

## Using Dilemma Scenarios in English Education to Enhance Undergraduate Students' Speaking Skills and Perceptions

Nipawan Narueprempree<sup>1\*</sup>  Khomkrit Tachom<sup>2</sup>  Singkham Rakpa<sup>3</sup> 

<sup>1</sup>Doctor of Philosophy Program in English, School of Liberal Arts, University of Phayao, Thailand

<sup>2,3</sup>Department of English, School of Liberal Arts, University of Phayao, Thailand

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### Abstract

The purpose of this study was to investigate the efficacy of using dilemma scenarios in the English education curriculum for improving undergraduate students' speaking abilities and perceptions of English learning. 45 undergraduate students from a public university in northern Thailand took "Listening and Speaking in Daily Life" in the first semester. A pretest-posttest design was used in the study, which was supplemented by a twenty-item questionnaire. The findings demonstrated a statistically significant improvement in speaking proficiency, as seen by post-test scores that increased from an average of 17.80 to 23.07. The questionnaire reply emphasized the pupils' strong impressions even further, with an average perception level of 4.23 on a five-point Likert scale. The capacity of the scenarios to effectively portray real-life situations earned the most favourable evaluation, with an average score of 4.51. Furthermore, students reported greater vocabulary learning, enhanced critical thinking abilities, and a preference for the dilemma scenario methodology over traditional educational approaches. In conclusion, this study indicates the educational importance of employing dilemma situations in English instruction, emphasizing its ability to develop abilities and foster positive learning perspectives among students. Dilemma scenarios are used in this study to provide students with scenarios that call for serious thought and decision-making between possibilities. The purpose of these scenarios is to imitate real-world circumstances where definitive answers are frequently unavailable. This forces students to think more deeply and analytically while expressing their reasoning in English. According to the study's findings, using dilemma scenarios can help Thai undergraduate students improve their speaking abilities considerably and give them a more engaging and hands-on English language education that is in line with the needs of international communication.

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\* Corresponding author.

E-mail address: newnarueprempree@gmail.com

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## Introduction

The relevance of the English language is undeniable in our technologically evolved and interconnected global society. Recent studies have shown that English is an essential tool in a variety of academic and professional sectors (Seargeant & Tagg, 2019). With the rising popularity of English as a global language for communication, schools throughout the world are faced with the job of educating their pupils with vital skills (Galloway & Rose, 2015). Thailand has prioritized the expansion of English-language education. Nonetheless, a notable issue is obvious, particularly in educational organizations such as a public university in northern Thailand as noted by Darasawang (2014), where there is a gap in students' competency in written and spoken English. Verbal communication proficiency is a vital component of good communication and should not be overlooked. As a result, Thornbury (2016) believes that specialized methods in education are required to encourage expertise in this area. Attempting to include problem scenarios in classes may aid in the elimination of knowledge gaps. According to Foster and Tavakoli (2015), adopting dilemma scenarios in which students are presented with dilemmas and must produce smart verbal answers can increase both their language competency and their analytical thinking skills. These conditions provide students with an engaging and genuine environment in which to build and refine their English-speaking abilities.

According to Mercer and Ryan (2019), students' perceptions of a teaching method and its efficacy usually coincide. With a devoted and motivated student, an educational technique that emphasizes the need to comprehend and actively change students' viewpoints is more likely to succeed. Given this backdrop, the major goal of this study is to investigate the possibility of using dilemma situations to improve the English-speaking abilities and perspectives of undergraduate students, especially within Thailand's educational environment.

## Literature Review

### *1. Dilemma scenarios*

Meyers (2019) says that is necessary for students to actively participate in tough settings in the classroom because they need to make moral, ethical, or practical judgements in the face of inconsistencies. As established by Flavell (1976) and Dinsmore et al. (2011), the literature presents scenarios that aid in self-awareness. Furthermore, research has shown that being exposed to such events helps to build empathy (Gilligan, 1982). Both Jonassen (1997) and Facione (2015) emphasize that the unconstrained nature of these tools presents a challenge to students, which supports the development of critical and flexible thinking. As a result, these resources support the ideas of Vygotsky's (1978) sociocultural theory.

