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

ผลการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกในวิชาการท่องเที่ยวเชิงประวัติศาสตร์เพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษา

PRASONG THEPBOON

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS PROGRAM IN ENGLISH STUDIES GRADUATE SCHOOL, CHIANG MAI RAJABHAT UNIVERSITY YEAR 2022

Thesis Title	The Effect of Using Video Blog-based Role Play Instructional Model in Historical Tourism Course to Enhance English Oral Communication Skills of Secondary Phrapariyattitham Monk Students
Author	Prasong Thepboon
Program	: English Studies
Thesis Advisors	
Chairperson	Assistant Professor Dr. Natruthai Arunsiroj
Co – advisor	Assistant Professor Dr. Chalermchai Chaichompoo

Thesis Defense Committee

Jarunee Dibyamandala
.....Chairperson
(Associate Professor Dr. Jarunee Dibyamandala)

.....Member
(Assistant Professor Dr. Natruthai Arunsiroj)

.....Member
(Assistant Professor Dr. Chalermchai Chaichompoo)

Graduate School of Chiang Rajabhat Mai University approved this thesis as partial fulfillment of the requirements for the Degree of Master of Arts in English Language Studies.

Kamolnut Pholwan..... Dean of Graduate School
(Asst. Prof. Dr.Kamolnut Pholwan)
Date.....04/02/2023.....

Copyright of Graduate School, Chiang Mai Rajabhat University

Thesis Title : The Effect of Using Video – based Role Play Instructional Model to Enhance English Oral Communication Skills of Secondary Phrapariyattitham Monk Students

Author : Prasong Thepboon

Program : English Language Studies

Thesis Advisors

: Assistance Professor Dr.Natruthai Arunsiroj **Chairperson**

: Assistance Professor Dr.Chalermchai Chaichompoo **Co – advisor**

ABSTRACT

The objectives of this study were (1) to construct the English lessons in Historical Tourism Course with the use of Video Blog–based Role Play Instructional Model to enhance oral English communication skills of secondary Phrapariyattitham monk students; (2) 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; (3) to examine oral English communicative skills achievement of secondary Phrapariyattitham monk students after using Video Blog–based Role Play Instructional Model in Historical Tourism Course; and (4) to explore the monk students' opinions on the English lessons in 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 a questionnaire, the lesson plans, the pre– and post–test, the assessment form, and eight lessons. The data were statistically analyzed for percentage, mean, standard deviation, and the paired sample t–test.

The results of the study were as follows:

1. The overall mean of the English lessons in Historical Tourism Course with the use of Video Blog–based Role Play Instructional Model was at a good level ($\bar{x}$ = 4.20, S.D. = 0.377).

2. The efficiency (E_1/E_2) of the English lessons in Historical Tourism Course with the use of Video Blog–based Role Play Instructional Model was 80.65/80.30, which was higher than the predetermined 80/80 criteria.

3. A comparison of the pre– and post–test results of the monk students' English oral communication skills revealed that the mean score of the post–test was significantly higher than that of the pre–test at the .01 level. The result suggested that the English lessons were able to help the students to improve their English oral communication skills.

4. The monk students had positive opinions about learning the English lessons in Historical Tourism Course with the use of Video Blog–based Role Play Instructional Model at the highest level with the mean scores of 4.81.

Keywords: Video Blog, Role Play, English Oral Communication Skills

หัวข้อวิทยานิพนธ์ : ผลการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกในวิชาการท่องเที่ยวเชิงประวัติศาสตร์ เพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษา

ผู้วิจัย : ประสงค์ เทพบุญ

สาขาวิชา : ภาษาอังกฤษศึกษา

อาจารย์ที่ปรึกษาวิทยานิพนธ์

: ผู้ช่วยศาสตราจารย์ ดร.ณัฏฐ์ฤทัย อรุณศิโรจน์ อาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก

: ผู้ช่วยศาสตราจารย์ ดร.เฉลิมชัย ไชยชมภู อาจารย์ที่ปรึกษาวิทยานิพนธ์ร่วม

บทคัดย่อ

วัตถุประสงค์ของการศึกษาครั้งนี้ ได้แก่ 1) เพื่อพัฒนาบทเรียนในวิชาการท่องเที่ยวเชิงประวัติศาสตร์ โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก เพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษา 2) เพื่อประเมินประสิทธิภาพบทเรียนในวิชาการท่องเที่ยวเชิงประวัติศาสตร์ โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก ใช้เกณฑ์มาตรฐาน 80/80 3) เพื่อศึกษาผลสัมฤทธิ์ทางการเรียนของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษาหลังการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกในวิชาการท่องเที่ยวเชิงประวัติศาสตร์ และ 4) เพื่อสำรวจความคิดเห็นของนักเรียนพระที่มีต่อบทเรียนในวิชาการท่องเที่ยวเชิงประวัติศาสตร์ โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก กลุ่มตัวอย่างในการศึกษา คือ นักเรียนพระ ระดับชั้นมัธยมศึกษาปีที่ 5 จำนวน 27 รูป ของโรงเรียนพระปริยัติธรรม อำเภอเมืองเชียงใหม่ จังหวัดเชียงใหม่ จำนวน 6 โรงเรียน โดยการสุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถาม แผนการเรียน แบบทดสอบก่อนเรียน และหลังเรียน แบบประเมินบทเรียนภาษาอังกฤษ และแบบประเมินค่าดัชนีความสอดคล้อง และเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลส่วนค่าสถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่า t–test

ผลของการวิจัย พบว่า

1) บทเรียนวิชาการท่องเที่ยวเชิงประวัติศาสตร์ โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก เพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษาถูกออกแบบและถูกสร้างตามระบบการสอนของเคมพ์ บทเรียนดังกล่าวได้รับการประเมินจากผู้เชี่ยวชาญ มีค่าเฉลี่ยโดยรวมเท่ากับ 4.20 ส่วนเบี่ยงเบนมาตรฐานเท่ากับ 0.377 อยู่ในระดับที่เหมาะสม

2) ค่าประสิทธิภาพบทเรียนในวิชาการท่องเที่ยวเชิงประวัติศาสตร์ โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกอยู่ที่ระดับ 80.65/80.30 ซึ่งเป็นไปตามเกณฑ์มาตราฐาน 80/80 ที่กำหนด

3) ผลสัมฤทธิ์ทางการเรียนของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษาหลังการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกในวิชาการท่องเที่ยวเชิงประวัติศาสตร์สูงกว่าก่อนการใช้บทเรียนดังกล่าว อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 แสดงให้เห็นว่าบทเรียนในวิชาการท่องเที่ยวเชิงประวัติศาสตร์ โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก ช่วยพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษของนักเรียนพระปริยัติธรรม

4) นักเรียนพระมีทัศนคติในเชิงบวกต่อบทเรียนในวิชาการท่องเที่ยวเชิงประวัติศาสตร์ โดยการใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกในระดับสูงที่สุด โดยมีค่าเฉลี่ยเท่ากับ 4.81

คำสำคัญ : วีดีโอบล็อก, บทบาทสมมุติ, ทักษะการพูดเพื่อการสื่อสาร

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisors, Assistance Professor Dr.Natruthai Arunsiroj and Assistance Professor Dr.Chalermchai Chaichompoo, for their continuous academic support, advice, and encouragement. I appreciate all their contributions of time and expertise that assisted me throughout my study and completion of my proposal.

I would like to sincerely thank Assistance Professor Dr.Pathamarat Nakanitanon for her valuable advice, expertise, knowledge, and time to contribute to my success.

I also express my thanks to Graduate School Chiang Mai Rajabhat University for their friendship, supports, and encouragement. In addition, I appreciate the friendship of my classmates and friends at Chiang Mai Rajabhat University for their generous help in many ways.

Finally, I am very thankful to my parents for their love and support that companies 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.

Prasong Thepboon

CONTENTS

		Page
ABSTRACT		**II**
บทคัดย่อ		**IV**
ACKNOWLEDGEMENTS		**VI**
CONTENTS		**VII**
LIST OF TABLES		**X**
LIST OF FIGURES		**XI**
CHAPTER		
1	**INTRODUCTION**	**1**
	Background and Rationale	1
	Research Objectives	6
	Expected Results	6
	Research Hypotheses	6
	Research Scopes	7
	Definitions of Operational Terms	8
	Conceptual Framework	10
2	**LITERATURE REVIEW**	**11**
	English for Tourism	12
	Historical Tourism Course	14
	English Oral Communication Skills	15
	Secondary Phrapariyattitham Monk Students	20
	Tourism in Chiang Mai	21
	The Use of Technology in Language Learning	23
	Video Blog – based Role Play	25
	Instructional System Design	37
	Previous Empirical Studies	41

CONTENTS (CONT.)

		Page
3	**RESEARCH METHODOLOGY**	**43**
	Research Design	43
	Population and Sample Group	44
	Research Instruments	45
	Data Collection	57
	Data Analysis	58
4	**RESULTS AND DATA ANALYSIS**	**61**
	Part 1 The results of the construction of the English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play instructional model	61
	Part 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	76
	Part 3 The results of monk students' English oral communication skills	78
	Part 4 The 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	79
5	**CONCLUSION, DISCUSSION, LIMITATIONS AND RECOMMENDATIONS**	**82**
	Conclusion	82
	Discussions	83
	Limitations	88
	Recommendations	90
BIBLIOGRAPHY		**91**
APPENDICES		**103**

CONTENTS (CONT.)

Page

Appendix A Questionnaires 104

Appendix B Lesson Plans 128

Appendix C Pretest and Posttest: Role Play 147

Appendix D The English Historical Tourism Course Site 150

CURRICULUM VITAE **161**

LIST OF TABLES

Table		Page
3.1	Nine steps of Kemp's model adapted in this study	48
3.2	The teaching plans in the Historical Tourism course	52
4.1	The relevant topics related to historical tourism to enhance the oral English communication skills of the monk students	62
4.2	The well – known and attractive temples in Muang district, Chiang Mai province	65
4.3	Monk students' opinions on their background and characteristics in English oral communication skills	69
4.4	The monk students' needs to improve their English oral communication skills	72
4.5	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	76
4.6	Comparison of the pre – test and post test scores of monk students' English oral communication skills	78
4.7	The monk students' opinions about the English lessons for the Historical Tourism course with the use of Video Blog – based Role Play instructional model	79

LIST OF FIGURES

Figure		Page
1.1	The Conceptual Framework	11
2.1	English Oral Communication Skills Rubrics	19
2.2	Procedures of Video Blog	35
2.3	Kemp's Model	39
3.1	The Research Design	44
3.2	English Oral Communication Skills Rubrics for Secondary Phrapariyattitham Monk Students	59

CHIANG MAI RAJABHAT UNIVERSITY

CHAPTER 1

INTRODUCTION

This chapter presents the background and rationale, the research objectives, expected results, research hypotheses, significance of the study, research scopes, and definitions of operational terms. The conceptual framework is illustrated in the last section.

Background and Rationale

English is emphasized in a lot of distinct fields, i.e., business, technology, media, research, education, and medicine; in addition, it is also crucial in the field of tourism. Based on Prachanant (2012), English is deemed as the predominant means of communication, and people use English communication to do business with people in other countries and to gain advantages in this field of business. Moreover, English can be applied as a tool in order to transfer ideas and cultures. It is also used to build good relationships among people who are from various different cultural backgrounds. Therefore, English has nowadays played an important role in the field of the tourism industry, which is utilized as a means to communicate and negotiate with tourists. Additionally, Zou, Ramirez, Erazo & Encalada (2019) stated that English provides foreign visitors who do not know local languages the best services, providing visitors valuable information and engaging their attention.

The northern tourism resources in Thailand, e.g., natural beauty, cultural heritage, and diverse customs, are well known by both domestic and international tourists. Among many provinces in the northern region of Thailand, 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). Based on Bicksler (2017), the original layout of the city has not changed since the early 1800s and its ancient heritage has still existed. Consequently, many important

historical and cultural sites can be easily found around the city. For instance, Wat Chedi Luang was built with Lanna architecture in combination with old Chiang Mai's religious art. Kirkey (2020) stated that temples in Chiang Mai dramatically draw tourists' attention to visit, resulting in the province becoming a very remarkable destination, because most tourists love to learn about the natural locations, ancient sites, and cultural and religious places. Furthermore, 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. Consequently, tourists can experience these entities which are closely connected to Buddhist beliefs, ritual ceremonies, traditional activities, and religious faiths of the locals through the perspective of the cultural identity construction of architectural sites, i.e., the Buddhist arts and mural paintings in the ordination hall (Ubosot), the assembly hall (Vihan), Buddha images, pagodas (Chedi), and so on (Chaiyasit, 2018; Kerdpitak, 2019).

With the prominent cultural heritage mentioned earlier, 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 the needs of foreign tourists, possessing effective oral English communication abilities of tour guides 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 & Nanongkhai, 2020). However, many Thai tour guides have had very low English proficiency which leads to a consequence that they cannot effectively communicate with foreign tourists (Sompakdee & Danvivath, 2019; Chumphong & Chuai–in, 2020). To fulfill these gaps, thus, many universities in Thailand, i.e., Mahidol University, Prince of Songkla University, Khon Kaen University, and Mae Fah Luang University, have valued the importance of oral English communication skills in tourism and run programs in Tourism Management (Bachelor of Business Administration or BBA), which aim to enhance students' language skills, especially oral communication skills (Mahidol University International College (MUIC), 2018; Prince of Songkla University (PSU), 2021; Khon Kaen University–International College (KKUIC), 2021; Mae Fah Luang University (MFU), 2021).

Nevertheless, these universities' programs in Tourism Management have still been experiencing difficulties that are required to be solved. Besides, the root causes leading to the somewhat failure of the improvement of oral English communication skills are the syllabus, which is not based on the tourism employees' real needs, the large class size, the learning – time limitation, lack of English exposure, low motivation in learning, shyness, and having low confidence (Prachanant, 2012; Rimkeeratikul, 2018; Panthito, 2018). Due to the causes mentioned above, the teachers need to find new techniques and approaches to help them to achieve their goals in teaching oral English communication skills in the tourism industry.

Similar to the situation in the secondary Phrapariyattiham School in Chiang Mai, the monk students' oral communication skills were very low with a mean score of 44 out of 100. Furthermore, having been ordained for ten years, the researcher has found that the secondary Phrapariyattitham monk students in Chiang Mai 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 possessing a low level of oral communication skills.

