International Journal of Sociologies and Anthropologies Science Reviews, ISSN: 2985-2730
DR.KEN Institute of Academic Development and Promotion.
No. 139/26 Theenanon Road, Talad Sub-district, Mueang Mahasarakham District,
Mahasarakham Province, Thailand, 44000 Tel: +66817413978, +66946398978.
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index

No. IJSASR.273 Date: 30 August 2024

Acceptance Letter

Dear: **Li Jiaqi, Lerlak Othakanon, and Phithack Nilnopkoon**

Paper Title: **Effects of Situational Teaching Method on Vocabulary Skills in English Vocabulary Course of Fifth Grade Students in Chuangyi School**

This is to enlighten you that the above manuscript was reviewed and appraised by three different institute reviewer members of the **International Journal of Sociologies and Anthropologies Science Reviews (online)** [IJSASR], Old ISSN 2774-0366 (Online): New ISSN 2985-2730 (Online), indexed by **Thai Journal Citation Index Centre (TCI) Tier 2, DOI Crossref Member, and ResearchGate**. It is acceptable for publication in the IJSASR, which will be available in Volume 5 Issue 1 (January-February 2025) at https://so07.tci-thaijo.org/index.php/IJSASR/about

Sincerely

Asst. Prof. Dr. Sanya Kenaphoom
Editor-In-Chief

สำเนาถูกต้อง

DR.KEN Institute of Academic Development and Promotion
No. 139/26 Theenanon Road, Talad Sub-district, Mueang Mahasarakham District,
Mahasarakham Province, Thailand, 44000 Tel: +66817413978, +66946398978. E-mail:
dr.keninstitute@gmail.com
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

Paid Reference OK

Effects of Situational Teaching Method on Vocabulary Skills in English Vocabulary Course of Fifth Grade Students in Chuangyi School

Li Jiaqi[1], Lerlak Othakanon[2], and Phithack Nilnopkoon[3]
[1]Mater of Education in Curriculum and Instruction, Valaya Alongkorn Rajabhat University under the Royal Patronage Pathum Thani Province, Thailand
[2,3]Lecturer, Curriculum and Instruction Program, Valaya Alongkorn Rajabhat University under the Royal Patronage Pathum Thani Province, Thailand
E-mail: 453415874@qq.com,ORCID ID: https://orcid.org/0009-0008-6786-9268
E-mail: lerlak@vru.ac.th, ORCID ID: https://orcid.org/0009-0002-2397-6906
E-mail: phithack@vru.ac.th, ORCID ID: https://orcid.org/0009-0008-6063-9830

Received xx/xx/20xx Revised xx/xx/20xx Accepted xx/xx/20xx

ABSTRACT

Background and Aim: This experimental research aimed to 1) compare the students' English vocabulary skills before and after learning management through the situational teaching method, 2) compare the students' English vocabulary skills after learning management through the situational teaching method with the determined criterion set at 70%, and 3) assess the students' satisfaction after learning management through the situational teaching method.

Materials and Methods: The sample of this study was 40 students (1 classroom) in the fifth grade in Chuangyi School, Henan Province, the People's Republic of China, in the year 2024, which was derived by using the cluster random sampling method. The appropriateness of the lesson plans was using the situational teaching method at a very high level (M = 4.58, SD = 0.50), multiple choice for the student's English vocabulary skills with an item difficulty (p = 0.57-0.78), and item discrimination (r = 0.25-0.40), and a students' satisfaction questionnaire with a reliability index of 0.76. The statistics used to analyze the data were mean, standard deviation, t-test for dependent samples, and t-test for one sample.

Results: The results revealed that 1) after using the Situational teaching method, the student's English vocabulary skills after learning the management Situational teaching method than before at a statistically significant level of .05 (t = 7.36**, p = 0.01; 2) the students' English vocabulary skills were higher than the determined criterion of 70% at a significance level of .01(t = 29.64**, p = 0.001); and 3) the students' satisfaction after learning through Situational teaching method was at a high level. (M=4.24, SD=0.74).

Conclusion: The knowledge gained from the research is that a six-step learning management method using the situational teaching method consists of (1) context setting, (2) vocabulary introduction, (3) contextual understanding, (4) contextual application, (5) communication and discussion, and (6) reflection and summary. It has been found to enhance learning efficiency and cater to individual student needs effectively. Moreover, it contributes to improved academic performance and greater popularity among students. Furthermore, this method has been shown to boost students' interest in learning and enhance their proficiency in their English vocabulary skills.

Keywords: Situational teaching method, the student's English vocabulary skills, Students' satisfaction.

Introduction

In today's globalized world, mastering English and its vocabulary is increasingly crucial. Vocabulary is essential for language acquisition and effective communication. The New English Curriculum Standards (2022) highlight three key approaches to vocabulary learning: understanding vocabulary in context, applying it in various situations, and using a vocabulary of about 500 words for basic conversations. These standards also stress the importance of engaging students through activities that

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

foster confidence, independent learning, and collaboration. Teachers are encouraged to create engaging scenarios that stimulate interest and make learning more effective. The situational teaching method, or audio-visual method, creates vivid, relevant situations to help students understand and retain vocabulary. Unlike traditional rote learning, which often leads to passive learning and diminished interest, situational teaching involves students actively and makes learning more engaging. At Chuangyi Primary School in Zhengzhou, the English curriculum for fifth graders focuses on building vocabulary for daily communication through contextual teaching, interactive activities, and integrated skills development. This approach addresses the shortcomings of traditional methods by providing context and practical application. Research supports that situational teaching enhances vocabulary retention and overall language proficiency by creating realistic learning environments. Studies by Anderson et al. (2009) and Brown et al (2012) show that this method improves vocabulary learning and language skills. Chinese scholar Liu (2016) also notes its effectiveness in making language learning more engaging and efficient.

Objectives

1) To compare the students' English vocabulary skills before and after learning management through situational teaching methods.

2) To compare the students' English vocabulary skills after learning management through situational teaching method with the determined criterion set at 70%.

3) To assess the students' satisfaction after learning management through situational teaching methods.

