

M I N D Innovation: Effect of Teaching and Learning Style Toward Students' Aptitude in English Context

Warantri Plangwattana^{1*} Sonnarong Chaokongka¹ and Kritchamon Meelang¹

Received: November 5, 2019; Revised: December 24, 2019; Accepted: December 24, 2019

Abstract

The English language has presently become a very important global language because it is widely used as a means of international communication for all kinds of activities. Additionally, Thailand will become a member of the ASEAN Community and this will cause the English language to play a more vital role. Thai students spend twelve years studying English, but they cannot communicate in English. This paper aims at presenting a tool “MIND innovation” to help learners destroy barriers inside each psychology, set up self-learning forever with lifelong learning & sharing with others. Focusing on how to build up learners’ psychological, how to use appropriate teaching and learning style, how to adapt the self-learning approach, and how to teach students to contribute their knowledge to others.

This paper identifies various distinguishing features of approaches towards 4 factors; motivation, intention, neo- understanding, and demonstrates with regard to scope follow lifelong learning. All of them should we take as a sample to get the better teaching and learning English. Both teachers and students should more aware of how they cope with communication in order to get the high level of education.

Keywords: Positive Attitude; Teaching and Learning Style; Learning Autonomy; Think Pair Share

¹ Civil Aviation Training Center

* Corresponding Author E - mail Address: warantri622@gmail.com

Introduction

Today, English unquestionably serves an increasingly important role not only as a language of wider communication but as a means of social advancement. In Asia, this is especially true for every government member of the Association of Southeast Asian Nations (ASEAN), have adopted English as a lingua franca (Kirkpatrick, A., 2012). Even if, the purposes of teaching and learning English pedagogical in Thailand are improved 4 skills in learners: listening, speaking, reading and writing according to the Basic Education Curriculum of 2551 B.E., but current pedagogical approaches to English teaching are not able to help learners become competent English users accepted by Kongkerd, W. (Kongkerd, W., 2013). Wiriachitra, A. (Wiriachitra, A., 2002) comments that English language teaching in Thailand has failed to prepare Thai learners of English for the fast-changing world and that Thailand will lag behind in the competitive world of modern technology, science, business and education. Almost a decade later, Khamkhien, A. (Khamkhien, A., 2010) found that this problem continues to persist.

However, Thailand education system managed nowadays is not in accordance with personal and social requirements. More expectation required by all levels in society that education needs to play major roles in preparing Thai people to be able to compete with people in other countries, the bigger problem in education circle can be obviously seen. The most frequent argument made at all levels is why learners who have spent twelve years learning English graduating each level even primary, secondary or higher education cannot speak fluent English. In the previous years, we had paid much attention to the aspects of factors effect, such as teaching methodology, teaching materials, curriculum, learners, instructors, teaching and learning style, and other factors influencing the English speaking, etc. and there had been heatedly debated over the question “which is the appropriate model?”

This paper provides a tool by combining the method that help learners to destroy barriers inside each psychology, this model has nothing to do with whether or not they are intelligent. It only has to do with how their brain functions most efficiently and effectively to process information. In essence, there is no good or bad learning style. Success can be achieved by using a preferred learning style. As a name implies, MIND innovation, the social psychological theory of learning is characterized by its emphasis on social and psychological aspects involved in self-learning forever with lifelong learning & sharing with others, build up learners' psychological, how to use appropriate teaching and learning style, how to adapt the self-learning approach, and how to teach students to contribute their knowledge to others. This focus will be evident in the following detail by having positive attitude, teaching and learning style, think-pair-share and learning autonomy.

Factors effect of Thai students on English communication

As indicated by Richard, J. C., and Renandya, W. A. (Richard, J. C., and Renandya, W. A., 2002), there are a few perspectives which influence Thai's English language aptitudes: age or maturational oblige, aural medium, socio cultural factor, and full of feeling factor. At the point when those components are connected to the circumstance and condition in Thailand, it would be some pivotal elements which influence Thais' English correspondence. In the principal, age or maturational compel is the base angle for Thais in learning language. As I expressed over that generally, Thailand had never been colonized for a long time.

