

ผลการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกเพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษา

THE EFFECTS OF USING VIDEO-BASED ROLE PLAY INSTRUCTIONAL MODEL TO ENHANCE ENGLISH ORAL COMMUNICATION SKILLS OF SECONDARY PHRAPARIYATTITHAM MONK STUDENTS

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บทคัดย่อ

งานวิจัยในครั้งนี้มุ่งหาแนวทางในการพัฒนาทักษะการสื่อสารภาษาอังกฤษด้านการท่องเที่ยวเชิงประวัติศาสตร์ของนักเรียนพระปริยัติธรรม โดยมีวัตถุประสงค์ของการศึกษาคือ 1) เพื่อประเมินประสิทธิภาพบทเรียนการท่องเที่ยวเชิงประวัติศาสตร์โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก เพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษาโดยใช้เกณฑ์มาตรฐาน 80/80 2) เพื่อศึกษาผลสัมฤทธิ์ทางการเรียนของนักเรียนพระปริยัติธรรมก่อนและหลังการใช้บทเรียนการท่องเที่ยวเชิงประวัติศาสตร์โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก และ 3) เพื่อสำรวจความคิดเห็นของนักเรียนพระปริยัติธรรมที่มีต่อบทเรียนการท่องเที่ยวเชิงประวัติศาสตร์โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก กลุ่มตัวอย่างประกอบด้วยนักเรียนพระปริยัติธรรมในระดับชั้นมัธยมศึกษาปีที่ 5 จำนวน 27 รูป โดยการสุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการศึกษาในครั้งนี้คือ แผนการสอนจำนวน 8 แผนการสอนแบบทดสอบก่อนและหลัง และแบบสอบถาม ส่วนค่าสถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่า t-Test

ผลการวิจัยพบว่า 1) ค่าประสิทธิภาพการท่องเที่ยวเชิงประวัติศาสตร์โดยการใช้รูปแบบการเรียน การสอนบทบาทสมมติผ่านวิดีโอบล็อก เพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษของนักเรียน พระปริยัติธรรมระดับมัธยมศึกษาเท่ากับ 80.65/80.30 ซึ่งเป็นไปตามเกณฑ์มาตรฐาน 80/80 ที่กำหนดไว้ 2) ผลสัมฤทธิ์ทางการเรียนหลังเรียนของนักเรียนพระปริยัติธรรมสูงกว่าก่อนเรียนโดยใช้บทเรียนฯ อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.1 และ 3) นักเรียนพระปริยัติธรรมมีทัศนคติเชิงบวกต่อการใช้บทเรียนฯ ในระดับสูง ($\bar{X} = 4.82, S.D. = 0.282$) จากผลการวิจัยดังกล่าวสามารถสรุปได้ว่าการใช้เทคโนโลยีในการเรียนการสอนภาษาอังกฤษเป็นกระบวนการที่ส่งผลดีไม่เพียงแต่การพัฒนาทักษะการสื่อสารภาษาอังกฤษของนักเรียน พระปริยัติธรรมแต่ยังทำให้ครูผู้สอนภาษาอังกฤษมีเครื่องมือที่มีประสิทธิภาพในการเรียนการสอนภาษาอังกฤษในห้องเรียนแห่งศตวรรษที่ 21 อีกด้วย

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Abstract

This study focuses on the guideline used for enhancing English communication skills of the monk students in Historical tourism. The objectives of this study were 1) to evaluate the efficiency of the English lessons in Historical Tourism course with the use of video blog-based role play instructional model based on the 80/80 standard criteria, 2) to investigate the oral English communicative skills achievement of the monk students before and after the use of video blog-based role play instructional model in the Historical Tourism course, and 3) to explore the monk students' opinions on the English lessons in the Historical Tourism course with the use of video blog-based role play instructional model. The sample group was 27 monk students selected by applying the purposive sampling method. The research instruments consisted of eight lesson plans, the pre- and posttest, and a questionnaire. The descriptive statistics used for data analysis were mean, standard deviation, and the paired sample t-test.