### *2. The Role of Dilemma Situations in English Language Instruction*

Participating in real-world problem-solving initiatives benefits both ESL and EFL students significantly. These exchanges, according to Taguchi (2011), allow ESL students to gain advanced language and practical skills. According to Gay (2010), the goal of culturally

responsive education is to help students negotiate varied social settings in English while simultaneously embracing their cultural background. A study carried out by Nunan (2012) showed that these examples serve to bridge the gap between academic issues taught in English as a Foreign Language (EFL) institutions and their practical application in real-life circumstances. Furthermore, it has been asserted that these methods foster student independence (Benson, 2001) and facilitate the growth of cultural consciousness (Byram, 1997). Collectively, these circumstances not only enhance public speaking skills but also foster the development of critical thinking, cultural awareness, and self-directed learning. This illustrates the several benefits they offer in the context of instructing English as a second language.

### *3. The Concept and Use of Dilemma Scenarios*

Critical thinking, reflective judgment, and cognitive engagement could be enhanced using educational situations involving morally challenging dilemmas (Rest, 1984). These scenarios improve critical thinking and ethical reasoning while motivating educators to examine and encourage moral growth by exposing students to ethically hard circumstances (Nucci & Weber, 1995; Kohlberg, 1981). However, implementation necessitates thorough writing to guarantee relevance and context, and instructors must engage in learning-related interactions.

### *4. Speaking Skill*

Developing language skills such as fluency is a crucial element of language acquisition, particularly in the English language. There is general agreement in the academic field that highlights the importance of great verbal communication talents, particularly when it comes to human connections and interactions. The goal of this study is twofold: first, to perform a complete assessment of the various variables associated with speaking skills, and second, to emphasize the most efficient educational approaches discovered by specialists in this sector. According to Goh and Burns (2012), speaking entails more than just making sounds with one's physical tongue. This entails studying a wide range of languages as well as social and cognitive issues. Brown, (2014) categorizes the speaking process into several components, including pronunciation, grammar, vocabulary, fluency, and coherence. These components complement one another to promote communication efficiency and effectiveness. (Celce-Murcia, Brinton, & Snow, 2014) stress the necessity of accurately characterizing phonetic components while studying pronunciation. In contrast, a good understanding of grammatical structures is required for the construction of cohesive sentences. According to Nation (2013), developing a broad vocabulary is essential for recognizing the multiple nuances enclosed inside words. Furthermore, as mentioned by Derwing and Munro (2015), fluency is critical for effective communication, whereas coherence allows for the seamless flow of ideas. Both abilities are required for efficient communication. Speaking, at its heart, entails multiple nuanced aspects that are required for efficient interpersonal communication.

### *5. Techniques and Strategies for Teaching Speaking Skills*

The development of students' speaking abilities is extensively focused on language learning since it is seen as essential for achieving language competence. Based on extensive study and proven successful educational approaches, several strategies and techniques have been developed over the years to enhance one's speaking abilities, which are currently being used. This section examines the previously mentioned approaches. This is performed by examining recent research from the past decade to provide a current perspective. The educational approaches vary greatly, reflecting the many criteria that students must meet. Recent research has highlighted the importance of using interactive educational approaches, including role-playing, dialogues, and cooperative learning. Participating in activities such as those indicated may aid in the development of cognitive abilities such as critical thinking and decision-making (Gillies, 2014; Oradee, 2012). These exercises both present realistic circumstances in which previously learned information may be applied and contribute to this development. The effectiveness of these strategies is determined by a variety of factors, including the specific context in which they are implemented and the unique requirements of the students engaged in the projects. Additional study is required to enhance and assess the enduring advantages that these tactics have on the enhancement of speaking skills.

#### *6. Speaking Skills in EFL Contexts*

English language skills are essential in an educational context focused on teaching English as a foreign language (EFL) since they improve both language usage and total language proficiency. According to Nunan (2015) and Richards (2015), this is an important factor in allowing successful communication and providing opportunities for individuals. However, critical abilities in English language learning may be hampered by a variety of factors, including a lack of exposure to real spoken English and the existence of learner anxiety (Dewaele & MacIntyre, 2016; Derwing & Munro, 2015). To effectively address these issues, it is crucial to implement a complete approach that includes creative teaching methods, a deep understanding of learners' cognitive processes, and the incorporation of cultural perspectives into language training.

