

11 ICLEI 2018-030 Pichart Kaewpuang

Development of English Abilities and Social Studies Concepts through Using S2TEA Integrated Learning Activities

Pichart Kaewpuang*, Piyalak Akkraratana
College of Teacher Education, Phranakhon Rajabhat University,
Chaengwatthana Rd., Bangkok District, Bangkok, Thailand
*Corresponding Author: pichartkwpng10@gmail.com

Abstract

The purposes of this research were 1) to compare English abilities and social studies concepts of pre-service social studies teachers before and after using S2TEA integrated learning activities; and 2) to compare English abilities and social studies concepts of experimental group and control group after using S2TEA integrated learning activities. The samples were 60 pre-service social studies teachers from the College of Teacher Education, Phranakhon Rajabhat University, Thailand. They were divided into two groups: an experimental group composed of 30 pre-service social studies teachers and a control group composed of 30 pre-service social studies teachers. The experimental instruments consisted of two sets of lesson plans: daily lesson plans based on the S2TEA integrated learning activities and daily lesson plans with the regular instructional method. The duration of the experiment was 8 periods, 1 hour per period and 1 period per week. The data collecting instruments were English abilities and social studies concepts test. The data was analysed by using arithmetic mean (\bar{x}), standard deviation (S.D.) and t-test. The results were as follows: 1) the English abilities and social studies concepts of pre-service social studies teachers after using S2TEA integrated learning activities was higher than before the experiment with statistical significance at .05 level; and 2) the English abilities and social studies concepts of the experimental group after using S2TEA integrated learning activities was higher than the control group with statistical significance at .05 level.

Keywords: S2TEA Integrated Learning Activities, English Abilities, Social Studies Concepts, Pre-service Social Studies Teachers

Introduction

Language is the primary source of communication. It is the method by which we share our ideas and thoughts with others. Some people say that language is exactly what differentiates us from animals and makes us humane (Universum College, 2017: online). In addition, as a mean of communication, language plays a key role in human life. English is one of these most widely used languages in the world. As a tool of International communication, English is used for many purposes such as bureaucratic, academic, social, cultural, economic, religious, and many other purposes (Lumettu & Runtuwen, 2018). Nowadays, Thailand is a part of ASEAN member states, the ASEAN charter was introduced in Article 34 'The working language of ASEAN shall be English.' This showed that ASEAN citizens must have enough English abilities in order to communicate to people in the world.

National Council for the Social Studies (NCSS, 2017: online) defines social studies as the integrated study of the social sciences and humanities to promote civic competence. Social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. Social Studies is structured so that the discipline is actually derived from the

realities of the learners for whom the content is meant. Since each discipline has a way of organising its contents from part to whole, using of concepts and generalizations in organising the contents of social studies are meaningful (Omiyafa, 2014: 28). Thus, learning of social studies concepts learning can help the learner get more social studies contents.

The bachelor of education in social studies program, College of Teacher Education, Phranakhon Rajabhat University focuses on bilingual learning activity with the purpose of producing social studies teachers that have the abilities to organize bilingual social studies learning activity effectively. Learning social studies in English has always been challenged for pre-service social studies teachers because they have to know both English and the contents of social studies in order to understand the lessons taught thoroughly. From the interview of the students who were enrolled into the social studies curriculum and have been tested for basic English abilities, it was found that most of the students were at the lower than expected standard level and did not have enough knowledge in social studies contents. This lead to the difficulty in meeting the purpose of the curriculum.

Social Studies as the integrated study, should be learnt by integrated learning, which was consistent with Learning for a Sustainable Future, LFS (2017) is a non-profit Canadian organisation whose mission is to promote, through education, the knowledge, skills, perspectives, and practices essential to a sustainable future. LFS describes that integrated learning makes addressing curriculum manageable by offering a mean of addressing many subject expectations in a meaningful way. It contributes to a deeper understanding of topics and issues, and the interrelationships inherent in complex, real-world systems. It provides opportunities to differentiate instructions. The inclusion of multiple disciplines provides students with the opportunity to engage their particular interests or abilities. Therefore, the researchers studied the integrated learning activities to develop English abilities and social studies concepts. The S2TEA integrated learning activities was developed by Kaewpuang (2017) which consisted of five subjects (contents or skills); Social Studies, Thai, Technology, English, and Arts.