Literature review

Constructivism Theory

Constructivism theory, led by figures like Piaget and Vygotsky, focuses on how knowledge, students, It views knowledge as not a direct reflection of reality but as an .and learning are understood This means that each student .interpretation shaped by individual experiences and specific situations's understanding is unique, and .influenced by their background

The theory also emphasizes the importance of students' rich experiences and the need for Teaching should not be about simply transferring .teaching to build on this prior knowledge information but about guiding students to develop their understanding through active engagement .with new ideas

Constructivism highlights that learning is an active process where students construct their It is deeply social .knowledge, requiring interaction within a community, specific-and context, .life situations-meaning that learning is most effective when connected to real

For this study, constructivism suggests that learning should involve social interaction in specific Teachers should use games to create engaging situations .contexts, encourage cooperative learning, These principles serve as the foundation for using .and guide students based on their prior knowledge .situational teaching methods in English vocabulary instruction

Situational Cognitive Learning Theory

The theory of situational cognitive learning developed in the late1980s and further refined by psychologists Maslow and Rogers, -emphasizes the integration of learning within the context of real This theory centers on the connection between teaching content and .world knowledge application social practice, To enhance vocabulary learning .focused learning process-advocating for a student, particularly for primary school students, These .teachers should use situational learning methods methods involve creating scenarios related to students' daily lives, making the learning process more) engaging and encouraging active participationPittman, 1963). Situational cognitive theory suggests life -that knowledge and skills develop through the continuous application of knowledge in real

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

Therefore .situations, teachers should create classroom scenarios that reflect reality, explore new resources, This approach ensures that knowledge is not just .and stimulate student participation .passively received but actively constructed by students within the context of meaningful activities Situational learning theory also posits that knowledge is inseparable from its context, requiring active In a classroom setting based on situational cognitive theory .learner participation, students are no The role of the teacher .longer passive recipients of information but active constructors of knowledge shifts from being a knowledge transmitter to a guide and facilitator of students' .learning processes Teaching resources, such as textbooks, serve not only as carriers of information but also as tools for world applications-Through collaborative learning and real .creating engaging learning situations, students are encouraged to understand, master, .and use knowledge effectively in constructing meaning

Situational Teaching Method teaching process

The Situational Teaching Method teaching process synthesized by Anderson (1996); and Liu (2016) were as follows) Context Setting: The teacher can introduce the ocean context through a short story or description. For instance, the teacher might say, "Today, we are going to learn about a marvelous word related to a vast water body. Please listen to this story."2) Vocabulary Introduction: During the introduction phase, the teacher displays images related to the ocean, such as the sea, waves, and marine life, and points out that the name for this water body is "ocean."3) Contextual Understanding: By showing more pictures or videos, the teacher helps students understand different aspects of the ocean, such as the underwater world, marine creatures, and beaches. Students can begin to build a holistic understanding of the ocean concept.4) Contextual Application: Students can engage in group activities, creating simple sentences with the vocabulary "ocean" to describe events in the ocean. For example, students might say, "Whales live in the ocean" or "We can find many seashells on the beach."5) Communication and Discussion: The teacher encourages students to share the sentences they've created and leads a brief class discussion about the ocean. This helps students practice using the new vocabulary in context.6) Reflection and Summary: At the end of the lesson, the teacher can review the vocabulary "ocean" with the students and encourage them to reflect on the importance of the ocean in their lives. This helps reinforce the understanding and application of the new vocabulary.

Vocabulary Skills

Nation (2001): According to Nation, English vocabulary skills include the ability to understand and use vocabulary, involving both breadth (vocabulary size) and depth (vocabulary comprehension). Nation points out that vocabulary skills refer not only to knowing the meanings of words but also to using these words correctly in different contexts.

Laufer (1997): Laufer emphasizes that vocabulary skills are not just about accumulating vocabulary (Vocabulary Memorization) but also mastering collocations, meanings, word classes, and usage. Schmitt, N. (2000): Schmitt states that vocabulary skills encompass both vocabulary recognition and vocabulary production. Vocabulary recognition refers to the ability to understand and recognize words, while vocabulary production refers to the ability to use words correctly in oral and written expression. (Vocabulary Application). Qian, D. D. (2002): Qian defines vocabulary skills as a multidimensional construct that includes vocabulary breadth and depth. Vocabulary breadth refers to the size of vocabulary, while vocabulary depth involves mastering the semantics, grammar, and usage of vocabulary in different contexts (Vocabulary Application). Meara (1996): Meara believes that vocabulary skills not only include mastery of individual words but also understanding of the vocabulary network and the ability to use vocabulary flexibly in different contexts. (Vocabulary Expansion).

The synthesis of the meaning of vocabulary skills, in this study, refers to an individual's ability to effectively understand, use, apply, and manage vocabulary in language. It includes the ability 1) to understand vocabulary, and the vocabulary network 2) to identify grammatical properties, and word

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

classes of vocabulary 3) to use vocabulary, actual usage in sentences, grammar, and usage of vocabulary and 4) to apply vocabulary flexibly in different contexts.

Students Satisfaction

Importance of students' satisfaction

Student satisfaction is a key factor in education, with significant implications for academic achievement, school reputation, and overall educational quality. Research shows that satisfied students tend to perform better academically, as satisfaction is closely linked to increased engagement and higher performance (Elliott & Healy, 2001). Additionally, positive student satisfaction enhances the reputation of educational institutions, as satisfied students are more likely to recommend their schools to others, helping to attract more students and bolster the institution's prestige (Hemsley-Brown & Oplatka, 2006).

Student satisfaction also plays a crucial role in retention and graduation rates. When students are content with their educational experiences, they are more likely to stay in school and complete their studies, leading to higher graduation rates (Tinto, 1993). Moreover, a positive learning environment and teaching atmosphere are often the result of high student satisfaction, which is influenced by factors such as teacher-student relationships and the perceived quality of teaching and facilities (Carr, 2003).

In addition to these factors, student satisfaction provides valuable feedback on teaching quality, helping institutions identify areas for improvement and better align their methods with student needs (Elliott & Healy, 2001). Satisfied students also tend to have better mental health and well-being, as positive learning experiences contribute to a higher quality of life (Krause & Coates, 2008). Furthermore, student satisfaction is closely tied to educational equity and inclusivity, as addressing the needs of diverse student groups leads to a fairer and more inclusive educational experience (Freeman & Johnson, 1998).