#### *7. Student Perceptions in the Context of Using Dilemma Scenarios in English Education*

Understanding students' viewpoints is a critical component that has a considerable impact on teaching techniques and the efficacy of educational resources. This is a recurring theme in educational research that should not be overlooked. Kuh (2001) identifies student involvement, contentment, and academic outcomes as significant indicators of both learning and personal growth. These viewpoints are important in judging student involvement, fulfilment, and academic progress. According to Van (1999), dilemma situations are useful instruments in English education. They successfully depict real-world problem-solving scenarios, which boost cognitive engagement, particularly in the context of language acquisition. This is particularly true when it comes to learning a new language. As noted by Mercer and Ryan (2010), students have shown a positive attitude towards these situations, viewing them as more engaging than standard teaching techniques. This conclusion is supported by the fact that students have a positive attitude towards specific situations. Furthermore, pupils demonstrated a considerably increased feeling of passion, a quality commonly recognized as crucial for

efficient language learning. In addition, it is critical to recognize that these impressions have a considerable influence on the learner's level of motivation and participation in the language learning process. Maintaining a positive attitude, as suggested by Dornyei and Ushioda (2011), is critical for improving one's inherent motivation, which is required for reaching a high level of competency in speaking skills. Teachers should gain a thorough understanding of their students' points of view. Understanding how learners engage in various teaching approaches, including the incorporation of hypothetical dilemma scenarios, is critical for improving educational outcomes.

## Research Objectives

1. To investigate the effects of dilemma scenarios on undergraduate students' English-speaking ability.
2. To investigate students' perceptions of using dilemma scenarios to improve their speaking skills.

## Hypotheses of the Study

The purpose of this study was to investigate the potential of dilemma scenarios in improving undergraduate students' English-speaking skills and to understand students' perceptions of such pedagogical strategies. Two guiding hypotheses formulated to address the study's core objectives are central to the research. The first hypothesis predicts observable improvements in students' speaking abilities, whereas the second hypothesis considers the subjective evaluation of the learning experience. Together, these hypotheses will direct the research's analytical focus, with the following specific expectations:

1. The use of dilemma scenarios in the English education curriculum will improve student speaking proficiency.
2. Students will report positive perceptions of dilemma scenarios as a tool for improving their communication skills.

## Methodology

### *1. Research Design*

This study mainly utilizes a quantitative research approach to thoroughly evaluate the educational impact of dilemma situations on the enhancement of English-speaking skills among students in a private university in northern Thailand. The quantitative emphasis of this research is supported by two primary empirical instruments. The use of speaking proficiency evaluations is an important component of this research's approach, especially because it intends to assess students' speaking abilities. The use of a pretest-posttest strategy provides an excellent framework for assessing the various impacts of teaching tactics based on dilemma scenarios. The evaluations are based on Brown's (2001, pp. 406-407) speaking proficiency scoring categories. These exams are designed to suit individual evaluations and cover numerous areas such as grammar, vocabulary, fluency, pronunciation, and task completion, all of which emphasize challenging circumstances. The scores for the criteria are organized into an overall

total of 30. A detailed validation approach was carried out to ensure the reliability and validity of these assessments. The components that were included in the assessments were chosen after a careful review by three independent specialists. The validation tool employed was the *Index of Item-Objective Congruence* (IOC) to ensure that the assessments were aligned with the major study objectives. In addition to the previously mentioned speech assessments, the study technique includes a suitably developed structured questionnaire with 20 items. The goal of this study was to get a complete grasp of students' viewpoints on the educational value and efficacy of dilemma situations in their English language acquisition process. The decision to do mostly quantitative research was prompted by the need to collect data that can be statistically examined and objectively understood. This study's structured design serves a few purposes. First, this allows for a quantitative evaluation of the educational intervention's performance. Furthermore, the strategy provides a framework for incorporating and assessing students' perspectives, resulting in a comprehensive evaluation of the educational approach's benefits.

## *2. Population and Samples*

Purposive selection was used to carefully choose participants for this study. Purposive sampling, a type of non-probability sampling, enables the researcher to pick people based on specific requirements or a thorough grasp of the target group. The deployment of this specific technique was deemed the best way to handle the complex needs of this research. The population of the study included 45 undergraduate students, all in their third year, from a private institution in northern Thailand. These individuals were not chosen at random; rather, they were chosen deliberately from the population of students currently enrolled in the "Listening and Speaking in Daily Life" course during the first semester of the 2023 academic year. Because of the use of this option, the study's participant group was instantly exposed to the educational interventions that were critical to the study's aims.