From the above rationale and significance, the researchers were interested in the development of English abilities and social studies concepts of pre-service social studies teachers through using S2TEA integrated learning activities

Research Objectives

The objectives of this research were as follows:

1. To compare English abilities and social studies concepts of pre-service social studies teachers before and after using S2TEA integrated learning activities.
2. To compare English abilities and social studies concepts of experimental group and control group after using S2TEA integrated learning activities.

Research Question

The research is designed to answer the following questions: How S2TEA integrated learning activities affects English abilities and social studies concepts of pre-service social studies teachers?

Conceptual Framework

The conceptual framework of this research were as follows:

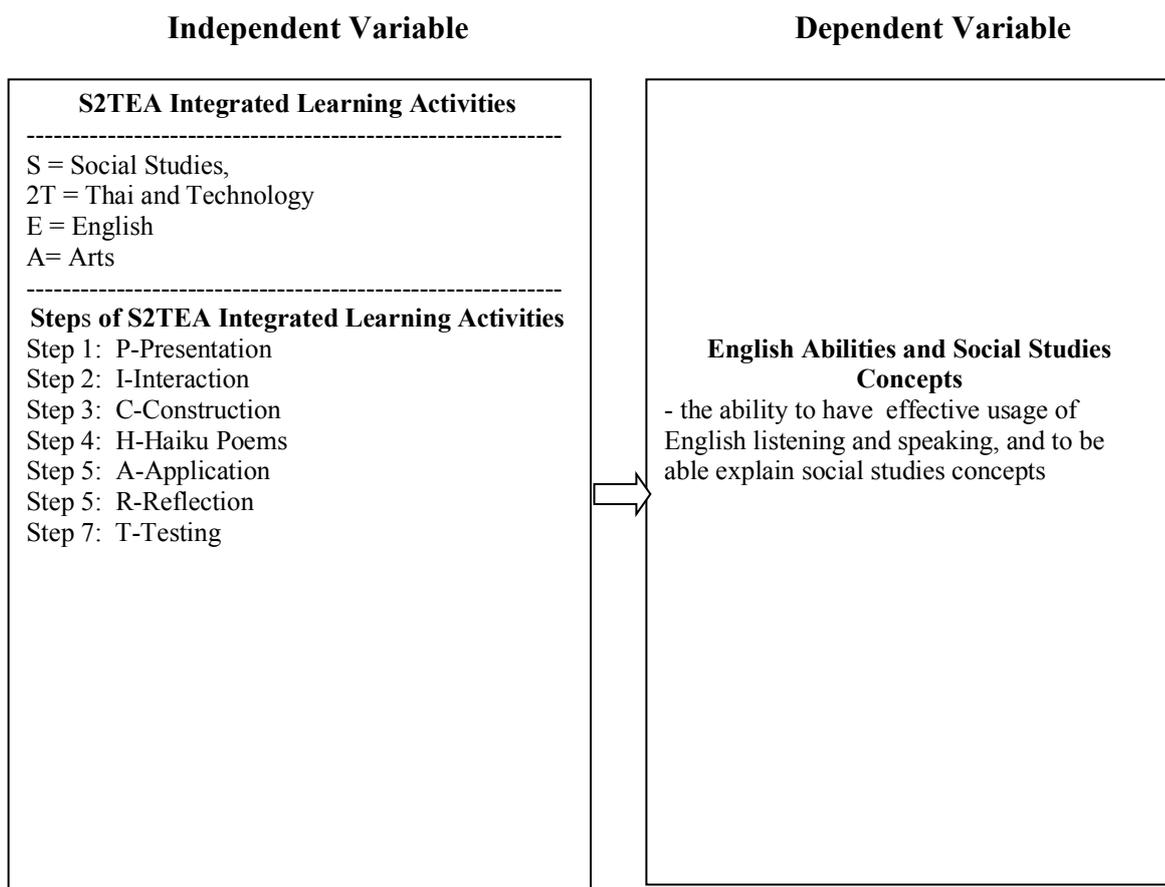


Figure 1. Conceptual Framework

Methodology

The quasi-experimental research was used as research methodology for this study. The experimental design was a Two Group Pretest - Posttest design.