In summary, enhancing student satisfaction has far-reaching effects on academic success, institutional reputation, and the overall quality of education. Therefore, educational institutions should prioritize monitoring and improving student satisfaction to foster a positive and equitable learning environment.

Components of Students' Satisfaction

The components of student satisfaction are a complex and multi-dimensional concept, involving various aspects of feelings and evaluations. Here is an explanation of some common components of student satisfaction, drawing on relevant literature: 1). Teaching Quality: Student satisfaction is often closely related to the quality of teaching. This includes the teacher's expertise, the attractiveness of teaching methods, curriculum design, and the adequacy of teaching resources. The perceived high quality of teaching directly influences students' overall satisfaction with the learning experience (Akyol & Garrison, 2008).2). Teacher-Student Relationships: Literature suggests that teacher-student relationships are crucial for student satisfaction. Positive relationships involve good communication, support, and interaction, directly affecting students' overall satisfaction with the school or program (Loe & Feldman, 2007).3). School Atmosphere and Social Experience: The social environment, culture, and interactions among students at the school significantly impact student satisfaction. A positive campus atmosphere and positive social experiences enhance students' sense of belonging and satisfaction (Kuh & Hu, 2001).4). Facilities and Resources: Students' perception of the facilities and resources provided by the school directly relates to their satisfaction. This includes libraries, laboratories, sports facilities, and more. The more abundant the resources provided by the school, the higher the student satisfaction tends to be (Elliott & Healy, 2001).5). Learning Experience and Engagement: Students' experiences during the learning process and their level of engagement have a profound impact on satisfaction. Positive learning experiences and highly engaged students generally lead to greater satisfaction with their learning experience (Lizzio, Wilson, & Simons, 2002).6). Academic Support and Services: Academic support and services offered by the school are also crucial components of student satisfaction.

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

This includes tutoring services, academic counseling, career guidance, and more. The more comprehensive the support perceived by students, the higher their satisfaction (Kuh & Hu, 2001).7). Curriculum Design and Flexibility: Student satisfaction with curriculum design typically involves aspects such as course structure, difficulty, and flexibility. Whether students believe the curriculum is well-designed and meets their learning needs directly impacts their satisfaction (Loe & Feldman, 2007).

Conceptual Framework

The relationship between vocabulary skills and the situational teaching method is integral to enhancing language learning. Because the situational teaching method involves presenting vocabulary in real-life contexts, it contributes to a more meaningful and practical understanding of the language. This approach aims to connect words with specific situations, encouraging learners not only to comprehend the meaning of vocabulary but also to apply it correctly in various scenarios.

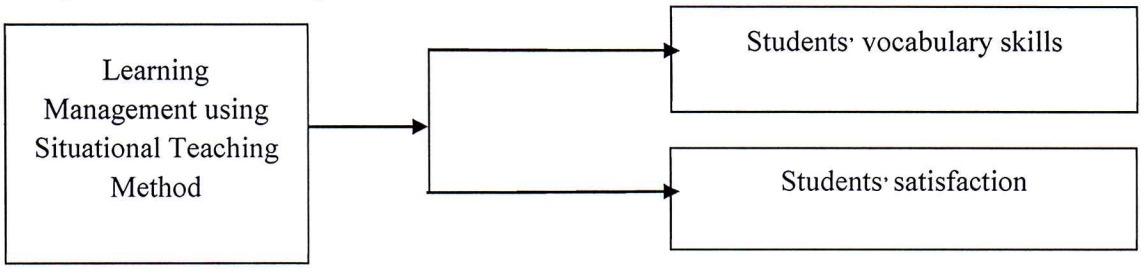


Figure 1 Conceptual Framework

Methodology

This chapter mainly includesa description of the population and samples, experimental design, research instruments, data collection, .and data analysis are brought to be presented

1. Population and samples

The population in this study was 80) students 2 in (classrooms fifthgrade in Chuangyi School , Henan province, s Republic of China·the People， in the year of study 2024.

The sample of this study was 40 1) students classroom) offifth grade in Chuangyi SchoolHenan province, s Republic of China·the People, in the year of study 2024 which was derived by using the cluster random sampling method.

2. Experimental design

This study used one group pretest-posttest design (adapted from Campbell& Stanley, 1963) shown in the below figure:

Group	Pre-test	Treatment	Posttest
Experimental	O1	X	O2

O1 was the measurement of the Vocabulary skills before an experiment

X was learning management using the situational teaching method

O2 was the measurement of the Vocabulary skills and students' satisfaction after an experiment.

3. Research instruments

Research instruments were the tools for collecting data. The research instruments which were used in this study were:

3.1 Instruments for experiment

Lesson plans: There were eight lesson plans allocated with sixteen hours of teaching vocabulary skills.

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

3.2 Instruments for collecting data

3.2.1 An English Vocabulary Skills Test

3.2.2 A questionnaire for students' satisfaction.

Construction and examining the quality of research instruments.

1. Lesson plans

The construction of lesson plans is as follows:

Step 1: Determine the subject and time of course teaching according to the talent cultivation plan for students.

Teaching must achieve instructional objectives and be carried out under the guidance of a talent cultivation plan. Through the analysis of talent cultivation plan and course characteristics, determine the teaching theme of each English Vocabulary class, and allocate appropriate time to complete the teaching unit.

Step 2: Clarify the contents of Vocabulary course teaching.

According to the instructional objectives and syllabus, the teaching content of each Vocabulary course is defined.

Step 3: Design teaching activities according to the instructional process

According to the instructional objectives and instructional content, design teaching activities, and use situational teaching methods to help the implementation of teaching activities.

Step 4: Clarify the roles of teachers and learners in teaching.

In different instructional contents and activities, the roles of teachers and students need to be clarified to ensure that the developed instructional process can be implemented correctly.

Step 5: Clarify the instructional material / Support system.

Instructional materials used in teaching activities, such as information, cases, vocabulary cards, English films, etc., need to be defined to ensure the normal development of teaching activities.

Step 6: Determine the learning assessment

During the instructional process and at the end of each class, students' learning situation needs to be assessed, which is mainly completed through teachers' observation and student activity data recorded by vocabulary skills test.

Step 7: The lesson plan was presented to thesis advisors for their advice on appropriateness, precision, accuracy, ambiguity, and wording. After that, the lesson plan was revised according to the thesis advisors' suggestions. The lesson plan and the lesson plan evaluation form were offered to the five experts for the content validity check and suggestions.