Nowadays, the advent of technology has come and played an outstanding role in education. In the same vein, Ahmadi (2018) stated that 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 & Wulanjani, 2017). The use of vlog in language teaching can increase learners' encouragement in speaking; therefore, they have more opportunities to perform oral communication while shyness as one of the

barriers causing 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). Moreover, 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 leverage 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 crucial role in English learning and teaching, particularly motivating students to orally communicate more in English (Lutfi, Sutopo & Rukmini, 2018). Suryani (2015) stated 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. Moreover, 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). In addition, according to Nooyod & Hiranto (2017), Rakdee (2019), and Kraisri, Somphongtham, Charoenphon, Yatcharoen & Tawonram (2020), the teaching and learning could be much more effective if a teaching model is applied in class. Hence, this present study developed the English lesson based on the 2W3P teaching model. The model consists of five main stages: warm – up, presentation, practice, production, and wrap – up. For instance, the first stage asked students to do some exercises in order to motivate their interest and prior knowledge. Then, the second stage presented the lessons while, in the third stage, the student practiced what they learned from the previous stage. In the fourth stage, the students were asked to make some production; in other words, they were required to do a particular assignment based on the lesson. The final stage was to conclude everything that had been taught and learned; for example, there might be some fun games to test students' knowledge about the lesson. Thus, it can be argued that the use of the video Blog – based role play instructional model is a sensible model to fulfill this kind of gap in the Thai education system.

This study hence aimed at constructing the English lessons with the contents consisting of the issues of the Buddhist temples in order to respond to the needs and problems of historical tourism in Thailand. Furthermore, this current study focused on the implementation of video Blog – based role plays instructional model to improve oral English communication abilities of the monk students in Historical Tourism Course; and, the Kemp's model was applied. The Kemp's model is known for its nine interdependent core elements, but what is unique about this model is its flexibility. For example, those elements can be done in any order or skipped together if some element does not apply in a situation.

The model is shaped like a circle representing the flexibility and interdependence, which is not a linear order (Ibrahim, 2015). Pappas (2017) stated that the Kemp's model allows a teacher to investigate students' needs and customize learning experience. Also, the teacher can identify resources and learning activities that most effectively enhance knowledge assimilation. Furthermore, compared to outsiders, monks are the ones who have 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 have become competent hosts for the historical tourism. With the use of the video Blog – based role plays 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 can result in a remarkable technique for English teachers to teach oral communication skills in the 21st century classroom.

Research Objectives

1. To construct the English lessons in Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model based on Kemp's model (2001) to enhance oral English communication skills of secondary Phrapariyattitham monk students

2. 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

3. To study oral English communicative skills achievement of the participating monk students after using Video Blog – based Role Play Instructional Model in Historical Tourism Course

4. To explore the monk students' opinions on the English lessons in Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model

Expected Results

1. An effective learning model with the integration of the video Blog – based role play instructional model in the constructed English lessons in the Historical Tourism Course was established.

2. The model would enable the monk students to improve their oral English communication skills.

3. The monk students expressed the positive opinions at a high level.

Research Hypotheses

1. The efficiency of the English lessons in 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 were higher than those of their pre – test scores after using the English lessons in the Historical Tourism Course m with the use of Video Blog – based Role Play Instructional Model.

3. The monk students' opinions on the English lessons in the Historical Tourism Course with the use of video Blog – based role play instructional model were at a high level.

Research Scopes

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 school. They were studying English subject in the first semester of the 2021 academic year. The sample group was 27 monk students selected by applying the purposive sampling method.

Scope of Content

This current study focused on constructing the English lessons for the Historical Tourism Course, especially on Buddhist temples in Chiang Mai. To design the English lessons, the questionnaire was constructed and disseminated to the respondents including foreign tourists, tourism – related entrepreneurs, and tour guides. The contents included 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.

Scope of Duration and Place

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

Scope of Variables

In this study, the independent variable was the English lessons in Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model while the dependent variables were the monk students' oral English communicative skills achievement and their opinions about the lessons.

Definitions of Operational Terms

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

English Lessons in the Historical Tourism Course refer to the eight lessons that were designed by adapting Kemp's model. The contents were derived from the needs survey questionnaire focusing on the opinions of foreign tourists, tourism – related entrepreneurs, and local tour guides on the topics related to historical tourism especially Thai temples for tourism purposes.

A Video Blog – based Role Play (VBRP) Instructional Model refers to an instructional model in which the use of a blog on Google sites as a platform to interact between the teacher and the students. Moreover, the process of using Video Blog – based Role Play (VBRP) in teaching and learning was based on the 2W3P teaching model which consists of five main stages: warm – up, presentation, practice, production, and wrap – up. To illustrate, in the first step, the monk students did some exercises in order to motivate their interest and arouse their prior knowledge related to the topics they learned. Then, they went to the second step when they watched a video clip and listened to the audio clip; after that, they were assigned to complete an exercise according to the video and audio clips. Next, as for the third step, they learned language uses or patterns, and worked in pairs to prepare a dialogue to perform a role play. At this point, they rehearsed the role play as many times as they wanted in order to practice their English oral communication skills. After that, they performed the role play, recorded the video and uploaded it on the blog where their classmates could visit and leave comments. Lastly, in the final step, the teacher wrapped up everything that the monk students had leant in the lessons.

English Oral Communication Skills refer to the oral communicative skills of the monk students in providing information about Buddhist temples in English. Specifically, those skills included five aspects of English communication skills: vocabulary, pronunciation, fluency, grammar, and comprehension.

Secondary Phrapariyattitham Monk Students refer to 27 monk students from Chetuphon Suksa School, Abhaya Ariya Suksa School, Dhamma Methee Suksa School, Somdej Phra Buddha China Wong School, Samakee Withayathan School, and Pali Sathit Suksa MCU School, who were involved and participated in this study.

Monk Students' Opinions refer to the opinions of the participating monk students about the use of video Blog – based role plays instructional model in the constructed English lessons for the Historical Tourism Course.

Kemp's Model is an instructional model in which the researcher applied as a guideline to develop the English lessons in Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model. The model is known for its nine interdependent core elements and significantly emphasizes on flexibility and interdependence; thus, it was shaped like a circle with two outer rings that represent ongoing considerations throughout the instructional design process.

CHIANG MAI RAJABHAT UNIVERSITY

Conceptual Framework

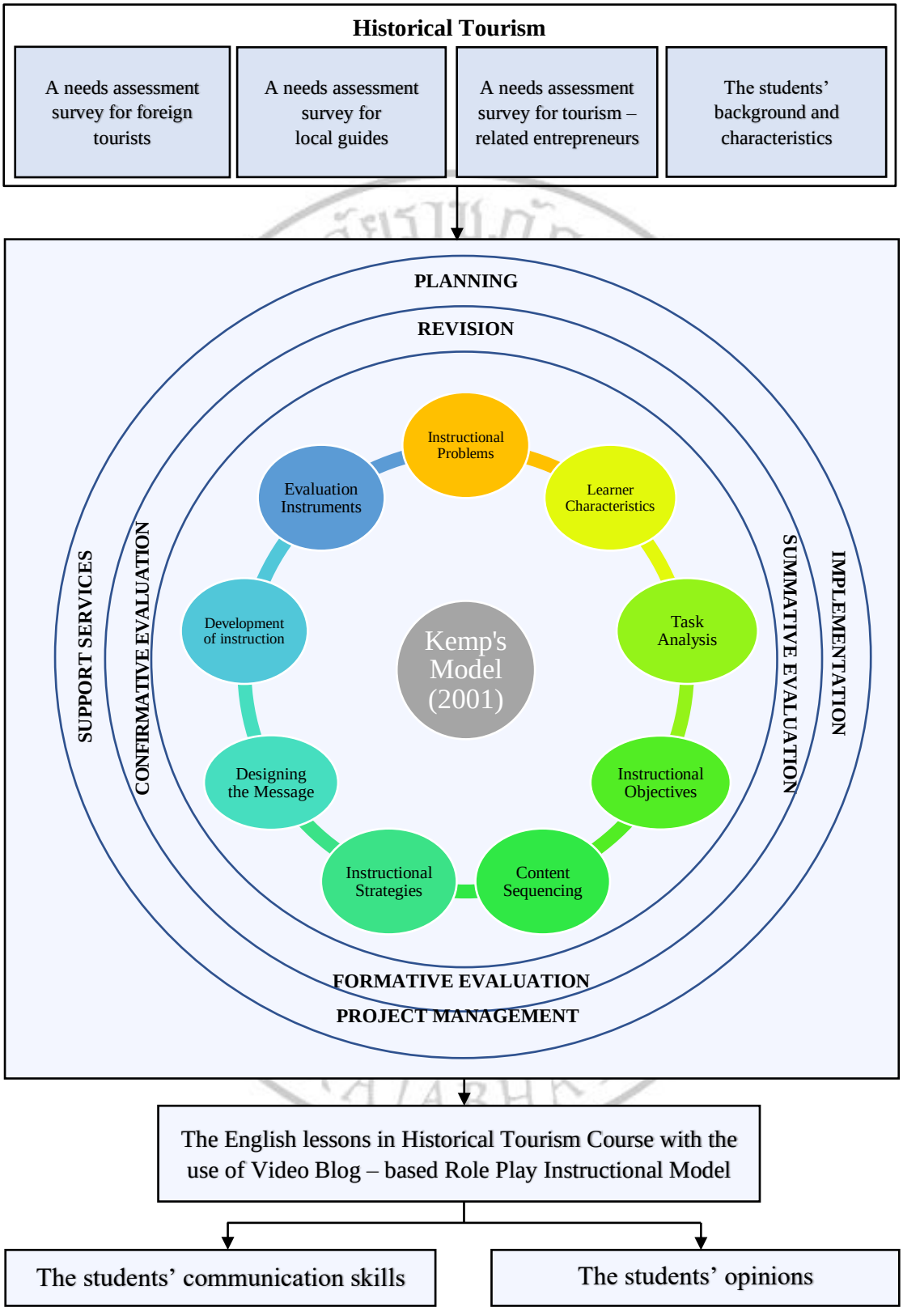


Figure 1.1 The Conceptual Framework

CHAPTER 2

LITERATURE REVIEW

In this chapter, previous research related to the English lessons in Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model to enhance oral English communication skills of secondary Phrapariyattitham monk students are reviewed. The contents include English for tourism, Historical Tourism Course, English oral communication skills, secondary Phrapariyattitham monk students, tourism in Chiang Mai, the use of technology in language learning, Video Blog – based Role Play, instructional system design, and previous empirical studies, respectively. In detail, each section consists of the following topics.

1. English for Tourism
    1.1 The Importance of English in Tourism
    1.2 The Importance of Tourism Industry
2. Historical Tourism Course
    2.1 Historical Tourism Course Description
3. English Oral Communication Skills
    3.1 Communication Skills
    3.2 Types of Communication
    3.3 Oral Communication
    3.4 Oral Communication Skill Rubrics
4. Secondary Phrapariyattitham Monk Students
5. Tourism in Chiang Mai
6. The Use of Technology in Language Learning
    6.1 Introduction to Technology–Enhanced Language Learning (TELL)
    6.2 Main Types of Media Using Technology–Enhanced Language Learning
    6.3 Advantages of Technology–Enhanced Language Learning
    6.4 Disadvantages of Technology–Enhanced Language Learning

7. Video Blog – based Role Play
    7.1 Role Play
        7.1.1 Introduction of Role Play
        7.1.2 Role Play in Education
        7.1.3 Classifications of Role Play
        7.1.4 The Activities of Role Play
    7.2 Blog
        7.2.1 Introduction of Blog
        7.2.2 Advantages of Using Blogs in Language Teaching and Learning
        7.2.3 Types of Blogs
    7.3 Video Blog
        7.3.1 Introduction of Video Blog
        7.3.2 Advantages of Using Video Blog in Language Teaching and Learning
        7.3.3 Procedures of Video Blog
    7.4 The Process of Using Video Blog – based Role Play (VBRP) in Teaching and Learning
8. Instructional System Design
    8.1 Definition of Instructional System Design
    8.2 Kemp's Instructional System Design Model
    8.3 2W3P Teaching Model
9. Previous Empirical Studies

English for Tourism

English is emphasized in various fields, i.e., business, technology, media, research, education, and medicine; as well as, it is also dominant in the field of tourism. Prachanant (2012) states that English is an international language used. It is the predominant means of communication. Furthermore, in communication, English is a tool generally used to transfer ideas or thoughts; moreover, English communication is also a medium used to build good relationships among people who are from distinct countries (Prachanant, 2012).

The Importance of English in Tourism

English has played an important role, particularly in the fields of the tourism industry. For example, it offers foreign visitors who do not know the local language effective services (Zou, Ramirez, Erazo & Encalada, 2019). Similarly, Zahedpisheh, Bakar & Saffari (2017) express that in the 21st century, English has been dramatically used and spoken in the tourism and hospitality industry; as a result, English for tourism plays the main role involved in good services.

With the pressure on English essentials in the tourism industry, people whose occupation is related to tourism are well aware and realize that they demand good English proficiency (Zahedpisheh, Bakar & Saffari (2017). If people have poor English abilities, they are unable to function well and reach the requirements at their workplace, especially in the field of tourism (Wiriyachitra, 2002). For example, in historical tourism, tourists require guides to provide explanations; they demand to learn about information, details, and backgrounds of the items in the temple (Kerdpitak, 2018).

The Importance of Tourism Industry

The tourism industry has become dramatically crucial in terms of Thailand's economic development (Kerdpitak, 2018; Kerdpitak, 2019; Prachanant, 2012; Zahedpisheh, Bakar & Saffari, 2017). Bunjan's study (2016) highlights that more than 22 million foreign visitors visited Thailand in 2012, and in 2013 later with a higher number (26.7 million) Thailand welcomed foreign visitors. Afterward, the number of foreign visitors grew up to 29.88 million by the end of 2015. As a result of this phenomenon, foreign exchange earnings and employment are noticeably increased. To illustrate, Thailand's GDP increased from 9 % to 10 % in 2012 by the contribution of the tourism industry; consequently, the revenue from tourism was nearly a trillion Thai baht (983,928 billion). Besides, even though the revenue was reduced to 863 million Thai baht in 2013, in 2015 later it was substantially grown up to 2.21 trillion Baht. Thus, the number of occupations in 2015 was generated by the tourism industry of Thailand with a total of 283,578,000 occupations.

Historical Tourism Course

Heritage Tourism has become a promising vehicle for economic development for communities across the countries worldwide (Cultural Heritage Tourism Management, 2021); thus, the Historical Tourism Course is run. The course is designed to introduce students to the history and culture of places and people, through the eyes of lifestyles, artifacts, and physical buildings. Since Cultural and Heritage Tourism is a fun way of learning the history and culture of a place, the course builds the consciousness of the students into understanding how to interface with tourists from various environments and deep respect for places of interest.

According to Uniwersytet Gdański (2020), the Historical Tourism Course is a unique course combining elements of historical, natural, and economic sciences in which it provides students with extensive knowledge and interdisciplinary abilities; also, the students gain the knowledge related to cultural heritage, i.e., knowledge of history, history of art, archaeology, and geography. Moreover, the course also provides expertise in economics and administration.