Along these lines, that's why the majority of Thais are rarely faced to involve in other language, particularly in English which turns into the strange and troublesome language to learn because they have to over train so as to get familiarity with talking. The maturing procedure demonstrates that it impacts Thais' articulation in oral correspondence and how far they could express the objective language as local. Also, the aural medium which identify with the other aptitude is that tuning in. In oral correspondence, between at least two communicants are additionally bolstered by listening perception since it intrigues to the accomplishment of communication.

Therefore Teachers easily find in Thailand because Thais are lack of English proficiency. Next, socio cultural factor could be investigated through how Thais learning English in the on-going classroom. They prefer to listen on the teachers' lecturing and take a note rather than practicing the language. Besides that, teachers local do the same thing. They require their students to memorize and memorize. As the consequences, students are afraid to ask question, or even performing English to communicate (Nguyen, n.d.). Afterward, the affective aspects of emotions, self-esteem, empathy, attitude, and motivation have correlation with Thai students affective sides such as anxiety, feeling of uneasiness, frustration, self-doubt, and apprehension which will be presented in the method of build up learners' psychological, appropriate teaching and learning style, self-learning approach and share their knowledge with others.

Method

Build up learners' psychological

Fear of mistakes, anxious, shyness, lack of confidence, and lack of motivation are included in psychological factors. It is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Those become the main factor which affects the students' condition because it comes from the individual explained by Juhana (Juhana, 2012).

“Motivation involves the internal processes that give behavior its energy and direction. Motivation originates from a variety of sources (needs, cognitions, and emotions) and these internal processes energize behavior in multiple ways such as starting, sustaining, intensifying, focusing, and stopping it”.

(Reeve, R. A. and Pattison, P. E., 1996)

If the reasons that underlie students' behavior are to be understood, then their goals and interests must be known. Goals are an anticipated outcome that demand action and satisfy needs, directing behavior towards outcomes that individuals would like to achieve. Interested in activities tend to increase the likelihood that individuals set goals related to that activity and dedicate time and effort to reach them (Wentzel, K., 1998). The teacher must set a good attitude in their actions for students to have a positive attitude by building a good relationship with students, as well as being friendly, helpful, showing interest, sharing positive, personal experiences and enthusiastic in class.

“The teacher should first of all appear to the students as a strong person, a source of stability. Otherwise, their deepest need, at the level of security, will remain unfulfilled” Stevick, Earl W. (Stevick, Earl W., 1976). Teachers expecting about their students affect students' opportunities to learn, their motivation and their learning outcomes. The beliefs that teachers have about their students affect students' opportunities to learn, their motivation and their learning outcomes. Psychological research has uncovered ways for teachers to expect high communication for all students and avoid creating negative self-fulfilling prophecies.

“Students tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve. This principle is directed at how instructors can increase intrinsic motivation through classroom practices and activities that support the fundamental need of students to feel autonomous. It is important to note that not everything of importance is intrinsically motivating to all students and that there is a place for extrinsic motivation in education. During the unit on motivation, when intrinsic and extrinsic motivations are typically discussed, students can examine their personal motivations and how they influence their success. Lastly, students can examine the research related to the over justification effect, also discussed in this principle”. (Dan Pink, 2019)

Teachers can help students create a positive image of their ideal self in their minds. Teachers and students can talk about where and what kind of person the students see themselves in the future. Then, by working together the teacher and student can set personal goals of how to attain this ideal self and make the achievement of these goals realistic (Knowles, M., 1986). Small steps to reach these goals can show students that learning a language can be possible, as well as help them manage their progress to avoid feeling overwhelmed by the expansiveness of the second language. Making goals together can increase motivation in students if such goals are believed to be attainable. Apart from building up students' motivation, each teachers could have their own unique teaching style and that will be effective with all students or with only some therefore teaching style can greatly impact a student's ability to learn and comprehend. This is why knowledge of different learning style is essential for teachers that would be mentioned in the next topic.