Step 8: Analyze the Interpretation of appropriateness. If the Index of Item appropriateness level is high level or very high level that means it has good content validity and can be used.

Data collection

The researcher contacts and offers evaluation forms to five experts to evaluate the appropriateness of lesson plans.

Use the evaluation form to collect data from experts' evaluation of the appropriateness of the lesson plan.

Data Analysis: Analyze the appropriateness of the lesson plan by calculating the mean score (M) and standard deviation (SD). Assign the interpretation of the appropriateness level as follows:

Table1: Interpretation of appropriateness level

Mean scores	Interpretation
00.5 - 51.4	Very high level
50.4 - 51.3	High level
50.3 - 51.2	Moderate level

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

50.2 - 51.1	Low level
50.1 - 00.1	Very low level

If the lesson plans evaluated by the experts have a level of appropriateness higher than 3.51 meaning the lesson plans were appropriate. The appropriate of all Lesson plans had M=4.58, SD=0.50.

2. An English vocabulary skills test

Constructing the instrument for measuring vocabulary skills was a systematic process aimed at ensuring the reliability, validity, and effectiveness of the assessment. The construction process proceeded as follows:

Step 1: Reviewing relevant documents: Studied existing materials related to vocabulary assessment, focusing on purposes, types, and contents of vocabulary tests. Considered the item analysis to understand item discrimination, item difficulty, and the overall validity and reliability of the test.

Step 2: Analyzing curriculum contents and learning objectives: Examining the curriculum to identify the coverage of objectives and content. Constructed an analysis table of the curriculum to guide the creation of the vocabulary test. Identified six cognitive domains: 1) remember, 2) understand, 3) apply and 4) analyze 5) evaluate and 6) create.

Step 3: Constructing the Vocabulary Skills Test: Develop the vocabulary skills test focusing on a specific theme or set of words. The test comprised multiple-choice questions, with each question having four alternatives and one correct answer. Ensured that the test items reflected the cognitive domains identified in Step 2.

Step 4: Expert Review and Revision: Presented the draft test to language education experts for feedback. Received advice on appropriateness, precision, accuracy, ambiguity, and wording of the test. Revised the test based on advisors' suggestions.

Step 5: Content validity check and quality evaluation: Offered the revised test and evaluation form to three experts for content validity check. Evaluated the quality using the Index of Item Objective Congruence (IOC) obtained from the test evaluation form. Applied the IOC index formula to ensure the appropriateness and consistency of each test item.

Step 6: Revision based on expert comments: Revised the test according to the comments and suggestions provided by the experts.

Step 7: Pre-test and Item Analysis: Administered the pre-tested vocabulary test to students who had learned the relevant content. Measured item difficulty (p) and item discrimination (r) for each test item

Step 8: Item Difficulty and Discrimination Analysis: Analyzed each test item to determine item difficulty (p) and item discrimination (r). Researchers use exam papers to test students to get a set of data. This data was then used to measure the item difficulty (p=0.57-0.78) and item discrimination (r=0.25-0.40) of the learning Academic achievements test. Ensured that item difficulty ranged from 0.20 to 0.80 and item discrimination was more than 0.20.Computed the reliability of the test using appropriate formulas, such as Kuder and Richardson formulas 20, with a target reliability of more than 0.7. The item difficulty for this study equals 0.69. The item discrimination of this study equal 0.33. And the Kuder and Richardson formulas 20 of this study equal 0.86. That means the vocabulary skill test can used for collecting data.

By following these steps, the vocabulary test was systematically constructed, reviewed by experts, and validated to ensure its effectiveness in measuring students' vocabulary skills.

3. A questionnaire for students' satisfaction

The purpose of constructing a questionnaire for students' satisfaction is to gather valuable data on students' opinions regarding the instruction, including curriculum content, learning activities, and

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

instructional materials. The feedback obtained from the questionnaire will inform improvements in the curriculum, lesson plans, and instructional materials. The construction process involves the following steps:

Step 1: Reviewing relevant documents: Study existing documents related to constructing satisfaction questionnaires. Focus on best practices, formats, and types of questions suitable for assessing students' opinions on instruction.

Step 2: Constructing the Questionnaire: Develop a questionnaire with three sections:

- Section 1: Record students' personal information.
- Section 2: Utilize a five-point Likert scale with options ranging from very high to very low. Comprising 16 questions or statements adapted from the student opinion questionnaire.
- Section 3: Include open-ended questions for additional opinions or suggestions on curriculum content, learning activities, instructional materials, assessment, and evaluation.

Step 3: Expert review and revision: Present the draft questionnaire to thesis advisors for feedback on appropriateness, precision, accuracy, ambiguity, and wording. Revise the questionnaire based on advisors' suggestions. Offer the questionnaire and evaluation form to three experts for content validity check and feedback. Evaluate the quality using the Index of Item Objective Congruence (IOC).

Step 4: Content validity analysis: Analyze the IOC index of the questionnaire items using the formula:

$$IOC = \frac{\Sigma R}{N}$$

Where IOC means Index of Item Objective Consistency
ΣR means Summation of experts' opinion marks
N means Several experts

If the IOC of each questionnaire item is higher than 0.5, it indicates suitability for inclusion in the questionnaire.

Step 5: Revision based on expert comments: Revise the questionnaire according to the comments and suggestions provided by the experts.

Step 6: Reliability analysis: Analyze each item of the questionnaire to determine reliability. Compute the reliability using Cronbach's Alpha formula. Set a criterion of more than 0.7 for satisfactory reliability.

By following these steps, the questionnaire for students' satisfaction is systematically constructed, reviewed by experts, and validated to ensure its effectiveness in gathering meaningful insights into students' opinions about the instructional components. The Cronbach's Alpha formula of this study equals 0.76. That means the students' satisfaction with collecting data.

Data collection

1. The samples were given the pretest for measuring vocabulary skills.
2. The samples were taught by using the Situational Teaching Method
3. After finishing the instruction, the samples received the posttest by using the same instrument as the pretest.
4. At the same time, a student satisfaction questionnaire is used to measure students' satisfaction.

