CLM English Teaching and Learning Guidelines for Undergraduate Students in Social Studies at Phutthachinnarat Sangha College, MCU

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Abstract---At Phutthachinnarat Sangha College (PSC), Thailand, there is a diversity of students from monastic and secular educational backgrounds, causing learning management, particularly teaching English, more difficult compared with other institutions. To understand and improve this educational context, in this paper, we provide the guidelines for English teaching and learning by means of Cooperative Learning Management (CLM) for undergraduate students majoring in Bachelor Program in Social Studies, Mahachulalongkornrajavidyalaya University, (MCU), PSC. In so doing, the overview of English teaching and learning in the studied site will be provided and thereafter CLM together with Learning Together Technique (LTT) will be discussed.

Introduction

The philosophy of higher education management emphasizes producing graduates with mastery in theories and practices which they can apply appropriately, systematic critical skills and synthesis, searching for knowledge of one's own, and good communication skills. English language teaching and learning management encourages students to possess desired characteristics in the 21st century by putting emphasis on developing self-learning potential together with inspiration, motivation, longing for knowledge through activities and case studies to ensure students are able to practice thinking and analyzing critically, and learning from various media (Department of Academic Affairs, 2020), (Care et al., 2012; Homsombat et al., 2021; Pellegrino & Hilton, 2013a). Therefore, the curriculum is designed to encourage students to have leadership skills to keep pace with the modern world. They are practiced to think, analyze and synthesize in a creative manner, being the significant basis in preparedness of students before they finish the study and become graduates to serve the society accordingly. However, English learning management in monastic educational institutions is not easy as students both from monastic and secular education backgrounds in Thailand study in the same classroom (Ruangsan et al., 2021), (Noom-Ura, 2013). Those with official education management seem to have better English proficiency than those trained by educational institutions organized for the underprivileged such as Phrapariyattidhamma Schools (Sumhiram et al., 2012). At PSC, there is a diversity of students with the big gap of English learning backgrounds, causing learning management more difficult compared with other institutions. Besides this, having students with huge different ages even causes it more difficult to manage the proper English learning process. To improve the situation, we have reviewed several previous scholarly works such as those of Silberman (1996), Prince (2004), Cohn et al. (1996), Berkes (2009), Fouss et al. (2007), Gulati (1999), Gurin et al. (2002), Prince (2004), Smith et al. (2005), van den Bergh & Engelbrecht (2004), Duncan et al. (2007), Kuhl (2004), Wagner & Torgesen (1987), Tissana Kaemanee (2009) and Aporn Jaithiang (2007), to access observations, to repeat experiments and evaluate intellectual process. We also studied English learning and teaching in the former studies to see possibility to apply the body of knowledge on active learning in developing the teaching method for our students in the campus such as the studies of Cumming (2001), Nomnian & Arphattananon (2018), Prabjandee (2019), Prabjandee (2020), Saeheaw et al. (2013), Sanprasert (2010), Snodin (2016) etc. before, we have made a decision to employ Cooperative Learning Management (CLM) in organizing English course for the students in the campus. After years of CLM operation with satisfactory outcomes, we have earned the body of knowledge which may benefit English learning management in other institutions with the identical contexts. This paper therefore provides the guidelines for English teaching and learning by means of CLM for undergraduate students as we conducted it with our students majoring in Social Studies, MCU, PSC. In so doing, the overview of English teaching and learning in the studied site will be provided as it is beneficial in comparing the

learning contexts; thereafter CLM together with LTT will be discussed before drawing conclusion (Guan et al., 2018; Fareh, 2010).