## *3. Instruments and Data Collection*

This study investigated the varied consequences of problem situations on students' English-speaking abilities and viewpoints using a selected collection of assessments. The whole set of equipment has been carefully selected and painstakingly set up to get the most accurate data and provide a thorough understanding of the relevant issue. The data-obtaining method included the administration of a speaking test, which served as a crucial instrument for assessing student improvement in speaking ability. The assessment was given both before and after the instructional intervention and was based on Brown's (2001) oral proficiency scoring categories. A well-constructed questionnaire, consisting of 20 questions, aided in the collection of quantitative data. The primary goal of this instrument was to assess students' perceptions of the usefulness of dilemma situations in enhancing their English-speaking abilities. This study was carefully placed to obtain quantitative data as well as contextual understanding by utilizing these tools. The incorporation of quantitative data and detailed comments from participants in an integrated method increases the comprehensiveness of the findings, allowing for a thorough analysis of the research's objectives.



### 3.1 Speaking Test

The introduction of the speaking exam, which was delivered as a pretest and a posttest, offered a vital technique for evaluating students' speaking competence. In the assessment, students were given a topic with a problem situation that required a spoken answer. The responses of the participants were rigorously evaluated using Brown's (2001) oral proficiency scoring categories. Grammar, vocabulary, comprehension, fluency, pronunciation, and the efficient application of the dilemma scenarios as a way of executing the work were among the areas included in these categories. To establish the content validity of the speaking exam, a comprehensive validation procedure was initiated using the Index of *Item-Objective Congruence* (IOC). Three highly competent specialists in English language education examined the test items to ensure they were coherent with the study's goals. The IOC has commonly accepted a value of 0.5 or above as the requirement. Remarkably, the evaluated items obtained an overall IOC score of 1.00, indicating a significant alignment with the initial means of the research. The comprehensive validation process not only highlights the significance but also enhances the reliability of the speaking assessment as an essential instrument in the study.

### 3.2 Questionnaire

This research devised a questionnaire with 20 items to measure the students' viewpoints extensively. The major goal of this study was to determine learners' perceptions of the influence of problem scenarios on their English-speaking skills. For validation purposes, the *Index of Item-Objective Congruence* (IOC) was utilized as the initial assessment measure. Three English language learning specialists were hired to extensively analyze each item in terms of both relevancy and alignment with the study's aims. A minimum IOC score of 0.5 was necessary for an item to be judged acceptable. Following the experts' evaluations, the questionnaire produced a great IOC value of 1.00, showing the question's compatibility with the study's aims. Before the actual implementation of the questionnaire, this reliability was validated by the performance of an experiment with a population that was not a part of the sample used for data collection in this study. This provided assurance of the reliability of the questionnaire. The reliability value, also known as Cronbach's Alpha, was calculated to be .90 utilizing the Cronbach formula.

### 3.3 Dilemma Scenarios

The researcher carefully constructed six different dilemma scenarios for the "Listening and Speaking in Daily Life" course. Because they are based on actual scenarios, these scenarios were carefully chosen to be relevant and directly applicable to those taking the course. A detailed validation methodology was developed to assess the dependability and usefulness of these situations. The *Index of Item-Objective Congruence* (IOC) was chosen as the primary measurement for this strategy. Three English-language teaching experts agreed to thoroughly examine each case. The researchers used a five-point Likert scale to rate the appropriateness of the six problem situations in this study. For the dilemma scenarios, a minimum acceptable threshold was created, with a benchmark score ranging from 3.51 to 4.50. The scenarios

achieved an excellent average IOC score of 5.00 after expert evaluations, suggesting near-universal agreement on their applicability and usefulness. The outstanding rating stresses the strong connection between the scenarios and the pedagogical aims, generating trust in their utility and significance in the teaching approach.

### 3.4 Lesson Plans

The course “Listening and Speaking in Daily Life” involved the creation of six different scenarios that presented various dilemmas. These scenarios were designed to effectively include students’ daily interactions scenarios, illustrating actual scenarios. To validate their effectiveness, the items were assessed through the utilization of the *Index of Item-Objective Congruence* (IOC) by experts focusing on the field of teaching the English language. The appropriateness of each scenario was evaluated by experts using a five-point Likert scale. The assessment resulted in a desirable IOC score of 5.00, signifying total agreement among experts regarding the relevance and efficiency of the scenarios for accomplishing the pedagogical objectives of the course.