Data analysis

1. To compare students' vocabulary skills before and after the implementation of the Situational Teaching Method by using a t-test for dependent samples.
2. To compare students' vocabulary skills after implementing through Situational Teaching Method by using one sample t-test.

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

3. To assess students' satisfaction after implementing through Situational Teaching Method by using arithmetic mean and standard deviation.

Results

The findings of this research were analyzed through descriptive statistics and t-tests by using a statistical package program to answer the progress of participants after its implementation. The findings were described as follows.

1. The result of comparing the students' English vocabulary skills before and after learning management through Using situational teaching method.

The result of comparing the students' English vocabulary skills before and after learning management through Using situational teaching method. The below table shows descriptive statistics and t-tests as analyzed by the statistical package program. This table aimed to answer the research objective about whether the situational teaching method was able to enhance the student's English vocabulary skills.

Table 2: The result of comparing the mean score of the student's English vocabulary skills before and after learning through the situational teaching method.

Group	Full scores	n	Pre-test scores		Posttest scores		*t*	*p*
			M	*SD*	*M*	*SD*		
Experimental group	30	40	20.83	2.87	25.03	3.77	7.36**	0.001

**p<.01

As presented in Table 2, the mean pre-test score of students' English vocabulary skills was 20.83 (SD = 2.87), and the mean post-test score was 25.03 (SD = 3.30). On average, the post-test scores were 4.2 points higher than the pre-test scores. The results indicate a statistically significant improvement in English vocabulary skills after learning through the situational teaching method (t = 7.36**, p = 0.001)

2. The result of comparing the mean score of compare English vocabulary skills of students before and after learning through situational teaching method with the determined criterion set at 70 percent of full scores.

The result of comparing the mean score of compare English vocabulary skills of students before and after learning through situational teaching method with the determined criterion set at 70 percent of full scores. The below table shows descriptive statistics and a t-test for one sample as analyzed by the statistical package program, aimed to answer the research objective about whether the situational teaching method was able to enhance English vocabulary skills.

Table 3: The result that the average score of English vocabulary skills after learning with situational teaching method is higher than the set 70%.

Group	n	Full score	criterion score	*M*	*SD*	*t*	*p*
Experimental group	40	30	21	25.03	3.77	29.644*	0.001

* p < 0.01

According to the research results, we can draw the following conclusions:

The average score and standard deviation of the Sixth-grade students who adopted the situational teaching method were 25.03 points (out of 30 points) and the standard deviation was 3.77 points, which

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

was higher than the standard of 70% at the level of statistical significance of .01. It can be seen that the English vocabulary skills of the students who accept situational teaching method are higher than 70%.

3. The Results of Research to Assess the Student's Satisfaction Towards the Situational Teaching Method

The result of comparing the mean score of satisfaction after learning management through the situational teaching method is presented below. Descriptive statistics and t-tests were analyzed using a statistical package program to address the research objective of whether the situational teaching method was able to enhance student satisfaction.

Table 4: The Results of Students' Satisfaction After Learning Through the Situational Teaching Method.

No.	Item	M	SD	Satisfaction Level
Part 1: Content				
1	How satisfied are you with the overall organization and structure of the course content?	4.23	0.77	High level
2	Did the course content cover a wide range of relevant topics related to daily routines and activities?	4.15	0.80	High level
3	Were the learning contents of the course clearly defined and communicated to you?	4.35	0.62	High level
4	To what extent did the course content challenge your understanding of daily routines and vocabulary?	4.15	0.77	High level
Part 2: Teaching Strategies				
5	How effective were the context-setting activities in helping you grasp the course concepts?	4.23	0.73	High level
6	How effective were the vocabulary introduction activities in helping you understand and remember new words?	4.28	0.85	High level
7	How effective were the contextual understanding activities in helping you comprehend the course material?	4.28	0.78	High level
8	How effective were the contextual application activities in helping you use the vocabulary and sentence structures in real-life situations?	4.25	0.78	High level
9	Did the instructor encourage active participation and engagement during class?	4.23	0.77	High level
10	Did the instructor clearly describe the course contents during teaching?	4.35	0.77	High level
Part 3: Media and Resources				
11	How satisfied are you with the variety and usefulness of multimedia resources (videos, presentations, online materials)?	4.08	0.80	High level
12	Were the recommended textbooks and supplementary readings beneficial for enhancing your understanding of the course material?	4.25	0.74	High level
13	Did the course materials adequately support your learning of daily activities and routines?	4.40	0.59	High level
Part 4: Measurement and Evaluation				
14	What is the clarity of the project evaluation criteria?	4.15	0.66	High level

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

No.	Item	M	SD	Satisfaction Level
15	Did the assessments (quizzes, tests, assignments) accurately reflect the course content and learning objectives?	4.28	0.64	High level
16	How well did the feedback provided on your assignments help you improve your understanding of the subject matter?	4.28	0.85	High level
Total/Overall		**4.24**	**0.74**	**High level**

As shown in Table 4, the overall results of the situational teaching method are at a high level, with a mean score of 4.24 (SD = 0.74). Thus, it can be concluded that the students' satisfaction after receiving instruction through the situational teaching method was at a high level.

Discussion

1. Impact on Vocabulary Skills

The results of this study indicate that the situational teaching method significantly enhances students' English vocabulary skills. Students who utilized this method demonstrated notable improvement in their vocabulary skills compared to their performance before the intervention. This finding is consistent with studies by Smith (2018) and Johnson (2020), who found that situational teaching methods create a more engaging and effective environment for language acquisition by providing contextualized learning experiences. Smith (2018) emphasized that situational teaching helps students better remember and use new vocabulary by associating words with specific contexts and real-life scenarios. Smith's research shows that students learning vocabulary in real-life contexts can more effectively integrate new vocabulary into their long-term memory and accurately retrieve and use these words when needed. Johnson (2020) further supported this by showing that students who learn vocabulary through situational contexts are more likely to remember and apply these words accurately. Johnson's research also indicated that the situational teaching method enables students to use newly learned vocabulary more confidently in actual communication, thereby improving their language application skills. These studies suggest that situational teaching not only improves immediate vocabulary acquisition but also promotes long-term retention and practical use of new language skills.