Table 1

Experimental Design

Group	Pretest	Treatment	Posttest
E	T1	X	T2
C	T1	~X	T2

- E = Experimental group
- C = Control group
- X = Treatment of the S2TEA integrated learning activities
- ~X = Treatment of the regular instructional method
- T1 = Pretest
- T2 = Posttest

Populations and Samples

1. The populations used in this research were 150 pre-service social studies teachers who studied in social studies program, Bachelor's degree in Education, Rajabhat University in Bangkok, Thailand.

2. The samples used in this research were 60 pre-service social studies teachers who studied in social studies program, Bachelor's degree in Education, Rajabhat University in Bangkok, Thailand. They were divided into two groups: an experimental group composed of 30 pre-service social studies teachers and a control group composed of 30 pre-service social studies teachers.

Variables

The variables are as follows:

1. Independent Variables
 - 1.1 A S2TEA integrated learning activities
 - 1.2 A regular instructional method
2. Dependent Variable: English abilities and social studies concepts

Time

The duration of the research was between October 2017-May 2018.

Research Instruments

There were two types of research instruments;

1. Data collecting instrument: English abilities and social studies concepts test
2. Experimental instruments:
 - 2.1 Daily lesson plans based on S2TEA integrated learning activities
 - 2.2 Daily lesson plans with regular instructional method

Experiments and Data Collection

1. Determined the populations and select the samples.
2. Asked pre-service social studies teachers in the experimental group and the control group to do the English abilities and social studies concepts test (Pretest) (20 items).
3. Used S2TEA integrated learning activities in the experimental group and the regular instructional method in the control group.
4. When all the lessons were learned, asked pre-service social studies teachers in the experimental group and the control group to do the English abilities and social studies concepts (Posttest) (20 items) with the same test as pretest.
5. Collected and analysed the data from research instruments.

Data Analysis

The researchers collected the data from each research instrument to do statistical analysis. The data was analysed by using descriptive statistics including arithmetic mean (\bar{x}), standard deviation (S.D.) and t-test.

1. Comparing the English abilities and social studies concepts of pre-service social studies teachers in the experimental group between the pre-test and post-test with the t-test statistic at the significance level of .05 (Dependent t-test).
2. Comparing the English abilities and social studies concepts of pre-service social studies teachers between the experimental group and the control group with the t-test at the significance level of .05 (Independent t-test).

Literature Review

This study was a part of the pre-service social studies teachers' development based on using bilingual method which was the main method as specified in the curriculum of bachelor's degree in Education, program in social studies, College of Teacher Education, Phranakhon Rajabhat University, Thailand. Literature review was presented in 2 parts: English abilities and social studies concepts; and S2TEA integrated learning activities.

English Abilities and Social Studies Concepts

1. English abilities

The Centre for Canadian Language Benchmarks, CCLB (2012) in Canada defined English abilities which consisted of 4 elements: listening, speaking, reading and writing, English abilities can be classified as 3 stages: 1) Basic language ability, 2) Intermediate language ability, and 3) Advanced language ability. In this research, researchers were interested in basic language ability because the pre-service social studies teachers' ability did meet the standard at this time. The following table illustrates basic language ability how the CLB are organised.

Table 2
Basic Language Ability

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 1: Initial CLB 2: Developing CLB 3: Adequate CLB 4: Fluent	Interpreting simple spoken communication in routine, non-demanding contexts of language use within the four Competency Areas.	Creating simple spoken communication in routine, non-demanding contexts of language use within the four Competency Areas.	Interpreting simple written communication in routine, non-demanding contexts of language use within the four Competency Areas.	Creating simple written communication in routine, non-demanding contexts of language use within the four Competency Areas.

Source: Centre for Canadian Language Benchmarks (2012: XI)

2. Social Studies Concepts

Concepts are the categories people use to cluster information. Concepts organize specific information under one label. They are building blocks and links between facts and generalizations (Omiyafa, 2014: 28). Concepts rely on facts, but facts are not meaningful except as they relate to concepts and generalizations. It is all a complex, interdependent structure, each layer relying on the layer above and below for support and cohesion. Pull one component out, and the structure collapses (SSCED, 2010). Concepts could also be taken as generalized ideas about classes of objects, events and even ideas themselves (Ajiboye, et al., 2005).

