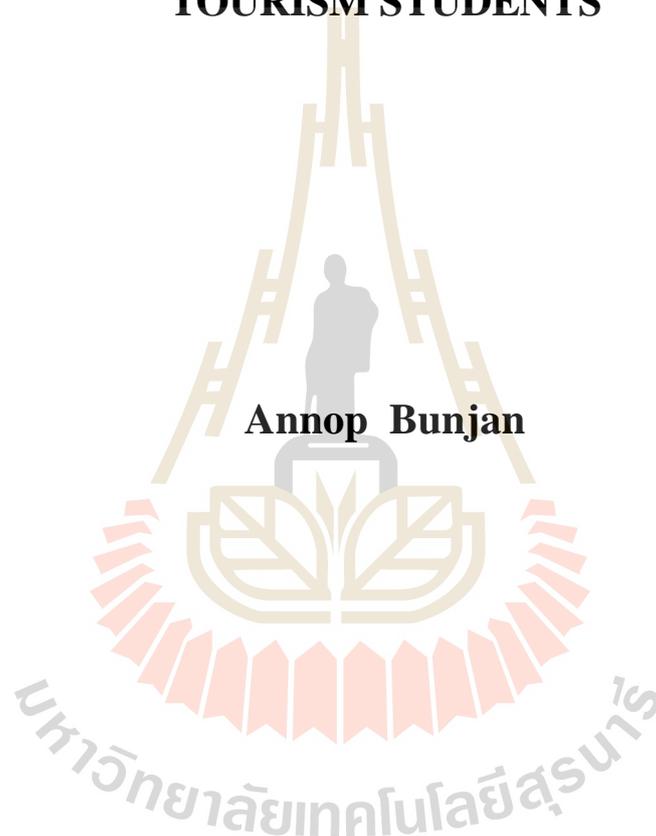


**VIDEO BLOG-BASED ROLE PLAY INSTRUCTIONAL
MODEL TO ENHANCE ENGLISH ORAL
COMMUNICATION SKILLS OF
TOURISM STUDENTS**



Annop Bunjan

**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

Suranaree University of Technology

Academic Year 2016

รูปแบบการเรียนการสอนโดยใช้บทบาทสมมติผ่านวิดีโอบล็อก
เพื่อพัฒนาทักษะการพูดภาษาอังกฤษเพื่อการสื่อสาร
ของนักศึกษาสาขาวิชาการท่องเที่ยว



นายอรรณพ บุญจันทร์

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
สาขาวิชาภาษาอังกฤษศึกษา
มหาวิทยาลัยเทคโนโลยีสุรนารี
ปีการศึกษา 2559

**VIDEO BLOG-BASED ROLE PLAY INSTRUCTIONAL MODEL
TO ENHANCE ENGLISH ORAL COMMUNICATION SKILLS
OF TOURISM STUDENTS**

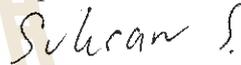
Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

Thesis Examining Committee



(Dr. Dhirawit Pinyonattagarn)

Chairperson



(Dr. Suksan Suppasetsee)

Member (Thesis Advisor)



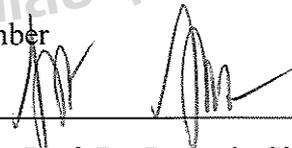
(Prof. Dr. Chaiyong Brahmawong)

Member



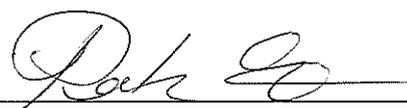
(Asst. Prof. Dr. Apisak Pupipat)

Member

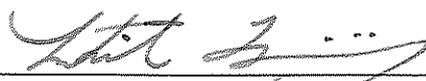


(Asst. Prof. Dr. Pragasit Sitthitikul)

Member



(Dr. Peerasak Siriyothin)



(Prof. Dr. Sukit Limpijumnong)

Vice Rector for Academic Affairs
and Innovation

Dean of Institute of Social Technology

อรรถพ บุญจันทร์ : รูปแบบการเรียนการสอนโดยใช้บทบาทสมมติผ่านวิดีโอบล็อกเพื่อพัฒนาทักษะการพูดภาษาอังกฤษเพื่อการสื่อสารของนักศึกษาสาขาวิชาการท่องเที่ยว (VIDEO BLOG-BASED ROLE PLAY INSTRUCTIONAL MODEL TO ENHANCE ENGLISH ORAL COMMUNICATION SKILLS OF TOURISM STUDENTS)
อาจารย์ที่ปรึกษา : อาจารย์ ดร.สุขสรทรัพย์ สุขเศรษฐเสรี, 324 หน้า

งานวิจัยนี้มีวัตถุประสงค์เพื่อ (1) พัฒนาแบบจำลองการใช้บทบาทสมมติผ่านวิดีโอบล็อกเพื่อพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่าของนักศึกษาสาขาวิชาการท่องเที่ยว (2) ประเมินประสิทธิภาพบทเรียนที่พัฒนาขึ้นจากแบบจำลองบทบาทสมมติผ่านวิดีโอบล็อก โดยใช้เกณฑ์มาตรฐาน 80/80 (3) เปรียบเทียบผลสัมฤทธิ์ทางการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่าของนักศึกษาก่อนเรียนและหลังเรียน บทเรียนบทบาทสมมติผ่านวิดีโอบล็อก และ (4) สัมภาษณ์ความคิดเห็นของนักศึกษา ที่มีต่อบทเรียนบทบาทสมมติผ่านวิดีโอบล็อก

กลุ่มตัวอย่างที่ใช้ในการวิจัยนี้ มีสองกลุ่ม คือ (1) นักศึกษาสาขาวิชาการท่องเที่ยว มหาวิทยาลัยแม่ฟ้าหลวง จำนวน 52 คน เพื่อทดสอบประสิทธิภาพของบทเรียน และ (2) นักศึกษาสาขาวิชาการท่องเที่ยว ชั้นปีที่ 3 มหาวิทยาลัยแม่ฟ้าหลวง จำนวน 36 คน เพื่อศึกษาบทเรียนบทบาทสมมติผ่านวิดีโอบล็อก เป็นระยะเวลา 6 สัปดาห์ สำหรับการคัดเลือกกลุ่มตัวอย่างในครั้งนี้ใช้วิธีการสุ่มตัวอย่างแบบเจาะจง

ผลของการวิจัยมีดังนี้คือ

1) แบบจำลองการใช้บทบาทสมมติผ่านวิดีโอบล็อกเพื่อพัฒนาทักษะการพูดภาษาอังกฤษด้วยปากเปล่าของนักศึกษาประกอบด้วย 6 ขั้นตอนหลักและ 18 ขั้นตอนรอง แบบจำลองดังกล่าวได้รับการประเมินประสิทธิภาพด้านองค์ประกอบจากผู้เชี่ยวชาญอยู่ในระดับ “มีความเหมาะสมมาก” ($\bar{x}=4.53$, $SD = 0.502$).

2) ค่าประสิทธิภาพในกระบวนการเรียนรู้สำหรับบทเรียนบทบาทสมมติผ่านวิดีโอบล็อกอยู่ที่ระดับ 81.92/80.40 และ 82.35/81.00 ตามลำดับ ซึ่งเป็นไปตามเกณฑ์มาตรฐาน 80/80 ที่กำหนด แสดงให้เห็นว่า บทเรียนบทบาทสมมติผ่านวิดีโอบล็อกที่พัฒนาจากแบบจำลอง มีประสิทธิภาพในการพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษของนักศึกษาในการเรียนวิชาภาษาอังกฤษเพื่อการท่องเที่ยว

3) ผลสัมฤทธิ์ทางการพูดภาษาอังกฤษด้วยปากเปล่าของนักศึกษาก่อนการเรียน โดยใช้บทเรียนบทบาทสมมติผ่านวิดีโอบล็อก สูงกว่าผลสัมฤทธิ์ของนักศึกษาก่อนมีการใช้บทเรียนดังกล่าวอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 แสดงให้เห็นว่า บทเรียนบทบาทสมมติผ่านวิดีโอบล็อกที่พัฒนาขึ้นช่วยพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่าของนักศึกษา

ANNOP BUNJAN : VIDEO BLOG-BASED ROLE PLAY INSTRUCTIONAL MODEL TO ENHANCE ENGLISH ORAL COMMUNICATION SKILLS OF TOURISM STUDENTS. THESIS ADVISOR : SUKSAN SUPPASETSEEE, Ph.D., 324 PP.

INSTRUCTIONAL SYSTEM DESIGN/ VIDEO BLOG/ROLE PLAY
TECHNIQUE/ENGLISH ORAL COMMUNICATION SKILLS

The objectives of this study were to (1) develop a VBRP Instructional Model to enhance the English oral communication skills of tourism students; (2) evaluate the efficiency of the lessons developed from the VBRP Model as used by the tourism students based on the 80/80 standard; (3) compare the students' English oral communication skills proficiency before and after using the VBRP lessons, and (4) explore the tourism students' opinions toward learning English oral communication skills through the VBRP lessons.

The study consisted of two samples groups of tourism students from Mae Fah Luang University: (1) fifty-two third year students participate in the try-out studies, and (2) thirty-six third year students who were different group of the try-out studies, to participate in a 6-week intervention. The selection of samples was based on the purposive sampling method.

The results of the study were as follows:

1. The VBRP Instructional Model consisted of 6 major steps and 18 sub-steps. Overall, the VBRP Instructional Model was rated by the experts as very appropriate to be used as a framework to develop the VBRP lessons (\bar{x} = 4.53, SD = 0.502).

1. The efficiency of the learning process and product (E_1/E_2) of the VBRP lessons was 81.92/80.40 and 82.35/81.00 respectively, which met the standard criterion set of 80/80. The results indicate that the VBRP lessons were effective for teaching the students communication skills for English for Tourism.

2. The results of the students' English oral communication skills proficiency test indicated that the students obtained significantly higher scores in the posttest than the pretest, which means that the students improved their English oral communication skills after studying the VBRP lessons.

3. The findings from the questionnaire and the semi-structured interviews showed that the students had positive opinions towards studying the VBRP lessons as they found them interesting, convenient, and collaborative. The activities and exercises provided in the lessons helped them to enhance their English oral communication skills, however, there were a few problems with the VBRP lessons, because the Internet service provided by the university, the log-in system and time management caused problems.

School of Foreign Languages

Academic Year 2016

Student's Signature Annop Bunj

Advisor's Signature Silvan S.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor, Dr. Suksan Suppasetsee, for his continuous academic support, advice, and encouragement. I appreciate all his contributions of times and expertise that assisted me throughout my study and completion of my thesis.

I would like to sincerely thank Dr. Dhirawit Pinyonattagarn, and the committee members, Prof. Dr. Chaiyong Brahmawong, Asst. Prof. Dr. Apisak Pupipat, and Asst. Prof. Dr. Pragasit Sitthitikul for their valuable advice, expertise, knowledge, and time to contribute to my success.

I also express my thanks to The Office of the Higher Education Commission and Songkhla Rajabhat University in providing scholarship for my study. Thanks to the Tourism Management students at Mae Fah Luang University who took part in this research. Without their participation, this research would have not been possible. I would like to thank Ajarn Traithana Chaovanapricha, Ajarn Sujitrapa Punwilai, Ajarn Dej-anan Bungkilo, Ajarn Pimpawee Treesorn, Ajarn Pahol Somsaenchai, and Ajarn Chotipit Deekaew for their friendship, supports, and encouragement.

I appreciate the friendship of my classmates and friends at SUT for their generous help in many ways. Special thanks to Yang Li and her parents for their encouragement, and sincerely supports. In addition, I am deeply grateful to more others than can be named here.

Finally, I am very thankful to my parents, Mr. Thonglor Bunjan and Mrs. Nuanprang Bunjan for their love and support that accompanies me everywhere and anytime. I also would like to express my thanks to my sisters, brothers and their families for their love, support, encouragement, understanding, patience, and unwavering faith in me.

Annop Bunjan

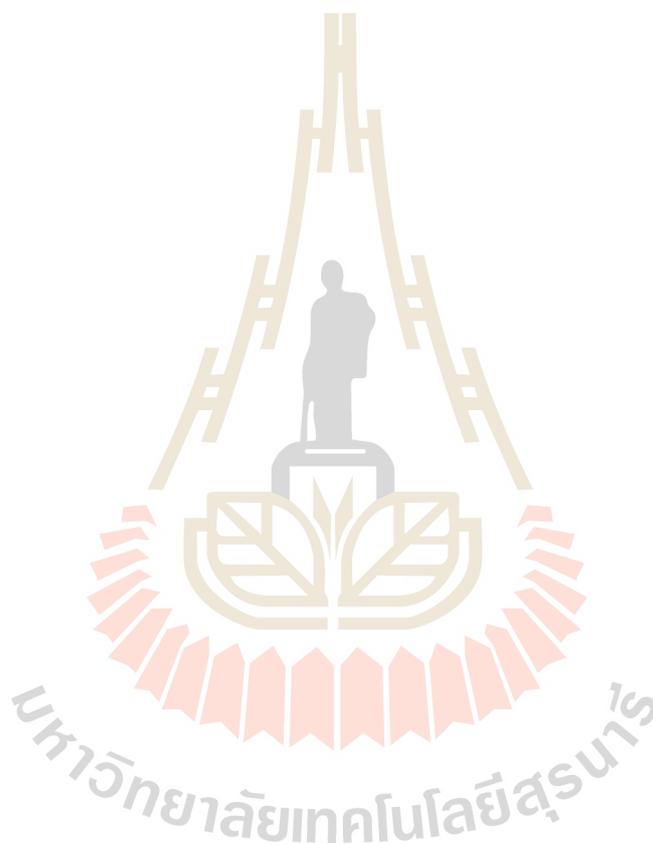


TABLE OF CONTENTS

	Page
ABSTRACT (THAI).....	I
ABSTRACT (ENGLISH).....	III
ACKNOWLEDGEMENTS.....	V
TABLE OF CONTENTS.....	VII
LIST OF TABLES.....	XIV
LIST OF FIGURES.....	XV
LIST OF ABBREVIATIONS.....	XVI
CHAPTER	
1. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problems.....	6
1.3 Rationale of the Study.....	10
1.4 Research Objectives.....	15
1.5 Research Questions.....	15
1.6 Expected Outcomes.....	16
1.7 Significance of the Study.....	17
1.8 Operational Definitions of Key Terms.....	18
1.9 The Research Conceptual Framework.....	19
1.10 The Outline of the Thesis.....	22
1.11 Summary.....	23

TABLE OF CONTENTS (Continued)

	Page
2. LITERATURE REVIEW	24
2.1 English for Specific Purposes (ESP).....	24
2.2 Development of ESP.....	26
2.3 English for Tourism.....	30
2.4 Oral Communication Skills.....	34
2.4.1 Nature of Oral Communication Process.....	34
2.4.2 Components of Oral Communication.....	35
2.4.3 Requirements for Developing Oral Communication Skills.....	37
2.5 Role Play.....	38
2.5.1 Definitions of Role Play.....	38
2.5.2 Classification of Role Play.....	40
2.5.3 Benefits of Role Play.....	42
2.5.4 Procedures of Role Play Implementation in the Language Classroom.....	45
2.6 Technology-Enhanced Language Learning.....	50
2.6.1 Introduction to Technology-Enhanced Language Learning.....	50
2.6.2 The History of Technology-Enhanced Language Learning.....	51
2.6.3 Main Types of Media Using Technology-Enhanced Language Learning.....	53
2.6.4 Advantages of Technology-Enhanced Language Learning.....	54
2.6.5 Disadvantages of Technology-Enhanced Language Learning.....	55

TABLE OF CONTENTS (Continued)

	Page
2.7 Blogs.....	56
2.7.1 Definition of Blogs.....	56
2.7.2 Types of Blogs.....	57
2.7.3 Advantages of Using Blogs in Language Teaching and Learning.....	59
2.7.4 Disadvantages of Using Blogs in Language Teaching and Learning.....	61
2.8 Video Blogs.....	62
2.8.1 Defining Video Blogs	63
2.8.2 Benefits of Video Blogs	64
2.8.3 Drawbacks of Video Blogs	65
2.9 Instructional Systems Design	67
2.9.1 Definition of Instructional Systems Design	67
2.9.2 Instructional Systems Design Models	68
2.10 Theories Related to Video Blog-Based Role Play Instructional Model for Enhancing English Oral Communication Skills	86
2.10.1 Behaviorism	86
2.10.2 Cognitivism	88
2.10.3 Constructivism	90
2.10.4 Social Constructivist Learning Theory	95
2.10.5 Developmental Testing of Media or Instructional Package.....	96

TABLE OF CONTENTS (Continued)

	Page
2.11 Previous Empirical Studies	101
2.11.1 Previous Empirical Studies of Using Role Play to Enhance Speaking Skills	101
2.11.2 Previous Research Studies on Blogs to Enhance EFL Learners' Speaking Skills	104
2.12 Summary	106
3. RESEARCH METHODOLOGY	107
3.1 Research Design	107
3.2 Participants	111
3.2.1 Participants for the Try-Out Studies to Evaluate the Efficiency of the VBRP Lessons	111
3.2.2 Participants for the Experiment	112
3.3 Research Instruments	113
3.3.1 A VBRP Instructional Model	113
3.3.2 An Evaluation Form of the VBRP Instructional Model	113
3.3.3 The VBRP Lessons	114
3.3.4 VBRP Lesson Plan	114
3.3.5 Pre-test and Post-test	115
3.3.6 Questionnaire	119
3.3.7 Semi-structured Interview	121
3.4 Construction and Efficiency of the Instruments	122

TABLE OF CONTENTS (Continued)

	Page
3.4.1 Development of a VBRP Instruction Model.....	122
3.4.2 Procedures of Constructing VBRP Lessons	123
3.4.3 Steps of Developing VBRP Lesson Plan	124
3.4.4 Procedures for Constructing VBRP Lesson Plan	125
3.4.5 Testing VBRP Lessons	125
3.4.6 Constructing Pre-test and Post-test	129
3.4.7 Pilot of Questionnaire	129
3.4.8 Testing Interview Questions.....	130
3.5 Data Collection Procedures	131
3.6 Data Analysis.....	132
3.7 Summary.....	133
4. RESULTS AND DISCUSSION.....	134
4.1 Results.....	134
4.1.1 The Development of the VBRP Instructional Model to Enhance English Oral Communication Skills of Tourism Students.....	134
4.1.2 The Efficiency of the VBRP Lessons.....	139
4.1.3 Students’ English Oral Communication Skills Achievements before and after Using the VBRP Lessons.....	152
4.1.4 Students’ Opinions Towards Learning the VBRP Lessons.....	154
4.1.5 Results of Semi-structured Interviews	159
4.2 Discussion.....	173

TABLE OF CONTENTS (Continued)

	Page
4.2.1 The Development of the VBRP Instructional Model.....	173
4.2.2 The Efficiency of the VBRP Lessons for Teaching English for Tourism	178
4.2.3 Students' English Oral Communication Achievements before and after Using the VBRP Lessons.....	182
4.2.4 Students' Opinions Towards the VBRP Lessons.....	186
4.3 Summary.....	191
 5. A VIDEO BLOG-BASED ROLE PLAY INSTRUCTIONAL MODEL TO ENHANCE ENGLISH ORAL COMMUNICATION SKILLS FOR TOURISM STUDENTS.....	
5.1 The Development of the VBRP Instructional Model	192
5.2 Components of the VBRP Lessons.....	209
5.2.1 Warming-up	210
5.2.2 Listening Practice	213
5.2.3 Speaking Practice	218
5.2.4 Conducting Video Role Plays	225
5.3 The Effectiveness of the VBRP Lessons	229
5.3.1 Determine a Clear Policy for Online Learning and Teaching	230
5.3.2 Provide Infrastructure and Facilities with Support Online Learning and Teaching.....	231

TABLE OF CONTENTS (Continued)

	Page
5.3.3 Provide Continuous Training in Online Learning and Teaching for the Instructors.....	231
5.3.4 Design the Learning and Teaching Activities Online.....	232
5.4 Summary.....	232
6. CONCLUSION, AND RECOMMENDATIONS.....	233
6.1 Conclusion.....	233
6.2 Pedagogical Implications of the Study.....	236
6.3 Recommendations for Future Research.....	239
REFERENCES.....	241
APPENDICES.....	274
CURRICULUM VITAE.....	324

LIST OF TABLES

Table	Page
3.1 Classification of the Students' English Proficiency Level	112
3.2 English Oral Communication Rubric for MFU Tourism Students	116
4.1 Results of the VBRP Instructional Model's Evaluation by the Experts	137
4.2 Results of the Individual Testing for the Efficiency of VBRP Lessons	140
4.3 Results of the Small Group Testing for the Efficiency of VBRP Lessons	143
4.4 Results of the Field Testing for the Efficiency of VBRP Lessons	146
4.5 Results of the Trial Run for the Efficiency of VBRP Lessons	149
4.6 Results of the Students' English Oral Communication Skills Achievements	153
4.7 Results of a Paired Sample T-test of Students' English Oral Communication Score	154
4.8 Results of Respondents' General Information	155
4.9 Results of Students' Opinions towards Learning the VBRP Lessons	158

LIST OF FIGURES

Figure	Page
1.1 Research Conceptual Framework	20
2.1 Elements of ADDIE Model	68
2.2 Dick and Carey Systems Approach Model	70
2.3 Kemp Model	74
2.4 SREO Model	76
2.5 The Instructional Model for OTIL	79
3.1 Research Design	108
3.2 The Seven Steps of Developing the VBRP Instructional Model	123
3.3 The VBRP Lessons Development Procedures	124
3.4 Steps of Developing VBRP Lesson Plan	124
3.5 The Evaluation of the Efficiency of the VBRP Lessons	128
5.1 A VBRP Instructional Model to Enhance English Oral Communication Skills of Tourism Students	193

LIST OF ABBREVIATION

ADDIE	=	Analyze, Development, Design, Implement, Evaluation
CALL	=	Computer Assisted Language Learning
EAP	=	English for Academic Purposes
EFL	=	English as a Foreign Language
EGP	=	English for General Purposes
ESP	=	English for Specific Purposes
IOC	=	Item Objective Congruence
ISD	=	Instructional Systems Design
MFU	=	Mae Fah Luang University
OTIL Model	=	Online Task-based Interactive Listening Model
SOLOM	=	Student Oral Language Observation Matrix
SREO Model	=	Suppasetsee's Remedial English Online Model
TAT	=	Tourism Authority of Thailand
TELL	=	Technology-Enhanced Language Learning
VBRP	=	Video Blog-Based Role Play

CHAPTER 1

INTRODUCTION

This study aims at developing a Video Blog-based Role play Instructional Model to enhance the English oral communication skills of Tourism Students at Mae Fah Luang University (MFU) in Chiang Rai province, Northern Thailand. This chapter presents the background of the study, the statement of the problem, the rationale of the study, the research objectives, the research questions, the significance of the study, the definitions of key terms, the research conceptual framework and an outline of the thesis.

1.1 Background of the Study

To provide the background of the study, this section will give an overview of the importance of the tourism industry in Thailand, the tourism resources in Northern Thailand, and the English language training provided for the tourism industry.

1.1.1 Tourism in Thailand

Tourism has played a significant role in the development of the economy in Thailand since the early 1960s, when Thailand was promoted as a holiday destination (Svetasreni, 2013). The successes of the “Visit Thailand Year,” “Amazing Thailand”, “World Event: Romantic Thailand” and “Discovery Thainess Year” campaigns attracted many visitors to Thailand. In 2012, Thailand welcomed 22.3 million foreign visitors and the number increased to 26.7 million in 2013 (Arunyik, 2014). By the end of 2015, Thailand welcomed a total of 29.88 million foreign visitors (Wattanavrangkul,

2016). Tourism generates foreign exchange earnings as well as employment (WTTC, 2014). In 2012, tourism industry contributed between 9 and 10 % to Thailand's GDP, with revenue generated from tourism amounting to 983, 928 billion Thai baht (around 34 billion U.S. Dollars at the exchange rate at the time, 1 US \$ = 31.08 baht) (Vanhaleweyk, 2014). From January to September, 2013 Thailand received revenue from tourism worth 863 million Thai baht (The Government Public Relation Department, 2013) and received 2.21 trillion Baht in 2015 (Wattanavrangkul, 2016). In 2015, the Thai tourism industry generated a total of 283,578,000 jobs (WTTC, 2016). It can be concluded that tourism becomes crucial for the economy of Thailand as it generates revenue and creates a variety of jobs both directly and indirectly relating to tourism industry. Due to the significance of the tourism industry in Thailand, it is necessary to deliver excellent services to tourists by the Thai tourism industry including tour businesses and tour guides.

1.1.2 Tourism Resources in Northern Thailand

Northern Thailand is a popular tourist destinations for both Thai and foreign tourists, attracted by its natural beauty, cultural heritage, and diverse customs. Chiang Mai, Chiang Rai, and Mae Hong Sorn provinces are the most popular destinations for tourists travelling to Northern Thailand. Northern Thailand is on an average around 500 meters above sea level; thus, it has cooler weather than the more southern parts of Thailand. These Northern provinces also offer unique ecotourism experiences for ecotourists and the opportunity to visit various agro-tourism sites and trekking in the highlands for the adventure lovers (TAT, 2015). The most popular tourism activities for these ecotourists and adventurers are elephant riding, bamboo rafting, trekking, and sightseeing.

Moreover, Northern Thailand also shares its borders with Myanmar and Laos, and its northernmost point is only about 200 kilometers from Yunnan province in southern China (Tsuneishi, 2009) as such northern Thai culture is influenced by these neighboring countries in terms of culture, food, and costumes. Northern Thailand is surrounded by high mountains. Many hill tribal people, such as Tai or Shan, Lisu, Karen, Hmong, Akha, Lahu, and Mien, who have migrated from Myanmar or China, relocated in those tall mountains. These foreign and local northern Thai residents have their own dialects and their unique cultures, which attract many visitors each year, particularly during the Song Kran, Yi Peng, and Poi Sang Long festivals. Hence tourism in northern Thailand has a unique focus on ecotourism and cultural tourism.

Chiang Rai province is one of the most famous tourist destinations in northern Thailand. It was the first capital of the Lanna Kingdom. Chiang Rai province has its outstanding natural beauty and historical sites, where visitors can visit hill tribe villages, wildlife, ruins of ancient settlements, and the golden triangle: once the center of the world's opium trade (TAT, 2014). When it comes to the natural beauty of Chiang Rai province, tourists can experience jungle trekking or hiking trails and gain access to diverse hill tribe villages. These tribes maintain their unique traditional lifestyles. According to the statistics for tourism during January to March 2012, Chiang Rai received a total of 1.5 million visitors, generating revenue worth 4,368 million Thai Baht (The Department of Tourism, 2015). The Chiangrai tourism industry is growing year on year and as such it is imperative to prepare and train manpower to serve the industry. As English is the most common language used by the international tourists, a good command of English is required from the tourism industry. In order to achieve this, English language for our tourism manpower is essential to ensure this growth in foreign tourism can be serviced and continue to grow.

1.1.3 English Language Training for Tourism Industry in Northern Thailand

As a result of the rapid growth of tourism in Thailand, the industry needs many qualified employees who can communicate well in foreign languages. English is one of the essential foreign languages used for efficient communication among service providers in the tourism industry and international tourists. There is a high demand for employees who can communicate fluently in English in order to meet both employers and tourists' expectations and needs. Tourists traveling in Chiang Rai require the help of travel agencies in obtaining travel information, buying tour packages, booking hotel rooms, renting a car or motorcycles, and buying air tickets. Similarly, hotel guests need assistance with the provision of directions, and information related to shopping, restaurant choices, shipping goods back to their home countries, watching traditional shows, and trying local foods. Therefore, English speaking skills are essential for the employees in tourism. Poor English oral communication skills or a language barrier may lead tourists to a poorer level of experience. As a result, poorer experience will affect the image of tourism in Northern Thailand.

It is clear that English is very important in tourism, many stake-holders in both state and private sectors have worked very hard to improve the tourism-related English language skills of its employees. Several studies have been conducted to examine the English language needs in the tourism industry. For example, Aunruen (2005) explored the need for English language skills and also the problems of using English as experienced by travel agents in Chiang Mai using a five-point Likert scale questionnaire. The results revealed that the travel agents in Chiang Mai needed effective communicative English both written and spoken with their clients and particularly

speaking skills, which is the essential skill used in their daily routine jobs. Aunuen also concluded that grammar, pronunciation and appropriate expressions were less important relative to spoken English.

Similarly, Nuemaihom (2014) developed an English Innovation based on Needs Analysis for Young Tour Guides at Muang Tam Sanctuary. For data collection, a focus group discussion, pre-and post-test, English innovation for young tour guides, the innovation assessment form and satisfaction form were used as the major instruments. The findings revealed that the participants had problems in all four language skills with speaking and listening skills being the most important and needed skills. Booklets and CDs were the two most appropriate types of innovations needed. Richards (1985) supports that English is needed for personnel who work in the tourism industry, business and the civil service. It can be concluded from all these studies that good English language skill is important if not the most important skill in the tourism industry for communication with international visitors.

Most tourism-related organizations demand their employees have good English communication skills, particularly their speaking and listening skills. Due to the importance of English in the field of tourism, many universities in Thailand over the last decade, such as Mahidol University, The University of Phayao, Silpakorn University, and Mae Fah Luang University (MFU), have offered undergraduate degree programs in Tourism Management to prepare the qualified graduates for the high demands of the tourism industry for over a decade. Its curriculum emphasizes producing tourism graduates to be prospective entrepreneurs with managerial skills and knowledge of professional operations in the tourism industry and related business (MFU, 2014) and throughout the curriculum, English is used for teaching.

The supervision visit to several establishments related to tourism by the course instructors revealed that both students and entrepreneurs recommended MFU focus specifically on English for the tourism industry. Some students highlighted that they lack knowledge of the levels of English skills required in the tourism field and practical skills needed in both the tourism and hotel business areas. Similarly, some entrepreneurs suggested that the tourism lecturers should give students more training on terminology related to tourism and hotel businesses (MFU Internship Evaluation Report, 2013). To meet the needs of both students and the entrepreneurs, many instructors who teach the courses related to English for Tourism at the MFU make greater efforts to improve students' English oral communication skills by using role play.

1.2 Statement of the Problem

The educational system and the tour guide training system in Thailand fail to produce qualified English-speaking tour guides (Buranasomphop, 2014). Many tourism-related entrepreneurs complained to the governor of the Tourism Authority of Thailand (TAT) that most licensed tour guides, who have already passed a tourism related training course and received a tour guide certificate, have very low English proficiency and cannot communicate effectively with foreign tourists.

According to Chalaemwong's study in 2015, there are too few qualified people available for employment in the tourism industry and of those available they lack the appropriate level of skills. In particular they have low level in English proficiency which fall short of the entrepreneur's needs and expectations. More than 13,000 hotel and tourism establishments need to employ approximately 27,000 employees per year. Although the education institutions in Thailand produce many tourism graduates at

vocational, diploma, and /or graduate levels but not all of them entered into the tourism industry employment market after they graduate. Some of the graduates continue their studies in other field not entering the tourism industry on graduation while some of them never wanted to work in the tourism industry but felt that it was “an easy option” to study and graduate in this field. As a result, of shortfall in suitable Thai candidates, foreigners from the neighboring countries particularly from the Philippines and Vietnam who have higher English proficiency are filling the void. Further evidence that the English language proficiency of Thai people is very low found from the Education First’s annual English Proficiency Index (2015). Thailand ranks 62 out of 70 nations and is the third worst in Asia in front of Mongolia and Cambodia.

According to the researcher's experience as a tour guide and tourism instructor, the students can automatically receive a tourist guide license and certificate without any proficiency test. Certification currently only requires candidates to complete their tourism curriculum and undertaken seven field trips determined by the TAT and be 18 years or older. In addition, the applicants must pass the fundamental knowledge test of tour guide and language proficiency test. Different institutions throughout Thailand have different focuses and level of attainment. As such, the tour guide produced sometimes does not meet the end-users' needs and expectation. The Ministry of Tourism and Sport (MOTS) in Thailand decrees that any person with a high school certificate can apply for the tour guide certificate. Therefore, the potential tour guide applicants vary from a high school graduate to master degree holders. This ease of application plus the lack of a minimum level of skills and tests might in some way explain the above mentioned poor performance of the applicants. It can be seen that the

present training system for tour guides fail to produce qualified people of an appropriate and adequate skill set suitable for the tourism industry.

According to Charoenwongsak in 2013, Thai tour guides are of poor quality and are in insufficient numbers. In terms of quality, only 10 percent of tour guides from the educational system could work after their graduation, while the rest need re-training and more practice before being employable. In terms of quantity, the profession of tour guide in Thailand is reserved only for Thai citizens. The lack of sufficient qualified and skilled tour guides in Thailand could lead to increasing illegal tour guides and services. Many of those illegal tour guides are money seekers, rather than service providers, which will have a negative impact on reputation of Thailand's tourism.

Based on the researcher's experience as a tour guide in Chiang Mai, illegal tour guides offer cheaper tours than the legal travel agencies and /or offers free city tours including shopping at stores they receive commission on sales may give inaccurate information about Thai history, tourist sites, and cultures. It is also an unfortunate fact that many illegal operators also facilitate prostitution services and drug dealing. As a result, illegal tour guides can and do have a huge negative impact on Thailand's tourism reputation.

Although Thai students have studied English in school for about twelve years, from primary school to university, the majority are unable to use English effectively. Prapphal (2003) points out that Thai graduates have insufficient English language proficiency for the globalization era and they need to be equipped urgently with an acceptable level of English proficiency to be employed and function effectively in a globalization world. Wiriyachitra (2004) also suggests that Thais' low English

proficiency cannot meet the demand for English in the workplace, particularly in the tourism sector, so Thais are not ready for a rapidly changing and globalized world.

Prachanant (2012) surveyed the tourism employee's needs analysis of the functions and problems in English language use in the tourism industry. It was found that speaking, listening, reading, and writing were the most important skills and in that order of importance. The three most frequent uses of the English language were used in giving information, in providing services, and in assistance whilst the most common problem with the English language used was the inability to understand foreigners' accents, having an inadequate vocabulary, lack of grammar knowledge, and inappropriate words and expressions.

Regarding the establishment of the ASEAN community in 2015, the tourism market will be expanded and that of the profession of tour guide will also be very competitive both in Thailand and between ASEAN countries. Thus, it is likely and imperative that tour guides with proficient English communication skills will be employed. To serve the growth of tourism industry in Thailand, Thai educators and all stake holders need to prepare the tourism students' English proficiency and particularly improving their oral communication skills effectively such that they can begin their careers confidently after their graduation.

As mentioned in the previous section that some MFU tourism students lack of ESP knowledge in the field of tourism and hotel business and have communication problems when dealing with foreign customers in English while completing their internship in the real world. According to Sirichana (2009), the President of the MFU had proposed the fact that many high school students who are enrolled in the MFU were of "poor quality" but "they were not unintelligent students". He continued that this is

because they lack good opportunities for learning, especially the students who are from the areas. This was supported by the results of the interview tests which are conducted in English and that their high school grades in English is found to be significantly different from these interview test scores. Thus, it can be traced back that some MFU tourism students have low English proficiency level on admission. Regarding the poor fundamental knowledge of English in which it is used as a medium for teaching at the MFU, those tourism students have problems when undertaking their internship at various tourism industry establishments. So the present study tries to find solutions to help them improve their English oral communication skills.

1.3 Rationale of the Study

In response to the high demands of both tourism-related entrepreneurs and tourism students for specific English used in the tourism industry, MFU must assess against a rigorous level of the students' English oral communication skills and develop clear and rigorous plan with continuous reassessments to improve them. Giving ESP training or ESP courses related with specific relevance to tourism industry could provide that development. Students are highly IT literate, so incorporating technology into the ESP training and courses must be an effective way to engage students to learn the target language and improve their English oral communication skills.

The advancement of technology, especially the Internet, has currently made the learning of foreign languages easier and multifaceted. The integration of technology into language teaching and learning is not a new concept (Sharma & Barrett, 2007). When talking about technology in the language classroom, people always think about computer technology, because it has entered their home and workplace (Brown, 2001).

Computer technology, a language learning tool that could engage and motivate students to learn and use English, enables them to access different applications such as Internet, email, software, social media, blogs, speech processing, and digital videos.

Several benefits can be gained from using technology in the language class. For example, it can draw the learners' interest in the subject, provide opportunities to learn in non-traditional ways, and decrease learning time (Rao, 2012), adapt the teaching materials easily according to the circumstances, and the learner's needs, offer access to authentic materials on the web, combine/use alternative skills (text and image, audio and video clips), and / or focus on one particular aspect of the lessons (pronunciation, vocabulary).

Due to the Internet, learners require less the need to be physically immersed in an English speaking milieu. In addition, online learning is flexible in that learners can learn at their convenience at any place. Through online learning, the learners can repeat the language until they master it. Online learning offers language learners with immediate feedback, precise makeup that meets the needs of the learners, and as it is a multi-modal learning tool to fertilize language learning (McLuhan, 2012). Rozgiene and Strakova (2008) added that the internet-mediated communication could facilitate collaborative learning by creating an authentic environment with documents, graphics, sounds and video. It also provides the educators an opportunity and ability to set standards required.

Although technology provides several benefits for foreign language teaching and learning, both teachers and learners need to be prepared for the development brought by the drastic change of technology. Due to the rise of the video blog, it has become an effective tool for improving oral communication skills. The Video Blog

primarily uses video, rather than text or audio, as a medium source. It also allows viewers to leave comments or share ideas. Video blog can also add text, images, sound, and movies so that Video Blog has been the focus of many language teachers. According to Watkins (2012), video blog can help students improve their oral communication skills, in that they can video-record their speech as often as required, and they will improve their fluency while having fun. Video blog can reduce students' shyness because students do not need to speak in front of people and they have time to prepare themselves before making a video clip and editing their recordings. Watkins (2012) also noted that Video Blog allows the students to monitor themselves in speaking because they have an opportunity to recheck their work before submitting it to their teachers. Students readily become aware of where they can do better and rerecord said area until they are satisfied with their work. Through video blogging, students can observe each other's strengths and weaknesses so that they can learn from each other and improve themselves. However, Shih (2010) proposed some possible difficulties using video blog in developing English oral communication skill could be the capacity and size of the videos, the uploading and downloading speeds, and the time requirements for making videos.

Apart from video blog, role play has also been recognized as one of the effective techniques in enhancing speaking skills. Therefore, many foreign language classes have included role play as the learning activities. In role play classes, the students take the role of a character known in everyday life. Role play gives students the opportunity to practice different social roles in different social contexts (Larsen, 2000). To promote learners' communicative ability, the teacher needs to create activities in which the students can apply their own experience, knowledge and the

target language outside of the classroom (Krish, 2001). Role play encourages thinking and creativity, allows students to practice new language, and creates motivation to learn (Tompkins, 1998). Maxwell (1997) also proposed that role play in language education is effective in developing students' language skills, and increasing students' motivation and interest. In addition, role play enables students to learn and practice the target language in a meaningful context, improve students' different skills needed for the language acquisition, create low-anxiety learning environments for students, provide students with a variety of experiences, improve the four language skills, and also improve students' cultural and non-verbal behavior.

Because the Internet and role play can help language learners acquire and /or enhance their language skills, role play has been integrated into online learning for over a decade. Since online role play can provide an environment for reflective deep and meaningful learning (Wills, 2012), and “provides opportunities to address all the principles of quality learning design” (Wills, 2012, p.12). To learn a target language effectively, language learners should be exposed to and immersed in the target language milieu; however, with the great innovations in technology, such as the internet, language learners need not travel to a country where the target language is used in order to immerse themselves in the language mitigates budgetary and time constraints (Ludewig and Ludewig-Rohwer, 2013). Role play provides an authentic learning environment; however, due to the time limitation in a regular classroom, some students might feel shy to practice the target language with other students who have higher language proficiency than themselves. Thus, online role play could be a good alternative to the face-to-face classroom practice.

The above empirical studies showed that technology in education can help the language learners improve their oral communication skills to some extent. In order to design an effective ESP course, the course developers must understand the procedures of course development as well as what are necessary to be included in the curriculum to meet the learners needs and future employers.

Instructional System Design (ISD) can provide a step-by-step guidance to the course developer. ISD is a tool to develop teaching methods to enhance students' English oral communication skills. ISD not only promotes effective, efficient and appealing instruction but also promotes learner-participation and motivation. In addition, ISD is a systematic decision-making process to find solutions to an instructional problem. The ISD approach can translate learning problems into instructional plans so that the quality of the instruction is assured. The learning outcomes, the performance standard and assessment criteria are clearly defined for ISD learning materials, and finally ISD is reliable because all aspects that might influence the design will be considered and the final version of learning material has been revised and tried out until the learning outcomes are met. Many studies, such as Suppasetsee (2005), Kongpet Dennis (2011), and Tian (2012), have confirmed the effectiveness of ISD as guidelines for developing their instructional packages. The steps in ISD provide clear guidance on both process and product. When the developers follow its instructions, they could understand the learners, instructors, and materials are related and dependent on one another. The above studies reveal that the students are satisfied with the developed instructional packages and can achieve their learning goals.

The above mentioned benefits of technology, video blog, role play, and ISD might be a solution for the serious problem of tourism students in Thailand not being

proficient enough in English oral communication skills. So that it motivated the researcher to develop a Video Blog-based Role Play (“VBRP”) instructional Model to enhance Tourism students' English oral communication skills in order to serve the rapid growth of the tourism industry in Thailand. Particularly as Chiang Rai province is a gate way to the Greater Mekong sub-region countries so that its tourism is growing rapidly. Therefore, the MFU tourism students need to prepare themselves in order to be qualified to be employed in the tourism industry as capable and competent professionals with the appropriate level of language skills.

1.4 Research Objectives

There are four research objectives for the present study:

- 1) To develop a VBRP Instructional Model to enhance the English oral communication skills of tourism students at MFU.
- 2) To evaluate the efficiency of VBRP lessons used by tourism students based on the 80/80 standard.
- 3) To compare students' English oral communication skills achievements before and after using VBRP lessons.
- 4) To explore the Tourism Students' opinions towards learning through VBRP Lessons.

1.5 Research Questions

In order to accomplish the research objectives proposed above, the present study proposes four research questions as follows:

- 1) What are the elements and steps in designing a VBRP Instructional Model to enhance English' oral communication skills of tourism students?
- 2) Based on the 80/80 standard, how are the VBRP lessons efficient?
- 3) What are the differences in tourism students' English oral communication skills achievements before and after using the VBRP lessons?
- 4) What are the tourism students' opinions toward learning through VBRP lessons?

1.6 Expected Outcomes

To accomplish the proposed research objectives of this study, the results are expected as follows:

1) The VBRP Instructional Model which will be developed by the researcher will be evaluated as “appropriate” by the experts in the fields of educational technology and English language teaching. The model consists of the fundamental elements and possible steps that are essential and suitable for the present study.

2) The efficiency of the VBRP lessons meets the 80/80 standard. The respondents who perform well in the learning process through exercises, quizzes and assignments will also do well in the end of the lesson. As part of the study, the respondents are required to produce role play video clips then post on the video blog where their peers and teacher can leave comments or feedback.

3) The respondents English oral communication skills mean scores achievement before and after using the VBRP lessons are significantly different. It is expected that the respondents' post-test mean scores are higher than their pre-test mean scores after

using the VBRP lessons. The respondents can improve their English oral communication skills more fluently after using the VBRP lessons.

4) The respondents will express a high level of satisfaction of using the VBRP Lessons in studying English for tourism at MFU to enhance their English oral communication skills.

1.7 Significance of the Study

The findings of this study will have potentially benefits in the following areas:

First, the findings from the present study will promote the integration of technology outside of classrooms suitable to the learners own pace.

Second, the learners can improve their oral communication skills, motivation, self-confidence, social skills, and their literacy in using internet and technology to acquire knowledge to meet their needs.

Third, the findings will promote students' life-long learning due to the availability of various resources through technology online.

Fourth, the findings spark some ideas to the English instructors to use the VBRP Instructional Model as guideline to develop their own model for their teaching of English.

Fifth, the video role play of this study will help the students improve their English oral communication skills in terms of fluency, accuracy, pronunciation, and vocabulary.

Sixth, the exercises and role play activities will enhance the students' self-confidence when confronting the real situations either on their internship or in their daily- lives.

Seventh, the findings might promote the cooperation among the tourism industry stake-holders to produce qualified graduates such as conducting training packages and the cooperative learning program for the rapid growth of tourism industry in Thailand.

Finally, the research instruments such as oral communication rubric, questionnaire, lesson plans as well as semi-structured interview questions will facilitate the novice researcher to apply in their research project or even apply in their teachings.

1.8 Operational Definitions of the Key Terms

The study consists of several key terms in which their definitions are defined as follows:

1. **Instructional System Design (ISD)** in this study refers to systematic guidelines or steps used to develop “A Video Blog-based Role play (VBRP) Instructional Model to Enhance English Oral Communication Skills of Tourism Students.” The ISD provides linear steps for the English language instruction in which each step is developed according to the input from the previous step. The final step is evaluation which provides feedback, or useful information, to revise the instruction.

2. **Role Play** refers to activities in which the tourism students perform a role in the given situations in order to practice their English oral communication skills.

3. **Video Blog** refers to a blog that uses mainly video clips as a media source. It may include texts, still images, audio, and / or movies as well as metadata to further annotate the site. It can be frequently updated by an author and allows the readers to share comments.

4. **A Video Blog-based Role Play (VBRP) Instructional Model** in this study refers to an instructional model in which the researcher analyzed and synthesized the five relevant models of ADDIE, Dick and Carey, Kemp, SREO, and OTIL models as guide lines to develop it. Once the model is developed, it will be used as a guideline to develop VBRP lessons for teaching English for tourism students at MFU.

1.9 The Research Conceptual Framework

The study has two main phases:

1. The development of VBRP Instructional Model
2. The investigation for effects resulting from using VBRP.

The conceptual framework for this study follows the seven steps proposed by Brahmawong & Vate-U-Lan (2009). Those steps include:

- 1) Review related body of knowledge,
- 2) Conduct needs assessment survey,
- 3) Develop conceptual framework,
- 4) Survey experts' opinions,
- 5) Develop first draft of prototype,
- 6) Try out, and
- 7) Revise and Finalize. The research conceptual framework of a VBRP

Instructional Model is illustrated in figure 1.1

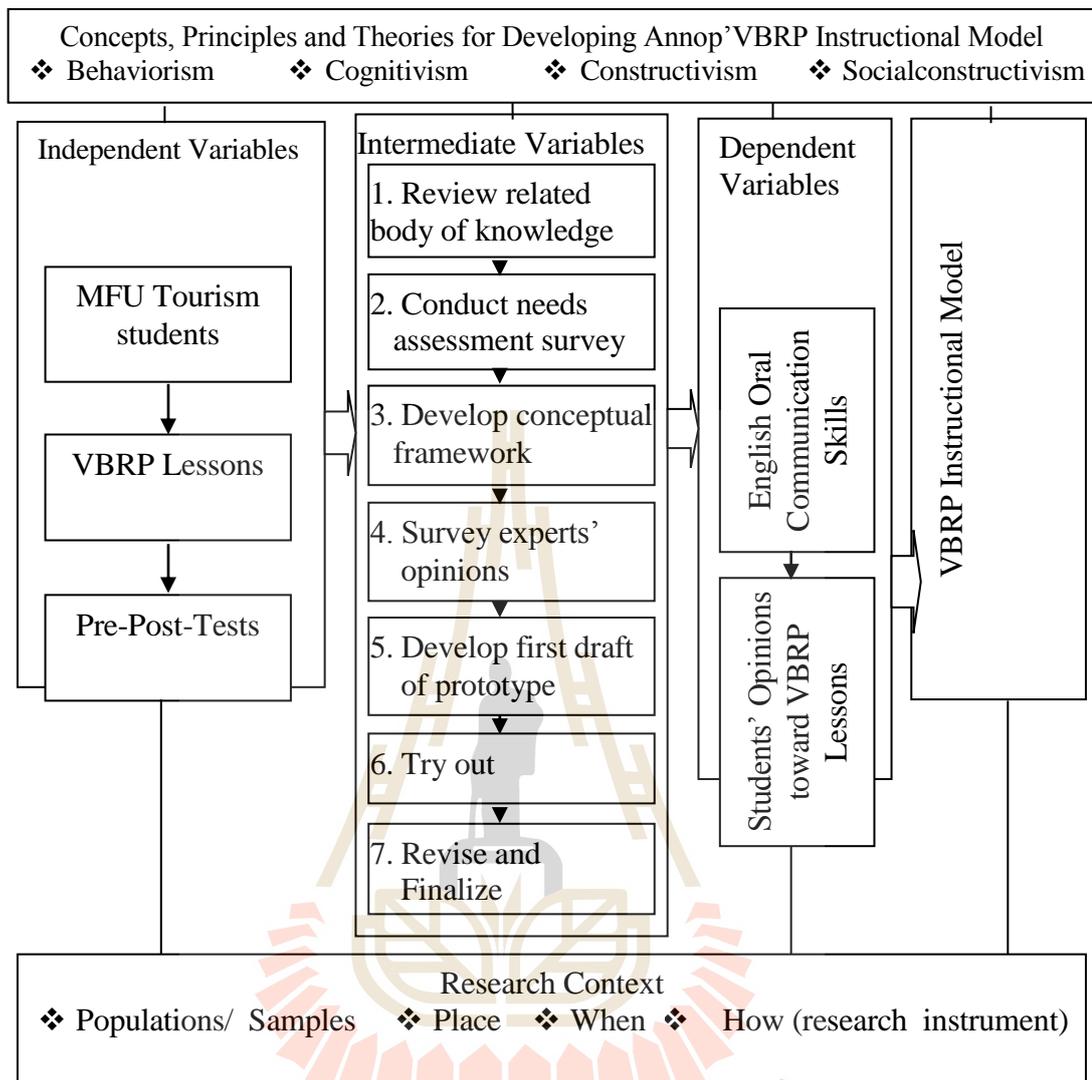


Figure 1.1 Research Conceptual Framework (Adapted from Brahmawong's Seven Steps Model, 2009)

The research conceptual framework of the VBRP is developed based on Brahmawong's Seven Steps Model (Brahmawong and Vate-U-Lan, 2009). According to Brahmawong et. al., (2009), the Seven Steps Model is the steps to construct an education innovation through research and development. Each step which applies in this study is explained as follows.

Step 1: Review the body of knowledge or content relevant to the prototype. To do so, the researcher reviewed the principles of Instructional System Design, relevance instructional models, and learning theories such as behaviorism, cognitivism, and constructivism. Then the researcher analyzed and synthesized the principles, concepts, and theories to create a conceptual framework for developing the model.

Step 2: Conduct needs assessment survey of the prototype. At this step, the researcher found the components, input, procedure, logical steps, and specifications based on the students' needs for the prototype. Thus, the settings, the learning context as well as instructional course contents were analyzed in this step.

Step 3: Develop conceptual framework of the prototype. To develop the conceptual framework, the data obtained from the literature review, the students' needs analysis from the previous steps as well as principles and theories was compiled to create the conceptual framework of the VBRP Instructional Model.

Step 4: Survey experts' opinions. Once the conceptual framework for developing the prototype of the VBRP Instructional Model was created, the framework was sent to the experts in the fields of English language teaching and instructional systems design to evaluate its appropriateness.

Step 5: Develop the first draft of a prototype. At this step, the researcher used the framework which was approved as appropriateness by a group of experts to develop the first draft of prototype of the VBRP Instructional Model, then consulted with the thesis advisor prior sending to three experts in the fields of English language teaching and instructional systems design to evaluate the appropriateness of the VBRP Instructional Model. After that the researcher revised the model in following the experts' comments and suggestions.

Step 6: Try-out. This step aims at testing the efficiency of the prototype through three different types of tests “individual testing”, “small group testing”, and “field testing” and trial run (experiment).

Step 7: Revise and Finalize. This final step is to revise and summarize the prototype. To do so, the researcher used the results obtained from the previous steps to revise the model in order to complete the VBRP Instructional Model which was the final product of this study.

In order to determine the variables for the present study, the researcher reviewed language instruction principles and theories on a video blog, role play activities, ISD Model in an English for tourism course as well as the context including who are the respondents, where does it take place, when to do the experiment, and for how long to enhance MFU tourism students English oral communication skills. The developed VBRP Instructional Model will be used as guidelines to develop the VBRP lessons which will be used in a main study. Prior taking the VBRP lessons, the MFU tourism students will receive English oral communication pre-test, then the treatment for about six weeks and then they will receive an English oral communication post-test. The respondents will then be evaluated from their achievement scores and then be required to answer questionnaire regarding their opinions toward VBRP lessons how useful it was, etc.

1.10 The Outline of the Thesis

The organization of the present study is as follows:

Chapter One introduces the background of the study, the research problem, the rationale of the study, the research objectives, the research questions, the expected outcomes, operational definitions of the key terms, the outline of the thesis, and the research conceptual framework.

Chapter Two reviews the related theoretical frameworks for the study which includes English for Specific Purposes (ESP), English for tourism, oral communication skills, role play, Technology Enhanced Language Learning (TELL), video blog, Instructional Systems Design (ISD), and learning theories. Furthermore, previous empirical studies in the oral English communication field are reviewed.

Chapter Three elaborates on the research methodology of this experimental study, including research design, participants, research instruments, construction and efficiency of the instruments, data collection and data analysis.

Chapter Four presents the research results and overall findings from this study. The students' opinions about the VBRP lessons and discussions how the findings answer the research questions are also present in this chapter.

Chapter Five elaborates the development of the VBRP Instructional Model, the components of the VBRP lessons, and the effectiveness of the VBRP lessons.

Chapter Six presents the research conclusion, implications and makes suggestions for further studies.

1.11 Summary

This chapter has given an overview of the background to this study. The existing problem and rationale of the study are then discussed, followed by the proposed research objectives and research questions. It also includes the significance of the study and the definitions of the key terms. The related theories and previous studies on role play, video blog and ISD in both Thailand and overseas will be reviewed in the next chapter.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature relevant to the study. It begins with English for Specific Purposes (ESP) followed by English for Tourism, and oral communication skills will be discussed. Then, Role play, TELL, Blogs, Video blogs, Instructional Systems Design, and theories related to the video-blog role-play instructional model will be presented respectively. Finally, previous empirical studies to enhance EFL learners' speaking will be elaborated on.

2.1 English for Specific Purposes (ESP)

Unlike General English, ESP focuses on the context of language rather than on grammar teaching and language structures. ESP courses are varied such as accounting, computer science, business management and including tourism. The notion of teaching ESP is to integrate English into a subject matter area being significant to the learner rather than to separate English subject from the students' real world. Regarding to the emergence of ESP, Hutchinson and Waters (1987) proposed that ESP grew out of a number of converging trends, which are related to three main factors: the demands of a New World, a revolution in linguistics, and the focus on the learner.

First, the end of World War II in 1945 resulted in a tremendous expansion in scientific, technical and economic activity worldwide (Hutchinson and Waters, 1987).

The expansion called for an international language. Various reasons, especially the economic power of the United States in the post-war world, had accelerated English to be the key to the international technology and commerce; thus, such people as businessmen, mechanics and doctors, needed to learn English for their specific fields. This led to the development of ESP courses. Another event in the acceleration of ESP was the Oil Crises in the early 1970s, which resulted in a huge transferring of funds and Western expertise into the oil-rich countries. As a result, English became a subject not only for language teachers and students, but also for different groups of people who needed English for professional purposes.

Second, the study of language has shifted its focuses. Traditional linguists used to emphasize describing language features, but since the 60s and 70s linguists have shifted into exploring language used in real world communication. Hutchinson and Waters (1987) pointed out that spoken and written English can be used differently in real communication. This notion shed light on the development of courses, i.e. tailor-made language instructions, to meet the needs of learners in a specific context. Thus, in the late 1960s and the early 1970s many linguists endeavored to describe English for Science.

Finally, educational psychology moved its focus to learners and their attitudes to learning. As learners' needs, interests might influence their motivation to learn, the course developers had to develop courses according to learners' needs and interests, take texts from the learners' specialist area. When the English course was relevant to their needs, it improved the learners' motivation and made learning better and faster.

It can be said that ESP emerged due to three reasons: 1) the transferring of funds and technology, including experts in different fields, from the West to the East, 2) the

studies in linguistics, which shifted from describing language features into real world language use for communication, and 3) a response to the learners' different needs and interests. The significance and high demands of ESP called for the development of ESP which has been done through several phases. Next section will provide some useful information about the development of ESP.

2.2 Development of ESP

Since its beginning in the early 1960s, ESP has undergone five main phases: 1) register analysis, 2) discourse analysis, 3) target situation analysis, 4) skills and strategies, and 5) a learning-centered approach. At present, ESP is at the fourth phase of development and will enter into the fifth phase soon.

Phase 1: Concept of Special Language: Register Analysis

This stage appeared mainly between 1960s and 1970s. The works of Peter Stevans (Halliday, McIntosh and Stevens, 1964), Jack Ewer (Ewer and Latorre, 1969) and John Swales (1971) were associated with this stage. At this stage, it was proposed that each field of study had its own specific register. For instance, English for biology differed greatly from the English of electrical engineering. The aim of analysis was to clarify the linguistic features that could be taken into syllabus. A Course in Basic Scientific English written by Ewer and Latorre (1969) was a good sample of the syllabus with its own linguistic features. According to Ewer and Hughes-Davies (1971), the purpose of Ewer and Latorre's (1969) syllabus was to produce a syllabus that gave high priority to the language forms which students would need to use in their science studies.

Phase 2: Beyond the Sentence: Discourse Analysis

Although ESP had emphasized language at the sentence level at the first stage of its development, with the emergence of discourse analysis or rhetorical analysis shifted ESP's focus from the sentence level to a level beyond the sentence to understand meaning from how sentences were bound in discourse.

Phase 3: Target Situation Analysis

The third stage of the ESP development used the existing knowledge as a scientific basis to create procedures for related language to find out the reason for learners' learning. The learners will be able to respond adequately in a target situation by using the language they are learning. Then, the process design of ESP consists of clarifying the target situation and later conducting an analysis of the linguistics features of that particular situation. A syllabus for an ESP course will be formed by identifying the particular features. The target analysis set out by John Munby in *Communicative Syllabus Design* (1978) exemplified an analysis of the target situation. Munby's model explained in detail the learners' needs in all aspects, such as communication purposes, communicative setting, the means of communication, language skills, and the structure.