English language teaching and learning management

According to the philosophy of Bachelor of Education, Social Studies program curriculum of PSC, MCU (Puttachinnarat Sangha College, 2020), it is believed that graduates form Social Studies program should encompass academic mastery and longing for knowledge, teacher spirit, service mind, and helping people in compliance with professional ethics on the basis of virtue, morality, and humanity, and being a good role model of the society. The curriculum emphasizes knowledge creation, understanding and experience in learning social studies (Hemmler et al., 2021). Buddhism is applied to solve problems and develop society. Teaching and learning management model focuses on professional theories and practices for working with other people and professional knowledge transfer in an efficient manner in the 21st century. The stepping into ASEAN Community of Thailand brings about students to learn English for communication by themselves while teachers have to reduce their roles to become a coach (Kirkpatrick, 2008; Kirkpatrick, 2010; Kirkpatrick, 2012). However, both teachers and students can work collaboratively to design and manage learning in the form of blended learning. Active learning is emphasized in which students participate in teaching and learning activities actively (Active Participation)(Silberman, 1996). Feedback is given to students for improving and developing themselves. Teachers are required to provide situations that encourage students they can achieve (Success Experience). Sometimes teaching and learning activities must be gradually managed (Gradual Approximation), starting from easy to difficult ones, less complex to more complex. Such learning will generate creative communication skills and teamwork skills. However, teaching and learning to allow students to use English for communication in an efficient manner involves many factors (Gillies & Boyle, 2010; Hossain & Tarmizi, 2013; Gillies, 2004). Using English for communication embraces 3 major factors producing efficient teaching and learning, namely, teaching factors, student factors, and sociocultural force. Factors leading to success of country development are a) student factors, i.e. intelligence, language aptitude, b) management factors, i.e. classroom environment management, temperature, equipment, supplementary learning tool, teaching content, duration of learning at a time, textbooks that focus on technologies that keep pace with the changing world, c) teacher factors, i.e. teaching skills, ability to create participatory learning, ability to choose learning strategies suitable for ages and class levels of students to enable students to have their own learning styles including other learning strategies such as communication strategy, memory techniques, questioning techniques, critical thinking, creative thinking, teamwork skills, etc. Therefore, collaborative learning process between teachers and students should emphasize that "learning process is more important than knowledge" and "process of seeking answers is more important than answers". Thinking base of the 21st century comprises learning skills, critical thinking skills, problem-solving skills, communication skills, collaboration skills, creative thinking skills, innovation skills including life and career skills (Aggarwal & Darzi, 2006; Dwyer et al., 2014; Care et al., 2012; Pellegrino & Hilton, 2013b). Collaborative learning process mentioned above a large number of academics; for example, Chanchai

Yommadit (2005), identifies as "blended learning" consisting of active learning process in which importance is given to students. Students need to use individual ability collaboratively to solve problems through instructional media, both online and offline. It most likely implemented using group investigation that allows students to learn in an chronological order, namely, select topic to be studied (Topic Selection), collaboratively make a plan to work (Cooperative Learning), implement as planned (Implementation), analyze and synthesize work (Analysis and Synthesis), present work (Presentation of Final; Report), and evaluate (Evaluation) (Kyndt et al., 2013; Ghaith, 2002). There are different learning methods such as dividing into groups, simulation, a case study of making a situation, discussion, think-pair-share, pair work, etc, generating creative communication skills and teamwork skills (Suryasa et al., 2019).

Collaborative Learning Management (CLM)

At PSC, CLM is employed in teaching and learning English subject. Emphasis is placed on students and a group process is used to allow students to work together to achieve benefits and success of their groups (Susanty et al., 2021; Maliket al., 2021). CLM does not only allow students to work in group like making a report, inventing or making work pieces, discussion including making an experiment while teachers play their role in summarizing knowledge obtained but also teachers have to try to use strategies and methods to enable students to process what they obtain from doing activities, manage knowledge system, and summarize a body of knowledge by themselves (Tran et al., 2019). In collaborative learning, teachers are required to choose learning management techniques suitable for students and students must be ready to collaboratively do activities and take responsibility for group work. Groups will be successful when all members learn and achieve the same goal, namely, working as a team or efficient teamwork, contributing to improvement and development of English teaching and learning.