Social Studies Concepts in Thailand can be considered from 5 strands of Social Studies Curriculum with in *Basic Education Core Curriculum B.E. 2551 (A.D. 2008)*. Following is a sample list of social studies concepts; some concepts are categorized in multiple strands.

Table 3
Social Studies Concepts from Social Studies Curriculum with in Basic Education Core Curriculum B.E. 2551 (A.D. 2008), Thailand

Strands of Social Studies	Examples of Social Studies Concepts
Strand 1: Religion, Morality and Ethics	Religion, Morality, Principles, Ethics and Important Days

Strands of Social Studies	Examples of Social Studies Concepts
Strand 2: Civics, Culture and Living in Society	Social Structure, Democracy, Culture, Norms and Wisdom
Strand 3: Economics	Goods and Services, Production, Consumption, Price Mechanism, Demand, Supply and Market
Strand 4: History	Time, Era, Historical Age, Historical Evidence, Historical Method, Development and War
Strand 5: Geography	Geographical Instruments, Space, Direction, Symbol, Scale, Map and Globe

3. English Abilities and Social Studies Concepts

In this research, definition of English abilities and social studies concepts means the ability to have effective usage of English listening and speaking, and to be able explain social studies concepts. It composes of concepts from Strand 1: Religion, Morality and Ethics; Strand 2: Civics, Culture and Living in Society; Strand 3: Economics; Strand 4: History; and Strand 5: Geography.

S2TEA Integrated Learning Activities

Integrated Learning means topic or issue and opportunities arise to address expectations across multiple subjects; this learning experience addresses and assesses content and skill expectations from two or more subjects (Learning for a Sustainable Future (LSF), 2018: online). Kaewpuang (2017) developed S2TEA integrated learning activities that consisted of five subjects (contents or skills); Social Studies, Thai, Technology, English, and Arts.

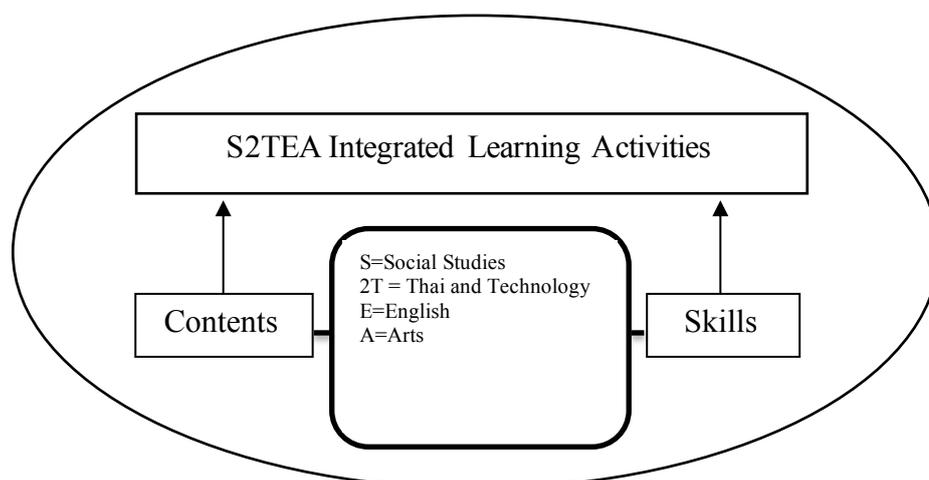


Figure 2. S2TEA Integrated Learning Activities was developed by Kaewpuang (2017)

In addition to integrated learning activities, Kaewpuang (2017) has also developed the learning process known as *PICHAART model*, which consisted of 7 steps;

Step 1: Presentation (P) is the stage that the lecturer and learners present the contents of the lesson in a variety of ways via interesting media such as news, pictures, word cards, case studies, info graphics, etc. They may be use the technology to search and present the information. The lecturer may bring interesting media to the students before linking to the content of the lesson for engaging the learner's learning.

Step 2: Interaction (I) is the stage that the lecturer ask learners to share knowledge and experiences with each other's by creating a friendly learning environment to engage

learners to think and do activities. Lecturer could use the game, brainstorming or collaborative learning techniques in this activity.

Step 3: Construction (C) is the stage that the lecturer motivates the learner to create their knowledge by writing the key concept (enduring concept) from the content of the lesson in the form of generalization or summarizing the knowledge in the form of graphic organisers.