Based on The University of Newcastle (2021), the students are introduced to various case studies of special interest tourism; moreover, the course provides them with a critical examination of cultural and heritage tourism, focusing on culturally sustainable principles and practices.

In accordance with Cultural Heritage Tourism Management (2021), learners study ways to conserve the integrity and authenticity of resources; besides this, they also study how to effectively inform, entertain, and educate the tourist about attractions. Furthermore, they study how to prevent the degradation of cultural and historic sites as a result of the increased tourism, as well as learning to promote local people to appreciate and celebrate their cultural heritage.

Historical Tourism Course Description

This course is conducted for ten weeks which include 3 hours of credit hours and 30 hours of contact hours. The aim of this course is to expose monk students to historical tourism. To illustrate, the course introduces monk student to eight English lessons related to the issues of the Buddhist temples. Besides, the course focuses on the implementation of Video Blog – based Role Plays instructional model to enhance oral English communication abilities of the monk students, so that they study through

each lesson and participate in all discussion posts via a blog. After completing this course, monk students should be able to firstly understand the lessons by answering questions in the blog correctly at least 70 %. Secondly, they should gain basic English knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension in each lesson. Thirdly, they should be able to explain in detail about the lessons accurately at least 70 % through online video role plays. The instructional strategies include discussion posts through the blogs, a short assessment on the Google Form to check their understanding, exercises by using the Video Blog – based Role Play instructional model, the implementation of pre – and post – test. In addition, the assessment is undertaken through group discussions, multiple – choice questions, and quizzes.

English Oral Communication Skills

Communication Skills

Communication ability is a skill set used when data is shared by a person and then received and understood by another person (Singh, 2012); in other words, it is a language skill of using information expressly and receptively. Summak (2014) explains that communication is the conveyed – message method between people which is occupied by a receiver and a sender; besides, the method can be subdivided into five significant phases. Initially, the sender creates an idea or thought and then transforms it into a message by coding. Then, the message is sent through a channel and received by the receiver; after that, the receiver receives and understands the message. Finally, the receiver provides the sender feedback about the message.

Communication is the most vital ability of a human's survival. Ali (2018) describes that every person must communicate in order to keep in contact with the world; in other words, either knowingly or unknowingly, people always communicate.

Types of Communication

1. Verbal Communication

Verbal Communication refers to a way of communication where a person conveys a message to another person by speaking words. Abdullah, Ling, Sulaiman, Radzi & Putri (2020) explain that this type of communication uses sounds

and language to transmit messages or to express orally without emphasis on gestures or mannerisms.

2. Nonverbal Communication

Nonverbal communication is another type of communication where one conveys a message to another by using a nonverbal platform. Non – verbal communication is a communicative process involving features: eye contact, facial expressions, gestures, posture, and body language (Sheth, 2017).

3. Visual Communication

Visual communication is a type of communication using visual elements or images to convey ideas or information; for example, those visual elements can include signs, typography, drawing, graphic design, illustration, industrial design, advertising, animation, and electronic resources. Likewise, Messaris (2003) states that a conception of visual communication involves the use of visual images as a medium to communicate; as a result, images play a significant part.

4. Written Communication

Written Communication is a type of communication conveying a message through written symbols; for instance, sending of messages through letters, manuals, reports, telegrams, office memos, bulletins, etc. Similarly, Byakutaga, Onen, Oonyu & Kasesene (2016) describes that writing communication refers to documents, such as reports, circular letters, and memos.

Additionally, Wambui, Kibui & Gathuthi (2012) explain that communication is generally occupied by two majorities of types, namely, communication based on style and communication based on channel. The former communication type is sub – categorized into two groups. One of them is non – verbal communication which refers to behaviors that present meaning; this communication can be done by facial expressions, body movements, and gestures. Another group known as verbal communication is verbally done to transform a message; furthermore, it is occupied by two types of communication: written type and oral type. Based on Ali (2018), oral communication is one of the best and the most common types of communication since it is used in various contexts in daily life.

Oral Communication

Oral communication is the two – way method between the speaker and the receiver; it is related to speaking as the productive ability and listening as the understanding ability (Ali, 2018). Bashir, Azeem & Dogar (2011) similarly explain that speaking is a productive ability in the spoken mode; furthermore, they claim that speaking is one of the most essential abilities for language learners to acquire in order to develop their accomplishments in oral communication. Sari (2019) adopts a similar view that even though writing, reading, and listening skills are very important for language learners to master; however, speaking is substantially even more needed to be mastered. Likewise, Rahman (2010) describes that learning oral ability is very crucial because it distributes learners with a set of abilities that they are able to utilize for a lifelong; besides this, the speaking skill is considerably applied as a medium to communicate for expressing perspectives, making arguments, offering explanations, transmitting data and making impressions between people. In addition, aligned with speaking ability, it is occupied by five elements, i.e., comprehension, grammar, vocabulary, pronunciation, and fluency (Ali, 2018). Each element will be elaborated as follows:

1. **Comprehension**

Comprehension here tends to refer to listening ability, a vital key to begin communication is listening comprehension. The more effective a person can communicate is dependent on how well that person comprehends what a speaker says.

2. **Grammar**

In spoken communication, grammar is dramatically useful because it assures that both speakers and listeners apply the same code.

3. **Vocabulary**

Vocabulary is very essential in communication. Either in oral or written communication, adequate vocabulary enables a person to communicate effectively and allows that person to share ideas or thoughts.

4. **Pronunciation**

Pronunciation is how a person produces language when speaking. It is very important to pronounce clearly because once pronunciation skills are poor, communication is severely limited.

5. Fluency

Fluency here refers to the skill to speak fluently and accurately.

Oral Communication Skill Rubrics

The oral communication skill rubrics are normally used to assess students' oral communication skills. Bunjan's study (2016), reported that there are five elements in the English communication skill rubric, i.e., vocabulary, pronunciation, fluency, grammar, and comprehension. Each has its own specific description with various speaking skill levels, e.g., inadequate, poor, good, very good, and excellent; and every level is valued differently, for example, the score ranges from 0 to 5. In details, those five components in the English communication skill rubric are elaborated below.

To begin with, as for the vocabulary, the teacher rates inadequate and give 0 to a student who is able to merely use very limited and inaccurate vocabulary. In contrast, the teacher rates excellent and give 5 points to a student who is able to use an extensive native – like vocabulary. Secondly, in terms of pronunciation, if a student is able to pronounce clearly and accurately and apply a lot of intonation to express the assigned tasks without confusing words or with a near native pronunciation, that student is rated as very good and gains 4 points which is a high score. Thirdly, as for the fluency, if a student is able to speak continuously and smoothly like a native speaker, this student gets a high score which is 5 points. Fourthly, in terms of grammar, if a student is able to apply various grammatical structures with few errors without obscure meaning, that student gets a high score as well. Lastly, as for the comprehension component, if the interlocutor of a student does not understand, that student will get a very low score. The rubric for evaluating English oral communication skills of the monk students is illustrated in Figure 2.1.

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	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 are 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 comprehended	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

Figure 2.1 English Oral Communication Skills Rubrics

Source Bunjan (2016)

Secondary Phrapariyattitham Monk Students

There are two categories of monks. The first category refers to monks who live away from other people or society. On the contrary, the other group refers to monks who live within society; they decide to live with people and propagate the Buddhist teachings (Dhamma). Besides this, the place they live is called the temple; they set time to chant, meditate, as well as learn about Buddhism. Some study at their own temples while some study at the Buddhist temple school. The school, officially known as Phrapariyattitham school, is a type of school where the majority of Thai monk students' study at (Schedneck, Khansamrong & Epstein, 2019).

With the existence of monastic schools, education and Buddhism are substantially and traditionally connected. Over centuries, Thai boys are commonly handed over to temples for the purpose of learning Buddhist doctrines, as well as learning how to read and write from senior monks. It had been for seven years that Thai people unanimously believed that the temples were only the formal institutions in terms of education. However, in the late nineteenth century, this understanding has gone for good since King Chulalongkorn (Rama V) created and initiated a public education system, and the system was led to primary school education in Thailand. At this point, those Thai boys have alternative choices whether they will learn at public schools, temple schools, or private schools (Schedneck, Khansamrong & Epstein, 2019).

Buddhist temple schools in Chiang Mai are categorized into two groups, namely**,** Pali schools and Phrapariyattitham schools. As for the Pali schools, there are fourteen schools in the city, and they emphasize teaching the Pali language and the Dhamma in their curriculum. They educate students for the examinations on subjects administered by Thai monastic institutions. On the other hand, in terms of Phrapariyattitham schools, there are totally six schools in the city, and these schools educate learners who are monks and non – monks, girls and boys from first grade until the end of high school. (Schedneck, Khansamrong & Epstein, 2019).

The curriculum which is taught at Phrapariyattitham schools is occupied by basic subjects, i.e., Thai language, mathematics, science, social sciences, physical education, technology, art, and English. Moreover, monk students, apart from those subjects, also study additional subjects involving Buddhism, e.g., religious practice,

Dhamma Vinaya (teachings of Buddhism and monastic discipline), and Pali language. The curriculum at Phrapariyattitham schools is categorized into two levels with six grades or years. A group called Matthayom Ton (middle school) is occupied by grade one to grade three while another group called Matthayom Plaay (high school) is occupied by grades four through six (Schedneck, Khansamrong & Epstein, 2019).

Tourism in Chiang Mai

Historic tourism, otherwise known as heritage tourism, refers to a type of travel involved an objective of exploring the history and heritage of a place. Kadi, Jaafar, and Hassan (2014) define that Heritage Tourism involves experiencing places, artifacts, and activities that indicate stories and people in the ancient time, e.g., cultural and historic resources. Cultural heritage is the legacy of a society or a group of people which is inherited from past generations, preserved in the present generation, and bestowed on the future generations, and Rojas – Berrio, Rojas – Berrio, and Robayo – Pinzón (2019) point out that the heritage is categorized into two dimensions namely, tangible heritage (physical artifacts) and intangible heritage (intangible attributes). In simple terms, tangible cultural heritage has a physical presence while intangible cultural heritage does not. For example, tangible heritage includes buildings and historic places, monuments, artifacts, and so on while intangible heritage includes social practices, rituals, knowledge, skills, etc.

The northern tourism resources in Thailand, e.g., natural beauty, cultural heritage, and diverse customs, are well known by both democratic and international tourists. In the northern region of Thailand, there are many provinces, and among them, Chiang Mai province is very remarkable (Bunjan, 2016). Chiangmai, the hub and the capital city of northern Thailand, is well – known for its tangible and intangible heritage. Based on Bicksler (2017), the original layout of the city has not changed since the early 1800, and built heritage has still existed. Consequently, many important historical and cultural sites can easily be found around the city; for example, Wat Jedi Luang is built with Lanna architecture combined with old Chiang Mai's religious art. Kirkey (2020) states that temples in Chiang Mai dramatically draw tourists' attentions to visit. Buddhist temples are a worthy place for foreigners to visit. They determine Buddhist temples as a very remarkable destination because they

love to learn about the natural locations, ancient sites, and cultural and religious sites. they believe that the Buddhist temples are the place where architectural arts, mural painting, tradition, and cultural learning exist. Consequently, if they come to the temples, they can learn a lot of things, i.e., the Buddhist arts and mural painting in the ordination hall (Ubosot), the assembly hall (Vihan), Buddha images, pagoda (Chedi), and so on (Chaiyasit, 2018; Kerdpitak, 2019). According to the fact that Chiang Mai is the capital city occupied by various heritage, the number of tourists visiting Chiang Mai has continuously increased. Likewise, Koodsela, Dong & Sukpatch (2019) state that every year the increase of visitors in Chiang Mai has gone up continuously; for instance, in 2009 there were 4.34 million tourists, and later in 2018 the number has increased to 10.86 million. In simple terms, over the past decade, the growth rate of tourists in Chiang Mai has grown up over 60 %. Besides, Horwath HTL's report on historical visitor arrivals to Chiang Mai (2019) noticeably indicates the increase of the international aircraft movement ratio (14 % to 27 %) over the past 10 years. Besides this, it is reported that in 2015, with the growth of international flights, market occupancy reached a historical high (78 %) (Horwath HTL, 2019).

In the past Chiang Mai was the northern kingdom's capital with another well – known mane (the Lanna Kingdom); later on, at present, Chiang Mai remains as the capital city and is the largest city in the northern part of Thailand in terms of size and economic power (Baedcharoen, 2016; Koodsela, Dong & Sukpatch, 2019). According to Koodsela, Dong, and Sukpatch (2019), currently, the city's overall area is responsible for over 20,000 km^2, and the overall population exceeds 1.7 million. Chiang Mai is noticeably occupied by distinctive historical and cultural significance, and this reason makes the city become a complete tourism resource. They claim that the increase of tourism in Chiang Mai has gone up over and over; for instance, the number of visitors with 4.34 million in 2019 grows up to 10.86 million visitors in 2018. As a result, this makes the economy grow dramatically; for example, the number of careers and income are significantly increased. Furthermore, Sangkakorn and Suwannarat (2013) state that there are a lot of tourist attractions in Chiang Mai, e.g., centuries – old pagoda and ancient temples in the old city; moreover, Chiang Mai is the place where visitors can experience both historical and modern culture.

The Use of Technology in Language Learning

Technology is significantly crucial for the educational realm. Ahmadi (2018) states that it assists learners in learning and teachers in teaching. Whenever discussing about technology in education, the word 'integration' must be used. It is true to argue that technology is part of human's life, so it is very common for an idea to integrate technology into the curriculum for the purpose of facilitating the learning method. Consequently, the computer as a part of technology is significantly used in teaching and learning. Yeşilel (2016) describes that a computer is a technological innovation used to display multimedia and applied as a medium to complement, improve and facilitate language learning. The influences of technology on teaching and learning L2 can be referred to TELL (Technology – Enhanced Language Learning).

Introduction to Technology – Enhanced Language Learning (TELL)

TELL or Technology – Enhanced Language Learning is involved in the impacts of technology incorporated in language education; in other words, it alludes to the teacher who applies the use of the computer as a means in order to assist the language teaching (Bunjan, 1997, as cited in Bush &Terry, 2016).

Similarly, Patel (2015) defines TELL or Technology – Enhanced Language Learning as the use of technology, especially computers, as a means to assist teaching and learning. Such computer technologies include the Internet, software, or hardware (Yeşilel, 2016; Patel, 2015). For example, they are applied for listening to a song online, reading the lyrics online, reading news on websites, participating in online discussion forums, creating a video and posting it online, using an electronic dictionary to find out the meaning of an unknown vocabulary, and chatting with friends in English (Patel, 2015).