Collaborative Learning Techniques (CLT)

There are two types of CLT, namely: (1) techniques used throughout teaching and learning activities and (2) techniques not used throughout teaching and learning activities. In this study, we were interested to choose the second one in each period as it is probably used in the introduction or inserted in any step of teaching or in the summary, review, measurement of any class period as scheduled by teachers. There are many techniques (Pimpan Dechakup, 1998; Laura & Laurie, 1995; Kagan, 1992) as follow:

- Rally Robin – is a collaborative learning technique that allows students to divide into sub-groups and teachers give them an opportunity to speak, answer, and express their opinion in turn. Each pair takes turn to speak and listen using equal time.
- Rally Table – is similar to Rally Robin but each pair takes turn to write or draw instead of speaking.
- Round Robin – is a technique that allows students in a group alternately speak, answer, explain; each person speaks one at a time in alternating turns according to the scheduled time, totally 4 persons.

- Round table – is similar to Round Robin but emphasis is placed on writing instead of speaking. As soon as a teacher asks a question or let students to express their opinions, students will take turn, one at a time, to write down on a piece of paper prepared according to the scheduled time.
- Simultaneous round table – is similar to Round Table but group members are required to write down an answer at the same time.
- Pair check – is a technique that allow group members to work in pair when they receive a question or problem from a teacher. One student will answer the question and the other student will present after finishing the number 1. They take turn to perform their duties. When they finish 2 questions, each pair brings their answers and checks the answers of the other pair.
- Numbered Heads Together - students are divided into groups, 4 persons in each group, with different abilities. Each person is given a number. The teacher asks a question or assigns them a task. Students are assigned to discuss in a sub-group until all group members understand the answer. The teacher calls a specific number to respond as the spokesperson for the group.
- Line-Ups – is a simple technique. Students are asked to organize themselves in a line according to their position on a picture, word or issue assigned by the teacher.
- Jigsaw problem solving – is a technique that group members think about their own answers. The answers are combined to solve problems to get the most suitable and complete solution.
- Inside-outside circle – students form two different circles, half of the group stands in a circle facing outward while the other half form a circle around them facing inward, rotating whenever the teacher cues.
- Corners – is a technique that the teacher poses a problem or question and each corner in the classroom represents a different answer. Students from each sub-group write down the number they prefer and move to the corner they choose. Students work together to discuss within their group in different corners. Students from any corner are given an opportunity to discuss things they study to their classmates in other corners.
- Pair Discussion – the teacher determines a topic or question and assigns group members sit close to each other to mutually think and discuss in pair.
- Partners – is a technique that students are assigned to pair to help other students. Sometimes, a pair of students may ask for advice or explanation from the other pair of students whom they think has better understanding about things they are seeking. Meanwhile, as soon as that pair of students has clear understanding, they will transfer knowledge to other pairs of students accordingly.
- Think-pair-share – it starts from a question or problem determined by the teacher. Students are assigned to firstly find out an answer by themselves for discussing with their paired friend. Answers from each pair are discussed at the same time, 4 persons. When they are confident that their answer is right or the best, the answer will be told to the whole class.
- Team-pair-solo – is a technique that the teacher assigns a problem or task to students to work together in a group until the task is finished. After that,

students are separated to work in pair until the task is finished. Finally, students are separated to work on their own until the task is finished.