Phase 4: Skills and Strategies

The fourth stage of ESP focuses on a thinking process that attempts to discover skills and strategies underlying language use, which are commonly integrated into reading or listening courses. The main idea behind the skill-centered approach is to underlie all language use for interpreting the process, which enables us to gain meaning from discourse; for example, guessing meaning of words from context.

Phase 5: A Learning-centered Approach

The earlier stages of ESP were all based on descriptions of language use. The description is of surface forms in the case of register analysis, or underlying processes in case of the skills and strategies approach. Each case was concerned with describing what people do with language; however, for ESP a central concern is not with language use but with language learning. A solid approach for ESP is to thoroughly understand the language learning process. This leads to the fifth stage of ESP development or a learning-centered approach.

The increasing demands of many stakeholders have resulted in the development of ESP programs. Johns and Price-Machado (2001) proposed five factors for the course developers to take into account which are: stakeholders in the project, availability of teachers, authenticity issues, curriculum decisions, and assessment.

As regards the stakeholders, they may be employers, an agency, a government, an educational institution, or students. The stakeholders may want their employees or students to be trained in particular language skills and they are often the source of funding.

The second factor to be considered is the teachers who involve in the program. These teachers should be familiar with ESP, the specific vocabulary and discourse, and the necessary processes for training the students in a particular context and be able to analyze the language knowledge and skills needed for the particular areas that they are going to teach.

The third factor is an authenticity issue. It will benefit learners if they can use English in a real context but if it is not possible, the teacher should find other ways to

provide learners with authenticity. Analyzing the target situations in which the learners will use English in the future is one of the alternatives, and then the results can be incorporated into the curriculum.

The fourth factor related to ESP program planning is to make curricular decisions. The course developers should select the teaching approaches relevant to learners' particular linguistic needs. In addition, they must select suitable materials and resources for classroom usage.

The final factor involved in ESP program planning is assessment, which may be either formative or summative evaluation (Douglas, 2000, Johns & Price-Machado, 2001). The ESP assessment should be appropriate to the target instruction context (Douglas, 2000). Thus, in order to evaluate the students' oral communication performance in the study, the researcher will use oral assessment.

To develop the VBRP lessons for teaching English for Tourism, the researcher also takes the five mentioned factors into account. First, the demand of the MFU Tourism Program and the tourism industry establishments which accept the Tourism Management Program Students as internship are considered in designing the course. Second, a needs analysis of the students, particularly of the target situations, is conducted for designing the course. It is found that the MFU Tourism Management Program students are poor in oral communication. Describing things, giving information related to tourism destination, explaining culture, and events as well as dealing with complaint are essential for their future careers. Third, the course design will integrate authentic daily spoken language into the classroom. Fourth, the students will be evaluated in terms of their oral communication performance both before and after taking the course.

In order to design the ESP Courses, the course developers need to conduct the needs analysis from the stakeholders (students, university, end-users, and etc.) as to respond precisely to the needs and interests of the learners and to maximize its effectiveness for the end-users. As an example of ESP courses, English for Tourism will be described in the next section.

2.3 English for Tourism

English for tourism is one of the most attractive vocational areas of ESP, because learners around the world are tourists on countless occasions and may bring their own experiences to the classrooms. For example, the program might develop reading skills for the students who want to work in business administration or emphasize speaking skills for students who intend to become tourist guides. The main focus of teaching English for Tourism is that English is integrated into a subject but not separated from the students' real world.

Most studies in the field of English for Tourism have focused on the needs analysis, the required skills in the work place, and the adequacy and appropriateness of the instructional materials and strategies (Simion, 2012). Al-Khatib (2005)'s study examined the communicative needs of tourism and banking personnel by exploring their perceived needs, wants, lacks and attitudes toward English, particularly what should be included and what could be excluded. Therefore, the type of work plays a vital role in evaluating and using English.

Communication skills are the most necessary when a travel agency worker needs to offer destination guides, write and send email and faxes, make on-line ticket or

hotel booking, and et cetera. The results revealed that writing skills are the most important skill for tourism personnel. On an EOP course adequate language learning and professional strategies are required in the field of tourism for instruction. It is suggested that tourism students should realize the importance of English in their curriculum because English is an essential tool in their future, such as to manage activity, to provide tourist information or to promote tourist attractions. Tourism students should be highly motivated to learn not only oral English skills but also written English skills, because in their career they need to be able to polish written documents, record telephone conversations, make presentations, attend fairs and conferences as well as understand all types of written information on tourist destinations. Thus, in order to teach English for Tourism, it is necessary to identify learners' needs and select appropriate teaching materials so that it can fulfill the requirements of both tourism students' future careers and the prospective customers.

Tourism is increasingly important to the development of a country's economy in many parts of the world, including Thailand; thus, the tourism sectors demand people who are able to communicate well in English. English is now widely used as a medium for communication in international travel, business meetings, academic conferences, community rallies, sport occasions, military occupations and other official gatherings, transportation and accommodation (Crystal, 1997). In addition, safety instructions for the airlines, hotel information on emergency procedures and major locations are presented in English as well as local languages.

English for Tourism courses have been taught in many countries, including Thailand. For example, Saint Mary's University TESL (Teaching English as a Second Language) Centre, Canada offers "English for Tourism and Hospitality" courses for

learners to familiarize them with the language skills in the tourism and hospitality industry, such as hotel management, food and beverage services, travel agencies, tour operators, and recreation services. The course provides the learners with the language development skills needed for the tourism and hospitality industries. The APU Cambridge Center for English Language Studies in UK also provides EFL courses to people who would like to have careers in travel agencies, airlines, hotels, tour operators, national tourism boards and information centers. The course is designed for learners to become effective communicators in English in the workplace of tourism and hospitality industries. To achieve the teaching goals set, the course focused on reading, writing, and speaking skills related to the language needs in the workplace as well as English for daily communication. An English for Tourism course is taught in many universities in Thailand, such as Bangkok University, Chiang Mai Rajabhat University, Khon Kaen University, Lampang Rajabhat University, Mae Fah Luang University, Mahasarakham University, Naresuan University, Prince of Songkla University, and Ubon Ratchathani University.

The universities in Thailand provide English for Tourism courses differently, however according to the broad course description of English for Tourism, teachers are fully authorized to design course syllabus, and select teaching materials and activities. The course requires specific English rather than the General English used in daily lives; however, some English teachers who teach English for Tourism have never been working in the tourism industry before. As a result, they might focus on reading, and writing, rather than listening and speaking, or just follow the textbooks provided by the publishers. Therefore, difficulties seem unavoidable.

The existing textbooks that are most widely used to teach English for Tourism are mainly written by Thai scholars. For example, English for Tourism I published by Sukhothai Thammathirat Open University, “Communicative English for Tourism” written by Utawanit (1999), Thammasat University, A Survey of Thai Arts and Architectural Attractions: A Manual for Tourist Guide published by The Continuing Education Center (1998), Chulalongkorn University, and “English for Tourist Guide” written by Parasakul (1998), Dhurakitpundit University Press. But some international textbooks are also used such as “English for International Tourism” by Dublicka and O’Keeffe in 2003, and “Oxford English for Careers Tourism 2,” Student’s Book by Walker and Harding in 2009.

According to the desire and interest of the teacher, various activities are used for teaching English for Tourism, such as Role play, discussion, presentation, handout, project assignment, clips, video, campus tour, field trips, online lessons, and etc. Despite the interesting and diverse activities, many Thai Tourism students still perform poor English and could not communicate well in English. This might result from their limited exposure to the environment where English is used naturally and authentically, or their fear to make mistakes when speaking English. Many students do not need to use English out of class, and/or, they are happy to sit quietly in a passive manner in class. As a result, many Thai students cannot develop their communication skills, not being able to communicate in English.

Although teachers can freely design what to teach, some teachers have not realized that oral communication is the most crucial in the tourism industry. Therefore, oral communication skills will be discussed in the next section.

2.4 Oral Communication Skills

Teaching English for Tourism should focus on the oral communication skills, which are the foundation of communication. According to Gillian (2005), oral communication plays a significant role for students to develop their personality and social ability. It facilitates them to gain an understanding of themselves and others, and enhances their social relationship. Vogel (2000) also points out that “Oral Communication is at the heart of all social life. It is in our communication with others that we develop, articulate, and manage our individual identities, our interpersonal relationships, and our memberships in our communities” (p. 65). Furthermore, Willy (2000) proposes three criteria for oral communication competence: fluency, clarity, and sensitivity, which have been adopted in many evaluation rubrics.

2.4.1 Nature of Oral Communication Process

Oral communication is a two-way process between speaker and listener that involves both productive skill as speaking and receptive skill as understanding (Brumfit, 1998). Both speaker and listener perform a positive function: the speaker encodes a great deal of information into a message which usually contains; meanwhile, the listener decodes the message assisted by the prosodic features of stress and intonation and gestures of facial and body movements. Larsen (2000) proposes the following goals for teaching oral communication:

1) Oral Production

The main goal for teaching oral communication skill is oral fluency (Larsen, 2000). It is an ability to express oneself comprehensibly, reasonably, accurately, and without too much hesitation. To achieve this goal, students need to be brought to the stage where they can imitate a model so that they can freely use language to express

their ideas. Thus, the teacher needs to give the students two complementary levels of training: a) practice in phonology and grammatical patterns with vocabulary, and b) opportunities for personal expression.

2) Interdependence of Oral Skills in Communication

It is often necessary to concentrate on developing speaking skills in the lecture; however, oral communication involves both speaking and listening skills (Mabroux, 2003). Thus, these two skills should be integrated in the situations which provide authentic communication and learners are taught to communicate in such situations through repetition and clarification.

3) Intelligibility

To become effective communicators, learners must have sufficient knowledge of grammar and vocabulary (Abuu, 2002). It is also important to concentrate on essential features such as key sounds, weak forms, basic stress and intonation patterns.

2.4.2 Components of Oral Communication

Thordores (2001) proposed two components of oral communication (speaking): language features and mental/social processing.

2.4.2.1 Language Features

The language features essential for spoken production consist of: a) connected speech, b) expressive devices, c) lexis and grammar, and d) negotiation language.

Connected Speech: Apart from individual phonemes of English, effective speakers of English also need to be able to produce fluent connected speech. Thus, the teacher should engage students in activities designed particularly to practice their connected speech.

Expressive Devices: Native speakers of English express different emotions by physical and non-verbal means, such as changing the pitch, stress, volume or speed of particular part of utterances. Thus, students should deploy some supra-segmental features and devices to become effective communicators.

Lexis and Grammar: Lexical phrases are used to perform some particular language function, such as to agree or to disagree, and to express surprise or approval. So, teachers should equip learners with a range of phrases for different functions.

Negotiation Language: Negotiation language helps people seek for clarification. To practice this language, the teacher can give students individual cards with different phrases on them. Then the students use the written language forms on their cards to interrupt and ask what they mean.

2.4.2.2 Mental/Social Processing:

To communicate effectively, the speaker needs to possess the following skills:

Language Processing: To communicate effectively, speakers need to process language in their own heads and put it into order for comprehensible meaning. It is necessary to help students develop habits of their language processing skill rapidly.

Interacting with Others (communicate orally): Because speaking involves interaction with one participant or more, thus effective oral communication involves a good deal of listening and understanding.

Information Processing: Prior to responding to others, the speaker needs to process the received information.

2.4.3 Requirements for Developing Oral Communication Skills

Oral communication, a significant component of communicative competence, involves the linguistic forms and a knowledge of how and when to use the forms (Byrne, 1999). Morely (1999) puts forward nine requirements for developing the oral communication skills: 1) A competent teacher who is fluent in conversation; 2) Appropriate classroom atmosphere; 3) Ample opportunities for students' participation; 4) Clear speaking objectives; 5) Knowledge of the appropriate functional expressions; 6) A variety of learning activities, such as drills, guided conversation and communication; 7) Practice a free oral work; 8) Sensitivity to any changing situation in which communication will take place; and 9) Contextualized language: who is speaking, where and why.

The above requirements are necessary for developing the oral communication skills of learners. They should be provided with opportunities to express what they like or dislike, or to talk about their interests (Morely, 1999). Without being trained to speak, the students' ability to communicate in English may be meager even if they are competent in terms of pronunciation, grammar rules, and sentence formation.

An understanding of the nature and the components of oral communication and the requirements for developing oral communication skills help the teaching of oral communication skills. As Role play involves face-to-face communication, it is one of learning techniques to develop oral communication skills; thus, it is necessary to introduce Role play.

2.5 Role Play

Role play, as an instructional technique, has won an increased popularity for the last four decades. It can provide a great learning opportunity for real world language practice and stimulate students' learning (Salies, 1995). Hence, it can be implemented in a language classroom, particularly in those focusing on the oral communication ability, like an English for Tourism Industry. In this section the definitions, types of role play, and advantages of role play will be elaborated on.

2.5.1 Definitions of Role Play

Different scholars have proposed different definitions of role play (Littlewood, 1981). Collins Cobuild English Language Dictionary (2014) defines role play as “the act of imitating the character and behavior of a type of a person who is very different from yourself, either deliberately, for example as a training exercise, or without knowing it” (p.1526). It implies that Role play may bring situations from real life into the classroom.

The Dictionary of Education defines role play as “ a technique used for training people for jobs. A group of trainees are assigned various positions in the job and each one is required to act out his part under simulated conditions. This gives the trainees a real grasp of the job activities, work situation, etc.” (p. 350). The instructional technique refers to a way of motivating students to develop social interaction skills (Richards and Rodgers, 1992). These skills allow students to engage in real communication so that they can be proficient in sharing information and negotiating meaning in the target language outside the classroom.

Van Ments (1999) defines *role play* as an activity in which students imitate another role in a particular context so that they can learn about themselves, the others as

well as the situation. He also explains how people take roles. Once the roles are defined, the speaker is expecting how he should act, while the listener is expecting how he should react during an interaction. Furthermore, he distinguishes between role play and a trained professional act (Van Mens, 1999). In the role play, a student only needs to provide sufficient information of what character wants and feels, including the appropriateness of language used for the characters, setting, and context. On the other hand, an actor should go further beyond the appropriateness of language used to convince others related to his/her character.

The situation, condition, circumstances or context above may be either structured or unstructured. Roles can be classified in terms of the social function, location context, and function. Social function can be teacher or priest; location context can be a student in a school classroom; and function can be health care professionals for whom in a hospital to take care of people health care respectively.

In the real world people take on different roles at different places and throughout their life (Livingston, 1983). For example, people might take the role of a parent at home, an employee at the work place, a customer at a restaurant, and a patient at the doctor's office. People assume the role of children in their younger years, and later parents. The roles determine the interaction types of their communication, because people have expectations of their roles for possible reactions and appropriate behavior. In other words, speakers anticipate listeners' reaction. If they do not react according to these expectations, confusion will be created, which may lead to communication breakdown.

Littlewood (1990) points out that the role play requires students to take on the roles which they play in daily life. They might engage themselves in a possible real life

situation or play such a role as supervisor, employee, store clerk, customer, health professional, or patient in a made up context. For a role play to take place, participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves (Palmer, 2011). As we have discussed, role play normally “involves simulating processes in real language use, especially in transferring information and decision making” (Johnson, 1995, p. 173). In the role play, the students are given different possible situations to practice speaking in the target language. Therefore, the role play mainly focuses on the language skill of speaking, rather than listening.

As different types of the role play demand different approaches, a detailed explanation of what type of the role play is expected of learners may help enhance their performance.

2.5.2 Classification of Role Play

Based on the purpose of the role play, Ments (1999) made a broad distinction between those role plays dealing with the practice of skills and techniques (the skills development type), and those dealing with changes in understanding, feelings and attitudes. Examples of the first type can be training of salesmen or tour guides where they are asked to rehearse a pattern of behavior in a simulated situation. Examples of the latter might be an attempt to understand the student's attitudes toward a certain social phenomenon, or an exploration of the implications of being a member of a minority group, or a study of certain cultural celebration behavior. A conduction of an instruction must be adapted to the type of role play used. These two broad categories may be subdivided into six functions which the role play can fulfill: 1) to describe; 2) to demonstrate; 3) to practice; 4) to reflect; 5) to sensitize; and 6) to create/ Express. Shaw

(1980) simplified the classification to only two types: structured and unstructured role play. The structured Role play has predetermined goals and relationships. An objective of the role play is to resolve conflicts or to arrive at a compromise solution. The whole exercise is planned in advance to cover a particular situation and to explore it in terms of the way that situation is structured. The constraints and conflicts are built into the roles so that the whole exercise is rather like a case study or problem in which there are one or more solutions to be found. On the other hand, the unstructured role play does not have predetermined end-point and players continue until they don't want to. The players are allowed to explore their own problems or situations. The actions flows freely from the player's own knowledge and wishes, and may take a variety of forms and directions.

Similarly, Wohlking (1980) classified the Role play into method-centered and developmental role plays. The former which resembles Shaw's (1980) structured role play is designed to develop the player's skills in specific procedures, methods or techniques. The session is assumed to deal with situations which consist of series of short problems that can be solved by following proper steps or procedures. The developmental role play, similar to Shaw's unstructured type, deals with learning about attitudes and motivations. It involves relatively complex situations and is a process of integrating and applying learning from different sources, including the student's own background knowledge and experience. The behavior of the role player is spontaneous and not modeled on an example provided by the teacher.

Nunan (1990: p. 68) suggested that role play “can be wholly scripted or wholly improvised, students are given choice in what to say and there is a clear aim to be

achieved". This conforms to Shaw's (1980) structured and unstructured Role play, or Wohlking's (1980) method-centered and developmental role play.

The role play complies with social constructivism, a cooperative learning method in which students interact with the teacher and/ or with one another (Powell & Kalina, 2009). Powell and Kalina (2009) regard social interaction as an essential part of the learning process. Role play asks students to take on identities in a context according to the script. Ishihara and Cohen (2010) propose that in some situations speakers need to consider not only the meaning of words but also appropriateness of language use. However, language appropriateness varies from culture to culture. In this study, the role play is employed to develop communication skills, thus, it belongs to structured, method-centered, or scripted role play.

2.5.3 Benefits of Role play

There are several benefits from using role play in foreign language teaching and learning. Some educators (Maxwell, 1997; McMaster, 1998; Sato, 2005) have summarized benefits of the role play in language teaching and learning as follows:

First, the role play provides students with meaningful contexts to practice the target language. It provides authentic language experiences and helps students to improve vocabulary (Cook, 2000; Sullivan, 2000a). The different types of the role play activities create different meaningful contexts for the students to practice the target language as they need to take different roles (Makita, 1995). By doing so, the students consolidate and review their knowledge of word order, phrasing, and punctuation to convey meaning as in a written sentence. The students should link their knowledge gained in the classrooms to daily life in which they acquire either visually, aurally, and kinesthetically so that they can recall the language context they may have forgotten it previously.

Second, the role play also helps to promote the students' interpersonal and communicative skills (Milroy, 1982). Although the conventional teaching method can help the students to acquire language knowledge, using language in actual interpersonal situations is the best way to develop communication skills. In addition, different role plays provide the students with opportunities to rehearse their oral skills and different types of behavior. For example, the role play between a customer and a waitress at a restaurant helps the students to consolidate their knowledge about specific vocabulary and grammar used in similar situations and behaviors that the students can observe in similar situations. Hence, the role play can promote effective interpersonal relations and social transactions among the students.

Third, the role play helps to increase students' motivation. When doing role play, the students can express their feelings and relate the learnt knowledge, instead of sitting still and listening to the lecture. As the role play stimulates the students' interaction, the class will be more interesting and learners will be more involved in learning. During the role play, the students can also present and monitor their own comprehension of the context. In addition, the feedback they receive will help them to find and correct their mistakes to improve their language skills efficiently. Hence, the role play can stimulate every student to learn.

Fourth, the role play offers the students a variety of experiences and improves their language skills. According to Ur (1996), the role play is one of the effective speaking activities to develop learners' ability to express themselves through speech. The role play not only improves learners' verbal interaction skills but also promotes their other language skills, such as reading and writing (Scarcella and Crooksl, 1990). People who know a language are referred to as a speaker of that language, but speaking also requires other kinds of skills.

Fifth, the role play helps to improve students' cultural and nonverbal behavior. Because language and culture are correlated, thus, it is difficult to teach them separately (Scarcella & Crookall, 1990). In order to study a foreign language, some students tend to feel frustrated by language stress and culture shock. Thus, the teachers should be aware of foreign language anxiety and try to make the students familiar with the culture (Horwitz and Cope, 1991). Because students need to play different roles in different settings, therefore the role play helps the students to know a wide range of cultural activities relevant to daily life settings, such as greetings, apologizing and self-introduction. Instructions of cultural knowledge together with the role play enable the students to consolidate their knowledge in a practical way. Apart from verbal interaction, nonverbal interaction is also important in communication. This includes culture-specific facial expressions and body movement. As Kodotichgova (2001) mentions, role play is a way of co-teaching a second language and second language culture. Students can get to know the culture and language more deeply in role play activities in different situations.

Sixth, the role play helps to improve personal development (Woodhouse, 2007). In Woodhouse's case study, he used video-taping the performance of nursing students to observe their personal development in behavior of individuals. Woodhouse noticed versatility of the role play that it helps the learners to develop cultural competence, confidence, and self-efficacy as well as the ability to deal with difficult situations such as suicide and breaking bad news. The role play can be used with various topics such as interviewing, counseling skills, personal relationships, team working, leadership and cultural studies

Finally, the role play promotes interactive communication skills (Snyder and DeSelms, 1983; Tompkins, 1998). In order to complete the given role play tasks, the students have to use the target language for communication. As the students interact with one another in the target language, they can develop self-esteem and understand one another.

According to Scarcella and Crookall (1990), the role play assists second language acquisition by: a) exposing learners to a large quantity of comprehensible input, b) actively involving learners in the acquisition of speaking/listening, c) promoting learners' positive affection, including desires, feelings and attitudes.

It can be concluded that the role play provides several benefits to language learners; for instance, to improve their speaking skill, confident, social interaction, leadership and culture. In addition, it also provides meaningful context and authentic language use. The role play is indeed a good way to get second language learners to speak and interact, and to promote learners' personal growth and development. Therefore, many language teachers have implemented the role play in their language classroom. To make their role play more effective, language teachers may follow some procedures.

2.5.4 Procedures of Role Play Implementation in the Language Classroom

According to Cameron (2001), the role play in the language classroom should be appropriate for children's age and social-cultural experience. The learners should be given opportunities to use the target language from simple dialogues to more advanced interactions. In addition, the activities should be interesting, exciting, and motivating and the learners focus more on the meaning than the language accuracy. Cameron (2001) further suggested that prior to the role plays, the learners should be introduced to

key vocabulary and expressions that will be used. Bygate (1987) added that using role cards or cue cards can help the learners to understand their roles to be taken on. Moreover, the learners should be given enough time to read the necessary information and to formulate their ideas (Lucantoni, 2002). The teachers should ensure that acting in the role play, the learners will not get penalties even if they make mistakes.

The Center for Learning Enhancement, Assessment and Redesign (CLEAR) proposed six possible ways to incorporate role play into a language classroom (CLEAR, 2013). First, if the class is rather shy, the teacher can assign a small in-class activity that involves a few volunteers, with the rest of the class offering feedback. Second, when learners are beginners, the teacher can have students practice a demonstration or teaching activity using role play. Third, for the complicated role play activity, the teacher can assign a role play activity for which the students must prepare in advance by reading material, without designating the specific roles until the day of the activity. Fourth, when the class is composed of advanced learners, the teacher can assign a lengthier group project in which the learners must research the topic and communicate outside of class, perhaps online, with the specific roles also assigned in advance. Fifth, the teacher can give a mini-lecture and then have a break-out session to allow students to role play in small groups. Lastly, in a blended course, the teacher may use class meetings and online discussion boards for role play activities that are based on online content. Language teachers should choose the way according to the teaching situation.

Huang (2008) proposed the following six-step procedures for implementing the role play:

First, the teacher needs to decide what teaching materials will be used with the role play activities. The teaching materials could be either created by the teacher

him/herself, or taken from any existing resources, such as text books, story books, and play-scripts. However, the teaching materials should be interesting, relevant to the students' level, and appropriate for objectives and teaching.

Second, the teacher needs to choose situations and dialogues, which could come from the teaching materials, the teacher, or students themselves.

Third, the teacher should ensure that the students know the vocabulary, sentences and dialogues when performing the role play.

Fourth, the teacher should have the students practice the role play either in pairs or in small groups. After a few rounds of the role play, the teacher should have the students switch the roles. This could help the students practice different roles in the role play. Once they have enough confidence, they can be asked to perform the role play in front of the class.

Fifth, once the students have finished or been familiar with the original role play situation, the teacher should have students to modify the situations and dialogues or to create a different role play.

And finally, the teacher should evaluate and check students' comprehension. The evaluation can be made by observing students' interaction, practices, and the role play performance, or through oral and listening tests related to the role plays.

Kodotchigova (2002) also put forward six-step procedures for implementing the role play:

The first step is to select a situation for the role play. The situation must meet the students' needs and interests (Livingstone, 1983) which provides students the opportunity to practice what they have learned. To ensure that the situation is

interesting, having students choose the situations for themselves from different resources could be a good idea.

The second step is to design the role play appropriately to the students' language proficiency levels (Livingstone, 1983). It is suggested that students of the low intermediate or more advanced level should be given situations with problems or conflicts, which can motivate them and work better.

The third step is to predict the language needed. According to Livingstone (1983), the prediction of language needed is possible at the beginning level and is difficult at a higher level. New vocabulary should be introduced prior to the role play (Sciartilli, 1983). The teacher writes down what the students dictate on the board and writes down some useful expressions in order to introduce new vocabulary and to give the students confidence in doing actual role play.

The fourth step is to make factual preparations in order to provide the students with concrete information and clear role description. For an advanced class, the cue card for the role can include descriptions such as imagined name, status, age, personality, and interests, so that the students can identify with the characters. The second person "you", instead of the third person "he" or "she", is suggested in the description. If one's role presents a problem, s/he only needs to state the problem with no solutions. The cue card might contain detailed instructions.

The fifth step is to assign the roles. The teacher can ask for volunteers to perform the role play in front of the class (Yardley-Matwiejczuk, 1997), or to plan in advance to designate a certain role to a particular student. Horner & McGinley (1990) suggested that if the whole class has fewer people than expected and can represent only one role play group, the teacher might remove some minor roles. If there are more

students than the roles, two students can play the same role (Shaw, Corsini, Blake & Mouton, 1980). While the students doing role play, the teacher should not interfere, but make notes the errors they make to provide feedback for further practice and revision.

The last step is to follow-up. It is suggested that in this step the teacher should debrief, but not to analyze the mistake the students make, because it can ruin their confidence and willingness to do the other role play (Livingstone, 1983). Besides, the teacher asks every student's opinions on the role play and accepts their comments (Milroy, 1982; Horner & McGinley, 1990). In addition, the teacher can distribute evaluation questionnaire and conduct group discussion.

The role play reflects the philosophy that people firstly share the meanings then clarify their understandings of meanings and finally change their meanings if necessary (Gangel, 2005). According to Gangel (2005), principles for effective role play consist of preparation and playing phases. He explains that at the preparation phase the teacher needs to: 1) define the problem, 2) create a readiness for the role(s), 3) establish the situation, 4) cast the characters, 5) brief and warm up, and 6) consider the training. While at the planning phase, the teacher should: 1) act, 2) stop, 3) involve the audiences, 4) analyze the discussion, and 5) evaluate.

In conclusion, the implement of the role play in a language classroom involves three phases: 1) to investigate learners' needs and problems. The structure and objectives must be set clearly. The class size can vary from a small group to a big group; 2) to design the role play activity, including the situation, roles and teaching material. Situations can vary from simple to complex. The role play situation must be interesting and appropriate for the learners' English language proficiency level. The students should be involved in all processes starting from selecting the situation to

evaluation; and 3) to follow up the role play. The teacher should keep in mind that his/her role is to facilitate learning; thus, during the role play if the students make any errors, s/he should wait until they finish the task. The teacher can note down the errors and correct them later in an appropriate way, not to interrupt the students leading to decrease their confidence. Now we live in a world in which technology, especially the Internet, permeates every aspect of our life, including education. The next section will introduce the integration of technology with language learning.

2.6 Technology- Enhanced Language Learning

Currently technology plays such a significant role in foreign language teaching and learning that most classes have used technology to replace conventional classroom instruction. In modern language classrooms, technology can refer to more traditional types such as cassette recording, CDs, and films, digital photos or videos, to modern types such as the internet, the language laboratory, media center or resource center (Angell, Dubravac and Gonglewski, 2007). With adequate teaching training and support, the teacher can use language laboratory or resource center to enhance instruction. In the next section, the introduction to Technology-Enhanced Language Learning (TELL), its history, the types of media used in TELL and its advantages and disadvantages in foreign language teaching will be explained respectively.

2.6.1 Introduction to Technology-Enhanced Language Learning

According to Bush and Terry (1997), TELL deals with the effect of technology on second language teaching and learning. It refers to the use of the computer to display multimedia by the language teacher as a means of language teaching. However, TELL is not a teaching method itself, but an assistance to teaching. TELL is compatible with

Computer Mediated Communication (CMC), and helps the students speak and write in a target language, which is very important in a foreign language teaching process.

2.6.2 The History of Technology-Enhanced Language Learning

During the early 1970s, TELL was first known as CAI (Computer Assisted Instruction), and/or CALL (Computer Assisted Language Learning). At that time many instructors were reluctant to adopt CAI/CALL in the classroom, feeling that the computers were a machine of obstruction and had no place in the classroom. Olsen (1979) conducted a survey on the perception of CAI/CALL in the language department during 1978-1979. It turned out that the respondents had negative attitudes towards CAI/CALL, thinking that it wasted time, money, and energy.

In the 1980s, the sales of computer jumped from 724,000 units in 1980 to 2.8 million units. 48.9 million units were sold in 1994 (Bush and Terry, 1997). With the booming of technology, many educational institutions began to integrate technology, particularly in the form of computer-mediated communication and automated online exercises, into the educational environment. CAI/CALL was later transformed into TELL, in which teachers applied the technology to their foreign language teaching.

Several scholars have investigated effects of TELL (Chenoweth, Ushida & Murday, 2006), and they have found that TELL can increase authentic input (Earp, 1997), provide opportunities for linguistic practice, review, and feedback (Bush, 2008; Rosell-Aguilar, 2005), improve students' basic skills (grammar, vocabulary, listening, pronunciation, reading, and writing) (Chun, 2007; Corbeil, 2007; Taylor, 2006), promote the students' participation in a learning process (Salaberry, 2001), personalize learning for learners with different learning needs and of different learning styles (Gimenez, 2000), and foster deeper cultural learning (Dubreil, Herron & Gole, 2004;

Hager, 2005). Sharma (2011) has explored six current, useful and interesting forms of technology to enhance language learning: podcasts, interactive whiteboards, blogs, wikis, Virtual Learning Environments (VLE's), and Mobile learning.

a) Podcasts

A podcast is an audio file, which can be downloaded from the internet and can be played on a computer or by a mobile device such as an iPod. Podcasts can be copied to an mp3 player so that it is convenient for listeners to take along wherever they want to. Different kinds of podcast are available presently, e.g. CVD-ROMs enclosed in the language teaching course book. Podcasts can also be created by both the teachers and the students themselves.

b) Interactive Whiteboards (IWBs)

Interactive whiteboards (IWBs) can be made possible for memorable presentations by using the screen display tool (Schmid, 2009). It is easy for the teacher to review a lesson if they can create all the flip-charts on the IWB in any given lesson. However, the IWB is sometimes criticized for creating a teacher-centered classroom, but in fact it doesn't have to be teacher-centered depending on how it is used.

c) Blogs

Blogs are online diaries which originally maintained by an individual. Blogs can include graphics and video. The posts on blogs or blogs entries are displayed in reverse-chronological order. Class blogs provide students a chance to display their work for a wide range of readers so that the students can receive feedback.

d) Wikis

A wiki is a collaborative website that is easy to create and edit. The most famous one is Wikipedia. Wikis are very useful for practicing collaborative writing and

the teacher can see changes by clicking on a “history” button. However, some students prefer input and feedback, particularly in terms of accuracy, directly from the teacher, rather than from peers.

e) Virtual Learning Environment

A Virtual Learning Environments (VLE) is “a collection of integrated tools enabling the management of online learning, providing a delivery mechanism, student tracking, assessment and access to resources” (JISC infoNet). VLE is commonly known as Blended Learning, which contains communication tools such as a bulletin board, quizzes and tracking tools (Sharma, 2011). Moodle and Blackboard are examples of VLEs.

f) Mobile Learning

To be exact, M in the M-learning can be “the mobile-phone or Smart-phone; the iPod; iPod touch or mp3 player; the laptop, notebook; the Tablet PC; iPad; and e-book reader” (Sharma, 2011, p. 3). Mobile learning, or M-learning, is “learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies”. The context of M-learning can be different from the classroom (e.g. students use their smart-phones for research) and receive “e-mail of the day” from the teacher.

2.6.3 Main Types of Media Using Technology-Enhanced Language

Learning

According to Bush and Terry (1997), the media using TELL can be divided into four groups: 1) sound (audio), 2) films (video and audio), 3) images/graphics, and 4) text. The first category is sound (audio), including radio broadcasts, recorded playback of speeches, and recorded storytelling. The second category is films (video and audio),

including short films, interviews, and full length full feature movies. The third category is images or graphics, which consists of charts, paintings, and photos. The final category is text, like essays, journals, articles, email, chatting, and books.

Bush and Terry (1997) added that different types of media can be used according to types of the activities in TELL, the number of learners, i.e. whether they learn individually or in groups, and the areas of language learning. For example, the dialogue (audio) activity cannot be used individually, but only in groups, to promote pronunciations, vocabulary, and context. The Audio recording playback (audio) can be used both in groups and individually to practice pronunciation, vocabulary, context, and comprehension. Similarly, the film can be used to promote nonverbal communication, pronunciation, context, and vocabulary at both individual and group levels. Finally, online journal or text can be used to promote reading, writing, syntax, spelling, vocabulary, context, and comprehension both individually and in groups.

2.6.4 Advantages of Technology-Enhanced Language Learning

As mentioned above, TELL may enrich second language teaching and learning. Bush and Terry (1997) summarized three advantages of TELL Learning:

- 1) Compared to the traditional teaching styles, TELL can provide multimedia instruction to motivate language learners. Learners can choose the medium according to their learning styles. Besides, TELL can provide multi-level learning resources so that learner can choose the learning material suitable for their abilities. When learners become active participants in the classroom, they have a chance to exercise their creative skills and practice communication.
- 2) TELL makes language learning an interactive and dynamic process. Here, knowledge is not perceived as something that

can be received passively. Learners can exchange information among themselves and construct meanings.

3) TELL provides a student-centered leaning environment in which students can sequence what to be learned. For example, they can begin with grammar program and end up with vocabulary building game. Besides, students can control the pace of progress. Moreover, since the target language is used as a means of instructions in the software, the students can develop their vocabulary, comprehension, spelling, and even pronunciation when the software includes voice. Apart from language learning, the learners can also learn culture through technology, which is meaningful communication for them.

Bush and Terry (1997) summarize that TELL gives students control over their learning in terms of the amount and sequence, so students' attitudes and motivation tend to be better, and some students do learn more. TELL also enlarges the learning environment beyond the language classroom.

2.6.5 Disadvantages of Technology-Enhanced Language Learning

Although TELL helps improve students' motivation and enlarge the learning environment, using TELL in foreign language learning has five disadvantages. The first is cost of technology, training of both a teacher and students, and media. The second is mental adjustment by the teacher. In other words, the teacher or an instructor must be comfortable with using technology. The third is possible unreliability of technology. Technology is not 100 % fault proof, which the teacher must realize. The fourth is a difficulty of accessibility outside the classroom. The fifth is too much work done by the computer. For a better learning experience, the language student must make conscious

effort to practice language, instead of relying entirely on a language help system to guide them through exercises of TELL is the possible lack of self-discipline of learners.

To sum up, TELL offers many benefits for both language learners and language teachers, such as rich input and convenience for the users. However, TELL has some disadvantages related to cost and considerable amount of work that needs to be done, which might complicate the teaching for some teachers.

2.7 Blogs

A recent innovation of Weblog or blog is increasingly popular in many language classrooms. Jorn Barger invented the term “weblog” in 1997, but “blog” as a short form was brought by Peter Merholz in 1999 when he broke the word "weblog" into the phrase “we blog” in his personal blog. A blog is an online personal journal. Basically, a blog consists of text-based entries or posts at a specific website and bloggers can update as often as they desire. The posts on the blog appear in a chronological order: the most recent ones appear first. The blog readers are allowed to leave comments on posts, which later can lead to “blog conversations”.

It becomes popular mainly due to its free software (Blood, 2002). As long as users have access to the Internet, they can update the content at any time. Besides, the layout of the blog is so user-friendly (Pinkman, 2005), so that users with little or no computer background can create, design, and maintain their blogs.

2.7.1 Definitions of Blogs

Since its emergence, different websites and scholars have proposed various definitions of blog.

According to Blood (2002) the blog can be defined as *“a frequently updated webpage with dated entries, new ones placed on top”* (p. ix). Winer (2003) also defines blogs as a hierarchy of text, images, media objects and data, arranged chronologically, that can be viewed in an HTML browser. Similarly, McIntosh (2005) defined blogs as *“a webpage that has regularly updated, time and date stamped posts, running down the computer screen in chronologically reverse order. Crucially, there is an ‘Add Comment’ feature so that readers of posts can leave their opinions, questions or thoughts. Finally, there is a writing style element: blogs are written by one individual who gives his or her thoughts in a generally relaxed, ‘spoken’ style”* (p.2). From the above definitions of blogs, it can be concluded that the blog is a web-based technology with which the bloggers can post their writings on the web to share their thoughts, interests and experiences, so that the others can leave comments and discuss. A typical blog combines text, images, web links to other media related to its topic, video, and etc. In order to maintain the blog, blogger does not require special knowledge of technology but only needs the knowledge of HTML.

2.7.2 Types of Blogs

Blogs can be divided into different types. Firstly, according to the purpose, blogs can be divided into business blogs, education blogs, and personal blogs etc. Among them, the blogs, used for educational purposes, are called “edublogs.” (Dudeney and Hockly, 2007). Campbell (2003) further divides "edublogs" into three types: tutor blog, learner blog, and class blog.

1) Tutor Blogs

This type of blogs is created and maintained by a teacher, so s/he is responsible for managing the content, customizing the setting and allowing learners to contribute to

the blog (Dudeney and Hockly, 2007). Tutor blogs intend to provide learners with reading practice on a daily basis. Topics are selected by the learners, and the entries are relatively short, unlike the assigned reading available in the textbooks. Apart from reading skills, blogs also provide students with opportunities to reinforce their vocabulary by linking new words to definitions provided by online dictionaries. As blogs are connected to the Internet, the students might explore the web sites for contents they are interested in, so the tutor blogs might promote exploration of interesting English sites. The tutor blogs also allow readers to read blog entries and give comments; as a result, they are encouraged to exchange or share ideas online by pressing comment buttons (Campbell, 2003). Campbell (2003) suggested that teachers should provide the learners with appealing posts, questions, or whatever to encourage the students to comment. The tutor blogs are useful for students in that they provide course syllabus, classroom rules, homework assignment, language learning sites, online quizzes, and English News site.

2) Class Blogs

The class blogs aims at promoting a feeling of community among the class members and results from the collaboration between teacher and students. The class blogs allows all learners to post messages, opinions, images, video, and links related to the classroom discussion as well as assignment. In addition, for the advanced learners the class blogs provides them with an opportunity to develop their research and writing skills as they create an online resource for the others. When the students from different countries publish on projects relevant to international language exchange on the same blogs and receive comments from other learners, teachers, friends, and parents, the class blogs are both useful and challenging(Campbell, 2003). Stanley (2005) acclaimed that

the class blogs provide students with greater sense of freedom and participation than the tutor blog. Moreover, in case of insufficient computer facilities for each learner in a classroom, the class blogs with various simultaneous group activities and tasks might be a solution.

3) Learner Blogs

The learner blogs are created and maintained by individual learners on their own personal online space. It is aimed at encouraging an individual learner to post online his/her thoughts on the subjects he/she is interested, such as films, current affairs, or class topics (Dudeny and Hockly, 2007). The learner blogs may include online dictionaries and search engines to facilitate reading and writing. The learner blogs are useful to promote reading practice and develop writing skills. In addition, it also helps to express oneself, develop students' sense of ownership as they create their own blogs, exchange comments with teacher and classmates.

Secondly, based on the main media involved, the blogs can be a text, audio, or video blog (Dudeny and Hockly, 2007). To create audio or video blogs, the blogger needs to have an access to audio or video equipment, editing software and sufficient space on a web server to store the multimedia files. Dudeny and Hockly (2007) claimed that the concept of multimedia blogs is not very complicated; however, bloggers will need some time to acquire necessary skills to create and maintain the audio or video blogs.

2.7.3 Advantages of Using Blogs in Language Teaching and Learning

Using blogs in a foreign language classroom has five advantages:

First, the blogs have positive impact on learners' writing in terms of both content and quantity (O'Connor, 2011). Students will pay more attention to what they are

writing because they know that their writing will be commented on by others. In addition, the blogs provide the students with an opportunity to write freely without being judged for grammatical errors; thus, it helps to decrease barriers to English learning.

Second, the blogs can enhance students' reading comprehension (Pinkman, 2005). The blogs promote exploration of English websites (Campbell, 2004). Teacher can put the teaching materials online and students can explore to read the related articles. As the blogs usually link to other relevant websites, the students are required to read more than is required by a conventional teaching.

Third, it helps to develop the students' autonomous learning. Blogs also provide platform for learners to observe their peers' learning strategies and assimilate those strategies. In addition, blogs encourage the students to take responsibility for their own learning both inside and outside the classroom (Armstrong and Rettereer, 2008). When the students create their own blogs, design the layout and put down their writing, it helps to promote a sense of ownership and unique online identity.

Fourth, blogs provide a facilitating environment for the language learning, "blogs provide a genuine audience, are authentically communicative, process driven, peer reviewed, provide a dis-inhibiting context and offers a completely new form with un-chartered creative potential" (Ward, 2004, p. 3). The "dis-inhibiting" context of blogs created by the bloggers is segregated from, and sometimes unknown by audience (Heng & Abdullah, 2004). This affordance is paramount for EFL students or students who fear to make mistake in front of peers and instructors. Furthermore, as the blogs posts are arranged in a chronological order, it is easy for both teachers and students locate the information they are searching, e.g. assignments.

Finally, the blogs provide students with a real-world task and a learner-centered environment to interact with others in the cyberspace community. As bloggers publish their writings on the web, people are initiated to leave comments in their fields, which will later create opportunities for communication. In this way, a sense of community is heightened. Blogs can be created around certain topics (Kajder & Bull, 2004) so that people in the same field may read and leave comments. This might result in the development of the social relations between bloggers and their readers. The blogs provide feedback to the author so that s/he can develop her/his ideas. Therefore, students may develop their analytical and critical thinking skills (Yang, 2005; Armstrong and Rettereer, 2008).

2.7.4 Disadvantages of Using Blogs in Language Teaching and Learning

Although using blogs in English teaching and learning offers lots of advantages, Min-Chen (2008) proposed some disadvantages of using blogs as follows:

First, the teachers' workload when making corrections, because the students can post a lot of messages on the blogs, which increases teachers' workload to correct their students' writing, especially when the classes are large.

Second is concern with privacy because blogs are publicly accessible and some of the students might post their diaries, personal information and photos carelessly, which might leak their privacy to the public. It enables strangers to leave messages, which might be inappropriate or annoying. It is better to warn them to protect the privacy at the beginning of the class.

Third, the language in use is another disadvantage because the on-line language use is usually intentional, playful and sometimes excessive (Wallace, 1999).

Nevertheless, the language in use should be related to the social context, social norms and customs, and the medium.

Fourth is plagiarism. Some of the students might just copy and paste from others' blogs without writing the papers by themselves. To prevent plagiarism, teachers are suggested to explain to their students the copyright.

Finally, time-investment is also a disadvantage of using the blogs in language teaching and learning. Min-Chen explained that to create and maintain successful blogs, bloggers need a number of hours. Although creating blogs for the language teaching and learning might be time-consuming, later it might be easier and more convenient for the teachers when everything goes well. Besides, Wiebrand (2006) observed that many blogs failed because the bloggers have no time to update the blogs on a daily basis. If the blogs are one of the class requirements, some students might think it is a burden to create and maintain their own blogs.

In conclusion, the blogs are places where people can express their opinions, disseminate information, or keep a diary of personal life on the Internet and allow readers to give comments. It has both advantages and disadvantages. However, recently blogs have become a popular teaching method as Wu (2005) proposed that the teachers can share, store, and display students' progress on the Internet.

2.8 Video Blogs

Since the advancement of Internet technology, e.g. the rise of Youtube as a video hosting resource, many foreign language students make use of the applications to improve their language-learning (Watkins & Wilkins, 2011). Video blogging is an example of such applications. While the text blogs are useful tools for a writing class,

video blogs are appropriate for oral communication practice because video clips are used as a primary media resource for speaking.

2.8.1 Defining Video Blogs

According to Educause Learning Initiative (2005), the video blogs are blogs that use video, rather than text or audio, as a primary media source. Video blogs usually include text or still images, and some video blogs even include metadata to further annotate the site. Video blogs often contain comments on the posts and can be updated regularly. Videoblogging provides a richer Web experience than text blogging, as it combines movies, sound, still images and text. Through video blogging, the authors can explore new ways of communicating information and emotion with rich media. Many vloggers feel that video allow more natural expression than text.

Webopedia (2014) defines video blogs as the blogs that include video clips. They often reflect the personality or cause of the author and can be updated daily or frequently. Similarly, Wikipedia (2014) defines video blogs as the form of blogs that use video as a medium. Video blogs entries often include video or a video link with supporting text, images, and other metadata. The popular video blogs are on YouTube. According to Furness (Furness.com, 2014), the successful video blogs allowed the visitors to interact with their favorite website owners and leave comments or rate the video posts. Furness added that people use the video blogs because they provide a sense of website ownership and communicate opinions and feelings better than the text blogs. Visitors can judge from the video bloggers' tones of voice, facial expressions, gestures, or even conversations whether they are joking or angry. The video bloggers can share important moments in their lives, such as parties, wedding, and et cetera with friends and family across the globe. On the other hand, the long post with a lot of technical

detail may bore and frustrate the readers whereas a video that visualizes the information may help to prevent or reduce such boredom and frustration.

In conclusion, video blogs are blogs with video clip as a primary media resource. They are usually accompanied with text, still images, sound, movies, and etc. The video bloggers can update the video blogs frequently and allow reader to share comments. Video blogs provide new ways of communication with rich media.

2.8.2 Benefits of Video Blogs

There are six benefits of employing video blogs in a foreign language oral communication class:

First, video blogs increase students' talk time (Watkins, 2012; Huang, 2010). It is believed that with more oral communication practices, the student can master new vocabulary, improve grammar, decrease shyness, promote confidence, and finally improve fluency. Since video blogs have no time limitation, the participants can take their time to complete their clips or redo as many times as they like. They can also view others' clips without time constraints. On the other hand, if the students have limited opportunity to practice speaking, their fluency, confidence, and oral proficiency seems limited. Thus, additional practice benefits the students.

Second, video blogs encourage self-monitored speaking (Watkins, 2012; Huang, 2010). Prior to submitting the video blogs to their teachers, the students can listen to the video blogs themselves, observing pronunciation or grammar errors. They can see the strengths and weaknesses by comparing their current clips with the previous ones. If they find any point that is not satisfactory, the students can try again and make a new one. In the same way, the instructor can suggest the students to try again when the instructor finds that the students could do better.

Third, video blogs provide visual representation. Participants can examine their own performance in the language development and presentation skills. The participants are required to view each other's clips on the blogs so that they can learn from others' performances in terms of delivery, pronunciation, volume, and facial expressions, which cannot be gained from text and/or voice-based blogs.

Fourth, constructing video blogs may enhance learners' professional development. When participants post their video blogs on the job-hunting websites, they may be called for job-interviews from many companies. "Video blogs in the ESP course served as the collection of their learning and creating a link to their future job search" (p. 743). In other words, video blogs can help the students display their learning to their prospective employers.

Fifth, video blogs widen the potential audience, because video blogs can be accessed and viewed publicly by different types of the audience beyond the classroom setting. Thus, video blogs provide participants with opportunities to interact with different blog users and receive feedbacks from various perspectives. As a result, participants can learn different perspectives from a variety of the audiences.

Finally, video blogs help to establish the technical capability. In sharing learning resources, customizing video blogs, and re-uploading clips, learners can learn some technical functions such as hyperlinks.

Although video blogs provide some benefits to language teaching and learning, they have some drawbacks, which will be discussed in the next section.

2.8.3 Drawbacks of Video Blogs

Hung (2010) has also found four drawbacks of implementing video blogs in ESP Course in his study:

First, video blogs create technical difficulties because many video bloggers may not know how to convert the video file, or set up the internet to upload video files.

Second, affective interferences are major obstacles for learners. The EFL participants have to present their clips online in a language not their own, so they may feel uncomfortable or embarrassed to do so in front of the audience who they have never met before. Unlike text-based blogs, video blogs require the users to present themselves in the video-recorded performance in the public online environment, some learners may find it face-threatening.

Third, the weak linkage to real-time communication is another drawback of video blogs. Although video blogs provide students with an opportunity to speak the target language, students cannot gain real-time, spontaneous face-to-face communication skills. So, the video blogs project can only help to develop students' presentation skills, rather than spontaneous communication skills.

Finally, constructing video blogs are time consuming because the authors need to record monologues, upload clips, give peer feedback, and reflect on previous clips. All of these processes take a lot of time.

Regarding using video blogs are time consuming, Blogging CHIM (2015) added that to process and send a video takes 5 times longer than text content. However, it depends on the size of the content. According to Educause Learning Initiative (2015), videoblogging has two greatest downsides which are the bandwidth requirements and the resources to capture, store, and distribute video. To create video content currently has fewer barriers but it requires a significant investment of time and money. Internet-based video distribution requires large space and bandwidth so that if the video files are large, download time and good network are needed.

In conclusion, using video blogs in language teaching and learning have both benefits and drawbacks. However, if the instructor knows Instructional System Design, the implementation of video blogs in the language classrooms will be more beneficiary to the students to enhance their oral communication skills. Therefore, next section will give some idea about the Instructional Systems Design.

2.9 Instructional Systems Design

Instructional Systems Design (ISD) is a problem-solving process for developing instruction. It has been applied to the creation of learning since the 1940s. “ISD evolved from post-World War II in the United States military to find a more effective and manageable way to create training program” (Kruse, 2004, p. 1). Many existing models, ranging from simple to complex, all provide step-by-step directions for developing instruction. The ISD model attempts to relate learners, instructors, and materials optimally in an iterative way. Learners, instructors, and materials are dependent on one another. Any change of each component would affect the entire system and the outcome of instruction.

2.9.1 Definition of Instructional Systems Design

According to Smith & Regan (1999) “ISD refers to the systematic process of translating principles of learning and instruction into plans for instructional materials and activities” (p. 2). Moallem (2001) defines ISD as the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. In addition, Kruse (2011) proposes that ISD is a step-by-step system to assess the students’ needs, the design and development of training materials, and the evaluation of the effectiveness of the training intervention.

From the above, it can be concluded that ISD is a system of procedures for developing education and training programs, by which developers must develop the lessons based on theory, use of creativity, active and iterative processes. The ISD is composed of specified planning, design, development, implementation and evaluation of effective and efficient instruction in various educational environments.

2.9.2 Instructional Systems Design Models

During the last sixty or so years, based on one or more learning theories, more than 100 ISD models have emerged (Kruise, 2004, p.1). In the following five models relevant to the study will be described. As the ADDIE Model (Kruse, 2011) is the basis for the four models, the following section will begin with the ADDIE model.

2.9.2.1 ADDIE Model

The ADDIE Model is a generic and simplified ISD, it provides a dynamic, flexible structure to construct effective instruction and performance support tools. The ADDIE Model can be illustrated in Figure 2.3 below:

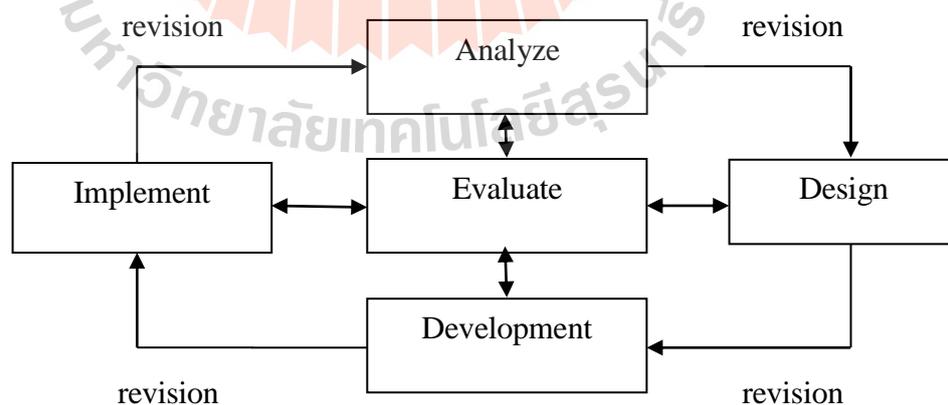


Figure 2.1 Elements of ADDIE Model (Source: <http://en: Wikipedia, 2014>).

The following will discuss the elements of ADDIE Model:

1) Analysis Phase: The designer identifies the problem, sets goals and objectives and recognizes prior knowledge. Then, s/he draws the timeline of a project and considers the learning environment or any potential obstacles.

2) Design Phase: At this phase, the Designers should use outputs from the analysis phase to specify the learning objectives, determine assessment instruments, exercises, content, analyze subject matter, plan the lesson and select media. The design phase should be systematic and specific.

3) Development Phase: At this phrase, the developers create and assemble the content and learning materials created in the design phase. The designers need to identify the instructional strategies and develop the instruction. The instructional strategies must be clear and relevant to the learning objectives and serve the learners' needs and characteristics.

4) Implementation Phase: At this phase the developers develop training procedure for the facilitators and the learners. The facilitators should be trained the course curriculum, learning outcomes, methodology and testing procedure, while the learners should be trained new tools, including software and hardware. At this phase the project manager should ensure that the books, hands-on equipment, tools, CD-ROMs and software are in place and functional.

5) Evaluation Phase: At the evaluation phase both formative and summative evaluation are made. Formative evaluation is employed at each stage of the ADDIE process to identify the deficiency of each phase for further revision. On the other hand, summative evaluation is employed to assess the effectiveness of the instruction.

Rapid prototypes are created to improve the model. Money and time are main concerns; therefore, once problems are identified, they are solved. Most of the Instructional Systems Design models, such as Dick and Carey model and Kemp Instructional System Model, share the same foundation as ADDIE instruction Model.

2.9.2.2 Dick and Carey Model

One of the well-known instructional system models is Dick and Carey (1985) Model. The instruction is aimed to teach the skills and knowledge and provide appropriate conditions for the learning outcomes. This model consists of ten components, as Figure 2.2 illustrates:

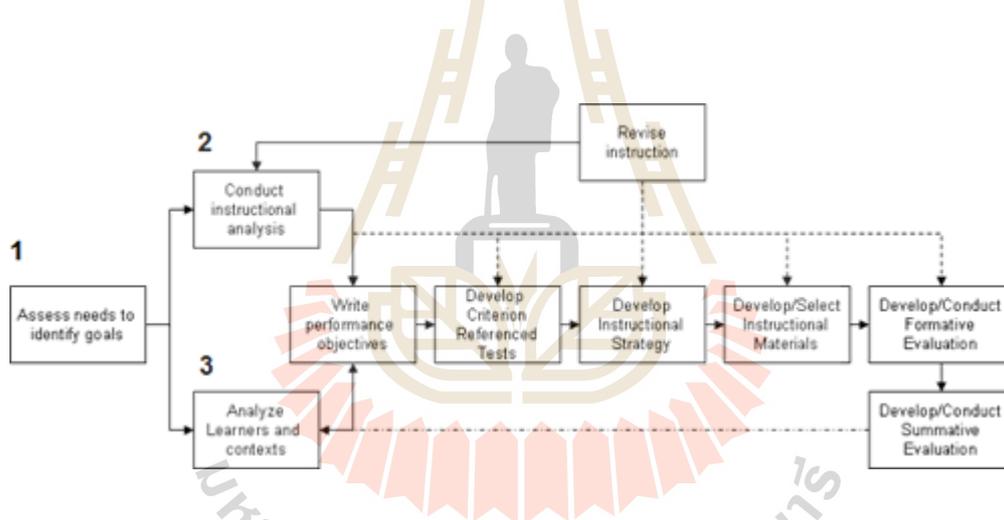


Figure 2.2 Dick and Carey Systems Approach Model

(Source: http://en.wikipedia.org/wiki/Instructional_design#Dick_and_Carey)

Step 1: Assess Needs to Identify Instructional Goal(s)

The first step in this model is to determine the learners' capability to perform what learners should be able to do at the end of the instruction. The instructional goal may come from a list of goals, a needs assessment, observing the learners' difficulties they encounter in the instructional topic, or in their job.

According to Suppasetsee (2005), the needs assessment can be done by asking learners questions to discover causes of poor performance. Moreover, the designer should consider other factors such as a poor learning environment, a lack of motivation, or incentives that may have effects on learners' learning.

Step 2: Conduct Instructional Analysis

Once the instructional goal has been identified, the steps which learners actually take to achieve that goal need to be determined. Moreover, skills, knowledge, and attitude that are needed for learners to begin the instruction are also determined.

Step 3: Analyze Learners and Contexts

While analyzing the instructional goal, learners' current skills, preferences, and attitudes and the characteristics of the instructional setting are also analyzed to determine the ultimate skills learners will acquire. The vital information gained from the analysis will shape the following steps in the model, particularly the instructional strategy.

Step 4: Write Performance Objectives

This step is to write performance objectives. The requirements of the learners' capability to complete the instructions will be specified by the teacher. In addition, the designer will designate the skills to learn, the conditions to perform the skills, and criteria for successful performance.