The findings revealed that 1) the efficiency (E_1/E_2) of the English lessons was 80.65/80.30, which was higher than the pre-determined 80/80 standard criteria, 2) the mean scores of the post-test were higher than those of the pre-test, which indicated a statistically significant difference at the .01 level, and 3) the monk students' opinions about the English lessons in the Historical Tourism course with the use of video blog-based role play instructional model was at a high level ($\bar{X} = 4.82$, S.D. = 0.282). In conclusion, the use of technology in teaching English could not only enhance English communication skills of the monk students but also provide an effective instrument for English teachers to teach oral communication skills in the 21st century classroom.

Keywords: Video blog, Role play, English oral communication skills

Introduction

English is significantly applied in various fields, especially in tourism industry; for example, it is used as a mean for the communications between foreign tourists and local tour guides (Prachanant, 2012). Chiang Mai province is remarkable in that it is considered the hub and the capital city of northern Thailand and is well-known for its tangible and intangible heritages (Bunjan, 2016). For instance, Buddhist temples are the place where architectural arts, mural paintings, traditions, and cultural learning exist to reflect the past as diverse as they used to be; as a result, tourists can experience these entities which are closely connected to Buddhism through the perspective of the cultural identity construction of architectural sites (Kerdpitak, 2018).

With this prominent cultural heritage, the number of foreign tourists visiting Chiang Mai had continuously increased from 4.34 million in 2009 to 10.86 million in 2018 (Koodsela, Dong

& Sukpatch, 2019). In order to meet foreign tourists' needs, possessing effective oral English communication skills and having adequate knowledge of historical tourism are crucial to best serve tourists' satisfaction and to assure the quality of hospitality service (Ka-kan-dee & Nonthapot, 2020). However, many Thai tour guides have had very low English proficiency which leads to a consequence that they cannot effectively communicate with the foreign tourists (Sompakdee & Danvivath, 2019; Chumphong & Chuai-in, 2020). To fulfill these gaps, thus, many Thai universities run programs in Tourism Management aiming to enhance students' language skills, especially oral communication skills; nevertheless, their programs have still been undergoing with difficulties which are required to be solved (MUIC, 2018; PSU, 2021; KKUIC, 2021; MFU, 2021). Therefore, teachers need to find new techniques and approaches that help them to achieve their goals in teaching oral English communication skills in the tourism industry.

Similarly, grade-11 monk students at secondary Phrapariyattigham Schools in Chiang Mai have a very low level of oral communication skills (Mongsaeng, personal communication, April 09, 2020). Furthermore, having been ordained for ten years, the researcher has found that the monk students were having difficulties in terms of English oral communication skills. For example, when meeting foreign tourists, the students could not effectively speak in English to answer the tourists' questions even though they could understand the questions. In other words, they were afraid to make mistakes, did not have sufficient confidence, and were shy when speaking English. Furthermore, lack of exposure to the English environment in daily life and having insufficient vocabulary are considered as some of the root causes of being lowly efficient in oral communication skills.

Nowadays, the advent of technology has come and played an outstanding role in education (Ahmadi, 2018). For example, vlog is one of the remarkable technologies and considered as a medium for enhancing the educational method (Anggareni & Wulandari, 2017; Safitri & Khoiriyah, 2017). Maulidah (2018) stated that a vlog makes the learning environment more enjoyable and ensured that using the vlog could motivate students to speak while their performing oral communication were enhanced. Moreover, it is not only the vlog disclosing the positive effects but also role-play. As an educational technique, it has played a crucial role in English education, particularly motivating students to orally communicate more in English (Lutfi, Sutopo & Rukmini, 2018). Equally important, to construct lessons effectively, it is unavoidable to apply the instructional design model, i.e., Kemp's Model, and the teaching model, e.g., 2W3P. For instance, Pappas (2017) stated that the Kemp's model allows a teacher to investigate students' needs, customize learning experience, as well as to identify resources and learning activities that most effectively enhance knowledge assimilation. Furthermore, using 2W3P teaching model can effectively enhance the efficiencies of

the development of English instructional management; therefore, students' achievement is higher and their English skills are progressed (Rakdee, 2019).