Appropriate Teaching and Learning Style

“No one person uses one style of learning exclusively, but they do have preferred learning styles. It is therefore important to attempt to cater for all learning styles during lessons to enable the most efficient learning to take place.”

(Southwestern Community College of North Carolina, 2016)

According to Haynes, J. (Haynes, J., 2009), learners employ their sense organs to process the stimuli from outside, namely, visual learning (learn by seeing/processing text), auditory learning (learn by hearing), tactile/kinesthetic learning (learn by touching/learn by doing). From the concept. Teachers consider the learners' characteristics according to the learning concept by observing the classroom. Then, teachers choose leaning style that appropriates the learners' characteristics. Following the explanation below;

Visual learners prefer to learn by reading books, seeing words, or looking at some teaching tools. They prefer to look at the written words on the blackboard than to only listen to the teacher. Therefore they like the teacher to write more than to talk more in the classroom. The PowerPoint presentation is suitable for these learners because it presents words, and pictures or charts. This type of learners will feel comfortable when the teacher use the translation-grammar teaching approach.

Auditory learners also referred to as verbal learners, prefer to learn by listening. For them, they may enjoy having interactions with others by talking. They may dislike reading books. So informal instruction settings, they would rather listen more than to see more. A few teaching approaches may suit them, such as the oral approach, the situational approach, the audio-lingual approach, and communicative approach.

Tactile learners and kinesthetic learners are similar. The former prefer to learn by feeling or touching something with their hands while the later like movement. Learners of these two kinds will feel comfortable when the teacher use the total physical response approach.

By matching students learning style to a specific teaching style can increase student achievement and satisfaction (Manochehri, N. and Young, J. I., 2006). According to Naimie, Z., Siraj, S., Abuzaid, R. A., and Shagoholi, R. (Naimie, Z. et al., 2010), “learning style specialists have confirmed the theory that students will learn more and enjoy the class experience and environment when they can use their preferred learning styles”.

Due to the fact that teachers present their personalities through their teaching and their learning environment, teachers can become more flexible in knowing their students learning styles (Fatt, J. P., 2000). Having a teacher who understands the learning style or behavior of a student can minimize problems that may come up with learning. As a result, motivated students would intend that learning independently can be challenging even for the brightest. Students need to understand themselves as learner in order to understand their needs as self-directed learning students - being ready to learn, setting learning goals, engaging in the learning process and evaluating learning. This approach is about understanding and learning more than is required for unit completion that would effect teaching and learning style toward students’ aptitude. Self-learning approach is the key topic of learning style that would refer to the next discussion.

Self-learning Approach

In contrast to traditional ‘lockstep learning’, which has learners doing the same thing at the same time, in the same way, and all expected to achieve roughly the same results, autonomous learning starts from the premise that the individual has the potential to take responsibility for everything in their own life, including learning. The shift in control from teacher to the learner is crucial to an autonomous approach regardless of the particular organizational structure. It involves a change in role and can bring feelings of anxiety, uncertainty or discomfort (Little, D., 2005).

“If we define autonomy in educational terms as involving students’ capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life”.
(Littlewoods, W., 1996)

The perception of autonomy as an essential goal of all learning. Learner autonomy does not mean that the teacher becomes redundant in the learning process. Teachers change

their role from the source of information to counselor and manager of learning resources. New roles for teachers also include helpers, facilitators, advisors, guides, active participants, and consultants. Raya, M., Lamb, T., and Vieira, F. (Raya, M. et al., 2007) believed that “the ability to think critically complements with the notion of autonomy and self-sufficiency”. To adept learning autonomy, teachers can start to foster an awareness of the skills that are involved in learning at first, and demonstrate the learning strategies in use through the activities that they plan during the course. In this way, teachers encourage learners to understand the rationale behind the teaching methodology, such as learning through discovery. Through texts, questionnaires, surveys and discussion, different learning strategies can be brought to the learners’ attentions that they can evaluate them for personal effectiveness, or decide which ones to develop. Gradually, teachers may transfer some of the decision making and choices to the learners in order to develop their awareness and confidence for making decisions.