Main Types of Media Using Technology – Enhanced Language Learning

There are four main types of media using Technology – Enhanced Language Learning: 1) sound (audio), 2) films (video and audio), 3) images/graphics, and 4) text (Ahmadi, 2018; Patel, 2015). The first group consists of radio broadcasts, recorded playback of speeches, and recorded storytelling, and the second one is occupied by short films, interviews, and full – length full feature movies. Furthermore, the third group is responsible for charts, paintings, and photos, and the last group includes essays, journals, articles, email, chatting, and books.

Bush &Terry (1997, as cited in Ahmadi, 2018) explain that each type of media should be applied based on each type of activities in TELL, the student number (learning individually or in groups), and the learning area. For instance, the dialogue (audio) activity should be done in groups, so this will enhance pronunciations, vocabulary, and context. On the other hand, the audio recording playback (audio) can either be done in a group or individually; consequently, pronunciation, vocabulary, and comprehension are fostered.

Advantages of Technology–Enhanced Language Learning

Several previous studies assure that Technology – Enhanced Language Learning (TELL) offers positive effects to teaching and learning (Miftachudin, 2017; Ghanizadeh, Razavi & Jahedizadeh, 2015; Genc – Ersoy & Ersoy, 2013).

According to Ghanizadeh, Razavi, and Jahedizadeh (2015), various types of technologies positively affect students' progress; to make it clear, the employment of TELL effectively improves language learning. For example, as a result of multimedia technologies integrated into class and authentic learning situations created consequently, students are motivated to learn; besides, such technologies also improve their sub – abilities (grammar, vocabulary, writing, reading, listening, and speaking).

Furthermore, Genc–Ersoy & Ersoy (2013) express that technology decreases students; on the other hand, it increases their confidence, motivation, and interest in learning. Besides this, it makes students enjoyable while it also encourages them to be more independently responsible in studying. To illustrate, it fosters their autonomic studying. Likewise, Miftachudin (2017) states that technology is a motivating tool encouraging students to study independently according to their own interests; consequently, their pace of studying or learning strategies is improved.

Disadvantages of Technology–Enhanced Language Learning

TELL does not always offer positive effects in education realms; sometimes it is true to claim that negative effects are found when TELL is integrated into teaching and learning (Yeşilel, 2016; Patel, 2015; Hani, 2014).

One of the drawbacks of TELL is the high cost. For example, Patel (2015) points out that technology, training, and media are costs. Yeşilel (2016) describes those poor schools and students gain unfair educational conditions; they are unable to afford digital tools, i.e., computers or software.

Basic technology knowledge is another possibility of difficulties in education in which teachers and students do not possess. Even though there are a lot of technological devices, either teachers or students do not know how to use them. This is considered useless. For instance, inefficient material is created and designed by teachers who do not have experience with the software (Hani, 2014). Hani (2014) explains that teachers tend to feel familiar and comfortable with traditional textbooks, not with digital ones. This happens because the majority of them do not grow up with computers; besides this, they share the same belief that computers are worthless. However, Yeşilel (2016) suggests that both teachers and students need training in the use of technology, and they also need to be comfortable with technologies (Patel, 2015). Hani (2014) states that it is true to argue that most teachers who are technologically competent believe that computers are able to facilitate language learning.

In addition, technology is occupied by many features which can be positive or negative for learning. Unfortunately, the negative features drag the students' attention; consequently, they pay less concentration on the contents (Hani, 2014).

Video Blog – based Role Play

There have been countless technologies applied in education; consequently, teaching and learning are dramatically developed. Raja & Nagasubramani (2018) say, "Technology is a gift of God.", and they also express that it positively revolutionizes the education system, e.g., enhancing and making teaching and learning more enjoyable. In language learning, a blog which is one of the technologies is widely applied as a medium to increase learning opportunities without time or place restrictions; besides this, another technology that seems very effective is the video blog. Because being occupied by a number of videos rather than writing text as the main media source, it is significantly useful in terms of the development of English spoken communication abilities. Equally important, even though role play is not originally related to the technologies, it is an effective instructional technique used to improve learners' speaking communication proficiency; for example, it gives learners time to use the 2L in meaningful situations. Doff (1990, as cited in Bunjan &

Suppasetseree, 2017) points out that with the use of role play, real – world contexts are created in the classroom.

Overall, it is clear to state that either video blog or role play technique is significantly effective with regards to enhancement of English oral communication skills; therefore, the Video Blog – based Role Play (VBRP) is a new innovative technique established aiming to improve students' oral communication skills. Nowadays, in educational realms, it has been used as Instructional Model aiming to create lessons (VBRP lessons). Because of being a new innovative technique, currently, it is true to say that it is not widely applied; besides this, there are not very many past studies undertaken using the technique. Nonetheless, all the previous studies have noticeably revealed that the Video Blog – based Role Play (VBRP) can enhance students' English oral communication skills.

The research entitled "A Development of Video Blog – based Role Play Instructional Model to Improve Tourism Students' English Speaking Skills" and undertaken in 2018 by Bunjan and Suppasetseree indicates that the VBRP Instructional Model is dramatically effective and suitable as guidelines for creating VBRP Lessons to teach English for Tourism students at MHU and to improve their English speaking skills. There are two reasons why this model is significantly appropriate. One of them is the development of the VBRP Instructional Model which is based on the principles of Instructional Systems Design (ISD). Furthermore, as a second reason, this model emphasizes a learner – centered approach; as a result, activities are created following students' needs, interests, and learning styles.

Based on the findings, another research named "The Implementation of Role Play with Video Blogs (Vlog) in Teaching Speaking to the Eleventh Grade Students of Senior High School 3 of Palembang" and conducted in 2020 by Sapitri, Hatim & Noviati highlights that there is a significant difference of spoken scores between students who are taught through Role – play with Video blog and who are taught with the conventional technique. Additionally, the results also reveal that the employment of role play combined with video blogs makes students enjoyable, and relaxed when learning English; moreover, students are indirectly able to improvise their ability by their own will.

Role Play

1. Introduction of Role Play

Role – play is a speaking activity when a person either puts himself/herself into somebody else's shoes or stays in his/her own shoes but puts himself/herself into an imaginary situation (Rahman & Maarof, 2018; Suryani, 2015; Dorathy & Mahalakshmi, 2011; Liu, 2010). Equally important, to perform a role play, one of the most important things is role play cards. Dorathy & Mahalakshmi (2011) explain that role play cards are significantly crucial, for they tell a person how specific and what role he/she will perform or react. Furthermore, there are several ways to conduct a role play. Based on Suryani (2015), role play can be categorized into two types: 1) Scripted Role Play and 2) Unscripted Role Play. As the name suggests, the first type involves the script; thus, it is occupied by interpreting oral text or textbook dialogue. On the contrary, another type is absolutely non – scripted. It does not rely on any text or dialogue; however, it is very vital that the play must make decisions about what to act or to say by himself. Hence, the second type is generally called improvisation or free role play.

2. Role Play in Education

Based on the aforementioned statements, it seems that role play is merely an ordinary activity without any concern with language education; however, because of its process, many see and grasp this opportunity of language learning enhancement. Therefore, role play has been applied to educational systems; as a result, it turns out that 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).

Suryani (2015) assures that role play is an approach that involved where a student acts and interacts with other students in imaginary scenarios, so their motivation and interaction in class are promoted.

Dorathy & Mahalakshmi (2011) states that role play is applied in teaching and learning for the following factors. To begin with, it enhances students to interact and deal with real – life situations. Also, students' oral communication ability is improved in any context. Besides this, role play is dramatically useful, especially

for shy students who seldom have English conversations. Equally important, the majority of students unanimously express that role play is enjoyable, so this is very vital to reach better learning.

Krebt (2017) similarly indicates that role play develops students' learning since it is enjoyable; moreover, it discovers that learning in groups is significantly fostered. Role play makes students interested in learning and understands the importance of cooperation, so it promotes student – student communication. Furthermore, it increases students' time availability for oral interaction when they learn in groups. Apart from this, difficulties liberated students to speak, such as shyness, stressfulness, and so on, are solved.

3. Classifications of Role Play

Role play is basically classified into several categories. Krebt's study (2017) reveals that there are three categories of role play, i.e., fully scripted role – play, semi – scripted role – play, and non – scripted roleplay.

In the first category of role play—fully scripted role – play— words are provided and learners memorize roles. Additionally, in the prescribed textbook describing the model conversation exist, and the primary objective of the conversation is to make every part of the language meaningful and not too difficult to memorize. Therefore, this category is very suitable for low – level learners.

In the second category of role play— semi – scripted role – play —there are some missing words in the model conversation; more importantly, learners should know appropriate words in order to fulfill in the blanks or replace the missing words. In so doing, the learners are able to transform the major conversations into their own conversations. Therefore, this category is very appropriate to upper – beginner learners, as well as intermediate – level learners.

In the third category of role play— semi – scripted role – play — keywords of dialogues are provided to learners; as a result, learners build a short conversation in accordance with the keywords. Consequently, learners are able to develop their own ideas and thoughts and use the language based on their proficiency, and also act in a context according to their comprehension. Therefore, this category is very appropriate for advanced level learners since the non – scripted role – play sometimes requires special abilities, such as problem – solving.

4. The Activities of Role Play

According to Fadilah (2016), there are two types for role play activities: scripted and unscripted role play. The details of these two forms of role play are shown in detail below.

1) Scripted Role Play

This form mainly emphasizes the textbook dialogue or reading text and its function is to convey the meaning of language items by memorizing. How to undertake this type of role paly activity is that in the first step, the teacher guides the role play by noting prompts (e.g., where? / air mail / how much? / post box? / thanks). Then, the teacher says what is noted to illustrate what those prompts mean. It will be much more effective if the teacher goes through the prompts one after one after another, and have learners speak out either sentences or questions related to those prompts. Next, the teacher invites two learners coming to the front. One of them plays the role as Angela, and the other learner is the post office clerk. In addition, they are allowed to apply those prompts to improvise their conversations. After that, the teacher invites the other pairs of learners in turn and assign them to make a conversation align with the prompts.

2) Unscripted Role Play

This form, on the contrary, emphasizes none of the textbook dialogue or reading text; as a result, it is normally known as a free role play or improvisation. To conduct this type of the role play activity, for example, the learners are required to decide what language to apply and how the conversation should develop. However, good preparation from the teacher and learners is significantly needed. In details, the example and procedures of unscripted role play are described below.

A student has lost a bag, and he is at the police station while another student is the police officer and asks for details. In the meantime, the teacher can prepare the whole class by firstly discussing what the speakers could say (i.e., the police officer would ask the students how he or she lost the bag), and secondly writing prompts on the board to guide the role play and any key vocabulary items. Moreover, the teacher can separate students into pairs, and then let them discuss together what they may say. After that, assign them all to try out the role play privately, before calling them to perform in front of the class.

Blog

1. Introduction of Blog

A blog is an online platform where users can upload and share multimedia content. (Miftachudin, 2017; Shana & Abulibdeh, 2015; Aydin, 2014; Ahluwalia, Gupta & Aggarwal, 2011; Azizinezhad & Hashemi, 2011; Guttler, 2011; Zhang, 2009). Zhang (2009) describes that a blog is generally occupied by photo, audio, and video information while Aydin (2014) & Guttler (2011) explain that a blog is occupied by posts arranged in chronological order. The oldest posts are arranged at the bottom; on the other hand, at the top is where the most recent posts are gathered at. There are three main structures of the blog, i.e., comments which are left by readers and linked to other blog feeds which are content published automatically on other sites and blogs, and a blog's content published and delivered to another blog (Guttler, 2011).

2. Advantages of Using Blogs in Language Teaching and Learning

Interestingly, a blog can be applied to educational realms, and it turns out with positive effects. Zhang (2009) assures that a blog creates an online portfolio keeping learners' writing works and provides them a real audience for their writing as well. Besides this, it is where learners can have extra reading practice; furthermore, it enhances the sense of community in the classroom. Equally important, a blog seems to enhance learning experiences; more specifically, it transforms students' learning levels from the surface to deeper levels of learning. Take this as a good example of surface learning, students finish only the minimum content necessary based on the assessment requirements; on the contrary, deep learning means how students stand back from an experience, find out the relations of concepts, and contextualize meanings. Aydin (2014) ensures that a blog is an effective medium applied to enhance students' conceptualization, brainstorming, articulation, monitoring, evaluating, self – presentation, and information exchange abilities.

3. Types of Blog

1) Tutor Blog

A blog run by a tutor is usually called a Tutor Blog, and this type of blog consists of a number of features. For example, everyday reading practice is available for learners; a casual and natural writing style is available for them as well.

As a result, these enhance the learners' familiarity, especially with native language patterns. Besides this, exploration of English websites is available, too; this does not only raise students' confidence but also reduces their fears of English reading. Additionally, online verbal exchange is provided (Guttler, 2011).

Apart from these features, other positive features also exist. For instance, it is occupied by class or syllabus information; as a result of this, students are reminded about their homework and upcoming discussion topics. Also, a resource of links for self – study is served in this type of blog, i.e., links to online quizzes, English news sites, key – pal networks, audio and video files for listening practice, and EFL interactive websites (Guttler, 2011).

2) Learner Blog

A blog run by an individual learner or by small groups of learners is called a Learner Blog, and this type of blog is substantially appropriate for writing and reading classes (Guttler, 2011).

3) Class Blog

A Class Blog is neither run by a tutor nor a learner; in contrast, it is technically run by a big group of people or by everyone in the class (Guttler, 2011). Zhang & Olfman (2010) explain that the class blog provides communication between students and instructors with channels to share information, resources, and feedback. For example, learners share their learning experiences and obtain feedback and assessment while teachers and classmates comment on the blog in order to offer feedback and suggestions.

To sum up, in the fields of teaching and learning, educational blogs are subcategorized into three types which each works differently, i.e., Tutor Blog, Learner Blog, and Class Blog (Miftachudin, 2017; Guttler,2011; Zhang, 2009). For example, Tutor Blog is generally run by a tutor while Learner Blog is commonly run by either an individual or a group of learners. Class Blog, on the other hand, is neither run by a tutor nor a learner specifically, but it is normally run by a collaborative effort of an entire class. However, Miftachudin (2017) points out that students can take advantage of Learner Blog at most compared with the other types, for this type is significantly beneficial for their learning. Therefore, learning by the use of the blog is very significant. Bezhovski and Poorani (2016) explain that e – learning technology is a

new educational phenomenon aiming to enhance the online educational system and self – learning. At this point, students should be allowed to create a blog freely, for the Learner Blog is individual blogging that fosters them to express their distinct individuality in the learning method, stimulate their interest, and activate their learning initiative (Miftachudin, 2017).