This study hence aimed at constructing the English lessons based on Kemp model (2001) with the contents consisting of the issues of the Buddhist temples to respond to the needs and problems of historical tourism in Thailand. As the Kemp's model is known for its nine interdependent core elements, it is very flexible with its non-linear order. These elements can be done in any order or skipped together if some elements do not apply in a situation (Ibrahim, 2015). Furthermore, the implementation of video blog-based role play instructional model was applied in constructing the English lessons in order to improve the monk students' oral English communication skills. Compared to outsiders, monks were the ones who had gained more in-depth knowledge and understanding about Buddhism, especially the history of the religion, the study of scriptures, and temple architectural design and components during their ordination periods. As a result, they had become competent hosts for the historical tourism. With the use of the video blog-based role play instructional model in the constructed English lessons, the monk students were expected to be able to enhance their oral English communication skills in order to communicate effectively as well as to have the efficient English lessons which contained the required information and insights that could help them to make the most of their tourists' experience. Apart from the contribution to the students, the lessons would enable the interested teachers to adapt their teaching styles within the digital transformation trends in education toward the students' needs, preferences, and requirements. Consequently, this digital revolution could result in a remarkable technique for English teachers to teach oral communication skills in the 21st century classroom.

Objectives of the study

1. To assess the efficiency of the English lessons for the Historical Tourism Course with the use of Video Blog-Based Role Play Instructional Model based on the 80/80 standard criteria
2. To investigate oral English communicative achievement of the participating monk students after using Video Blog-based Role Play Instructional Model in the Historical Tourism Course
3. To explore the monk students' opinion about the English lessons for the Historical Tourism Course with the use of Video Blog-Based Role Play Instructional Model

Research hypotheses

1. The efficiency of the English lessons for the Historical Tourism Course with the use of Video Blog-Based Role Play Instructional Model should meet the 80/80 standard criteria.

2. The post-test mean scores of the participating monk students should be higher than those of their pre-test scores after using the English lessons.
3. The monk students' opinions about the English lessons should be at a high level.

Research scope

1. Population and sample group

The population in this study was 205 Mathayom Suksa 5 monk students at six Phrapariyattitham Schools in Muang district, Chiang Mai province, namely Chetuphon Suksa, Abhaya Ariya Suksa, Dhamma Methee Suksa, Somdej Phra Buddha China Wong, Samakee Withayathan, and Pali Sathit Suksa MCU schools. The sample group was 27 monk students selected by applying the purposive sampling method. They must have had the oral communication scores lower than 40 out of 100, and were willing to participate in this study.

2. Variables

2.1 Independent variables

2.1.1 The English lessons for the Historical Tourism Course with the use of Video Blog-Based Role Play Instructional Model based on Kemp Model (2001)

2.2 Dependent variables

2.2.1 The Monk students' oral English communicative skills achievement

2.2.2 The Monk students' opinions about the English lessons

3. Scope of content

Based on the survey results for the needs and interests of foreign tourists, tourism – related entrepreneurs, and local tour guides as well as the survey results for the monk students' background and characteristics in English oral communication skills, eight classroom units were formulated for this study, which included Unit 1: Chiang Mai, Unit 2: Wat Chedi Luang, Unit 3: Wat Sri Suphan, Unit 4: Wat Phra Singh, Unit 5: Wat Phra That Doi Suthep, Unit 6: Wat Pha Lat, Unit 7: Wat Umong, and Unit 8: Wat Ket Karam respectively. Each unit comprised the temple history, important architectural designs in the temple, religious activities in the temple, the etiquettes in visiting the temple, how to get to the temples, and visiting information.

4. Scope of time and place

This study was undertaken in the first semester of the 2021 academic year and lasted for three months, beginning from July to October 2021. The experiment was simultaneously conducted both online and on-campus for thirty hours every Sunday from 8 a.m. to 11 a.m. at Chetuphon Suksa School in Muang district, Chiang Mai province, Thailand.