Step 4: Haiku Poems (H) is the stage that the lecturer encourages the learners to write the poems by using a traditional form of Japanese poetry. A haiku consists of three lines, with seventeen syllables, written in a 5/7/5 syllable count that does not rhyme. These poems will help learners develop their creativity and language skills, transfer of knowledge and understand others' feeling.

Step 5: Application (A) is the stage that the lecturer uses the questions to engage the learner to apply the knowledge from the lesson to the situation in the society and may occur in the life of the learner.

Step 6: Reflection (R) is the stage that the learners reflect their learning outcomes from the lesson. The learning outcomes consists of 3 domains; knowledge, skills and attitudes. The learner will be able to assess what to be learned with speaking, writing, or drawing.

Step 7: Testing (T) is the stage that the lecturer tests the cognitive knowledge of the learner by using objective or subjective tests.

Findings

The findings of using S2TEA integrated learning activities were presented in quantitative data. The results were shown as follows:

Table 2

A comparison of Pre-service Social Studies Teachers' English Abilities and Social Studies Concepts before and after Using S2TEA Integrated Learning Activities

Experimental Group	n	\bar{X}	S.D.	t-test	Sig
Pretest	30	6.53	1.74	28.327	0.000
Posttest	30	16.73	1.72		

*p < .05

After the implementation, it was found that the English abilities and social studies concepts of pre-service social studies teachers after using S2TEA integrated learning activities was higher than before the experiment with statistical significance at .05 level.

Table 3

A Comparison of Pre-service Social Studies Teachers' English Abilities and Social Studies Concepts between the Experimental Group and the Control Group

Samples	n	\bar{X}	S.D.	t-test	Sig
Experimental Group	30	16.73	1.72	8.224	0.000
Control Group	30	12.93	1.86		

* p < .05

After the implementation, it was found that the English abilities and social studies concepts of the experimental group after using S2TEA integrated learning activities was higher than the control group with statistical significance at .05 level.

Discussion

It was found that English abilities and social studies concepts of pre-service social studies teachers after using S2TEA integrated learning activities was higher than before the experiment with statistical significance at .05 level; and English abilities and social studies concepts of the experimental group after using S2TEA integrated learning activities was higher than the control group with statistical significance at .05 level. The results of the research

showed that S2TEA integrated learning activities was able to develop English abilities and social studies concepts of pre-service social studies teachers when considered by observing the activities in the classroom were shown as follows:

1. S2TEA integrated learning activities likes its name, activities which integrated many learning subjects that presented interesting lessons so that learners do not feel bored while studying. It motivated the willingness to learn and give opportunities to shared knowledge with friends in the classroom. The interaction happens through activities such as game and brain storming which result in fun learning classroom atmosphere.

2. The learners summarized the gained body of knowledge into graphic chart by using concept map to make the main concept and sub-concept clearer which helped sort the learners' thinking in order and better.

3. The learners were very much interested in the Haiku poems activities because they have never experienced this activities before and this had challenged the pre-service social studies teacher abilities. From the learning and abilities to compose their own HAIKU, pre-service social studies teachers' pride and self-confidence were gained through the learning process. Moreover, their friends get to listen to the presentation of each of the Haiku poems that was created; their friends listened attentively and clapped to the HAIKU that they liked.

4. Activities used in the classroom in the application step, the learners learned from the new and different situation and used the knowledge that they knew and applied it to the situation.

5. In the reflection step, the learners could reflect their own thinking in knowledge, skill and attitude aspects from participated in the learning before and the end of lesson test.

All of the above have shown support in the answers of the research question. The results were based on the hypotheses given and consistent with the results of the research of Srisattarat (2013) who studied the use of English language integrated courses for undergraduate accounting the first year Business Administration, Accounting major Rajamagala University of Technology Phra Nakhon, the research results revealed that achievement of students in the experimental group were higher than the control group with mean of 23.52 and 19.54 respectively. In addition, consistent with the results of the research of Wongsangnoi (2009) who studied the Development of the Integrated English Learning Unit for Prathom Suksa 5, the results showed that the posttest average score of learning achievement of the students learning through the developed integrated English learning unit was higher than that of their pretest average score at .01 level of significance, the posttest average score of attitude of the students learning through the developed integrated English learning unit was higher than that of their pretest average score at .01 level of significance.