For example, through pyramid discussions learners can identify their preference for scheduling different skills work or different activity types with the wealth of resources available for self-study through multimedia and internet, language teaching is, now more than ever before, in a position to encourage learner autonomy supported by learner training in the classroom.

The theory support such as Bandura’s self-efficacy Theory, “Albert Bandura was a key proponent learn society which also popularized the notion of self-efficacy. Bandura’s theory takes into consideration how people perceive themselves or how appraise their own level of competence in the process of learning. People low in self-efficacy will dwell on their perceived inadequacy and the difficulties of their situation. Conversely, people high in self-efficacy will see a situation as a challenge rather than a problem and focus on what needs to be done. They manage threats well and can apply their knowledge to different situations”. (Bandura, A., 1977)

It is important for students to develop both their critical thinking and autonomy because improving them will be effective in their lifelong learning process especially in academic achievement and higher education because it is exactly what students need to succeed in an academic environment (Kim, R. et al., 2014). The next section presents cooperative learning has been shown to improve students’ self-esteem which is tied to confidence. Think-pair-share is a cooperative learning technique where students work together to solve a problem that would refer to the next discussion.

Share their knowledge with others

The think-pair-share strategy is a strategy designed to provide students to think about a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is a learning strategy developed by Lyman, F. (Lyman, F., 1987) ISSN 2672-9342 (Online)

to encourage student classroom participation. The think-pair-share strategy is a cooperative discussion strategy to help students work in the group.

In applying this strategy, the lecturer poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response (Lyman, F., 1987). The students can share their ideas that appear in their minds as the responses to the teacher's questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, student's responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion. The caliber discussion is enhanced by this technique, and all students have an opportunity to learn by reflection and by verbalization (Abdurrahman, H. U, 2015).

More benefits of Think-Pair-Share such as when students have appropriate "think time", the quality of their responses improves, students are actively engaged in the thinking, thinking becomes more focused when it is discussed with a partner, more of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic, many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group, no specific materials are needed for the strategy, so it can easily be incorporated into lessons, and building on the ideas of others is an important skill for students to learn.

The think-pair-share strategy breaks the lecture to allow students to time to reflect on challenging content. It allows students to negotiate meaning with each other or discuss their proposed solutions. The strategy provides a diagnostic point to ensure students are on track. This strategy can be used to gauge conceptual understanding, filter information, draw conclusions and encourage peer learning among students. Results can also signal to you that you may need to re-explain content or provide further support for students.

Results

MIND innovation

In the following, the four key dimensions outlined above are applied to examples in order to illustrate the different characteristics of factors effect oriented towards learners' abilities. "MIND innovation" is a tool to help learners destroy barriers inside each psychology, appropriate teaching and learning style, set up self-learning forever with lifelong learning and sharing with others. To be successful learner you requires in mind of 4 factors; Motivation, Intention, Neo- understanding, and Demonstrate. Following the explanation below;

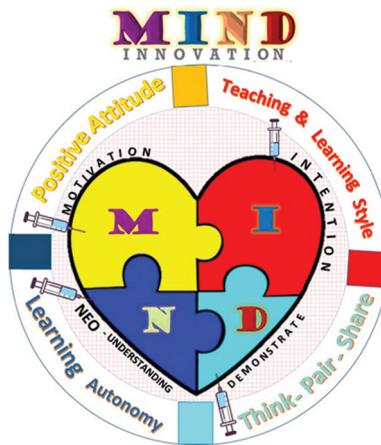


Figure 1 M I N D innovation

Four of these factors in the figure 1 are the mind innovation that learner require to have an understanding of learning includes understanding about learning style, learning environments, teaching style and the many other factors that contribute to learning. For this reason, learner will be full of motivation caused by having a positive attitude. Afterwards, that is the relation of student's mind to have intention to study which is transferred from teaching and learning style. Contributing to the learning autonomy, students' conceptual has transformed them to increase in their own brand-new understanding and they would enhance their knowledge by formulating individual ideas and share their opinion with a peer through the think-pair-share strategies. The definition of each term will be described in the following.