Video Blog

1. Introduction of Video Blog

Vlog is the shortened form between video blog or video log; it is basically a type of blog where the main medium is videos (Anggraeni, Rachmijati & Apriliyanti, 2020; Wulandari, 2019; Lestari, 2019; Maulidah, 2018). According to Wulandari (2019), vlog refers to two applications, i.e., video and blog, and they are utilized in order to share ideas online. However, it is true to point out that they work differently; a blog is to write an idea while a video is to speak up an idea. At this point, cooperating with the blog and the video is the same as cooperating voice and written ideas. Consequently, vlog provides users and viewers a richer environment when compared to other types of blogs. A vlogger is someone who is in a video and talks about something, and that vlogger basically talks about anything involved in any aspect of his/her life, e.g., daily activities, personal life, or interests (Lestari, 2019; Wulandari, 2019).

2. Advantages of Using Video Blog in Language Teaching and Learning

A number of previous studies have been undertaken related to the integration of the video blog in education, and they have discovered the benefits. The following paragraphs will elaborate on the fruitful advantages of the use of Video Blog (vlog) in English language teaching and learning.

According to Lestari's study (2019), the results indicate that students' speaking proficiency is enriched effectively; besides this, other knowledge, i.e., pronunciation, accent, grammar, vocabulary, and know – how in culture, is improved as well.

Wulandari's research (2018) reveals that students are encouraged to cooperate; they learn how to work as a team and collaborate in order to edit a vlog. Besides this, students' digital literacy and speaking ability are enhanced; for example, it improves their confidence, creativity, vocabulary, and critical thinking. In addition,

it substantially raises their talk – time; it helps them explore and develop their thoughts freely.

Based on Maulidah (2019), video blog (vlog) significantly has positive impacts on speaking abilities in various areas, i.e., students' encouragement, self – presentation, and autonomous learning.

1) Students' Encouragement

For students, the vlog is social media consumption commonly used in their everyday life; for example, they use it to share their thoughts, ideas, feelings, and improvisation. More importantly, they use it in order to accomplish their speaking assignments because of the ease of its operation. As a result, once their mindset tells them how effortless merely to complete their task is, they are automatically catalyzed or motivated. Therefore, the vlog encourages them to speak.

2) Self – Presentation

It is true to claim that EFL students' context is poor in terms of the target language performance. To illustrate, they can, unfortunately, perform English speaking merely in their classes or just in special situations in which English is applied as the means of communication. However, they substantially have more opportunities to speak when the vlog is applied; it enforces them to express their thoughts and ideas by speaking in English. Consequently, the students' oral ability is gradually enhanced.

3) Autonomous Learning

Vlogging is not only social media, but also a strategy called task – based learning, so it brings students in autonomousity or autonomous learning. Equally important, the autonomousity positively affects students in learning; for instance, they are able to gain meaningful learning, as well as to manage ideas and thoughts in the learning process freely.

3. Procedures of Video Blog

Creating a vlog is occupied by a number of processes, e.g., preparation, production, editing, sharing, and feedback. To begin with the preparation step, the teacher provides students a theme, and next is to discuss ideas concerning what students will present in their vlog. The ideas here might concern personal life, health management, hobbies, etc. After that, students begin to do vlogging production; in

other words, they explore their creativity and express their ideas. During this step, the teacher is still able to monitor. Then, students start editing the recorded vlog. To make the vlog more interesting, they can add effects and filters. Afterward, when the edited vlog is done, it will be posted or uploaded online. Finally, the uploaded vlog will be displayed, watched, and commented on by the teacher and students in the classroom (Wulandari, 2019; Baran, 2007).

Similarly, Maulidah (2018) summarizes vlogging performance into five vlogging steps, including the explanations of activities within each step, and these features will be explained below.

1) Conceptualization

Conceptualization is the first step that means creating a plan. It is more effective if the teacher provides students with themes, topics, or questions. This will enhance students to make the plan easier and faster. In addition, activities within this step include (1) planning what to say and how to say it, (2) coming up with an appropriate voice – blog topic, (3) listening to others' vlogs for ideas, (4) consulting a dictionary or searching the Internet and (5) note – taking.

2) Brainstorming

Next, the second step called brainstorming requires students to come up with a concept of the vlog; the concept here alludes to what will be stated in the vlog. The activities in this step are (1) outlining main and supporting ideas, (2) translating from L1 to L2, and (3) writing down a script before recording.

3) Articulation

Then, students start shooting speaking activities which is the third step; however, before doing this they must rehearse first. Additionally, in this step, students can check and edit the video before they upload it; for instance, they may insert pictures, songs, music, words, or anything that they think will make their video more interesting. Thus, their creativity and speaking ability are noticeably enhanced during this stage.

4) Monitoring

After that, the fourth step known as monitoring requires students to check the contents of the recorded video. This step is basically done immediately after recording and before uploading; in other words, articulating and monitoring are

generally performed together. Besides, activities of the fourth step are occupied by two processes, i.e., listening to the recorded file before uploading it, as well as monitoring vlog entries in terms of content, organization, and language usage.

5) Evaluating

Last but not least, evaluation is called the final step, and as the name suggests, students are assigned to perform self – correction aligned with their vlog; in the meantime, their friends are able to share some comments about the vlog as well. Once any mistake is unveiled, such as meaning or form, the vlog will be redone. The activities in the last step are (1) evaluating vlog content, organization, and language usage and (2) redoing the vlogs.

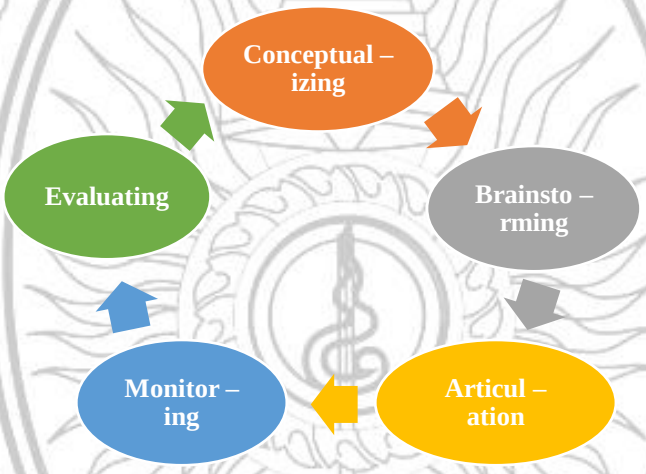


Figure 2.2 Procedures of Video Blog

The Process of Using Video Blog – Based Role Play (VBRP) in Teaching and Learning

The Video Blog – based Role Play (VBRP) lessons are constructed as a supplementary course for teaching oral English communication skills in the Historical Tourism Course for the monk students by the integration of Video Blog – based Role Play instructional model. Therefore, the lessons aim to enhance monk students' English oral communication skills. Bunjan's study (2016) interestingly describes what

Video Blog – based Role Play (VBRP) Lessons are, the details of the lessons will be elaborated below.

1. Warming – up

The first section is a warm – up aiming to motivate learners' interest and arouse their prior knowledge related to the topics they will learn. For example, images and names of the image are displayed, then the learners are required to match the images and names.

2. Listening Practice

As for the second section, it is a listening practice that asks learners to watch a short video clip and listen to an audio file in order to practice their listening abilities. Through the audio files, the learners can gain some useful information about tourism topics that they are studying. Furthermore, in order to check the learners' listening comprehension, they will be assigned to answer questions when they are watching the video clips and listening to the audio files.

3. Speaking Practice

In terms of this section, there are two examples of a video role play and two language patterns provided to the learners so that they can learn how to make the conversations. Moreover, an incomplete dialogue is provided with blanks and word choices in order to enable the learners to understand the content easier. When they complete this lesson, they should be aware of the language usage. Next, they will be required to do another exercise, e.g., filling in the blanks. To complete this exercise, students may demand to watch the video again and choose an appropriate vocabulary to fill in the blanks in conversations.

Furthermore, in this section, there is another form of speaking practice: language practice or language patterns. In order to improve English oral communication skills, learners are necessary to learn words or phrases used in sentences. Thus, this section shows examples of how a tourist constructs questions and how a guide responds to the questions. Besides, the learners should notice a lot of language patterns and use them in real situations. When they have sufficient rehearsal, they should do exercises on the language patterns and language focus. After that, they will move on to the next section.

4. Conducting Video Role Plays

The last section is to do video role play. To do this, the learners are asked to perform video role play in pairs for appropriate tourism situations. To illustrate, learners make their own scripts, perform role plays, and videotape their role plays. Then, their role play videos are uploaded on a blog where their classmates can visit and leave comments about the video. This allows them to learn from each other and promotes their interaction with their classmates.

Instructional System Design

Definition of Instructional System Design

Instructional systems design, also called ISD, is a systematic process used to analyze, design, develop, implement, and evaluate learning materials and activities. Likewise, based on Chaeruman, Wibawa & Syahrial (2020), it is a systematic and iterative approach applied as a guideline to enhance an educational program; moreover, it consists of various components. Each component has specific functions; however, all of them must be interrelated with one another. Bunjan (2016) states that students, teachers, and materials rely on each other. If one component is changed, all systems and outcomes will be affected.

Among various instructional design models, the present study has applied Kemp's model for a reason. For instance, according to Bunjan (2016), it takes the entire factors in the environment into consideration; so, it describes a holistic approach to ISD. Furthermore, it is non – linear in design; as a result, there is not connectivity between elements.

Kemp's Instructional System Design Model

Kemp's model is also termed the Morrison, Rose, and Kemp model, and it is a holistic approach describing Instructional Systems Design (Bajracharya, 2019; Bunjan, 2016; Ibrahim, 2015; Obizoba, 2015 & Akbulut, 2007). The design involves the entire factors taken in the environment and then being considered. According to Ibrahim (2015), interdependencies and evaluations are emphasized while environmental factors in educational settings are also recognized. To illustrate, such settings here refer to the resource and support, i.e., budget, facilities, time, equipment, personnel, and materials. Moreover, he strongly believes that the model

is very effective, especially to develop an instructional program integrated with technology, pedagogy, and content; besides, these integrated kinds of stuff are meant to deliver effective and reliable learning.

Furthermore, it is clear from the figure that this model is designed in an oval shape which is overlapped by several layers. The innermost area is occupied by nine different components of the instructional design. Each component is explained as follows.

1. Instructional Problems

   It means to specify the goals, as well as to identify the potential issue.

2. Learner Characteristics

   It means to examine the students' characteristics according to the instructional decisions.

3. Task Analysis

   It means to clarify the course content and analyze whether it is related to goals and purposes.

4. Instructional Objectives

   It means to specify the objectives of instructions.

5. Content Sequencing

   It means to arrange units of instructions in logical and sequential order for learning.

6. Instructional Strategies

   It means to master the objectives of a lesson.

7. Designing the Message

   It means to plan and develop instruction.

8. Development of instruction

   It means to select instruction and learning activities.

9. Evaluation Instruments.

   It means to measure the objectives of the course.

The outer oval, moreover, is also significantly vital; it is a feedback opportunity. In simple terms, it allows an instructor to adapt, change, improve, or develop content or element. Furthermore, based on the model designed, an instructional design does not have a certain starting point; in other words,

an instructor can begin the process with any circle. However, the instructor should continue in a clockwise direction. As a result, this model offers flexibility because of no emphasis on a sequential or linear order with lines. Still, once a circle is actioned, the other parts in the sequence may get affected by adapting or revising through the direction. Therefore, this shape is a continuous evaluation or implementation circle model, and it fosters constant planning, design, development, and assessment to protect effective instruction.

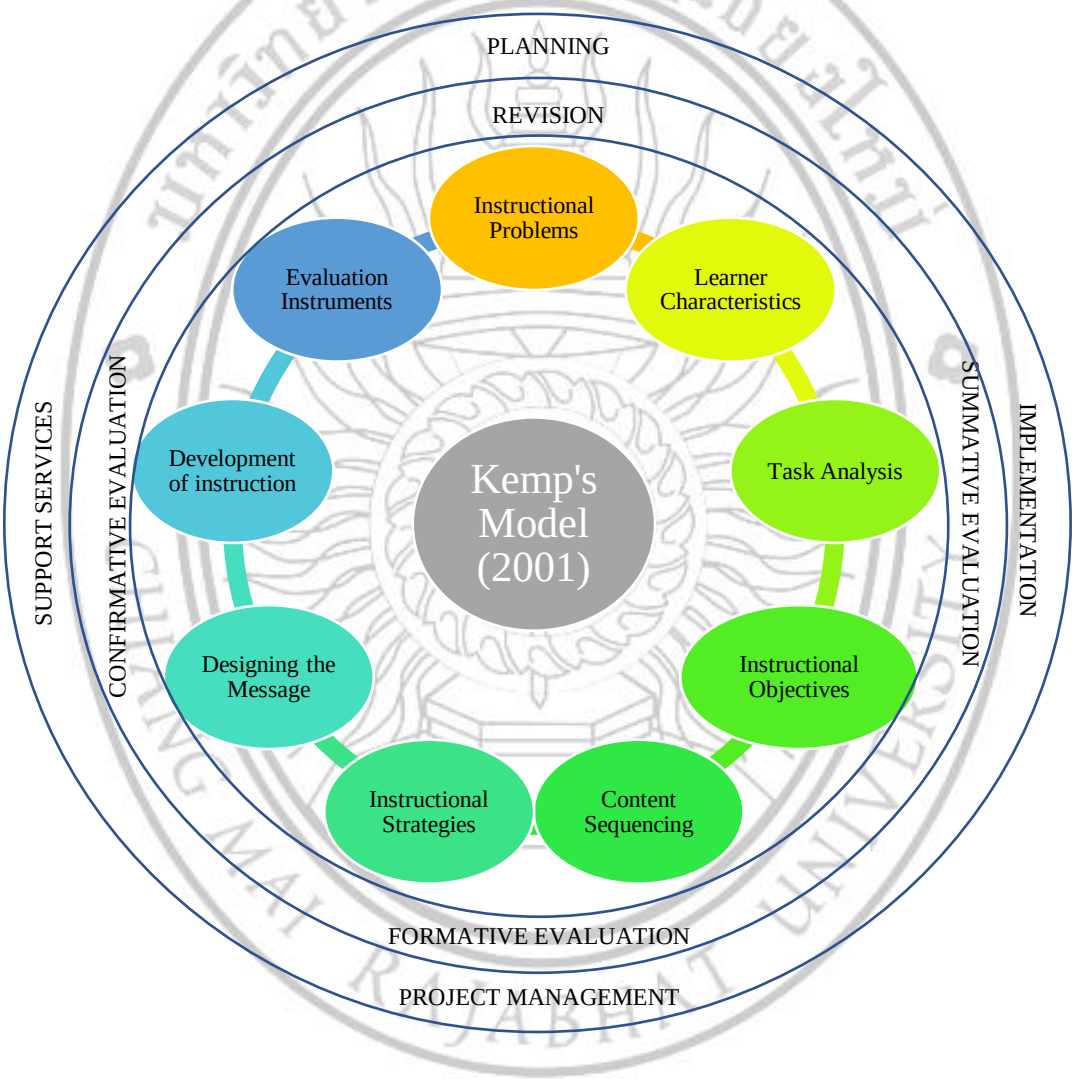


Figure 2.3 Kemp's Model

2W3P Teaching Model

2W3P is a teaching model of instructional methods. It is widely applied by teachers to teach students a language, especially English. The 2W3P teaching model consists of five main stages: warm – up, presentation, practice, production, and wrap – up (Nooyod & Hiranto, 2017; Rakdee, 2019). The following paragraphs will explain the five main stages of the 2W3P teaching model.