Step 5: Develop Assessment Instruments

Based on the written objectives, assessment instruments should be developed to measure the learners' ability to perform the instruction described in the objectives.

Step 6: Develop Instructional Strategy

To achieve the final objectives, it is necessary to identify the strategy used in the instruction. The strategy includes pre-instructional activities, information presentation, practice and feedback, testing, and follow-up activities. To develop the instructional strategy, current learning theories, the results of learning research, the characteristic of medium to deliver the instruction, the contents, and the characteristic of learners who will receive the instruction need to be considered. These aspects will help to select or develop materials as well as to develop strategy for interactive classroom instruction.

Step 7: Develop and Select Instructional Materials

To produce the instruction, instructional materials are needed in this step. Instructional materials include instructor's guides, student models, overhead transparencies, videotapes, computer-based multimedia formats, and web-pages for distance learning. The development of the original materials may be based upon the type of learning, the availability of existing relevant materials and resources.

Step 8: Design and Conduct the Formative Evaluation of Instruction

After a draft of the instruction, series of evaluations are needed to collect the data necessary to improve the instruction. There are three types of formative evaluation: (1) one-to-one, (2) small-group, and (3) field evaluation. Different types of information can be gained from different types of evaluation, and be used to help improve the classroom instruction or existing materials.

Step 9: Revise Instruction

In Dick and Carey's (1985) Model, the next step is to revise the instruction; simultaneously it is also the first step in a repeat cycle. Data gained from the formative evaluation will indicate the difficulties encountered by learners in their accomplishment

of the objectives and relate the difficulties to the specific deficiencies in the instruction. 'Revise instruction' data from the formative evaluation will be used to reexamine the validity of the instructional analysis, the characteristics of learners, and the hypotheses of learners' entry behaviors.

The collected data are essential to reexamine statements of performance objectives and test items. In order to make effective instructional tool, the revision of instructional strategy and instruction are needed to conduct corporately.

Step 10: Design and Conduct Summative Evaluation

Summative evaluation is the evaluation of the effectiveness of instruction. This summative evaluation is an assessment of the absolute and/or relative value or worth of the instruction, which occurs only after the formative evaluation of the instruction and appropriate revision to meet the designers' standards. The summative evaluation normally does not involve the instruction designer, but an individual evaluator. Therefore, this component is not considered an essential part of the Instructional Systems Design process.

2.9.2.3 Kemp's Instructional Systems Design Model

Kemp's Model is also known as the Morrison, Ross and Kemp Model. It describes a holistic approach to Instructional Systems Design, taking all factors in the environment into consideration. The model is focused on content and appeal to instructors (Prester, 2002). Kemp model consists of nine elements: 1) identifying the instructional problems and defining the goal, 2) identifying the learners' characteristics, 3) analyzing the task and defining the subject content, 4) identifying the instructional objectives for the learner, 5) putting the content in each instructional unit in sequence to create a logical learning, 6) identifying the instructional strategies so that the learners

can achieve the laid objectives, 7) designing the instructional message and delivering the message, 8) developing the evaluation measurement to evaluate the objectives, and 9) choosing the resources to assist instruction and learning activities (Morrison, Ross, & Kemp, 2001). Because each element in the model is independent, it can be started from any element.

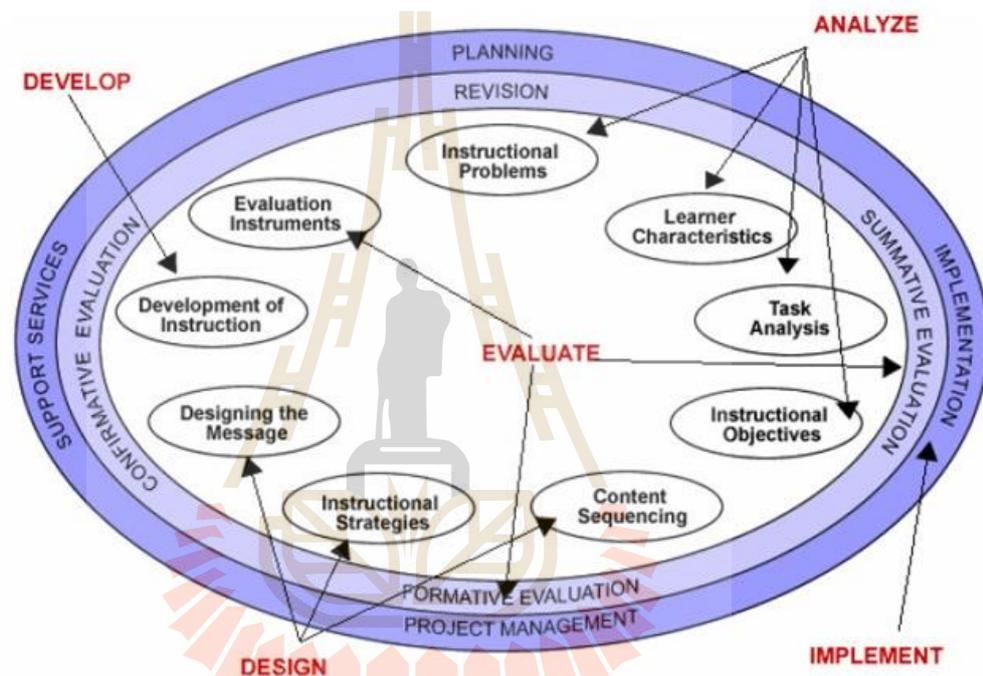


Figure 2.3 Kemp Model

(Source: <http://michaelhanley.ie/elearningcurve/wp-content/uploads/2009/06/kemp-model.jpg>)

The Kemp model is non-linear or not sequential in design, so there is no particular starting and stopping point. As a result, the Instructional Systems Designers can work on different elements in any order or can work simultaneously among the elements of the model. The lack of connectivity between elements makes it possible to start at any place within the model and omit some elements in some projects. The Instructional Systems Designers can investigate the details or the entire scope of a

project in the same efficient way. A novice designer with little Instructional Systems Design skill could perform minimal front/ end analysis and develop a piece of instruction with few or no additional resources (Gustafson & Branch, 2001). He should utilize and select from the existing instructional materials appropriate to a simple technique and non-distributed delivery media. And the experienced designer can also use this model but the design can be for a complex and widely distributed program.

2.9.2.4 The Suppasetsee's Remedial English Online

The Suppasetsee's Remedial English Online (SREO) Model, is an Internet-based instructional system developed by Suppasetsee (2005) for teaching remedial English to first-year university students at Suranaree University of Technology. It was developed based on the four ISD models: 1) Dick and Carey Model, 2) Kemp Model, 3) Klausmeier and Ripple, and 4) Gerlach and Ely Model. The SREO Model consists of six primary steps and sixteen sub-steps (see Figure 2.4).

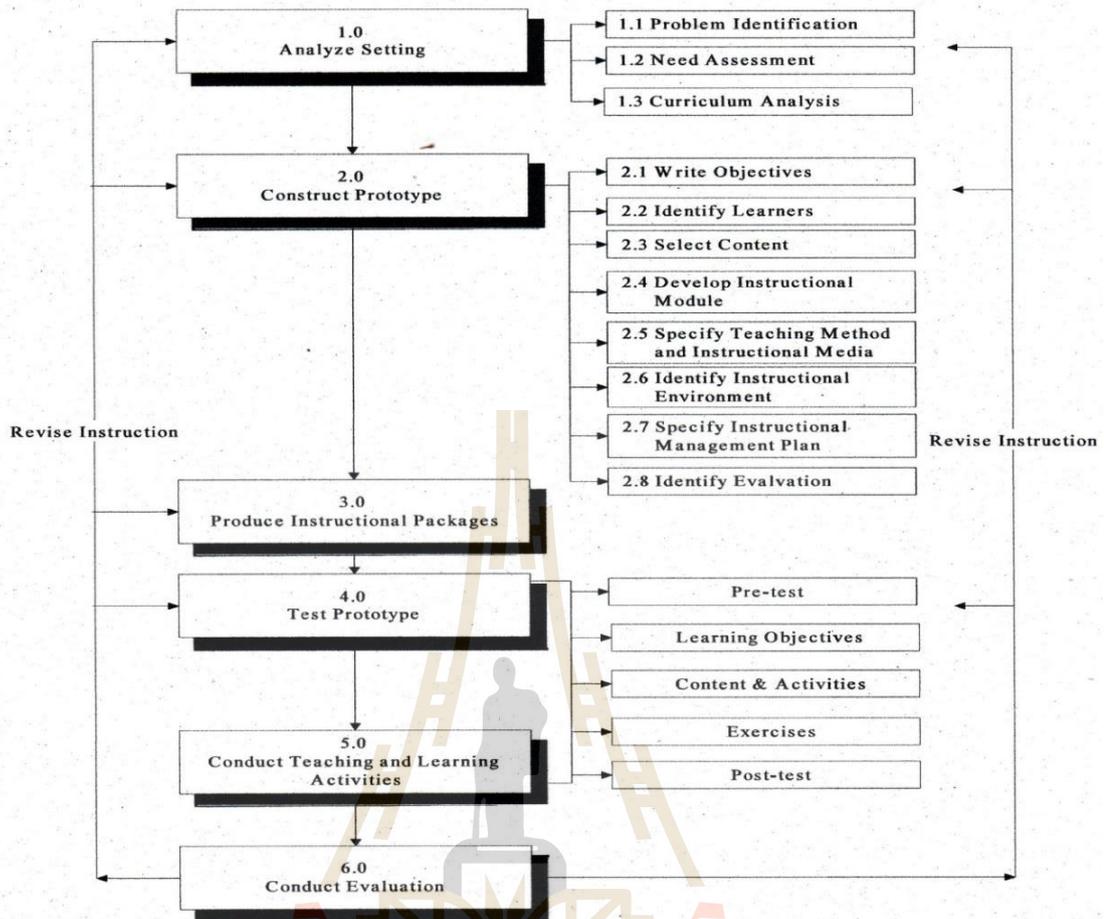


Figure 2.4 SREO Model (Suppatsere, 2005, p. 108)

Step 1: Analyze Setting

This phase the designer conducts a survey to identify the learners' problems, needs and expectations. The foci of setting analysis are problem identification, needs assessment, and curriculum analysis. The findings from this step are then used to frame the curriculum development program of the study.

Step 2: Conduct Prototype

This step is classified into eight sub-steps which they are:

First, the designer writes specific and detailed objective which is necessary to translate the needs and goals into performance objectives to show progress toward

goals. Second, identify learners. To achieve this, the designer determines the skills necessary for the learners to begin the learning task. Third, select the content. To fill the gap between what the students already know and what they must know, the course designer needs to describe the content. Fourth, develop the instructional module. In order to develop an effective module, the Instructional Systems Designer is suggested to focus on the target learners and present the content in a logical sequence. Fifth, specify teaching method and instructional media. At this step the designer selects learning activities that provide students with desired outcomes. The learning activities also guide students to practice new behaviors or skills in order to achieve the objectives. Sixth, identify instructional environment. According to Suppasetserree (2005), the learning packages work effectively with special design in an essential environment, which provides learners with self-paced learning. Seventh, specify the instructional management plan. The plan must be realistic and consistent in terms of the requirements, considering the availability of resources and time. In addition, it needs to put forward the objectives for developing the materials in terms of quality and quantity. Finally, identify the evaluation. This step deals with both the formative and summative evaluation to determine the weaknesses in the instructional plan prior to implementation.

Step 3: Produce Instructional Packages

At this step, the lesson plan is created according to the learning objective. However, the learning activities should be relevant to the content determined by the learning objectives.

Step 4: Test Prototype

This is a repetitive process to ensure that the model has met all of the requirements of the objectives; therefore, each step needs to be tested and evaluated.

Step 5: Conduct Teaching and Learning Activities

Learning packages are delivered via internet in forms of e-mail or web-board.

Step 6: Conduct Evaluation and Revision

A survey is conducted to collect information on which method works best for a particular group, and which environment is the most effective for learning. The results from each step are then used to revise the instruction, which is a recycling process.

2.9.2.5 OTIL Model

The Online Task-Based Interactive Listening (OTIL) Model, was developed by Tian (2010) to teach the second-year non-English major undergraduate students at Tongren University, China. The focus of OTIL model is online interactive listening instruction using task-based approach. The model comprises of 6 phases and 17 steps (see Figure 2.5).

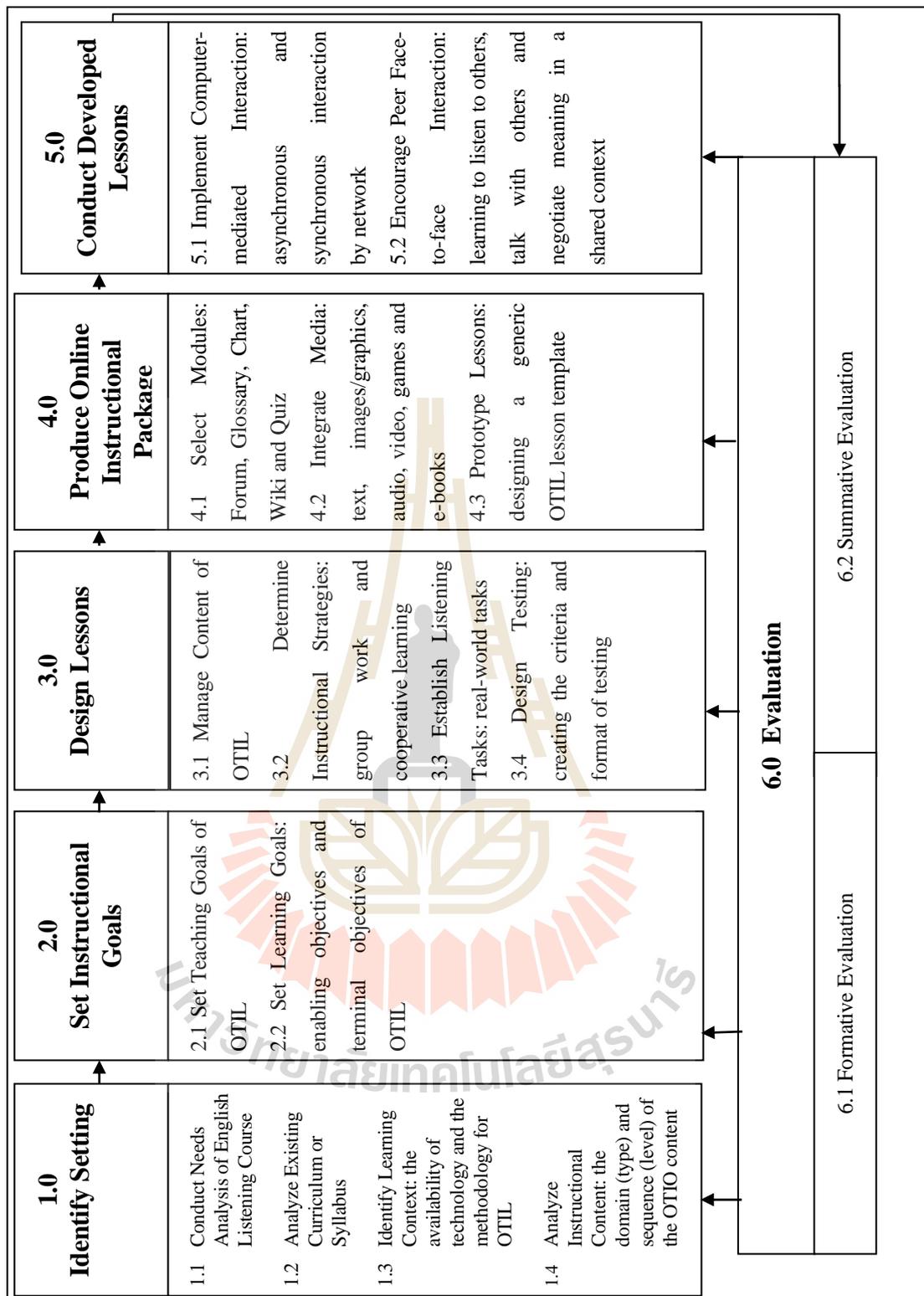


Figure 2.5 The Instructional Model for Online Task-based Interactive Listening

(OTIL Model) for EFL Learners (Tian, 2012, p. 153)

Phase 1: Identify Setting

At this phase the designer identifies the background and problems of English listening instruction. It includes 4 steps as follows:

First, Conduct needs analysis. The designer specifies the learners' needs and problems of English listening. The findings are used to set the instructional goals and objectives. The focus of the analysis is to find out learners' background knowledge, learning problems before taking the English listening course, and their expectation of the listening course.

Second, analyze the existing curriculum. Because the curriculum or syllabus defines or prescribes the course of study, analyzing the existing curriculum helps the instructors know the existing requirements for listening.

Third, identify the learning context. This step aims at identifying the technology and methodology available for the English listening instruction. The analysis emphasizes the technical environment and the instructional structure. The technical environment such as computers, the internet, the intranet, network servers, server capabilities, software (Moodle, browsers, word processors video viewers), and hardware (DVD capability, speakers, microphone, headsets) for the instruction while the instructional structure deals with the teaching methodology appropriate for the English listening instruction. In addition, time distribution in the course should also be considered as one of the learning contexts.

Fourth, analyze the instructional content. At this step, the domain (type) and sequence (level) of the OTIL content are analyzed. The content domain analysis specifies the main purpose of the instructional content, i.e. whether it changes the learners' cognitive, emotional, or physical status, whereas the content level analysis

defines the optimal range of the learning sequence needed for achieving the main instructional goal (Chyung &Trenas, 2009). However, in order to identify learners' expectation toward learning outcomes of each instructional unit, the course designer can refer to Gagné's (1985) classification of learning and Bloom's (1956) Taxonomy.

Phase 2 Set Instructional Goals

At this phase the designer specifies what the learners will be able to do after the instruction. The instructional goals must be clear, concise and manageable. They can be divided into two steps: teaching goals and learning goals:

Step 1: Set Teaching Goals

The teaching goals frame and the teaching plans, and how they should be covered in the course. Since learners are different, the teaching goals should be broad and sometimes vague. In addition, the teaching goals help the instructor design the real-world tasks and choose the relevant techniques according to the language contents.

Step 2: Set Learning Goals

The learning goals determine what exactly the learners will be expected to learn, including enabling objectives and terminal objectives. However, both enabling and terminal objectives derive from a skill, or knowledge statements.

Phase 3 Design Lessons

At this phase the findings from the previous analyses will be applied to develop the detailed instruction. To achieve the instructional goals, the instructor should pay attention to an effectiveness of the lesson elements and a design the assessment criteria. The design lessons phase consists of 4 steps:

Step 1: Manage Content

In order to manage the content, the designer should employ authentic and suitable materials, which are available in books, from online resources or other media.

Step 2: Determine Instructional Strategies

Based on the learning objectives, the OTIL model emphasizes the interactive instruction and cooperative learning, and the instructional strategies used in the OTIL model including Role playing, brain storming, peer partner learning, discussion, jigsaw, problem solving, interviewing and conferencing.

Step 3: Establishing Listening Tasks

The listening tasks in the OTIL instruction are developed into the real-world tasks which consist of three components: (1) inputs (the given tasks), (2) goals (the identification of the product or activity resulting from the task performance), and (3) a solution (a set of activities that transforms the given tasks into the goal included in the task design).

Step 4: Design Testing

Testing is employed to evaluate the learners' progress during the listening instruction and the OTIL lessons' effectiveness. Different types of testing are used, including direct to indirect, norm-referenced to criterion-referenced, proficiency to achievement, and formative to summative assessment. The assessment of the OTIL model provides learners with feedbacks and remediation when needed. As a result, the OTIL model provides online assessment using Quiz modules.

Phase 4 Produce Online Instructional Package

At this phase based on the learning context analysis, the designer selects online tools or software as an instructional platform to deliver lessons to learners. To achieve

this, the designer follows 3 steps: select modules, integrate media, and prototype lessons.

Step 1: Select Modules

Because software usually provides the instructor with modules or tools to create a course web site and provide access control, the OTIL model includes “Forums, Glossaries, Chats, Wikis, and Quizzes” to deliver the instruction. These modules make the listening instruction more interactive.

Step 2: Integrate Media

The OTIL instruction is delivered effectively for improving the listening ability, because it integrates a variety of media in the instruction. Those media for the online instruction are text, images/graphics, audio, video, games, and e-books.

Step 3: Prototype Lessons

To prototype OTIL lessons, a generic interactive and flexible OTIL lesson template for the instruction is designed. The prototype is evaluated formatively to check whether it serves the instructional goals. As to conduct the formative evaluation, the designer investigates prospective problems and revises the lesson prior to developing all lessons.

Phase 5 Conduct Developed Lessons

At this phase the designer provides learners with the interactive and effective OTIL lessons. To achieve this, in the teaching process the designer emphasizes learner-centered interactive learning. In addition, computer-mediated interaction and face-to-face peer interaction are carefully managed. In order to conduct developed lessons, the designer follows 2 steps: implement computer-mediated interaction and encourage face-to-face peer interaction.

Step1: Implement Computer-Mediated Interaction

According to the OTIL instruction, computer-mediated interaction plays a crucial role, because it allows the learners to communicate with each other via network in both asynchronous and synchronous mode.

Step 2: Encourage Face-to-Face Peer Interaction

At this step the designer encourages learners to interact with each other. Thus, the OTIL lessons are designed for learners to listen to and talk with others and negotiate meaning in a shared context. By encouraging interaction among the learners, the instructor has shifted his role to a facilitator of the learning process.

Phase 6 Evaluation

At this phase the designer conducts evaluation of learning processes and outcomes to check whether the learners have achieved the goals. In the OTIL model, the designer conducts both formative and summative evaluation.

Step 1: Conduct Formative Evaluation

At this step the designer wants to see whether the model is appropriate for the listening course. Therefore, while developing the OTIL model the formative evaluation is used in each phase. The findings from each phase are used for ongoing improvement and adjustment to improve the effectiveness of the OTIL model.

Step 2: Conduct Summative Evaluation

This final step of the OTIL instruction is the summative post-test to assess the effectiveness of the instruction. In the OTIL model, the evaluation reflects the content validity and reliability in accordance with instructional goals approved by multiple observers.

From the above, we can find that the five models, ADDIE Model, Dick and Carey, Kemp Model, SREO Model and OTIL Model, have their own strengths and weaknesses.

ADDIE Model is linear, so even a substitution teacher can follow the instruction easily and practically. However, the assessment takes place only at the end of the instruction; therefore, the teacher cannot reflect on the learners' skill during the lessons. Dick and Carey Model is better known as systems-oriented instructional design model which can be applied across a range of context areas. The instructional process can be an iterative cycle with no end point. This model is a time consuming because it has too many stages and does not allow any mistake. In addition, it presumes that learners can be predicted based on their behavior. While Kemp model provides more information for the designers what to do. It also allows an experienced designer to be creative and start or stop the process wherever it is appropriate. The Kemp Model considers all the factors in the environment as the important attributes to learning. However, it has so many steps that it might be difficult to remember. It also lacks directions, so inexperienced designers might find it confusing to use this model. Both the SREO and OTIL models are developed for online learning. They are organized in a linear order, which is easy to follow. According to the evaluation, the models are subject to change if necessary. However, these two models are designed for general English courses.

To sum up, although all the above five models are only designed for general English courses. The vital components in these models still enlighten the present Instructional Systems Design of English for Tourism course. This study will employ Role play on vlog to enhance the students' oral communication skills. As the instructional system design should be created according to certain learning theory, such

as behaviourism, cognitivism, constructivism, scaffolding, as well as learner autonomy, the next section will explain them.

2.10 Theories Related to Video Blogs-Based Role Play Instructional Model for Enhancing English Oral Communication Skills

Learning theories are explanations of what happens when the learning takes place; therefore, learning theories describes how people learn so that the inherent complex processes of learning can be understood (Shen, 2010). So far, three major theories have been developed to explain learning: behaviorism, cognitivism, and constructivism. Ertmer and Newby (1993) signify behaviorism focusing on the observable behavior of learning, cognitivism moves beyond behavior to brain-based learning, and constructivism treats learning as a process in which learners construct or build new ideas or concepts.

2.10.1 Behaviourism

Behaviorist theory, developed by Thorndike (1913), J.B. Watson (1913), Pavlov (1927) and Skinner (1974), postulates that native language learning is an observable change in the behavior caused by external stimuli in the environment. It was advanced in America as a reaction to traditional grammar (Demirezen, 1998) and reached its height of popularity in the 1950s and 1960s. Thereafter, it has won the support of such scholars as Leonard Bloomfield, O.N. Mowrer, B.F. Skinner, and A.W. Staats.

2.10.1.1 Basic Tenets of Behaviorist Theory

According to Demirezen (1998), behaviorism has the following operating principles:

Firstly, behaviorist theory emphasizes verbal behavior. Spoken language has a priority over written language in that many languages do not have written forms and we learn to speak before we learn to read and write.

Secondly, behaviorist theory regards language learning as a mechanical process of habit formation (Nelson Brooks, 1960). Therefore, language learning is not problem-solving but performance of habits.

Thirdly, behaviorist theory treats learning as conditioning of a stimulus-response (S-R) chain. The more S-R chain is conditioned, the more easily it will be activated (Thorndike, 1913). Besides, the conditioning is developed "from the simplest conditioned responses to more and more complex behaviors" (David S. Palermo, 1978, pp. 19-20). Therefore, instructions, broken down into extremely small steps or building blocks, should be structured and systematic.

Fourthly, learning is the formation of habits as a result of reinforcement and reward. When responses to stimuli are coherently reinforced with reward, they are very likely manipulated by every appearance of stimulus. Skinner (1958, 1968) asserts that reward changes and behavior establishing are more effective than punishment, and the punishment mainly teaches people how to avoid it. The assertion encouraged rote learning and punitive discipline in education.

Lastly, when the conditions in which learning takes place are the same, learning can be equally the same for each individual. Therefore, concrete and defined instructional goals, objectives and strategies are aimed at learners in general, not the individual learner.

2.10.1.2 Critical Evaluation of Behaviorism

Behaviorism has its advantages towards language learning. Firstly, learners focus on a clear goal and can respond to the cues of one goal. The writing of goals in the form of tangible learning outcomes is a consequence of behaviorism. Secondly, learners can retain skills and knowledge and resist distraction by offering responses repeatedly. Thirdly, learners improve fluency by repetition and practice. And lastly learners demonstrate an observable change in behavior.

Despite its merits, behaviorist theory has its own drawbacks: firstly, it implies that without the stimulus for the responses, learning does not take place, which is not true. Secondly, the conditioning of stimulus-response chain suggests spoon-feeding teaching and neglects the initiative, motivation and responsibility of learners. Thirdly, according to behaviorist theory, learners cannot transfer or retain knowledge without proper reinforcement. Fourthly, learners are restricted by linear learning and fail to learn by association. Fifthly, learners assume a passive and reactive role in a decontextualized learning environment.

In spite of its limitations, behaviorism continues to exert its influence in many schools and classrooms. Memorization, language practice exercises and repetition drills are examples of such pedagogical practices based on the behaviorist premise.

2.10.2 Cognitivism

In the 1960s, a focus of learning research shifted from behaviorism to cognitivism, focusing on mental processes involved in learning (Jonassen, 1991b). Although cognitivist theory retains the behaviorist concepts of stimuli and overt behavior, it views learning as "the reorganization of the cognitive structures through which human beings process and store information" (Good and Brophy, 1990, p. 187).

Different from behaviorists, cognitivists believe that changes in behavior or responses to environmental stimuli are indicators of the unobservable mental process, which involves memory, motivation, and thinking.

2.10.2.1 Basic Tenets of Cognitivist Theory

Piaget (1970) claims that knowledge is organized schematically, which entails that learning involves associations established through individual's personal experience. A schema is defined as a mental structure of preconceived ideas, a framework representing some aspect of the world, or a system of organizing and perceiving new information. When new the information comes in, it may attach itself to a structure that is already present, change an existing structure, or go into a new structure.

An important analogy of the human mind is made with the computer information processing model, where learning occurs as a process of inputs, managed in short term memory, and processed for long-term recall. Short-term memory, also called working memory, stores temporarily the sensory information and connects it with the learner's prior knowledge from the long-term memory so that it can be stored in long-term memory. Both Harley (1998) and Cowan (2005) claim that working memory determines how much of the long-term memory can be activated to make the prior knowledge available for processing. Brooks and Crippen (2005) suggest that the capacity of working memory changes through learning and practice.

Harley (1998) proposed the following six principles for cognitive psychology:

Firstly, the learning material should be well-organized so that they are easy to learn and remember.

Secondly, the inherent structures, i.e. logical relationships between key ideas and concepts, should be indicated in the instruction.

Thirdly, as learners attend selectively to different aspects of the environment, the perceptual features of the tasks are important for comprehension (Wilson, 1996). Consequently, language learning should be problem-centered and involve the authentic needs and contexts of the content.

Fourthly, learning must fit into learners' prior knowledge to be successful.

Fifthly, differences in individuals' language learning styles, strategies, motivation, aptitude and attitude affect learning; therefore, they should be taken into consideration in instruction. Theory of Multiple Intelligence (IM), proposed by Gardner (1983, 1993), also suggests that learners develop an array of intelligences.

Lastly, cognitive feedback provides reinforcement through giving information to learners about their success or failure concerning the task.

2.10.2.2 Critical Evaluation of Cognitivism

Unlike behaviorist theory, cognitivist theory acknowledges the learners' mental processes and individual differences. It follows that cognitivist theory emphasizes learners' specific needs. However, catering for each learner's specific needs is very difficult. The only solution is to broaden language teaching materials, student activities and experiences so that enough choices and options are provided.

2.10.3 Constructivism

Constructivism has its roots in philosophy, psychology and cybernetics, which attempts to explain the ways people acquire knowledge and learn about the world (von Glasersfeld, 1989), and later it was widely applied to education.

2.10.3.1 Basic Tenets of Constructivist Theory

McDonough (2001) points out that constructivists believe that knowledge is not transmitted to the individual, but is constructed by the individual, that people make sense of whatever they experience by constructing their own meaning according to what they already know, and that no individual can understand anything in exactly the same way as another individual understands it. Meaning making is the core of constructivist philosophy. Jonassen (1999) explains three tenets of constructivism.

Firstly, constructivism regards learning as meaning making (Mayer, 1992; Hendry, 1996); thus, knowledge is being actively constructed by the individuals that organized their experiential world.

Secondly, knowledge is not transmitted by the teacher to students (Jonassen, Peck & Wilson, 1999); instead, the teacher facilitates learners to construct their own meaning.

Thirdly, individuals construct their own understandings from an interaction between their schema (what they already know) including their belief, ideas and knowledge and what they come into contact.

Similarly, Swan (2005) agreed that constructivism in general suggests that meaning is imposed on the world rather exists in it. Therefore, meaning is constructed in individuals' mind as people interact with the physical, social, and mental worlds they inhabit. Individuals make sense of their experiences by building and adjusting such internal knowledge structures that collect and organize their perceptions of and reflections on reality.

Fosnot (1996) suggested several general principles to apply constructivism to educational practices:

First, learning is not the result of development but learning itself is development, because it requires learners' invention and self-organization. In addition, teachers should allow learners to raise their own questions, generate their own hypothesis and models as possibilities, and test them for viability.

Second, disequilibrium facilitates learning. "Errors" should not be avoided but rather reviewed and perceived as a result of learners' conceptions. Challenging, open-ended investigations in realistic, meaningful contexts should be provided for learners to explore and generate many possibilities, whether to confirm or to contradict. Contradictions, in particular, need to be clarified, explored, and discussed.

Third, reflective abstraction is the driving force of learning. As meaning-makers, learners should be allowed to reflect through journal writing, representation in multi-symbolic form, or connections made across experiences or strategies may facilitate reflective abstraction.

Fourth, dialogue within a community engenders further thinking. The classroom should be a "community of discourse engaged in activity, reflection, and conversation." Learners are responsible for defending, providing, justifying, and communicating their ideas to the classroom community.

Fifth, learning proceeds toward developing structures (Fosnot, 1996). As learners attempt to make meanings, they engage in progressive structural shifts in perspectives—in a sense, "big ideas." These learner-constructed, central-organizing ideas can be generalized across experiences, and they often require undoing or reorganizing earlier conceptions. This process continues throughout development.

In conclusion, constructivism, as a theory of learning, focuses on learners. Individuals are believed to actively construct meaning based on their previous

knowledge, experiences and environments. Teachers should provide meaningful activities to add new information to suite learners' schema. The learners can learn best when they are engaged in the process of understanding and when the instructional materials are well designed to support goal-oriented knowledge construction.

2.10.3.2 Critical Evaluation of Constructivism

Thomson (2000) argued that constructivism is not a theory of learning but rather a model of knowing to build a theory of learning. For constructivists, all learning is an active process, involving mental construction and all knowledge is unique to the individual no matter whether it is acquired from lecture and text or discovered through experience and no matter how or where that learning takes place. Thus, constructivist is closely tied to experience and the contexts of experience (Swan, 2005). As learners actively attempt to make sense of their experiences and environments and construct knowledge, they are not empty to be filled with knowledge but rather seeking meaning actively (Can, 2006; von Glasersfeld, 1996). Accordingly, knowledge does not correspond to the external reality but the other way around.

From this perspective, if we apply constructivism to the classroom, teachers should create classroom conditions to facilitate learners' active leaning construction. Wilson (1996) defined constructivist learning environment as “a place where learners may work together and support each other as they use a variety of tools and information resources in their guided pursuit of learning goals and problem-solving activities” (p.5). Similarly, Reeves (1992) voiced the same concept of learning environment.

Jonassen (1994) proposed eight general characteristics of constructivist learning environments: 1) providing multiple representations of reality, 2) avoiding

oversimplification and representing the complexity of the real world in relevance to multiple representations, 3) emphasizing knowledge construction and reproducing knowledge 4) emphasizing authentic tasks in a meaningful context, rather than taking abstract instruction out of context, 5) providing learning environments, such as real-world settings or case-based learning instead of predetermined sequences of instruction, 7) enabling dependent context and knowledge construction, 8) supporting construction of knowledge through social negotiation (Jonassen, 1994). Based on the eight general characteristics of constructivist learning environments, Jonassen's (1999) proposed eight design principles for the "constructivist learning environment", which is widely used to design and develop instruction for computer-based learning environment:

1. Create real world environments that employ the context in which learning is relevant;
2. Focus on realistic approaches to solve real-world problems;
3. The instructor is a coach and analyzer of the strategies used to solve these problems;
4. Stress conceptual interrelatedness, providing multiple representations or perspectives on the content;
5. Instructional goals and objectives should be negotiated and not imposed;
6. Evaluation should serve as a self-analysis tool;
7. Provide tools and environments that help learners interpret the multiple perspectives of the world, and
8. Learning should be internally controlled and mediated by the learner.

2.10.4 Social Constructivist Learning Theory

Constructivism theory affects learning to such an extent that the curriculum is modified according to students' current structures of knowledge (McLeod, 2003). Students are encouraged to discover knowledge by themselves with materials needed for learning. According to the constructivists' beliefs, knowledge must be constructed individually by each learner and cannot be handed over from each other.

Because learning takes place in a social environment, learners learn by social interactions with more knowledgeable people (Jarvis, 2005). According to social constructivism, learners interact with those who help them to understand ideas or concepts, to perform or think more effectively and creatively (Atherton, 2005). Sperber and Wilson (1986) put forward in their Relevance Theory three basic assumptions for selecting the adequate context 1) that every utterance has a variety of possible interpretations, all compatible with the information that is linguistically encoded; 2) that not all these interpretations occur to the hearer simultaneously; some of them take more effort to think up; and 3) that hearers are equipped with a single, very general criterion for evaluating interpretations as they occur to them; the notion of optimal relevance (Bocanegra and Haidl, 1999). Relevance theory offers a vision of meaning making in the context: a foreign language classroom has to enable learners to participate in the role of what they are "students" by interacting in the target language. In other words, learners must perceive language use and social interaction as essential in the language classroom.

In addition, Vygotsky proposes the "Zone of Proximal Development" (ZPD) (Pritchard, 2005), which tells the difference between what learners can do without help and what they can do with help. Learners can learn best when they are engaged in a

challenging environment with great support (Hammond & Gibbons, 2001). Each learner will move to the ZPD when people with higher related skills help him/her or give guidance to perform or work effectively (Atherton, 2005). To develop their thinking and problem-solving skills, the learners need to interact socially with people to get into the ZPD (Morris, 2007). As a result, the learners can adopt the other's problem-solving skills to solve their own problems. In Vygotsky's theory the teachers should play a role of an assistant or a facilitator (Sidman-Taveau, 2005). The process to support learners' learning by using several methods as required is called 'scaffolding'.

2.10.5 Developmental Testing of Media or Instructional Package

The instructional package which has just developed must be tested for efficiency before implementing in a real classroom situation in order to investigate whether or not it helps the learners gain more knowledge, it results in an effective learning process, there is a relation with the output, and the learners satisfy using it. Thus, the instructional designer needs to test the quality of that instructional package which is called "Developmental Testing".

According to Brahmawong (2013), developmental testing refers to the efficiency testing of the instructional package through the processes of the two steps; Tryout and Trial Run in order to find the quality of the instructional package in three aspects; 1) to increase the learners' learning; 2) to help the learners go through the learning process and pass the final assessment, and 3) to satisfy the learners. Thus, prior a mass distribution of the instructional package, it must be tested for efficiency, and use the results from the testing to improve the package.

The Try-out

After developing the instructional package which is considered as a prototype, it must be tested for the efficiency and improve the package until it can meet the criterion efficiency set.

Trial Run

Trial run means the usage of instructional package which met the criterion efficiency set in a try out stage in a real classroom situation for at least 1 semester in order to finalize the quality testing of the instructional package before a mass production and distribution. The developmental testing of both try-out and trial run steps must be carried out based on the research and development-R&D.

The Setting of Efficiency Criterion

To set the efficiency criterion, it must be set only once in the beginning to improve the quality of the instructional package to meet the minimum standard set. For example, it cannot be set 60/60 for an individual testing, 70/70 for the small group testing, and 80/80 for the field testing; every testing must use the same efficiency set of criterion. Regarding the setting of efficiency criterion is the minimum criterion, if the result is significantly higher than the criterion set at .05 levels, or it allows efficient error not more than ± 2.5 , the efficiency criterion can be increased one more step. If the result of efficiency is lower than the criterion set, the instructional package must be improved and test for efficiency several times in the field testing until it can meet the efficiency criterion set.

To set the efficiency criterion, it can be done by evaluating the learners' behavior in terms of transitional behavior and terminal behavior. As the transitional behavior is the process, the efficiency of process is E_1 , while the terminal behavior is

the product, the efficiency of product is E_2 . To evaluate the transitional behavior, it is a continuity behavior of the learners in learning through a group activity, a project, or a report which assigns to students while the evaluation of the terminal behavior is to evaluate the product of the learners which considers the post-test and the final test.

The efficiency of instructional package will be set as a criterion that the instructor expects the change in learners' behavior with satisfactory. There are two ways to calculate the efficiency of the instructional package; 1) with a formula, and 2) without a formula. Below are the formulae to calculate the efficiency of the instructional package.

With a Formula:

Formula 1. $E_1 = \frac{\bar{X}}{A} \times 100$

E_1 = Efficiency of the process

\bar{X} = Mean score from the exercises, assessments, and learning activities both in the classroom, outside of classroom, and online.

A = Total score of the exercises in the lessons

Formula 2. $E_2 = \frac{\bar{F}}{B} \times 100$

E_2 = Efficiency of the product

\bar{F} = Mean score obtained by all students from the test

B = Total score of the test in the lessons

To calculate the efficiency of the instructional package using the formulae, it can be done by taking the total scores of exercises, reports, assignments either from an

individual or a group, and scores from the test then put them in the formula in accordance of the E_1/E_2 formulae as mentioned above.

Without a Formula

In case of forgetting the formula, the instructional designer can calculate the efficiency of the instructional package in terms of process and product when:

E_1 can be calculated by taking scores from all students regarding the scores from assignments and exercises then find an average score and compare in percentile.

E_2 can be calculated by taking score from a final test of each student then find an average score and compare in percentile as well.

The Interpretation Results of E_1/E_2

The results of E_1/E_2 is allowed for error only 5% from lower to upper ± 2.5 , meaning that the result of E_1 or E_2 meets the efficiency criterion set, lower than the criterion but not more than 2.5 % and higher than the criterion not more than 2.5% as well. If the gap between E_1 and E_2 is more than 5%, it implies that the exercises and the test are imbalance. For example, if the value of E_1 is greater than E_2 , it means that the exercises are easier than the test. On the other hand, if the value of E_2 is greater than E_1 , it can be concluded that the test is easier than the exercises and imbalance with the assignment, thus the instructional package needs to be adjusted.

The Steps of Developmental Testing

Once the instructional package prototype is developed, it needs to be tested for efficiency to the following steps:

1. Individual Testing (1:1)

Individual testing is the developmental testing in which one teacher test the efficiency of instructional package with 1-3 students. Those students must include the

poor, moderate, and smart students. During the developmental testing, the teacher has to keep the time and observe students behavior how they response to the instructional package by means of facial expressions. After that, the teacher evaluates the learning process by taking scores from exercises, assignments, and test to calculate the efficiency. If it does not meet the criterion set, it needs to revise the instructional package in terms of exercises, activities, and test. Besides, it is normal that the efficiency of the individual testing is low around 60/60, once the package is revised, the efficiency test will be increased.

2. Small Group Testing (1:10)

At this step, one teacher conducts an efficiency test of the instructional package with 6-10 students with mixed ability. During the developmental testing, the teacher does the same thing as in an individual testing such as keep the time, observe students behavior, and et cetera. The results of the developmental testing at this step is normally higher than the individual testing around 10%, thus the value of E_1/E_2 is 70/70.

3. Field Testing (1:100)

For the field testing, one teacher carries out an efficiency test of the instructional package with the whole class. The teacher also does the same process as in the individual, and small group testing. After calculating the efficiency of the instructional package and it does not meet the standard criterion set, the teacher needs to revise the package and test its efficiency with another group of students again which might be carry out 2-3 times until the efficiency value can meet the criterion set. The field testing should not carry out more than 3 times and the developmental testing of a field testing is used 1: 100. The results of the field testing should be closed with the efficiency criterion set. If it is lower than the criterion set not more than 2.5%, the result is

acceptable and be efficient. If the result of the field testing is lower than 2.5%, the instructional package needs to be revised and retest in the field testing again until it can meet the criterion. On the other hand, if the result of the field testing is higher than the criterion +2.5, the criterion should adjust to the higher level such as from 80/80 can increase to 85/85 or 90/90 respectively.

The acceptance of the efficiency test or developmental testing of the instructional package has three levels such as; 1) higher than the criterion set; 2) equal to the criterion set, and 3) lower than the criterion set in which its result can be accepted.

In conclusion, the development of any instructional package needs to be test for efficiency in terms of process and product before a mass production or distribution in order to find its quality whether or not the instructional package can increase the learners' learning, meet the efficiency criterion, and satisfy the learners. The developmental testing can carry out in three steps including individual testing, small group testing, and field testing respectively.

2.11 Previous Empirical Studies

In this part, the relevant empirical studies to enhance EFL learners' speaking skills will be reviewed.

2.11.1 Previous Empirical Studies of Using Role Play to Enhance Speaking Skills

The previous studies (Nouralian et. al., 2013; Sirisrimangkorn, 2013; Abidin, Osman, and Hosseini, 2012; Islam and Islam, 2012; Phuetphon, 2012; Rahimy and Safarpour, 2012; Rodpradit, 2012; Chotirat, 2011; Muttar, 2010; Shen, 2010; Al-

Senaidi, 2009; Liu and Ding, 2009, and Armstrong, 2003) found that role play activities could enhance ESL/EFL students' English speaking skills. To implement role play activities in the ESL/EFL class successfully, the teachers need to "feed-in" appropriate language, do proper error correction, and select the topics which are real and relevant (Liu and Ding, 2009). Through role play activities, students take different roles to practice the target language in a natural conversation (Chotirat, 2011). Students used lifelike forms in their conversations rather than formal speech (Liu and Ding, 2009). Because the students take different roles in a different contexts so they increased motivation (Nouralian et. al., 2013), self-esteem and self-confident (Nouralian et. al., 2013; Abidin, Osman, and Hosseini, 2013; Islam and Islam, 2012), and developed creative thinking (Islam and Islam, 2012). Using role play in the ESL/EFL classroom, students had positive attitude toward learning English (Islam and Islam, 2012; Armstrong, 2003) because role play activities were fun, fascinating, and interesting (Armstrong, 2003; Lui and Ding, 2009) so that students improved their fluency (Phuetphon, 2012; Rodpradit, 2012; Al-Senaidi, 2009; Liu and Ding, 2009), pronunciation or accent (Phuetphon, 2012; Rodpradit, 2012) as well as comprehension (Rodpradit, 2012). Moreover, students were enthusiastic to receive feedback from teacher and peers (Muttar, 2010) because feedback from the others reflected what they should be aware of. In addition, students could improve communication skills, interpersonal skills, and teamwork whilst role playing (Armstrong, 2003).

The previous studies regarding role play enhanced ESL/EFL students' speaking skills as reviewed above, it enlightens the researcher leading to choose the topics which are real-world and relevant in tourism industry. To design the learning activities, appropriate language input which suitable for students' language proficiency are needed

to take into consideration and motivate them to learn in order to have positive opinions toward lessons learning. According to the students' needs analysis surveyed, MFU students are familiar with online learning; thus, integrating video blog role play into the designed lessons will add value and make the lessons more interesting. Understanding the learners' needs and their characteristics of tourism students, they are enthusiastic to exchange ideas with the others and act-out rather than sitting quietly in the classroom. Through role play activities, students can improve their personality as a result of teacher and peers' feedback in order to prepare themselves for a future career that they have to meet tourists with different cultures and backgrounds. As to perform role play, students need to work in pairs to negotiate what role each one would take, thus the students communicate with each other more. It is a good opportunity for the students to learn from each other. Before submitting the role play video clips, students would recheck or redo their work until it meets their satisfaction for good quality. As a result, the students could raise self-awareness, improve vocabulary, comprehension, fluency, and self-confident. Visiting their peers' blogs, they could learn from each other such as pronunciation, vocabulary and gestures or nonverbal communication; thus, the students could improve their English oral communication skill which is very important for tourism students.

From the above researches, it is clear that implementing role play activities in the language classrooms can promote EFL learners' speaking skills, improve their fluency, pronunciation, comprehension, vocabulary, motivation, self-esteem, as well as creative thinking skills. In addition, role play activities are fun, interesting, and they can also promote students' team works; however, the assigned topics for role play should be real and relevant. Therefore, role play activities should be included in teaching speaking

skills. It is obvious that no research has been conducted by implementing role play activities on blogs to promote EFL Students' oral communication skills. Therefore, this study attempts to develop a VBBR instructional model to enhance students' English oral communication skills. For this research the method similar to Al-Senaidi's (2009) will be adopted for tertiary level students to test their oral communication skills. Unlike Al-Senaidi, the students will receive feedbacks on the recorded performance each time to ensure improvement.

2.11.2 Previous Research Studies on Blogs to Enhance EFL Learner's

Speaking Skills

Although blogs are widely used in many language classrooms, they are mostly used to promote writing skills. Some language teaching scholars and researchers were implemented blogs to promote EFL learners' speaking skills.

Several studies found that students had positive perception towards video blog (Balakrishnan and Puteh, 2014; Hung, 2011; Shih, 2010) regarding video blog helped students to improve their English speaking skills (Balakrishnan and Puteh, 2014; Baniabdelrahman, 2013; Hung, 2011; Shih, 2010; Tan and Tan, 2010; and Sun, 2009). Video blog promoted students for self-evaluation (Hung, 2011; Tan and Tan, 2010), peer learning (Hung, 2011; Shih, 2010; Sun, 2009), and self-presentation (Hung, 2011; Sun, 2009). Regarding video blog use video as a primary resource, it can be more interesting than written text because students can see facial expression, nonverbal communication, gestures, hear intonation, pronunciation, and et cetera. Because blog allows viewers to visit and leave comments so that students could learn from each other. Moreover, the blog also promoted interaction among them that they could exchange information and social networking. Although some students felt that video

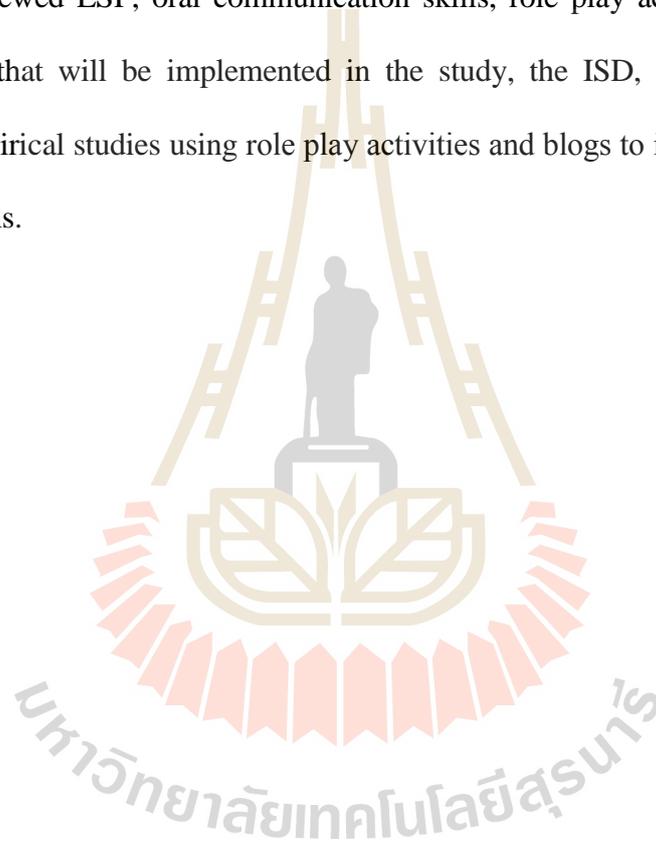
blog was interesting material for learning because of free access, and ease of revision (Shih, 2010). However, some challenges of video blog were occurred such as technical difficulties (Hung, 2011; and Sun, 2009), effective interferences, weak linkage to real-time communication and time consuming (Hung, 2011). From reviewing the previous studies, video blog is very interesting to be included in the lessons regarding it promoted ESL/EFL learners' English speaking skills. As video blog is an effective technology which can help students improve their speaking skills if it is integrated with role play technique it will benefits tourism students the most because there is no longer restriction about time and place to learn the designed lessons once the students can access to the Internet. As mentioned earlier that successful implementing role play technique for language learning relied on "feed-in" appropriate language input, proper errors correction were made, and real-world tasks and relevant were taken consideration in choosing the topics, thus students would be able to make achievement in speaking skills. The researcher strongly believed that an effective technique of role play as well as an effective platform of video blog can promote tourism students' English oral communication skills regarding the students learn from each other, receive appropriate language input, and they learn from real-world tasks in a safe environment.

From the previous studies, many researchers have integrated blogs/video blogs into the speaking instruction to promote EFL learners' speaking skills. Blogs and video blogs have been proved in several studies that they could improve EFL learners' speaking skills, and most learners had positive attitudes towards blogs and video blogs because they were a useful platform for learning process and products. However, no research has integrated role play into video blogs to promote EFL learners' English oral communication skills. Therefore, this study will employ the video blog-based role play

instruction to enhance the Tourism Management Program students' English oral communication skills.

2.12 Summary

This chapter has provided a very broad review of the literature related to the study. It reviewed ESP, oral communication skills, role play activities, blogging and video blogs that will be implemented in the study, the ISD, learning theories, and previous empirical studies using role play activities and blogs to improve EFL learners' speaking skills.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the research methodology, i.e. how the study is carried out. It begins with a research design, participants, and research instruments. Finally the procedures of data collecting and data analysis are discussed.

3.1 Research Design

This study is a quasi-experimental research with both quantitative and qualitative data analysis. It was constructed by the researcher in the first semester of academic year 2015 at MFU. The researcher constructed VBRP Instructional Model and VBRP lessons to compare the tourism students' achievement before and after using the English for tourism learning lessons. Pre-test and post-test were done by the participants to assess learning proficiency. The Author analyzed data to disclose any significant differences. To confirm the information was reliable as well as how the participants felt about the VBRP lessons, a questionnaire and semi-structured interview were used.

The study was a Pre-Experimental research using One-Group Pre-test-Post-test design (Creswell, 2003) as follows:

Group A O1 X O2

O1 = pre-test

X = treatment

O2 = post-test.

Hence, the research design can be illustrated in figure 3.1

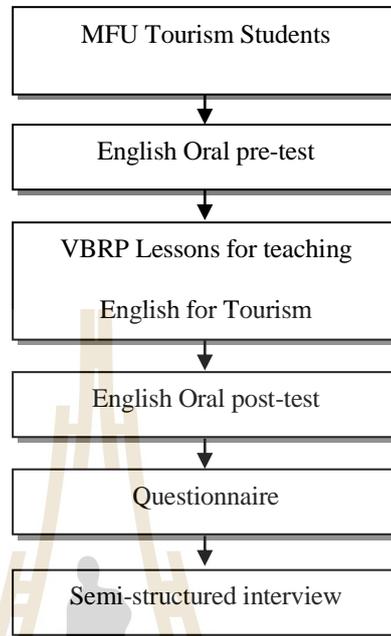


Figure 3.1 Research Design

This study was divided into two phases: 1) developing a VBRP Instructional Model and 2) investigating the efficiency of using VBRP Lessons and analyzing the students' opinions toward VBRP Lessons. To get insightful information on how the VBRP Instructional Model was developed as well as the efficiency of the VBRP lessons, the procedures for developing the VBRP lessons and undertaking the pilot study, the next section discussed each phase in detail.

Phase I: Developing the VBRP Instructional Model

In order to develop the VBRP Instructional Model, five related models: 1) ADDIE Model, 2) Dick and Carey Model, 3) Kemp Model, 4) SREO Model, and 5) OTIL Model were analyzed and synthesized. Procedures of the Study are as follows:

Firstly, to ensure that the VBRP Model for teaching English for Tourism works effectively, the VBRP Instructional Model and the VBRP Instructional Model evaluation form were evaluated by three experts in the fields of ISD and English Language Teaching (“ELT”). Those experts are Ph.D. holders who have at least five years’ experience of teaching English at a tertiary level using e-learning tool in their teachings.

Secondly, the researcher modified the model in accordance with the three experts’ feedback and suggestions.

Thirdly, the VBRP lessons were developed by using the VBRP Instructional Model as guidelines.

Finally, the VBRP Instructional Model was used as guidelines to design the lessons.

Phase II: Investigating the Efficiency of Using VBRP Lessons and Analyzing Students’ Opinions toward VBRP Lessons

After the VBRP Instructional Model was developed, the researcher developed the VBRP lessons in following the guidelines of VBRP Instructional Model. In order to develop the VBRP lessons, the researcher performed the following tasks as below:

Firstly, checked the course description from MFU’s website in order to get general ideas about the course.

Secondly, contacted a course coordinator of English for Tourism at MFU to get a course syllabus and discussed course contents, teaching materials and activities, as well as the assessment criteria.

Thirdly, selected a topic and consulted the Study’s supervisor to design the lessons and the teaching activities.

Fourthly, revised the VBRP lessons in accordance with the supervisor's suggestions.

Finally, the VBRP lessons were tried out with the Tourism Students who were from different group of the main study at MFU. The pilot study in this study consisted of individual testing, small group testing, and field testing respectively.

To investigate the efficiency of using VBRP lessons, the researcher deliberately selected an intact class of the Tourism Management Program at MFU in the first semester of the academic year 2015. An objective of VBRP lessons was to compare the students' achievement before and after using the lessons to study English for Tourism. Before the experiment, the participants' English Oral Communication Skills ("EOCS") were measured by using an English oral pre-test related to tourism industry. Then, they would receive three hours of English instruction per week for six weeks in the semester using VBRP lessons. During the experiment, the participants did not realize that they were experimented to avoid Hawthorne effect (the effects in which participants change their behavior when they know they are being studied). At the end of the semester, all participants received the English oral post-test concerning with tourism industry. The researcher analyzed data to determine any learning improvement after using VBRP lessons. To gain more insightful information on how the participants feel about the VBRP lessons, the questionnaire and semi-structured interviews were to draw opinion from Tourism students.

3.2 Participants

The participants in this study consisted of two groups: 1) participants for the try-out studies aiming at evaluating the efficiency of the VBRP lessons; and 2) participants for the experiment.

3.2.1 Participants for the Try-out Studies to Evaluate the Efficiency of the VBRP Lessons

In order to evaluate the VBRP lessons' efficiency, there were three try-out studies: (1) individual testing, (2) small group testing, and (3) field testing. Thus, the participants for this purpose included 52 junior Tourism students at MFU. They had mixed ability of English proficiency levels (high, moderate, and low). As the try-out studies consisted of three types of testing, the participants were classified into three groups based on their previous English grade from *English 3* Course. Rely on the Tourism Program' study plan, the students are required to take English courses in a series of Intensive English, English 1, English 2, English 3, and English 4 respectively. However, English for Tourism does not require any pre-requisite course but it is assigned to students in the second semester simultaneously with English 4 course in which its pre-requisite course is English 3. Thus, in order to classify the MFU Tourism Students' English proficiency level, the grade result of English 3 would be used. Among 52 participants, 6 students were assigned to the individual testing, 12 students to the small group testing, and 34 students to the field study testing. The classification of the students' English proficiency levels was illustrated in Table 3.1.

Table 3.1 Classification of the Students' English Proficiency Level

English Proficiency Level	Grade Result of English 3 Course
High	B, B+, A
Moderate	C, C+
Low	F, D, D+

3.2.2 Participants for the Experiment

Although the total number of junior tourism students at MFU was about 200 but not all of them took English for Tourism as a result of the curriculum revision. Each tourism student was required to choose a series of foreign language for tourism such as English for Tourism, French for Tourism, Korean for Tourism, Japanese for Tourism, and Chinese for Tourism. Each foreign language track had limited number of students about 40 students. The method of selecting the participant of this study was based on the purposive sampling method which was taken from one intact class of English for Tourism at the MFU.