Video blog – based role play instructional model

Nowadays, technology has exploited for and played a crucial role in education. As Ahmadi (2018) stated, technology has become an essential role in the educational environment, assisting teachers in teaching and learners in learning. Video Blog or Vlog is one of the remarkable technologies with the combination of a form of video and web television served as video-based diaries. According to Gao, Tian, Huang & Yang (2010), a vlog is a blogging – activity form consisting of videos, text, or audio. Furthermore, it has many functions, for instance, sharing personal experiences, giving comments, as well as being a medium for enhancing the educational method (Anggareni & Wulandari, 2017). The use of vlog in language teaching can increase learners' motivation in speaking; therefore, they have more opportunities to perform oral communication, while shyness considered as one of the barriers prohibiting them to not participate in classroom activities is reduced (Maulidah, 2018). In addition to this, vlog makes the learning environment more enjoyable (Safitri & Khoiriyah, 2017). More importantly, students can design their scripts, make their video clips, recheck their work, and edit their recordings. Along with these processes, the students can monitor their progress to see their strengths and weaknesses so that they can maintain their strengths and improve their weaknesses easily. Additionally, it is not only the vlog disclosing the positive effects but also role play. As an educational technique, it has played a pivotal role in English learning and teaching, particularly in motivating students to orally communicate more in English (Lutfi, Sutopo & Rukmini, 2018). Suryani (2015) asserted that role play is an approach that involves a situation where a student acts and interacts with other students in imaginary scenarios, so their motivation and interaction in class are promoted. Additionally, many previous studies have reported that role play has been applied to educational systems; consequently, students' learning achievement has been enhanced effectively. For example, it significantly offers students opportunities to rehearse communication skills (Krisdiana, Irawati & Kadarisman, 2018; Rahman & Maarof, 2018; Samsibar & Naro, 2018; Dorathy & Mahalakshmi, 2011; Liu, 2010). With advantages mentioned earlier, the use of the video blog – based role play instructional model would be a sensible model to fulfill this kind of gap in the monk students in this context.

Research methodology

This quasi-experimental research was conducted with the following steps.

1. The basic educational curriculum was examined for its principles, objectives, structures, period numbers, implementation guideline and evaluation as well as follow up. The English strand for high school students was explored for its expected results and course descriptions.

2. Documentary research was conducted on the concepts of the technology-enhanced language learning, role play, oral communication skills, and instructional system design.

3. Based on Kemp model (2001), there are nine steps to develop the English lessons for the Historical Tourism course in this study, as shown in Table 1.

Table 1 Nine steps of Kemp's model adapted for this study

Instructional model's elements	Detailed
Instructional problems	Analyze the needs and interests of foreign tourists, tourism-related entrepreneurs, and local tour guides by using a questionnaire
Learner characteristics	Analyze the monk students' problems, needs, and characteristics in English oral communication skills by using a questionnaire and a semi-structured interview
Task analysis	Establish the content outline of the English lessons. There were eight units for this study, which included Unit 1: Chiang Mai; Unit 2: Wat Chedi Luang; Unit 3: Wat Sri Suphan; Unit 4: Wat Phra Singh; Unit 5: Wat Phra That Doi Suthep; Unit 6: Wat Pha Lat; Unit 7: Wat Umong; and Unit 8: Wat Ket Karam respectively. Each unit comprised the temple history, important architectural designs in the temple, religious activities in the temple, the etiquettes in visiting the temple, how to get to the temples, and visiting information.
Instructional objectives	1) Monk students should be able to understand the lessons by answering questions in the blog correctly at least 70%. 2) Monk students should be able to gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension in each lesson. 3) Monk students should be able to explain in detail about the lessons accurately at least 70% through online video role plays.
Sequencing content	The contents of the eight lessons are design and presented following the 2W3P teaching model. Section 1: Warm up Students do quizzes to motivate their interest and activate their prior knowledge.