1. **Warm – up**

Before beginning the lesson, the teacher arouses students' motivation in learning; for example, the teacher assigns their students to do activities or play games related to the teaching contents that they are going to study. In addition, those activities or games should be enjoyable so that the student will be interested in learning faster.

2. **Presentation**

The teacher begins the lesson in this step; for instance, she or he presents interesting vocabulary and shows videos, images, or songs teaching about grammar use.

3. **Practice**

After learning the lesson, this stage will be the time they practice or research what they have learned. They may practice using vocabulary in sentences, or they may write a paragraph based on accurate grammar. In this stage, they can practice as much as they can until they understand the lesson.

4. **Production**

At this stage, the teacher asks their students to do some assignments related to what she/he has taught. So, the students can apply everything they have learned and practiced in order to complete the assignment.

5. **Wrap – up**

This stage aims to conclude everything that has been taught and learned in the class. There might be some fun games to test students’ knowledge about the lesson.

Previous Empirical Studies

In this part, the relevant empirical studies to enhance students' oral communication skills will be reviewed.

Based on Liu's study (2010), the project was conducted in order to arouse the college students' motivation in speaking English. The research hypothesized that applying role – play activities was more effective than applying oral English tests in terms of arousing the college students' motivation in speaking English. The participants in this study were separated into two groups: a target group and a control group, and the treatment was then implemented. Following the findings, they significantly indicated that the students in the target group who were taught with the use of role – play activity were more interested in speaking English compared to the students in the control group who were taught with the use of oral English tests. Thus, it was clear from the results that some communicative classroom activities such as role – play enable teachers to arouse the students' motivation to speak in English.

According to Bunjan & Suppasetseree's research (2017), the objectives of this study were to evaluate the efficiency of the VBRP Lessons, to compare learners' English oral communication ability achievements before and after using the VBRP Lessons, and to examine the learners' perspective on learning through the VBRP Lessons. The research was separated into two phases; one was developing the VBRP Lessons, and another was investigating the efficiency of the lessons and analyzing students' opinions. Based on findings, the VBRP lessons were effective, and they could enhance students' English oral communication skills effectively. Besides this, the results indicated that students' English oral communication skill achievements were significantly increased; furthermore, the findings also revealed that overall, the students expressed a positive perspective on the VBRP lessons.

Krisdiana, Irawati, and Malang (2018) conducted the research entitled 'the effectiveness of role – play integrated with word cards on students' speaking skill for communication'. The objective aimed to examine the role play integrated with word cards in terms of the effectiveness toward the students' oral communication skills. Align with the mean score, it was obvious that the posttest was significantly higher than in the pretest; thus, it could be concluded that role – play integrated with word cards effectively improved the students' speaking communication abilities.

Regarding Rahman and Maarof's study (2018), it was undertaken to aim to investigate the impact of role play and simulation approaches on students' ESL oral communication abilities. At the end of the treatment, the findings assured that the role play and simulation approach offered a possible strategy that could significantly enhance ESL students' oral communication skills.

According to Marzuki & Nurpahmi's study (2019), the objective was to investigate whether or not a video blog could enhance students' speaking skills. The treatment was employed with one group pretest and posttest design with a sample responsible for 20 learners using the purposive sampling technique. Aligned with the findings, they indicated a significant difference in students' speaking performance between before and after video blog was integrated. Therefore, this ensured that the video blog could enhance learners' speaking performance.

The study of Sapitri, Hatim & Noviati's study (2020) aimed to investigate whether or not there was a significant difference in speaking scores of the students who were taught through Role play with Video blogs (Vlog) from those who were taught through a conventional technique. The researchers discovered that the employment of role play combined with video blogs made students enjoyable, and relaxed when learning English; moreover, students were indirectly able to improvise their ability by their own will.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter elaborates on the research methodology in detail. It begins with the research design, population and sample group, and research instruments. Then, the procedures of data collection and data analysis are discussed.

Research Design

This study was based on both quantitative and qualitative data analyses. It was divided into two different phases. The first phase aimed to construct the English lessons for the Historical Tourism Course with the use of the video blog – based role play instructional model adapted from Kemp's Model (2001) in an attempt to enhance the monk students' oral English communication skills. The second phase was experimental research using a one – group pre – test and posttest design (Creswell, 2003). The pre – test and post – test was administered to assess their oral communication proficiency before and after learning the English lessons with the use of the Video Blog – based Role Play instructional model. Additionally, a questionnaire was designed and administered to evaluate the students' opinions about the use of the Video Blog – based Role Play instructional model.

This study is a quasi – experimental research, with a single group pre – test, post – test design (Creswell, 2003).

O_1	X	O_2

The symbols above represent that the measurements are taken on the sample group both before (O_1) and after (O_2) receiving the treatment (X). Hence, the research design could be illustrated in Figure 3.1 below:

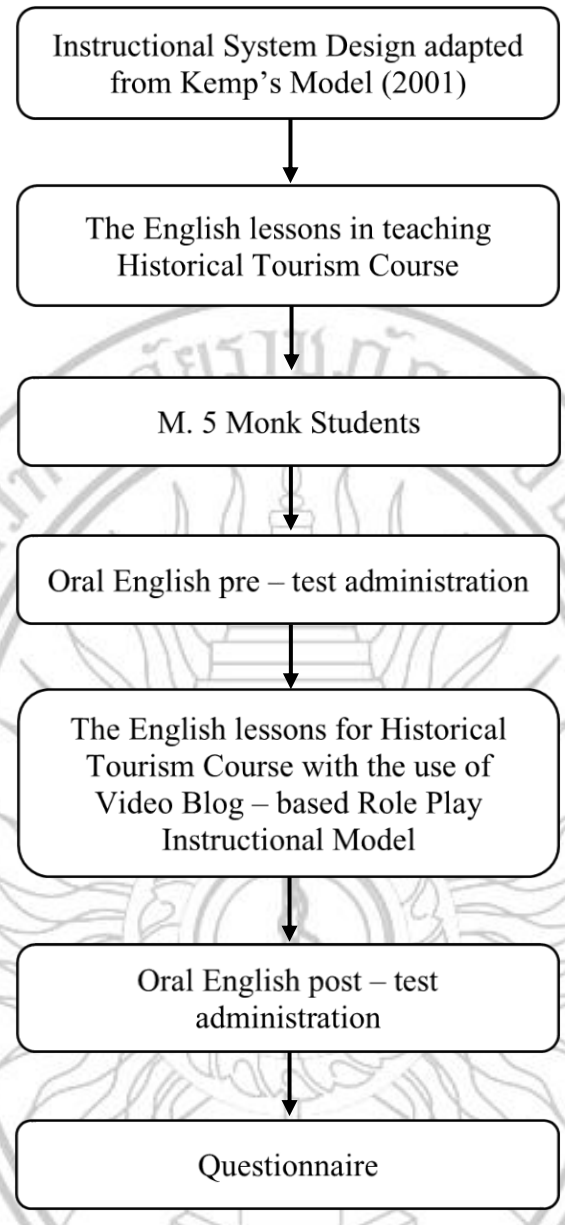


Figure 3.1 The Research Design

Population and Sample Group

Population

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 school.

They were studying English for Historical Tourism in the first semester of the 2021 academic year.

Sample Group

The sample group was 27 monk students selected by applying the purposive sampling method. Additionally, they were from Phrapariyattitham Schools in Muang district who were studying English for Historical Tourism in the first semester of the 2021 academic year. More importantly, all of them were purposively selected to participate in this study bcause their scores from the examination were lower than 60 %.

Research Instruments

As this study was divided into two different phases, the research instruments consisted of the instruments for constructing the English lessons for the Historical Tourism Course adapted from Kemp's model (2001), and the instruments for data collection.

Phase 1: The instruments for constructing the English lessons for the Historical Tourism Course

1. According to Kemp's model (2001), there are nine steps to develop the English lessons for the Historical Tourism Course in this study. The survey for the needs and interests were conducted in the first step. A questionnaire was designed and disseminated to foreign tourists, tourism – related entrepreneurs, and local tour guides. It focused on the opinions of these three groups on the topics related to historical tourism, especially Thai temples in Chiang Mai for tourism purposes. Besides, it was validated and verified by three experts for their recommendations and improvement. The evaluation results of the questionnaire indicated that almost all items received IOC scores equal to or higher than the qualified criteria which indicated that they were acceptable.

2. The survey for the learner's background and characteristics was conducted to identify their problems. In this step, a questionnaire and a semi – structured interview were used to gather the data.

3. The data from 1 and 2 were used as the content outline for developing the English lessons for this study.

4. Learning objectives were created in order to specify learning methods and steps in an attempt to make the monk students realize what was expected from them after completing this historical tourism course.

5. The lessons were designed based on Historical Tourism Course, the course description, contents and learning standards of the syllabus of Basic Education Core Curriculum B.E. 2551; and they were rearranged in sequential order based on the total scores of the needs analysis results. After that, the constructed lessons were verified by three experts by using a five – point rating scale on their Index Objective Congruence (IOC) with the objectives, divisions and progression of the contents. According to Rovinelli & Hambleton (1977), the IOC used to evaluate the items was based on the score range from – 1 to +1 as follows:

+ 1	=	Congruent
0	=	Questionable
– 1	=	Incongruent

The items that had scores lower than 0.5 were revised, while those having the scores equal to or higher than 0.5 were accepted. Consequently, the evaluation result of the constructed lessons indicated that all items received IOC scores higher than 0.50 which indicated that they were all acceptable.

The English lessons in Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model were developed as a supplementary course for teaching English for Tourism via a blog on the website: https://sites.google.com/view/e–h–t–c. The lessons aimed to enhance the English oral communication skills for Mathayom Suksa 5 monk students at six Phrapariyattitham Schools in Muang district, Chiang Mai province. 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.

The use of Video Blog – based Role Play was integrated with the contents to construct the English lessons in the historical tourism course. Then, lesson plans were constructed with a detailed instructional plan for teaching oral English communication skills in the Historical Tourism Course for the monk students, in order to provide a detailed outline to follow each class period. These lesson plans were

based on the 2W3P teaching model which consisted of five main stages: warm – up, presentation, practice, production, and wrap – up. For instance, in the first step, the monk students did some exercises to motivate their interest and arouse their prior knowledge related to the topics they were about to learn. Then, they went to the second step which asked them to watch a video clip and listen to the audio clip; after that, they were assigned to complete an exercise according to the video and audio clips. For the third step, they learned relevant language use or patterns and worked in pairs to prepare a dialogue to perform role play. At this point, they rehearsed the role play as many times as they wanted in order to practice and improve their English oral communication skills. After that, they performed the role play, videotaped their performance and uploaded the role play video on the blog where their classmates could visit and leave comments about the video. Finally, the teacher wrapped up everything that the monk students had learned in each lesson. In addition, all the constructed lessons were evaluated and verified by three experts in terms of the index of item – objective congruence (IOC), and the evaluation result of the lesson plans indicated that all items received IOC scores higher than 0.50 which indicated that they were all acceptable.

6. To implement the English lessons, the internet – based teaching was chosen to use as the platform for the teacher and student interactions. The teacher created a blog for teaching English for historical tourism so that the monk students could post their videos and leave their comments. Once the blog was created, the teacher uploaded his/her teaching material, video clips, audio clips as well as exercises.

7. After the implementation of Video Blog – based Role Play Instructional Model, the oral English communication skill assessment was developed to evaluate the communication skills of the participants in each lesson. The assessment criteria were adapted from the Analysis Oral Assessment Scale (AOAS) posited by Bunjan (2004, as cited in Kost, 2016) which focuses on vocabulary, pronunciation, fluency, grammar, and comprehension.

In conclusion, to develop the English lessons with the use of the Video Blog – based Role Play instructional model, the nine elements of Kemp's model were adopted as illustrated in Table 3.1.

Table 3.1 Nine steps of Kemp's model adapted in this study

Instructional Problems	Analyze the needs and interests of foreign tourists, tourism – related entrepreneurs, and local tour guides
Learner Characteristics	Analyze the monk students' problems, needs, and characteristics in English oral communication skills
Task Analysis	Establish the content outline of the English lessons. There were eight units in the English lessons for the historical tourism course.
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. **Section 2: Presentation** 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 historical tourism topics.

Table 3.1 (Cont.)

	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 using gestures when they have to perform their own role play. **Section 3: Practice** 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

Table 3.1 (Cont.)

	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 want. **Section 4: Production** 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, 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 are uploaded onto the blog where their classmates can visit and leave comments about the video clips in order to learn from one another. **Section 5: Wrap up** 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.
Instructional Strategies	▪ 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 post – tests
Platform	The internet – based teaching was used as the platform for the teacher and student interactions.

Table 3.1 (Cont.)

Instructional Delivery/Materials	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	Group discussions, multiple – choice questions, and quizzes

Table 3.2 The teaching plans in the Historical Tourism course

Teaching Plans	Topics	Behavior objectives	Language Focuses	Vocabulary
Lesson 1	**Chiang Mai**	• Students can understand the information about Chiang Mai by answering questions in the blog correctly at least 80 %. • Students can gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension. • Students can explain details about the lesson accurately at least 80 % in terms of speaking by producing the video role play clips activities.	Talking about Chiang Mai, i.e., geographic location, history boundary, climate, population, tourist attractions, how to get to the city.	mountain, temples, zoo, visit, the red songthaew, photograph, touch, dress
Lesson 2	**Wat Chedi Luang**	• Students can understand the information about Wat Chedi Luang by answering questions in the blog correctly at least 80 %. • Students can gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension. • Students can explain details about Wat Chedi Luang at least 80 % in terms of speaking by producing the video role play clips activities.	Talking about Wat Chedi Luang based on following issues: • The Temple History • Important Architectures in the Temple • Activities in the temples • Etiquette in Visiting the temple • How to get to the temples Visiting information	pay respect, speak politely, monk chats, pagoda, the city pillar

Table 3.2 (Cont.)

