grade 6 students in small size schools

Table 2. The evaluation of the tentative model

No	Issues	Mean	S.D.	Interpretation
1	Principles of the model	3.57	0.98	high
2	Objectives of the model	4.00	0.82	high
3	Syntax	3.43	1.13	moderate
4	Social system	4.00	0.82	high
5	Principle of reaction	3.43	0.53	moderate
6	Support system	4.00	0.82	high
	Average	3.74	0.85	high

As Table 2 illustrates, the tentative model evaluated by 7 experts marks high levels of appropriateness in objectives, social system, support system, principles of the model, and followed by syntax and principle of reaction with moderate levels. Thus, the improved model could be implied as a suitable practice provided to enhance English listening and speaking skills for grade 6 students in small size schools. However, the model was later revised and developed according to the experts’ suggestions.

Therefore, the developed model comprised of 6 components were (1) the principles of the model—social cognitive theory including observational learning, self-regulation, and self-efficacy, and learning strategies, (2) objectives of the model—to enhance English listening and speaking skills for grade 6 students in small size schools, (3) syntax of the learning as shown in Figure 2: 3.1) pre-stage aims to prepare students for learning, 3.2) while-stage aims to have students practice their listening and speaking skills by doing activities such as listen & match, and asking for/giving information, and 3.3) post-stage aims to have students use English language to deliver oral presentations, (4) social system—teachers perform as a good role model using English language in the classroom, observe students’ performance and facilitate learning, while students follow the instructions and the models, (5) principle of reaction—teachers observe students’ performance, give suggestions, use positive reinforcement for boosting their confidence and exchange feedback, (6) support system—teachers create positive learning environments and provide effective and active teaching-learning materials such as worksheets, pictures, recorded audio, videos, and presentation equipment such as computers, monitors, loudspeakers, etc. The model can be illustrated by Figure 2.

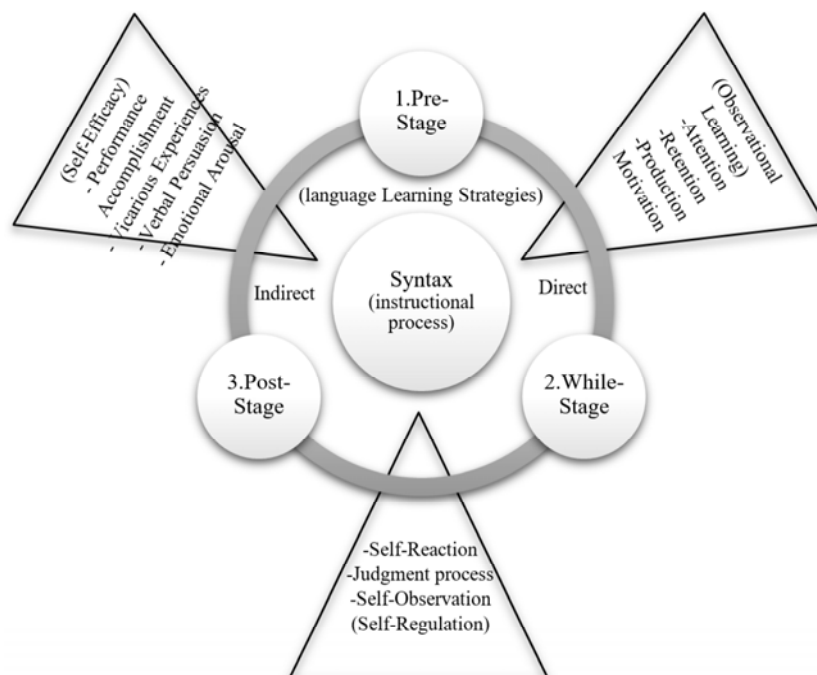


Figure 2. Syntax of the instructional model

4.3 To Study the Results of Implementation of the Instructional Model

As mentioned earlier, the participants were taught through the developed model with 3 units in 18 hours. In addition, the pre-test and the post-test of each unit were taken to investigate the students' improvement of those language skills, and were analyzed by Wilcoxon signed-rank test, as can be illustrated below.