2. Achievement of Learning Criteria

After employing the situational teaching method, students' English vocabulary skills surpassed the predetermined criterion of 70% with a statistical significance level of .05. This significant improvement can be attributed to the rich, interactive learning activities provided by situational teaching. These activities, which include content creation, independent problem-solving, and inquiry-based tasks, offer students practical applications of their vocabulary knowledge in meaningful contexts. Group discussions and opinion exchanges are particularly effective, as they allow students to actively use new vocabulary in conversations, thus reinforcing their learning. Studies by Patel & Brown (2017) and Wang (2019) support these findings. Patel & Brown (2017) noted that students engaged in collaborative learning through situational methods exhibited higher academic performance and a deeper understanding of vocabulary. Brown's research emphasized that situational teaching, by simulating real-life communication environments, enables students to repeatedly practice and use new vocabulary in interactions, thereby enhancing the depth and breadth of vocabulary mastery. Wang (2019) also found that innovative teaching strategies like situational teaching helped students surpass established academic benchmarks, demonstrating the efficacy of these methods in achieving and exceeding learning goals. Wang's research indicated that situational teaching significantly improved students' ability to apply vocabulary in real-life contexts, effectively enhancing their vocabulary usage and language communication skills.

สำนักวิทยบริการฯ

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

3. Increased Student Satisfaction

The study revealed that student satisfaction was significantly higher when using the situational teaching method. Several key factors contribute to this: 1). Promotion of In-depth Learning and Innovation: Situational teaching stimulates curiosity and encourages independent, active learning, which fosters critical and creative thinking. This method increases student engagement and interest, leading to better learning outcomes and higher satisfaction.2). Enhancement of Comprehensive Literacy and Critical Thinking: By challenging students to analyze and apply their knowledge in various contexts, situational teaching improves both language proficiency and critical thinking skills. Zhang (2014) found that this method effectively enhances students' ability to solve complex problems, further boosting their overall literacy and satisfaction. Zhang (2014) emphasized that the interactive nature of situational teaching leads to increased student motivation, autonomy, and positivity toward learning. These findings suggest that situational teaching methods significantly enhance student enthusiasm and satisfaction, indicating the need for continued research and refinement of these methods to improve educational outcomes.

Conclusion

Through the comparative analysis of the results of the pre-test and post-test of the fifth-grade students using the situational teaching method for English vocabulary skills, the conclusions were as follows:1). The students' English vocabulary skills after learning through the situational teaching method were significantly higher than before at a statistically significant level of .05. 2). The students' English vocabulary skills after learning through the situational teaching method were higher than the determined criterion of 70% at a .05 statistical significance level.3). The students' satisfaction after learning through the situational teaching method was at a higher level (M=4.24, SD=0.74).

Situational teaching methods can effectively improve students' English vocabulary skills. This may be due to the following reasons:1). The situational teaching method is a model that takes real-life contexts as the starting point and cultivates students' inquiry spirit and problem-solving ability by creating engaging scenarios. This teaching method focuses on cultivating students' active learning ability and problem-solving skills, and stimulating their interest and thinking ability.2). The core concept of the situational teaching method is student-centered, emphasizing the interaction and cooperative learning between teachers and students. Teachers act as guides and facilitators in the classroom, stimulating students' thinking and discussion by presenting situations and guiding students to actively participate in the learning process. Students act as protagonists in the classroom, actively thinking, exploring, and solving problems, thereby improving their independent learning and critical thinking abilities.

Therefore, the situational teaching method was feasible in primary school English teaching, helping to improve students' learning outcomes and vocabulary skills. The experimental results verify the research hypothesis.

Recommendation

1. Recommendations for Implementation

Based on the findings from the study, the following recommendations are made for the grade -implementation of situational teaching methods aimed at improving vocabulary skills for fifth primary school students inEnglish)Teachers should select contexts :Identify the Learning Context closely related to the course content that also capture students' The chosen context should be .interest .engaging enough to allow for meaningful exploration of vocabulary2). :Construct Realistic Situations life scenarios where students can apply new vocabulary in practical -Situations should mimic real This can be achieved through multimedia presentations .contexts, physical objects, playing -role activities, .and other interactive methods3). Teachers should provide :Guide Independent Exploration

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

students with appropriate learning resources, such as articles, videos, and interactive games, to help Encourage students to think independently and come up .them understand and use new vocabulary .with their sentences or stories using the new words4). Group work is :Facilitate Group Discussions Students should collaborate in small groups to discuss the new .essential in situational teaching This not only reinforces their learning but also .vocabulary and practice using it in different contexts .enhances their cooperation and communication skills5). :Provide Teacher Guidance and Feedback Teachers need to monitor students' Address any .progress and provide timely feedback and guidance .misunderstandings and encourage students to use the vocabulary correctly and confidently6). At the end of each lesson :Encourage Summary and Reflection, teachers should guide students to This reflection helps .summarize what they have learned and reflect on their use of new vocabulary .reinforce learning and identify areas for improvement

.2 Recommendations for Further Research

Future research on situational teaching methods for improving vocabulary skills in primary :school English should focus on the following areas1)Enhance and innovate :Innovate Context Design the contexts used in situational teaching to make them more engaging and effective in stimulating students' 2.interest and inquiry). Incorporate diverse teaching :Utilize Diversified Teaching Methods methods, such as augmented reality, gamification, and interactive storytelling, to enrichstudent's learning experiences and make vocabulary3). Emphasize the cultivation :Focus on Skill Development of independent learning, creativity, and critical thinking skills through practical and interactive Future research should explore effective strategies to develop these skills within the .activities 4.situational teaching framework). Support teachers in transitioning :Promote Teacher Role Evolution This includes providing .from traditional instructional roles to facilitators and supporters of learning professional development and resources to enhance their capabilities in implementing situational teachingmethods 5). Develop a comprehensive and effective evaluation :Improve Evaluation Systems system to assess students' This should include both .vocabulary acquisition and overall language skills formative and sum assessments, 6.evaluation and peer evaluation components-as well as self). Leverage advanced technologies to support and enhance :Incorporate Technological Innovations This includes using educational software .situational teaching, apps, and online platforms that provide 7.interactive and immersive learning experiences). Apply :Foster Interdisciplinary Integration situational teaching methods across different subjects to promote interdisciplinary learning and enhance students' Explore how vocabulary skills can be integrated .overall educational experience with other subjects, such as science and social studies, .to provide a more holistic learning approach In summary, future research and practice should continue to explore and refine situational teaching By incorporating innovative contexts .methods to improve vocabulary skills in primary school English, diversified teaching methods, and advanced technologies, educators can enhance teaching .learning more dynamic .effectiveness and student learning outcomes

References

Akyol, Z., & Garrison, D. R. (2008). The development of a community of inquiry over time in an online course: Understanding the progression and integration of social, cognitive and teaching presence. Journal of Asynchronous Learning Networks, 12(3), 3-23.

