

B-SLIM MODEL AS AN ENGLISH TEACHING MODEL IN THAILAND

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Abstract

In the business world, English language is considered as an important language for communication among people. According to the Act of Thai Education during B.E. (2008-2015:39), the sustainable development for Thai people has become the main focus in this era. To transform the education especially in the 21st century is needed to be integrated the new methodology in language teaching into three main areas. They are: education development, education extension and cooperation in services and educational management. The objectives of the study were: 1) to develop learning activities in and outside classroom context by using B-SLIM Model with the University students in Thailand 2) to compare the results of learning with the B-SLIM Model in the course of listening and speaking in Business English II after using B-SLIM Model 3) to investigate the level of listening and speaking of students following B-SLIM Model. The conceptual framework applied in the study was the development of Listening and Speaking skills by using B-SLIM Model as a teaching model in the course of Listening and Speaking in Business English II

The qualitative method was mainly used, combined with the quantitative data collected from 27 students studying at Chandrakasem Rajabhat University and registering in the course of BENG 1102 Listening and Speaking in Business English II. The normal classes of Listening and Speaking course II in and outside university campus such as Suvarnabhumi International Airport was a place of data collection. In addition, B-SLIM Model (Bilash's Second Language Instructional Method) was applied and used in creating the criteria for data analysis by means of experimental step and teaching step by step according to B-SLIM Model. The method of data analysis was the use of basic statistics.

Keywords: B-SLIM Model

Introduction

At the present, Thai government policies have been geared up the education in the country to be equal to other ASEAN neighboring countries. As in 2015, Thailand will take a full effect in being one of the ASEAN members, therefore, Thai government has tried to develop, support, and reinforce people such as educators, students and educational organizations in both private and public sectors to realize the importance of English ability of the young generation. Thai government has cooperated with its ASEAN members such as Malaysia, Singapore, Indonesia, The Philippines, Burma, Laos, Singapore, and Indonesia in terms of strengthening the prosperity of economy, politics, stability of society and culture. To do this, it will not be easy to finish in a short period of time. It takes time to transform education to be equal to other civilized nation.

This research, therefore, aims to explore the new teaching method “B-SLIM” Model by Olenka Bilash (2006) in order to improve the listening and speaking skills of university students in the course of Listening and Speaking in Business English II. Listening and speaking skills are reserved as the direct skills for communication. Therefore, the B-SLIM Model was proposed in the research study.

Objectives of the study

The study aimed to:

1. Develop teaching and learning activities according to the use of B-SLIM Model in and outside classroom context.
2. Study and compare the results of students after learning through the B-SLIM Model.
3. Investigate the level of students’ skills after learning by a B-SLIM Model.

Research Questions

1. How do the B-SLIM Model activities improve students’ speaking and listening competence in the Rajabhat context?
2. What are the levels of listening and speaking skills of students according to Chandrakasem Rajabhat University students?

Population

The population of the study was the Business English students of Chandrakasem Rajabhat University, Bangkok, Thailand, who were taking a Course of Listening and Speaking in Business English II.

Sample

The sampling size was 27 students who passed the Course of Listening and Business English I by means of a purposive sampling.

Research Instruments

The research instruments of this study include:

1. The Coursebook of Listening and Speaking which contains 10 units starting from unit 19-30 (from Survival English Textbook)
2. The teaching method “B-SLIM Model” by Olenka Bilash (2009) focusing on 5 main criteria: Language awareness, Pronunciation, Vocabulary, Grammar, and Situations and Fluency.

Research Methodology

The B-SLIM teaching model applied in the study as follows:

1. Planning and Preparation

This is the first step which the researcher chooses the activities and contents based on the “Survival English “Textbook in order to meet the objectives of the course and prepare the appropriate materials for English communication.

2. Comprehensible Input

This step aims to provide the students background of English sentences, conversations and opportunities to ask questions. At the end, the students are required to demonstrate the language they learn in the situational activities. The 5 inputs are related to this step are Language awareness, Pronunciation, Vocabulary, Grammar, and Situations and Fluency.

3. Intake Activity

As this step is intended to assist the students who are not able to understand the language they learn, the teacher can organize a new activity in order to help them to have the opportunity to practice and understand what they have learnt. At this stage, the students will be able to use complicated sentences, difficult words as it is a stage of “Intake-Using-It”.

4. Output

This is an important step in which the students have the opportunity to use language they have learnt outside the classroom context. The frequent found activity at this step is an individual activity such as “Introducing University”. They are required to make a video clip for a purpose of introducing university in 3-5 minutes. Then, the video clips will be uploaded into a facebook with a name of “BENG 1202: Aj. Jumjim.”

5. Evaluation

The data are collected by means of observation and enquiry in order to ask for the students' problems and to be useful for the future research. Besides, the self-evaluation of a researcher and students' evaluation, participation, assignments, tests, mid-term and final examination are examined as well.

Findings

The results of the study indicated that the overview of students' ability was in a medium level. It revealed that the students were able to communicate with the appropriate tenses which were in a Good level. The students were able to develop their speaking skill rather than listening skill especially their pronunciation was clear and easy to understand when communicate with others. Language awareness, listening for main idea, words and sentences stress, vocabulary, meaning of words, expressions, grammar, accuracy and fluency and continuation right situations were in the middle level with the mean of (\bar{X}) respectively: 2.37, 2.96, 3.18, 3.11, 3.25 and 3.11 which were in a good level. The findings met 'a learning by doing and learning in interaction' which aims at the learner-centred approach (Brown, 2001; Foster, 1999; Richards&Rodgers, 2001)

Conclusion

This study reconfirms that the activities of B-SLIM Model could improve students' speaking and listening competence of Chandrakasem Rajabhat University students. Overall, the students were at the medium level of improvement in terms of listening and speaking skills particularly in terms of five criteria for B-SLIM Model which were Language Awareness, Pronunciation, Vocabulary, Grammar and Situations and Fluency. In addition, the results of this study point that the students need more opportunities to practice in a real situation and have an overseas excursion in order to build the students' self-confidence outside the classroom context.

The Author

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