There were two reasons for choosing MFU Tourism students:

- 1) Many of Tourism students reflected that they had EOCS problem with foreign tourists during their internship program or in their workplace after graduation. From the researcher's past experience as a tour guide in Northern Thailand had observed that many manpower in the tourism industry who worked in hotels, restaurants, or travel agents had difficulty in communication with foreign tourists so that the researcher tried to find solution.

2) Chiang Rai province is a gateway to the Greater Mae Khong sub-region countries which attracts many foreign tourists visiting the province annually and the tourism industry needs more qualified manpower for the growth of the tourism industry.

3.3 Research Instruments

The research instruments of this study included: (1) the VBRP Instructional Model, (2) an Evaluation Form of the VBRP Instructional Model, (3) the VBRP lessons, as well as the VBRP lessons plans, (4) a pre-test, and a post-test, (5) a questionnaire for students, and (6) semi-structured interviews for students.

3.3.1 A VBRP Instructional Model

In order to develop the VBRP Instructional Model, the researcher analyzed and synthesized five instructional related design models: ADDIE, Kemp, Dick and Carey, SREO, and OTIL. The VBRP Instructional Model was used as guidelines for developing the VBRP lessons and its appropriateness usage for teaching English for Tourism to enhance EOCS of the Tourism Students were determined by the experts in the fields of ISD and ELT.

3.3.2 An Evaluation Form of the VBRP Instructional Model

The researcher developed an evaluation form of the VBRP Instructional Model, which has two parts: (1) a five-point Likert scale type (5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree), and (2) open-ended question for the experts to comment on the VBRP Instructional Model. This form enclosed with the VBRP Instructional Model was sent to three experts in the field of ISD and English Language Teaching (ELT) to evaluate its appropriateness prior to the main study. These experts are Ph.D. holders who have at least five years of experience to teaching English

to the university students and use e-learning tool in their teachings. Thereafter, the VBRP Instructional Model was modified based on the experts' evaluation and recommendations (see appendix A).

3.3.3 The VBRP Lessons

VBRP lessons means the instructional lessons used for teaching English for Tourism Course at the MFU developed by the researcher. The major technique for this instruction was a video-recording of the students' role play activities, then broadcasted video clips on blogs.

The researcher used the VBRP Instructional Model as guidelines for designing the VBRP lessons based on the course description of English for Tourism at MFU. The learning activities which took place through blogs such as watching video and answering the questions, learning tourism vocabulary through various exercises, and recording video role play clips and posted them on the blog where the teacher and friends could leave comments, share an idea, give suggestion etc. Then the VBRP lessons' efficiency was assessed through individual testing, small group testing, and field study testing. The video blog-based role play lessons in this study consisted of two units: 1) the celebration of the Songkran Festival and 2) the social etiquette for visiting a Thai Buddhist temple in which each unit last for six hours per week.

3.3.4 VBRP Lessons Plan

The lesson plan is a detailed description of the lessons which the researcher developed to guide instruction throughout the study for each class. This study presented steps and process of VBRP Lessons instructions. It consists of English for Tourism content that was used with MFU tourism students in the first semester of the academic year 2015. (Appendix B)

3.3.5 Pre-test and Post-test

Prior to using the VBRP Lessons with the Tourism students at MFU, the researcher evaluated the students' EOCS related to tourism by giving a pre-test with precise rubrics. Several studies relating to speaking or oral communication skills (i.e. Kost, 2004; Gao, 2012; Lenka, 2014) assessed learners' competency of vocabulary, pronunciation, fluency, grammar, and comprehension. Thus, the rubrics to assess learners' EOCS for this study was adopted the assessment components from the Analysis Oral Assessment Scale ("AOAS") developed by Kost (2004). The reasons to adopt the AOAS as a rubric to assess the tourism students at MFU because it provides clear components, its description are easy to understand and it is used to assess the EFL students' oral communication skills. However, in terms of learners' English proficiency at MFU context which focuses on tourism is different from that of the Kost's (2004) study. In addition, the learners' English proficiency at MFU varied, thus some descriptions in each component needed to be adapted. Therefore, the researcher partially adapted the descriptions as well as the scoring criterion. As the AOAS scoring of each component divided into six different levels, each level scores range from 0-2, 3-5, 6-8, 9-11, 12-14, and 15-17 respectively. To prevent scoring hesitation, the researcher then determined new score for each component range from 0 to 5 as shown in the table 3.2. In the end of the semester, a post-test on EOCS related to tourism was given to all participants in order to see any EOCS improvement and how they feel about the using of VBRP Lessons in studying English for Tourism course. The rubrics for evaluating EOCS can be illustrated in Table 3.2.

Table 3.2 English Oral Communication Rubrics for MFU Tourism Students

Components Score (pts)	Inadequate (0 pt.)	Poor (1 pt.)	Satisfactory (2 pts.)	Good (3 pts.)	Very Good (4 pts.)	Excellent (5 pts.)
Vocabulary	Very limited and inaccurate use of vocabulary	Uses only basic vocabulary and expression or inaccurate use of vocabulary	Uses limited vocabulary or somewhat in accurate use of vocabulary	Uses a variety of vocabulary but makes some errors in word choice	Uses a variety and accurate vocabulary	Uses an extensive native-like vocabulary
Pronunciation	Pronunciation was incomprehensible	Frequent problems with pronunciation and intonation	Pronunciation and intonation errors and sometimes difficult to understand	Clear and accurate pronunciation and intonation with few errors	Almost always clear and accurate pronunciation and intonation	Pronunciation and intonation is clearly native-like
Fluency	Speech totally disjointed; fragmenting	Speech halting and uneven with long pauses	Speech choppy or slow with frequent pauses and some hesitation	Speech with some hesitation but manage to continue and does not interfere with communication	Speech continuous smoothly with few pauses or stumbling	Very fluent; language flows, want to talk and give detailed answers
Grammar	Errors interfere strongly with comprehension	Uses basic structures with frequent errors to make speech unintelligible	Uses a variety of structures with frequent errors and make comprehension difficult	Uses a variety of grammar structures with some errors but do not obscure meaning	Uses a variety of grammar structures with occasionally errors but do not obscure meaning	Speech shows a native-like command of complex patterns of correct grammar
Comprehension	Does not seem to understand interlocutor	Cannot be said to understand even simple conversation	Has great difficulty following what is said. Only social conversation can be comprehend	Understand most of what is said at slower than normal speed with repetitions	Understand nearly everything at normal speed	Understand everything at normal speed like a native speaker

Table 3.2 English Oral Communication EOCS Rubric for MFU Tourism Students

(adapted from Kost, 2004)

As shown in Table 3.2 EOCS rubrics were used as a guideline to score students' oral communication skills. It consisted of 5 components; namely, vocabulary, pronunciation, fluency, grammar, and comprehension. Each component had specific description with different speaking ability levels (inadequate, poor, good, very good, and excellent) and each level was valued differently ranging from 0 to 5 respectively. In terms of vocabulary, if the students could only use very limited and inaccurate vocabulary, they would be rated inadequate and get 0 point. In the other hand, if they could use an extensive native-like vocabulary, they could get 5 points and would be rated as excellent. As for pronunciation, if the speakers could pronounce clearly, correctly and use plenty of intonation to express the given tasks without confusing words near native-like, they would get 4 points which is a high score and would be rated as very good. In terms of fluency, it refers to the speakers could speak continuous smoothly like a native speaker and wanted to talk or give detailed answers then they could get 5 points which is a high score. Grammar was the fourth component when the speakers could use a variety of grammar structure with occasionally errors but did not obscure meaning they could also get high score. The last component was comprehension. If the speakers did not seem to understand interlocutor, they would get very low score.

In order to evaluate the students' EOCS, the raters could independently give score to the participants in relevance to the given rubric. However, in the second language (L2) oral performance assessment, speaking might be the most difficult language skill to assess reliably (Luoma, 2004), thus it always involves raters' subjective ratings. According to Kunnan (2000), reliability and validity of speaking assessments are critical so that the examination boards use rater training as the most common

procedure to ensure the reliability of scoring because rater training provides with standards to assess although the raters with different characteristics. Moreover, rater training can raise inter-rater reliability that the raters agree with each other when rating the same performance. According to Alderson (1991), the frequent procedures used for heightening the consistency of rater-based scores were: 1) criteria and explicit rating scale for the raters which constructed by the test developers and use as a basis for the raters' evaluation, 2) the rater training in which the raters capable to interpret and use the scale, and 3) inter-rater reliability in which at least two raters would score each student and that of an average score. To mitigate the EOCS rating discrepancies, thus the inter-rater training was conducted before the main study. This study included two raters who teach English Speaking Course to the university students at least 5 years, they have experience of using role play technique to teach English Speaking Course, and they also use blogging in their English teaching courses.

In order to conduct an inter-rater training, first the two raters were given EOCS Rubrics which was developed by the researcher. The raters were asked to make understanding on the rubrics whether or not they clearly understand the contents as well as the wordings. If there was any point in which seemed unclear among the raters, the discussion and clarification had to be carried out. Second, the raters were given two samples of video role play clips relating to tourism situations and asked them to score the clips using the scoring rubrics. After they had finished scoring if the inconsistent scores with discrepancy by 1.0 between the two raters was found which might occur regarding the interpretation of wordings differently in the scoring rubrics while assessing EOCS in the video role play clips. The video role play clips were replayed and discussed for the discrepancy. Once the discussion met everyone's agreement, the

wording in the criteria content was adjusted for clearer understanding. Third, the raters were asked to score two more video role play clips relating to tourism situations. This session intended to compare each rater's score rating. If there was any discrepancy of performance interpreting existed, the discussion to reach an agreement would conduct again. Fourth, the raters were asked to evaluate two more video role play clips using the scoring rubrics. If their scores were found although a bit discrepant regarding to the wordings interpretation on the criteria, the video role play clips were replayed and discussed to meet agreement. If their scores were in the same direction somewhat consistent, the two raters discussed the point again, and the inter-rater-training was last for three hours. Regarding inter-rater reliability, this study follows the rules of thumb for determining the inter-rater agreement of Cohen's Kappa in which the value of agreements among two raters range from 0.61-0.81 is acceptable (Cohen, 1960 cited in Graham et al, 2012). The inter-rater reliability of this study for both units in the try-out studies as well as in the trial-run was range from 0.67-0.79 so that EOCS test in this Study was reliable. (Appendix C).

3.3.6 Questionnaire

To elicit the participants' opinions towards the VBRP lessons, the researcher employed a questionnaire. To develop the questionnaire, the researcher reviewed literatures relating to blog and role play for language teaching and learning. Because there might be very limited relevant research which integrated role play technique into a video blog-based to enhance students' EOCS therefore the researcher could not find any of them. Thus, the researcher reviewed the relevant studies using role play technique and video blog to improve students' speaking skills. As the questionnaire in this study consisted of two parts, Part I: General Information, all ten questions in this part were

created by the researcher but in Part II: Students' Opinions toward the use of Video Blog-based Role Play Lessons which consisted of eighteen questions and were divided into three aspects. All questions in Part II were adapted and adopted from Suppasetserree (2005), Min-Chen-Tseng (2008), Ru-Chu Shin (2010), Lin (2011), Fahad Hamad Aljumah (2012), Islam and Islam (2012), and Phuetphon (2012). In aspect I (Learning Effectiveness of the Video Blog-based Role Play Lessons), questions 1-5 were adapted from Ru-Chu Shin (2012) whereas question 6 was adapted from Islam and Islam (2012). In aspect II (Opinions Towards Blog Platform), questions 7-10, and 12 were adapted from Fahad Hamad Aljumah (2012) whereas question 11 was adopted from Min-Chen-Tseng (2008), and in aspect III (Opinions Towards Role Play Technique), questions 13 was adapted from Lin (2011), question 14 and 18 were adapted from Phuetphon (2012), question 15 was adapted from Islam and Islam (2012), question 16 was created by the researcher, and question 17 was adapted from Suppasetserree (2005) respectively. The reasons to adapt and adopt these questions from the studies mentioned above because they had already been approved by the experts and they were constructed in a similar context of this study in which aiming at enhancing EFL students' EOCS. Thus, the questions were suitable for this study. As a result, the questionnaire in this study was divided into two parts: participants' general information which had 10 questions, and participants' opinions toward VBRP which consisted of 18 questions. The opinions were chosen from a five-point Likert scale. The scale ranges from 1 strongly disagree to 5 strongly agree. To ensure that the participants understand the statements and instructions correctly, the questionnaire would be in Thai, a native language for the participants and the researcher. Before its usage, the questionnaire would be evaluated by the experts

with an Item Objective Congruence (IOC). The reliable ones would be piloted with MFU tourism students, who did not involv in the study. (Appendix D)

3.3.7 Semi-structured Interview

As this study attempts to elicit participants' opinions about VBRP lessons for Tourism Course's teaching English, the researcher interviewed the participants for their opinions on the VBRP lessons. As the semi-structured interview for the present Study was more flexible than the questionnaire, it helped to gain insights information from the participants on learning through the VBRP lessons. Furthermore, to enhance the data reliability, semi-structured interview was conducted in Thai, a native language of the participants and the researcher, would use during the interview session to communicate better. To develop the interview question, the researcher reviewed the relevance studies of ISD Models as in Suppasetserree (2005), Saitakham (2010), Kongpet (2011), and Tian (2012) then used their interview question as guidelines to develop the interview question that fit into the context of this study. The interview question consisted of five questions. The target students were questioned right after they finished a post-test of video role play which lasted about ten to fifteen minutes for each pair. The researcher interviewed all of the participants and recorded during the interviews to avoid missing information such as taking a short note that not all important points were taken affecting the data analysis process. To get insightful information from all students and to avoid the extrovert students interfere the shy ones who did not talk much, thus the researcher interviewed a pair at a time. The researcher informed the students a purpose of the Study, and a length of the interview. Then, the researcher urged them to reflect their true opinions to improve a quality of the lessons, and asked their permission to record the interview session. Once the students were

ready to begin, the researcher asked the first question and let them expressed their feeling freely. Sometimes, from one question the students could cover a following question so that the researcher did not need to ask that duplicate question again as to follow the list. But if the students did not really want to talk regarding they had no ideas, the researcher would prompt the students to speak out. The researcher always asked the students to give more comments if they had any other issues to share. To improve the reliability of the instrument, the interview questions were checked by the experts via index of item objective congruence (IOC) and they were piloted with the MFU Tourism Students, who did not involve in the study. (Appendix E)

3.4 Construction and Efficiency of the Instruments

The research instruments were carried out for the construction and efficiency in accordance with the suggestions of the research professionals and research experts in the fields of ELT and Educational Technology.

3.4.1 Development of a VBRP Instructional Model

The VBRP Model is a Video blog-based instruction model, where the lessons were uploaded on blog. To construct the VBRP Instructional Model, the researcher reviewed several related instructional models, i.e. ADDIE, KEMP, Dick and Carey, SREO, and OTIL. After synthesizing, and analyzing the related instructional models mentioned earlier, the researcher followed Brahmawong's Seven Steps Model (Brahmawong, 2009) to develop the VBRP Instructional Model, as illustrated in figure

3.2

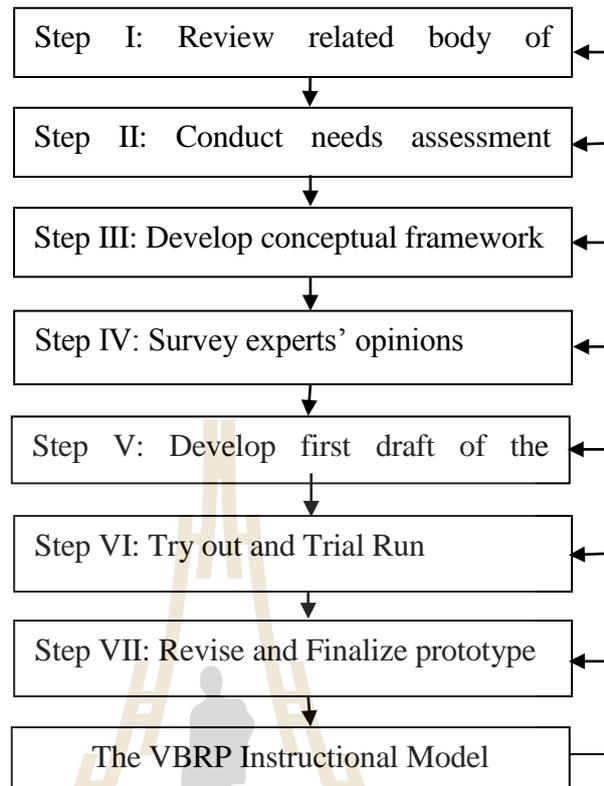


Figure 3.2 The Seven Steps of Developing the VBRP Instructional Model (adapted from Brahmawong's Seven Steps Model, 2009)

3.4.2 Procedures of Constructing VBRP Lessons

Guided by the VBRP Model, the researcher developed the VBRP Lessons. The lessons were designed in a blog environment, which included contents to be studied, online dictionary, assignments, web link for further study, exercises, and video role play. The VBRP lessons were tried-out and modified according to the feedback from the three different stages of individual testing, small group testing, and field testing. Then they were used by the MFU tourism students after taking an English oral pre-test. To investigate the efficiency of the developed lessons, the 80/80 Standard (Brahmawong, 1978) was employed. The development of VBRP lessons can be illustrated in figure 3.3.

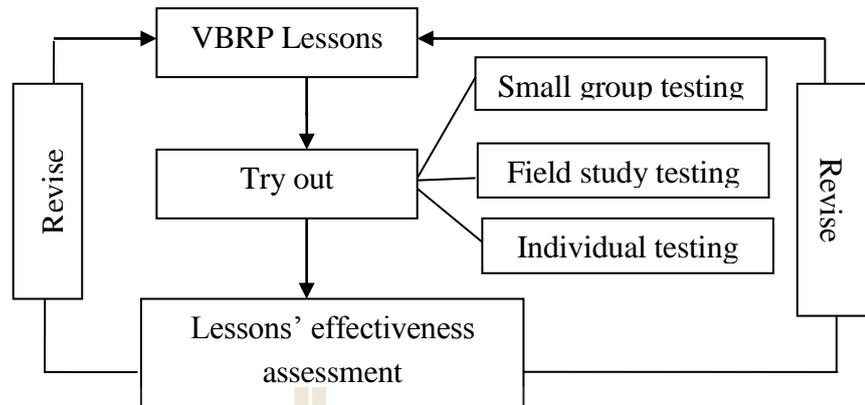


Figure 3.3 The VBRP Lessons Development Procedure

3.4.3 Steps of Developing VBRP Lesson Plan

A lesson plan always plays a significant role in teaching because it helps the teacher to manage classroom efficiently. The teacher will follow the lesson plan in order to keep on track what to do during a class time to accomplish the learning goals. To develop the VBRP lesson plans, the researcher followed the steps of developing VBRP Model, as shown in figure 3.4.

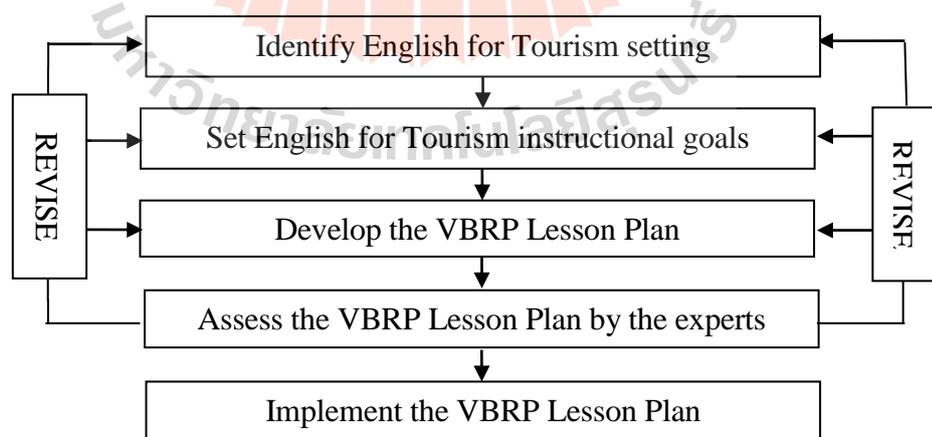


Figure 3.4 Steps of Developing VBRP Lesson Plan

3.4.4 Procedure for Constructing VBRP Lesson Plan

The procedures for constructing the lesson plan for the experimental group were as follow:

1. The researcher contacted English for Tourism instructors at MFU to ask for the course syllabus.
2. The researcher studied the course syllabus in detail and constructed an English for Tourism VBRP lesson plan.
3. The researcher's VBRP lesson plan was delivered to the instructors who teach English for Tourism at MFU to examine its contents and format.
4. After receiving feedback from the English for Tourism instructors, the researcher modified the VBRP lesson plan according to their comments and then sent it back to the experts for re-examining.
5. The researcher revised the VBRP lesson plan according to the comments of the experts prior to its usage.

3.4.5 Testing VBRP Lessons

Before implementing the VBRP lessons with the target students, the VBRP lessons were evaluated for their efficiency through three stages of try-out studies: individual testing, small group testing, and field study testing. The students who participated in the try-out studies were tourism students at MFU. Significantly, they were a different group from the main study. The students in the try-out studies learned English for Tourism using the VBRP lessons, conducted role play activities, and did exercises via blogs. Their scores from exercises and tests were used to assess the efficiency of the VBRP lessons. The efficiency of the VBRP lessons was assessed by the 80/80 Standard (Brahmawong, 1978).

3.4.5.1 Individual Testing (1:1)

Regarding the individual testing, six tourism students at MFU with mixed ability of English proficiency levels took part in this test. Those six students were required to take VBRP lessons, do exercises and produce a video role play. They were later asked about opinions on the lessons. According to their feedback, the researcher then revised the VBRP Lessons. Their achievement scores from the exercises and the video role play were calculated for the process and product's efficiency. Then the researcher modified the VBRP lessons according to the feedback and opinions.

3.4.5.2 Small Group Testing (1:10)

The second category of try-out study was the small group testing. Twelve tourism students at MFU were involved in the test. They had different English proficiency levels; high, medium and low which each proficiency level consists of four students. The procedures of the small group testing were the same as that of the individual testing.

3.4.5.3 Field Testing (1:100)

Field testing was the last category of try-out study for this study. Thirty-four tourism students at MFU with mixed ability of English proficiency levels participated in this type of test. They were asked to study English for Tourism using VBRP Lessons, do exercises, and create video role plays. The procedures of the field study testing were the same as those conducted with individual testing and small group testing.

This study set the efficiency standard at 80/80, which means that after completing the exercise or assignment, the students could give correct answers at a percentage of 80%. The designer set criteria based on a notion that after learning, the learners change their behavior to achieve the goals. The learners' behavior can be

evaluated in terms of process (E_1) and product (E_2). E_1/E_2 is the efficiency of process divided by the efficiency of outcome. To evaluate whether the VBRP lessons were effective, the following two formulae which developed by Brahmawong (1978) were used based on the achievement scores of the exercises and the tests from the try-out studies.

The following formulae were used to calculate the efficiency of the VBRP lessons based on the achievement scores of the exercises and the tests from the try-out studies.

$$E_1 = \frac{\bar{X}}{A} \times 100$$

E_1 = Efficiency of the process

\bar{X} = Mean score obtained by all students from the exercises, assessments, and learning activities

A = Total score of the exercises in the lessons

The percentile of E_1 is taken from a mean of exercises and activities.

Here, E_1 refers to the efficiency of the process; \bar{X} refers to Mean score obtained by all students from the exercises; and A refers to Total score of the exercises in the lessons.

$$E_2 = \frac{\bar{F}}{B} \times 100$$

E_2 = Efficiency of the product

\bar{F} = Mean score obtained by all students from the test

B = Total score of the test in the lessons, (Brahmawong, 1978).

The percentile of E_2 is taken from that of the post-test. Here, E_2 refers to the efficiency of the outcome in which the learners' behavior is changed after taking the lesson; \bar{F} refers to the Mean score obtained by all students from the test; and B refers to Total score of the test in the lessons.

In order to implement the try-out studies, the evaluation of the VBRP lessons' efficiency will be conducted as illustrated in the figure 3.5.

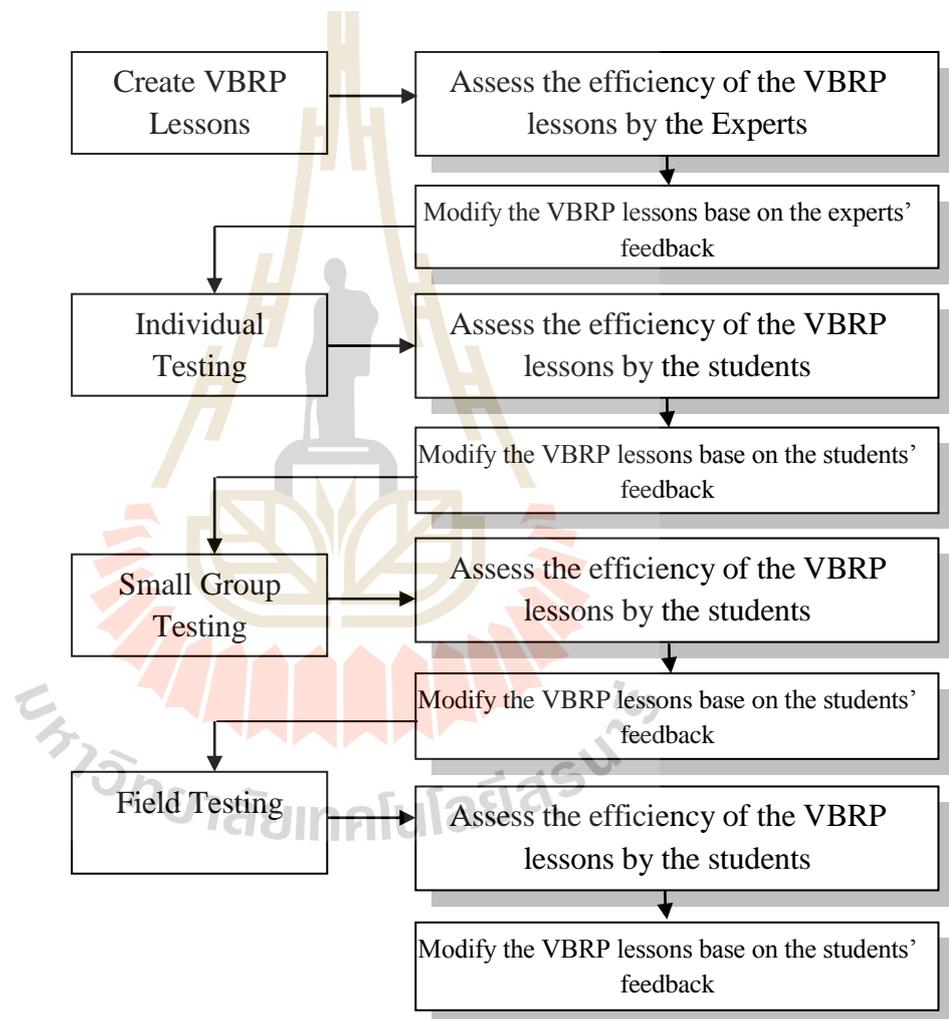


Figure 3.5 The Evaluation of the Efficiency of the VBRP Lessons

3.4.6 Constructing Pre-test and Post-test

The researcher designed the pre-test and post-test for the target participants, who studied English for Tourism and focused on EOCS. The development of the tests could be explained as follows.

1. The researcher studied the Tourism Management Program curriculum of MFU, then set the test objectives equivalent to the learning objectives in the English for Tourism lessons.
2. The researcher consulted the experts regarding the procedures of test construction.
3. The researcher developed six oral communication tests relevant to the role play lessons.
4. The oral communication tests were sent to two experts who are academically qualified and have been teaching English for more than five years to validate the content. Then the researcher revised the content according to the suggestions of the experts.
5. The different stages of pilot study were conducted with 52 tourism students who studied at MFU. (Appendix F)

3.4.7 Pilot of Questionnaires

To elicit the students' opinions on the VBRP Lessons, the researcher used a questionnaire in the present study. The questionnaire consisted of two parts. The first part was asked general information of the participants which consisted of 10 questions.

And the second part was used to elicit students' opinions on learning the VBRP lessons via Blog. The responses were in the form of a five-point Likert's rating scale, ranging from "strongly agree" to "strongly disagree".

The questionnaire to elicit students' opinions about the VBRP lessons contains 18 items. The students were required to read the statements of each item carefully, later tick one box according to their own feeling about the statement. The five point rating scale (5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree) were used to rate the students' opinions toward the VBRP Lessons.

The procedures to construct and develop questionnaire were as follows.

1. The researcher reviewed the questionnaire used in the related studies and adapted the statements to appropriate to this study.

2. The content validity of all the statements in the questionnaire was examined by the experts. An acceptable value of IOC was ranged from 0.5-1.0; otherwise was considered invalid.

3. The statements in the questionnaire which were evaluated as invalid would be deleted, and only the statements with the IOC value between 0.5-1.0 would be revised.

4. The revised questionnaire would be tried-out with 52 tourism students at MFU who were in a different group from those of the major experiment.

5. To discriminate the items, t-test will be used. The item which has significant differences at the level 0.05 (Saitakham, 2010) would be selected and test for reliability.

The reliability coefficient value no less than 0.75 would be accepted.

3.4.8 Testing Interview Questions

To triangulate the data and collect in-depth information about participants' opinions on VBRP lessons, five semi-structured interview questions were used in this

study. The interview questions developed by the researcher were examined by the experts for content validity. The researcher revised the interview questions based on the experts' suggestions and try-out efficiency of the interview questions with three students, who were not in the experiment. The interview lasted from ten to fifteen minutes and was conducted after they have learned the VBRP lessons and completed the questionnaire. To prevent missing any information, tape recording was used while interviewing.

3.5 Data Collection Procedures

There were two phases of data collection: (1) collecting the data from the experts and the VBRP lessons prior to implementing the instruction, and (2) getting the pre-test and post-test scores and the data from the questionnaire and semi-structured interview answered by the experimental group only.

Phase I: Data collected from the experts and the try-out studies

The VBRP Instructional Model and the model evaluation form were sent to the experts for evaluation. Next, the VBRP Instructional Model was revised based on the experts' evaluation and suggestions. After that, the VBRP lessons were developed guided by the VBRP Instructional Model. Lastly, the research was evaluated the efficiency of the process (E_1) and the product (E_2) of the VBRP lessons at three different try-out stages: individual testing, small group testing, and field testing.

Phase II: Getting pre-test and post-test scores and data from the questionnaire and semi-structured interview answered by the participants.

Prior to the experiment, the participants were given a pre-test on their EOCS using different role cards related to tourism. Then they learned the VBRP lessons. After

that the participants were given a post-test on their EOCS using different role cards related to tourism again in order to investigate whether or not the VBRP lessons have any effects on participants' EOCS before and after using the lessons. Next, to elicit the participants' opinions toward VBRP, the questionnaire and semi-structured interview were employed. Fifteen interviewees were chosen after they had completed the questionnaire to triangulate the data about their opinions towards the VBRP lessons. To prevent misunderstanding, the questionnaire and interview questions were presented in Thai language. Tape recording was also used to keep detail, instead of note taking, in the interviewing session.

3.6. Data Analysis

Two categories of data were elicited in this study: (1) quantitative data which was obtained from a pre-test, a post-test, an evaluation form of a VBRP Instructional Model and questionnaire, and (2) qualitative data derived from semi-structured interview.

3.6.1 Quantitative Data Analysis

Descriptive statistics and T-test were used to analyze the data in this study with a computer software program called SPSS 18.0.

3.6.1.1 Descriptive Statistics

The descriptive statistics provide such information as mean score, standard deviation and frequency distributions (Punch, 2005); therefore, mean scores and frequencies for the questionnaire, and means of the pre-test and post-test were included in the descriptive analysis of this study.

3.6.1.2 T-test

An independent-sample T-test was used to compare the pre-test and post-test scores of the participants.

3.6.1.3 Efficiency Analysis

To determine the efficiency of the VBRP lessons, the 80/80 Standard (Brahmawong, 1978) was used as a criterion. The efficiency of the process (E_1) and the efficiency of the product (E_2) formula were applied to evaluate the efficiency of VBRP.

3.6.1.4 Content Analysis

The data obtained from semi-structured interview was analyzed with open and axial coding. The researcher transcribed the data, assigned a code and categorized the data, and then the data was put back together by making connections between categories respectively.

3.7 Summary

This chapter presented the research methodology. The group of participants both the pilot group and the experimental group for real participants were explained. The research instruments were also described. Furthermore, the construction and efficiency of the instrument, the data collection, procedures, the rubric for assessing EOCS, and data analysis were presented.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results of the study relied on the four research questions proposed in Chapter One. There are two sections in this chapter: results and discussion. The first section presents the data elicited from the Video Blog-based Role Play (VBRP) Instructional Model evaluation form, the efficiency of the VBRP lessons, the participants' score on the pre-test and post-test, and the data from the questionnaire and semi-structured interviews. The second section discusses the research findings.

4.1. Results

4.1.1. Results of the Development of the VBRP Instructional Model to Enhance English Oral Communication Skills of Tourism Students

Rely on research question one, “what are the elements and steps in designing a VBRP Instructional Model to enhance English oral communication skills of Tourism Students?”, to answer this question the researcher developed the VBRP Instructional Model and had three experts in the field of English Language Teaching and ISD evaluated for its appropriateness through an evaluation form of the VBRP Instructional Model. The data obtained from the evaluation form was then analyzed.

The VBRP Instructional Model is an online instructional design used for teaching English for Tourism course at MFU. The VBRP Instructional Model is used as a framework to develop the VBRP lessons to enhance English oral communication skills

of tourism students. The VBRP Instructional Model consisted of 6 steps and 18 sub-steps, was developed. Each step of the VBRP Instructional Model can be described briefly as follows:

Step 1: Analyze Setting

Sub-step 1: Analyze learners' problems, needs, and characteristics in English for Tourism course

Sub-step 2: Analyze learning context such as classroom facilities

Sub-step 3: Analyze instructional course content based on English for Tourism, course description, and text book used

Step 2: Design VBRP Lessons

Sub-step 1: Set up English for Tourism learning goals

Sub-step 2: Specify learners for English for Tourism

Sub-step 3: Select contents of teaching English for Tourism

Sub-step 4: Identify English for Tourism instructional methods and Platform

Step 3: Create VBRP Lessons on Blog

Sub-step 1: Create blog for teaching English for Tourism

Sub-step 2: Create examples of Video Role Play and audio files and post them in the blog

Sub-step 3: Select the software for conducting online exercises

Step 4: Develop Testing

Sub-step 1: Individual testing

Sub-step 2: Small group testing

Sub-step 3: Field testing

Step 5: Implement VBRP Lessons

Sub-step 1: Conduct pre-test the learners' English oral communication skills

Sub-step 2: Use VBRP Lessons for teaching English for Tourism

Sub-step 3: Conduct post-test the learners' English oral communication skills

Step 6: Conduct Evaluation

Sub-step 1: Formative Evaluation

Sub-step 2: Summative Evaluation

To ensure that the development of the VBRP Instructional Model is appropriate and can be used for teaching English for Tourism at MFU, the evaluation form of the VBRP Instructional Model was sent to three experts to evaluate the model. The data collection made through a five-point Likert scales questionnaire (5 = very strongly agree, 4 = strongly agree, 3 = agree, 2 = slightly agree, and 1 = least agree) which was later calculated for arithmetic means. The criteria of means used to interpret data was adopted from Suppatsereee (2005) which calculated by a range that divided by numbers of level created $[(5-1)/3 = 1.33]$, the means for each level added up with 1.33. Hence, the criteria of means were $3.68 - 5.00 =$ very strongly agree, $2.34 - 3.67 =$ agree, and $1.00 - 2.33 =$ least agree.

In overall, the experts very strongly agree that the model is very appropriate ($\bar{x} = 4.53$). When considering each component, the experts very strongly agree that the steps of developing the VBRP Instructional Model are very appropriate and the mean scores are 4.67 and 4.33 respectively. The experts rated the following items the highest mean scores of 4.67 which are: 1) the analyze setting step of the VBRP Instructional Model is appropriate; 2) the design the VBRP lessons step is appropriate; 3) the production the VBRP lessons on Blog step is appropriate; 4) the development of testing step of the

VBRP lessons is appropriate; 5) the implement of the VBRP lesson step is appropriate; 6) the conduct evaluation step of the VBRP lessons is appropriate, and 7) all of the steps of the VBRP Instructional Model are appropriate. In addition, the experts also rated other items as high mean score of 4.33 in these following items: 8) each component of the VBRP Instructional Model has appropriate connection; 9) the components and steps in the VBRP Instructional Model are clear and easy to follow; 10) the VBRP Instructional Model is appropriate and can be used practically as a framework for teacher to create lessons to improve students' English oral communication skills in English for Tourism; 11) the VBRP Instructional Model can be used as a guideline for teacher to promote student-student interaction, and 12) the VBRP Instructional Model can be applied practically to develop the lessons for teaching English for Tourism.

The results of the development of the VBRP Instructional Model to enhance the English oral communication skills of Tourism students are presented in Table 4.1.

Table 4.1 Results of the VBRP Instructional Model's Evaluation by the Experts

No	Statements	\bar{x}	SD
1	“Analyze Setting Step” of the VBRP Instructional Model is appropriate	4.67	0.577
2	“Design the VBRP Lessons Step” is appropriate	4.67	0.577
3	“Create the VBRP Lessons on Blog Step” is appropriate	4.67	0.577
4	“Develop Testing Step” of the VBRP Lessons is appropriate	4.67	0.577
5	“Implement the VBRP Lessons Step” is appropriate	4.67	0.577
6	“Conduct Evaluation Step” of the VBRP Lessons is appropriate	4.67	0.577

Table 4.1 Results of the VBRP Instructional Model's Evaluation by the Experts**(Cont.)**

No	Statements	\bar{x}	SD
7	All of the Steps of the VBRP Instructional Model are appropriate	4.67	0.577
8	Each component of the VBRP Instructional Model has appropriate connection	4.33	0.577
9	The components and steps in the VBRP Instructional Model are clear and easy to follow	4.33	0.577
10	The VBRP Instructional Model is appropriate and can be used practically as a framework for teacher to create lessons to improve students' English oral communication skills in English for Tourism	4.33	0.577
11	The VBRP Instructional Model can be used as a guideline for teacher to promote student-student interaction	4.33	0.577
12	The VBRP Instructional Model can be applied practically to develop the lessons for teaching English for Tourism	4.33	0.577
Total		4.53	0.502

In conclusion, the development of a VBRP Instructional Model consisted of six major steps and eighteen sub-steps which will be explained in detail in the next chapter. All of the elements and steps in designing a VBRP Instructional Model were rated by the experts in the ISD and English Language Teaching fields. The experts strongly agreed that the VBRP Instructional Model is very appropriate to be used as a framework for developing the VBR lessons which used for teaching English for Tourism in this Study in order to enhance English oral communication skills of tourism students at MFU. Next section would be reported the results of the efficiency of the VBRP lessons which conducted through different stages of testing.

4.1.2 Results of the Efficiency of the Video Blog-Based Role Play Lessons

According to research question two “Based on the 80/80 standard, how are the VBRP Lessons efficient?”, the three stages try-out were included. The determination criterion of the VBRP lessons’ efficiency applied the 80/80 Standard of Brahmawong (1978). The VBRP lessons in each stage of try-out studies were revised according to the results and feedback of the students for improving the lessons. Then the trial run was employed to determine the efficiency of the VBRP lessons for the experiment.

4.1.2.1 Results of the Individual Testing (1:1)

The first stage of the try-out studies was the individual testing. This study included six students with different English proficiency levels (high, medium, and low) based on their grade result of the previous English course (English III). Thus, each English proficiency level consisted of two students for the individual testing regarding that the students need to work in pair for conducting video role play. These students were required to learn English for Tourism through the VBRP lessons. In the end of each lesson, the students were asked to do role play and video-taped their role plays in a clip then post their clips on a blog.

For the Individual Testing (1:1), the efficiency of process (E_1) and the efficiency of product (E_2) of 2 units were 66.66/64.66, and 68.42/66.00 respectively. It can be seen that both two VBRP lessons’ efficiency did not meet the standard criterion set of 80/80 (E_1/E_2). Students in the individual testing reflected three problems about the lessons and the exercises while using the VBRP lessons. First, the poor sound quality of the video role play regarding the interference sounds such as wind blowing, bird singing, vehicle’s engine, and inaudibly conversation, these effects caused students had difficulty to understand the conversations in the video so that they could not do the exercises

properly. The solution for this problem was that the researcher video-taped the video role play in the recording studio which could prevent the unwanted sounds effectively. Second, the unfocused of some pictures in the exercises confused students and led them misunderstanding. To mitigate the unfocused pictures used in the exercises, the researcher selected the relevant pictures and modified them by putting an arrow or making circle at the spots which wanted to focus and replace them in the exercises. Finally, some students confronted with unfamiliar vocabulary used in the lessons regarding those vocabularies were not used much in their daily conversations. The solution for unfamiliar vocabulary problem was that the researcher provided online dictionary in the lessons that the students can look-up for meaning and pronunciation quickly and conveniently. According to the students' comments, the researcher revised the lessons. To ensure that the lessons were efficient and meet the criterion set, the revision version of VBRP lessons were used with twelve students in the small group testing. Its results would be discussed in the next stage. The results of the efficiency of the process (E₁) and product (E₂) for the individual testing are presented in Table 4.2.

Table 4.2 Results of the Individual Testing (1:1) for the Efficiency of VBRP Lessons

Units	Students	Exercises (40 points)	Tests (Role Play 25 points)	E ₁	E ₂
Unit 1: The	1	31	20		
Celebration of	2	24	12		
Songkran	3	27	17	66.66	64.66
Festival in	4	24	18		
Northern	5	29	15		
Thailand	6	25	15		

Table 4.2 Results of the Individual Testing (1:1) for the Efficiency of VBRP Lessons

(Cont.)

Units	Students	Exercises (40 points)	Tests (Role Play 25 points)	E ₁	E ₂
Unit 2: Social	1	27	20		
Etiquette for	2	27	13		
Visiting a Thai	3	26	16	68.42	66.00
Buddhist	4	25	16		
Temple	5	26	18		
	6	25	16		

4.1.2.2 Results of the Small Group Testing (1:10)

At this stage, twelve students or six pairs of them participated in this study. Once again in the small group testing, the students were categorized into high, medium, and low English proficiency levels based upon their previous grade of English III. Each English proficiency level consisted of four students or two pairs and they were given the revision VBRP lessons from the previous stage. The efficiency of the process (E₁) and product (E₂) for the small group testing were 73.12/72.50 and 75.65/74.16 respectively.

The results revealed that the efficiency of both VBRP lessons were still lower than the standard criterion set of 80/80 (E₁/E₂) however, it was slightly increased. Regarding the process in both lessons (E₁), and the efficiency of product (E₂) in both lessons of the small group testing, the participants could achieve higher scores than that of in the individual testing group. However, the efficiency of process (E₁) and the efficiency of product (E₂) of the two lessons in both individual and small group testing still did not meet the standard criterion set of 80/80 (E₁/E₂).

Relied on the students' comments, they reflected that the lessons were interesting and useful for their future career that they might need to explain to their clients if they would be a tour guide. However, some problems were found in the small group testing. First, each lesson has too many exercises so that students need a lot of time to complete them and they were very tired. To solve this problem, the researcher then reduced from seven exercises into five exercises for each lesson. Besides, the students also notified that the exercises in both lessons have unequal total scores so that the researcher revised and equalized them. Second, it was time consuming to conduct two video role play clips since the students had to prepare script, rehearse, and conduct role play which some of them need to revise their video role play clips many times, thus they were also tired regarding their long hour of regular schooling schedule on the day of conducting a small group testing. To mitigate students' tiring from their busy schedule which may occur in the field testing stage, the researcher set well plan and extended the duration of try-out so that the students could manage their time when to do exercises as well as to produce video role play clips. Third, the students commented that some examples of video role play clips as well as the questions for exercises were too long and difficult to understand. Some students could not observe the language used either learn the words or vocabulary in the sentences so that they could not answer the questions properly. The researcher therefore modified the long video and revised questions in the exercise and quiz relevant to the modified video clip. To help students understand the contents in the example of videos, the researcher provided video script which students could download for better understanding while watching the videos. Finally, some pictures in the exercises were imbalanced in sizes that they were either too big or too small so that the researcher resized and selected only the precise pictured in

responding to the students' comments. After revising the VBRP lessons in accordance with the students' comments, the researcher planned for the field testing schedule more carefully to avoid the limitation of time. Besides, the researcher contacted the target students to check their class schedule and make appointment with 30 students who would be a target group for the field testing to do the try-out study on their free times. The results of the efficiency of the process (E_1) and product (E_2) for the small group testing are presented in Table 4.3

Table 4.3 Results of the Small Group Testing (1:10) for the Efficiency of VBRP Lessons

Units	Students	Exercises (40 points)	Tests (Role Play 25 points)	E_1	E_2
Unit 1: The	1	24	17.5		
Celebration of	2	31	17.5		
Songkran	3	24	20		
Festival in	4	20	20		
Northern	5	30	17.5		
Thailand	6	36	20	73.12	72.50
	7	28	20		
	8	38	20		
	9	28	20		
	10	28	15		
	11	28	15		
	12	36	15		
Unit 2: Social	1	32	17.5		
Etiquette for	2	30	17.5		
Visiting a Thai	3	25	20		
Buddhist	4	20	20		
Temple	5	34	20		
	6	29	20	75.65	74.16
	7	27	17.5		

Table 4.3 Results of the Small Group Testing (1:10) for the Efficiency of VBRP Lessons**(Cont.)**

Units	Students	Exercises (40 points)	Tests (Role Play 25 points)	E₁	E₂
	8	32	20		
	9	25	17.5		
	10	27	17.5		
	11	30	17.5		
	12	34	17.5		

In conclusion, several problems were found in the small group testing such as the lessons had too many exercises, too much time needed to conduct video clips, the example of videos were too long and difficult to understand, and the imbalanced in sizes of pictures used in the lessons which caused the efficiency (E_1/E_2) of the VBRP lessons did not meet the standard of 80/80. As a result, the researcher revised the exercises, allocated more times for students to conduct video role play clips, shorten the video length and selected the appropriate ones as well as resized the pictures in the lessons. After the VBRP lessons were revised, they were retested for the efficiency of the lessons in the field testing which the results would report in the next section.

4.1.2.3 Results of the Field Testing (1:100)

At this stage included thirty four students or seventeen pairs with mixed abilities of English proficiency levels who were given the VBRP lessons in order to learn English for Tourism. The VBRP lessons for the field testing were revised regarding the students' comments from the small group testing which was the previous stage. The efficiency of process (E_1) and the efficiency of product (E_2) of the two units were 81.76/80.29 and 81.91/80.88 respectively. It can be seen that the efficiency of the

process and product of the VBRP lessons met the standard criterion set of 80/80 (E_1/E_2) after revising the lessons in accordance with the students' comments from the individual testing and small group testing. The students enjoyed the lessons and enthusiastically conducted the role plays. However, few problems still be found in the field testing. First, some students needed to spend a lot of time to complete each exercise but the given time was too limited. The students also added that conducting role play was time consuming so that they should have been given enough time to complete the task. To solve this problem, the researcher allocated more time for students to be able to complete the exercises. Second, some students were very busy with their semester schedule regarding they studied very hard in the semester while the researcher conducted a field testing so they did not have much time to participate in the field testing. To mitigate students' stresses and to solve problems occurred in the field testing stage the researcher checked students' study plan and their semester schedule to plan when and where the actual experiment should be taken place. Finally, a few students commented that the teacher's blog for VBRP lessons was not that beautiful and few pages particularly the language pattern pages contained too many written texts which might not interest students. The solution for this problem, the researcher then changed the template of blog and added some pictures relevant to the language pattern used in the lessons. Once the three types of try-out study were done, the VBRP lessons would be used in the trial run stage with 36 students who were a different group of the try-out group.

Before implementing the VBRP lessons in the trial run with another group of tourism students at the MFU, the 36 students were given pre-test about different tourism situations to see their background knowledge or English oral communication skills. Herewith was the result of English oral communication skills pre-test of the

tourism students at MFU. The results of the efficiency of the process (E₁) and product (E₂) for the field testing were presented in Table 4.4.

Table 4.4 Results of the Field Testing (1:100) for the Efficiency of VBRP Lessons

Units	Students	Exercises (40 points)	Tests (Role Play 25 points)	E ₁	E ₂
Unit 1: The	1	31	20		
Celebration of	2	31	20		
Songkran	3	33	20		
Festival in	4	36	20		
Northern	5	25	17.5		
Thailand	6	36	25		
	7	34	25		
	8	36	22.5		
	9	34	25		
	10	36	20		
	11	31	20		
	12	35	20		
	13	32	17.5		
	14	36	22.5		
	15	32	17.5		
	16	36	25		
	17	32	17.5	81.76	80.29
	18	36	20		
	19	35	25		
	20	36	20		
	21	35	20		
	22	36	25		
	23	20	17.5		
	24	34	17.5		
	25	25	17.5		

Table 4.4 Results of the Field Testing (1:100) for the Efficiency of VBRP Lessons

(Cont.)

Units	Students	Exercises (40 points)	Tests (Role Play 25 points)	E ₁	E ₂
	26	36	17.5		
	27	31	17.5		
	28	36	22.5		
	29	27	17.5		
	30	35	20		
	31	29	17.5		
	32	35	15		
	33	32	20		
	34	28	17.5		
Unit 2: Social	1	35	22.5		
Etiquette for	2	37	20		
Visiting a Thai	3	37	20		
Buddhist	4	27	20		
Temple	5	33	20		
	6	38	25		
	7	36	25		
	8	40	22.5		
	9	31	25		
	10	39	20		
	11	34	20		
	12	35	20		
	13	33	17.5		
	14	32	20		
	15	34	20		
	16	35	25		
	17	28	15	81.91	80.88
	18	32	22.5		

Table 4.4 Results of the Field Testing (1:100) for the Efficiency of VBRP Lessons

(Cont.)

Units	Students	Exercises (40 points)	Tests (Role Play 25 points)	E ₁	E ₂
	19	38	25		
	20	30	20		
	21	33	20		
	22	34	25		
	23	27	17.5		
	24	22	15		
	25	33	20		
	26	35	17.5		
	27	29	20		
	28	33	22.5		
	29	32	17.5		
	30	30	20		
	31	33	17.5		
	32	33	15		
	33	26	20		
	34	30	15		

4.1.2.4 Result of the Trial Run

After having been proved the efficiency of the VBRP lessons with three different try-out stages, the lessons were implemented with 36 tourism students at MFU who did not participate in the try-out stage before. The efficiency of process (E₁) and the efficiency of product (E₂) of the two units were 81.92/80.4 and 82.35/81.00 respectively.

The result of the trial run stage revealed that the efficiency of the process and product of the VBRP lessons met the standard criterion set of 80/80 (E₁/E₂). This

phenomenon might result from the revision of the VBRP lessons in each stage of the different try-outs including Individual Testing, Small Group Testing, and Field Testing. Consequently, it could be said that the VBRP lessons of the two units are efficient and can help students to enhance their English oral communication skills effectively. Herewith the results of the efficiency of the process (E₁) and product (E₂) of the trial run in this study can be presented in Table 4.5.

Table 4.5 Results of the Trial Run (Real Classroom Situation) for the Efficiency of VBRP Lessons

Units	Students	Exercises (40 points)	Tests (Role Play 25 Points)	E ₁	E ₂
Unit 1: The Celebration Of Songkran Festival in Northern Thailand	1	28	20		
	2	35	18.75		
	3	33	22.5		
	4	30	21.25		
	5	32	18.75		
	6	36	20		
	7	31	16.25		
	8	37	20		
	9	36	16.25		
	10	35	20		
	11	27	17.5		
	12	33	20		
	13	33	23.75		
	14	36	18.75		
	15	33	18.75		
	16	27	17.5		
	17	32	18.75		
	18	31	16.25	81.92	80.40
	19	37	21.25		
	20	38	21.25		

Table 4.5 Results of the Trial Run (Real Classroom Situation) for the Efficiency of VBRP Lessons (Cont.)

Units	Students	Exercises (40 points)	Tests (Role Play 25 Points)	E ₁	E ₂
	21	34	17.5		
	22	28	20		
	23	27	17.5		
	24	34	20		
	25	35	22.5		
	26	30	20		
	27	31	22.5		
	28	37	20		
	29	27	18.75		
	30	35	20		
	31	32	22.5		
	32	34	17.5		
	33	37	25		
	34	38	25		
	35	33	25		
	36	28	22.5		
Unit 2: Social	1	31	20		
Etiquette for	2	31	21.5		
Visiting a	3	34	22.5		
Thai Buddhist	4	31	20		
Temple	5	33	18.75		
	6	34	21.5		
	7	35	17.5		
	8	35	17.5		
	9	33	20		
	10	32	21.5		
	11	30	17.5		

Table 4.5 Results of the Trial Run (Real Classroom Situation) for the Efficiency of VBRP Lessons (Cont.)

Units	Students	Exercises (40 points)	Tests (Role Play 25 Points)	E ₁	E ₂
	12	32	22.5		
	13	34	25		
	14	35	20		
	15	33	20		
	16	33	20		
	17	32	17.5		
	18	35	17.5	82.35	81.00
	19	29	20		
	20	34	21.25		
	21	31	17.5		
	22	30	17.5		
	23	30	17.5		
	24	33	20		
	25	32	21.25		
	26	36	20		
	27	36	20		
	28	36	18.75		
	29	32	17.5		
	30	34	20		
	31	33	22.5		
	32	35	17.5		
	33	36	25		
	34	37	25		
	35	31	25		
	36	28	22.5		

4.1.3 Students' English Oral Communication Skills Achievements Before and After Using the VBRP Lessons

Rely on the research question three “what are the differences in Tourism students' English oral communication skills achievements before and after using the VBRP lessons?”, the data obtained from a pre-test and post-test were analyzed. In the trial run stage, 36 tourism students at MFU were included. Before studying the VBRP lessons they were given English oral communication skills pre-test. The students were asked to work in pairs and draw the role cards relating to different situations of Songkran Celebration in northern Thailand and Social Etiquette for Visiting a Thai Buddhist Temple. The students were given a few minute to prepare their role play then conducted role play in which video-taped by a researcher. After that they were asked to learn the VBRP lessons, to complete the exercises, and to perform two role plays. While performing role plays, the students had to make their own video clips of the role play and the video clips were later posted on their own blog. Once the students had finished the VBRP lessons, they were given a post test of English oral communication skills which were the same set of the pretest. The obtained data from the pretest and posttest were later analyzed in order to see whether or not there were any significant differences in students' English oral communication skills before and after using the VBRP lessons. The results of the students' English oral communication skills achievements revealed that the pretest score that students obtained in Unit 1 (Songkran Celebration in Northern Thailand) were ranged from 5 points up to 15 points out of 25 points. The average score was 7.29 (SD = 3.01). After using the VBRP lesson, students could achieve higher score than that of in the pretest stage which starting from 10 points up to 20 points out of 25 points. The average score was 14.24 (SD = 2.96). In Unit 2 (Social Etiquette for Visiting

a Thai Buddhist Temple), before using the VBRP lesson, students could obtain the English oral communication score ranged from 5 points up to 11.25 points out of 25 points. The mean score was 7.29 points (SD = 2.47). After using the VBRP lesson, the English oral communication score of students were between 11.25 and 20 points out of 25 points. The mean score was 14.76 points (SD = 2.65). The evident clearly revealed that after using the VBRP lessons, students could obtain higher scores than before. Table 4.6 below illustrates the results of the students' English oral communication skills achievements before and after using the VBRP lessons.

Table 4.6 Results of the Students' English oral communication skills Achievements

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Presongkran	36	5.00	15.00	7.2917	3.01040
Postsongkran	36	10.00	20.00	14.2361	2.96223
Pretemple	36	5.00	11.25	7.2917	2.47307
Posttemple	36	11.25	20.00	14.7569	2.65282
Valid N (listwise)	36				

To investigate whether or not there was any significant difference between students' English oral communication skills before and after using the VBRP lessons, the Paired Sample T-test was used to analyze students' English oral communication skills pretest and posttest. The results indicated that the value of the test statistics on 35 degrees of freedom of Unit 1 was -13.170, and the 2-tailed p-value was .000. This value implied that there was significant difference between the pretest and posttest scores of the main study at .05 level ($P = 0.00$, $P \leq 0.05$). Similarly, in Unit 2, the t- value of the 35 degrees of freedom was -19.945, and the 2 tailed p-value was .000 which also implied that there was significant difference between the pretest and posttest scores at

.05 level ($P = 0.00$, $P \leq 0.05$). It means that students who study English for Tourism using the VBRP lessons improve their English oral communication skills. Therefore, it can be concluded that the VBRP lessons could enhance tourism students' English oral communication skills significantly. Table 4.7 below illustrates the results of students' English oral communication skills achievements before and after using the VBRP Lessons using a Paired Sample T-test to analyze the data.

Table 4.7 Results of a Paired Sample T-test of Students' English Oral Communication Score

Paired Samples T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Presongkran Postsongkran	-6.94444	3.03910	.50652	-7.97273	-5.91616	-13.710	35	.000
Pair 2 Pretemple Posttemple	-7.46528	2.24575	.37429	-8.22513	-6.70542	-19.945	35	.000

However, to elicit students' opinions about using the VBRP lessons, the five-point Likert scale questionnaire was used. Next section would present the results of students' opinions toward the VBRP lessons.

4.1.4 Students' Opinions Toward Learning the VBRP Lessons

According to research question four "What are the Tourism Students' opinions toward learning through VBRP Lessons?" A five-point Likert scale questionnaire and a semi-structured interview questions were used to collect data. The questionnaire consisted of 2 parts. Part one: general information about the respondents, and part two: students' opinions toward the VBRP lessons. For the respondents' general information,

there were 36 tourism students who mostly were in their third year (80.6%). Among them, there were ten male (27.8%) and twenty six female (72.2%), and ages ranged from eighteen up to twenty-three years old. Moreover, the biggest group (50%) of the respondent was twenty-one years old. Most students (55.6%) had learned English between sixteen and twenty years. In the second semester of the academic year of 2015, all respondents (100%) took English for Tourism course. Among them there were 52.8 % having previous experience of using blog but there were only 27.8% having used blog to learn English. Regarding the previous experience of uploading video on the Internet, 72.2 % had uploaded video on the Internet and almost all of them (97.2%) had performed role play activity before. The results of the questionnaire in part one could be presented in Table 4.8

Table 4.8 Results of Respondents' General Information

Statement	Aspect	Frequency	Percentage
Gender	Male	10	27.8
	Female	26	72.2
Age	18 years old	1	2.8
	19 years old	1	2.8
	20 years old	8	22.2
	21 years old	18	50.0
	22 years old	7	19.4
	23 years old	1	2.8
Year of study	Third year	29	80.6
	Fourth year	7	19.4
Number of year(s) for learning English	6-10 years	3	8.3
	11-15 years	13	36.1
	16-20 years	20	55.6

Table 4.8 Results of Respondents' General Information (Cont.)