Table 1 Nine steps of Kemp’s model adapted for this study

Instructional model’s elements	Detailed
Sequencing content	<p>Section 2: Presentation</p> <p>To begin with, the students learn the temple’s information, such as important architectures in the temple, activities in the temple, etiquette for visiting the temple, how to get to the temple, visiting information and so on. Furthermore, they watch a short video clip and listen to an audio file to practice listening skills. The audio files provide them with some useful information relating to topics in historical tourism. Moreover, language patterns are presented. They can learn the language patterns which will help them remember the phrases that they will need for performing their own role play. Also, an example of a video role play is presented. The students will see and hear a conversation between a tour guide and a tourist, so that they can learn some useful vocabulary, pronunciation as well as gestures when they have to perform their own role play.</p> <p>Section 3: Practice</p> <p>The students practice what they have learnt from the previous steps. For instance, after watching the short video clip and listening to the audio file, they have already practiced listening skills while they are required to do quizzes in order to check their listening comprehension. Again, in this section, the example of a video role play, as well as the language patterns are presented. To help them understand the content easier, an incomplete dialogue is given with some blanks and with word choices provided, so that while watching, they can look at the word choices and complete the dialogue simultaneously. Another form of speaking practice in this section is language practice or language patterns. As this study focuses on English oral communication skills, the students need to learn the words or phrases used in the sentences. This section presents examples of how a tourist constructs questions and how a tour guide responds to the questions. To help the students master the language usage in the tourism situations effectively, examples of the sentences are used as well as the pictures are presented. For example, the students can learn language usage and language patterns, such as sentences or phrases used to conduct a conversation between the guide and the tourist. The students should notice various language patterns which they can then apply to their own role play. Eventually, they are assigned to work in pairs to prepare the role-play dialogue for their own role play, as well as to practice the dialogue as many times as they wish.</p>

Table 1 Nine steps of Kemp's model adapted for this study

Instructional model's elements	Detailed
Sequencing content	<p>Section 4: Production</p> <p>This section is for conducting the video role play which the students need to work in pairs and perform their own video role play for the appropriate tourism situations. They can create their own scripts, perform role plays, and then video tape their role plays. There is one video role play for each unit. Next, their video role play clips are uploaded onto the blog where their classmates can visit and leave comments about the video clips in order to learn from one another.</p> <p>Section 5: Wrap up</p> <p>The students do the quizzes again. The quizzes in this section are the same as what are in the warm-up section, but the choices and question numbers are placed differently.</p>
Instructional strategies	<ul style="list-style-type: none"> • Discussion posts through the blogs • Short assessment on Google Form to check understanding • Exercises by using the Video Blog-based Role Play instructional model • Pre- and posttests
Platform	<p>The internet-based teaching was used as the platform for the teacher and student interactions.</p>
Instructional delivery/ materials	<ul style="list-style-type: none"> • The students studied through each unit and participated in all discussion posts via the blog. • The students recorded their role play performance by using the camera application in their smartphones. • The students uploaded their role play clips onto the YouTube website. • The students then sent the teacher the link of the uploaded clip on the YouTube website. • The teacher posted the link on the blog; in so doing, the clip could be displayed on the blog. The comment function was available for them to utilize.
Evaluation instruments	<p>Group discussions, multiple-choice questions, and quizzes</p>

4. The lesson plans with the integration of Video Blog-Based Role Play instructional model were constructed with the contents. The lesson plans were based on the needs analysis results, and the contents were adjusted to be in line with the monk students' English proficiencies in oral communication skills. After that, the lesson plans were validated by three experts for appropriateness and recommendations for improvement before the experiment and data collection were launched.

The mean score of the item-objective congruence (IOC) index rating of the lesson plans was 0.90, which is at an acceptable level.

5. The pre- and posttest was designed to evaluate the monk students' oral communication skills. After that, the lesson plans were validated by three experts for assessing the correctness and appropriateness of the test items. The mean of the pretest and posttest using the index of item objective congruence (IOC) was 0.95.

6. The pre – test assessment was conducted to evaluate the monk students' English oral communication skills in historical tourism.

7. The lesson plans were used in the classroom situation for a period of eight weeks. During the classroom implementation, a series of assessment of the lessons was examined for their efficiency.

8. After completing the instruction, the posttest was administered.

9. The pre – and post – test scores were compared and statistically analyzed for percentage, mean and standard deviation.

10. The questionnaire was administered with the monk students in order to obtain their opinions about the use of Video Blog – based Role Play instructional model. To prevent misunderstanding, it was imperative to translate the questionnaire into Thai.

The study result

1. The results of the efficiency of the English lessons

The following table presents the results of the efficiency of the English Lessons for the Historical Tourism Course with the use of video blog-based role play instructional model.