### 4. Research Procedures

The study consisted of a methodical collection of six lesson plans, each focusing on a problem situation highlighting a challenge. The study began by assessing the participants' initial speaking abilities, followed by a follow-up evaluation after the intervention to detect any improvements in their speaking abilities because of contact with the dilemma scenarios. A standardized questionnaire with 20 items was used to collect students' thoughts on the various problem scenarios. The expert assessment approach and the *Index of Item-Objective Congruence* (IOC) were used to assess the evaluation's content validity. The results of the speaking evaluations were quantitatively analyzed, with a paired-sample t-test used to determine the impact of the difficult circumstances. Following that, the questionnaire data was examined for descriptive statistical purposes, with the mean and standard deviation for each item established. The purpose of this study was to give a complete view of students' opinions and the many types of responses they provided. The purpose of this study was to look at the benefits of using dilemma scenarios to improve speaking abilities, with a focus on quantitative analysis.

### 5. Data Analysis

The study used several data analytic methodologies to correctly assess the consequences of ethical quandaries. Initial evaluations of participants' speaking abilities were undertaken before and after the presentation of dilemma scenarios. A paired-sample t-test was employed to determine whether any significant enhancements were identified. Following this, a questionnaire was administered to evaluate undergraduate students’ perceptions of each dilemma scenario, and the implementation of descriptive statistics provided insights into the consensus. By implementing the method of data triangulation, an in-depth comprehension of the effectiveness and perception of the dilemma scenarios in improving English-speaking skills was obtained through the integration and synthesis of findings from several assessments.



## Results

This part investigates the data obtained from a group of 45 undergraduate students who were enrolled in the course titled "Listening and Speaking in Daily Life." The analysis focuses on two main objectives of the study: evaluating the impact of dilemma scenarios on students' speaking proficiency and gathering the students' perceptions of their effectiveness.

### *1. Effect of Dilemma Scenarios on Students' Speaking Proficiency*

This study performed a systematic evaluation of their performance before and after the intervention to determine the concrete influence of the dilemma situations on students' speaking skills. A comparison of the pupils' pre-test and post-test results was undertaken. This method gave a measurable assessment of undergraduate students' growth in their speaking abilities after being exposed to the problem scenarios. Table 1 shows the specifics of this investigation, including mean scores, standard deviations, and the statistical significance of observed improvements.

**Table 1**

*Comparative Analysis of Pre- and Post-Speaking Skills through Dilemma Scenarios*

Speaking Proficiency Test	Pre-Test ( <i>n</i> =45)		Post-Test ( <i>n</i> =45)		<i>t</i>	P-Value
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Speaking Proficiency Score	17.80	3.56	23.07	3.51	-15.43	0.00*

\* $P < .05$

Table 1 shows that after being presented with the issue scenarios, students' speaking skills improved noticeably. The pre-test mean score, which sits at 17.80 with a standard deviation of 3.56, grew dramatically in the post-test, achieving a mean score of 23.07 with a slightly lower standard deviation of 3.51. This decrease in standard deviation post-intervention implies that the student's performance became more consistent when the dilemma situations were implemented. The *t*-value of -15.43 combined with a *P*-value of 0.00 (much less than the conventional threshold of 0.05) demonstrates the statistical significance of this improvement. In essence, this research supports the idea that problem scenarios have a real and positive influence on students' speaking skills.

### *2. Students' Perception Towards Learning through Dilemma Scenarios*

A thorough assessment of the students' replies was conducted to assess the importance of their perceptions of the use of dilemma situations in their English training. Table 2 shows the students' perceptions, which provide insights into the effectiveness of dilemma scenarios as perceived by participants. The following study highlights the table's major components, focusing on the four most prevalent elements that students overwhelmingly associate with.

**Table 2**

*Students' Perceptions on the Efficacy of Dilemma Scenarios in Enhancing English-speaking Skills: Questionnaire Results*