Motivation: Before teaching, teachers MUST set *positive attitude* to motivate students by building a good relationship with students to destroy fear of mistakes, anxious, shyness, lack of confidence, lack of vocabulary in class.

Intention: After Open mind, teachers observe students' behavior carefully to create appropriate *teaching & learning style* to make them fulfill pay attention.

Neo-understanding: Teacher as facilitators to support and observe behavior's students with opinion deliver accurate and timely assignments. *Learning autonomy* increases student performance, critical thinking, self- esteem, and lifelong learning.

Demonstrate: Teachers' goal should concern how to get students to work together in appropriate learning activities. As well as *think-pair-share* knowledge between friends and society. Not only the aptitude but also share it in other exhibition.

To build a positive attitude has to begin with the teacher first then delivered to the audience as students, when teachers are doing observation a behavior of them they need to find out that each one need a different care such as mentor, love and attention. Teachers need to open mind to all of student in the class equally to help the learner may feel intensely involved in the on-going life activity in which the need for learning arises, but if he does not sense the presence of alternative lines of thought and action, they cannot engage themselves in the activities of choosing a new way of thinking and behaving; they cannot learn in a positive way. Learning occurs in an experience which is in some way different from that to which teachers are accustomed. To experience something's new, one must have awareness of the changed quality of experience.

Conclusion

Thai students spend twelve years studying English, but they cannot communicate in English. Big Problem factors are instructors cannot create appropriate teaching and learning style, learners' psychological, learning atmosphere and other factors influence. "MIND innovation" is a tool to help learners destroy barriers inside each psychology, set up self-learning forever with lifelong learning, and sharing to others. The paper identifies various distinguishing features of approaches towards 4 factors; motivation, intention, neo- understanding, and demonstrates with regard to scope follow lifelong learning.

All of them should we take as a sample to get the better teaching and learning English. Both teachers and students should more aware of how they cope with communication in order to get the high level of education.

Implementation for Schools

Teachers observe students behavior to create the appropriate the activities of different learning style. For auditory learners, these activities include interviewing, debating, participating on a panel, giving oral reports, and participating in oral discussions of written material. For Visual Learners, these activities are suggested: computer graphic, maps, graphs, charts, cartoons, posters, diagrams, text with a lot of pictures. For tactile learners, some favorite activities include drawing, playing board games, and making models. For kinesthetic learners, playing games that involve the whole body, movement activities, making models, and setting up experiments. For global learners, choral reading, recorded books, story writing, computer programs, games, group activities. For analytic learners, information presented in sequential steps, teacher directed, clear goals and requirements.

References

Abdurrahman, H. U. (2015). Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability at Stain Ternate. **Journal of Education and Practice**. Vol. 6, No. 10, pp. 37-46

Bandura, A. (1977). Self-Efficacy: Toward a Unifying Theory of Behavioral Change. **Psychological Review**. Vol. 84, Issue 2, pp. 191-215. DOI: 10.1037/0033-295X.84.2.191

Dan, P. (2019). **20 Psychological Principles That Will Help Your Students Learn More Effectively**. American Psychological Association. Access (23August 2019). Available (<http://psychlearningcurve.org/these-psychological-principles-will-help-your-students-learn-more-effectively/>)

Fatt, J. P. (2000). Understanding the Learning Styles of Students. **International Journal of Sociology and Social Policy**. Vol. 20, No. 11-12, pp. 31-45. DOI: 10.1108/01443330010789269

Haynes, J. (2009). **Teach to Students' Learning Styles**. Access (11 August 2018). Available (<http://www.everythingesl.net/inservices/learningstyle.php>)