Table 2 The results of the efficiency of the English lessons for the Historical Tourism course with the use of video blog-based role play instructional model

Monk students	Formative tests								Posttest 25pts	E ₁	E ₂ (Summative test)
	Unit1	Unit2	Unit3	Unit4	Unit5	Unit6	Unit7	Unit8			
	25pts	25pts	25pts	25pts	25pts	25pts	25pts	25pts			
1	16	18	17	20	23	20	22	24	22		
2	18	17	19	20	19	18	24	23	23		
3	17	19	17	21	20	25	23	25	20		
4	15	15	20	23	21	19	22	24	20		
5	18	19	21	18	19	20	25	23	17.5		
6	17	19	16	21	22	21	20	25	17.5		
7	19	17	18	20	23	19	21	21	21.25		
8	20	20	16	23	21	22	19	20	17.5		
9	19	21	16	20	20	20	21	25	18.75		
10	18	16	14	17	19	21	22	20	17.5		
11	15	18	19	23	20	23	22	21	22.5		
12	14	16	22	21	19	20	23	21	17.5		
13	18	16	17	20	24	21	21	23	22.5		
14	14	17	19	20	23	22	20	23	20	80.65	80.30
15	19	19	22	23	20	22	21	24	21.5		
16	19	22	20	23	20	23	24	25	22.5		
17	15	18	17	20	21	22	21	23	20		
18	16	19	20	21	19	22	20	25	18.75		
19	19	20	21	20	21	23	22	25	21.5		
20	18	18	20	17	20	24	20	20	17.5		
21	19	18	18	20	23	20	21	23	17.5		
22	17	19	23	21	20	21	20	22	20		
23	15	18	16	20	21	23	24	24	21.5		
24	16	17	19	18	20	19	18	20	20		
25	20	22	19	20	22	20	24	24	22.5		
26	18	20	22	21	20	21	24	25	18.75		
27	15	17	16	20	21	20	24	23	22.5		
Total scores	464	495	504	551	561	571	588	621	542		

As shown in Table 2, it was found that the percentage of the eight formative tests (E_1) which assessed the monk students' English oral communication skills at the end of each unit was 80.65 and that on the post-test (E_2) which assessed their achievement at the end of the course was 80.30. To sum up, the efficiency of the English lessons for the Historical Tourism Course with the use of video blog-based role play instructional model was 80.65 /80.30; as a result, it met the criteria set of 80/80 (E_1/E_2).

2. The results of monk students' English oral communication skills

In this part, the paired-sample t-test was conducted to compare the monk students' English oral communication scores before and after learning with the English lessons with the use of video blog-based role play instructional model. The results of the analysis are shown in Table 3.

Table 3 Comparison of the pre-test and post test scores of monk students' English oral communication skills

Score	N	\bar{X}	S.D.	t*	Sig (2-tailed)
Pre-test	27	10.51	2.887	158.103	.00
Post-test	27	20.07	1.969		

Table 3 revealed that the mean of the pre-test was 10.51 with the standard deviation of 2.88, whereas the mean of the posttest was 20.07 with the standard deviation of 1.96. The finding can be interpreted that the monk students' posttest scores were more clustered, which indicated that their English oral communication skills were more similar after implementing the English lessons with the use of video blog-based role play instructional model. The t-test indicates that there is a significant difference between the pre- and posttest mean scores at a .01 level.

3. The results of the monk students' opinions about the English lessons

An examination of the monk students' opinions towards the English lessons is analyzed as show in Table 4.

Table 4 Results of the monk students' opinions about the English lessons for the Historical Tourism course with the use of video blog-based role play instructional model

No.	Statements	\bar{X}	S.D.	Level of opinions
1	The instructor and peers' comments on my blog can help me to improve my English oral communication skills.	4.93	0.262	Highest
2	Reviewing group members' videos can help me to improve my English oral communication skills.	4.07	0.539	High

Table 4 Results of the monk students' opinions about the English lessons for the Historical Tourism course with the use of video blog-based role play instructional model