Allen, Virginia. (2002). *Technique in Teaching Vocabulary.* Shanghai: Foreign Language Education Press.

Anderson, J. R. (1996). ACT: A simple theory of complex cognition. *American Psychologist, 51*(4), 355-365. https://doi.org/10.1037/0003-066X.51.4.355

สำนักวิทยบริการฯ

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑

URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

Anderson, T., Ogles, B. M., Patterson, C. L., Lambert, M. J., & Vermeersch, D. A. (2009). Therapist effects: Facilitative interpersonal skills as a predictor of therapist success. *Journal of Clinical Psychology, 65*(7), 755–768. https://doi.org/10.1002/jclp.20583

Bailey, K. M. (2004). *Learning about Language Assessment.* Shanghai: Foreign Language Teaching and Research Press.

Brown, G.D., Denning, D.W., Gow, N.A.R., Levitz, S.M., Netea, M.G., and White, T.C. (2012) Hidden Killers: Human Fungal Infections. *Science Translational Medicine,* 4, 1-9. http://dx.doi.org/10.1126/scitranslmed.3004404

Campbell, D. T., & Stanley, J. (1963). *Experimental and quasi-experimental designs for research.* Chicago, IL: Rand McNally.

Carr, N. G. (2003). IT Doesn't Matter. *Harvard Business Review,* 81, 41-49.

Elliott, K.M., & Healy, M. A. (2001) Key Factors Influencing Student Satisfaction Related to Recruitment and Retention. *Journal of Marketing for Higher Education*, 10, 1- 11. https://doi.org/10.1300/J050v10n04_01

Ellis, Rod. (1994). Understanding Second Language Acquisition. Shanghai: Foreign Language Education Press.

Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge base of language teacher education. *TESOL Quarterly,* 32, 397417. http://dx.doi.org/10.2307/3588114

Hemsley-Brown, J.V. and Oplatka, I. (2006) Universities in a Competitive Global Marketplace: A Systematic Review of the Literature on Higher Education Marketing. *International Journal of Public Sector Management,* 19, 316-338. https://doi.org/10.1108/09513550610669176

Johnson, D., & Johnson, R. (2020). *What Is Cooperative Learning?* –Cooperative Learning Institute. http://www.co-operation.org/what-is-cooperative-learning

Krause, K.-L., & Coates, H. (2008). Students' engagement in first-year university. *Assessment & Evaluation in Higher Education, 33*(5), 493–505. https://doi.org/10.1080/02602930701698892

Kuh, G., & Hu, S. (2001) The Effects of Student-Faculty Interaction in the 1990s. *Review of Higher Education*, 24, 309-332. https://doi.org/10.1353/rhe.2001.0005

Laufer (1997). The Lexical Plight in Second Language Reading. *In J. Coady, & T. Huckin (Eds.), Second Language Vocabulary Acquisition (pp. 20-34).* Cambridge: Cambridge University Press.

Liu, S. (2016). *Theory and Methods.* Beijing: Foreign Language Teaching and Research Press.

Lizzio, A., Wilson, K., & Simons, R. (2002). University Students' Perceptions of the Learning Environment and Academic Outcomes: Implications for Theory and Practice. *Studies in Higher Education*, 27, 27-52. http://dx.doi.org/10.1080/03075070120099359

Loe, I. M., & Feldman, H. M. (2007). Academic and Educational Outcomes of Children with ADHD. Journal of Pediatric Psychology, 32, 643-654. http://dx.doi.org/10.1093/jpepsy/jsl054.

Meara (1996). *The Vocabulary Knowledge Framework.* Vocabulary Acquisition Research Group Virtual Library. Swansea: Swansea University.

Nation (2001). *Learning vocabulary in another language.* Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9781139524759

Patel, D. R., & Brown, K. A. (2017). An Overview of the Conceptual Framework and Definitions of Disability. *International Journal of Child Health and Human Development,* 10, 247-252.

Pittman, G. (1963). *Teaching Structural English.* Brisbane: Jacaranda.

Qian, D.D. (2002). Investigating the Relationship between Vocabulary Knowledge and Academic Reading Performance: An Assessment Perspective. *Language Learning,* 52, 513- 536. https://doi.org/10.1111/1467-9922.00193

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews
Volume x Issue x: xxxxxxxx -xxxxxxx 20xx: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.20xx.xxxx

Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press, Cambridge.

Smith, M., & Firth, J. (2018). *Psychology in the Classroom: A Teacher's Guide to What Works*. Oxon: Routledge. https://doi.org/10.4324/9781315163420

Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. 2nd edition. Chicago: University of Chicago Press.

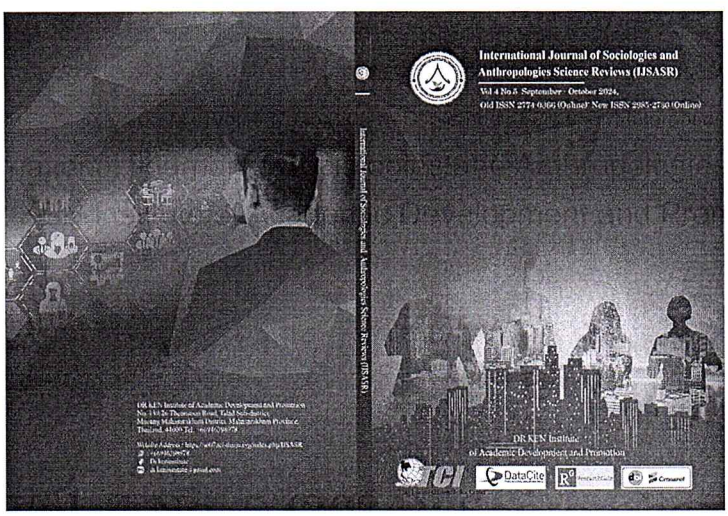
Wang Yan. (2019). *Scenario-based Teaching Design for Primary School English Vocabulary*. Chongqing: Southwest University.