Statement	Aspect	Frequency	Percentage
Studying English for Tourism this semester	Yes	36	100
	No	0	0
Having previous experience of using blogger.com	Yes	19	52.8
	No	17	47.2
Having previous experience of using blog in learning English	Yes	10	27.8
	No	26	72.2
Having previous experience of uploading video on the Internet	Yes	26	72.2
	No	10	27.8
Having previous experience of performing role play activities	Yes	35	97.2
	No	1	2.8

As mentioned earlier that in the second part of the questionnaire, the students were elicited for their opinions toward the VBRP lessons by rating on a five-point Likert scale questionnaire. The obtained data was then analyzed using statistical method for mean and standard deviation in order to determine how the students feel about the VBRP lessons. In addition, the criteria of means used for interpreting the students' opinions toward the VBRP lessons were adopted from Suppasetsee (2005) when the mean scores ranged from 3.68-5.00 means that the students have positive opinions toward learning the VBRP lessons, the mean score during 2.34-3.67 means that the students have neutral opinions about learning the VBRP lessons, and the mean score

from 1.00-2.33 means that the students have negative opinions toward learning the VBRP lessons. The results of how the students feel about learning the VBRP lessons indicated that in overall, the students have positive opinions toward the VBRP lessons ($\bar{x} = 4.19$, $SD = 0,379$). When considering each statement, the highest mean score was 4.42 and the lowest was 3.83. The first three highest mean score that students rated to the statements were: “VBRP lessons can be applied in real situations when conducting tours and role play technique helps them to increase fluency in English oral communication” as highest ($\bar{x} = 4.42$, $SD = 0.554$), ($\bar{x} = 4.42$, $SD = 0.649$) followed by “Using blog is an effective way to share knowledge and exchange ideas with others” ($\bar{x} = 4.39$, $SD = 0.494$), and “VBRP lessons can help students to increase knowledge of tourism vocabulary” ($\bar{x} = 4.36$, $SD = 0.798$) respectively. In the other hand, the three lowest mean score that students express their opinions toward the statements were: “Learning through VBRP lessons can increase students’ ability to use computer applications” ($\bar{x} = 3.83$, $SD = 0.737$) followed by “Reviewing group members' videos can help students to improve their English oral communication skills” ($\bar{x} = 3.89$, $SD = 0.785$), and “It doesn't take a lot of time learning how to use blogs” ($\bar{x} = 3.92$, $SD = 0.692$). The total mean score of the questionnaire was 4.187 ($SD = 0.379$). Based on the criterion of means proposed by Suppatseree (2005), it can be concluded that the students have positive opinions toward the VBRP lessons. The findings corresponded to research question four of the study. Below is the result of how the students feel about learning the VBRP Lessons in overall which can be presented in Table 4.9

Table 4.9 Results of Students' Opinions toward Learning the VBRP Lessons

Statements	N	\bar{x}	SD
1.VBRP lessons can be applied in real situations when conducting Tours	36	4.42	.554
2.Role play technique helps students to increase fluency in English oral communication	36	4.42	.649
3.Using blog is an effective way to share knowledge and exchange ideas with others	36	4.39	.494
4.VBRP lessons can help students to increase knowledge of tourism vocabulary	36	4.36	.798
5.Role play technique helps students to increase self-confident when having English conversation	36	4.33	.632
6.Students can visit and learn something from their classmates' Blogs	36	4.33	.478
7.Role play technique increases the interaction opportunity with Friends	36	4.31	.624
8.Role lay technique is suitable for English for Tourism course	36	4.28	.741
9.Blog provides more opportunity to learn English for Tourism outside of classroom	36	4.25	.500
10.Blog is easy to use for learning English for Tourism	36	4.22	.422
11.Role play technique allows for the exchange of knowledge between friends	36	4.19	.577
12.Role play technique can make English for Tourism learning Enjoyable	36	4.14	.683
13.It is fast and convenient for the students to update information on the blogs	36	4.11	.667
14.Learning through VBRP lessons can improve students good relationship with their classmates	36	4.00	.756
15.The instructor and peers' comments on blog can help students improve their English oral communication skills	36	3.97	.654

Table 4.9 Results of Students' Opinions toward Learning the VBRP Lessons

Statements	N	\bar{x}	SD
16.It doesn't take a lot of time learning how to use blogs	36	3.92	.692
17.Reviewing group members' videos can help students to improve their English oral communication skills	36	3.89	.785
18.Learning through VBRP lessons can increase students' ability to use computer applications	36	3.83	.737
Total	36	4.187	.379

To get insightful information about students' opinions toward learning the VBRP lessons, the semi-structured interview was employed with fifteen students with mixed ability of English proficiency levels. Those students were interviewed right after their questionnaire session completion in which each interview lasted about ten to fifteen minutes. Each student was asked questions for in-depth information. To get precise information, avoid students' stress, and misunderstandings, the interviews were conducted in Thai. Furthermore, the interviews were recorded and later transcribed for data analysis. The results of the interview can be shown on a next page.

4.1.5 Results of Semi-structured Interviews

According to the interview data, students expressed their feeling about the VBRP lessons differently. However, all of them (100 %) had positive opinions toward learning the VBRP Lessons. Below are the results of the semi-structured interviews accordingly to each question.

4.1.5.1 On the Reasons Why the Students Like the VBRP Lessons

When the respondents were asked why they like the VBRP lessons, they reflected various reasons which could be categorized into three themes including: 1) interesting; 2) convenient, and 3) collaborative.

Interesting

Nine students (60%) in the major experiment agreed that the VBRP lessons are interesting. Their opinions toward the VBRP lessons such as:

- *“I like the lessons because they are interesting. The lessons have various activities and exercises such as watching video, listening audio clips, performing role play, and etc. These activities and exercises help me a lot to learn new useful vocabulary, to pronounce words correctly, and I think I can improve my English oral communication skills.” (S1)*
- *“The lessons are interesting because they consist of different activities such as doing role play, do matching, true or false question, watching video and listening to audio clips. These activities help me to improve my listening and speaking skills.” (S3)*
- *“I like the VBRP lessons very much because there are many interesting activities such as watching video, listening to audio clips. I also like the variety types of quizzes which challenge me a lot.” (S7)*

Convenient

The VBRP lessons are not only interesting for many students but they are also convenient. Seven students (47%) expressed their feeling about the VBRP lessons that the lessons are convenient to use. Hereafter are some comments that students expressed their opinions toward the VBRP lessons:

- *“I like the VBRP lessons because they provide with convenience that I can learn not only in a classroom but at any place where I can connect to the Internet.” (S2)*
- *“I like the VBRP lessons because I can access the lessons easily at my dormitory which has strong Internet signal. The lessons are also easy to use so that I have more chance to practice listening and speaking or review the lessons for better understanding on my free time which help me to improve English oral communication skills.” (S5)*
- *“I like the VBRP lessons because I can get more useful information or knowledge about the Songkran Festival in Northern Thailand. I can get ideas how to talk to tourists with proper gestures. Moreover, it is convenient to learn the lessons via blogging outside of a classroom when I can connect to the Internet” (S10)*

Collaborative

Among the fifteen respondents, two students (13.33 %) clearly stated that the VBRP lessons promote collaborative learning with friends. Below are their comments:

- *“.....I got the useful comments from friends so we have more interaction to talk and to share ideas. I like this appropriate atmosphere.” (S4)*
- *“I like doing role play because I and my friends can learn from each other. The various activities in the lessons help to develop a good relationship between friends because we have more opportunity to talk and help each other which we have never done that before.” (S6)*

It can be seen that when the respondents were asked whether or not they like the VBRP lessons, they all responded that they had positive opinions and liked the

VBRP lessons because the lessons were interesting, convenient, and collaborative respectively. However, the researcher also wanted to know what part/component/elements the respondents like most about the VBRP lessons so that next section would be presented the results about it.

4.1.5.2 On What the Students Like Most About the VBRP Lessons

When the students were asked what they like most about the VBRP Lessons. They expressed that they liked the exercises of the VBRP lessons, the video role play clips activities, and the examples of video role play offered by the teacher respectively.

Exercises

Six students (40%) liked the exercises in the VBRP lessons the most because they could learn new useful vocabularies, the language used in the lessons is appropriate to their English proficiency level, and they felt that doing exercises help them to improve English oral communication skills. Below are examples of their comment:

- *“I like the exercises the most because the lessons provide different types of exercises which are challenging. From exercises I can learn new useful vocabularies and how to have conversation with tourists which finally help improve my English oral communication skills.” (S3)*
- *“I like the different types of exercises when learning English for Tourism using the VBRP lessons because I don’t feel stress. It is challenging to complete exercises in a limited given times.” (S8)*

- *“I like the vocabulary exercises the most because they are useful. I think different types of activities in the lessons help me to remember new vocabulary so I think the lessons are good.” (S14)*

The Video Role Play Clips Activities

Five students (33.33%) stated that they like the video role play clips activities the most regarding this task promoted students interaction with friends, improve self-confident, fluency as well as English oral communication skills. Some examples of students' comments could be presented below:

- *“....watching video I can learn using gestures while having conversations. Watching friends' video clips I can notice their strength and weaknesses so it reminds me to follow the good examples and be more careful to produce good video role play clips.” (S2)*
- *“I like the video role play clips activities the most because my friends and I have to work together in order to complete the task. We talk more and learn from each other. I feel the activity help us make good relationship. And doing role play, we need to practice a lot so I can improve my speaking skills that I can speak more fluently.” (S4)*
- *“I like the video role play clips activities the most because it helps me to improve self-confident and improve my oral communication skills. From doing role play I learned new vocabulary relating to tourism. Besides, doing video role play clips can make me practice more so that when confronting real situations I am sure I will not be nervous.” (S5)*
- *“I like the video role play clips activities the most because when creating dialogue I feel that I can express myself as much as I can. To perform role play I have to*

rehearse many times so I get more confident to speak out and finally I can speak more fluently.” (S13)

Examples of Video Role Play Offered by the Teacher

Four students (26.67%) mentioned that what they like most about the VBRP lessons was the examples of video role play offered by the teacher. Their comments could be presented below:

- *“I like the examples of video role play offered by the teacher most because that part I have to watch video then answer questions. While watching the videos I have to concentrate on what the speakers are saying and read the questions in the same time so I can practice listening and reading skills. After watching video role play, I have to do my own video role play so that the examples of video role play help me to develop English oral communication skills.” (S1)*
- *“I like the examples of video role play part most because the lessons are very meaningful. Doing role play helps me to improve English oral communication skills resulting from practicing.... (S2)*
- *“I like the examples of video role play most because I can learn how to have conversation with tourists and use proper gestures. I enjoy watching video role play clips because they are lively atmosphere.” (S10)*
- *“I like the conversation in the examples of video role play clips because from the conversations I have learnt I can apply in my daily life.” (S11)*

It can be concluded that the respondents in the experiment like exercises of the VBRP lessons, the video role play clips activities as well as the examples of video role play the most regarding that these elements can help students improve oral

communication skills, promote interaction with friends, self-confident, fluency, learn gestures and can apply in their daily life.

4.1.5.3 On How and Why the VBRP Lessons Can Be Used

Practically in the Real Situations.

All of the respondents (100 %) believed that the VBRP Lessons can be used in the real situations based on two major reasons as a result of the VBRP lessons provide with language input and authentic language use.

Language Input

Among the fifteen students of the semi-structured interview session, nine of them (60%) clearly stated that the VBRP lessons could be used practically in the real situations because the VBRP lessons offered useful vocabulary, proper gestures while having conversations, useful web link as well as some useful knowledge that a tour guide should know. Below are some examples of reasons regarding the VBRP lessons provide language input.

- *“The lessons are useful and can be used in daily life and in the future career as a tour guide because the lessons have many useful vocabularies, some useful knowledge that a tour guide should have. Moreover, many given examples in the lessons can increase my self-confidence. From many rehearsals, I can improve my fluency.”* (S1)

- *“The lessons can be used practically because the lessons help me to learn new useful vocabularies, gestures, how to have conversations with tourists, and some useful information that a tour guide should know. So when confronting any real situation I am confident that I can handle the tourists.”* (S7)

- *“Sure, the lessons can be used practically when I become a tour guide. I think the lessons provide many useful vocabularies, the language use in a real situation, the proper gestures while talking. In addition, the lessons also provide useful web link if I want to study in detail or more I can visit which is very convenient. I think the lessons give me more necessity knowledge that the tour guide should have in order to give explanation to tourists.” (S9)*

Authentic Language Use

As mentioned earlier that the VBRP lessons can be used practically in the real situations regarding the lessons offered useful language input, another six students (40%) mentioned that the VBRP lessons also provided authentic language use. The students can learn the language that a tour guide usually uses in the real situations so the students need to memorize the language patterns when they confront with any situation they can perform the tasks confidently and professionally. Herewith are some examples of their comments.

- *“The lessons can be used practically in the real situations because the lessons provide with real language usage which a tour guide usually uses in their job. So I can learn how to talk to tourist and what information I should give them.” (S2)*

- *“The lessons can be used practically in real life or in the future career because the lessons provide with real language usage. Moreover, the lessons give necessary knowledge to a tour guide which s/he can give accurate information to tourist effectively.” (S4)*

- *“The lessons can be used practically because in the VDO, I can learn how to have conversation with tourists. As the situations presented in the VDO are*

extracting from real situation so when I am in those kinds of situations I can handle confidently and professionally.” (S6)

In sum, the respondents had positive opinions toward the VBRP lessons. They believed that the VBRP lessons could be used practically in the real situations regarding that the lessons provide with language input and authentic language usage which benefit them to use in daily life or a future career as a tour guide.

4.1.5.4 On the Problems While Learning the VBRP Lessons

When the respondents were asked about problem(s) they confronted with while learning English for Tourism via the VBRP lessons, all of them (100%) did not have direct problem about the lessons but they have problems relating to the Internet signal, log-in system, and time management.

Internet Signal

Although there was no direct problem caused by the VBRP lessons but the unstable Internet signal was problematic to the learning of VBRP lessons. Eight students (53.33%) said that when the Internet signal on the campus was not strong enough they could not access the VBRP lessons, could not open the video clips or it took a long time to upload their video clips on the blog. Some of their comments could be presented below:

- “I don’t think I have any problem when learning the VBRP lessons but I have problem accessing to the Internet on campus. Sometimes I cannot see the video because the Internet signal is too low.” (S6)
- “Sometimes the Internet signal is not stable enough so I cannot watch the video or cannot access to the blog.” (S7)

- “My problems are sometimes I cannot log into the teacher’s blog when the Internet signal is not stable.” (S10)

Log-in System

Apart from the Internet signal which was the major problem of learning the VBRP lessons, four students (26.67%) also commented that the blog system was problematic; for instance, it was complicated and time consuming to create blog, the log-in process to do exercises should be only one time instead of log-in every time, and the blog system should remind students when they try to repeat the exercise they had done before. Below are examples of their comments.

- *“The problem I have when using the lessons is that I easily get confuse of logging into the blog in order to complete the exercises. There should be only one time log-in then the students can go through the whole exercises, but in reality each exercise requires students to log-in otherwise they cannot access to do the exercise. This is inconvenient.” (S2)*
- *“....the log-in to access exercises in the blog should not be too many times which confuse me and sometimes I feel inconvenient.” (S4)*
- *“....Another problem is when doing exercises, there should be a reminder sign informing that I have already completed the exercise otherwise I keep log-in the lessons again and again because I cannot remember whether or not I had done that exercise.” (S6)*

Time Management

Another problem that students confronted while learning the VBRP lessons was time management issue. Students had difficulty to arrange time with friend to do activities together although they studied English for Tourism course in the same

section but they had different study plan. This problem was confronted by four students (26.67%) and their comments are presented below.

- *“Doing role play with my partner we sometimes have problem of arranging time that we both are free at the same time because we have different study schedule.”(S8)*
- *“Actually, I don’t have many problems. A problem only occurred when I wanted to make appointment with my partner to conduct video role play because we hardly find the same free time.”(S15)*
- *“....I don’t know the words’ meaning and I think the given time for completing exercises is too limited and I don’t think it is enough time to check word meaning in the given online dictionary.”(S10)*
- *“Well...I don’t know much about vocabulary so I have to check word meaning from the given online dictionary all the time. The time passes very quickly and I worry that I cannot finish the exercises.”(S12)*

In sum, students did not have direct problem using the VBRP lessons but they had other problems such as the Internet signal, log-in system, and time management. Although these problems were not serious but it had some effects and made the learning of the VBRP lessons not very smooth.

4.1.5.5 On the Students Preference to Learn Other English Courses

Via Blogging that Similar to the VBRP Lessons

All of students (100 %) revealed that if the other English courses designed learning activities that similar to the VBRP lessons, they would like to learn other English courses via blog particularly ESP such as English for Aviation (100%), English for Hotel Management (40%), and English for The Greater Maekong Sub-Region

(GMS) (13.33%) respectively. These courses are compulsory courses for tourism curriculum at MFU. In MFU's context, English for Aviation focuses on integrating the four language skills for aviation business to provide excellent services to the airlines' customers while English for Hotel Management prepares students with hotel terminology, English expressions, and the language skills needed in the hotel industry. In addition, English for the GMS focuses on using English as a medium for communication to promote understanding in terms of culture, customs, ethnic identities as well as cooperation among the organizations in the GMS countries. From students' interview, they clearly stated that they wanted to study these courses via blog if the contents are interesting and the teacher can use different functions of blog to create interesting and attractive learning activities.

English for Aviation

All of the respondents (100%) wanted to learn English for Aviation course because the course is interesting and they believed that the multi-functions of blog can help them understand the course contents better. Below are some of students' comments.

- *“English for Aviation is an interesting course to be designed on the blog. The contents are very interesting. The variety activities on the blog will help me to pay more attention to the course and I think I will be able to understand the lessons much easier.” (S1)*

- *“I think English for Aviation course should design the lessons on blog because there are many interesting things to learn. If the lessons are designed interestingly or attractively by using different functions of blog I think I will be able to understand the lessons more.” (S5)*

- *“English for Aviation course should also be taught on the blog because with different functions of blog I am sure the lessons will be more interesting and it will be easier for students to understand the lessons.” (S6)*

English for Hotel Management

Six respondents (40%) clearly stated that apart from English for Aviation, they wanted to study English for Hotel Management if the course used blog as part of a teaching. They felt that the course contents were interesting and needed more times outside of the classroom to study by themselves for better understanding. Hereafter are some of their comments:

- *“The other subjects that I want to learn through blogging such as English for Aviation and English for Hotel Business. These subjects are useful for my future career. I am sure that the various activities of blog can draw students’ attention and make the course become more interesting.” (S8)*
- *“. If I can choose I want to learn English for Aviation and English for Hotel Business apart from English for Tourism via blog because it is interesting, useful, and convenient to learn when I have a free time. I mean learning via blog to supplement a regular classroom in case I don’t understand the contents in the classroom.” (S12)*
- *“I also want to learn English for Aviation and English for Hotel Business via blog. Some contents are difficult and I need more time to understand. I don’t think I can understand everything in a regular classroom so learning via blog in my free time can help.” (S13)*

English for The Greater Maekong Sub-Region

Although English for The Greater Maekong Sub-Region is a compulsory course for tourism students at MFU, only two students (13.33%) wanted to study this

course via blog regarding some contents are difficult so they might need some extra times to study by themselves. Their comments are presented below.

- *“It is a good idea if other English courses such as English for Aviation and English for The Greater Maekong Sub-Region can design the lessons on blog. Some contents are difficult and I need some extra times to study outside the classroom. The variety functions of blog such as audio, video, different types of exercises, and web link may help me to understand and learn the lessons better. The lessons will be more interesting and be more fun than only studying in a traditional classroom. I feel that the lessons on blog have many examples so I can understand easier and faster so that I will be more relaxed. To only study the contents is a kind of boring.” (S4)*

- *“Yes, I want English for Aviation and English for GMS are designed via blogging because if I don’t understand the contents in the classroom I can review or study more by myself.” (S11)*

It can be seen that the tourism students at MFU wanted to learn ESP courses such as English for Aviation, English for Hotel Management, and English for The Greater Maekong Sub-Region courses respectively via blog because the variety functions of blog made the learning activities more interesting and attractive so that they would enjoy the courses more.

In conclusion, the data obtained from semi-structured interview revealed that the respondents in this study liked the VBRP lessons due to interesting lessons, convenience, and collaboration. What they liked most about the lessons were the exercises of the VBRP lessons, the video role play clips activities, and the examples of video role play provided by the teacher respectively. All of them felt that the lessons could be used practically because the VBRP lessons provided language input and

authentic language use. They expressed their opinions that they did not get direct problem from the lessons but some of them had problem of poor Internet signal, log-in system, coordination among friends, insufficient background knowledge as well as no computer access required for the VBRP lessons. However, if the other English courses were designed to use blog, all of them wanted to learn such as English for Aviation, English for Hotel Management, and English for Greater Maekong Sub-Region respectively.

For more students' opinions toward learning VBRP lessons, see Appendix H.

4.2 Discussion

The findings of this study indicate that the VBRP Instructional Model and lessons are effective for enhancing the English oral communication skills of tourism students. The discussion in this section will be based on the research purposes and questions as presented in Chapter 1

4.2.1 The Development of the VBRP Instructional Model

The first purpose of this research is “to develop a VBRP Instructional Model to enhance the English oral communication skills of Tourism students.” To meet the first research purpose, the VBRP Instructional Model was developed based on an intensive review of Brahmawong's Seven Step Model, the ISD Model, learning theories, and other relevant instructional design models. After the development of the VBRP Instructional Model, it was evaluated by three experts in the field of ELT and ISD. The experts agreed that the VBRP Instructional Model was very appropriate for teaching English for Tourism (\bar{x} = 4.53, SD = 0.502). This could be because it was designed systematically step-by-step in accordance with the fundamental principles of ISD, the

relevance of instructional models, and learning theories, including behaviorism, cognitivism, and constructivism.

According to the notions of the ISD Models, they provide systematic guidelines for the course designers of instructional design to follow and to create an effective and efficient course, curriculum, a training package, or instructional materials and products for educational programs. The processes of ISD can ensure that the learning does not take place in a disorganized manner, but that learning is developed through a process with specific measurable outcomes. Therefore, the instructional designer needs to create instructional experiences which can help learners achieve the goals of instruction (Rao, 2010). Shorck (1995) proposes that ISD is a systematic approach used for designing, creating, implementing, and evaluating effective and efficient instruction. Similarly, Moallem (2001) agrees that ISD is the systematic development of materials for use in learning and instructional theory for ensuring the effective and high quality instruction. Dick, Carey and Carey (2005) propose that every component of the ISD such as teachers, learners, materials, and learning environment is significant for successful learning. Kruse (2011) claims that ISD is a step-by-step system to evaluate students' needs, to develop training packages, and to implement effective training. According to Molenda (2003), ISD is a system whose inputs, outputs, processes, feedback and control elements are its most remarkable features. If the steps are placed in a logical order, the output of each step provides the input to the next step which can make the process of designing instruction more efficient and effective.

According to the experts' opinions, the VBRP Instructional Model has some strong points. First, the VBRP Instructional Model has very appropriate steps ($\bar{x} = 4.67$, $SD = 0.57$). The reason why the steps or components of the VBRP Instructional Model

are appropriate might be due to the fact that they were based on the principles of ISD with thorough analyses of various relevant instructional models which had proved to be appropriate. To ensure that the development of instruction was of high quality, the course designers/developers had to follow step-by-step procedures of the instructional design models and techniques (Dick & Carey, 1990; Gagne, Briggs, & Wager, 1992; Smith & Ragan, 1999). Similarly, Martin (2011), states that in order to make effective instructional materials, the different instructional elements or steps should be appropriately connected to each other. As a result, the quality of the instructional design will be higher. The development of the VBRP Instructional Model was based on a systematic-oriented approach in which each component had an appropriate linkage, which resulted in the experts rating each step of the model as very appropriate.

Second, the development of the VBRP Instructional Model focuses on a learner-centered approach. Thus, learning is mainly focused on the students' needs, interests, and learning style while the teacher facilitates the learning (Good & Brophy, 2003; Edwards, 2004). According to constructivist theory, Jonassen, Peck & Wilson (1999) proposed that the teacher facilitates learners to construct their own meaning because knowledge is not transmitted by the teacher to students. Similarly, Mcdonough (2001) agreed that in constructivist theory, an individual makes their own meaning based on their experience or schema. In addition, Fosnot (1996) suggested to apply constructivism in educational practices that because learning itself is development which requires learners' invention and self-organization. Teacher should allow them to raise their own questions, generate their own hypothesis and models as possibilities, and test them for viability which in line with learner-centered approach. In this approach, the students can work in groups or pairs depending on the purpose of the activity so that their learning

becomes an enjoyable and friendly activity which enables them to understand the lessons better due to the fact that they are actively involved in the learning process. In addition, as a result of the students' discussions, the learner-centered approach helps to promote some important collaborative and communicative skills through group work. Through group work, the learners interact with the others in which learning can take place in a social environment or through social interactions with more knowledgeable people (Javis, 2005). Thus, the improvement of collaboration occurred from group work is in line with the notions of social constructivist learning theory. As the VBRP Instructional Model was used as a framework for the VBRP lessons, the contents were designed to be relevant to the learners' needs while the learning activities were also designed as suitable for the students' interests. According to Grant & Basye (2014), the course designers should find ways to make learning rigorous, relevant and meaningful for each learner as well as to offer a promising solution so that the learners will be more likely to be successful and to meet the requirements of the educational outcomes. Based on the learners' needs and interests, they take responsibility for outcomes and take ownership of the consequences that result from their choices so that the learning can reach well beyond the school setting (An & Reigeluth, 2011). To develop the VBRP Instructional Model, the researcher carefully analyzed the learners' needs, established the instructional goals, selected the teaching and learning tools, developed teaching and learning materials, and determined the evaluation criteria to ensure a high quality of instruction.

Finally, the VBRP Instructional Model allows for self-paced learning regarding the VBRP lessons which are online and which allow the learners to view or repeat the learning material as many times as they need to comprehend the contents or assignments

at their own pace. The learners were grouped to review their work and to find ways to advance their learning. In this way, the learners were able to reduce stress. Nowadays, many universities incorporate self-paced learning in their classrooms with teachers video-taping their lectures and posting clips on the Internet. According to the concept of self-regulated learning, learners choose what they want to study, when to study and how long they want to study for as these aspects of learning play a significant role in students' achievement in education (Dunlosky, & Theide, 1998). Furthermore, to become effective learners, the students must have the ability to guide their own learning activities effectively (Finley, Tullis, & Benjamin, 2009; Metcalfe, 2009). The various learning activities which were designed for this study such as watching videos, listening to audio files, matching vocabulary with pictures, and asking students to work in pairs to conduct video role plays and then to post them on the blog for receiving their peers' comments are all relevant to the notions of self-paced learning. As a result, the students enjoyed learning the VBRP lessons.

The results of the evaluation of the VBRP Instructional Model were in accordance with the previous studies relating to instructional design models such as SREO Model (Suppasetsee, 2005), BOLA Model (Nutprapha, 2011), OTIL Model (Tian, 2012), and WCR Instructional Model (Walakanon, 2014) all of the models were evaluated by the experts as appropriate. These models as well as the VBRP Instructional Model were developed based on the principles of ISD and learning theories. These models were systematic, had appropriate steps or components which were very clear to look at and easy to understand, and linkages between each component which were carefully designed. In addition, a learner-centered approach was taken into consideration in the development of these models regarding students' individual differences. Based on

a learner-centered approach, the needs and interests of the learners were analyzed in order to design online lessons which would allow the learners to study not only in the classroom but anywhere and anytime at their own pace.

In conclusion, the VBRP Instructional Model was developed based on intensive reviews, analyses, and syntheses of Brahmawong's Seven Step Model, the ISD Model, learning theories, and other relevant instructional design models. Each step of the model was carefully designed. The VBRP Instructional Model was evaluated by the experts as appropriate for enhancing the English oral communication skills of students' the English for Tourism course.

4.2.2 The Efficiency of the VBRP Lessons for Teaching English for Tourism

The results of the present study indicate that the efficiency of both process (E1) and product (E2) of the VBRP lessons used in the experiment met the standard criterion set of 80/80. It can be concluded that the VBRP lessons are efficient. The reasons for the efficiency of the VBRP lessons are because of the development of the VBRP lessons as follows:

First, the development of the VBRP lessons followed the sound framework of the VBRP Instructional Model which was proved to be very appropriate for teaching English for Tourism. According to Davis (2013), if the course designers follow the instructional design model, they will have clear instructional goals and they will be able to obtain some ideas for the analysis of the learners' needs and characteristics for learning. The design of the learning activities will encourage students to engage in interactive instruction. Similarly, Smith & Ragan (1993) propose that the instructional design model gives clear guidelines to course designers to focus on students rather than content. Moreover, it also supports effective, efficient, and appealing instruction;

promotes coordination among designers and instructors; supports alternative delivery systems; facilitates dissemination, and facilitates congruence among objectives, activities, and assessment. According to Gustafson & Branch (2002: p. 21), “the models provide conceptual and communication tools that can be used to visualize, direct and manage processes for creating high quality instruction”. In addition, the course designer can get ideas to select or develop appropriate operational tools and techniques which can be applied if they follow the models. Several studies such as Suppasetserree (2005), Kongpet (2011), Tian (2012), and Walakanon (2014) confirm that following a good model or framework develops the efficiency of the lessons because their models were approved by experts as appropriate to be used as a guideline to develop instructional materials or packages. The model gave them ideas as to what content should be taught based on a students’ needs analysis, what should be the learning outcomes, what are the appropriate tools, and how to give efficient instruction as well as to apply evaluation tools and relevant criteria. Therefore, following such a good framework will lead to an efficient lesson design.

Second, the students’ feedback was used to revise the VBRP lessons at each stage of the try-out which finally resulted in the lessons being efficient in both process (E_1) and product (E_2) and also meeting the standard criterion set of 80/80 (E_1/E_2). The results of E_1/E_2 as well as the students’ feedback were used to revise the VBRP lessons at each stage of the try-out. As stated by Biggs & Tang (2009), student’s feedback is a significant source for improving the quality of teaching and learning. Similarly, Arthur (2009); Moore and Kuol (2005) suggest that to improve learning and teaching quality particularly at university level, university teachers need to pay attention to student feedback and university teachers should make changes in the light of the feedback they

receive from their students. Thus the revision of VBRP lessons was made in response to the student feedback at each stage of the try-out. As a result, the VBRP lessons are efficient so they can be used in teaching English for Tourism to enhance the English oral communication skills of tourism students. Several previous studies revealed similar results showing that students' feedback enabled teachers to make their more effective and efficient. For example, Kongpet (2011) employed Nutprapha BOLA packages for teaching English for Careers in Technology at Ubon Ratchathani Rajabhat University, Thailand. She reported that the packages were revised and improved after each of the three trials: individual testing, small group testing, and field testing made her packages effective and met the standard criterion set of 85/85. Similarly in the study of Tian (2012) which employed OTIL lessons with EFL learners in China, he also found that after the OTIL lessons were revised at each of the three stages of the trial, the efficiency of the OTIL lessons met the standard criterion set of 80/80 as well.

Finally, the VBRP lessons were developed based on learning theories including behaviorism, cognitivism, and constructivism. In accordance with behaviorism notions, Gagne (1997) proposed that behaviorism emphasizes observing learners' behavior and providing reinforcement. It is believed that learners can retain skills and knowledge through repetitive behavior. In this study, the learners were required to work in pairs to produce a video role play clip and to post their clip on their blog. In doing so, the learners obtained a lot of practice until they became more fluent and confident. Finally, they were able to speak more fluently. With regard to cognitivism, the cognitive approach helps learners recall new information, understand how things work, remember and use new procedures (Davis and Davis, 1998). The VBRP lessons in this study therefore begin with activating students' background knowledge using the matching of

pictures to names then ending up with studying various forms of the contents followed by wrap-up activities with a language focus to help the students store the information they had learnt and finally the students had to complete the exercises which were used to evaluate their learning achievement. Regarding constructivism, Mayer (1999) proposed that for knowledge construction, a teacher can help the learners as a cognitive guide by providing guidance and modeling authentic learning tasks. To apply constructivism in this study, the learning activities in the VBRP lessons were designed with real-world tasks, and also provided the students examples of video role plays, and required students to work in pairs to produce video role play clips and post them on their own blogs in order to exchange ideas or learn from their peers by leaving their comments on the blogs. According to peers' feedbacks, the learners can learn through social interactions with the others who have more knowledge than them (Javis, 2005). Based on social constructivist learning theory, the learners can move to the Zone of Proximal Development (ZPD) or they can learn best when they are engaged in a challenging environment with great support (Hammond & Gibbons, 2001). The learning activity in this study provides with example of video role play clips which can guide students to conduct video role play effectively. This activity is supported by Atherton (2005) that an individual learner will move to the ZPD when they are helped or get guidance from someone who is more knowledgeable so that they can work more effectively. In this study, students watch the examples of video clips so that they can conduct effective video role play clips.

In conclusion, the efficiency of the VBRP lessons for teaching English for Tourism for both process (E₁) and product (E₂) met the standard criterion set of 80/80 which resulted from 1) the development of the VBRP lessons following a good

framework, 2) the revision of the lessons based on students' feedback at each stage of the try-out, and 3) the development of the lessons based on learning theories such as behaviorism, cognitivism, and constructivism. The findings agreed with some studies such as those of Suppasetsee (2005), Tian (2012), and Walakanon (2014) who developed online lessons in accordance with a good framework thus making the lessons efficient in both process (E_1) and product (E_2) which met the standard criterion set of 80/80.

4.2.3 Students' English Oral Communication Achievements before and after Using the VBRP Lessons

The results of the students' English oral communication skills achievements before and after using the VBRP lesson for Unit 1 showed that the average score for the post-test (14.24) was higher than the pre-test (7.29). Similarly, in Unit 2 the students also obtained average scores for the post-test (14.76) higher than those for the pre-test (7.29). This suggests that the average scores for both Units 1 and 2 were significantly different between the pre-test and post-test at .05 level ($P = 0.00$, $P \leq 0.05$) which means that the VBRP lessons had a positive effect on the students' English oral communication skills achievements. The reasons that students improved their English oral communication skills after using the VBRP lessons are as follows: 1) the online lessons provide the students with convenient opportunities to study at anytime and anywhere and 2) useful role play activities can be applied in the students' future careers, and 3) using a blog for language learning is effective. Each of these possible factors will be discussed below:

As regards the first reason, which is that the VBRP lessons are online lessons enabling the students to learn the lessons at their own time? Matthews-Aydinli (2005)

states that online learning provides several advantages such as greater flexibility, convenience, online resource access, and collaboration possibility. Trentin (2010, p. xv) proposes that “online learning means treating the network not merely as a way of distributing learning materials but more generally as a resource that facilitates distance interaction between learner and teacher and among students with online learning groups”. According to Abdallah (2007), the Internet facilitates learning, teaching and communication, thus it is used in education. Studying online is a great resource to find useful information that allows students to study any topic in English independently. Besides, students can also find online activities to help them improve their proficiency. Similarly, Singhal (1997) mentions several advantages from the use of the Internet, such as the vast amount of information that can be found at all times. For shy students, email can be a good way of communicating instead of speaking in class. Through the use of online, students can communicate with native English speakers, translating communication into an authentic context. To increase students’ motivation for using English in and out of- a school setting, English teachers should use the Internet in the classroom (Muehleisen, 1997). In order to help students improve their English oral communication skills, the study developed online VBRP lessons which consisted of language input, and an online dictionary where students can find the meanings and the correct pronunciation. Furthermore, the VBRP lessons were also included in the web link for further study. The target students in this study reported that they were at ease with online learning at the university, because they could work with their friends and share information or knowledge online regarding assignments and other things instead of having to deal with them face-to-face. An appropriate use of online learning helped

students improve their English oral communication skills after using the VBRP lessons which were designed for use online.

Regarding the second reason, role play activities can help students in their future careers as role play is “a way of bringing situations from real life into the classroom where students need to imagine a role, a context, or both, and improvise a conversation, the context is usually determined, but students develop the language as they proceed” (Doff, 1990: p. 232). According to Mason (2004), role play activities enable students to use language creatively and authentically if they are appropriately used. Crookall (1990) points out that learning through role play activities exposes learners to large quantities of comprehensible input, actively involves them, and has positive effects. The students reported in their interviews that they enjoyed learning the VBRP lessons because they could learn many new items of vocabulary which would be very useful for them when they became tour guides after graduation. Doing role play in pairs helped them to talk and learn from each other and made them become closer. They felt that the assigned situations for role plays were an authentic and that they would experience them in their actual careers as tour guides. Since the students realized the VBRP lessons were useful for their future jobs, they put all their efforts into practicing speaking using the role play technique. They felt that this experience would increase their knowledge of tourism and confidence in giving information to tourists. With practice, students felt they were able to improve their English oral communication skills and speak English more fluently and confidently. These are some of the reasons why students’ English oral communication skills was greater using the VBRP lessons.

According to the third reason, effectiveness of using blogs in language learning could also possibly be a reason that helped students to improve their English oral

communication skills in this study. Because blogs are easy to create and update, they are user-friendly, and they only require basic access to the Internet, and a minimal knowledge of technical know-how. Besides, the use of multimedia features in blogs, the simple web page, interactivity as well as the ability to support cooperative and autonomous learning are attracting many instructors to apply blogs in education (Ahluwalia, Gupta & Aggarwal, 2011). According to Godwin-Jones (2003) and Warlick (2005), blogs allow bloggers to read other blogs and give comments. Simultaneously, students can also interact with others and their work can be viewed by others outside the classroom. In addition, bloggers feel more comfortable or have more freedom to share their ideas than they do in classroom-based activities (Baggetun & Wasson, 2006; Bloch, 2004). According to the students' interviews, they reported that blogs are an interesting technology which provides various functions which are useful for them. For many of them, creating and using blogs was easy provided they had a stable and strong Internet signal. Some of them enjoyed reading or posting entries in their blogs. Students further added that watching their friends' video clips and sharing comments with their friends made their learning more efficient. Some students reflected that when seeing friends who had a similar level of English proficiency they no longer felt shy to speak out. On the other hand, if the other friends could speak more fluently and accurately with good pronunciation than they could, as a result they want to improve themselves. Therefore, the effectiveness of blogs in language learning can also help the students to acquire better English oral communication skills after learning the VBRP lessons through blogs.

These findings are relevant to the studies of Phuethon (2012) who used unscripted role plays to improve the speaking ability of Thai EFL students. The findings

reveal that the overall post-test results of students were higher than their pre-test results which imply that the students' English oral communication skills improved significantly. The students improved their speaking ability through using the given situations during unscripted role play activities as well as while acting out their role plays. Moreover, using unscripted role plays enable students to communicate independently, it makes them feel comfortable to discuss any topics and it promotes interaction with other students. Similarly, Shen (2010) also conducted E-learning through constructive role plays for ESL learners in China's Tertiary Education. The results revealed that students in the experimental group obtained higher scores for the post-test than for the pre-test.

To sum up, after using the VBRP lessons the students improved their English oral communication skills which was a result of online VBRP lessons enable the students to learn at their convenience. The students can apply role play activities into their real life situation in their future career. In addition, using blogs is proved to be effective for language learning.

4.2.4 Students' Opinions towards the VBRP Lessons

To explore the students' opinions towards the VBRP lessons, a questionnaire and semi-structured interview were employed with the target students immediately after the experiment. Overall, the results from both the questionnaires and semi-structured interviews showed that students had positive opinions towards learning the VBRP lessons due to several reasons which will be discussed below.

First the VBRP lessons are interesting. Based on the students' interviews, the lessons consist of various activities and exercises such as watching videos and answering questions, producing video role play clips and posting them on the blog to

exchange ideas with their friends. These various activities and exercises help them to learn new vocabulary, notice the language used and observe the gestures used during conversations which finally improved their English oral communication skills. Regarding the use of video blogs (Vlog) that used video as a primary media source, this has been found to provide a richer web experience (Educause Learning Initiative, 2005). Watkins (2012) proposes that video blogs increase students' talk time which adds to their oral communication practices. Students can redo or revise their video blogs as many times as they want before submitting a clip to their teachers so that their teachers can check their pronunciation or grammar errors. According to Shih's study (2010), the use of video-based blogs for teaching English Public Speaking worked effectively and satisfied students because of its free access, ease of revision, and interesting material for learning. Apart from video blogs, students reflected that they also enjoyed performing role plays because it helped them to enhance their English oral communication skills. Role play offers a wider range of language opportunities to students as they have to act in various social contexts (Harmer, 1984). According to Islam and Islam's study in 2012, when students are introduced to a different social context such as the roles of a salesman or a customer, they have an opportunity to show their creativity by performing or acting out a different life style, emotion, expression, and language use so that it is challenging and interesting for them. The VBRP lessons were developed based on the students' needs and interests together with various leaning activities and exercises, which made their learning enjoyable.

Second, the VBRP lessons are convenient. Students in the main study said that it was convenient for them to study the VBRP lessons via blogs because they could learn the lessons anywhere and at any time whenever they could access the Internet. They do

not need to print out the learning materials or bring a book to the classroom when studying the VBRP lessons. Students need only a smartphone or laptop that can access to the Internet. Blogs are widely used for language learning in Thailand at present. According to Blood (2002), blogs have become very popular because they are free and the users can update the content whenever s/he can access to the Internet. Blogs are user-friendly so those who have little or no computer background can easily create, design, and maintain their blogs (Pinkman, 2005). As stated by Campbell (2004) blogs promote the exploration of English websites where teachers can put teaching materials online so that students can explore, read related articles or search for the relevant web links. According to Dyrud et al. (2005), blogs allow bloggers to use them without any restrictions on time or place. Visitors to the blogs can also leave their comments and messages (Mutim & Wang, 2010). Above all, the VBRP lessons which were designed for a blog offered an online dictionary, language input, audio files, video clips, images as well as exercises. It can be said that the learning the VBRP lessons on blog is very convenient. The students reflected that they did not find any difficulty in performing video role plays and posting their clip on their blogs to invite comments from their peers. Most students used their smart phones to video-tape their role plays at their dormitory. The students said that they felt more comfortable working with close friends and that it was more convenient to perform their role plays in their dormitories rather than in the classroom. Therefore, learning English for Tourism using the VBRP lessons is very convenient for the learners.

Third, the VBRP lessons are collaborative. In the interviews, the students explained that the VBRP lessons promoted collaborative learning with friends as a result of the students produced video role play clips in pairs and posted them on their blogs for

their friends' comments. Similarly, Watkins (2012) agrees that video blogs promote collaborative learning due to the fact that teachers and peers give feedback, comments or criticism so that students have more opportunity to learn from others' video blogs. According to Pinkman (2005), blogging becomes communicative and interactive due to the fact that the participants take different roles in the writing process such as the role of writers when s/he writes and posts information or messages, the reader or reviewer when s/he responds to other writers' posts, and the writer-readers when s/he returns to his/her own posts and reacts to criticism and comments on their own posts. Thus, it can be said that learning through blogs can promote collaborative learning with friends. According to Bos & Shami (2006), role play is an interactive learning process which is commonly used to help students improve their communication skills, develop their ability to solve problems as they take different roles, and confront unstructured problems in different situations according to their given roles. From the researcher's observation, when assigning situations for students to do role plays, students choose their role, for example, who will act as a tourist or a tour guide. They help each other to plan what to say and prepare a conversation script together. Students in different pairs help each other to video tape their role plays, upload the clips on their blogs and even correct vocabulary and grammar when other students make mistakes. The students work in pairs as well as visit friends' blog and leave comments via blog, thus their interaction are increased in which they can learn from each other. Some pairs create very good video role play clips using appropriate language, vocabulary, gestures, clear pronunciation, and et cetera, thus, they could be role model for the others to follow. Students helped each other to complete the tasks such as writing role play script, video-taping friends' role play, posting video clips on blog, and giving useful comments which this phenomenon is in line with the social constructivist learning theory where learning can take place in a

social environment through social interactions (Javis, 2005). Similarly, Wilson (1996) proposed that learners may work together and support each other by using various tools and information resources pursuit of learning goals and problem-solving activities in which this phenomenon refers to a constructivist learning environment. It can be said that the learning activities and exercises in the VBRP lessons help the students to have more interaction and finally enhance their English oral communication skills

However, after studying the VBRP lessons, students reported that they had some problems such as: 1) the Internet service; 2) the log-in system, and 3) time management. The first problem was related to the Internet signal. The Internet service provided by the university was not very reliable so that students sometimes could not access to the teacher's blog in order to learn the VBRP lessons. In addition, even students who could access to the teacher's blog sometimes found that they could not watch the video clips or upload their video role play clips on their blogs because of the weak or unstable Internet signal. Therefore, many students learned the VBRP lessons, did the online exercises, and performed their video role play clips and uploaded them after they arrived at their dormitories which had more stable Internet signal than that of the Internet service provided by the university. Another problem; that the students confronted, was the problem of logging into the system of the online exercises which was also posted on the teacher's blog. The students commented that once they finished studying each lesson, they had to do exercises at the end of each lesson which required them to log into the system every time before moving on to the next lesson. Students preferred to log in only once and then complete all the exercises at the same time. Besides, some of the VBRP lessons had exercises with questions and answers on different pages which sometimes confused them to scroll each page back and forth to find answers which was inconvenient. The final problem was time management, particularly for those students

who had a different study timetable from the other students, which meant that it was hard for them to find the same free time to perform role plays or carry out activities together outside the classroom. Some students revealed that they had poor listening skills as well as limited knowledge of vocabulary so the given time for completing the exercises was not sufficient as they did not have enough time to look up the vocabulary in the online dictionary on the web link.

In conclusion, generally speaking, students had positive opinions towards the VBRP lessons. They felt that the VBRP lessons are interesting, convenient, and collaborative. The learning activities and exercises helped them to enhance their English oral communication skills. However, the students had some problems learning the VBRP lessons because of the poor Internet service provided by the university, the log-in system, and time management respectively.

4.3 Summary

The findings of the development of the VBRP Instructional Model, the efficiency of the VBRP lessons, the students' English oral communication skills achievement, and the students' opinions toward studying the VBRP lessons were presented and discussed in this chapter. Next chapter, the VBRP Instructional Model and the examples of the VBRP lessons will be described in detail.

CHAPTER 5

A VIDEO BLOG-BASED ROLE PLAY (VBRP)

INSTRUCTIONAL MODEL TO ENHANCE ENGLISH

ORAL COMMUNICATION SKILLS

OF TOURISM STUDENTS: THE ANNOP VBRP

INSTRUCTIONAL MODEL

This study tries to develop an ANNOP Video Blog-based Role Play (VBRP) Instructional Model to enhance English oral communication skills of tourism students at Mae Fah Luang University (MFU). This chapter comprises three main sections: the development of the VBRP Instructional Model, the components of the VBRP Lessons, and the implementation of the VBRP Instructional Model. Each of sections will be discussed in detail below.

5.1 The Development of the VBRP Instructional Model

A VBRP Instructional Model was developed for teaching English for Tourism in order to enhance the English oral communication skills of tourism students at MFU. To develop the VBRP Instructional Model, the researcher reviewed the Seven Steps Model proposed by Brahmawong and Vate-U-Lan (2009) as a framework for this study. Moreover, the principles of ISD, three learning theories namely Behaviorism, Cognitivism, and Constructivism, five relevant instructional design models such as the

ADDIE Model, the Dick and Carey Model, the Kemp Model, the SREO Model, and the OTIL Model, and basic information regarding video blogs as well as role play techniques were reviewed, analyzed, and synthesized as presented in Chapter 2. Knowledge and information obtained from the literature review was then used to develop a VBRP Instructional Model for teaching English for Tourism. The VBRP Instructional Model consists of 6 major steps and 18 sub-steps as shown in Figure 5.1.

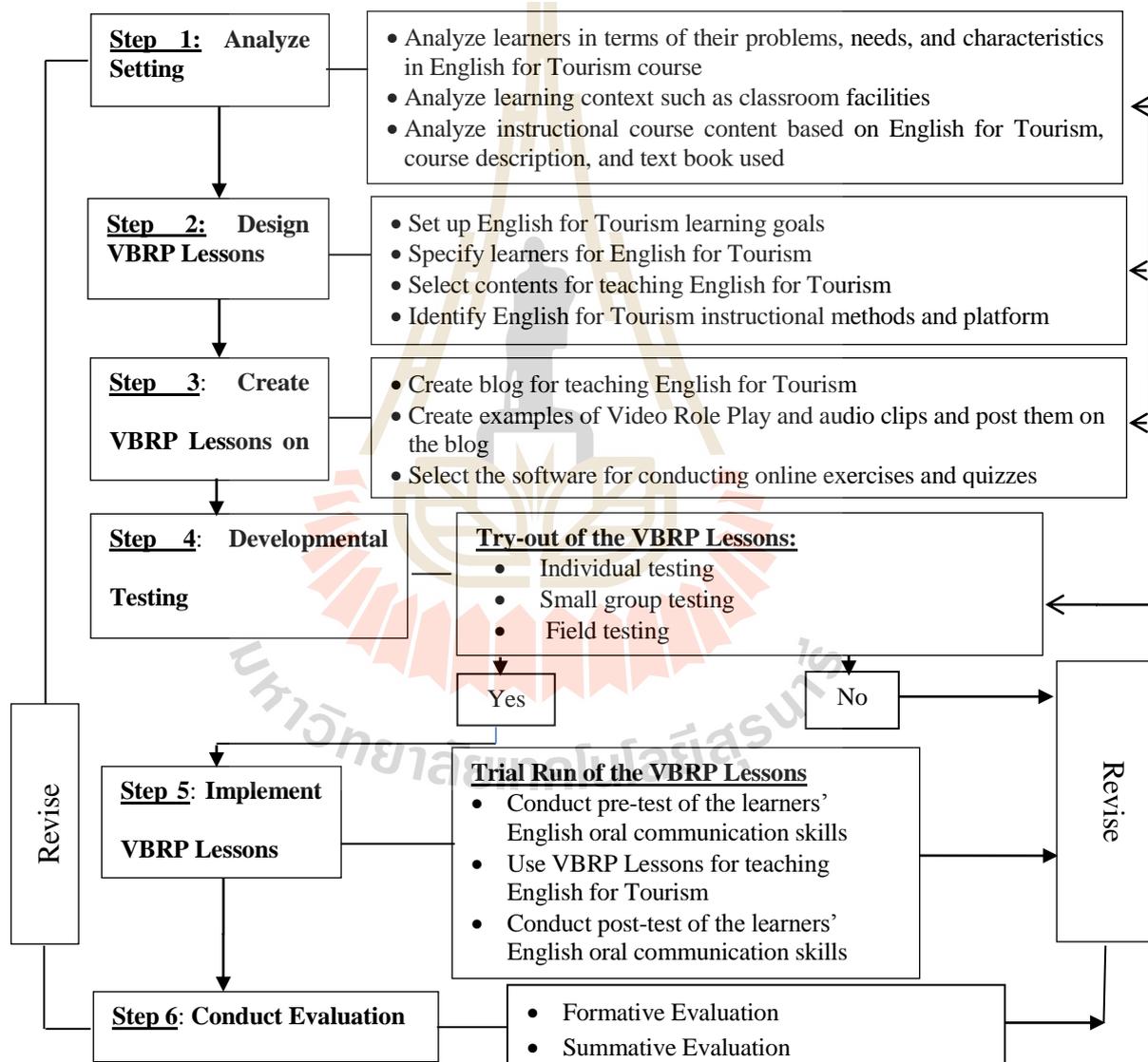


Figure 5.1 A Video Blog-based Role Play (VBRP) Instructional Model to Enhance the English Oral Communication Skills of the Tourism Students

According to Figure 5.1, a VBRP Instructional Model was used as a framework to develop the VBRP lessons which would be used for teaching English for Tourism at MFU in order to enhance the students' English oral communication skills. However, using only the role play technique which is used in the traditional classroom might not be enough to attract much of learners' attention. This study therefore integrates a role play technique into a video blog, which allows students to learn in their free time via Internet access. The VBRP Instructional Model in this study consists of 6 major steps and 18 sub-steps which will be discussed as follows:

Step 1.0: Analyze Setting

Analyzing the setting is the first step for developing a VBRP Instructional Model. At this step the researcher analyzed 3 subjects including: 1) the learners' problems, needs and characteristics. These learners are studying the English for Tourism course as part of their fourth year study of Tourism degree at MFU; 2) the learning context at MFU; and 3) the instructional course content of the English for Tourism course provided by MFU. The information obtained at this stage will be used to design the VBRP lessons at the second stage.

1.1 Analyze learners

In this sub-step, the researcher conducted a survey to find out the learners' needs, problems, and their characteristics in learning English for Tourism at MFU. The analysis focused on their background knowledge and particular problems associated with their learning English as well as their expectations of learning on the English for Tourism course. To obtain information, the researcher Author distributed a needs analysis questionnaire and observed the fourth-year Tourism students at MFU, Chiang Rai province. The results revealed that 179 out of 200 tourism students (89.5%) had

English oral communication problems. The findings were then used to set up learning goals and design the VBRP lessons. Therefore it is established that most of the MFU tourism students had English oral communication problems and been required to improve their oral communication skills.

1.2 Analyze the learning context for the VBRP model

To analyze the learning context in this sub-step, an on-site visit was made to MFU in order to interview and observe the instructors who taught English there. The objective of the visit was to identify the availability of the Internet and the computers facilities at the university as well as to assess the limitations of the setting which might affect the design of the instruction. The results of an informal interview with the instructors revealed that MFU has a clear policy of e-learning. Every classroom is provided with a computer, an LCD, a projector, a speaker, and Internet devices. However, the Internet signal is not strong and there are a limited number of wireless access points. Thus, the instructors sometimes have problems using the Internet in their teaching. However, most MFU students enjoy the e-learning classrooms and bring their own laptops to classes. Based on the needs analysis survey, all the respondents (100%) were able to connect with the Internet using a computer and there are 86.5% of students had experiences of uploading videos onto the Internet. From the instructors' point of view, the use of the role play technique together with the video blog for teaching English was interesting for the students and practical in the MFU context. Furthermore, the MFU tourism students were familiar with e-learning and interested in using a video blog. The instructors and the students agreed to try out a new platform to improve the students' English oral communication skills. Moreover, most of the tourism students at MFU had used blogs before. They also knew how to perform role plays. Although the

wireless access points provided by the university were limited, the students could use the Internet at different places such as their homes, dormitories, or Internet cafés.

1.3 Analyze instructional course content of English for Tourism Course

This sub-step will analyze the instructional course content of the English for Tourism Course at MFU. To do so, the researcher checked the existing curriculum of the English for Tourism course. The analysis began by studying the course description, the course objectives, contents, and the textbooks used for teaching the English for Tourism course. An informal conversation with the tourism program co-ordinator at MFU revealed that the English for Tourism course has just been developed for the tourism curriculum. When they designed the course instruction, the instructors studied the course description and explored the availability of the text books or consulted with other instructors who had taught similar courses at other universities. Through conversations between the researcher and teachers who teach English for Tourism at MFU and some previous tourism students, it was revealed that there were many interesting topics which could be included in the lessons. Based on a survey with students about the topics to be included in the English for Tourism course, 60.5% of the students were interested in Festivals and Ceremonies while 41.5% preferred the topic of visiting a Thai Buddhist temple. These two topics met the students' needs because many tour guides frequently had problems with explaining or giving information about these topics to tourists. Therefore, this study selected these two topics because they were of most interest to the MFU tourism students which would, therefore, be suitable for the development of the VBRP lessons.

In sum, in order to analyze the instructional course content of the English for Tourism course in this study, the instructor needed to study the course description

carefully and select the contents that are of most interest to the learners as well as meeting their needs. In addition, the design of the instructional course content must provide the learners with opportunities for authentic language use in order to increase their oral communication skills. The two topics selected for this study were: 1) the celebration of the Songkran Festival in northern Thailand, and 2) Social etiquette for visiting a Thai Buddhist temple.

Step 2.0: Design of the VBRP Lessons

After the analysis conducted in step 1.0, the information obtained would be used to design the VBRP lessons. There are 4 sub-steps for designing the VBRP lessons: 1) set up English for Tourism learning goals; 2) specify the learners for the English for Tourism Course; 3) select the content for teaching English for Tourism, and 4) identify the instructional methods and platform suitable for the English for Tourism course.

2.1 Set up English for Tourism learning goals

The information obtained from the survey about learners' problems, needs, and their characteristics in learning English for Tourism from the previous step was used to set up the learning goals for English for Tourism course. The objectives are meant to spell out the expectations that the instructor has for the learners during their learning process and achievements after learning course using the designed VBRP lessons. Thus, the learning goals for this study were to develop students' ability to communicate and explain information accurately regarding tourism issues to tourists. The setting up of learning goals is helpful for the course developer in planning and developing the teaching materials. The learning goals will also lead to the setting of the learning objectives which will expect that after the students learn the two lessons they

should be able to: understand the story of the Songkran Festival by answering questions in the blog at least 80% correctly, (2) explain the Songkran Festival activities in northern Thailand at least 80 % accurately in terms of speaking by performing a video role play clip, (3) understand the social etiquette for visiting a Thai Buddhist temple by answering questions on the blog at least 80 % correctly, and 4) give suggestions to tourists about good social etiquette for visiting a Thai Buddhist temple at least 80 % correctly in terms of speaking by performing a video role play clip. Thus, the learning goals of the English for Tourism course will be set up based on the curriculum and with consideration of the appropriateness of the lessons.