No.	Statements	\bar{X}	S.D.	Level of opinions
3	The use of Video Blog-based Role Play Instructional Model can be applied in real-life situations when meeting foreign tourists.	4.89	0.314	Highest
4	Learning through the use of Video Blog-based Role Play Instructional Model can increase my ability to use computer applications.	4.30	0.457	High
5	Learning through the use of Video Blog-based Role Play Instructional Model can improve my good relationship with classmates.	4.74	0.438	Highest
6	The use of Video Blog-based Role Play Instructional Model can help me to increase knowledge of tourism-related vocabulary.	4.81	0.388	Highest
7	The blog is easy to use for learning English for Tourism.	4.70	0.457	Highest
8	The blog provides more opportunity to learn English for Tourism outside of classroom.	4.96	0.189	Highest
9	It is fast and convenient for the students to update information on the blog.	4.96	0.189	Highest
10	I can visit and learn something from my classmates' posts (videos, comments, etc.) via the blog.	5	0	Highest
11	It doesn't take a lot of time learning how to use the blog.	4.74	0.438	Highest
12	Using the blog is an effective way to share knowledge and exchange ideas with others.	4.96	0.189	Highest
13	Role play technique can make English for Tourism learning enjoyable.	4.89	0.314	Highest
14	Role play technique helps to increase my self-confidence while having English conversation.	4.96	0.189	Highest
15	Role play technique helps to increase fluency in English oral communication.	4.93	0.262	Highest
16	Role play technique allows an exchange of knowledge between classmates.	4.96	0.189	Highest
17	Role play technique is suitable for English for Tourism course.	4.93	0.262	Highest
18	Role play technique increases the interaction opportunity with classmates.	5	0	Highest
Total		4.82	0.282	Highest

According to Table 4, it was found that overall mean of the monk students' opinions about the English was at the highest level ($\bar{X} = 4.82$, S.D. = 0.282). Therefore, this indicates that the monk students had positive opinions about learning the English lessons for the Historical Tourism Course with the use of Video Blog-based Role Play Instructional Model.

Conclusion

According to the results of this study, the conclusion can be detailed as follows:

1. The efficiency (E_1/E_2) of the English lessons for the Historical Tourism course with the use of video blog-based role play instructional model was 80.65/80.30, which was higher than the specified 80/80 criteria.

2. A comparison of the pre-and posttest results of the monk students' English oral communication skills revealed that the mean score of the posttest was higher than that of the pre-test, which indicated a statistically significant difference between the pre-test and posttest mean scores at the .01 level. These results suggested that the English lessons could efficiently help the monk students to improve their English oral communication skills.

3. The monk students had positive opinions at the highest level about learning the English lessons for the Historical Tourism course with the use of Video Blog-based Role Play Instructional Model.

Discussion

The English lessons in Historical Tourism Course with the use of Video Blog-based Role Play Instructional Model were designed based on Kemp's model (2001), and with the nine instructional elements the model, this study found that the most important strength of this model was that it focused on the learners' needs and goals, which helped the teacher to identify the procedures that met students' characteristics and instructional problems. This is in line with Morrison et al. (2010) in that these components are interrelated and have the potential to make up an entire instructional design plan in order to ensure effective instructions. Likewise, Pappas's study (2017) reported that the Kemp design model gives teachers the opportunity to explore the needs of online learners and customize their experience, as well as identify which resources could facilitate knowledge assimilation most effectively. Furthermore, Kemp's model focuses on the learner needs and examines learner characteristics that should receive attention during planning. It also emphasizes learners' perspectives rather than contents, making it different from traditional models. Moreover, this study found that the Kemp's model was flexible due to its non-linear structure. Hence, teachers could make changes in the content and implementation of elements at any

time in the process. This is consistent with Corbeil (2012) in that the nine key elements are not connected with lines or arrows, but are independent of each other in that they do not need to be considered as sequential which allows for constant revision in all areas.

According to the results, the efficiency of both process (E1) and product (E2) of the English lessons used in the experiment met the standard criterion set of 80/80. This indicated that the English lessons were efficient. The reasons for the efficiency of the English lessons could be divided into three reasons. Firstly, the English lessons were constructed and adapted from the Kemp's model (2001). It provided systematic and appropriate steps which were easy to understand; and learner characteristics and the instruction problems were taken into serious consideration during the instructional design. This is in line with Morrison Ross & Kemp (2004), stating that Kemp's model mainly focuses on the design process. The oval shape of the model gives the designer the sense that the design and development process is a continuous cycle that requires constant planning, design, development and assessment to ensure effective instruction. Secondly, integrating role-play activities into the designed lessons in this study provided the monk students to get rid of their limitations in vocabulary knowledge, language accuracy, self-confidence, and time-constraint. This is consistent with the study of Livingstone (1983), revealing that the situations in the role-play must meet the students' needs and interests and provide them the opportunities to practice what they have learned. Thirdly, the effect of technology used in second language teaching and learning is very important in a foreign language teaching process; for example, in the present study a blog was used as the platform for the students' and teachers' interactions for posting messages, opinions, videos related to the classroom discussion and assignments. The finding is consistent with the study of Ward (2004), ascertaining that the blogs provide a facilitating environment for the language teaching. Additionally, they could dis-inhibit contexts and offer a completely new form with un-chartered creative potential which is paramount for EFL students who fear to make mistakes in front of peers and instructors.