Table 3. The students' pre-test and post-test scores of English listening and speaking skills in each unit

Units	English skills	Full mark	Pre-test		Post-test		Z	P
			Mean	S.D.	Mean	S.D.		
1	Listening skill	20	11.00	1.60	13.38	2.56	2.388	0.008
	Speaking skill	30	18.50	3.12	24.00	3.30	2.546	0.005
2	Listening skill	20	7.25	2.44	14.12	2.64	2.527	0.006
	Speaking skill	30	15.38	2.72	24.38	3.82	2.536	0.005
3	Listening skill	20	12.12	3.31	15.50	1.60	2.384	0.008
	Speaking skill	30	16.62	4.31	23.75	4.62	2.524	0.006

According to Table 3, the pre-tests' average scores of listening skills in Unit 1, 2 and 3 were 11.00, 7.25 and 12.12, whereas the post-tests' average scores of listening skills in Unit 1, 2 and 3 were 13.38, 14.12 and 15.50, respectively. Furthermore, the mean of the pre-test scores of speaking skills in Unit 1, 2 and 3 were 18.50, 15.30 and 16.62, while the mean of the post-test scores of speaking skills in Unit 1, 2 and 3 were 24.00, 24.38 and 23.75, respectively. When considering in the listening skill, it was found that the highest Z value of 2.527 was Unit 2 ($p = 0.006$), followed by Unit 1 with 2.388 ($p = 0.008$), and then Unit 3 with 2.384 ($p = 0.008$). In examining the speaking skill, the lowest Z score of 2.524 was awarded to Unit 3 ($p = 0.006$). On the other hand, the highest Z score was assigned to Unit 1 with 2.546 ($p = 0.005$), and followed by Unit 2 with 2.536 ($p = 0.005$). This can be inferred that the students had a significantly higher improvement of English listening and speaking skills both in overall and each individual aspect at the statistical level of .05.

The results of the study also affirmed the students' higher learning achievement of English listening and speaking skills. A significant difference in the mean score of English listening skill occurred after learning through the developed model ($M = 22.50$ and $S.D. = 7.43$), and before learning through the model ($M = 14.50$, $S.D. = 6.59$; $Z = 2.524$ and $p = 0.006$). Moreover, the mean score of English speaking skill before learning through the model ($M = 20.88$, $S.D. = 5.74$) was lower than after learning through the developed model ($M = 25.75$, $S.D. = 4.92$; $Z = 2.410$ and $p = 0.008$). Consequently, the students had a higher learning achievement for both English listening and speaking skills after learning through the

developed model than that assessed before learning through the model at the statistically significant level of .05, as shown in Table 4 below.

Table 4. The students' pre-test and post-test scores of learning achievement for English listening and speaking skills

English skills	n	Full mark	Pre-test		Post-test		Z	P
			Mean	S.D.	Mean	S.D.		
Listening skill	8	30	14.50	6.59	22.50	7.43	2.524	0.006
Speaking skill	8	30	20.88	5.74	25.75	4.92	2.410	0.008

5. Discussion

This study considered all 3 phases in the development of the instructional model. Based on the R&D processes, the instructional model was investigated, developed, revised and assessed to be suitable for improving students' learning achievement of English listening and speaking skills. The findings were systematically discussed and evidently described as follows.

The first phase of the study revealed that two theoretical concepts employed to construct the model and develop the instruments were; (1) social cognitive theory including observational learning, self-regulation and self-efficacy; and (2) language learning strategies. The grade 6 students' current situation of learning English was at the low level of performance; students didn't concentrate on the teacher's teaching, couldn't retain what they'd learned, rarely communicated or interacted in English to their peers and the teacher, had low motivation to learn English, low self-regulation and self-efficacy. Noom-Ura (2013) claims that the less diligence students have in practicing or looking for more chances to practice the language, also brings to the less confidence they have in using language for communication. In addition, teachers lack confidence in teaching English for communication, and effective activities to improve students' English listening and speaking skills since some of them are non-English major teachers. They also have overloaded teaching and administrative tasks. Nomnian (2009) also notes that English language teaching is concerned as an obstacle, most of the teachers who have no a degree in English language are nervous and hopeless to teach English. Chalarak (2016) suggests that providing training courses for teachers without a degree in teaching English to increase their English skills and knowledge is a good solution.

The second phase of the study was to develop an instructional model. Based on well-accepted components of teaching models by Joyce et al. (2011), the model comprised of 6 components, namely (1) principles of the model, (2) objectives, (3) syntax, (4) social system, (5) principle of reaction, and (6) support system, was averagely rated as "high appropriate" by the experts who specialized in English language, research and development, curriculum, and instruction. Additionally, the model was later revised and developed according to the experts' suggestions,