Teaching Plans	Topics	Behavior objectives	Language Focuses	Vocabulary
Lesson 3	**Wat Sri Suphan**	• Students can understand the information about Wat Sri Suphan by answering questions in the blog correctly at least 80 %. • Students can gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension. • Students can explain details about Wat Sri Suphan accurately at least 80 % in terms of speaking by producing the video role play clips activities.	Talking about Wat Sri Suphan based on following issues: • The Temple History • Important Architectures in the Temple • Activities in the temples • Etiquette in Visiting the temple • How to get to the temples Visiting information	the Silver Ubosot (ordination hall),meditation, merit, concentration, wellbeing, pray, chant, sorrows, happiness
Lesson 4	**Wat Phra Singh**	• Students can understand the information about Wat Phra Singh by answering questions in the blog correctly at least 80 %. • Students can gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension. • Students can explain details about Wat Phra Singh accurately at least 80% in terms of speaking by producing the video role play clips activities.	Talking about Wat Phra Singh based on following issues: • The Temple History • Important Architectures in the Temple • Activities in the temples • Etiquette in Visiting the temple • How to get to the temples Visiting information	Phra Buddha Si Hing Statue, Vihara Lai Kham, contain, decorate, Ho - Trai (temple libraries), delicate, represent, architecture

Table 3.2 (Cont.)

Teaching Plans	Topics	Behavior objectives	Language Focuses	Vocabulary
Lesson 5	**Wat Phra That Doi Suthep**	• Students can understand the information about Wat Phra That Doi Suthep by answering questions in the blog correctly at least 80 %. • Students can gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension. • Students can explain details about Wat Phra That Doi Suthep accurately at least 80 % in terms of speaking by producing the video role play clips activities.	Talking about Wat Phra That Doi Suthep based on following issues: • The Temple History • Important Architectures in the Temple • Activities in the temples • Etiquette in Visiting the temple • How to get to the temples Visiting information	Famous, relic, elephant, enshrine, believe, the Naga stairway, Kruba Srivichai, peacefulness, allocate, worship
Lesson 6	**Wat Pha Lat**	• Students can understand the information about Wat Chedi Luang by answering questions in the blog correctly at least 80 %. • Students can gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension. Students can explain details about Wat Pha Lat accurately at least 80% in terms of speaking by producing the video role play clips activities.	Talking about Wat Pha Lat based on following issues: • The Temple History • Important Architectures in the Temple • Activities in the temples • Etiquette in Visiting the temple • How to get to the temples Visiting information	quiet, travelers,mountain, monastery, disrepair, residence, jungle, hike, trail, donation, unique, refresh

Table 3.2 (Cont.)

Teaching Plans	Topics	Behavior objectives	Language Focuses	Vocabulary
Lesson 7	**Wat Umong**	• Students can understand the information about Wat Umong by answering questions in the blog correctly at least 80 %. • Students can gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension. • Students can explain details about Wat Umong accurately at least 80 % in terms of speaking by producing the video role play clips activities.	Talking about Wat Umong based on following issues: • The Temple History • Important Architectures in the Temple • Activities in the temples • Etiquette in Visiting the temple • How to get to the temples Visiting information	sightseeing, attract, tunnel, establish, reside, repair, multiple entrances, connectible, landscape
Lesson 8	**Wat Ket Karam**	• Students can understand the information about Wat Ket Karam by answering questions in the blog correctly at least 80 %. • Students can gain basic knowledge in terms of vocabulary, pronunciation, fluency, grammar, and comprehension. • Students can explain details about Wat Ket Karam accurately at least 80 % in terms of speaking by producing the video role play clips activities.	Talking about Wat Ket Karam based on following issues: • The Temple History • Important Architectures in the Temple • Activities in the temples • Etiquette in Visiting the temple • How to get to the temples Visiting information	Community, market, decorate, carvings, the Buddha images, contain, relic, valuable, museum, photographs, donate,

Phase 2: Instruments for data collection

1. Pre – and post – test

The pre – and posttest was the oral test. The test included all topics in the lessons to measure monk students' oral communication skills. The students were asked to perform the roleplays as a tour guide under a variety of tour – related circumstances in providing information about Thai temples to foreign tourists. To do the test, for example, the monk students were divided into pairs. They were then asked to pick up a role – play card. In each pair, one student performed the role of a tour guide and the other performed the role of a tourist. Then, they had ten minutes to prepare a dialogue and rehearse. After that, they performed the role – play in front of the class pair by pair. In addition, before launching, the pre – and post – test was verified by three experts in terms of their Index Objective Congruence (IOC). The evaluation result of the pre – and post – test indicated that all items received IOC scores higher than 0.50 which indicated that they were all acceptable.

2. Questionnaire

The five – point rating scale with 25 items was designed in order to examine the monk students' opinions on the English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model. It was assessed and verified by three specialists for its validity.

The questionnaire in this study consisted of two main parts. Part 1 was about general background information of the respondents, while Part 2 was concerned with the monk students' opinions about the English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model. The opinions were chosen from a five – point Likert scale, and it ranged from 1 strongly disagree to 5 strongly agree. To ensure that the participants understood the statements and instructions correctly, the questionnaire was written in Thai. Before being disseminated, the questionnaire was evaluated by three experts for an Item Objective Congruence (IOC). The evaluation results of the questionnaire indicated that almost all items received IOC scores equal to or higher than the qualified criteria which indicated that they were acceptable.

Data Collection

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

1. A survey was conducted to investigate the opinions of foreign tourists, tourism – related entrepreneurs, and local tour guides in order to obtain necessary data for planning and developing the lessons. Another the need survey was carried out with the monk students concerning their backgrounds and characteristics to find out students' strength and weaknesses for the construction of the English lessons related to historical tourism.

2. The basic educational curriculum was examined for its principles, objectives, structure, 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.

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

4. The English lessons were constructed and then validated for their accuracy and appropriateness by three experts. Furthermore, the pre – and post – test was designed to evaluate the monk students' oral communication skills.

5. 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.

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 ten 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.

Data Analysis

The data for evaluating the efficiency of English lessons were derived from quizzes and the post – test. Furthermore, the data for analyzing the monk students' learning achievements in English oral communication were calculated from the scores of the pre – and post – tests for the mean, standard deviation, and the paired sample t – test.

In addition, to assess their learning achievements in English oral communication skills, a rubric for the assessment was significantly required. Thus, the rubric to assess monk students' English oral communication skills for this study was adopted from Bunjan's study (2016). The reasons for applying Bunjan's English Oral Communication Rubric were that it had clear components and its description was very easy to understand and follow.

According to Bunjan's study (2016), English oral communication skill rubrics were applied to assess learners' oral communication skills. There are five elements in the English communication skill rubrics, i.e., vocabulary, pronunciation, fluency, grammar, and comprehension. Moreover, each has its own specific description with various speaking skill levels, e.g., inadequate, poor, good, very good, and excellent; and every level is valued differently, for instance, the score ranges from 0 to 5 respectively. The following paragraph elaborated the five components in the English communication skill rubrics in detail.

Firstly, as for the vocabulary, the instructor rated inadequate and gave 0 to a learner who was able to merely use very limited and inaccurate vocabulary. In contrast, the instructor rated excellent and gave 5 points to a learner who was able to use an extensive native – like vocabulary. Secondly, in terms of pronunciation, if a learner could pronounce clearly and accurately and apply a lot of intonation to express the assigned tasks without confusing words or with a near native pronunciation, that learner was rated as very good and gained 4 points which was

a high score. Thirdly, as for the fluency, if a learner was able to speak continuously and smoothly like a native speaker, this learner got a high score which was 5 points. Fourthly, in terms of grammar, if a learner could apply various grammatical structures with few errors without obscure meaning, that learner got a high score as well. Lastly, as for the comprehension component, if the interlocutor of a learner did not understand, that learner would have a very low score. The rubric for evaluating English oral communication skills of the monk students is illustrated in Figure 3.2.

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	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 are 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 comprehended	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

Figure 3.2 English Oral Communication Skills Rubrics for Secondary Phrapariyattitham Monk Students (adopted from Bunjan, 2016)

Secondly, the mean scores obtained from the pre – test and the post – test were compared using a pair – sample t – test to investigate the improvement of the students' English oral communication skills. The statistics used in this part included mean, standard deviation, and t – test dependent.

Thirdly, to examine the monk students' opinions, they were assigned to complete the questionnaire. The results of the questionnaire were calculated to obtain the mean and standard deviation of the questionnaire items, based on the Likert scale questions that rated the opinion levels from strongly agree, agree, uncertain, disagree, strongly disagree, yielding a description of the monk students' opinions on the English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model. The monk students' opinion levels were interpreted as follows (Bunjana & Suppasetsereeb, 2017).

4.50 – 5.00	Highest
3.50 – 4.49	High
2.50 – 3.49	Moderate
1.50 – 2.49	Low
1.00 – 1.49	Lowest

CHAPTER 4

RESULTS AND DATA ANALYSIS

This chapter presents the analysis results according to the research objectives which are be divided into four different sections as follows:

1. The results of the construction of the English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play instructional model
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
3. The results of monk students' English oral communication skills
4. The results of the monk students' opinions toward the English lessons in Historical Tourism Course with the use of Video Blog – based Role Play Instructional Model.

Each section will be elaborated in detail below.

Part 1 The results of the construction of the English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play instructional model

According to Kemp's model, the survey for the needs and interests was conducted in the first step and the questionnaire was used to collect the data.

To begin with, a questionnaire was disseminated to foreign tourists, tourism – related entrepreneurs, and local tour guides in order to find out their opinions on the interesting topics related to historical tourism. Therefore, in order to discover what the most appropriate topics should be integrated in the English lessons to enhance the oral English communication skills of the monk students, a need survey was conducted in Muang district, Chiang Mai province. The results of the need survey are presented in the form of frequency and percentage as shown in Table 4.1.

Table 4.1 The relevant topics related to historical tourism to enhance the oral English communication skills of the monk students

No	Topics	Sorting in Descending Order										Total	Sorting
		1	2	3	4	5	6	7	8	9	10		
1	The Temple History	54	41	0	0	0	0	0	0	0	0	909	1
		540	369	0	0	0	0	0	0	0	0		
		59.41 %	40.59 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		
2	Important Architectures in the Temple	23	49	23	0	0	0	0	0	0	0	855	2
		230	441	184	0	0	0	0	0	0	0		
		26.90 %	51.58 %	21.52 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		
3	Activities in the Temple	10	5	57	11	5	3	2	1	1	0	736	3
		100	45	456	77	30	15	8	3	2	0		
		13.59 %	6.11 %	61.96 %	10.46 %	4.08 %	2.04 %	1.09 %	0.41 %	0.27 %	0.00 %		
4	Etiquette for Visiting Temples	8	0	4	34	18	12	14	5	0	0	589	4
		80	0	32	238	108	60	56	15	0	0		
		13.58 %	0.00 %	5.43 %	40.41 %	18.34 %	10.19 %	9.51 %	2.55 %	0.00 %	0.00 %		
5	How to Get to the Temples	0	0	0	5	47	10	17	5	6	5	467	5
		0	0	0	35	282	50	68	15		5		
		0.00 %	0.00 %	0.00 %	7.49 %	60.39 %	10.71 %	14.56 %	3.21 %	2.57 %	1.07 %		
6	Visiting Information such as Fees, Opening – closing Times	0	0	3	0	14	40	17	2	10	9	411	6
		0	0	24	0	84	200	68	6	20	9		
		0.00 %	0.00 %	5.84 %	0.00 %	20.44 %	48.66 %	16.55 %	1.46 %	4.87 %	2.19 %		

Table 4.1 (Cont.)

No	Topics	Sorting in Descending Order										Total	Sorting
		1	2	3	4	5	6	7	8	9	10		
7	Important	0	0	5	11	0	11	34	17	15	2		
	Paintings in the	0	0	40	77	0	55	136	51	30	2	391	7
	Temple	0.00 %	0.00 %	10.23 %	19.69 %	0.00 %	14.07 %	34.78 %	13.04 %	7.67 %	0.51 %		
8	Amulet and	0	0	1	24	3	10	0	19	34	4		
	Talisman	0	0	8	168	18	50	0	57	68	4	373	8
		0.00 %	0.00 %	2.14 %	45.04 %	4.83 %	13.40 %	0.00 %	15.28 %	18.23 %	1.07 %		
9	Religious Rituals	0	0	2	9	8	9	11	32	19	5		
		0	0	16	63	48	45	44	96	38	5	355	9
		0.00 %	0.00 %	4.51 %	17.75 %	13.52 %	12.68 %	12.39 %	27.04 %	10.70 %	1.41 %		
10	Special Religious	0	0	0	1	0	0	0	14	10	70		
	Days	0	0	0	7	0	0	0	42	20	70	139	10
		0.00 %	0.00 %	0.00 %	5.04 %	0.00 %	0.00 %	0.00 %	30.22 %	14.39 %	50.36 %		

According to Table 4.1, the interesting topics were sorted by the total scores in descending order. It can be concluded that the most appropriate topics that should be integrated in the English lessons for the Historical Tourism Course are as follows.

Number 1 : The temple history (909 scores)

Number 2 : Important architectures in the temple (855 scores)

Number 3 : Activities in the temple (736 scores)

Number 4 : Etiquette for visiting temples (589 scores)

Number 5 : How to get to the temples (467 scores)

Number 6 : Visiting information such as fees, opening – closing times (411 scores)

Number 7 : Important paintings in the temple (391 scores)

Number 8 : Amulet and Talisman (373 scores)

Number 9 : Religious rituals (355 scores)

Number 10 : Special Religious Days (139 scores)

Besides this, to further study specifically the most appropriate topics in terms of well – known and attractive temples in Muang Chiang Mai district, the questionnaire also asked the respondents to sequence the names of the temples from 1 to 14; and the results are presented in the form of frequency and percentage as shown in Table 4.2.