For the application of this integrated learning activities model, the researchers have assigned the pre-service social studies teachers to try out the model that was taught to them to their secondary level students. In Thailand, the pre-service social studies teachers must go out and do their teaching experiences for approximately 10 days which we called "practicum." After the practicum, they reported back to the researchers saying that not only their students' achievement was higher in social studies concept after participated in the model, but the students also enjoyed the activities.

Recommendations

For this research, the researcher has various recommendations both recommendations for research implementations and recommendations for further research. The recommendations were presented as follows:

Recommendations for Research Implementations

1. Lecturers have to be well prepared to give many examples of Haiku writing, this is to encourage students that Haiku is not that hard beyond their abilities to learn.
2. Lecturers have to prepared interesting learning situation for S2TEA Integrated Learning Activities Steps (Step 5: A-Application) to encourage students

Recommendations for Further Research

1. The duration of this research took 10 weeks which was very limited in term of teaching all four aspects of language, listening, speaking, reading, and writing. So, the experiment at this time English listening and speaking abilities were able to be enhanced. However, reading and writing abilities can be focused later.
2. Lecturers should consider including social poetry into the poetry session, with social poetry the pre-service social studies teachers can learn more content.

Conclusion

This research is a part of the pre-service social studies teachers' development based on using bilingual method which was the main method as specified in the curriculum of bachelor's degree in Education, social studies program, College of Teacher Education, Phranakhon Rajabhat University. Quasi-experimental research was used as research methodology with Two Group Pretest – Posttest experimental design. Effects of using S2TEA integrated learning activities were English abilities and social studies concepts of pre-service social studies teachers, after the experiment was higher than before with statistical significance at .05 level and English abilities and social studies concepts of the experimental group after using S2TEA integrated learning activities was higher than the control group with statistical significance at .05 level.

References

- Ajiboye, S., Adu, S., & Amosun, W. (2005). *Introduction to Social Studies: A basic text for tertiary institution students*. Ibadan: Educational Research and Study Group.
- Centre for Canadian Language Benchmarks. (2012). *Canadian Language Benchmarks: English as a Second Language for Adults*. Ottawa: Centre for Canadian Language Benchmarks, Canada.
- Kaewpuang, P. (2017). *Learning Management in Social Studies*. Bangkok: Phranakhon Rajabhat University.
- Learning for a Sustainable Future, LSF. (2017). *Integrated Learning*. [online]. <http://resources4rethinking.ca/en/toolbox/integrated-learning> [May 7, 2017].
- Lumettu, A. & L Runtuwen, L.T. (2018). *Developing the Students' English Speaking Ability Through Impromptu Speaking Method*. IOP Conf. Series: Journal of Physics: Conf. Series 95, 1-9.
- Ministry of Education, Thailand. (2016). *Basic Education Core Curriculum B.E. 2551 (A.D. 2008)*. [online]. Available from: <http://www.act.ac.th/document/1741.pdf>
- National Council for the Social Studies, NCSS. (2017). *National Curriculum Standards for Social Studies: Executive Summary*. [online]. <https://www.socialstudies.org/standards/execsummary> [May 7, 2017].
- Omeyefa, M.O. & Lijadu, M.O. (2014). *Utilizing Concepts and Generalizations In Selecting And Organizing Social Studies Contents*. Historical Research Letter Vol.10, 27-32.
- Srisattarat, C. & Eusiripornrit, J. (2013). *Study the Use of the English Language Integrated Courses for Undergraduate Accounting the First Year Business Administration, Accounting major Rajamagala University of Technology Phra Nakhon*. Bangkok: Rajamagala University of Technology Phra Nakhon.

- SSCED Tool Kit.(2010). *Curriculum, Instruction, and Assessment (2010): Strategies to Teach Social Studies*. [online]. Available from: <http://cistexas.org/ssc/downloads/pdf/toolkits/Shared%20Sections/Resources/Strategies/Strategies.pdf> [July 2, 2010].
- Wongsaengnoi, S. (2009). *A Development of the Integrated English Learning Unit for Prathom Suksa 5*. Master's thesis, Curriculum and Instruction program, Faculty of Education, Sakon Nakhon Rajabhat University