According to the results of the monk students' English oral communication skills achievements; it is evident that there was a statistically significant difference in the mean scores before and after learning with the English lessons at the .01 level. To illustrate, their English oral communication skills were improved for reasons. The first reason is that the video blog was appropriate for oral communication practice because it was used as a primary media resource in the role-play activities as well as the main channel for the class discussions. This is consistent with the study of Hung (2011) and Sun (2009), which showed that video blogs encourage self-monitored speaking, and as video blogs represent visual content, the students can see facial expressions or nonverbal communication as well as hear their intonations, and pronunciation which would

help them to increase their understanding and engagement. Similarly, the study of Bunjan (2016) revealed that the use of technology in education for effective teaching engages and motivates students' interest as well as helps them to enhance their English oral communication skills. The second reason is that integrating role play activities into the English lessons was beneficial for the monk students because they could practice English in meaningful contexts. This is in line with Cook (2002), who revealed that the role play provides authentic language experiences and helps students to improve vocabulary. Furthermore, 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). The third reason is that 2W3P teaching model was applied; as a result, the model enabled the monk students to improve their oral English communication skills. This is in line with Rakdee (2019) and Kraisi, Somphongtham, Charoenphon, Yatcharoen and Tawonram (2020), who develop English instructional management base on 2W3P model found out that to the students' English learning achievement was facilitated. As a consequence, the monk students have adequate vocabulary to create their own conversation with the correct grammar, and should be able to provide services to the foreign tourists with more confidence. Regarding these useful learning experiences with the role play activities related to the real-world tasks, they could increase the monk students' self-confidence, get rid of their shyness, encourage them to feel more comfortable to interact with foreign tourists, which would ultimately enhance their English communication skills.

Regarding the results from investigating the monk students' positive opinions about learning the English lessons with the use of video blog-based role play instructional model, they were enjoyable and interested in learning the English lessons with a variety of different activities, for instance, watching clips, answering questions, making video clips, and uploading clips on the blog in order to exchange ideas with their teacher and classmates. Likewise, Shih's study (2010) indicated that the use of video-based blogs enhances the students' English public speaking ability. They felt very satisfied because it is free to access, easy to revise, and interesting as a learning tool. Also, Dorathy & Mahalakshmi (2011) and Krebt (2017) revealed that students do not only enjoy doing video blogs, but also performed role plays.

Recommendations

Based on the results of this study, some recommendations from this research are as follows.

Pedagogical recommendations

1. The findings of this study revealed that learning the English lessons with the use of video blog-based role play instructional model could enhance the monk students' English oral communication skills, and they had positive opinions about the English lessons. These results seemed promising, yet it would be better if the future research is based on the lessons using different but more familiar platforms, such as TikTok, Clubhouse, Instagram, or Facebook, in order to find out the effectiveness of video role play lessons using those different platforms to improve students' English oral communication skills.

2. For those wishing or wanting to use the results or methodology of this research, it is advisable that there be some adjustment and/or adaptation to suit their particular contexts.

Recommendations for further studies

1. The English lessons with the use of video blog-based role play instructional model should be applied with other groups of participants with a longer implementation period.

2. A larger research population is recommended to consolidate the present study's findings. As a result, future research should include other schools that have a larger student population to ensure that such English lessons are appropriate and effective for enhancing the students' English oral communication skills.

3. Future researchers may integrate the use of Video Blog-based Role Play Instructional Model to improve students in other English skills.

4. Since the present study was a quasi-experimental study using a one group, further studies should be conducted by using both control and experimental groups to obtain more validity and reliability of the results.

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