- Team discussion – the teacher determines a topic or question and assigns students in groups to brainstorm and discuss at the same time.
- Team project – it is a technique very suitable for science subject. The teacher describes a project to ensure students understand and sets equal time and roles of team members. The roles are rotated and devices are handed out to students in each team to do the assigned project. Next, the project of each team will be presented.
- Team-interview – is a technique that each group member is given a number. The teacher determines and describes a topic. Students in the class randomly select a number of students in a group. Team members take turn to interview and ask questions.
- Color-coded co-op cards – is a technique that practices students to remember information from playing the game using the color-coded co-op cards. Students in each group who prepare cards will ask and give scores to the groups that give a right answer.
- Formations – is a technique that the teacher determines objectives or things students have to do. Students in each group mutually discuss and work together to make a work piece or demonstrate the assigned tasks.
- Send – a – problem is a technique that allow students to enjoy the game. All students are assigned to generate a question by themselves and write it down in front of the card and an answer is hidden behind the card. Students in each group determine number 1-4. Firstly, student number 4 gives the problem to student number 1 of the next group who will read the question and check the answer. Other members in the group answer the following questions, rotating to members of the other number respectively.
- Trade-a-Problem – is a technique that allows each pair of students generates a question about the topic they study and keeps an answer. Each pair of students exchanges questions with other pairs of students. Each pair of students helps solve the problem and compares to the problem-solving method of the students who own the questions.
- Match Mine – a group of students is asked to place the assigned objects in the same way. They alternately tell their friends. Each student will do what they are told only. They are prohibited to look at each other. This technique is useful for practicing communication skills for students.
- Team Word – webbing – is a technique that allows students to write down main idea and sub-components of the main idea in conjunction with showing relationship between the main idea and sub-components on a piece of paper in the form of a mind map.
- It can be said that collaborative learning is a method that promotes students to engage in participatory learning, using their own ability and potential to solve problems successfully. All members need to be aware that they are a part of a group. A group can be successful or failed group members need to mutually take responsibility. Outcomes from collaborative learning will enable students to gain experience related to their real life, view the importance of their own roles and duties as well as group members.

Learning Together Technique (LTT)

LTT is a learning technique suitable for learning content and activities with specific order. Students work together within a group by dividing duties and responsibilities clearly in order to obtain group performance (Sawai Fakkao, 2001). It is collaborative learning with non-complicated process. Learning together technique consists of the following significant components (Johnson et al., 2000): (1) Positive Interdependence among groups of students which can be done through different methods, (2) Face-To-Face Interaction; students are assigned to work together among atmosphere filled with helping each other and support, (3) Individual Accountability; each student pays attention to lesson and help each other work, (4) Social Skills; working with other people efficiently, (5) Students are required to have necessary social skills, i.e. leadership, decision-making, trust building, communication skills, and creative conflict management skills, (6) Group Processing; students are allowed to evaluate performance of group members, encourage one another, and search for a solution to improve their work (Aryani I. G. A. I., & Rahayuni, 2016; Sabilah, 2016).

Anticipated benefits from learning together technique management (LTT) (Sorat Sankham, 2017) are as follow: 1. Output: outcomes that immediately occurs or direct outcomes that occurs after the study is finished; (1) information of the outcomes of English subject teaching and learning on the basis of collaborative learning management such as arising problems, participation in teaching and learning, student achievement, and students' satisfaction towards teaching and learning management. 2. Outcome: continuous outcomes from the output. Improvement and development of various English teaching and learning models have been given. 3. Impact: long-term results become a destination or continuous results from the outcomes can be used as guidelines for teaching and learning management for subjects with diversity of students (Ghasemi & Hashemi, 2011; Akbari, 2015). Meanwhile, application is made to teaching and learning for other subjects as well.

Conclusion

To prepare readiness for and enhance undergraduate students in Bachelor of Education, Social Studies program to achieve learning and necessary skills especially in English language, a highly important subject right now and a basic subject that all students of Bachelor of Education need to learn, it is necessary to implement CLM as a tool and mechanism in generating learning to students to become graduates in the 21st Century who have preparedness of English language skills, creative communication skills, and teamwork skills. Emphasis is placed on students; teachers encourage students to thrive on learning and participate in activities, contributing to good relationship and development of students in different aspects. In collaborative learning process, emphasis is placed on teamwork to increase students' efficiency caused by collaboration in studying, exploring, and working that promote learning from each other so as to achieve the goal. Collaborative learning management is considered success of a group, resulting in the development of maturity, social skills, emotion at work, and living with other people in society.

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