No.	Statements	<i>M</i>	<i>SD</i>	Interpretation
1.	I believe dilemma scenarios enhance my English-speaking skills.	4.17	0.82	Agree
2.	Dilemma scenarios make my English learning process more interesting.	4.29	0.75	Agree
3.	I find that dilemma scenarios help me to grasp new vocabulary more effectively.	4.37	0.60	Agree
4.	Learning English through dilemma scenarios encourages me to think more critically.	4.17	0.75	Agree
5.	I gain more confidence in speaking English after engaging in dilemma scenarios.	4.06	0.84	Agree
6.	I find the challenges presented in dilemma scenarios stimulating and beneficial.	4.37	0.73	Agree
7.	I feel the dilemma scenarios used in our class reflect real-life scenarios.	4.51	0.61	Strongly Agree
8.	I am comfortable expressing my ideas in English during dilemma scenarios.	4.00	0.80	Agree
9.	Dilemma scenarios actively involve me in the learning process.	4.29	0.71	Agree
10.	Participating in dilemma situations assists in improving my English pronunciation.	4.31	0.72	Agree
11.	Dilemma scenarios enhance my ability to interact in English effectively.	4.37	0.65	Agree
12.	Engaging in dilemma scenarios aids in understanding different viewpoints.	4.17	0.86	Agree
13.	I prefer the method of learning English through dilemma scenarios over traditional methods.	4.23	0.84	Agree
14.	I would appreciate more use of dilemma scenarios in our English classes.	4.29	0.83	Agree
15.	The feedback and assessment I receive after dilemma scenarios are helpful in my learning.	4.31	0.72	Agree
16.	I find that dilemma scenarios make me more aware of my speaking errors.	4.14	0.73	Agree
17.	I feel more motivated to learn English through dilemma scenarios.	4.23	0.77	Agree
18.	Dilemma scenarios improve my ability to construct and convey my arguments in English.	4.09	0.89	Agree
19.	Dilemma scenarios aid in my comprehension of English grammar rules in context.	3.89	0.93	Agree
20.	I think learning English through dilemma scenarios prepares me better for real-life English communication.	4.26	0.82	Agree
The overall students' perception level		4.23	0.77	Agree

Table 2 provides a full understanding of the students' assessments of the effectiveness of dilemma situations in improving their English-speaking abilities. When the data was analyzed, statements stood out due to their higher average ratings, highlighting the important components of the scenarios that resonated most with the participants: With a mean score of 4.51 and a S.D. of 0.61, Statement No. 7: "I feel the dilemma scenarios used in our class reflect real-life scenarios," claimed the lead. This suggests a prevalent sentiment among students about the real-world relevance of the scenarios implemented. Statement No. 3: "I find that dilemma scenarios help me to grasp new vocabulary more effectively" registered a mean score of 4.37 and an S.D. of 0.60. This highlights the students' acknowledgement of the vocabulary enhancement potential of these scenarios. Statement No. 11: "Dilemma scenarios enhance my ability to interact in English effectively" secured a mean score of 4.37 and an S.D. of 0.65, accentuating the students' belief in the interactional benefits of the scenarios. Statement No. 6: "I find the challenges presented in dilemma scenarios stimulating and beneficial" echoed the same sentiment with a mean score of 4.37 and an S.D. of 0.73, emphasizing the pedagogical appeal of the scenarios.

However, a thorough remark from Statement No.19: "Dilemma scenarios aid in my comprehension of English grammar rules in context" stimulates thought. With a mean score of 3.89 and a standard deviation of 0.93, students have a somewhat average view of the scenarios' direct impact on grammatical comprehension. The total mean perception level is 4.23, with a standard deviation of 0.77, showing that students are favourable about the usefulness and applicability of dilemma scenarios in their English learning process.

## Discussion

The primary goals of this study revolved around two pivotal axes: first, to investigate the effects of dilemma scenarios on the improvement of English-speaking abilities, and second, to delve into students' perceptions of using these scenarios to improve their speaking abilities. The purpose of this study was to investigate the impact of dilemma scenarios in English language training, with a special emphasis on undergraduate students' speaking skills and perceptions. The findings show a significant gain in speaking skills, which is consistent with Richards and Rodgers' (2001) notion of communicative language education. This progress can be linked to the utilization of realistic and contextually appropriate scenarios, which is consistent with Nunan's (2012) advocate for realistic communicative settings in language learning. Furthermore, the positive opinions that students had of the dilemma scenarios that were employed in this research align with the conclusions drawn by Benson (2001) regarding the significance of learner autonomy and engagement in language learning environments. These impressions support Harmer's (2007) claim that incorporating real-world, practical elements into language training can greatly improve student results. Meyers (2019) asserts that challenging and reflective activities are necessary in educational settings, and the study supports this claim by highlighting the role that dilemma scenarios play in developing critical thinking skills. This supports the view expressed by Jonassen (1997) regarding the significance of situational learning in language instruction. However, as Brown (2001) points out, a well-rounded strategy that incorporates conventional language elements like grammar

and vocabulary is also necessary for these scenarios to be effective. It is clear from these results and the literature review that including dilemma scenarios in English instruction can have a big impact on students' speaking abilities and perceptions. This study opens the door for more research in this field by adding to the expanding body of literature supporting creative, practical approaches to language instruction.