2.2 Specify learners for English for Tourism course

This sub-step is to specify who the learners are and what skills they should have when studying the English for Tourism course provided by MFU. The learners in this present study are the tourism students at MFU who have passed the English III course and are currently studying English for Tourism in semester 1 of the academic year 2016 as a major requirement course. Also, the tourism students at MFU are familiar with e-learning and some of them have their own blog so that the introduction of VBRP lessons will be of interest to them. As a result, the skills that the students need to have when taking English for Tourism course are speaking and listening skills as well as the necessary computer skills to be able to use the Internet, upload pictures or clips on the Internet as well as to be able to post clips on the blog.

2.3 Select content for teaching English for Tourism

To consider what content would be suitable for the VBRP lessons, the researcher studied the curriculum of the Tourism Program provided by the School of Management of MFU , then examined in the details of the course description for the

English for Tourism course. In addition, the researcher studied the existing course syllabus and explored the availability of textbooks used for teaching English for Tourism. To meet the university's requirements, the researcher discussed with the instructors who teach English for Tourism at MFU regarding the course content, the teaching materials as well as the assessment criteria. As mentioned earlier in the previous step, English for Tourism at MFU has just recently been developed and included in the present curriculum, and the teaching materials, teaching techniques and the textbooks used are all available for the instructors who teach the course to select and to develop. However, the core objective of the course is to increase students' English oral communication skills, so the teaching activities should focus on speaking and listening. Based on the survey results, most of the students showed an interest in studying the topics relating to festivals and ceremonies, particularly visiting a Thai Buddhist temple. Therefore, the content related to these two topics was chosen to meet the learners' needs.

2.4 Identify English for Tourism instructional methods and platform

The VBRP lessons were designed as internet-based and aimed at increasing the English oral communication skills of the tourism students at MFU. The lessons therefore tried to focus on students' interaction and the design of an instructional method that would enable the students to learn the lessons outside the classroom at their own pace. To enhance the tourism students' English oral communication skills, the lessons were designed to ask students to perform a role play in pairs regarding different situations relating to tourism. The students were later asked to make video clips of their role play and post the clips on the blog. Then the students were asked to look at each others' video role play clips and leave comments on the blog to help improve their

English oral communication skills so that the students could observe how their friends organised sentences, how they used grammar and vocabulary as well as helping them to learn pronunciation and facial expressions from the video role play. The results of the survey showed that 95.5% of the students knew how to use a blog. In addition, 55% of the students believed that the blog could help them to improve their English oral communication skills. In addition, when the students were asked whether or not they had experience of performing role plays, 92.5% of the respondents confirmed that they had already had that experience. Therefore, the VBRP lessons should provide considerable benefits to the tourism students at MFU. To increase the effectiveness of the VBRP lessons, training in the use of blogs was given to the target students.

Step 3.0: Create VBRP Lessons on a Blog

Once the VBRP lessons had been designed, the next step was to create the VBRP lessons. This step included 3 sub-steps: 1) creating a blog for the teaching of English for Tourism; 2) creating examples of video role play models and audio clips, and 3) selecting software for conducting online exercises.

3.1 Creating blog for teaching English for Tourism

In this sub-step, the researcher realized that many kinds of technology were new to some of the students, therefore the technology used for the present study should be user-friendly. The present study thus used a video blog on blogger.com which is a free platform and has easy access, so that students could post their videos and leave their comments. Once the blog was created, the researcher uploaded teaching materials, video clips, audio clips, as well as exercises on the blog. In addition, to enhance learning for some of the students who had limited English vocabulary, were weak in listening skills as well as having problems with the correct pronunciation of words, the

researcher provided an online English-Thai dictionary (i.e. the Cambridge Dictionary Online), and video and audio scripts on the blog where the students could look up meanings, check correct pronunciations, and have a better understanding of the course content. To create the blog in sub-step 3.1, the learners also needed to create their own blog and to access the teacher's blog in order to learn English for Tourism. This sub-step was designed in accordance with cognitivist learning theory which believes that knowledge is organized schematically based on an individual's personal experience. To help the learners, the learning materials should be well-organized which would help learners learn and remember what they learn more easily. Harley (1998) proposed that in language learning, learners should be provided with authentic needs and contexts of the content, and the learning must fit into the learners' prior knowledge so as to help them achieve learning. To design and create a blog for this study, the researcher took into consideration the notions of cognitivism which meant that the learning materials should be well-organized and the activities in the lessons should be related to the learners' prior knowledge and experiences.

3.2 Create example of video role play model and audio clips for teaching English for Tourism

To present some useful information as well as appropriate vocabulary to tourism students at MFU, the researcher presented video role plays and audio clips aimed at increasing the learners' listening and speaking skills. Once the tourism students had watched and listened to the clips, they would be able to get some ideas about how to explain or give information to tourists. In order to create efficient video role play clips, the researcher consulted experts at the Center for Educational Innovation and Technology, Suranaree University of Technology and asked them to video-tape the

video blog based on a role play in the studio. To assist some students with low English proficiency levels, the researcher provided scripts of both the video clip and the audio clips in the blog, so that they could read simultaneously while watching or listening to the clips. In order to create examples of a video role play model and audio clips for teaching English for Tourism, the researcher applied the notions of constructivism which encourages students to discover knowledge by themselves while the teacher provides the necessary materials needed for learning. As pointed out by Mcdonough (2001), people construct knowledge or make meaning by themselves from whatever they experience. McLeod (2003) claimed that constructivism theory affects learning to such an extent that the curriculum should be modified according to students' current structures of knowledge. The teacher cannot transmit knowledge to students (Jonassen, Peck & Wilson, 1999) but can facilitate students to construct their own meaning. So the activity in this step (3.2) provides students with an opportunity to be exposed to a video role play and audio clips to learn about the celebration of Songkran Festival in northern Thailand and the social etiquette for visiting a Thai Buddhist temple.

3.3 Select the software for conducting online exercises

As the lessons were online, therefore the quizzes or exercises needed to be uploaded on to the blog. Although there were many free software programs available, they offered limited functions and were not suitable for this study, thus the researcher bought a software programme named "Quia". The Quia software offered various exercises such as multiple choice questions, true-false questions, pop-ups, multiple choices, fill-ins, initial answers, short answers, and easy, matching, and ordering activities. Moreover, "Quia" is easy to use and to create exercises and quizzes while the system can record the students' scores, which is also convenient for the teacher.

In order to select the software for conducting online exercises, the researcher relied on the cognitivism theory, in which Piaget (1970) proposed that the knowledge is organized schematically which means that learning involves an individual's personal experience. Schema are related to a mental process where learning occurs as a process of inputs, which are managed in short term memory and processed for long-term recall. So when students learn new things from the VBRP lessons as well as from the examples of video role play and audio clips, they store some of the information in their short term memory or long term memory when they do the online exercises.

In conclusion, to ensure that the students can use the blog easily and that it provides benefits to them, they should be trained in how to create and use a blog. To ensure that the students can get ideas for performing role plays, both examples of video role play models and audio clips were provided. In addition, to make sure that the students made some progress and enjoyed their learning, the online exercises were designed on software which provided multi-functions that are interesting and user-friendly.

Step 4.0: Developmental Testing

Once the VBRP lessons were designed on a blog, the lessons were tested for their efficiency, so in this step the researcher conducted three different types of tests: individual testing, small group testing, and field testing.

4.1 Individual Testing (1:1)

The individual testing (1:1) for this study included six students who were given the VBRP lessons to study. At the end of each lesson they were asked to work in pairs to perform a role play and to take video of their role play. The video evidence allowed the researcher to see whether or not the lessons had any effect on their English

oral communication skills. The findings of the individual testing would indicate the efficiency of the VBRP lessons which would be based on the 80/80 standard criterion (Brahmawong, 1978). The students opinions towards the VBRP lessons would also be considered so that the VBRP lessons could be revised in terms of their quality and appropriateness..

4.2 Small Group Testing (1:10)

After revising the VBRP lessons based on the findings of the individual testing, the lessons were then tested in a small group testing (1:10) with twelve students or six pairs for their efficiency based on the 80/80 standard criterion. It was found from the students' opinions that the lessons needed to be further improved in quality.

4.3 Field Testing (1:100)

At the field testing (1:100), thirty students or fifteen pairs were requested to study the VBRP lessons after they had been modified and revised. The results would be used to find the efficiency of the VBRP lessons based on the 80/80 standard criterion. Similarly to the individual and the small group testing, data from the students' opinions would be used to revise the VBRP lessons to improve their quality.

It was obvious that in developing the steps for testing, it would be necessary to test the lessons' efficiency both in terms of process and product. Thus, the researcher employed behaviorism and cognitivism theories to help develop the tests. As mentioned in the previous step, students learn new things from the examples of the video role play as well as the audio clips, so they need to use their schemata and new knowledge to do the exercises at the end of each activity. In cognitive theory, Piaget (1970) proposes that knowledge is organized schematically and that learning involves associations established through an individual's personal experience. The learners receive inputs,

manage them in short-term memory and process them for long-term recall so that learning occurs. Similarly, Harley (1998) suggests that learning materials should be well-organized to help the learners learn and remember more easily when they have completed the three different stages of testing which aim at evaluating the efficiency of the lessons.

The tests in these steps also wanted to evaluate the efficiency of the product which required the learners to perform role plays, video-tape their role plays as clips and post them on the blog where their friends could learn some things from their video clips or give comments. The researcher designed these activities based on the notions of behaviorism which focuses on verbal behavior and that of the mechanical process of language learning which relates to habit formation (Nelson Brooks, 1960). Behaviorists believed that learners improve fluency by repetition and practice. As in the three different types of test, it was also necessary to test the efficiency of the product by requiring students to perform a role play. To produce the best product, the students might have to rehearse or practice their role play many times so they could gradually improve their English oral communication skills.

It can be said that the lessons proved for their efficiency through the 3 different stages of testing, and the results indicate that they the lessons would be useful and should be implemented.

Step 5.0: Implement the VBRP Lessons

After having proved that the VBRP lessons were of good quality and satisfactory and the VBRP lessons could meet the 80/80 standard efficiency criterion, the lessons would be used in a real learning situation with thirty other students, none of whom had participated in the previous tests. The trial run in this step consisted of 3 sub-

steps: 1) administering the pre-test in English oral communication skills to the tourism students at MFU; 2) using the VBRP lessons for teaching English for Tourism with the tourism students at MFU and 3) administering a post-test on the students' English oral communication skills.

5.1 Conduct the pre-test of the students' English oral communication skills

Prior to taking the VBRP lessons, students in the main study would be given the pre-test in English oral communication skills relating to tourism situations. The reason for giving the students a pre-test in English oral communication skills was because the researcher wanted to know their background knowledge of English for Tourism, how much they could communicate, how fluently they could speak, and how many vocabularies they knew regarding tourism. In order to do this, the researcher prepared role play cards for different situations related to tourism. The students were asked to work in pairs and they drew the role play cards to find out who would act as a tourist guide and who would act as a tourist. Once the students understood their respective roles, they would be given some minutes to prepare themselves for the performance of their role plays. While the students were performing their role plays, the researcher would video tape the students and use the video tape to compare their improvement at the end of the semester after they had studied the English for Tourism course using the VBRP lessons.

5.2 Use the VBRP lessons for teaching English for Tourism

After finding out the background knowledge of the tourism students, the students were given the VBRP lessons for studying the English for Tourism course. At first, the researcher would ask each student to create his / her own blog then link it to the researcher's blog, so that they could upload all the teaching materials for the

English for Tourism course. The researcher explained to the students in detail about studying this course, what they were supposed to learn, what the requirements of the course were, and also the assessment criteria. The students were reminded to bring their own laptops to the class and they were also advised to study on their own in their free time out of the classroom. While taking the English for Tourism course, the students were required to study the lesson and do exercises so that their results could be scored. The students were allowed to do the exercises three times and their highest score would be used for their assessment.

5.3 Conduct post-test of English oral communication skills

Once the tourism students at MFU had completed each lesson they were asked to do online exercises and to keep their highest score results. However, the present study also wanted to find out the efficiency of the product, thus at the end of the lessons the students would be asked to perform their role plays in pairs and to video-tape them. In addition, the students needed to post their video clips on the instructor's blog so that every student in the class could watch the video clips and leave their comments. The reason for asking students to leave comments about the video clips of their peers was to facilitate their learning from each other. Whether or not the VBRP lessons had an effect on the students' English oral communication skills, the students would later be given the post-test on their English oral communication skills relating to tourism situations. Similar to the pre-test, the present post-test sub-step would also ask the students to perform role plays. At first the researcher prepared role play cards for different tourism situations, then the students were asked to draw the cards. Once the students knew their roles, they would be given some time to prepare themselves to perform their role plays in pairs. Their role plays would be video-taped in order to compare their performances with their pre-test role plays.

Step 6.0: Conduct Evaluation

Conducting an evaluation was the final step in the VBRP Instructional Model. Once the VBRP lessons were implemented, formative and summative evaluations would be conducted to evaluate the learning processes and products.

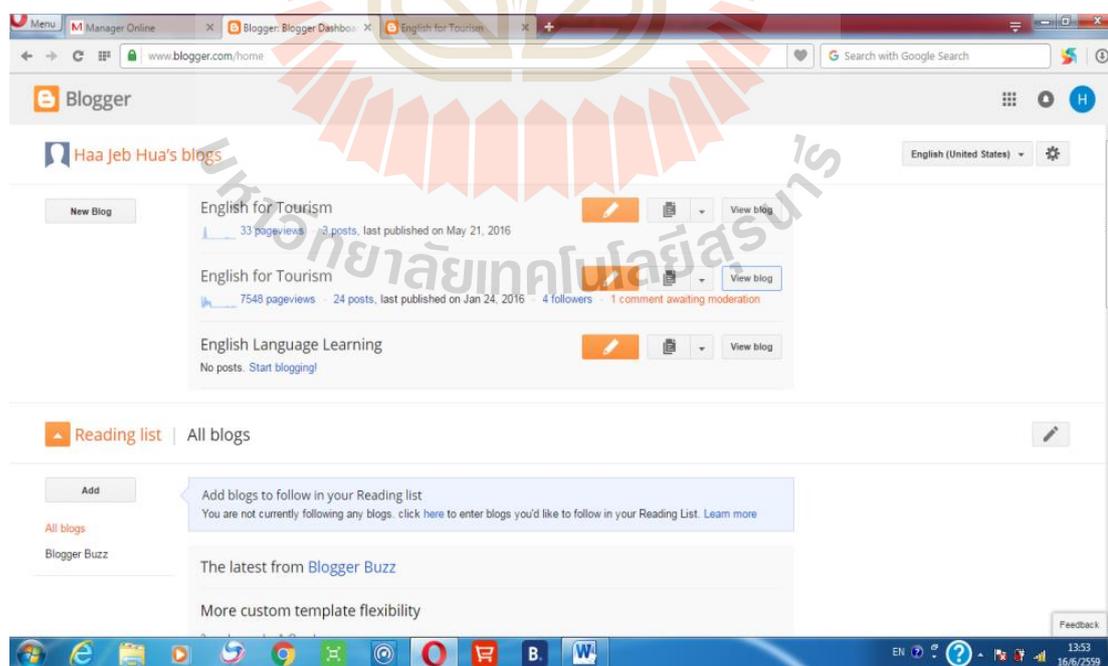
Once the VBRP Instructional Model had been evaluated by the three experts in the fields of ISD and English Language Teaching as very appropriate, the VBRP lessons were then developed. To ensure that the VBRP lessons were efficient based on the 80/80 standard criterion (Brahmawong, 1978), the lessons would be piloted through a tryout and the trial run stages. The results of these two processes will be discussed in the next section.

For the formative evaluation in this study, the students were evaluated throughout the process of learning in each lesson. This study uses only two lessons there were 5 exercises each lesson. When an individual student finished each sub-topic in each lesson, he/she had to do online exercises and the software program kept a record of their scores. Because the standard criterion set in this study is 80/80, the formative evaluation of each student must meet the criteria. However, while developing the VBRP lessons, some problems occurred so the researcher revised some steps in accordance with the guidelines of the VBRP model. Once the students had been evaluated through the exercises, they also needed to be evaluated on their product through a summative evaluation. The students in this study were given an English oral communication pre-test before using the VBRP lessons. The teacher also video-taped the students' role-play performances. After each lesson, the students were also given a post-test in order to see the differences in their performances. The teacher also video-taped the students' performances during the post-test to compare what the students had achieved.

In conclusion, the VBRP instructional model for this study was developed based on the three learning theories of Behaviorism, Cognitivism, and Constructivism. In addition, the model applied the principles of ISD to develop the VBRP model step by step and the model would be used as a guideline to develop the VBRP lessons for teaching English for Tourism at MFU.

5.2 Components of Video Blog-Based Role Play (VBRP) Lessons

The VBRP lessons were developed as a supplementary course for teaching English for Tourism via a blog on the website <http://annnop2558.blogspot.com>. The lessons aimed to promote the English oral communication skills for undergraduate tourism students at MFU. There were two units in this study including Unit 1: Songkran Celebration in Northern Thailand and Unit 2: Social Etiquette for Visiting a Thai Buddhist Temple. The details of each lesson are shown below.



5.2.1 Warming-up

The first section is a warm-up which aims to arouse students' interest and activate their prior knowledge related to the topics they will study. The pictures and names of the pictures were presented, then the students had to match the pictures and names within a given time. Below is the warm-up activity for Unit 1

Famous Thai festivals for tourism

The following pictures are the famous festivals in Thailand. Do you know any of them? Let's check your knowledge about these festivals by matching the names and pictures.

Do Quiz 1 in the web link below:
http://www.quia.com/quiz/5330266.html?AP_rand=603180334

floral festival	candle festival	songkran festival	phi ta khon festival
loy krathong festival	Phuket vegetarian festival	fire rocket festival	wax castle festival

a) 

b) 



http://www.quia.com/quiz/5330266.html?AP_rand=603180334

In the warm-up activity it is intended to check students' background knowledge about the famous festivals in Thailand. This activity provides the names of well-known festivals and pictures of them. Students need to click a link to do the exercises before moving on to the next section. On the next page, the log-in exercises are illustrated.

www.quia.com/quiz/5330266.html

Home FAQ About Log in [Subscribe now](#) [30-day free trial](#)

Lesson 1: Matching

Match the following names with the pictures of the Thai festivals

This quiz is timed.

This quiz requires you to log in.
Please enter your Quia username and password.

Quiz Log In

Username:

Password:

[Start now >>](#)

Tools

- [Copy this to my account](#)
- [E-mail to a friend](#)
- [Find other activities](#)
- [Start over](#)
- [Print](#)
- [Help](#)

This is the page where students need to log-in with a given username and password provided by the teacher. After the students log-in to the link, the exercises for the warm-up of Unit 1 are shown as follow:

www.quia.com/quiz/5330266.html

Would you like the password manager to save the password for "https://www.quia.com"?

Home FAQ About Log in [Subscribe now](#) [30-day free trial](#)

You have 00:03:45 left
Answers will be auto-submitted when time expires.

Lesson 1: Matching

Match the following names with the pictures of the Thai festivals

1. What are the festivals in the following eight pictures? (8 points)







- a. Phi ta khon festival
- b. Fire rocket festival
- c. Loykrathong festival
- d. Phuket vegetarian festival
- e. Floral festival
- f. Songkran festival
- g. Wax castle festival
- h. Candle festival

← → ↻ 📄 📁 www.quia.com/quiz/5330266.html

You have 00 : 03 : 02 left
Answers will be auto-submitted when time expires.

[Submit answers](#)

The exercises for the warm-up are in the form of a “Matching” activity: there are eight pictures of famous tourism festivals in Thailand. Students need to choose one of the examples for each picture. Students are given 5 minutes to complete this exercise. Once they finish this exercise, they just click ‘submit’ and they will receive their score immediately. If students are not satisfied with their scores at the first time, they can redo the exercise one more time and the software program will then report the highest score that students obtain.

5.2.2 Listening Practice

In the second section, there is a listening practice which involves watching a short video clip and listening to an audio file to practice listening skills. The audio files provide students with some useful information relating to tourism topics which they are studying. While watching the video clips as well as listening to the audio files, students are required to answer questions in order to check their listening comprehension. This section consists of two short video clips and two audio files which will be explained in following section.

Quia - Lesson 1: Matching

Search with G

Happy Thai New Year: Songkran Festival

Let's celebrate Songkran Festival to cool down the heat.
How do Thai people celebrate their New Year in Lanna Style or Northern Thailand. Let's explore together through the following video.



After watching the video about Songkran Festival in Thailand, let's check your understanding so do Quiz 2 from the link below

<http://www.quia.com/quiz/5330959.html>

Which province attracts you most? Why? Please write your reply in the comment section.

On this page students are shown pictures of the Songkran Celebration in Northern Thailand on a video. From watching this video, students are able to obtain information about when and where the Songkran Festival is celebrated, as well as information about the activities that local people do during the festival. After watching this video, students are evaluated on their listening comprehension skills through doing online exercises and they receive their scores as soon as they finish. An exercise from a video clip for listening practice in Unit 1 is shown on a next page.


[Home](#) [FAQ](#) [About](#) [Log in](#)
[Subscribe now](#) [30-day free trial](#)

Festivals in Thailand

The True/False questions are about Song Kran Festival in Thailand, choose the True if the statement is true and choose False if the statement is incorrect according to the video clip about the festivals in Thailand

This quiz is timed.

This quiz requires you to log in.
Please enter your Quia username and password.

Quiz Log In

Username:

Password:

[Start now >>](#)

Tools

- [Copy this to my account](#)
- [E-mail to a friend](#)
- [Find other activities](#)
- [Start over](#)
- [Print](#)
- [Help](#)

To do the listening practice for Unit 1 using the video clip, students need to log-in with a given username and a password provided by the teacher. Below is a sample exercise for this section.

Festivals in Thailand

You have **00:04:45** left
Answers will be auto-submitted when time expires.

The True/False questions are about Song Kran Festival in Thailand, choose the True if the statement is true and choose False if the statement is incorrect according to the video clip about the festivals in Thailand

- Paying homage to ancestors and the building of sand Chedees are such the forms of merit making for the Songkran Festival. (1 point)
 - True
 - False
- You will be blessed of prosperity in return when pouring water onto the elderly's hands. (1 point)
 - True
 - False
- The Grand Songkran Festival has activities in 30 provinces. (1 point)
 - True
 - False
- Water is the main focus of happiness for the celebration of the Thai New Year. (1 point)
 - True
 - False
- To celebrate Songkran Festival in Chiang Mai, people take in a procession and bathing "Pra Kaew" Buddha image for some good luck (1 point)
 - True
 - False

6. If you want to experience the watery fun of Song Kran Festival at the Royal Flora Garden. (1 point)
- You have 00:04:27 left
Answers will be auto-submitted when time expires.
- True
- False
7. There are many forms of making merit during the Song Kran Festival except releasing of birds and fish the people don't do in this festival. (1 point)
- True
- False
8. On Songkran day, all Thais will make merit by pouring water onto only their parents' hands. (1 point)
- True
- False
9. During the Song Kran Festival, you are invited to wear traditional Thai attire. (1 point)
- True
- False
10. The word "Songkran" comes from the Thai language means the passing of the sun into a new astrological cycles. (1 point)
- True
- False

[Submit answers](#)

On the exercise page of Unit 1 for listening practice, there are ten True/False questions. Each question scores 1 point so that the total score in this section is 10 points. Once the students log-in, they are timed while doing the exercise. Students are given 10 minutes to complete this exercise. Once they submit their results, they will receive their scores. If the students are not satisfied with the scores they receive the first time, the students are welcome to have another try and the software program will record the highest score which each student obtains.

When students finished watching the video clip and doing the exercises they can move on to another section which is also a listening practice, but it is presented in the form of an audio file. Students need to learn the lesson first. The next page illustrates a sample page of an audio file.

Let's check your listening skill about Songkran Festival

You will hear the passage about the Songkran Festival. You need to listen carefully to answer the questions. Do quiz 3 in the following web link, <http://www.quia.com/quiz/5327488.html>

Judgment 1:



If you want to see the tapescript you can [download here](#).







Posted by Haa Jeb Hua at 13:30

Reactions: funny (0) interesting (0) cool (0)

No comments: [Links to this post](#)  

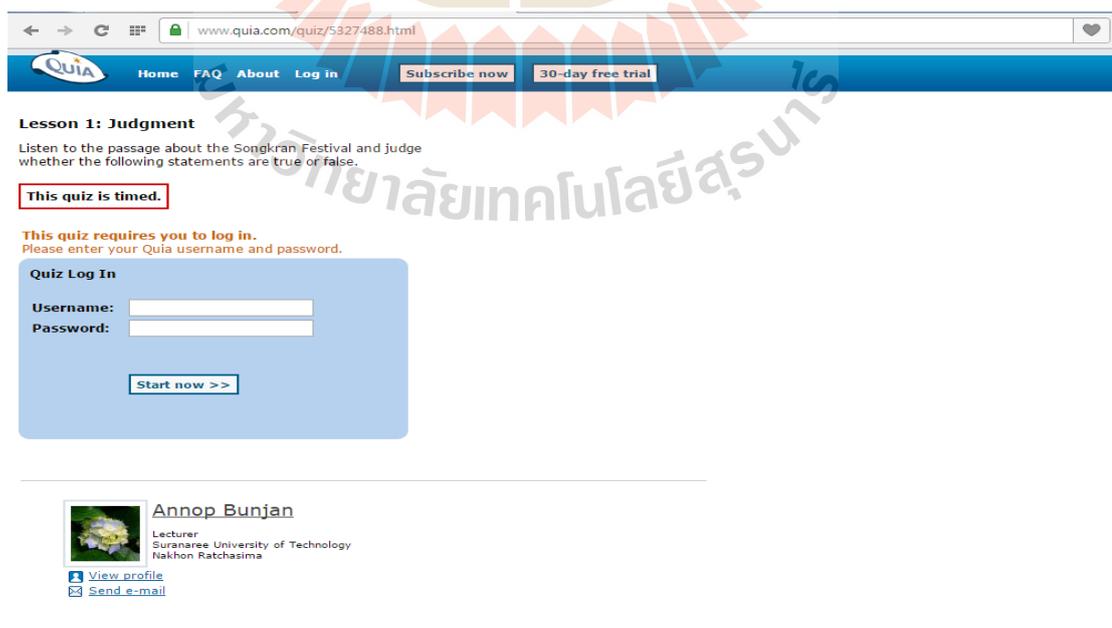






[Recommend this on Google](#)

On this page the students hear short passages about the Songkran Festival in Northern Thailand. They need to listen carefully to get in-depth information in order to answer the questions which are posted on the blog. The log-in page; where students do the exercise for listening practice before moving on to the next section, is shown below.



Lesson 1: Judgment

Listen to the passage about the Songkran Festival and judge whether the following statements are true or false.

This quiz is timed.

This quiz requires you to log in.
Please enter your Quia username and password.

Quiz Log In

Username:

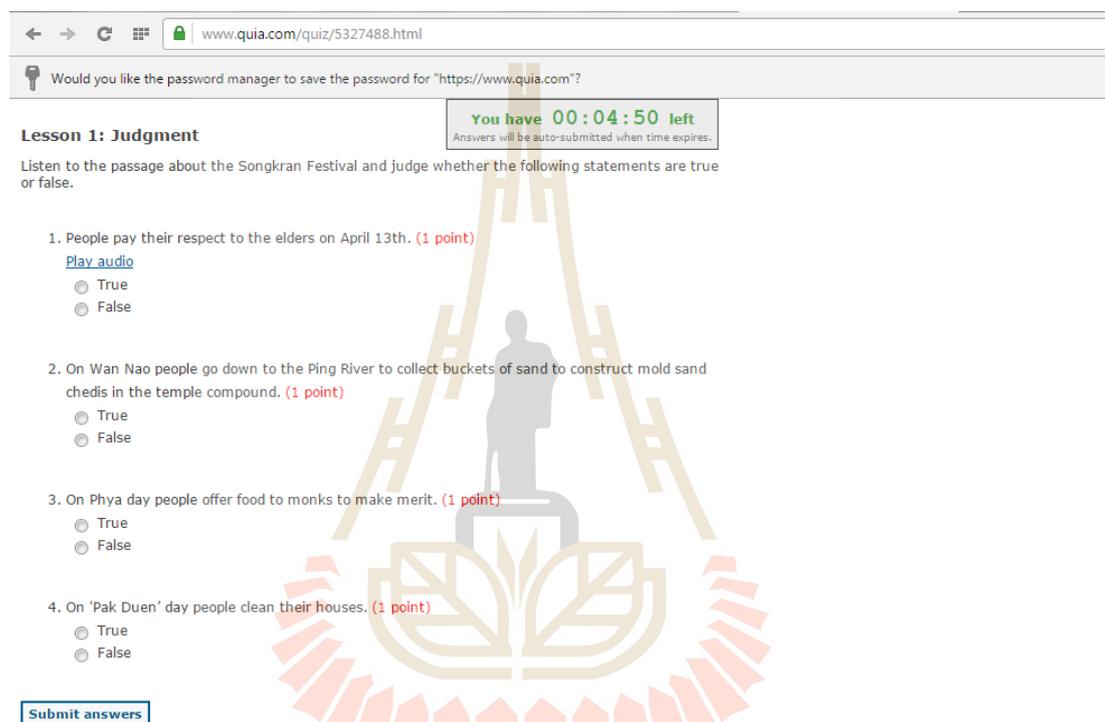
Password:

[Start now >>](#)

Annop Bunjan
Lecturer
Suranaree University of Technology
Nakhon Ratchasima

[View profile](#)
[Send e-mail](#)

On this page, students need to log-in with a given username and the password provided by the teacher. The exercise for listening practice is in the form of an audio file which is called 'Judgement' which requires students to listen carefully to an audio file and then answer the questions. A sample of the exercise page for this section is shown below.



www.quia.com/quiz/5327488.html

Would you like the password manager to save the password for "https://www.quia.com"?

Lesson 1: Judgment You have 00:04:50 left
Answers will be auto-submitted when time expires.

Listen to the passage about the Songkran Festival and judge whether the following statements are true or false.

1. People pay their respect to the elders on April 13th. (1 point)
[Play audio](#)
 True
 False
2. On Wan Nao people go down to the Ping River to collect buckets of sand to construct mold sand chedis in the temple compound. (1 point)
 True
 False
3. On Phya day people offer food to monks to make merit. (1 point)
 True
 False
4. On 'Pak Duen' day people clean their houses. (1 point)
 True
 False

[Submit answers](#)

After students log-in the link above, they do the listening exercises which consist of True/False questions. Students are given 5 minutes to complete the exercise. To help the students do this exercise, the audio file for listening which they had studied previously is also attached. Once the students finish this activity, they can move on to the next section which is speaking practice.

5.2.3 Speaking Practice

The third section is speaking practice which includes two examples of a video role play and two language patterns which show the students how to make the conversations. Watching the examples of a video role play helps students to learn

pronunciation, language usage, and gestures while the students learn the language patterns which will help them remember the phrases they will need for making the conversations. Below is a sample of the video role play clip.

Lesson 1 Songkran Festival_Role Play

Hi everyone, let's talk about Songkran Festival. The following video you will see a tour guide and his tourist talk about Songkran Festival in Chiang Mai. You can learn the language usage and get some ideas about it, then you will be assigned to create your own Role Play with your partner.



While watching a video clip, you need to complete the dialogue using the given words in the following web link

<http://www.quia.com/quiz/5336632.html>

On this page, the students see and hear a conversation between a tour guide and a tourist, so that they can learn some useful vocabulary, pronunciation as well as using gestures when they have to perform their own role play. To help the students understand the content more easily, an incomplete dialogue is given with some blanks and with word choices provided so that while watching an example of a video role play students can look at the word choices and complete the dialogue simultaneously. The incomplete dialogue with the given word choices is shown below. While watching an example of the video role play, students need to listen carefully and try to complete the dialogue as shown on a next page.

<http://www.quia.com/quiz/5336632.html>

decorate	make merit	reunion	lasts
celebrate	scented water	procession	ancestors

Guide: Ladies and gentlemen, Happy Songkran Festival!

Tourist: Happy Songkran Festival, too. How long do people _____ 1 _____ the Songkran Festival in Chiang Mai?

Guide: It usually _____ 2 _____ five days, from April the 13th to 17th.

Tourist: What do people do on April the 13th?

Guide: They clean their houses and take part in a _____ 3 _____ of the revered Buddha image.

Tourist: How about April 14th?

Guide: They carry sand to a nearby temple to form pagodas and _____ 4 _____ them with the colorful banners.

Tourist: What about April 15th?

Guide: People offer food and alms to the monks to _____ 5 _____.

Tourist: What about the final two days of the Songkran Festival?

Guide: The 16th is a family _____ 6 _____ day. On this day people pay respect to their _____ 7 _____ and elders by pouring _____ 8 _____. And the 17th is the day for people to clean themselves.

Tourist: I see. By the way, when can people splash water?

Guide: Well, every afternoon as long as it is hot. But make sure you don't hurt people.

Tourist: OK, I won't. Let's celebrate the Songkran Festival!

Guide: Let's go and have fun.

After completing the dialogue, the students need to access the blog with a given username and the password to complete exercise. Once the students finish this lesson, they need to do an exercise which is presented below.

Fill in the blanks

Instructions: Fill in each blank of the following dialogue with the correct alternative.

Guide: Ladies and gentlemen, Happy Songkran Festival!

Tourist: Happy Songkran Festival, too. How long do people (1) _____ the Songkran Festival in Chiang Mai?

Guide: It usually (2) _____ five days, from April the 13th to 17th.

Tourist: What do people do on April the 13th?

Guide: They clean their houses and take part in a (3) _____ of the revered Buddha image.

Tourist: How about April 14th?

Guide: They carry sand to a nearby temple to form pagodas and (4) _____ them with the colorful banners.

Tourist: What about April 15th?

Guide: People offer food and alms to the monks to (5) _____.

Tourist: What about the final two days of the Songkran Festival?

Guide: The 16th is a family (6) _____ day. On this day people pay respect to their (7) _____ and elders by pouring (8) _____. And the 17th is the day for people to clean themselves.

Tourist: I see. By the way, when can people splash water?

Guide: Well, every afternoon as long as it is hot. But make sure you don't hurt people.

Tools

-  [Copy this to my account](#)
-  [E-mail to a friend](#)
-  [Find other activities](#)
-  [Start over](#)
-  [Print](#)
-  [Help](#)

Tourist: OK, I won't. Let's celebrate the Songkran Festival!

Guide: Let's go and have fun.

This quiz is timed.

This quiz requires you to log in.
Please enter your Quia username and password.

Quiz Log In

Username:

Password:

[Start now >>](#)

To continue the exercise in this section, students need to log-in with a given username and the password. Then they can complete the exercises. An exercise from the example of a video role play clip is given below.

Fill in the blanks

You have 00:04:47 left
Answers will be auto-submitted when time expires.

Instructions: Fill in each blank of the following dialogue with the correct alternative.

Guide: Ladies and gentlemen, Happy Songkran Festival!

Tourist: Happy Songkran Festival, too. How long do people (1) _____ the Songkran Festival in Chiang Mai?

Guide: It usually (2) _____ five days, from April the 13th to 17th.

Tourist: What do people do on April the 13th?

Guide: They clean their houses and take part in a (3) _____ of the revered Buddha image.

Tourist: How about April 14th?

Guide: They carry sand to a nearby temple to form pagodas and (4) _____ them with the colorful banners.

Tourist: What about April 15th?

Guide: People offer food and alms to the monks to (5) _____.

Tourist: What about the final two days of the Songkran Festival?

Guide: The 16th is a family (6) _____ day. On this day people pay respect to their (7) _____ and elders by pouring (8) _____. And the 17th is the day for people to clean themselves.

Tourist: I see. By the way, when can people splash water?

Guide: Well, every afternoon as long as it is hot. But make sure you don't hurt people.

Tourist: OK, I won't. Let's celebrate the Songkran Festival!

Guide: Let's go and have fun.

1. What is the answer for (1)? (1 point)
2. What is the answer for (2)? (1 point)
3. What is the answer for (3)? (1 point)
4. What is the answer for (4)? (1 point)
5. What is the answer for (5)? (1 point)
6. What is the answer for (6)? (1 point)
7. What is the answer for (7)? (1 point)
8. What is the answer for (8)? (1 point)

[Submit answers](#)

The exercise presented above is designed for students to fill in the blanks. After students have learned from the example of a video role play, they should be aware of the language usage so they can then try to complete the dialogue. To complete this exercise, students might need to watch the video role play again and select an appropriate word from the given boxes of each question to complete the blanks in the conversation.

Another form of speaking practice in this section is language practice or language patterns. As this study focuses on English oral communication skills, students need to learn the words or phrases used in the sentences. This section presents examples of how the tourist constructs questions and how the tour guide responds to the questions. To help students master the language usage in the tourism situations more easily, the examples of the sentences used as well as the pictures shown are presented. The sample pages for the language practice and the language patterns are shown below.

Lesson 1 Songkran Festival_Language Focus

Let's practice Role Play using the following language focus as follows:

Language Focus:

- What does 'Songkran' mean?
 - It is a Sanskrit word, meaning the transformation of the zodiac signs.



- When is the Songkran Festival?



- It is on April 13th to 17th.

- How long does the Songkran Festival lasts?



- It usually lasts five days from April 13th to 17th.
- We celebrate the festival for five days from April 13th to 17th.



- How do people celebrate the Songkran Festival? / What do people do to celebrate the Songkran Festival? / What do people do on the following three days?
 - They clean their houses.



- They take part in a procession of the revered Buddha image.



As shown in the sample pages students can learn language usage and language patterns, such as sentences or phrases used to a conduct conversation between the guide and the tourist. The students should notice various language patterns which they can then apply to real situations. An example of speaking practice is shown below.

2. The first time tourist to Chiang Mai want to know where s/he should join the water splashing.



Tourist:.....
Guide:.....

3. The tourists want to take part in a procession of revered Buddha image.



Tourist:.....
Guide:.....

The sample pages shown above for speaking practice, give students different situations from an event, then pictures which are relevant to the events are presented. Students need to take a role as the tour guide or the tourist to make questions and answers. Once they have had enough practice, they need to do exercises on the language patterns and language focus as shown on a next page.

← → ↻ 📄 🔒 www.quia.com/quiz/5387597.html

Language practice You have 00:04:37 left
Answers will be auto-submitted when time expires.

Please match the questions appropriately with the answers

1. Please match the given questions appropriately with answers (10 points)

<input type="checkbox"/> How long do people celebrates the Songkran Festival in Chiang Mai? <input type="checkbox"/> What do people do on April the 13th? <input type="checkbox"/> How about April 14th? <input type="checkbox"/> What about April 15th? <input type="checkbox"/> What do people do on April the 16th? <input type="checkbox"/> How about April 17th? <input type="checkbox"/> When can people splash water? <input type="checkbox"/> Where will you suggest to attend the water splashing? <input type="checkbox"/> What should I prepare for the water splashing? <input type="checkbox"/> When is the Songkran Festival?	<p>a. They carry sand to a nearby temple to form pagodas and decorate them with the colorful banners.</p> <p>b. Every afternoon as long as it is hot.</p> <p>c. You should go to the moat area.</p> <p>d. They clean their houses and take part in a procession of the revered Buddha image.</p> <p>e. People offer food and alms to the monks to make merit.</p> <p>f. It is the day for people to clean themselves.</p> <p>g. It is on April 13th to 17th.</p> <p>h. It usually lasts five days.</p> <p>i. You should take a small bowl or a gun water.</p> <p>j. It is a family reunion day, so people pay respect to their ancestors and elders by pouring scented water.</p>
--	---

[Submit answers](#)

The sample page above shows that after students log-in, they need to complete the exercise in a limited time. They need to read the instructions carefully and match the appropriate questions with the alternative answers given. Once they submit their answers, they will receive their scores immediately. If they are not satisfied their scores, they can try to do it one more time and the system will report the highest score that they could obtain. Then they can move on to the next section.

5.2.4 Conducting Video Role Plays

The fourth section is for the video role play for which students need to work in pairs and perform their own video role play for the appropriate tourism situations. The students can create their own scripts then perform role plays and video tape their role plays. There is one video role play for each unit. Next, their video role play clips will be posted on their blog which their classmates can visit and leave comments about the

video clips in order to learn from each other. Below is the sample page where students are asked to perform their video role play clips.

The screenshot shows a blog page with a sidebar on the left and a main content area. The sidebar includes a 'complete profile' link, a 'PAGES' menu with 'Home', 'Lesson 1 Songkran Festival', 'Lesson 2 Visiting a Thai Temple', 'Assignments', 'Online Dictionary', and 'Dictionary for Pronunciation'. Below the sidebar is a 'UNIVERSAL TRANSLATOR' section with a search box and a 'Shonbuilder' logo. The main content area is titled 'Lesson 1 Songkran Festival_Post Task' and contains the following text:

Now it is your turn to integrate all the knowledge gained from the lesson to do the following:

1) Role Play:
Play the roles of a tour guide and a tourist in pairs. In the situation, the tour guide introduces the celebrations at Songkran Festival to the tourist, and the tourist asks the tour guide the questions he or she is interested in. While doing Role Play, don't forget to video tape and post in a blog so that your friends can give comments.

2) Peer Review (25 mins)
Choose two role plays randomly on the blog and give feedbacks on the Role Play according to the rubrics listed:

Let's have fun.....

Below the text are social media sharing icons for Facebook, Twitter, Google+, and Pinterest, followed by a 'Post' button. The post is attributed to 'Haa Jeb Hua at 05:19' and has 'Reactions: funny (0) interesting (0) cool (0)'. It also shows 'No comments', a 'Links to this post' link, and a 'Recommend this on Google' button.

The page above requests students to perform video role plays in pairs then their video clips need to be posted on their blogs. Once their classmates visit their blog and watch the video clips, they need to leave comments. Next page is a sample of a video role play clip performed by a pair of students.

English for Tourism at MFU

FRIDAY, FEBRUARY 12, 2016

Let's see another video about social etiquette for visiting a Thai Buddhist temple



Please give comments about our video clip. thanks

Posted by Athita Saengow at 1:19 AM


[+1](#) Recommend this on Google

8 comments:

ramee2558.blogspot.com/2016/02/what-to-do-when-visiting-thais-temple.html#comment-form

English for Tourism 1



ramee2558.blogspot.com/2016/02/what-to-do-when-visiting-thais-temple.html#comment-form



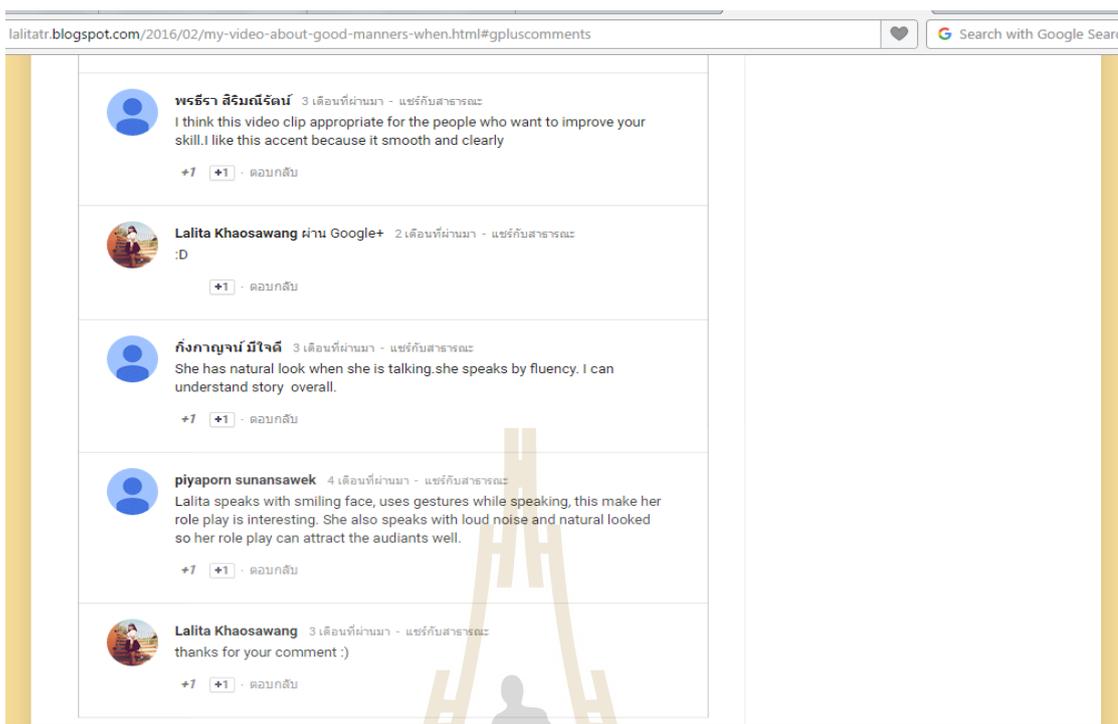
The students perform their video role plays after learning the VBRP lessons. They prepare their own dialogues and video-tape their role play. Later they post their

video role play clips on their blogs and their classmates critique or leave comments on the video role plays so that the students can learn from each other. Below illustrates some of the students' comments on their friends' video role plays.

The screenshot shows a web browser window with the address bar displaying "jannifer06.blogspot.com/2016/02/lets-learning-about-english-for-tourism.html#comment-form". The page content is on a yellow background with a red border. At the top, it says "เขียนโดย Chatchanok Jongphitaktham ที่ 00:58" and includes social media sharing icons for Blogger, Facebook, and Google+. Below this is a section header "11 ความคิดเห็น:".

The first comment is from "piyaporn sunansawek" dated "16 กุมภาพันธ์ 2559 22:53". It contains two paragraphs of feedback: "Comments about Songkran Festival clip. Your accents are easy to understand. Your conversation is smooth and natural. However, both of you speak very soft, cannot hear well. Next time you should speak louder." and "Comments about visiting a temple video clip. Your conversation is appropriated, not too long, not too short. Your personality look natural. Chatchanok used gesture while speaking which made your role play is more interesting."

Below the comment is a "ตอบ" (Reply) section. A dropdown menu is open, showing a reply from "Chatchanok Jongphitaktham" dated "4 มีนาคม 2559 00:37". The reply text is: "Thank you very much for your comment and I will be improve next time :)"



The page above aims to promoting students' interaction with their classmates so each pair needs to post their video role play on their blogs and share their blog addresses with their friends who can visit their blogs and leave their comments. In this activity the students can learn from each other in terms of language usage, gestures, vocabulary, and pronunciation, so many of the students felt the activity was useful and increased their self-confidence.

5.3 The Effectiveness of the Video Blog-Based Role Play (VBRP) Lessons

To implement the VBRP lessons most effectively, the following factors needed to be taken into account, such as to determine a clear policy for online learning and teaching at all levels at the university, provide the infrastructure and facilities to support online learning and teaching, provide continuous training in online learning and teaching for the instructors, and design learning and teaching activities online.

5.3.1 Determine a Clear Policy for Online Learning and Teaching

As the Internet plays a pivotal role in people's daily lives at present, many educators use the Internet in education in the form of online learning and teaching. The appropriate implementation of the Internet in education can make lessons become more interesting, convenient, and meaningful for learners. Various benefits of educational technology therefore are attractive to the institutes' administrators who wish to promote online learning and teaching in their institutes. For the effective implementation of the VBRP lessons, the administrators should determine a clear policy, vision, and a mission for their institutes with regard to online learning and teaching at the university. A clear policy, vision, and mission for the use of online classrooms must be shared with all stakeholders, including lecturers, learners, and staff support team in order for them to be able to accomplish the same goals. All the stakeholders should take serious action to create real online classrooms, and they should not consider this as being only a policy. Moreover, the administrators should set a budget for installing the necessary facilities and infrastructure which will support an online classroom. In addition, the administrator might need to encourage instructors to create online classrooms by offering them incentives and include the use of online classrooms as one of the criteria for the appraisal of their performance. The administrators might also need to invite guest speakers from the institutes which have used online classrooms successfully so they can share their experience and knowledge with other institutes. They can also organize appropriate study visits for the institutes' personnel.

5.3.2 Provide Infrastructure and Facilities which Support Online Learning and Teaching

Once a policy of online learning and teaching is clearly determined, the institute needs to invest or provide sufficient and efficient infrastructure and facilities needed for online learning and teaching, including buildings, classrooms, computer labs, office space and furniture for the administration and for the teachers so that the computers, hardware, software, the network, the maintenance and support teams have all the necessary facilities. As the VBRP lessons are online lessons which need a strong and Internet signal so the institutes should provide these basic needs as well as the ports for wireless LAN which will help learners learn their lessons not only in the classroom and the library, but also at other places on the campus.

5.3.3 Provide Continuous Training in Online Learning and Teaching for the Instructors

It is a fact that many instructors are interested in developing online learning and teaching courses but not all of them are professionally qualified to apply technology in education. To promote online learning and teaching in the institutes, a specially established unit should provide training on how to create and use blogs, the different functions of blog, how to upload video clip and audio files on blogs, and how to make web links. Moreover, the training should include effective role play techniques for teaching English, and criteria for evaluating students' oral communication skills should be established and or training in how to design teaching activities using video blogs to promote students' English oral communication skills. The unit must also have the support of staff teams who are capable of solving any problems that the instructors might experience. This training should be offered on a regular basis.

5.3.4 Design the Learning and Teaching Activities Online

The design of the learning and teaching activities online must be the final factor in the successful implementation of the VBRP lessons. After acquiring the necessary theoretical knowledge, the instructors will need to develop online learning and teaching courses which will require the design of online activities for their own courses which they will use to encourage their students to do online exercises. If the learners do online exercises, the instructors will be able to see the strengths or weaknesses of their students and then they will be able to develop methods of improving their students' skills.

If all stakeholders share the same goals and directions, and the institutes take into account the four factors mentioned above, the implementation of the VBRP lessons will be more effective.

5.4 Summary

This chapter discusses the processes of developing the VBRP model and the VBRP lessons. The VBRP model consists of 6 major steps and 18 sub-steps. Each step and sub-step of the model has been described in detail. Sample pages of the VBRP lessons have also been presented. The next chapter will give the conclusions and recommendations for this study.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the findings and discussions of this study which were presented in the last two chapters, followed by the pedagogical implications and recommendations from the VBRP Instructional Model and lessons, and the limitations of the study. In addition, suggestions for further research will also be presented in the final section.

6.1 Conclusion

This study consists of two phases: 1) the developmental phase and 2) the experimental phase. The developmental phase dealt with constructing, piloting, and evaluating the research instruments whilst the experimental phase investigated the effects of the VBRP lessons and students' opinions towards the lessons.

In the developmental phase, the researcher reviewed, analyzed, and synthesized the principles of ISD, five relevant instructional design models as well as learning theories. Moreover, the Seven Steps Model for designing an instructional model by Brahmawong and Vate-U-Lan (2009) was also adapted to design the VBRP Instructional Model in this study. After that an evaluation form for the VBRP Instructional Model was constructed. Later both the model and the evaluation form were evaluated by experts. According to the experts' comments, the VBRP

Instructional Model was revised and, finally, the VBRP lessons were developed based on the revised model approved by the experts.

After the VBRP lessons were developed, they were tested for their efficiency with regard to both the process and product (E_1/E_2) of learning through the three different try-outs; individual testing, small group testing, and field testing based on the 80/80 standard criterion. The results of E_1/E_2 of the first two try-outs revealed that the efficiency of the lessons did not meet the 80/80 standard. Consequently, the lessons were revised in accordance with the students' comments, then the VBRP lessons were retested in the field with a try-out for which the results showed the efficiency met the 80/80 standard. This meant that the lessons were valid and effective to be implemented in the experiment phase.

Together with the three different try-outs, the pre- and post-tests and the questionnaire were developed. To check the content validity and appropriateness of each item, the pre- and post-test, as well as the questionnaire, were sent to the experts. According to the experts' evaluation, the Item Objective Congruence (IOC) of the research instruments on the content validity and the appropriateness of each item ranged between 0.5-1.0 which means that the instruments were valid with regard to the criteria and could therefore be used in the experimental phase.

In the experimental phase, the researcher purposively selected one intact class which had enrolled in the English for Tourism Course at MFU in Semester 1/2015 which comprised a total of 36 students who participated in this study. The design of the research was a one-group quasi-experimental research which required students to perform role plays on video clips and the VBRP lessons were designed as a supplementary course for learning English for Tourism for which the students needed to

do all the learning activities in their free time. Before starting the VBRP lessons, the participants were given a pre-test on their English oral communication skills and received training in creating their own blogs as well as how to learn the VBRP lessons. After the experiment, a post-test was given to the participants to examine their achievements in English oral communication skills and to check whether or not the students' English oral communication skills before and after using the VBRP lessons were significantly different. Moreover, a questionnaire and a semi-structured interview were employed immediately after the post-test to obtain information on the students' opinions towards the VBRP lessons.

The findings from this study can be summarized as follows:

1. The VBRP Instructional Model was developed in 6 steps and 18 sub-steps. Those steps were: 1) Analyze Setting; 2) Design the VBRP Lessons; 3) Create the VBRP Lessons on a Blog; 4) Develop Testing; 5) Implement the VBRP Lessons, and 6) Conduct an Evaluation. The VBRP Instructional Model was evaluated as appropriate in its components and steps by the experts at a mean score of 4.53 (SD=0.502) which implies that the VBRP Instructional Model was appropriate for teaching English for Tourism at MFU.

2. The efficiency of the VBRP lessons in the experimental stage met the standard criterion set of 80/80 (E_1/E_2) for which the results were 81.92/80.40 and 82.35/81.00 respectively. Thus, it can be said that the VBRP lessons are efficient and can help students to improve their English oral communication skills effectively.

3. A comparison of the results of the students' English oral communication skills for the pre- and post-tests of the VBRP lessons revealed that in Unit 1, the average score of the pre-test for English oral communication skills was 7.29 (SD =

3.01) and the average score for the post-test of English oral communication skills was 14.24 (SD = 2.96). For Unit 2, the average score of the pre-test of English oral communication skills was 7.29 (SD = 2.47) and the average score of the post-test of English oral communication skills was 14.76 (SD = 2.65). Both units' results clearly show a significant difference between the pretest and posttest scores at .05 level ($P = 0.000$, $P \leq 0.05$). This means that the students who learned the VBRP lessons significantly improved their English oral communication skills.

4. The results of the questionnaire and the semi-structured interview concerning the students' opinions towards learning the VBRP lessons revealed that the students had positive opinions towards learning the VBRP lessons because the lessons were interesting, convenient, and collaborative. As a result, the VBRP lessons enhanced the students' English oral communication skills.

6.2 Pedagogical Implications of the Study

The findings from this study reveal several pedagogical implications for enhancing students' English oral communication skills in the context of a Thai university.

Firstly, the VBRP Instructional Model was evaluated as appropriate for teaching English for Tourism to enhance the English oral communication skills of tourism students. Hence, it can be used as a guideline for instructors or course designers who want to develop an online instructional model using a blog for their instruction. In addition, the research instruments, such as the pre- and post-tests, the questionnaire, and the semi-structured interview were approved by the experts as valid and efficient. Thus,

the novice researcher can adapt or adopt these instruments as guidelines for his/her research in similar contexts.

Second, using role play activities is valid and useful learning experience for tourism students because they can practice the target language in a meaningful context. Most students enjoy performing role plays because the activities in role plays are designed to rely on and relate to real-world tasks which help students improve their English oral communication skills and increase their self-confidence. Many students liked the vocabulary exercises and the language focus aspects of the VBRP lessons because they could learn useful new vocabulary and observe the language use to create their own conversations. Therefore, the course designers or instructors of the other English courses should focus more on the selection of such activities as extensive exercises on vocabulary and English oral communication skills practice to enable the students to perform their role plays more confidently. To implement role play activities effectively, the teacher must raise students' awareness to the importance of their English oral communication skills if they have to provide services or have direct contact to the foreign tourists. Students need to be encouraged to use their English competency to prepare script and to speak out. The teacher will need to create the learning environment which students feel comfortable to participate the role play activities in which students are not compared with one another but they can learn and help one another instead. The teacher might need to encourage, and help the shy students in believing that they have the capability and skills to actively undertake role play activities. As a result, students will have fun and be self-motivated in using role play activities to enhance their English oral communication skills.

Finally, this study applied technology and a blog for teaching English for Tourism course. As a result of the use of technology in this model, the students commented that the lessons were interesting, convenient and collaborative. Moreover, the lessons also provided useful language input and the opportunity for students to use language authentically. Students felt that the lessons could be used practically in real life situations when they would one day become a tour guide. They also felt that they could speak English more fluently after learning the VBRP lessons. As a result of using technology in their language learning, the students were able to repeat the lessons as many times as they wanted until they thoroughly understood the lessons. They were also able to learn the lessons outside the classroom in their free time, as well as being able to share their ideas and learn from their friends. Therefore, the course designers or instructors should make use of technology in education for effective teaching, which engages and motivates students' interest as well as helping them enhance their English oral communication skills. For successful implementation of a video blog in this study, the teacher needs to understand each students existing capabilities with respect to using the technology. Some students might already have computer literacy skills and keen on using technology but some students are novice and really need help step-by-step. Thus, the teacher needs to find ways to help some students and do not embarrass them. Understanding the students and be an open and accessible teacher that students can readily reach will help students engage in the learning modules designed by the teacher. Some students are very proud to be recognized that they are useful to help the others so that the teacher might use this opportunity to develop students-students interaction that they can learn and help each other. This was apparent and evident to the Author during this research work.