Juhana. (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). **Journal of Education and Practice**. Vol. 3, No. 12, pp. 100-110

Khamkhien, A. (2010). Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. **English Language Teaching**. Vol. 3, No. 1, pp. 184-190

Kim, R., Olfman, L., Ryan, T., and Eryilmaz, E. (2014). Leveraging a Personalized System to Improve Self-Directed Learning in Online Educational Environments. **Computers & Education**. Vol. 70, pp. 150-160. DOI: 10.1016/j.compedu.2013.08.006

Knowles, M. S. (1986). **Using Learning Contracts: Practical Approaches to Individualizing and Structuring Learning**. London: Jossey-Bass Publications.

Kirkpatrick, A. (2012). Teaching English as a Lingua Franca in ASEAN: Maintaining Linguistic and Cultural Diversity. **Proceeding of the 2012 International Conference on Cultural and Linguistic Diversity in ASSEAN**. Suan Dusit Rajabhat University, Bangkok, Thailand, pp. 17-25

Kongkerd, W. (2013). Teaching English in the Era of English used as a Lingua Franca in Thailand. **Executive Journal**. Vol. 33, No. 4, pp. 3-12

Little, D. (2005). The Common European Framework and the European Language Portfolio: Involving Learners and Their Judgments in the Assessment Process. **Language Testing**. Vol. 22, Issue 3, pp. 321-336. DOI: 10.1191/0265532205lt311oa

Littlewood, W. (1996). "Autonomy" : an Anatomy and a Framework System. **System**. Vol. 24, Issue 4, pp. 427- 435. DOI: 10.1016/S0346-251X(96)00039-5

Lyman, F. (1987). **Think-Pair-Share: An Expanding Teaching Technique**: MAA-CIE. Cooperative News

Manochehri, N. and Young, J. I. (2006). The Impact of Student Learning Styles with Web-Based Learning or Instructor-Based Learning on Student Knowledge and Satisfaction. **Quarterly Review of Distance Education**. Vol. 7, Number 3, pp. 313-316

Naimie, Z., Siraj, S., Abuzaid, R. A., and Shagholi, R. (2010). Hypothesized Learners' Technology Preferences Based on Learning Style Dimensions. **Turkish Online Journal of Educational Technology**. Vol. 9, Issue 4, pp. 83-93

Raya, M., Lamb, T., and Vieira, F. (2007). **Pedagogy for Autonomy in Language Education in Europe: Towards a Framework for Learner and Teacher Development**. Dublin: Authentik

Reeve, R. A. and Pattison, P. E. (1996). The Referential Adequacy of Students' Visual Analogies of Fractions. **Mathematical Cognition**. Vol. 2, Issue 2, pp. 137-169. DOI: 10.1080/135467996387507

Richards, J. C. and Renandya, W. A. (2002). **Methodology in Language Teaching: An Anthology of Current Practice**. New York: Cambridge University Press

Southwestern Community College of North Carolina. (2016). **The VAK Learning System**. Access (14 August 2018). Available (http://www.southwesterncc.edu/sites/default/files/VAK_Learning_Styles.pdf)

Stevick, E. W. (1976). **Memory Meaning & Method**. Massachusetts: Newbury House

Tuong, H. N. (n.d). **Thailand: Culture Background for ESL/EFL Teachers**. Access on (1 August 2018). Available (<http://hmongstudies.org/ThaiCulture.pdf>).

Wentzel, K. (1998). Social Relationships and Motivation in Middle School : The Role of Parents, Teachers, and Peers. **Journal of Educational Psychology**. Vol. 90, Issue 2, pp. 202-209. DOI: 10.1037/0022-0663.90.2.202

Wiriyachitra, A. (2002). English Language Teaching and Learning in Thailand in this Decade. **Thai TESOL Focus**. Vol. 15, No. 1, pp. 4-9

Yang, N. -D. (1998). **Exploring a New Role for Teachers: Promoting Learner Autonomy**. System, 26/1998. pp. 127-135