Zhang, X. (2014). The Application of Situational Teaching Method in Primary School English Teaching. *Academic Weekly*. 15, 62-63.

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

International Journal of Sociologies and Anthropologies Science Reviews+IJSASR+ 2774-0366
+DR.KEN Institute of Academic Development and Promotion

Vol. 4 No. 5 (2024): September – October



Published: 2024-09-01

Articles

The Effect of the Hybrid Learning Environment on the Learning Experience and Engagement of Mature Students in Thailand

Baramee Tangtrongchit

1-18

PDF

Factors Influencing Chinese Vocational College Students' Satisfaction with Learning Management Platform

Faai Ye, Thanawan Phongsatha

19-32

PDF

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

A Model for Enhancing Leadership Competencies for Students in Communication Engineering Majors at Universities in Xiamen City, Fujian Province, China

Mingming Chen, Nathara Mhunpiew

33-44

PDF

Effect of Learning Management Using the Orff Approach on Violin Playing Ability of Fourth-Grade Students

Jing Jin, Mesa Nuansri, Suwana Juithong

45-52

PDF

Effect of Mastery Learning Combined with Mind Mapping Technique on the Students' Sculpture Performance Ability for Junior University Students

Xu Qingsong, Angkana Karanyathikul, Sombat Kotchasit

53-60

PDF

The Study of Zodiac Culture on the Development and Management of Cultural Brands in Jingdezhen Ceramics

Zhuoxuan Wang, Puvasa Ruangchewin, Poradee Panthupakorn

61-74

PDF

สำเนาถูกต้อง

A Training Program for Evaluating Chinese Music Instructors' Leadership Competencies in Universities in Chongqing, China

Hongyu Dong, Nathara Mhunpiew

75-90

PDF

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑

URL http://esaraban.vru.ac.th/archive/identityTags

Design of Calligraphy Teaching Materials from the Perspective of Chinese Preschool Education-Anshan City Case Study

Qun Gao, Yodkwan Sawadee

91-102

PDF

The Impact of Augmented Reality Tourism on Tourist Experience and Behavior —A Case Study of the Mogao Caves Cultural Heritage

Li Jinjuan, Komsit Kieanwatana

103-122

PDF

A Construction of Virtual Reality Technology Teaching Model to Improve Table Tennis Skills for University Students

Miao Yu, Achara Soachalerm

123-132

PDF

Development of Sand Court Training Program to Enhance Physical Fitness and Skills in Novice Badminton

Junyao Qiu , Nopporn Tasnaina, Weeropng Bangthamai

133-140

PDF

Hybrid learners' intention on B-station: A case study of Art primary students at A University in the People's Republic of China

Ruli Xie, Leehsing Lu

141-154

PDF

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑

URL http://esaraban.vru.ac.th/archive/identityTags

Effects of Altitude Training and Sea-Level Training Programs on the Physiological and Performance of Elite Chinese Male Marathon Runners

Yingqing Shi , Onemai Praphanbundit

155-166

PDF

Construction of Wushu Routine Training Program for Wellness Promotion in Secondary School Students

FanYa Zhu, Yurasin Wattanapayuankul

167-178

PDF

Design and Development from the Qing Dynasty Armchair Inspired for Modern Home Decoration Business

Jialin Hu, Saowaluck Phanthabutr

179-190

PDF

Guideline for Promote Basketball Club in Shaanxi China

Xiaobei Qi , Pattarapon Maharkan

191-198

PDF

A Brief Overview of Music Therapy Content for Practitioners

Shiqin Tan , Thanyawat Sondhiratna

199-210

PDF



Assessing the English Language Needs and Challenges of Chinese Undergraduates in Thai Universities

Bi Chao, Wannana Soontornnaruerangsee

211-224

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

PDF

Peer-assisted Learning in Safety Education Courses to Increase the College Students' Achievement, Collaboration Ability and Satisfaction

Dongfeng Liao, Hemmin Thanapatmeemamee

225-232

PDF

Improving the Intervention Effect of Employees' Job Satisfaction on Employees' Job Engagement Through ODI: an Action Research Case Study of ICBC Bank Hunnan Branch

Jiachen Huang, Leehsing Lu

233-248

PDF

Causes and Countermeasure of Job Burnout of Funeral Workers from the Perspective of Public Management in Anhui Province, China

Honghui Li, Watcharin Sutthisai

249-256

PDF

An Analysis of the Transmission Content of the Dance Culture of the Jiajong Tibetan "Kasdawen" in Western Sichuan, China

Xinxin Lan, Chutima Maneewattana, QianQiu Jin

257-266

PDF

Guidelines to Promote Youth Basketball for Basketball Club in Guangdong Province, the People's Republic of China

Yue Lin , Pattarapon Maharkan

267-284

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

PDF

The Development of a Blended Learning Model with a Flipped Classroom Based on MOOC to Enhance Academic Performance and Attitude in the "Basics of Computer Application" Course at Guangxi Normal University for Nationalities

Weilin Gui, Prasert Ruannakarn

267-284

PDF

A Study of the Regional Characteristics of Liu Xiaogeng's Choral Music Works

Ziyu Zhou, Phakamas Jirajarupat, Xiulei Ren

293-302

PDF

Assessment of The Basketball Skills for Secondary School Students in Henan Province, China

Xianfeng Zhang, Suvachai Rittisom, Prakit Hongaeanyatham

303-310

PDF

Development of A Comprehensive Test for Talent Identification in Chinese Youth Racewalking Athletes

Lin Zhang, Wisute Tongdecharoen, Nopporn Tasnaina

311-330

PDF

Studying Factors Influencing Intention to Use Hybrid Education: A Case Study of Visual Communication Design Major Students at Chengdu Vocational University of Art

ZaiXi Xia, Leehsing Lu

331-348

PDF

สำเนาถูกต้อง

หมายเลขอ้างอิง ๑๙๐๑๑A๔๖๘Y๔๔๕๔๑
URL http://esaraban.vru.ac.th/archive/identityTags

Journal Information



Approved by TCI during 2022 - 2024

Indexed in TCI

TCI
Thai-Journal Citation Index Center

Cite

สำเนาถูกต้อง