6.3 Recommendations for Further Research

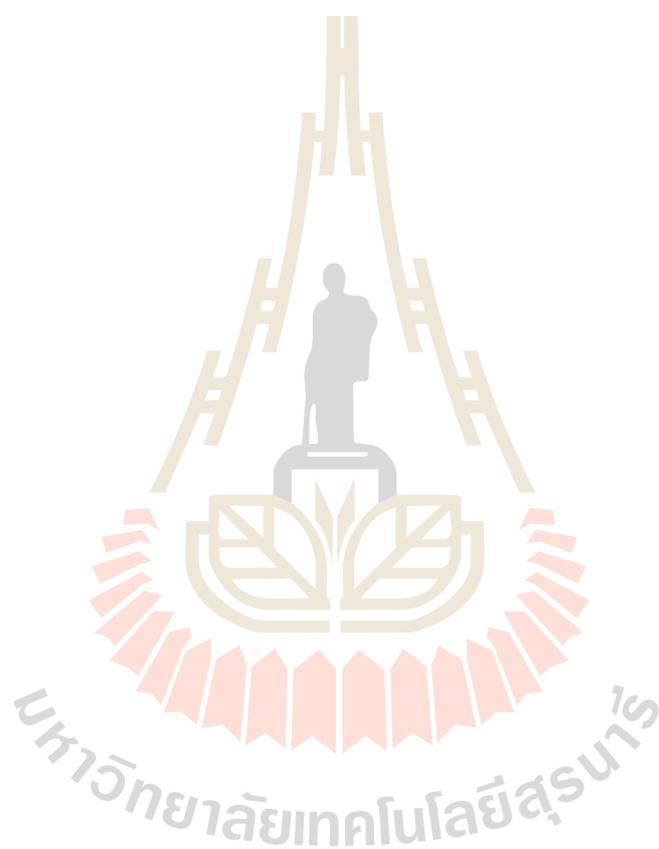
From the findings of this research, the Author recommends the following further research:

Firstly, the findings of this study revealed that learning the VBRP lessons enhanced the students' English oral communication skills and the students had positive opinions towards the VBRP lessons. Hence, future research should develop other online instructional models English oral communication skills using different more familiar platforms, such as Facebook, Skype, or mobile learning in order to find out the effectiveness of video role play lessons using those different platforms and whether or not the students' English oral communication skills can be improved.

Secondly, A larger research population is required to consolidated the Author's findings. Therefore future research should include other universities that have a larger student population to ensure that the VBRP lessons are appropriate and effective for enhancing the students' English oral communication skills. It will also highlight any differences between universities in the effectiveness of the VBRP lessons on the students' English oral communication skills.

Finally, the students who were interviewed presented positive feedback on the VBRP lessons and were also interested in learning other from English courses, such as English for Aviation or English for Hotel Management. Therefore, future research work should develop an Instructional Model for teaching English for Aviation and /or English for Hotel Management. In conclusion, this chapter presents a summary of the study. It also suggests some implications for instructors and course designers who might be interested in developing their own instructional design models or who would like to do research in a similar context using blogs as an integral part of their courses. Moreover,

this study indicates some enhancements and expansion of the present research as well as suggesting some pedagogical implementations. Thus, these ideas provide useful approaches for further research.



REFERENCES

- Abdallah, MM.S. (2007). **Exploring the process of integrating the internet into English Language Teaching**. First Academic Conference for Young Researches. Retrieved July 25, 2016, from <http://files.eric.ed.gov/fulltext/ED498887.pdf>
- Abidin, M. J. Z., Osman, S. R. F., & Hosseini, M. S. (2012). **Role-play: Taking the line of least resistance**. International Journal of Learning & Development, 2(2), 258-270.
- Abuu, N. S. (2002). **Oral Communication**. Amman: Dar Safa Press
- Ahluwalia, G., Gupta, D. & Aggarwal, D. (2011): **The Use of Blogs in English Language Learning: A Study of Student Perceptions**. in PROFILE 2011, 13(2), 29-41.
- Alderson, J.C. (1991). **Giving Students a Sporting Chance. Assessment by counting and by judging**. In Alderson, J.C, and B. North (Eds), Language testing in the 1990s, London: Mcmillan.
- Aljumah, FH. (2012). **Saudi Learner Perceptions and Attitudes towards the Use of Blogs in Teaching English Writing Course for EFL Major at Qassim University**. Retrieved, June 30, 2014, from <http://files.eric.ed.gov/fulltext/EJ1079098.pdf>

- Al-Khatib, M. (2005). **English in the Workplace: An Analysis of the communication Needs of Tourism and Banking Personnel.** Asian EFL Journal 2007, 7(2)
- Al-Senaidi, S. A. (2009). **Using role play to promote oral fluency**, 66-72. In Borg. S.(Ed.), Understanding English language teaching and learning in Oman. Retrieved December 30, 2014, from <http://www.moe.gov.om/Portal/Sitebuilder/Sites/EPS/Arabic/IPS/Importa/teso/3/Using%20role%20play%20to%20promote%20oral%20fluency.pdf>
- An, Y. J., & Reigeluth, C. (2011). **Creating Technology-Enhanced, Learner-Centered Classrooms: K-12 Teachers' Beliefs, Barriers, and Support Needs.** Journal of Digital Learning in Technology Education, 28(2), 54-62. Retrieved July 12, 2015, from <http://dx.doi.org/10.1080/21532974.2011.10784681>
- Angell, J., DuBravac, S., & Gonglewski, M. (2007). **Thinking globally, acting locally: Selecting textbooks for college level language programs.** Foreign Language Annals, 41(3), 562-572.
- Armstrong, E. K. (2003). **Applications of role-playing in tourism management teaching: an evaluation of a learning method.** Journal of Hospitality, Leisure, Sport & Tourism Education Vol.2, No. 1. Retrieved December 31, 2014, from http://www.researchgate.net/publication/26396322_Applications_of_Role-Playing_in_Tourism_Management_Teaching_An_Evaluation_of_a_Learning_Method.

- Armstrong, K. & Retterer, O. (2008). Blogging as L2 writing: A case study. *AACE Journal*, 16(3), 233–251.
- Arthur, L. (2009). **From performativity to professionalism: lecturers' responses to student feedback**. *Teaching in Higher Education*. 14(4), 441-454
- Arunyik, T. (2014). **Thailand welcomed 26.7 million visitor arrivals in 2013, exceeding target**. Retrieved August 12, 2014, from <http://www.tatnews.org/thailand-welcomed-26-7-million-visitor-arrivals-in-2013-exceeding-target/>.
- Atherton, J. S. (2005). **Learning and teaching: Constructivism in learning (Online)**. Retrieved December 31, 2014 from <http://www.learningandteaching.info/learning/constructivism.htm>
- Aunruen, R. (2005). **Needs analysis of English for travel agents in Chiang Mai**. Unpublished M.A thesis in English for Specific Purposes, Kasetsart University.
- Baggetun, R., & Wasson, B. (2006). **Self-regulated learning and open writing**. *European Journal of Education*, 41(3-4), 453-472.
- Balakrishnan, V.D. (2014). **Blending face-to-face communication and video blogging in acquiring public speaking skills**. *Journal of Creative Practices in Language Learning and Teaching (CPLT)* 2014, 2(1), 64-72. Retrieved December 31, 2014, from https://www.academia.edu/9261980/Blending_Face_to_Face_Communication_with_Video_Blogging_in_Acquiring_Public_Speaking_Skills

- Baniabdelrahnan, A. A. (2013). **Effect of using Internet tools on enhancing EFL students' speaking skill**. American International Journal of Contemporary Research, June 2013, 3(6), 79-87. Retrieved December 31, 2014, from http://www.ajcernet.com/journals/Vol_3_No_6_June_2013/11.pdf
- Biggs, J., & Tang, C. (2011). **Teaching for Quality Learning at University**. 4th Edition. Society for Research into Higher Education & Open University Press. McGrawHill
- Bloch, J. (2004). **Second language cyber rhetoric: A study of Chinese L2 writers in an online Usenet group**. Language Learning & Technology, 8(3), 66-82. Retrieved June 27, 2016, from <http://ilt.msu.edu/vol8num3/bloch/default.html>
- Blood, R. (2000). **Weblogs: A history and perspective**. Retrieved December 20, 2014, from http://www.rebeccablood.net/essays/weblog_history.html
- (2002). **The Weblog Handbook: Practical Advice on Creating and Maintaining Your Blog**. Cambridge : Perseus.
- Bloom, B.S. (Ed.). (1956-1964). **Taxonomy of Educational Objectives**. New York: David McKay Company Inc.
- Bocanegra, A., & Haidl, A. W. (1999). **Language Learner Autonomy in Practice: Possibilities in a Foreign Language Situation**. Revista Alicantina de Estudios Ingleses 12, 7-17.
- Bos, N., Sadat, N., & Shani, S. (2006). **Adapting a Face-to-Face Role-Playing Simulation for Online Play**. Educational Technology Research and Development, 54(4), 493-522. Retrieved June 30, 2016, from Doi:10.1007/S11423-006-0130-z

- Brahmawong, C. (1978). **Instructional media system**. Bangkok: Chulalongkorn University.
- _____ & Vate-U-Lan, P. (2009). **Guidelines for Ph.D Research Actions**. Assumption University of Thailand.
- Brooks, N. (1960). **Language and Language Learning**. New York: Harcourt, Brace and World.
- Brooks, D. W., Schraw, G. P., & Crippen, K. J. (2005). **Performance-related feedback: The hallmark of good instruction**. *Journal of Chemical Education*, 82(4), 641-644
- Brown, H. D. (2001). **Teaching by principles: An interactive approach to language pedagogy**. 2nd Edition. New York: Pearson Education.
- Brumfit, A. (1998). **Teaching Communication Skills with Authentic Video**. In *JALT* 23.
- Buranasomphop, D. (2014). **Improving English skills is vital**. Retrieved October 30, 2014, from <http://en.aectourismthai.com/content1/1435>
- Bush, M. D. (2008). **Computer-assisted language learning: From vision to reality?** *CALICO Journal*, 25(3), 443- 470.
- Bush, M. D., & Terry, R. M. (1997). **Technology-Enhanced Language Learning**. Chicago: National Textbook Company NTC Publishing Group. Retrieved December 5, 2014, from <https://ccit205.wikispaces.com/Technology-enhanced+language+learning>.
- Bygate, M. (1987). **Speaking**. Oxford: Oxford University Press.

- Byrne, W. (1999). **Initiatives in Communicative Language Teaching, USA:** Library of Congress.
- Cameron, L. 2001. **Teaching Languages to Young Learners.** UK: Cambridge University Press.
- Campbell, A.P. (2003). **Weblogs for use with ESL classes.** The Internet TESL Journal, 9(2). Retrieved December 25, 2014, from <http://iteslj.org/Techniques/Campbell-Weblogs.html>
- (2004). **Using Live Journal for authentic communication in EFL classes.** The Internet TESL Journal, 10(9). Retrieved November 18, 2015, from <http://iteslj.org/Techniques/Campbell-LiveJournal>
- Can, T. (2006). **Teaching foreign languages via videoconference** (a practice paper) in Lifelong Open and Flexible Learning in the Globalized World Proceedings, pp: 447-452. International Open and Distance Learning (IODL) Symposium, Anadolu University, Eskişehir, Turkey.
- Chareonwongsak, K. (2013). **ASEAN community and the globalization: The adjustment guidelines for the Thai tourist guides.** Retrieved November 10, 2014 from [http://www.bangkokbiznews.com/home/detail/politics/opinion/kriengsak/20130521/506602/ประชาคมเศรษฐกิจอาเซียนและโลกาภิวัตน์-:แนวทางการปรับตัวของมัคคุเทศก์ไทย-\(2\).html](http://www.bangkokbiznews.com/home/detail/politics/opinion/kriengsak/20130521/506602/ประชาคมเศรษฐกิจอาเซียนและโลกาภิวัตน์-:แนวทางการปรับตัวของมัคคุเทศก์ไทย-(2).html).
- Chenoweth, N. A., Ushida, E., & Murday, K. (2006). **Student Learning in hybrid French and Spanish courses: An overview of language online.** CALICO Journal, 24(1), 115-145.

- Chotirat, S. (2010). **Oral performance in scripted and non-scripted role play activities: a study of repair organization in English conversation of Thai college students.** Unpublished Master degree thesis, Prince of Songkla University.
- Chulalongkorn University. (1998). **A Survey of Thai Arts and Architectural Attractions: A Manual for Tourist Guides,** Chulalongkorn University Printing House.
- Chun, D. M. (2007). **Come ride the wave: But where is it taking us?** CALICO Journal, 24(2), 239-252.
- Chyung, S. Y., & Trenas, A. S. (2009). **Content design for performance-oriented reusable blended learning,** e-Magazine. Retrieved October 8, 2014, from [http://www.cedma-europe.org/newsletter%20articles/eLearning%20Guild/Content%20Design%20for%20PerformanceOriented%20Reusable%20Blended%20Learning%20\(Aug%202009\).pdf](http://www.cedma-europe.org/newsletter%20articles/eLearning%20Guild/Content%20Design%20for%20PerformanceOriented%20Reusable%20Blended%20Learning%20(Aug%202009).pdf)
- Center for Learning Enhancement, Assessment, and Redesign. (2013). **Pedagogical Principles of Role-play in Learning.** Retrieved October 30, 2014, from <http://clear.unt.edu/pedagogical-principles-role-play-learning>
- Collins Cobuild English Language Dictionary. (2014). **Definition of Role play.** Retrieved November 6, 2014, from <http://www.collinsdictionary.com/dictionary/english/role-play>
- Cook, G. (2000). **Language play, language learning.** New York: Oxford University Press.

- Corbeil, G. (2007). **Can PowerPoint presentations effectively replace textbooks and blackboards for teaching grammar? Do students find them an effective learning tool?** *CALICO Journal*, 24(3), 631-656.
- Cowan, N. (2005). **Working memory capacity limits**. Retrieved December 29, 2014, from http://www.psychologicalscience.org/journals/cd/19_1_inpress/Cowan_final.pdf?q=the-recall-of-information-from-working-memory
- Crystal, D. (1997). **English as a global language**. Cambridge: Cambridge University Press.
- Davis, L. A. (2013). **Using instructional design principles to develop effective information literacy instruction: The ADDIE Model**. *College & Research Libraries News*. Retrieved August 8, 2016, from: <http://crln.acrl.org/content/74/4/205.full>
- Demirezen, M. (1988). **Behaviorist theory of language learning**. *Hacettepe Universitesi Egitim Fajultesi Dergisi*, 3, 135-140. Retrieved December 20, 2014, from <http://www.efdergi.hacettepe.edu.tr/19883MEHMET%20DEMIREZEN.pdf>
- Dick, W., Carey, L., & Carey, J. O. (2005). **The systematic design of instruction**. (6th Ed.). Boston: Allyn and Bacon.
- Dictionary.com, (2014). **Defining Blog**. Retrieved December 24, 2014, from <http://dictionary.reference.com/browse/blog>
- Dictionary of Education. (2002). **Defining Role play**. Kanishka Publishers, New Delhi.

- Doff, A. (1990). **Teach English: A Training Course for Teachers**. Cambridge: Cambridge University Press in Association with the British Council
- Douglas, D. (2000). **Assessing language for specific purposes**. Cambridge, England: Cambridge University Press.
- Dublicka, I., & O’Keeffe, M. (2003). **English for International Tourism**, Pearson Education Limited, 2003
- Dubreil, S., Herron, C., & Cole, S. P. (2004). **An empirical investigation of whether authentic Web sites facilitate intermediate level French language students’ ability to learn culture**. *CALICO Journal*, 22(1), 41-61.
- Dudeny, G., & Hockly, N. (2007). **How to teach English with Technology**. Essex: Pearson Education Limited
- Dyrud, M.A., Worley, R.B., & Flatley, M.E. (2005). Blogging for enhanced teaching and learning. *Business Communication Quarterly*, 68(1), 77-80.
- Earp, S. (1997). **More than just the Internet: Technology for Language Teaching**. *Eric Digest*. Retrieved July 14, 2016, from <http://www.ericdigests.org/1998-2/internet.htm>
- Educause Learning Initiative, (2005). **7 things you should know about video blogging**. Retrieved December 27, 2014, from <https://net.educause.edu/ir/library/pdf/ELI7005.pdf>
- Edwards, C. (2004). **Classroom management and discipline**. 4th Ed. . New York: John Wiley & Sons.
- EF EPI, (2015). **Thailand’s English skills lagging, says training company**. <http://www.bangkokpost.com/learning/learning-news/756536/thai-english-proficiency-drops-now-3rd-worst-in-asia-ef>

- Ertmer, P. A., & Newby, T. J. (1993). **Behaviorism, cognitivism, constructivism: Comparing critical features from a design perspective.** *Performance Improvement Quarterly*, 6(4), 50-72.
- Ewer, J. R. & Latorre, G. (1969). **A course in basic scientific English**, Longman.
- Ewer, J. R. & Hughes-Davies, G. (1971). **Further Notes on Developing an English Programme for Students of Science and Technology.** *ELT*, 26(1).
- Fosnot, C. T. 1996. **Constructivism: A Psychological Theory of Learning.** In *Constructivism: Theory, Perspectives and Practice*, ed. C. T. Fosnot, 8–33. New York: Teachers College Press.
- Furness, F. (2014). **Video Blogging for Profits!** How to create a simple video blog and use it to generate profits! Retrieved December 28, 2014, from <http://www.frankfurnessresources.com/Video-Blogging-for-Profits.pdf>
- Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). **Principles of instructional design** (4th ed.). Forth Worth, TX: Harcourt Brace Jovanovich College Publishers.
- Gagné, R.M. (1997). **Mastery Learning and Instructional Design.** *Performance Improvement Quarterly* 10(1):8-19.
- _____. (1985). **The Conditions of Learning** (4th ed.). New York: Holt, Rinehart & Winston .
- Gangel, K. O. (2005). **Teaching through role playing.** Retrieved November 15, 2014, from <https://bible.org/seriespage/teaching-through-role-playing>.
- Gao, Q. (2012). **The Use of Synchronous Computer-Mediated Communication to Improve University Students' Oral English Proficiency.** Unpublished M.A. Thesis, Suranaree University of Technology.

- Gardner, H. (1993). **Frames of mind: The theory of multiple intelligences** (10 anniversary Ed.). New York, NY: Basic Books.
- Gillian, B. (2005). **The Importance of Oral Language in the School Curriculum**. Unpublished M.A Dissertation, New York University.
- Godwin-Jones, R. (2003). Emerging technologies: Blogs and Wikis: Environments for on-line collaboration. *Language Learning & Technology*, 7(2), 12-16. Retrieved July 25, 2016, from <http://llt.msu.edu/vol7num2/emerging/default.html>.
- Good, T. L., & Brophy, J. E. (1990). **Educational psychology: A realistic approach**. (4th Ed.). White Plains, NY: Longman
- Graham, M., Milanowski, A., & Miller, J. (2012). **Measuring and Promoting Inter-Rater Agreement of Teacher and Principal Performance Ratings**. Retrieved October 15, 2016, from <http://files.eric.ed.gov/fulltext/ED532068.pdf>.
- Gustafson, K. L., & Branch, R. M. (2002). **Survey of instructional development models** (4th. Ed.). Syracuse, NY: ERIC Document Reproduction Service No. ED 411780)
- Hager, M. (2005). **Using German Web sites to teach culture in German courses**. *CALICO Journal*, 22(2), 269-284.
- Halliday, M. A. K., McIntosh, A. And Stevens, P. (1964). **The linguistic sciences and language teaching**, Longman.
- Hammond, J., & Gibbons, P. (2001). **What is scaffolding?** In J. Hammond (Ed.), *Scaffold: Teaching and learning in language and literacy education*. Sydney: Primary English Teaching Association.

- Harley, B. (1989). **Functional grammar in French immersion: A classroom experiment.** *Applied Linguistics*, 10, 331-59.
- Harmer, J. (1984). **The Practice of English Language Teaching: Longman Handbook for Language Teaching.** USA: Longman Inc.
- Hendry, G. D. (1996). **Constructivism and educational practice.** *Australian Journal of Education*, 40 (1), 19-45.
- Heng, C. S., & Abdullah, A. N. (2006). **Exploring affect in ESL writing behaviour.** Retrieved November 11, 2015, from <http://www.melta.org.my/ET/2004/2004-1.pdf>.
- Horner, D., & McGinley, K. (1990). **Running simulation/games: A step-by-step guide.** In D. Crookall & R. Oxford (Eds.), *Simulation, gaming and language learning* (pp. 33-45). New York: Newbury House Publishers.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). **Foreign language classroom anxiety.** *The Modern Language Journal*, 70(2), 125-132.
<http://dx.doi.org/10.2307/327317>
- Huang, I.Y. (2008). **Role play for ESL/EFL children in the English classroom.** *The Internet TESL Journal*, Vol. XIV, No. 2, February 2008. Retrieved November 13, 2014, from <http://iteslj.org/Techniques/Huang-RolePlay.html>.
- Hung, S. T. (2011). **Pedagogical applications of Video Blogs: An investigation into ESP Learners' perceptions.** *British Journal of Educational Technology*, 42(5), 736-746.
- Hutchinson, T., & Waters, A. (1987). **English for Specific Purposes, A Learning-Centered Approach.** Cambridge: Cambridge University Press.

- Ishihara, N. & Cohen, A. D. (2010). **Teaching and learning pragmatics: Where language and culture meet.** Harlow, Essex, England: Longman/Pearson Education.
- Islam, P., & Islam, T. (2012). **Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: an investigation of tertiary level students.** Bangladesh Journals Online. Retrieved December 30, 2014, from <http://www.banglajol.info/index.php/SJE/article/view/14475>.
- Jarvis, M. (2005). **The Psychology of Effective Learning and Teaching.** Cheltenham: Nelson Thornes Ltd.
- Johns, A.M., & Price-Machado, D. (2001). **English for Specific Purposes (ESP): Tailoring courses to student needs-and to the outside world.** In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed). Boston: Heinle & Heinle.
- Jonassen, D.H (1994). **Constructivism and computer-mediated communication in distance education.** *The American Journal of Distance Education.* 9(2), 1-4.
- _____. (1999). **Objectivism VS constructivism: Do we need a new philosophical paradigm.** *Educational Technology Research and Development,* 39(3), 5–14. Retrieved November 12, 2014, from <http://education.ed.pacificu.edu/charlesm/publications/site99.pdf>.
- Jonassen, D. H., Peck, K. L., & Wilson, B. G. (1999). **Learning with technology: A constructivist perspective.** Upper Saddle River, NJ: Merrill/Prentice Hall.
- Johnson, K. (1995). **Language teaching and skill learning.** Oxford: Basil Blackwell.
- Jones, G. M. (1990). **ESP textbooks: Do they really exist?** *English for Specific Purposes,* 9(1), 89-93.

- Kajder, S., & Bull, G. (2004). **Scaffolding for struggling students: Reading and writing with blogs.** *Learning and Leading with Technology*, 31(2), 32-35.
- Kodotchigova, M.. A. (2001). **Role play in teaching culture: Six quick steps for classroom implementation.** *The Internet TESOL Journal*, 7. Retrieved December 3, 2014, from <http://iteslj.org/Technique/Kodotchigova-RolePlay.html>
- Kodotchigova, M. (2002). **Role play in Teaching Culture: Six Quick Steps for Classroom Implementation.** *The Internet TESL Journal*, Vol. VIII, No. 7, July 2002. Retrieved November. 14, 2014, from <http://iteslj.org/Techniques/Kodotchigova-RolePlay.html>
- Kost, R. C. (2004). **An Investigation of the Effects of Synchronous Computer-Mediated Communication (CMC) on Interlanguage Development in Beginning Learners of German: Accuracy, Proficiency, and Communication Strategies.** Retrieved November 10, 2014 from <http://arizona.openrepository.com/arizona/handle/10150/280518>
- Kongpet, D. N. (2011). **Development of a blended online learning approach model for English for Careers in Technology at Ubon Ratchathani Rajabhat University.** Unpublished Doctoral dissertation, Suranaree University of Technology.
- Krish, P. (2001). **A role play activity with distance learners in an English language classroom.** *The Internet TESL Journal*, 7(7), 1-6.
- Kruse, K. (2004). **Introduction to instructional design and the ADDIE model.** Retrieved December 27, 2014, from: http://www.e-learningguru.com/articles/art2_1.htm.

- Kruse, K. (2011). **Introduction to instructional design and the ADDIE model**. Retrieved December 30, 2014, from http://www.transformativedesigns.com/id_systems.html
- Kunnan, A. J. (2000). **Studies in language testing 9: Fairness and validation in language assessment: Selected papers from the 19th Language Testing Research Colloquium, Orlando, Florida**. Cambridge: Cambridge University Press.
- Larsen, D. (2000). **Techniques and Principles in Language Teaching**. Oxford: Oxford University Press.
- Lenka, S. K. (2014). **Using Role play for Developing Speaking Skill in English among Engineering Students of Centurion University, Odisha**. *Language in India*, 14(5).
- Lie, F., & Ding, Y. (2009). **“Role-play in English Language Teaching”**, *Asian Social Science*, Vol. 5, No.10, October 2009. Retrieved December 31, 2014, from <http://ccsenet.org/journal/index.php/ass/article/view/3988>
- Lin, M.H. (2011). **Learner-Centered Blogging: A Preliminary Investigation of EFL Student Writers’ Experience**. Retrieved September, 15, 2014, from http://www.ifets.info/journals/18_4/34.pdf
- Littlewood, W. (1990). **Communicative language teaching: An introduction**. New York, New York: Cambridge University Press.
- Livingston, C. (1983). **Role play in Language Learning**. Essex: Longman.
- Lucantoni, P. (2002). **Teaching and assessing skills in English as a second language**. Cambridge: Cambridge University Press.

- Ludewig, A. & Ludewig-Rohwer, I. (2013). **Does web-based role-play establish a high-quality learning environment? Design versus evaluation.** Teaching and Learning Forum 2013. Retrieved October 31, 2014, from <http://ctl.curtin.edu.au/events/conferences/tlf/tlf2013/refereed/ludewig.pdf>.
- Luoma, S. (2004). **Assessing speaking.** Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511733017>
- Mabrouk, W. (2003). **Vocabulary Teaching Techniques of EFL Palestinian Teachers at the Basic Stage in Nablus District.** Unpublished M.A Study, Education College, An-Najah National University, Nablus, Palestine.
- Mae Fah Luang University. (2013). **Internship Evaluation Report.** School of Management Mae Fah Luang University. (2014). School of Management Programmes. Retrieved December 15, 2014, from <http://www.mfu.ac.th/school2013/management/>
- Makita, Y. (1995). **The effectiveness of dramatic/ role-playing activities in the Japanese language classroom.** Retrieved December 17, 2014, from <http://mcel.pacificu.edu/aspac/papers/scholars/marita.htm>
- Martin, F. (2011). **Instructional design and the importance of instructional alignment.** Community College Journal of Research and Practice, 35(12), 955- 972.
- Mason, P. D. (2004). **In Search of the Self: A Survey of the First 25 Years of Anglo-American Role-Playing Game Theory.** In Beyond Role and Play, Markus Montola and Jaakko Stenros (Eds.), 1–14. Helsinki: Solmukohta.

- Matthews-Aydinli, J. (2005). **Online professional development for adult ESL educators**. Retrieved June 2, 2016, from http://www.cal.org/caela/esl_resources/briefs/onlinepd.html
- Maxwell, C. (1997). **Role play and foreign language learning**. Paper presented at the Annual Meeting of the Japan Association of Language Teachers, Hamamatsu, Japan.
- Mayer, R. E. (1992). **Cognition and instruction: Their historic meeting within educational psychology**. *Journal of Educational Psychology*, 84, 405-412.
- Mayer, R.E. (1999). **Designing Instruction for Constructivist Learning**. In *Instructional Design Theories and Models: A New Paradigm of Instructional Theory*, Volume II, ed. C.M. Reigeluth. Mahwah, NJ: Lawrence Erlbaum Associates.
- McDonough, S. (2001). **Way beyond drill and practice: Foreign Language lab activities in support of constructivist learning**. *International Journal of Instructional Media*, 28(1), 75-81.
- McIntosh, E. (2005). **From learning logs to learning blogs**. Scottish Centre for Information on Language Teaching and Research. Retrieved December 23, 2014, from <http://www.scilt.stir.ac.uk/SLR/Current%20Issue/SLR13%20McIntosh.pdf>
- McLeod, G. (2003). **Learning Theory and Instructional Design**. *Learning Matters* 2:35–53. Retrieved December 27, 2014, from http://courses.durhamtech.edu/tlc/www/html/Resources/Learning_Matters.htm

- McLuhan, M. (2012). **“Web 2.0 and English language learning: A new model or a new muddle?”** Retrieved October 22, 2012 from <http://blog.englishcentral.com/2012/08/04/web-2-0-and-language-learning/>
- McMaster, J. C. (1998). **“Doing” literature: Using drama to build literacy.** *The reading teacher*, 51(7), 574-584.
- van Ments, M. (2nd Ed., 1999). **The Effective Use of Role Play: Practical Techniques for Improving Learning.** London: Kogan Page.
- Milroy, E. (1982). **Role-play: a practical guide.** Aberdeen: Aberdeen University Press.
- Min-Chen, T. (2008). **The use of blogs in English classes for Medicine-Related Majors.** *Chang Gung journal of Humanities and Social Sciences*, 1(1), 167-187.
- Moallem, M.C. (2001). **Applying constructivist and objectivist learning theories in the design of a web-based course: Implications for practice.** *Educational Technology & Society* 4(3), 113-115. Retrieved December 30, 2014, from http://www.ifets.info/journals/4_3/moallem.html
- Mohammad Mohseni, F. (2008). **On the Relationship between ESP & EGP: A General Perspective.** *English for Specific Purposes World Issue* 1(17): 1-11
- Molenda, M. (2003). **In search of the elusive ADDIE model.** *Performance Improvement*, 42(5), 34-36. Retrieved July 20, 2016, from [doi:http://dx.doi.org/10.1002/pfi.4930420508](http://dx.doi.org/10.1002/pfi.4930420508)
- Morely, B. (1999). **New Ways in USING Communicative Games in Language Teaching.** *New Ways in TESOL Series II: Innovative Classroom Techniques* Retrieved November 7, 2014 from <http://www.askeric.org> ED434537

- Moore, S. & Kuol, N. (2005). **Students evaluating teachers: exploring the importance of faculty reaction to feedback on teaching.** In *Teaching in Higher Education*, 10(1), 57-73.
- Morris, C.(2007). “**Lev Semyonovich Vygotsky's Zone of Proximal Development**”, Retrieved April 30, 2014, from <http://www.igs.net/~cmorris/zpd.html>
- Morrison, G. R., Ross, S. M., & Kemp, J. E. (2001). **Designing effective instructions** (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Morrison, G. R., Ross, S. M., & Kemp, J. E. (2003). **Designing effective instructions** (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Muehleisen, V. (1997): "Projects using the Internet in college English classes". In *The Internet TESL Journal III* (6), June. Retrieved June 29, 2016, from <http://iteslj.org/Lessons/Muehleisen-Projects.html>
- Munby, J. (1978). **Communicative Syllabus Design.** Cambridge: Cambridge University Press.
- Muttar, R. (2010). **The effect of using role playing activities in developing students’ oral skills for Iraqi college students research introduced.** Retrieved December 30, 2014, from <http://www.iasj.net/iasj?func=fulltext&aId=2784>.
- Mutum, Dilip; Wang, Qing (2010). "**Consumer Generated Advertising in Blogs**". In Neal M. Burns; Terry Daugherty; Matthew S. Eastin. *Handbook of Research on Digital Media and Advertising: User Generated Content Consumption*. 1. IGI Global. pp. 248–261.

- Nouralian, R., Khodabandehlou, M., Jahander, S., & Najfi, M. (2013). **The impact of psychodrama (role-play) on Iranian intermediate EFL learner's speaking ability**. *Indian Journal of Fundamental and Applied Life Sciences*. Retrieved January 1, 2015, from http://www.cibtech.org/J-LIFE-SCIENCES/PUBLICATIONS/2013/Vol_3_No_3/JLS-81-024-ROSHANAK-THE-ABILITY.pdf.
- Nuemaihom, A. (2014). **The development of an English innovation based on needs analysis for young tour guides at Muang Tam sanctuary in Thailand**. *Society of Interdisciplinary Business Research*. Retrieved November 3, 2014, from http://sibresearch.org/uploads/2/7/9/9/2799227/riber_h14-081_54-61.pdf.
- Nunan, D. (1990). **Language Teaching Methodology**. London: Prentice Hall.
- O'Connor, M. (2011). **The impact of participating in a class blog on the writing of a struggling adolescent learner**. *Journal of Classroom Research in Literacy*, 4, 40-49.
- Olsen, S. (1980). **Foreign Language Departments and Computer-Assisted Instruction: A survey**. *Modern Language Journal* 64(3), pp.341-349.
- Palermo, D. S. (1978). **Psychology of Language**. Dallas: Scott, Foresman and Co.
- Palmer, S. (2011). **Speaking Frames: How to Teach Talk for Writing: Ages 10-14**. Oxford: Routledge.
- Pavlov, I. P. (1927). **Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex**. London: Oxford University Press.

- Phayakvichien, P. (2001). **Clarification of the governor of Tourism Authority of Thailand in case of only 30 tourist guide applications out of 600 passed the test.** Retrieved October 29, 2014, from <http://www.ryt9.com/s/prg/248937>.
- Phuetphon, P. (2012). **Using unscripted role play to improve speaking ability of Thai EFL students.** Proceedings-Teaching Techniques-006, 4th International Conference on Humanities and Social Sciences. Retrieved December 30, 2014, from <http://tar.thailis.or.th/bitstream/123456789/704/1/006.pdf>.
- Piaget, J. (1970). **Science of education and the psychology of the child.** New York: Viking
- Pinkman, K. (2005). **Using Blogs in the Foreign Language Classroom; Encouraging Learner Independence.** The JALT CALL Journal, 1/1, 12-24.
- Powell, K., & Kalina, C. (2009). **Cognitive and social constructivism: Developing tools for any effective classroom.** Journal of Education, 130(2), 241-250.
- Prachanant, N. (2012). **Needs analysis on English language use in Tourism Industry.** Retrieved November 4, 2014, from <http://www.sciencedirect.com/science/article/pii/S187704281205238X>.
- Prapphal, K. (2003). **English proficiency of Thai learners and directions of English teaching and learning in Thailand.** Journal of English Language Studies, 1(1),6-12.
- Prester, G. (2002). **Instructional Design Models.** Retrieved November 27, 2014, from http://www.personal.psu.edu/users/g/e/gep111/html/M4/L1%20-%20ISD/M4L1P1.htm#m4l1p1_intro.
- Pritchard, A. (2005). **Ways of learning: Learning theories and learning styles in the classroom.** Great Britain: David Fulton Publishers.

- Punch, K. F. (2005). **Introduction to Research Methods in Education**. Los Angeles: Sage.
- Qing, X. (2011). **Role-play an effective approach to developing overall communicative competence**. *Cross-Cultural Communication*, 7(4), 36-39.
doi:10.3968/j.ccc.1932670020110704.317.
- Rahimy, R., & Safarpour, S. (2012). **The effect of using role-play on Iranian EFL learners' speaking ability**. *Asian Journal of Social Science & Humanities*. Vol. 1. No. 3. August 2012. Retrieved December 30, 2014, from <http://www.ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.1%283%29/AJSSH2012%281.3-06%29.pdf>
- Rao, A. (2012). **10 Educational Technology Quotes**. Teachbytes.com. Retrieved June 3, 2013 from: <http://teachbytes.com/2012/03/01/10-educational-technology-quotes/>
- Reeves, T. (1992). **Effective dimensions of interactive learning systems**. Keynote address for Information Technology for Training and Education Conference (ITTE' 92).
- Richard, J. C. (1985). **The context of language teaching**. Cambridge: Cambridge University Press.
- Richard, J. C., & Rodgers, T. S. (1992). **Approaches and methods in language teaching: A description and analysis**. Cambridge: Cambridge University Press.
- Rodpradit, S., & Sinwongsuwat, K. (2012). **Using scripted and non-scripted role plays to improve English speaking performance of hotel engineering staff**. *APHEIT Journal*, 18(1), 17-25.

- Rosell-Aguilar, F. (2005). **Task design for audio-graphic conferencing: Promoting beginner oral interaction in distance language learning**. *Computer Assisted Language Learning*, 18(5), 417-442.
- Rozgiene, I, Medvedeva, O.,& Straková, Z. (2008). **“Integrating ICT into language learning and teaching: Guide for tutors”**. Johannes Kepler Universität Linz, Altenberger Straße 69, 4040. Retrieved November 2, 2014, from http://conference.pixel-online.net/ICT4LL2012/common/download/Paper_pdf/235-IBT107-FP-Isisag-ICT2012.pdf
- Saitakham, K. (2010). **The Development of a Web-based Instructional Model to Enhance Vocabulary Learning Ability Through Context-clues Based Meaning Guessing Technique for Thai English as a Foreign Language University Students**. Unpublished Doctoral dissertation, Suranaree University of Technology.
- Salaberry, M. (2001). **The use of technology for second language learning and teaching: a retrospective**. *The Modern Language Journal*, 85(1) 41-56.
- Salies, T. (1995). **Teaching language realistically: Role play is the thing**. ERIC Digest. (Eric Document Reproductive Service No, ED 424753)
- Sato, R. (2001). **Role-play: Effective role-play for Japanese high school students**. Retrieved November 15, 2014, from <http://files.eric.ed.gov/fulltext/ED454709.pdf>
- Scarcella, R. & Crookall, D. (1990). **Simulation/gaming and language acquisition**. In D. Crookall & R. L. Oxford (Eds.), *Simulation, gaming, and language learning* (pp. 223-230). New York: Newbury House.

- Schank, C. (1995). **What We Learn When We Learn by Doing**. *Technical Report No. 60, Northwestern University, Institute for Learning Sciences*. Retrieved March 2, 2016, from http://cogprints.org/637/0/LearnbyDoing_Schank.html
- Schmid, E. (2009). **Interactive Whiteboard Technology in the Language Classroom: exploring new pedagogical opportunities**. Saarbruecken, Germany: VDM Verlag Dr. Mueller.
- Sciartilli, G. (1983). Canovaccio: **Cue Cards for Role-playing**. In S. Holden (Ed.), *Second selections from modern English teacher* (pp. 95-97). Harlow: Longman.
- Sharma, P. (2011). **Enhancing classroom language learning through technology**. EQUALS conference 2011, Prague. Retrieved December 10, 2014, from http://clients.squareeye.net/uploads/eaquals2011/documents/Prague_conference_materials/Sharma_plenary_Enhancing_classroom_language_learning.pdf
- Sharma, P., & Barrett, B. (2007). **Blended learning: using technology in and beyond the language classroom**. Oxford: Macmillan Publishers Limited.
- Shaw, M.E. (1980). **Role playing: A practical manual for group facilitators**. San Diego, CA: University Associates, Inc.
- Shaw, M.E., Corsini, R. J., Blake, R.R., & Mouton, J.S. (1980). **Role-playing: A practical manual for group moderators**. San Diego: University Associates.
- Shen, L. (2010). **Constructive role-plays via e-learning for EFL learners**. Unpublished Doctoral thesis in English language studies, Suranaree University of Technology.

- Shih, R. C. (2010). **Blended learning using video-based blogs: public speaking for English as a second language students**. Australasian Journal of Educational Technology 2010, 26(6), 883-897. Retrieved December 31, 2014, from <http://www.ascilite.org.au/ajet/ajet26/shih.html>
- Shrock, S. A. (1995). **A brief history of instructional development**. Curriculum and Instruction, Southern Illinois University. Retrieved December 29, 2014, from <http://bsuipt595.pbworks.com/f/schrock.pdf>
- Sidman-Taveau, R., & Milner-Bolotin, M. (2001). **Constructivist inspiration: A project-based model for L2 learning in virtual worlds**. Retrieved October 5, 2007, from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/cf/ae.pdf.
- Simion, M. O. (2012). **The importance of teaching English in the field of tourism in universities**. Annals of the Constantin Brâncuși University of Târgu Jiu, Economy Series, 2, 152-154. Retrieved November 3, 2014, from http://www.utgjiu.ro/revista/ec/pdf/2012-02/23_simion%20otilia.pdf
- Singhal, M. (1997): **"The Internet and foreign language education: Benefits and challenges"**. The Internet TESL Journal III (6), June 1997. Retrieved June 16, 2016, from <http://iteslj.org/Articles/Singhal-Internet.html>
- Sirichana, W. (2009). **Listen to the president for studying at Mae Fah Luang University**. Retrieved May 25, 2014, from www.thairath.co.th/content/595236

- Sirisrimangkorn, L. (2012). **The effects of drama-based role play structured by STAD on university students' speaking skill, motivation, and self-esteem.** Unpublished Doctoral Dissertation, Suranaree University of Technology.
- Skinner, B. F. (1968). **The technology of teaching.** New York: Prentice Hall.
- (1974). **The shaping of phylogenetic behavior.** Journal of the Experimental Analysis of Behavior, 24, 117-120.
- Smith, P. L., & Ragan, T. J. (1999). **Instructional Design.** 2nd Ed. New York: John Wiley & Sons.
- Snyder, B., and DeSelms, C. (1983). **Personal growth through student-centered activities.** In A. Garfinkel (Ed.), *The Foreign Language Classroom: New Techniques.* Lincolnwood, IL: National Textbook Company.
- Stanley, G. (2005). **Blogging for ELT: British Council, BBC World Service.** Article on-line. Retrieved December 27, 2014, from <http://www.teachingenglish.org.uk/think/resources/blogging.shtml>.
- Sun, Y. C. (2009). **Voice blog: an exploratory study of language learning.** Language Learning & Technology Journal, June 2009, 13(2), 88-103, Retrieved December 31, 2014, from <http://lt.msu.edu/vol13num2/sun.pdf>
- Sullivan, P. N. (2000a). **Spoken Artistry: Performance in Second Language Classroom.** In J.K. Hall and L.S. Verplaetse (Eds): *Second and Foreign Language Learning through Classroom Interaction.* Hahwah, NJ: Lawrence Erlbaum.
- Suppasetsee, S. (2005). **The development of an internet-based instructional system for teaching remedial English to first-year university students.** Unpublished Doctoral Thesis, Suranaree University of Technology.

- Svetasreni, S. (2013). **World Travel Market (WTM) 2013 Thailand Networking Lunch**. Retrieved August 12, 2014, from <http://www.tatnews.org/pdf/WTM2013.pdf>.
- Swales, J.M. (1971). **Writing Scientific English**. London: Thomas Nelson.
- Swan, K. (2005). **A constructivist model for thinking about learning online**. In J. Bourne & J. C. Moore (Eds), *Elements of Quality Online Education: Engaging Communities*. Needham, MA: Sloan-C.
- Tan, Y. H., & Tan, S. C. (2010). **A metacognitive approach to enhancing Chinese language speaking skills with audio-blogs**. *Australasian Journal of Educational Technology* 2010, 26(7), 1075-1089. Retrieved December 31, 2014, from <http://www.ascilite.org.au/ajet/ajet26/tan-yh.html>.
- Taylor, A. (2006). **The effects of CALL versus traditional L1 glosses on L2 reading comprehension**. *CALICO Journal*, 23(2), 309-318.
- Techopedia.com, (2014). **Blogger**. Definition-what does Blogger mean? Retrieved December 25, 2014, from <http://www.techopedia.com/definition/5150/blogger>
- Thailand Press Release. (2001). **Clarification of the Governor of Tourism Authority of Thailand**. Only 30 tourist guide applications out of 600 passed the test. Retrieved October 29, 2014, from <http://www.ryt9.com/s/prg/248937>.
- The Government Public Relations Department, (2013). **Increasing tourism earnings likely to help boost the Thai economy**. Retrieved August 12, 2014, from http://thailand.prd.go.th/view_news.php?id=6974&a=2.
- The Department of Tourism. (2015). **International Tourist Arrivals to Thailand 2014 (By Nationality)**. Retrieved September 20, 2014, from <http://www.tourism.go.th/home/details/11/83/24238>.

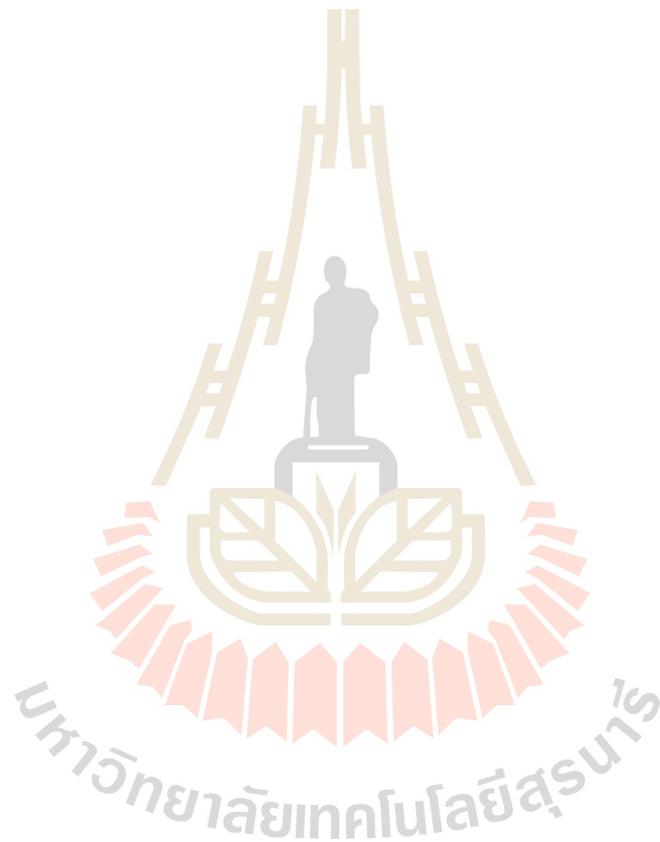
- The Department of Tourism. (2015). **Visitor Statistics 2013: Internal Tourism 2013 (by Region)**. Retrieved December 17, 2014, from <http://www.tourism.go.th/home/details/11/221/621>.
- Thompson, K. (2000). **Constructivism Curricular Design for Professional Development: A Review of Literature**. University of Central Florida, p 1-14. Retrieved June 10 2015, from: http://pegasus.cc.ucf.edu/~kthompsn/projects/lit_constructivist.html
- Thordores, S. (2001). **Approach and Methods in Language Teaching**, New York: McGrawHill
- Tian, X.B. (2012). **The development of an instructional model for online task-based interactive listening for EFL learners**. Unpublished Doctoral dissertation, Suranaree University of Technology.
- Tompkins, P. (1998). **Role playing/Simulation**. The Internet TESL Journal, IV(8). Retrieved December 4, 2014, from <http://iteslj.org/Techniques/Tompkins-RolePlaying.html>
- Tourism Authority of Thailand, (2014). **Where to go: Chiang Rai**. Retrieved October 25, 2014, from <http://www.tourismthailand.org/Where-to-Go/Chiang-Rai>.
- (2015). **Colorful Thailand**. Retrieved June 2, 2015, from <http://www.tat-la.com/activities--events/ecotourism>.
- Trentin, G. (2010). **Networked collaborative learning: Social interaction and active learning**. Oxford, UK: Chandos Publishing.

- Tsuneishi, T. (2009). **Border Trade and Economic Zones on the North-South Economic Corridor: Focusing on the Connecting Points between the Four Countries**. The Institute of Developing Economics. Retrieved April 23, 2015, from <http://www.ide.go.jp/English/Publish/Download/Dp/pdf/205.pdf>
- Ur, P. (1996). **A course in language teaching: Practice and theory**. Cambridge: Cambridge University Press.
- Utawanit, K. (1999). **Communicative English for Hotel Personnel**. 11th Ed. Thammasat University Press.
- Vanhaleweyk, G. (2014). Thailand: **Tourist Arrivals from 1998 Till 2014**. Retrieved August 12, 2014, from <http://www.thaiwebsites.com/tourism.asp>.
- Van Ments, M. (1999). **The effective use of role-play**. London: Kogan Page.
- von Glasersfeld, E. (1989). **Constructivism in education**. In T. Husen & N. Postlewaite (Eds.), *International Encyclopedia of Education [Suppl.]*, (pp.162-163). Oxford, England: Pergamon Press.
- Vogel, Z.(2000). **Face To Face: textbook for Teachers**. New York: Prentice Hall.
- Walakanon, S. (2014). **The development of a wiki-based collaborative reading instructional model for EFL university students**. Thailand, Suranaree University of Technology
- Walker, K., & Harding, K. (2009). **Oxford English for Careers: Tourism 2: Students' Book**: Oxford University Press.
- Wallace, M. P. (1999). **The Psychology of the Internet**, Cambridge: Cambridge University Press.

- Ward, J. M. (2004). **Blog assisted language learning (BALL): Push button publishing for the pupils.** In *TEFL Web Journal*, 3(1), 1- 16.
- Warlick, D. (2005). *Classroom blogging: A teacher's guide to the blogosphere.* Raleigh, NC: Lulu.com
- Watkins, J. (2012). **Increasing student talk time through Video Blogging.** *Language Education in Asia*, 2012, 3(2), 196-203. Retrieved December 29, 2014, from <http://dx.doi.org/10.5746/LEiA/12/V3/I2/A08/Watkins>.
- _____ & Wilkins, M. (2011). **Using YouTube in the EFL classroom.** *Language Education in Asia*, 2(1), 113-119. Retrieved December 27, 2014, from http://dx.doi.org/10.5746/LEiA/11/V2/I1/A09/Watkins_Wilkins
- Watson, J. B. (1913). **Psychology as the behaviorist views it.** *Psychological Review*, 20, 158-177.
- Wattanavrangkul, K. (2016). **Thailand expects record tourist arrivals in 2016.** Retrieved September 17, 2016, from <http://www.reuters.com/article/us-thailand-tourism-idUSKBN0UK0IU20160106>
- Webopedia.com, (2014). **What is Video Blog?** Retrieved December 28, 2014, from http://www.webopedia.com/TERM/V/Video_Blog.html
- Wiebrands, C. (2006). **Creating community: The blog as a networking device.** In ALIA 2006 Biennial Conference, Perth. Retrieved December 22, 2014, from http://espace.lis.curtin.edu.au/archive/00001015/03/Click06_Wiebrands_blogging.pdf
- Wikipedia.org, (2014). **Video blog.** Retrieved December 28, 2014, from http://en.wikipedia.org/wiki/Video_blog

- Wills, S. (2012). **Role-based e-learning for university students: a comparison of Australian, American, British and Singapore designs.** University of Wollongong Research online. Retrieved October 31, 2014, from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1263&context=asdpapers>
- Willy, G.(2000). **Socializing in English Oral Communication.** Retrieved November 20, 2014, from <http://www.askeric.org> ED342532
- Wilson, B. G. (1996). **Constructivist learning environments: Case studies in instructional design.** Englewood Cliffs, NJ: Educational Technology Publications.
- Winer, D. (2003). **Weblogs at Harvard law.** Retrieved December 24, 2014, from <http://blogs.law.harvard.edu/whatmakesaweblogaweblog.html>
- Wiriyachitra, A. (2004). **English language teaching and learning in Thailand in this decade.** In *Thai TESOL Focus*, 15(1), 4-9.
- Wohlking, W. (1980) **Role-playing: The Instructional Design Library,** Vol 32. Educational Technology Publications, Englewood Cliffs, New Jersey
- Woodhouse, J. (2007). **Role play: A stage of learning.** In J. Woodhouse & D. Marriss (Eds.), *Strategies for healthcare education: How to teach in the 21st century*(pp. 71-80). Oxford: Radcliffe Medical Press.
- World Travel Tourism Council, (2014). **Travel & Tourism Economic Impact 2014 World,** London, UK. Retrieved October 24, 2014 from: www.wttc.org.
- Wu, W.S. (2005). **Using blogs in an EFL writing class.** In meeting of the 2005 Conferences and Workshop on TEFL and Applied Linguistics, Department of Applies English, Ming Chuan University, Taiwan.

- Yaikhong, K. (2012). **Anxiety Reduction in EFL Public Speaking Through Video-based Blog Peer Feedback Model**. Unpublished Doctoral dissertation, Suranaree University of Technology.
- Yang, S.-H. (2009). **Using Blogs to Enhance Critical Reflection and Community of Practice**. *Educational Technology & Society*, 12 (2), 11–21.
- Yardley-Matwiejczuk, K.M. (1997). **Role-play. Theory & practice**. London: Sage.



APPENDIX A

An Evaluation Form of the Video Blog-Based Role Play Instructional Model for Teaching English for Tourism by the Experts in English Language Teaching Field.

Instructions:

Please read each item in the form, then make a check mark (✓) in a rating box which best describes your opinion about each statement.

5 = very strongly agree, 4 = strongly agree, 3 = neutral, 2 = slightly agree, 1 = least agree.

No.	Statements	Rating Scales				
		5	4	3	2	1
1	The “Analyze Setting” Step of the VBRP Model is appropriate.					
2	The “Design the VBRP Lessons” Step is appropriate.					
3	The “Create the VBRP Lessons on Blog” Step is appropriate.					
4	The “Develop Testing” Step of the VBRP Lessons is appropriate.					
5	The “Implement the VBRP Lessons” Step is appropriate.					
6	The “Conduct Evaluation” Step of the VBRP Lessons is appropriate.					
7	All of the “Steps of the VBRP Model” are appropriate.					
8	Each component of the VBRP Model has appropriate connection.					
9	The components and steps in the VBRP Model are clear and easy to follow.					
10	The VBRP Model is appropriate and can be used practically as a framework for teacher to create lessons to improve students’ English Oral Communication skills in English for Tourism.					
11	The VBRP Model can be used as a guideline for teacher to promote student-student interaction.					
12	The VBRP Model can be applied practically to develop the lessons for teaching English for Tourism.					

Other ideas and comments:

.....

APPENDIX B

Video Blog-based Role Play Lesson Plan

Unit 1

Topic: Let's Celebrate Thai New Year: Songkran Festival

Objectives:

- 1) Students should be able to understand the story of the Songkran Festival by answering questions in the blog correctly at least 80 %.
- 2) Students should be able to explain the Songkran Festival's activities in northern Thailand accurately at least 80 % in terms of speaking by producing a video role play clip.

Vocabulary:

- | | | | |
|--------------|------------------|---------------|--------------|
| 1. decorate | 3. make merit | 5. reunion | 7. lasts |
| 2. celebrate | 4. scented water | 6. procession | 8. ancestors |

Language Function:

- Talking about Songkran Festival in northern Thailand

Materials:

- 1) Video Blog-based Role Play lessons
- 2) Exercises
- 3) Computer with Internet connection, LCD projector

Class size: 30 students

Time: 12 periods

Pre-test

Duration: 2 periods

- 1) The lesson of “Songkran Festival in northern Thailand”, which will be learned by the student, is introduced.
- 2) Students are told to imagine if they were tour guide assisting tourist who visits northern Thailand during the Songkran Festival, what could the conversations between them about the Songkran Festival be like?
- 3) Prior to starting the class, students are informed to evaluate their English oral communication skills. In order to achieve this objective, students are required to take role as a tour guide or a tourist and having conversations about the celebration of Songkran Festival in northern Thailand.
- 4) The role cards of different situations of Songkran Festival in northern Thailand are drawn by students. There are two sets of the role cards which required students to take role as tour guide and tourist.
- 5) Each pair of students is given about 2 minutes to prepare themselves for performing a role play activity in relevant to their role cards. Students are allowed to spend about 2-3 minutes to perform role play, while performing role play they will be video-taped by the teacher.
- 6) The video role play clips about the Songkran Festival in northern Thailand which performed by the students will be evaluated by the teacher and raters according to the oral communication skills rubrics.

Training Students for using Blog

- 1) Before employing the two Video Blog-based Role Play (VBRP) lessons with tourism students at Mae Fah Luang University (MFU), the first 2 hours spend on conducting pre-test in order to know students’ English oral communication proficiency levels and

their background knowledge. The pre-test would relate to different tourism situations of Songkran Festival and social etiquette for visiting a Thai Buddhist temple.

2) Some students might be new to Blog so that the teacher, who teaches English for Tourism using the VBRP lessons, needs to introduce Blog to students and help them to create their own blogs and link to the Blog for teaching English for Tourism created by the teacher.

3) The teacher introduces the VBRP lessons to the target students regarding the contents, the exercises to complete when learning the VBRP lessons such as fill in the blanks, do matching, do multiple choice quizzes, perform role play, produce video role play as well as download the video clip on the blog. In addition, exercises of the VBRP lessons need to be done on a web link which requires students to log in with their username and password, thus the teacher gives each students username and password since the beginning of the class so that they can access to the quizzes. Once every student has his / her own blogs, the teacher begins the lessons which would be presented in the next step.

Lesson 1: Lets' Celebrate Songkran Festival in Northern Thailand

Duration: 6 periods

Components	Activities	Learning Environment	Time (minutes)
Step 1: Warm up	<p>1 After students creating their own blog, they are given username and password to access the link in order to do exercises which posted on the blog.</p> <p>2 Students log in their blogs and link to the English for Tourism blog which contains the VBRP lesson.</p> <p>3 Students look at the pictures of different famous festivals in Thailand posted on the blog. Then, students match the pictures of different famous festivals with the names listed on the blog. This activity aims at activating students' background knowledge in relevance to the cognitive theory which believes that knowledge is organized schematically and that of the learning involves associations established through individual's personal experience.</p>	Online	20
Step 2: Presentation	<p>1 Students watch a video clip about the Songkran festival taken from the Internet and posted on the blog.</p> <p>2 After watching the video clip, students answer the true-false questions according to the video they have watched. This activity is designed on cognitivist theory where learning occurs as a process of inputs, managed in short term memory, and processed for long term recall. The working memory determines how much of the long term memory can be activated to make the prior knowledge available for processing.</p> <p>3 Students listen to the audio clip about the Songkran festival in northern Thailand posted on the blog aiming at practicing their listening skills.</p> <p>4 After finishing listening to the audio clip, students answer the true-false questions on the blog.</p> <p>5 Students watch the video role play which is an example of creating the video role play clips about how the Songkran festival is celebrated in northern Thailand. After that students fill in the blanks exercise that posted on the blog.</p>	Online	120

Components	Activities	Learning Environment	Time (minutes)
Step 3: Practice	<p>1 Students study the language usage or the sentence patterns used in the video role play on how to celebrate the Songkran festival posted on the blog. This activity is designed based on the constructivist theory in which believes that people make sense of whatever they experience by constructing their own meaning according to what they already know. The knowledge is not transmitted by the teacher to students but teacher facilitates learners to construct their own meaning (Jonassen, 1999).</p> <p>2 Students click the link on blog to match the questions appropriately to the sentence patterns in accordance with the video role play they have watched in the previous steps.</p> <p>3 Students work in pairs to prepare a dialogue for role playing about the Songkran festival orally. Students rehearse the role play as many times as they want in order to practice their English oral communication skills. This activity is designed based on behaviorism theory as Demirezen (1998) proposed that behaviorist theory emphasizes verbal behavior. Spoken language has a priority over written language and the language learning is a mechanical process of habit formation (Nelson Brooks, 1960). As role play activity in this study aims at improving students' oral communication skills so that it is in relevance to behaviorism that the learners improve fluency by repetition and practice which they could finally demonstrate an observable change in behavior.</p>	Online	45
Step 4: Production	<p>1 Students perform the role play about the Songkran festival and video-taped it. After that students post their video role play clips on the blog.</p> <p>2 Each pair of students is assigned to give comments to at least three video clips which posted by their friends.</p> <p>3 Each pair of students reads the comments from their friends then improve their video clip and post the final version of their video role play again on the blog. This activity is designed based on social constructivist learning theory because it is believed that learning takes place in a social environment, learners learn by social interactions with more knowledgeable people (Jarvis, 2005).</p>	Online	45

Components	Activities	Learning Environment	Time (minutes)
Step 5: Evaluation	1 The video role play clips of each pair of students are rated or evaluated by the teacher. Then, teacher gives comments on the video clips to help improve their English oral communication skills.	Outside of classroom	40
Exercises	Each student does individual exercises without any help from the teacher and friends	Online	45
Assignments	Each pair of student critiques 3 video clips produced by their friends. The comments are posted on the blog where the whole class can share ideas about the video clips.	Online	45

Post-test

Duration: 2 periods

1) After a video role play clip of Songkran Festival in northern Thailand produced by each pair of students is submitted, each student is required to draw a role card about different situations of Songkran festival in northern Thailand again in order to evaluate their improvement in English oral communication skills. The role cards are the same set used in the pre-test stage which consisting of six different situations of the Songkran festival in northern Thailand. The role cards would determine the student role to act as a tourist or a tour guide.