particularly the syntax (3 instructional processes of Pre-stage, While-stage, and Post-stage). By trying to avoid failure, listening activities are employed to support the student's interpretation of the text. Listening activities are commonly arranged into three subcategories, namely (1) pre-listening activities, (2) while-listening activities, and (3) post-listening activities (Karakas, 2002). Good second language pedagogy must contain pre-listening activities. Learners should be instructed what they are going to hear and what they are purposed to do during this vital phase of the listening process. Pre-listening activities let learners decide what to listen for and, consequently, to concentrate on meaning while listening (Vandergrift, 1999). While-listening tasks involve substantial activities that the learners do while listening to display continuing monitoring of meaning such as making questions, guided note taking and completion of a picture, schematic diagram and table (Rost, 2002). Post-listening activity eventually leads to integration of the listening skill with tasks in other skills such as for writing and speaking skills, by having learners write essays or give oral presentations after listening to short stories (Mendelsohn, 1994). A four-step instructional method proposed by Wang (2014), where activities are conducted through four stages, namely (1) pre-speaking, (2) while-speaking, (3) post-speaking, and (4) extension practice. Learners are given much time to make plans, some support in language and knowledge through pre-task activities (Skehan, 1996). Because of the limited attentional capacity, it is unreasonable to emphasize on fluency and accuracy in speaking during the while-speaking stage. Thus, learners should focus mainly on the meaning during the task, and may emphasize the language form later (Willis, 2005). Some activities such as speaking tasks, using a fluency technique and building automaticity can be applied in order to improve the speaking fluency. In the while-speaking stage, both meaning-focused and form-focused practices should be stressed to develop learners' oral capability. It is necessarily required to implement extension practice through task repetition in order to enhance both speaking fluency and accuracy (Wang, 2014). According to the study conducted by Saehu (2016), the teacher, instructor, or people working on teaching can employ the instructional processes or stages beginning from pre-, while-, to post-speaking in order to deliver the step-by-step instruction to the students. Moreover, the teacher by using those stages could have a chance to set much enough time for each stage. Therefore, Pre-stage aiming to prepare students for learning, While-stage aiming to have students practice their skills by doing activities such as listen & match, and asking for/giving information, and Post-stage aiming to have students use English language to deliver oral presentations, can be easily used by any teacher interested in the model.

The third phase of the study was to examine the results of implementation of the instructional model. The developed model affirmed by the experts provided several interesting activities in three units taking 18 hours for learning management and 8 hours for pre-tests and post-tests. The statistical differences between pre-test and post-test scores provided evidence that the students' English listening and speaking skills improved after completing the course. The results showed students' a significant improvement of those language skills in each unit. The pre-tests' average scores in Unit 1, 2 and 3 were higher than the average scores of the post-test, as illustrated in Table 3. Moreover, when considering in the pre-test and post-test scores of learning achievement for those language skills as displayed in Table 4, it was found that the students' learning achievement after learning through the developed model was

higher than that assessed before learning through the model at the statistically significant level of .05. The findings of the study are in harmony with Yang (1999). The result revealed that the students who have stronger levels of self-efficacy, used more types of learning strategies, particularly functional practice strategies. In other words, learners with high self-efficacy beliefs would be increasingly enthusiastic to learn English outside the classroom, such as motivating themselves to speak English with others, and listening to English radio programs. Students with high level of self-regulation reported having obtained high listening scores were discovered by Fatemi, Alishahi, Khorasani, and Seifi's study (2014). Asakereh and Dehghannezhad's (2015) study reveals that learners who seem more likely to get higher marks in speaking skills have higher speaking skills self-efficacy. The results of the recent study in term of language learning strategies were mostly in harmony with the prior studies. Language learning strategies as significant predictors of proficiency were proved by the earlier studies of Bremner (1999); Green and Oxford (1995); Oxford and Burry-Stock (1995); Park (1997); and Wharton (2000). Furthermore, the relationship between language learning strategies and students' proficiency scores was appeared in the current research. Some of the previous studies conducted by Mills, Pajares, and Herron (2007); Rahimi and Abedini (2009) to focus on specific and all four language skills including listening, speaking, writing and reading show a significant relationship between self-efficacy and student's achievement in the specific English skills. Likewise, Chen (2007); Duman (2007); and Tılfarlıoğlu and Cinkara (2009) propose their findings that learners can attain more achievement in English because of having high self-efficacy.

6. Conclusion

The conclusion of this study determined the following: (1) the instructional model was developed based on social cognitive theory and language learning strategies; (2) the instructional model determined to be appropriate for improving English listening and speaking skills of grade 6 students in small size schools comprised of 6 components including principles, objectives, syntax, principle of reaction, and support system, respectively and (3) a higher learning achievement for both English listening and speaking skills indicated that the developed model was productive in enhancing their English listening and speaking skills.

7. Recommendation

This study recommends teachers to promote English listening and speaking skills for grade 6 students in small size schools by using observational learning, self-regulation, self-efficacy, and learning strategies. For teachers who are interested in using the model, a thorough study of the model, particularly the guidelines on how to use it as well as the instructional process of the model should be considered and studied in detail before using it. In order to help students reach the learning objectives, the characteristics of a good student based on the model, the guidelines, the content area, the learning outcomes, and the learning process should be clarified to students before learning. Additionally, the offline and online instructional materials and teaching aids should be available to students. In the next studies, a follow-up of the long-term implementation should be conducted to examine students' performance and behaviors.

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