### *1. The Effects of Dilemma Scenarios on English-Speaking Abilities*

The results of the pre-and post-test evaluations demonstrate the effectiveness of dilemma scenarios in enhancing students' speaking skills. The significant increase in post-test mean scores compared to pre-test scores demonstrates the efficacy of dilemma-driven pedagogy. Notably, introducing real-world circumstances and obstacles into training not only makes learning more engaging but also fosters practical language use, hence improving speaking skills. The increase in speaking skills might also be attributed to the diversity of difficult scenarios. They typically ask students to think strategically, improve their thinking style, and convey their perceptions in the target language. The necessity to explain complex concepts and defend one's judgements may increase language skills in and of itself.

### *2. Students' Perceptions of Using Dilemma Scenarios*

The overwhelmingly positive perceptions of the students, as extrapolated from the questionnaire results, correspond with the measurable improvements observed on the speaking assessments. Most students agreed or strongly agreed with the advantages and benefits of dilemma scenarios in the learning process. The most important remark emphasized the relevance of these scenarios to real-life circumstances, implying that students should master not just the language but also the subtleties and pragmatics of utilizing English in real-world contexts. This provides a crucial insight that shows students are more likely to be interested and find value in educational techniques that have practical, real-world implications. Interestingly, the comment about the use of problem scenarios to aid in the learning of English grammatical principles in context was also worth mentioning. This emphasizes the comprehensive benefits of dilemma situations, in which grammar is learnt contextually in real-world settings rather than as separate rules, making the learning process more natural and less abstract.

## **Conclusion**

This research, situated within the framework of English language instruction in the “Listening and Speaking in Daily Life” course, sought to investigate the pedagogical efficacy of dilemma scenarios. The findings reveal a marked improvement in students' speaking skills when dilemma scenarios, backed by established pedagogical theories (Brown, 2001; Richards & Rodgers, 2001), are introduced. Significant post-test improvements provide convincing evidence of the advantages of dilemma scenarios. Such findings are consistent with past research indicating that context-driven teaching techniques, particularly those that replicate real-life events, have a significant influence on learners (Richards & Rodgers, 2001). Furthermore, students' largely positive assessments of these scenarios reinforce their

relevance and importance, echoing the claims of researchers such as Harmer (2007), who argue for the introduction of practical, real-world components in language training. However, (Brown, 2001; Harmer, 2007) have stated that, while including dilemma scenarios in training has several benefits, it is necessary to maintain an emphasis on key language components such as grammar so that their value is not lost. Adopting a balanced strategy that integrates both traditional and new concepts appears to be the best course of action.

In conclusion, the findings of this study highlight the significance of dilemma situations as an essential tool in the field of English language instruction. As instructors investigate the changing pedagogical environments, this study provides valuable insights based on empirical evidence and established theoretical frameworks. These findings can serve as guiding principles, highlighting the significance of incorporating contextual, real-world relevance in language learning.

## Recommendations

### *1. Implications and Further Studies*

The study's main findings emphasize the need for interactive and context-based educational techniques in language learning. Due to their intrinsic difficulty, dilemma situations provide a multidimensional approach to language learning by pushing undergraduates to think about, communicate about, and engage with the language on a deep level. It would be interesting to look more into the ways different sorts of problem scenarios impact different components of language acquisition in future studies. Furthermore, incorporating qualitative insights, maybe through focus group discussions, could improve knowledge of language learners' opinions and preferences. Given the overwhelming data supporting the usefulness of dilemma situations in improving English-speaking abilities, teachers are urged to include dilemma scenarios in the English curriculum in a more comprehensive manner. This kind of integration might help bridge the gap between theoretical comprehension and actual implementation. However, the sustainability of this strategy is dependent on providing adequate teacher training in the effective use of scenarios, maintaining a diverse range of scenario designs to facilitate wider applicability, and developing efficient feedback systems following scenario performance. The substance and value of these scenarios must be examined regularly, considering contemporary advancements in the field of English education. Furthermore, future research might offer insight into the potential benefits of dilemma situations in other cognitive domains, broadening our knowledge of their role in language learners' education.

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