- 2) Each pair of student read their role card carefully and they are given about 2 minutes to prepare themselves for performing a role play.
- 3) Each pair of student are allowed to spend around 2-3 minutes to perform role play in accordance with their chosen role card, while performing a role play they would be video-taped by the teacher.
- 4) The video role play clips would be evaluated by the raters using oral communication rubrics.

Unit 2

Topic: Social Etiquette for Visiting a Thai Buddhist Temple

Objectives:

- 1) Students should be able to understand the social etiquettes for visiting a Thai Buddhist temple by answering questions on the blog correctly at least 80 %.
- 2) Students should be able to give suggestions to tourists about good social etiquettes for visiting a Thai Buddhist temple correctly at least 80 % in terms of speaking by conducting a video role play clip.

Vocabulary:

1. bare shoulders 3. historical objects 5. remove shoes 7. touch the monk
2. dress properly 4. rules 6. shirts with sleeves 8. use flash

Language Function:

- Talking about social etiquette for visiting a Thai Buddhist temple

Materials:

- 1) Video Blog Based Role Play lessons
- 2) Exercises

3) Computer with Internet connection, LCD projector

Time: 10 periods

Pre-test

Duration: 2 periods

- 1) The lesson of “Social Etiquette for Visiting a Thai Buddhist Temple” which will be learned by the student is introduced.
- 2) Students are told to imagine if they were tour guide assisting tourist who visits Thai Buddhist temples, what could the conversations between them about social etiquettes for visiting a Thai Buddhist temple be like?
- 3) Prior to starting the class, students are informed to evaluate their English oral communication skills. In order to achieve this objective, students are required to take role as a tour guide or a tourist and having conversations about social etiquettes for visiting a Thai Buddhist temple.
- 4) The role cards of different situations of social etiquettes for visiting a Thai Buddhist temple are drawn by students. There are two sets of the role cards which required students to take role as tour guide and tourist.
- 5) Each pair of students is given about 2 minutes to prepare themselves for performing a role play activity in relevant to their role cards. Students are allowed to spend about 2-3 minutes to perform role play, while performing role play they will be video-taped by the teacher.
- 6) The video role play clips about social etiquettes for visiting a Thai Buddhist temple which performed by the students will be evaluated by the teacher and raters according to the oral communication skills rubrics.

Teaching Stage: 6 periods

Components	Activities	Learning Environment	Time (minutes)
Step 1: Warm up	<p>1.1 Students use the given username and password to log in the blog of English for Tourism.</p> <p>1.2 Students read question post on the blog if they had been to a Thai Buddhist temple before, what shall they dress or how to behave?</p> <p>1.3 Students write their reply on the blog.</p> <p>1.4 Students match the pictures of different clothes and their names on the blog. This activity is designed to activate the learners' prior knowledge about what they have already known which is relevant to the cognitive theory. According to the cognitive theory, knowledge is organized schematically and that of the learning involves associations established through individual's personal experience.</p>	Online	20
Step 2: Presentation	<p>2.1 Students watch the video clip which is downloaded from the Internet and posted on the blog. After watching that video clip, students answer True/False questions relevance to the video clip they watched.</p> <p>2.2 Students listen to the audio clip according to the social etiquette for visiting a Thai Buddhist temple which posted on the blog. Simultaneously of listening to the audio clip, the students answer True/False questions on the blog.</p> <p>2.3 Students watch the video role play which is the example of creating the video role play clips about social etiquettes for visiting a Thai Buddhist temple. After that students fill in the blanks exercise that posted on the blog. All activities in step 2 are also designed based on the cognitive theory which acknowledges the learner's mental processes and individual differences. Rely on cognitive theory, learning occurs as a process of inputs, managed short term memory, and processed for long term recall. The working memory determines how much of the long term memory can be activated to make the prior knowledge available for processing.</p>	Online	120

Components	Activities	Learning Environment	Time (minutes)
Step 3: Practice	<p>3.1 Students study the language usage or the sentence patterns used in the video role play regarding social etiquettes for visiting a Thai Buddhist temple which is posted on the blog. This activity is designed based on constructivist learning theory which believes that the knowledge is not transmitted to the individual but it is constructed by the individual. It means that people construct their own meanings according to whatever they experience and from what they already know. According to Jonassen (1999), knowledge is not transmitted by the teacher to students but the teacher facilitates learners to construct their own meaning.</p> <p>3.2 Students click the link on blog to match the questions appropriately to the sentence patterns in accordance with the video role play they have watched in the previous steps.</p> <p>3.3 Students work in pairs to prepare a dialogue for role playing about the social etiquettes for visiting a Thai Buddhist temple orally. Students rehearse the role play as many times as they want in order to practice their English oral communication skills.</p>	Online	45

Components	Activities	Learning Environment	Time (minutes)
Step 4: Production	<p>4.1 Students perform the role play about the social etiquettes for visiting a Thai Buddhist temple and video-taped it. After that students post their video role play clips on the blog. This activity is designed based on behaviorism theory as Demirezen (1998) proposed that behaviorist theory emphasizes verbal behavior. Spoken language has a priority over written language (Nelson Brooks, 1960). According to behaviorism, learners improve fluency by repetition and practice and they demonstrate an observable change in behavior so that its notions are applied for this study which aims at improving students' oral communication skills which suitable for role play activity.</p> <p>4.2 Each pair of students is assigned to give comments to at least three video clips which posted by their friends.</p> <p>4.3 Each pair of student read the comments from their friends then improves their video clip and posts the final version of their video role play again on the blog. This activity is designed based on the social constructivist learning theory due to learning takes place in a social environment so that learners learn by social interactions with more knowledgeable people (Jarvis, 2005).</p>	Online	45
Step 5: Evaluation	<p>5.1 The video role play clips of each pair of students are rated or evaluated by the teacher. Then, teacher gives comments on the video clips to help improve their English oral communication skills.</p>	Outside of classroom	40
Exercises	<ul style="list-style-type: none"> Each student does individual exercises without any help from the teacher and friends 	Online	45
Assignments	<ul style="list-style-type: none"> Each pair of student is assigned to critiques 3 video clips produced by their friends. The comments are posted on the blog where the whole class can share ideas about the video clips. 	Online	45

Post-test

Duration: 2 periods

- 1) After a video role play clip of social etiquettes for visiting a Thai Buddhist temple which produced by each pair of students is submitted, each student is required to draw a role card about different situations of social etiquettes for visiting a Thai Buddhist temple again in order to evaluate their improvement in English oral communication skills. The role cards are the same set used in the pre-test stage which consisting of six different situations of social etiquettes for visiting a Thai Buddhist temple. The role cards would determine the student role to act as a tourist or a tour guide.
- 2) Each pair of student read their role card carefully and they are given about 2 minutes to prepare themselves for performing a role play.
- 3) Each pair of student are allowed to spend around 2-3 minutes to perform role play in accordance with their chosen role card, while performing a role play they would be video-taped by the teacher.
- 4) The video role play clips would be evaluated by the raters using oral communication rubrics.

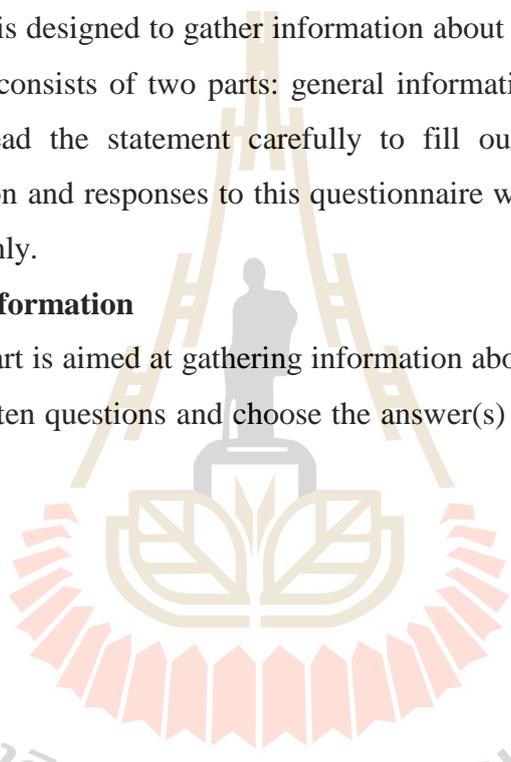
APPENDIX C

Questionnaire on the Participants' Opinions toward Video Blog-Based Role Play Lessons

Part 1: General Instructions: Please be honest when completing this questionnaire. This questionnaire is designed to gather information about your opinions on the use of VBRP Lessons. It consists of two parts: general information and opinions on VBRP Lessons. Please read the statement carefully to fill out this questionnaire. Your personal information and responses to this questionnaire will be kept confidential and for academic use only.

Part I: General Information

Directions: This part is aimed at gathering information about your background. Please read the following ten questions and choose the answer(s) which best indicate(s) your situation.



มหาวิทยาลัยเทคโนโลยีสุรนารี

Statements	For Students				For Experts			
	Rating Scale				Appropriateness			
	5	4	5	4	5	4	5	4
Opinions Towards Blog Platform								
7. Blog is easy to use for learning English for Tourism.								
8. Blog provides more opportunity to learn English for Tourism outside of classroom.								
9. It is fast and convenient for the students to update information on the blogs.								
10. I can visit and learn something from my classmates' blogs								
11. It doesn't take a lot of time learning how to use blogs.								
12. Using blog is an effective way to share knowledge and exchange ideas with others.								
Opinions Towards Role Play Technique								
13. Role play technique can make <i>English for Tourism</i> learning enjoyable.								
14. Role play technique helps to increase my self-confidence while having English conversation.								
15. Role play technique helps to increase fluency in English oral communication.								
16. Role play technique allows an exchange of knowledge between friends.								
17. Role play technique is suitable for English for Tourism course.								
18. Role play technique increases the interaction opportunity with friends.								

Other comments

แบบสอบถามความคิดเห็นของนักศึกษาที่มีต่อบทเรียน “บทบาทสมมติผ่านวิดีโอบล็อก” เพื่อพัฒนา

ทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่า

แบบสอบถามนี้มีวัตถุประสงค์เพื่อใช้รวบรวมความคิดเห็นของท่านที่มีต่อบทเรียน “บทบาทสมมติผ่านวิดีโอบล็อก” แบบสอบถามนี้แบ่งออกเป็น 2 ส่วนคือ ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ส่วนที่ 2 ความคิดเห็นของท่านที่มีต่อบทเรียน “บทบาทสมมติผ่านวิดีโอบล็อก” ก่อนตอบแบบสอบถาม กรุณาอ่านข้อความหรือคำชี้แจงให้เข้าใจ ข้อมูลต่างๆ ที่เกี่ยวกับตัวท่านจะถูกเก็บไว้เป็นความลับและใช้เพื่อการศึกษาเท่านั้น

ส่วนที่ 1 ข้อมูลทั่วไป

คำชี้แจง โปรดอ่านคำถามทั้ง 10 ข้อต่อไปนี้อย่างเข้าใจแล้วตอบคำถามด้วยการทำเครื่องหมาย ✓ (หรือเขียนคำตอบลงในช่องว่างที่กำหนดให้ ให้ตรงกับความเป็นจริงมากที่สุด

- 1 เพศ ชาย หญิง
- 2 ปัจจุบันท่านอายุ.....ปี
- 3 ท่านเป็นนักศึกษาชั้นปีที่ ปี 1 ปี 2 ปี 3 ปี 4
- 4 ท่านเป็นนักศึกษาในสาขาวิชา
- 5 จนถึงปัจจุบันท่านเรียนภาษาอังกฤษเป็นเวลานานกี่ปี?
 1-5 ปี 6-10 ปี 11-15 ปี 16-20 ปี
- 6 ในภาคเรียนนี้ท่านได้เรียนรายวิชาภาษาอังกฤษเพื่อการท่องเที่ยวหรือไม่?
 เรียน ไม่เรียน
- 7 ท่านเคยใช้บล็อกเช่น blogger.com หรือไม่?
 เคย ไม่เคย
- 8 ท่านเคยใช้บล็อกในการเรียนภาษาอังกฤษหรือไม่?
 เคย ไม่เคย
- 9 ท่านเคยอัปโหลดวิดีโอลงในอินเทอร์เน็ตหรือไม่?
 เคย ไม่เคย
- 10 ท่านเคยใช้กิจกรรมบทบาทสมมติ (Role Play) หรือไม่?
 เคย ไม่เคย

ส่วนที่ 2 ความคิดเห็นของท่านที่มีต่อบทเรียน “บทบาทสมมติผ่านวิดีโอบล็อก”

คำชี้แจง โปรดอ่านข้อความแต่ละข้อความให้เข้าใจ แล้วทำเครื่องหมาย ✓ (ลงในช่องว่างที่

กำหนดให้ ให้ตรงกับระดับความคิดเห็นของท่านที่สุด โดยระดับความคิดเห็นต่างๆเป็นดังนี้

5 = เห็นด้วยอย่างยิ่ง, 4 = เห็นด้วย, 3 = ไม่แน่ใจ, 2 = ไม่เห็นด้วย,

1 = ไม่

เห็นด้วยอย่างยิ่ง

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
สัมฤทธิ์ผลของบทเรียนบทบาทสมมติผ่านวิดีโอบล็อก					
1. ข้อเสนอแนะของอาจารย์และเพื่อนร่วมชั้นเรียนที่แสดงไว้ในบล็อกช่วยให้ข้าพเจ้าพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่า					
2. การดูวิดีโอที่กลุ่มต่างๆได้จัดทำขึ้น ช่วยให้ข้าพเจ้าพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่า					
3. บทเรียนบทบาทสมมติผ่านวิดีโอบล็อกสามารถนำไปใช้ในสถานการณ์จริงเมื่อมีการจัดนำเที่ยวได้					
4. การเรียนโดยใช้บทเรียนบทบาทสมมติผ่านวิดีโอบล็อก ช่วยพัฒนาทักษะการใช้คอมพิวเตอร์ของข้าพเจ้า					
5. การเรียนโดยใช้บทเรียนบทบาทสมมติผ่านวิดีโอบล็อก ช่วยพัฒนาความสัมพันธ์ระหว่างเพื่อนๆกับข้าพเจ้าให้ดีขึ้น					
6. การเรียนโดยใช้บทเรียนบทบาทสมมติผ่านวิดีโอบล็อก ช่วยให้ข้าพเจ้ารู้คำศัพท์ทางการท่องเที่ยวเพิ่มขึ้น					
ความคิดเห็นเกี่ยวกับบล็อก					
7. บล็อกเพื่อใช้เรียนภาษาอังกฤษเพื่อการท่องเที่ยวนั้นใช้งานง่าย					
8. บล็อกช่วยเพิ่มโอกาสในการเรียนภาษาอังกฤษเพื่อการท่องเที่ยวนอกชั้นเรียนเพิ่มขึ้น					
9. มันเป็นการสะดวกและรวดเร็วสำหรับนักศึกษาที่จะ					

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
อัปเดตข้อมูลต่างๆในบล็อก					
10. ข้าพเจ้าสามารถเข้าไปศึกษาสิ่งต่างๆในบล็อกของเพื่อนๆได้					
11. การเรียนรู้เพื่อใช้งานบล็อกไม่สิ้นเปลืองเวลาแม้แต่หนึ่งเดียว					
12. การใช้งานบล็อกเป็นอีกหนึ่งช่องทางที่ดี ในการแลกเปลี่ยนเรียนรู้กับผู้อื่น					
ความคิดเห็นเกี่ยวกับการแสดงบทบาทสมมติ					
13. การใช้การแสดงบทบาทสมมติในการเรียนภาษาอังกฤษเพื่อการท่องเที่ยวที่น่าสนใจ					
14. การแสดงบทบาทสมมติช่วยเพิ่มความมั่นใจแก่ข้าพเจ้าในการสนทนาภาษาอังกฤษ					
15. การแสดงบทบาทสมมติช่วยให้ข้าพเจ้าสื่อสารภาษาอังกฤษด้วยปากเปล่าคล่องขึ้น					
16. การแสดงบทบาทสมมติช่วยก่อให้เกิดการแลกเปลี่ยนเรียนรู้ระหว่างเพื่อน					
17. การแสดงบทบาทสมมติมีความเหมาะสมสำหรับใช้เรียนภาษาอังกฤษเพื่อการท่องเที่ยว					
18. การแสดงบทบาทสมมติช่วยพัฒนาความสัมพันธ์ระหว่างเพื่อนๆ					

ข้อเสนอแนะอื่น

.....

ขอขอบคุณในความร่วมมือ

APPENDIX D

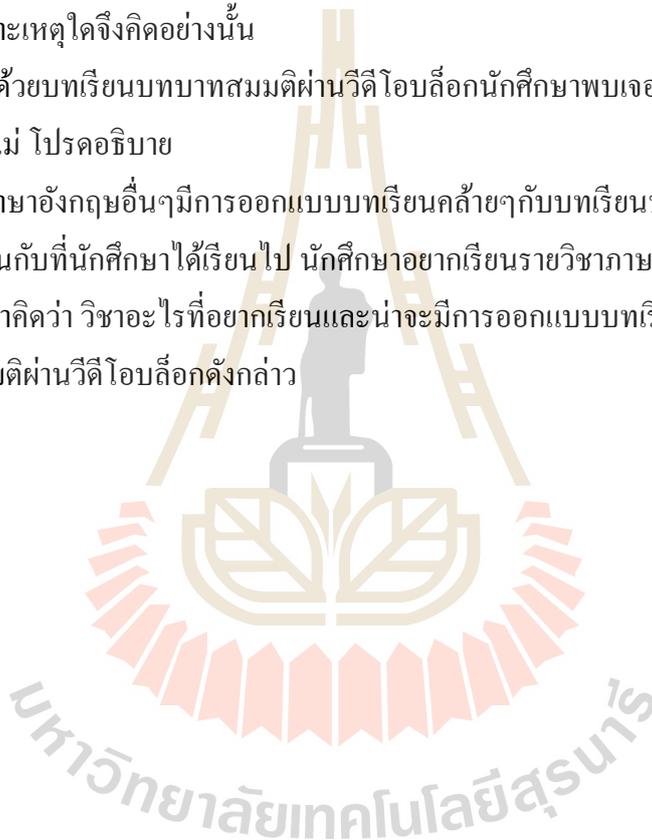
Semi-structured Interview Questions

	Semi-structured Interview Questions	Appropriateness		
		+1	0	-1
1	Do you like the Video Blog-based Role play Lessons? Why/why not?			
2	What do you like most/not like most in learning English for Tourism via Video Blog-based Role play Lessons?			
3	Do you think the Video Blog-based Role play Lessons can be used in the real situations? Why/why not?			
4	Do you find any problems while learning via Video Blog-based Role play lessons? Please elaborate.			
5	Would you like to learn other English courses via blogging that are similar to Video Blog-based Role play Lessons? If yes, what subjects you would like to learn?			

Thank you very much for your cooperation.

แบบสัมภาษณ์ถึงโครงสร้าง

1. นักศึกษาชอบเรียนด้วยบทเรียนบทบาทสมมติผ่านวิดีโอบล็อกหรือไม่
ทำไมถึงชอบ/ทำไมถึงไม่ชอบ โปรดอธิบาย
2. ในบทเรียนบทบาทสมมติผ่านวิดีโอบล็อก ส่วนไหนของบทเรียนที่นักศึกษาชอบมากที่สุด/ส่วน
ไหนของบทเรียนที่นักศึกษาไม่ชอบมากที่สุด
3. นักศึกษาคิดว่าบทเรียนบทบาทสมมติผ่านวิดีโอบล็อกจะสามารถนำไปใช้ในสถานการณ์-จริงได้
หรือไม่ เพราะเหตุใดจึงคิดอย่างนั้น
4. ในการเรียนด้วยบทเรียนบทบาทสมมติผ่านวิดีโอบล็อกนักศึกษาพบเจอปัญหาหรืออุปสรรค
ใดบ้างหรือไม่ โปรดอธิบาย
5. ถ้ารายวิชาภาษาอังกฤษอื่นๆมีการออกแบบบทเรียนคล้ายๆกับบทเรียนบทบาทสมมติผ่านวิดีโอ
บล็อกเหมือนกับที่นักศึกษาได้เรียนไป นักศึกษาอยากเรียนรายวิชาภาษาอังกฤษเหล่านั้นหรือไม่
และนักศึกษาคิดว่า วิชาอะไรที่อยากเรียนและน่าจะมีการออกแบบบทเรียนให้คล้ายกับบทเรียน
บทบาทสมมติผ่านวิดีโอบล็อกดังกล่าว



APPENDIX E

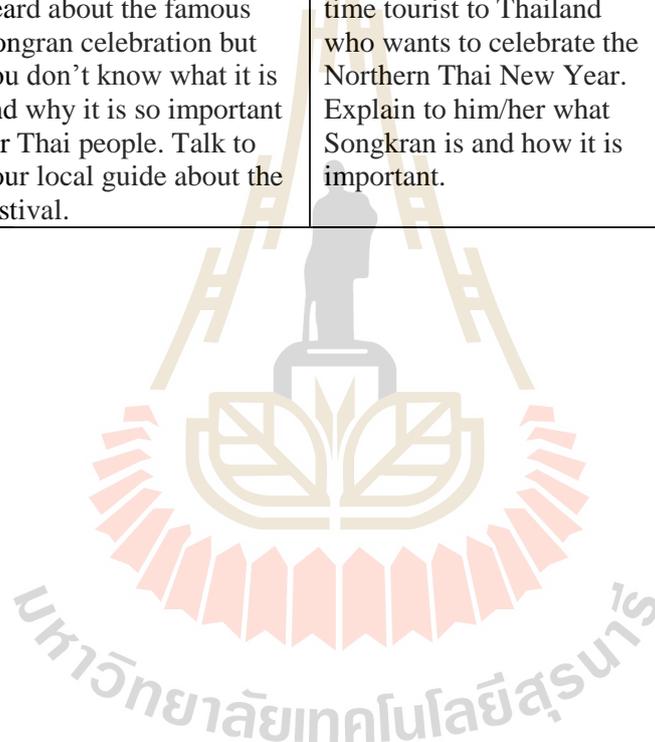
Pre & Post-tests Role play

No	A	B
1	You are a first time tourist to Chiang Rai. You want to visit the most famous temple in Chiang Rai but you don't know anything about it. Talk to B, a local tour guide, what to dress when visiting a Thai Buddhist temple.	You are a local tour guide in Chiang Rai. A is a first time tourist to Chiang Rai. S/he wants to visit Wat Rong Khun, a must-see place in Chiang Rai, but s/he doesn't have any idea how to dress appropriately. Give him/her suggestions.
2	You are a female tourist and want to take photos with a monk. You don't know whether or not it is possible to do so. Talks to B, your local tour guide what should you behave when you want to take photo with a monk.	You are a tour guide in Chiang Rai province. A is a female tourist who wants to take photo with a monk. Give her some advice how to behave when taking photos with a monk.
3	You are a tourist from the USA you want to know what you should/shouldn't do when you go inside the ordination hall. So ask for some advices from your local tour guide about it.	You are a tour guide in Chiang Rai. Today your tourist from the USA wants to visit a temple in Chiang Rai. Give some advice to him/her about what he should/shouldn't do when entering the ordination hall.
4	You are a tourist and want to celebrate a Northern Thai New Year or Songkran Festival. You know nothing about it so talk to your tour guide when and where to celebrate a Songkran Festival.	You are a local tour guide in Chiang Rai. Your tourist know nothing about the festival so explain to him/her when and where to celebrate the Songkran Festival.
5	You are interested in joining a Songkran Festival in Northern Thailand but you don't know what activities the local people do during the festival. Talk to your tour guide about it.	You are a tour guide in northern Thailand. Explain to your first time tourist to Chiang Mai about the Songkran Festival regarding what activities the people do during the festival.
6	You are a first time tourist to Thailand. You have heard about the famous Songran celebration but you don't know what it is and why it is so important for Thai people. Talk to your local guide about the festival.	You are a tour guide and have to assist your first time tourist to Thailand who wants to celebrate the Northern Thai New Year. Explain to him/her what Songkran is and how importance of the Songkran Festival.

Pre & Post-tests Role play

No	Students' Role		Appropriateness		
	A	B	+1	0	-1
1	You are a first time tourist to Chiang Rai. You want to visit the most famous temple in Chiang Rai but you don't know anything about it. Talks to B, a local tour guide how to dress appropriately when visiting a Thai Buddhist temple.	You are a local tour guide in Chiang Rai. A is a first time tourist to Chiang Rai. S/he wants to visit Wat Rong Khun, a must-see place in Chiang Rai, but s/he doesn't have any idea how to dress appropriately when visiting a Thai Buddhist temple. Give him/her suggestions.			
2	You are a female tourist and want to take photos with a monk. You don't know whether or not it is possible to do so. Talk to B, your local tour guide, what should you behave when you want to take photo with a monk.	You are a tour guide in Chiang Rai province. A is a female tourist who wants to take photo with a monk. Give her some advice how to behave when taking photos with a monk.			
3	You are a tourist from the USA. You want to know what you should/shouldn't do when you go inside the ordination hall. So ask for some advice from your local tour guide about it.	You are a tour guide in Chiang Rai. Today your tourist from the USA wants to visit a temple in Chiang Rai. Give some advice to him/her about what he should/shouldn't do when entering the ordination hall.			
4	You are a tourist and want to celebrate a Northern Thai New Year or Songkran Festival. You know nothing about it so talk to your tour guide when and where to celebrate a Songkran Festival.	You are a local tour guide in Chiang Rai. Your tourist knows nothing about the festival so explain him/her when and where to celebrate the Songkran Festival.			

No	Students' Role		Appropriateness		
	A	B	+1	0	-1
5	You are interested in joining a Songkran Festival in Northern Thailand but you don't know what activities the local people do during the festival. Talk to your tour guide about it.	You are a tour guide in northern Thailand. Explain to your first time tourist to Chiang Mai about the Songkran Festival regarding what activities the people do during the festival.			
6	You are a first time tourist to Thailand. You have heard about the famous Songran celebration but you don't know what it is and why it is so important for Thai people. Talk to your local guide about the festival.	You are a tour guide and have to assist your first time tourist to Thailand who wants to celebrate the Northern Thai New Year. Explain to him/her what Songkran is and how it is important.			



11. Do you believe that Role play can help you to improve English Oral Communication skills?

Yes No

12. Do you know Blog or Weblog?

Yes No

13. Have you ever used Blog?

If Yes, (please specify which one).....

No (Skip to question no. 15)

14. Do you think Blog can help to improve your English oral communication skills?

Yes No

15. If there are Video Blog-based Role Play instruction lessons, do you think they will enhance your English oral communication skills?

Yes, No

Part II: Problem Identification

1. Do you have problems in English oral communication?

Yes

No (skip to answer Part III)

Instructions: Please answer all questions below by making a check (✓) for each statement that most accurately reflects the level of your agreement with each of the following English oral communication problems.

(5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree, 1 = Strongly Disagree)

Problems in English Oral Communication	Level of Agreement				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1. I have trouble understanding different foreign accents					
2. I do not understand words or sentences when foreigners speak English too fast					
3. I have insufficient vocabulary or know very little.					
4. I understand the conversation but I am unable to respond					
5. I respond with inappropriate words.					
6. I pause too long when speaking English.					
7. I am nervous and have low confidence when having conversation in English.					
8. I made grammatical errors when speaking English.					
9. I speak with poor English Pronunciation.					
10. I stress word wrongly.					
11. I have trouble providing information regarding travel information.					
12. I have trouble using inappropriate words and expressions in speaking.					

2. Do you have any other problems in English oral communication? If so, please write them here: _____

Part III: Needs Analysis

Instructions: Please answer all questions below by making a check (✓) for each statement that most accurately reflects the level of your agreement with each of the following English oral communication problems.

(5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree, 1 = Strongly Disagree)

1. Your needs in improving English Oral Communication skills

Students Needs in Improving English Oral Communication Skills	Level of Agreement				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1. I would like to be able to conduct conversation with tourists					
2. I would like to be able to give information to tourist regarding to tourism information					
3. I would like to be able to pronounce words and expressions correctly					
4. I would like to be able to use appropriate words, expressions, and intonation when speaking with tourists					
5. I would like to be able to speak to tourist politely according to social etiquette					
6. I would like to increase tourism vocabulary					
7. I would like to use English in real situations					
8. I would like to have the opportunity to practice listening					

2. If the following topics you are about to study in English for Tourism course, which are the two most desired topics you would like to study? (Please choose only two topics)

Festival and Ceremonies i.e. Songkran, Loy Krathong etc.

Visiting a Thai Temple

Visiting a Historical Park

Giving Directions

Thai Food

Thank you very much for your cooperation

การวิเคราะห์สภาพปัญหาและความต้องการในการฝึกทักษะการพูดสื่อสารภาษาอังกฤษของ

นักศึกษาสาขาวิชาการจัดการการท่องเที่ยว มหาวิทยาลัยแม่ฟ้าหลวง

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาระดับคุณวุฒิปริญญาตรี สาขาวิชาภาษาอังกฤษศึกษา มหาวิทยาลัยเทคโนโลยีสุรนารี ซึ่งสร้างขึ้นเพื่อใช้รวบรวมสภาพปัญหาและความต้องการฝึกทักษะการพูดสื่อสารภาษาอังกฤษของนักศึกษา สาขาวิชาการจัดการการท่องเที่ยว มหาวิทยาลัยแม่ฟ้าหลวง แบบสอบถามนี้แบ่งออกเป็น 3 ส่วน ได้แก่ ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ส่วนที่ 2 สภาพปัญหาในการพูดสื่อสารเป็นภาษาอังกฤษของนักศึกษา และส่วนที่ 3 ความต้องการในการพัฒนาทักษะการพูดสื่อสารเป็นภาษาอังกฤษของนักศึกษา

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง แบบสอบถามส่วนนี้มีวัตถุประสงค์เพื่อใช้รวบรวมข้อมูลส่วนบุคคลและภูมิหลังของผู้ตอบแบบสอบถาม กรุณาอ่านคำถามทั้ง 16 ข้อเหล่านี้ให้เข้าใจและตอบคำถามให้ตรงกับความเป็นจริงที่สุด

1. เพศ ชาย หญิง
2. ท่านเป็นนักศึกษาในชั้นปีที่: ปี 1 ปี 2 ปี 3 ปี 4
3. รายวิชาภาษาอังกฤษที่ท่านกำลังเรียนอยู่ในภาคเรียนนี้คือ
.....
4. ท่านเรียนภาษาอังกฤษมาเป็นเวลานานกี่ปี?
 1-5 ปี 6-10 ปี 11-15 ปี มากกว่า 15 ปี
5. ท่านจะประเมินทักษะการพูดสื่อสารเป็นภาษาอังกฤษของท่านอยู่ในระดับใด?
 อ่อน ปานกลาง ดี ดีมาก
6. ท่านใช้อินเทอร์เน็ตหรือไม่?
 หากใช่, โปรดระบุสถานที่ที่ท่านใช้อินเทอร์เน็ต
 ที่บ้าน ที่หอพัก ที่มหาวิทยาลัย
 อื่นๆ เช่น ร้านอินเทอร์เน็ตคาเฟ่ (โปรดระบุ)
- ไม่ใช่ (ข้ามไปตอบคำถามข้อ 8)

7. ในหนึ่งสัปดาห์ ท่านใช้อินเทอร์เน็ตบ่อยแค่ไหน?

- ใช้ 1-2 วัน ใช้ 3-4 วัน ใช้ 5-6 วัน ใช้ทุกวัน

8. ท่านจะประเมินทักษะทางคอมพิวเตอร์ของท่านอยู่ในระดับใด?

- แย่ ปานกลาง ดี ดีเยี่ยม

9. คุณท่านเคยอัปโหลดวิดีโอลงในอินเทอร์เน็ตหรือไม่? เคย ไม่เคย

10. ท่านเคยใช้กิจกรรมการแสดงบทบาทสมมติหรือไม่? เคย ไม่เคย

11. ท่านมีความเชื่อว่าการแสดงบทบาทสมมติช่วยพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษหรือไม่?

- เชื่อ ไม่เชื่อ

12. ท่านรู้จักบล็อก หรือเว็บบล็อกหรือไม่?

- รู้จัก ไม่รู้จัก

13. ท่านเคยใช้บล็อกหรือไม่?

- เคยใช้ (โปรดระบุว่าท่านเคยใช้บล็อกอะไร)

- ไม่เคยใช้ (ข้ามไปตอบคำถามข้อ 15)

14. ท่านคิดว่าบล็อกสามารถช่วยพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษของท่านได้หรือไม่?

- ช่วยได้ ช่วยไม่ได้

15. ถ้ามีการเรียนการสอน โดยใช้บทเรียนการแสดงบทบาทสมมติผ่านวิดีโอบล็อก ท่านคิดว่ามันจะ
ช่วยพัฒนาทักษะการพูดสื่อสารเป็นภาษาอังกฤษของท่านหรือไม่?

- ช่วยได้ ช่วยไม่ได้

ส่วนที่ 2: สภาพปัญหา

1. คุณมีปัญหาด้านการพูดสื่อสารเป็นภาษาอังกฤษหรือไม่?

- มี
 ไม่มี (ข้ามไปตอบคำถามในส่วนที่ 3)

คำชี้แจง: โปรดระบุสภาพปัญหาในการพูดสื่อสารเป็นภาษาอังกฤษของท่าน โดยทำเครื่องหมาย

(✓) ลงในช่องที่ตรงกับความเป็นจริงมากที่สุด

ปัญหาในการพูดภาษาอังกฤษด้วยปากเปล่า	ระดับความคิดเห็น				
	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1. ข้าพเจ้ามีปัญหาการทำความเข้าใจในสำเนียงการพูดของชาวต่างชาติ					
2. ข้าพเจ้าไม่เข้าใจความหมายของคำหรือประโยคเมื่อชาวต่างชาติพูดภาษาอังกฤษเร็วเกินไป					
3. ข้าพเจ้ารู้ความหมายของคำศัพท์อย่างจำกัดหรือเพียงเล็กน้อย					
4. ข้าพเจ้าเข้าใจบทสนทนาแต่ไม่สามารถพูดตอบได้					
5. ข้าพเจ้าใช้คำพูดตอบโต้ได้ไม่เหมาะสม					
6. ข้าพเจ้ามีการหยุดนานจนเกินไประหว่างที่พูดภาษาอังกฤษ					
7. ข้าพเจ้ารู้สึกประหม่าและไม่ค่อยมั่นใจเวลาพูดภาษาอังกฤษ					
8. ข้าพเจ้าใช้ไวยากรณ์ผิดๆเวลาพูดภาษาอังกฤษ					
9. ข้าพเจ้าพูดภาษาอังกฤษด้วยสำเนียงที่แย่					
10. ข้าพเจ้าออกเสียงเน้นคำผิดตำแหน่ง					
11. ข้าพเจ้ามีปัญหาในการให้ข้อมูลด้านการท่องเที่ยว					
12. ข้าพเจ้าไม่สามารถใช้คำพูดหรือแสดงท่าทางที่เหมาะสมในการพูด					

2. ท่านมีปัญหาด้านอื่นๆที่นอกเหนือจากข้อที่ 1 ในการพูดสื่อสารเป็นภาษาอังกฤษหรือไม่ หากมีโปรดระบุปัญหาเหล่านั้น:

.....

ส่วนที่3 การวิเคราะห์ความต้องการพัฒนาทักษะการพูดภาษาอังกฤษด้วยปากเปล่าของนักศึกษา
 คำชี้แจง:โปรดระบุความต้องการพัฒนาทักษะการพูดสื่อสารเป็นภาษาอังกฤษของท่านโดยทำเครื่องหมาย (✓) ในช่องที่ตรงกับความเป็นจริงที่สุด

1. ความต้องการพัฒนาทักษะการพูดสื่อสารเป็นภาษาอังกฤษด้วยปากเปล่าของท่านอยู่ในระดับใด

ความต้องการพัฒนาทักษะการพูดภาษาอังกฤษด้วยปากเปล่าของนักศึกษา	ระดับความคิดเห็น				
	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
1.ข้าพเจ้าต้องการสนทนากับนักท่องเที่ยงได้					
2.ข้าพเจ้าต้องการให้ข้อมูลด้านการท่องเที่ยวกับนักท่องเที่ยงได้					
3.ข้าพเจ้าต้องการออกเสียงคำและการแสดงสีหน้าท่าทางที่ถูกต้องได้					
4.ข้าพเจ้าต้องการเลือกใช้คำและแสดงสีหน้าท่าทางรวมถึงการออกเสียงสูง-ต่ำได้เหมาะสมเมื่อพูดกับนักท่องเที่ยง					

ความต้องการพัฒนาทักษะการพูดภาษาอังกฤษด้วยปากเปล่าของนักศึกษา	ระดับความคิดเห็น				
	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
5.ข้าพเจ้าต้องการใช้คำพูดกับนักท่องเที่ยวได้อย่างสุภาพ ถูกกาลเทศะทางมารยาทสังคม					
6.ข้าพเจ้าต้องการเพิ่มพูนความรู้คำศัพท์ทางการท่องเที่ยว					
7. ข้าพเจ้าต้องการใช้ภาษาอังกฤษในสถานการณ์จริง					
8.ข้าพเจ้าต้องการมีโอกาสในการฝึกทักษะการฟังภาษาอังกฤษ					

2. หากมีบทเรียนวิชาภาษาอังกฤษเพื่อการท่องเที่ยว มาให้ฝึกการพูดภาษาอังกฤษ หัวข้อใดต่อไปนี้ที่ท่านมีความสนใจมากที่สุด (กรุณาเลือกเพียง 2 หัวข้อเท่านั้น)

- เทศกาลและงานประเพณี เช่น สงกรานต์ ลอยกระทง เป็นต้น
 การนำชมวัด การนำชมอุทยานประวัติศาสตร์
 อาหารไทย การบอกทิศทาง

APPENDIX G

Results of Semi-Structured Interview on Students'

Opinions toward VBRP Lessons

1. Do you like the Video Blog-based Role play Lessons? Why or why not?

S1. I like the lessons because they are interesting. The lessons have various activities and exercises such as watching video, listening audio clips, performing role play, and etc. These activities and exercises help me a lot to learn new useful vocabulary, pronounce words correctly, and I think I can improve my English oral communication skills.

S2. I like the VBRP lessons because they provide with convenient that I can learn not only in a classroom but at any place where I can connect to the Internet. Moreover, I can review the lessons as many times I want on my free time without worrying about missing out the teacher's teaching.

S3. The lessons are interesting because they consists of different activities such as acting on role play, do matching, true/false questions, watching video and listening to audio clips. These activities help me to improve my listening and speaking skills.

S4. I like the lessons very much because they are interesting. I can see my weaknesses from playing video role clips. I got the useful comments from friends so we have more interaction to talk and to share ideas. I like this atmosphere.

S5. I like the VBRP lessons because I can access the lessons easily at my dormitory which has strong Internet signal. The lessons are also easy to use so that I have more

chance to practice listening and speaking or review the lessons for better understanding on my free time which help me to improve English oral communication skills.

S6. I like doing role play because I and my friends can learn from each other. The various activities in the lessons help to develop a good relationship between friends because we have more opportunity to talk and help each other which we have never done that before. I can learn many useful vocabularies relating to tourism.

S7. I like the VBRP lessons very much because there are many interesting activities such as watching video, listening to audio clips. I also like the variety types of exercises which challenge me a lot.

S8. I like the lessons because I can learn many useful vocabularies relating to tourism. I also like the different types of exercises which are interesting and they challenge my English proficiency.

S9. I like the lessons because the activities are interesting. The various activities help me to learn new useful vocabulary as well as pronunciation. As a result, I can improve my English oral communication skills.

S10. I like the VBRP lessons because I can get more useful information or knowledge about the Songkran Festival in Northern Thailand. I can get ideas how to talk to tourists with proper gestures. Moreover, it is convenient to learn the lessons via blogging outside of a classroom when I can connect to the Internet.

S11. I like the lessons because I can get more in-depth knowledge about Songkran festival and good social manners for visiting a Thai Buddhist Temple. I also can learn new useful vocabularies. In addition, I can learn the lessons not only in the classroom which is very convenient when I can access to the Internet.

S12. The lessons are interesting according to many activities and exercises are provided. Those activities and exercises are very useful to develop my listening and speaking skills. The lessons are also convenience that I can study at my dormitory instead of a classroom.

S13. I like the lessons but Songkran Festival should not be focused only in Northern Thailand. It should be focused in the whole country. The lessons are useful and convenient. I can learn new vocabularies and I can learn the lessons at home. I don't have to print out learning materials. I only need my smart phone or laptop that can be accessed to the Internet.

S14. I really enjoy the lessons because they are very interesting. The exercises are neither too difficult nor too easy. I enjoy watching the video part because I can practice listening and speaking and I can observe how to talk with tourists. I like the lessons because I can learn more useful vocabularies.

S15. It is convenient to learn the VBRP lessons so I like the lessons. I don't need to study only inside a classroom but it can be anywhere that I can access to the Internet. There are various learning materials such as Video, Audio, as well as the useful language patterns to be learned. These various activities make the class more interesting.

2. What do you like most/not like most in learning English for Tourism via Video Blog-based Role play Lessons?

S1. I like the video role play part the most because that part I have to watch video then answer questions. While watching the videos I have to concentrate on what the speakers are saying and read the questions in the same time so I can practice listening

and reading skills. After watching video role play, I have to do my own video role play so that the example video helps me to develop my oral communication skills.

S2. I like the video role play part the most because the lessons are very meaningful. Performing a role play helps me to improve English oral communication skills resulting from practicing. Watching video I can learn using gestures while having conversations. Watching the other friends' video clips I can notice their strength and weaknesses so it reminds me to follow the good examples and be more careful to produce good video role play clips.

S3. I like the exercises the most because the lessons provide different types of exercises which are challenging. From exercises I can learn new useful vocabularies and how to have conversation with tourists.

S4. I like the role play clips activities the most because my friends and I have to work together in order to complete the task. We talk more and learn from each other. I feel the activity help us make good relationship. And acting out a role play, we need to practice a lot so I can improve my speaking skills more fluently.

S5. I like the video role play clips activities the most because it helps me to improve self-confidence and improve my oral communication skills. From acting on role play I learned new vocabularies relating to tourism. Besides, making video role play clips can make me practice more so that when confronting real situations I am sure I will not be nervous.

S6. I like doing role play the most because it helps me to improve my English oral communication skills. Before acting on a role play I need to practice many times which can help me to speak more fluently and naturally. Performing a role play I can learn from friends, get their ideas and improve my pronunciation. In addition, the

activities reflect my weaknesses so I know what I should improve. I think the lessons are very meaningful.

S7. I also like role play the most because it replicates real situations. As a result, I can prepare myself in advance when confronting real situations I can give tourism information to tourists confidently and more professionally.

S8. I like the different types of exercises when learning English for Tourism using VBRP lessons because I don't feel stress and it is very convenient when I want to study outside of the classroom. It is challenging to complete exercises in a limited given times.

S9. I like various activities in the VBRP lessons because they are interesting and challenging when trying to complete them in a limited time. I feel that the language used in the lessons is appropriate to my English proficiency, neither too difficult nor too easy.

S10. I like the examples of VDO role play the most because I can learn how to have conversation with tourist and use proper gestures. I enjoy watching video role play clips because they are lively atmosphere.

S11. I like the conversation in the VDO clips because from the conversations I have learnt I can apply it in my daily life.

S12. I like the exercises because they are challenging and I can practice myself to improve my listening and speaking skills.

S13. I like the role play clips activities the most because when creating dialogue I feel that I can express myself as much as I can. To perform role play I have to rehearse many times so I get more confidence to speak out and finally I can speak more fluently.

S14. I like the vocabulary exercises the most because they are useful. I think different types of activities in the lessons help me to remember new vocabularies so I think the lessons are good.

S15. I like lesson two the most (Social etiquette for visiting a Thai Buddhist Temple) because I always go to the temple when I have time. However, there are many things I have never known or done before in a temple so that the lessons not only improve students' English oral communication skills but also expand vocabularies.

3. Do you think the Video Blog-based Role play Lessons can be used practically in the real situations? Why or why not?

S1. The lessons are useful and can be used in daily life and in the future career as a tour guide because the lessons have many useful vocabularies, some useful knowledge that a tour guide should have. Moreover, many given examples in the lessons can increase my self-confidence. From many rehearsals, I can improve my fluency.

S2. The lessons can be used practically in the real situations because the lessons provide with real language usage which a tour guide usually uses in their job. So I can learn how to talk to tourist and what information I should give them.

S3. The lessons are meaningful and can be used practically in the future. I can learn many useful vocabularies relating to tourism. Moreover, the language patterns in the lessons are useful that I can use in the real situations. When confronting the real situations, I will be able to explain to tourists confidently, fluently and accurately.

S4. The lessons can be used practically in real life or in the future career because the lessons provide with real language usage. Moreover, the lessons give necessary

knowledge to a tour guide which s/he can give accurate information to tourist effectively. (S4)

S5. I think the lessons can be used practically because I feel that the lessons are very real. So I can learn a lot of useful vocabularies as well as knowledge which are necessary for a tour guide that s/he should know.

S6. The lessons can be used practically because in the VDO, I can learn how to have conversation with tourists. As the situations presented in the VDO are being extracted from real-life situation so when I am in those kinds of situations, I can handle confidently and professionally.

S7. The lessons can be used practically because the lessons help me to learn new useful vocabularies, gestures, how to have conversations with tourists, and some useful information that a tour guide should know. So when confronting any real situation I am confident that I can handle the tourists.

S8. I believed that the lessons can be used practically in the future because what I learned in the lessons is seemingly very real that a tour guide must confront with. So it is a short cut for me to remember the language used in the lessons and apply to any situations I might meet. The lessons also give me ideas how to explain or give information to tourists so I am confident that I will be a professional tour guide.

S9. Sure, the lessons can be used practically when I become a tour guide. I think the lessons provide many useful vocabularies, the language use in a real situation, the proper gestures while talking. In addition, the lessons also provide useful web link if I want to study in detail or more I can visit which is very convenient. I think the lessons give me more necessary knowledge that the tour guide should have in order to give explanation to tourists.

S10. I think the lessons can practically use in daily life and in a future career. The lessons give both general and specific knowledge which I can apply with other subjects or even being a tour guide in a future. Acting on a role play I can enhance my self-confidence so that I am very sure if one day I am a tour guide, I can do the job professionally without any nervousness.

S11. The lessons can be used in a future career. As a tour guide I will get accurate information to explain to tourist. In addition, rehearsing role play helps me to increase self-confidence and can speak English more fluently. The lessons give me ideas what to talk to tourists.

S12. The lessons can be used practically when conducting tour. The lessons provide real language used in which a tour guide usually uses in his / her work. In addition, the lessons have many useful vocabularies and necessary knowledge or information that a tour guide should know in order to give explanation to tourists.

S13. I think the lessons can be used practically in daily life and in a tour guide career because I can get many useful information or knowledge from the VBRP lessons. I know more vocabularies, how to pronounce words correctly, what gestures I should do when having conversations. In fact, I can observe my friends through their video clips. So the lessons can be used practically.

S14. Sure, the lessons are meaningful and can be used in my future job because they consist of real language used in different situations. I can get more information about the Songkran Festival in Lanna which is different from the other parts of our country and it is very interesting. So in the future if I will be a tour guide, I can use the knowledge for real life and suggest tourists about it and have more topics to talk about the Songkran Celebration in Thailand.

S15. To me the lessons are very interesting and useful which can be applied with my future career. The lessons consist of useful vocabularies and in-depth information that a tour guide should have. As a tour guide s/he cannot avoid giving useful information to his / her tourists regarding to Thai culture. Songkran Celebration in Northern Thailand is very unique and I can get more knowledge about it so I have more information to share with my tourists.

4. Do you find any problems while learning via Video Blog-based Role play lessons? Please give details.

S1. Because I don't have a laptop so when studying the VBRP lessons I use smartphone and the screen is too small. I sometimes feel uncomfortable to slide the screen all the time because the texts or pictures are too small and sometimes it is too difficult to type answers.

S2. The problem I have when using the lessons such as I easily get confused of logging into the blog in order to complete the exercises. There should be only one log-in then the students can go through the whole exercises, but in reality each exercise requires students to log-in otherwise they cannot access to do the quiz. This is inconvenient.

S3. About the problem I confront while learning the lessons is that the Internet signal is not strong enough. I also feel that creating my own blog is complicated in the beginning but when I use it more often I don't have any problem at all.

S4. The problem I have got when learning through blog such as an unstable Internet signal, the log-in to access exercises and quizzes in the blog should not be too many times which confusing me and sometimes I feel inconvenient.

S5. I don't have any problem when learning the VBRP lessons.

S6. I don't think I have any problem when learning the VBRP lessons but I have problem accessing to the Internet in the classroom. Sometimes, I cannot see the video because the Internet signal is too low. Another problem is when doing exercises, there should be any reminding sign that I have already completed the exercise otherwise I keep on logging-in the lessons again and again because I cannot remember whether or not I had already done that exercise.

S7. Sometimes the Internet signal is not stable enough so I cannot watch the video or cannot access to the blog. Another problem is the given times for exercises are too limited so I always worry to get low scores or cannot finish the exercises in time.

S8. Acting out on a role play with my partner we sometimes have problem of arranging time that we both are free in the same time because we have different study schedule.

S9. Blogging is new for me so I have difficulty to create and use blog. Posting video clips on the blog are also times consuming especially when the Internet signal is not stable.

S10. My problems sometimes I cannot log in to the teacher's blog when the Internet signal is not stable. My listening skill is not good enough to understand the video clips so I have to pause many times but when I try to access the script I sometimes don't know how to do it. Another problem is when I do exercises, I don't know the words meaning and I think the given time for completing exercises is too limited and I don't think there is enough time to check words meaning in the given online dictionary.

S11. My problem is I cannot remember what exercises I had already completed because there are too many exercises. There should be any signal to remind us that we had already done that exercise so that we don't waste time to access again and again.

S12. Well...I don't know much about vocabulary so I have to check word meaning from the given online dictionary all the time. The time passes very quickly and I worry that I cannot finish the exercises.

S13. I have listening problem because I cannot understand much, but if I read the script in the same time I can understand the content better. The problem is the Internet signal is not strong enough so I sometimes cannot watch the video lessons.

S14. I have problem when trying to upload video clip when it is too large. I have to find a software or program to modify the size of my video. Uploading video clip sometimes takes too much time when the Internet signal is not strong.

S15. I don't have much problem actually, only when I want to make appointment with my partner to produce video role play because we hardly find the same free time.

5. Would you like to learn other English courses via blogging that similar to Video Blog-based Role play Lessons? If yes, what subjects would you like to learn?

S1. English for Aviation is an interesting course to be designed on the blog. The contents are very interesting. The variety activities on the blog will help me to pay more attention to the course and I think I will be able to understand the lessons much easier.

S2. The other English courses which should be designed on blog such as English for Aviation and English for Hotel Business. These two courses contain interesting contents.

S3. If the other English courses are designed via blogging similar to the VBRP lessons I also want to learn because it is more fun than study only from a teacher in a classroom. The courses such as English for Aviation, English for Hotel Business are the courses that I want to learn.

S4. It is a good idea if another English course such as English for Aviation and English for Greater Maekhong Sub-region can be designed the lessons on blog. Some contents are difficult and I need some extra times to study outside of the classroom. The variety functions of blog such as audio, video, different types of exercises, and web link may help me to understand and learn the lessons better. The lessons will be more interesting and be more fun than only studying in a conventional classroom. I feel that the lessons on blog have many examples so I can understand easier and faster so that I will be more relaxed. Studying the contents alone is a kind of boring.

S5. I think English for Aviation course should be designed the lessons on blog because there are many interesting things to learn. If the lessons are designed interestingly or attractively by using different functions of blog, I think I will be able to understand the lessons more.

S6. English for Aviation course should also be taught on the blog because with different functions of blog I am sure the lessons will be more interesting and it will be easier for students to understand the lessons.

S7. English for Aviation should be designed on blog. By nature of the course, its contents are interesting therefore, a teacher should make use of blog functions in order to make the lessons are more interesting and easier to understand.

S8. The other subjects that I want to learn through blogging such as English for Aviation and English for Hotel Business. These subjects are useful for my future career. I am sure that the various activities of blog can draw students' attention and make the course become more interesting.

S9. If possible, I want English for Aviation course to be designed online similar to the VBRP lessons. It is interesting and convenient to learn the lessons through blogging.

S10. Blogging is interesting but it sometimes difficult or complicate to create comparing with facebook. I say this, may be, I am not familiar with blog. By the way, English for Aviation course is interesting so I want it to be designed online when I cannot follow in the regular class I can study on my free time.

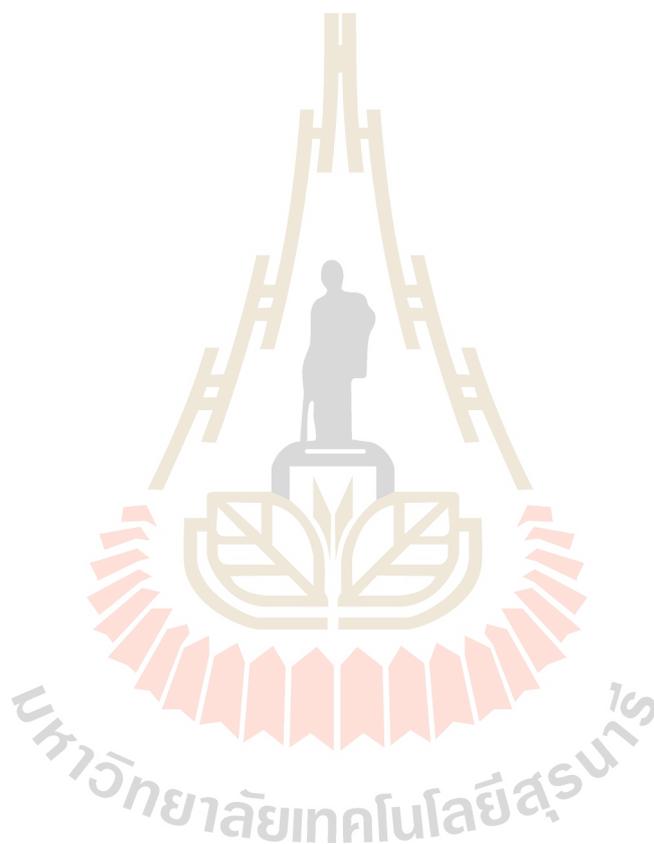
S11. Yes, I want English for Aviation and English for GMS are designed via blogging because if I don't understand the contents in the classroom, I can review or study more by myself.

S12. If I can choose, I want to learn English for Aviation and English for Hotel Business apart from English for Tourism via blog because it is interesting, useful, and convenient to learn when I have a free time. I mean learning these supplementary courses in case I don't understand the contents in a regular classroom.

S13. I also want to learn English for Aviation and English for Hotel Business via blog. Some contents are difficult and I need more time to understand. I don't think I can understand everything in a regular classroom so learning via blog in my free time can help.

S14. I want to learn English for Aviation if possible because I am sure that the variety functions of blog will make the lessons are more interesting and attracting.

S15. I'd like to learn English for Aviation and English for Hotel Business through blog because the blogging is not too difficult to use. I like many learning activities in blog which are interesting. In addition, the lessons on blog are convenient and interesting.



APPENDIX H

List of Experts

Name	Position	Instrument Examined
Prof. Dr. Chaiyong Brahmawong	Senior Professor, Vice President for Ubiquitous Education, International Borderless Education College, Bangkokthonburi University, Thailand	<ul style="list-style-type: none">• VBRP Instructional Model• The questionnaire on the participants' opinions towards VBRP lessons
Dr. Suksan Supasetseree	Unit Supervisor of the Foreign Languages Resource Unit (FLRU), Suranaree University of Technology A lecturer in the School of Foreign Languages, Suranaree University of Technology	<ul style="list-style-type: none">• VBRP Instructional Model• The questionnaire on the participants' opinions toward VBRP lessons• The interview guided questions• Contents of the pre- and post-tests• VBRP lesson plan
Dr. Dhirawit Pinyonattagarn	A lecturer in the School of Foreign Languages, Suranaree University of Technology	<ul style="list-style-type: none">• VBRP Instructional Model• The questionnaire on the participants' opinions towards VBRP lessons• The interview guided questions• Contents of the pre- and post-tests

CURRICULUM VITAE

Mr. Annop Bunjan was born on October 31st, 1971 in Chaiyaphum. He received a Diploma of Arts in Tourism Business from Nakhon Ratchasima Teacher College in 1990. In 1997 he received a Bachelor of Education in Elementary Education from Chiang Mai University. Two years later he continued his study in Masters of Arts in Tourism Industry Management from Chiang Mai University and graduated in 2001. His research interest covers instructional systems design, technology-enhanced language learning, oral communication skills and English for Specific Purposes.