Table 4.2 The well – known and attractive temples in Muang district, Chiang Mai province

No	Topics	Sorting in Descending Order														Total	Sorting
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	Wat Phra That Doi Suthep	37	31	23	2	1	1	0	0	0	0	0	0	0	0		
		518	403	276	22	10	9	0	0	0	0	0	0	0	0	1238	1
		41.84 %	32.55 %	22.29 %	1.78 %	0.81 %	0.73 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		
2	Wat Chedi Luang	26	30	13	3	10	12	0	1	0	0	0	0	0	0		
		364	390	156	33	100	108	0	7	0	0	0	0	0	0	1158	2
		31.43 %	33.68 %	13.47 %	2.85 %	8.64 %	9.33 %	0.00 %	0.60 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00%		
3	Wat Phra Singh	26	19	9	28	4	7	0	2	0	0	0	0	0	0		3
		364	247	108	308	40	63	0	14	0	0	0	0	0	0	1144	
		31.82 %	21.59 %	9.44 %	26.92%	3.50 %	5.51 %	0.00 %	1.22 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %		
4	Wat Sri Suphan	9	31	11	40	0	2	1	0	0	1	0	0	0	0		
		126	403	132	440	0	18	8	0	0	5	0	0	0	0	1132	4
		11.13 %	35.60 %	11.66 %	38.87 %	0.00 %	1.59 %	0.71 %	0.00 %	0.00 %	0.44 %	0.00 %	0.00 %	0.00 %	0.00 %		
5	Wat Pha Lat	13	26	5	19	9	11	3	6	0	0	1	0	2	0		
		182	338	60	209	90	99	24	42	0	0	4	0	4	0	1052	5
		17.30 %	32.13 %	5.70 %	19.87 %	8.56 %	9.41 %	2.28 %	3.99 %	0.00 %	0.00 %	0.38 %	0.00 %	0.38 %	0.00 %		
6	Wat Umong	6	10	19	11	8	13	6	9	2	5	0	5	1	0		
		84	130	228	121	80	117	48	63	12	25	0	15	2	0	925	6
		9.08 %	14.05 %	24.65 %	13.08 %	8.65 %	12.65 %	5.19 %	6.81 %	1.30 %	2.70 %	0.00 %	1.62 %	0.22 %	0.00 %		

Table 4.2 (Cont.)

No	Topics	Sorting in Descending Order														Total	Sorting
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**		
7	Wat Ket Karam	4	3	0	14	30	17	9	16	0	0	1	0	0	1		
		56	39	0	154	300	153	72	112	0	0	4	0	0	1	891	7
		6.29 %	4.38 %	0.00 %	17.28 %	33.67 %	17.17 %	8.08 %	12.57 %	0.00 %	0.00 %	0.45 %	0.00 %	0.00 %	0.11 %		
8	Wat Chiang Man	1	5	8	19	13	27	0	0	7	11	0	3	0	1		
		14	65	96	209	130	243	0	0	42	55	0	9	0	1	864	8
		1.62 %	7.52 %	11.11 %	24.19 %	15.05 %	28.13 %	0.00 %	0.00 %	4.86 %	6.37 %	0.00 %	1.04 %	0.00 %	0.12 %		
9	Wat Lokmolee	0	5	7	16	7	15	24	5	4	9	2	1	0	0		
		0	65	84	176	70	135	192	35	24	45	8	3	0	0	837	9
		0.00 %	7.77 %	10.04 %	21.03 %	8.36 %	16.13 %	22.94 %	4.18 %	2.87 %	5.38 %	0.96 %	0.36 %	0.00 %	0.00 %		
610	Wat Phan Tao	0	1	3	1	17	13	8	12	15	5	9	7	1	2		
		0	13	36	11	170	117	64	84	90	25	36	21	2	2	671	10
		0.00 %	1.94 %	5.37 %	1.64 %	25.34 %	17.44 %	9.54 %	12.52 %	13.41 %	3.73 %	5.37 %	3.13 %	0.30 %	0.30 %		
11	Wat Chet Yod	0	2	0	1	10	0	3	8	51	2	12	2	3	1		
		0	26	0	11	100	0	24	56	306	10	48	6	6	1	594	11
		0.00 %	4.38 %	0.00 %	1.85 %	16.84 %	0.00 %	4.04 %	9.43 %	51.52 %	1.68 %	8.08 %	1.01 %	1.01 %	0.17 %		
12	Wat Phra That Doi Kham	0	0	0	0	1	2	11	12	3	13	19	15	3	16		
		0	0	0	0	10	18	88	84	18	65	76	45	6	16	426	12
		0.00 %	0.00 %	0.00 %	0.00 %	2.35 %	4.23 %	20.66 %	19.72 %	4.23 %	15.26 %	17.84 %	10.56 %	1.41 %	3.76 %		

Table 4.2 (Cont.)

No	Topics	Sorting in Descending Order														Total	Sorting
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
13	Wat Phra That Doi Saket	0	0	0	0	0	0	0	18	16	12	5	15	3	26		
		0	0	0	0	0	0	0	126	96	60	20	45	6	26	379	13
		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	33.25%	25.33%	15.83%	5.28%	11.87%	1.58%	6.86%		
14	Wat Suan Dok	0	0	0	0	0	0	0	15	11	6	4	5	24	30		
		0	0	0	0	0	0	0	105	66	30	16	15	48	30	310	14
		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	33.87%	21.29%	9.68%	5.16%	4.84%	15.48%	9.68%		

According to Table 4.2, the most well – known and attractive temples were sorted by the total scores in descending order. It could be concluded that the well – known and attractive temples that should be integrated in the English lessons for the Historical Tourism Course are as follows.

Number 1 : Wat Phra That Doi Suthep (1,238 scores)
Number 2 : Wat Chedi Luang (1,158 scores)
Number 3 : Wat Phra Singh (1,144 scores)
Number 4 : Wat Sri Suphan (1,132 scores)
Number 5 : Wat Pha Lat (1,052 scores)
Number 6 : Wat Umong (925 scores)
Number 7 : Wat Ket Karam (891 scores)
Number 8 : Wat Chiang Man (864 scores)
Number 9 : Wat Lokmolee (837 scores)
Number 10 : Wat Phan Tao (671 scores)
Number 11 : Wat Chet Yod (594 scores)
Number 12 : Wat Phra That Doi Kham (426 scores)
Number 13 : Wat Phra That Doi Saket (379 scores)
Number 14 : Wat Suan Dok (310 scores)

Meanwhile, another questionnaire which was adopted from Suppasetseree (2005) was disseminated to monk students to investigate their background and characteristics which could reflect their English oral communication problems. The students were required to complete the questionnaire by rating each item on the five – point rating scale from strongly disagree, disagree, uncertain, agree, to strongly agree. The students' self – rating scores were analyzed and calculated for the mean and standard deviation and interpreted into five levels. The results are presented in Table 4.3.

Table 4.3 Monk students' opinions on their background and characteristics in English oral communication skills

No.	Questionnaire items	$\bar{x}$	S.D.	Level of Agreement				
				Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	I have trouble understanding different foreign accents.	4.90	0.297	185 (90.24 %)	20 (9.76 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
2	I do not understand words or sentences when foreigners speak English too fast.	4.93	0.260	190 (92.68 %)	15 (7.32 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
3	I have insufficient vocabulary or know very little.	4.79	0.523	173 (84.39 %)	21 (10.24 %)	11 (5.37 %)	0 (0.0 %)	0 (0.0 %)
4	I understand the conversation but I am unable to respond.	4.94	0.244	192 (93.66 %)	13 (6.34 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
5	I cannot respond with inappropriate words.	4.50	0.630	117 (57.07 %)	73 (35.61 %)	15 (7.32 %)	0 (0.0 %)	0 (0.0 %)
6	I pause too long when speaking English.	4.96	0.205	196 (95.61 %)	9 (4.39 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
7	I am nervous and have low confidence when having conversation in English.	4.97	0.182	198 (96.59 %)	7 (3.41 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
8	I make grammatical errors when speaking English.	4.92	0.276	188 (91.71 %)	17 (8.29 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)

Table 4.3 (Cont.)

No.	Questionnaire items	$\bar{x}$	S.D.	Level of Agreement				
				Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
9	I speak with poor English pronunciation.	4.92	0.268	189 (92.20 %)	16 (7.80 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
10	I put word stress wrongly.	4.92	0.268	189 (92.20 %)	16 (7.80 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
11	I have trouble providing information regarding travel information.	4.05	0.225	11 (5.37 %)	194 (94.63 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
12	I have trouble using inappropriate words and expressions in speaking English.	4.94	0.235	193 (94.15 %)	12 (5.85 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)
	Total	**4.81**	**0.301**					

From Table 4.3, it was found that the overall mean of the monk students' opinion on their background and characteristics in English oral communication skills was at a high level ($\bar{x}$ = 4.81, S.D. = 0.301). When the items were taken into consideration, it was revealed that the item with the highest mean was item 7 ($\bar{x}$ = 4.97, S.D. = 0.182). They agreed that they were nervous and had low confidence when having conversations in English. Moreover, the second – highest mean was item 6 ($\bar{x}$ = 4.96, S.D. = 0.205), indicating that they paused too long when speaking English; while the third highest mean was item 4 ($\bar{x}$ = 4.94, S.D. = 0.244) and item 12 ($\bar{x}$ = 4.94, S.D. = 0.235), which they agreed that they understood the conversation, but they were unable to respond; and also, they had trouble using inappropriate words and expressions in speaking. Furthermore, the mean of item 10 ($\bar{x}$ = 4.92, S.D. = 0.268), item 9 ($\bar{x}$ = 4.92, S.D. = 0.268), item 8 ($\bar{x}$ = 4.92, S.D. = 0.276) were lower than the items stated earlier. However, it was undeniable to argue that their mean was at a high level, which could negatively affect the use and understanding of their English. The three items indicated that the monk students had poor oral English pronunciation; for example, they put word stress wrongly and made grammatical errors when speaking English. Likewise, based on the means of item 1 ($\bar{x}$ = 4.90, S.D. = 0.297) and item 3 ($\bar{x}$ = 4.79, S.D. = 0.523), it was obvious that they were also at a high level**.** These two items pointed out that the monk students hardly understood foreign accents for various reasons like insufficient vocabulary domains. Similarly, even though the means of item 5 ($\bar{x}$ = 4.50, S.D. = 0.630), and item 11 ($\bar{x}$ = 4.05, S.D. = 0.235) were not as high as the other items stated above, it was indicative of the monk students being unable to respond with inappropriate words, so they had trouble providing necessary travel information.

Moreover, to explore the monk students' opinions about the needs to improve their English oral communication skills, they were asked to fill out the questionnaire. The results of the needs survey are presented in the form of frequency and percentage in Table 4.4.

Table 4.4 The monk students' needs to improve their English oral communication skills

No.	Monk Students' Needs in Improving English Oral Communication Skills	$\bar{x}$	S.D.	Level of Agreement				
				Highest	High	Moderate	Low	Lowest
1	I would like to be able to conduct conversations with tourists.	4.92	0.325	191 (93.17%)	11 (5.37%)	3 (1.46%)	0 (0.0%)	0 (0.0 %)
2	I would like to be able to give tourism – related information to tourists.	4.87	0.379	181 (88.29%)	21 (10.24%)	3 (1.46%)	0 (0.0%)	0 (0.0%)
3	I would like to be able to pronounce words and expressions correctly.	4.97	0.182	198 (96.59%)	7 (3.41%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
4	I would like to be able to use appropriate words, expressions, and intonation when speaking with tourists.	4.91	0.283	187 (91.22%)	18 (8.78%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
5	I would like to be able to speak to tourists politely according to social etiquette.	4.93	0.260	190 (92.68%)	15 (7.32%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

Table 4.4 (Cont.)

No.	Monk Students' Needs in Improving English Oral Communication Skills	$\bar{x}$	S.D.	Level of Agreement: Highest	High	Moderate	Low	Lowest
6	I would like to increase tourism – related vocabulary.	4.89	0.359	185 (90.24%)	17 (8.29%)	3 (1.46%)	0 (0.0%)	0 (0.0%)
7	I would like to use English in real – life situations.	4.99	0.098	203 (99.02%)	2 (0.98%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
8	I would like to have the opportunity to practice listening.	4.98	0.138	201 (98.05%)	4 (1.95%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	Total	**4.93**	**0.253**					

From Table 4.4, it was found that the overall mean of the monk students' opinions about their needs in improving English oral communication skills was at a high level ($\bar{x}$ = 4.93, S.D. = 0.253). When the items were taken into consideration, it was revealed that the item with the highest mean was item 7 ($\bar{x}$ = 4.99, S.D. = 0.098), preferring to use English in real – life situations. The second highest mean was item 8 ($\bar{x}$ = 4.98, S.D. = 0.253) which revealed that they preferred to have the opportunity to practice listening, and the third second highest mean was item 3 ($\bar{x}$ = 4.97, S.D. = 0.182), which showed that they would like to be able to pronounce words and expressions correctly. Equally important, although the means of the other items were lower, all of them were also at a high level. For example, they would love to be able to conduct conversations with tourists with the mean scores of 4.92 (S.D. = 0.325); and they wanted to be able to speak to tourists politely according to social etiquettes with the mean scores of 4.93 (S.D. = 0.260). Likewise, they desired

to have more tourism – related vocabulary items with the mean scores of 4.89 (S.D. = 0.359); and wanted to be able to provide tourism – related information to tourists with the mean scores of 4.87 (S.D. = 0.379).

Furthermore, the semi – structured interview with the monk students revealed that they noticeably had problems with English oral communication; besides this, they dramatically needed the improvement of English oral communication skills. For instance, based on the results of difficulties that the monk students were undergoing, it found out that they rarely spoke in English, and when they spoke it, they needed to think in Thai language first. So, this made they speak English not fluently. Besides, many monk students expressed that even though they did not fully understand what foreigners ask, they were still able to catch up the main idea of the questions and know how to answer in Thai, but could say it in English. Furthermore, based on the results of the monk students' needs in terms of the improvement of English oral communication skills, it revealed that, they believed that if they had more chances to use English their everyday lives, their speaking skill would be dramatically enhanced. They stated that they preferred to make conversation with foreigners if their English – speaking skills were improved; otherwise, they were afraid to make mistake when speaking. Many further said they really felt more confident when they knew that they used the correct words, expressions, and intonation or pronunciation. Additionally, some expression statements during the interview are as follows:

> *"I always stay with my Thai people and speak only Thai language."*
>
> (Novice. 1, Interview, 30th October 2019)

> *"When speaking English, I always think in Thai initially. So, this makes my speaking not fluent."*
>
> (Novice. 2, Interview, 30th October 2019)

> *"Ya know, many times, I know what foreigners are trying to tell me about, but I can't really how to answer them in English"*
>
> (Novice. 3, Interview, 30th October 2019)

"If the foreigners speaking very slow, I mostly understand easily. But, if they speak in their normal speed, I hardly to catch up their sentences or even to understand a word."

(Novice. 4, Interview, 30th October 2019)

"Really, when speaking I'm pretty sure that I speak not 100% correctly. Ya know, maybe using wrong stress words, wrong grammars, or wrong pronunciations."

(Novice. 5, Interview, 30th October 2019)

"You know what, in fact, I really want to use English in my everyday life. And guess what, if I can do this, it's not only my speaking skills are enhanced, but also other skills, such as listening."

(Novice. 6, Interview, 30th October 2019)

"Before I didn't want to speak English with foreigners at all, but today I think it's necessary to do that. So, I need to improve my speaking skills, so I can' make conversations with the foreigners."

(Novice. 7, Interview, 30th October 2019)

"Ya know, it makes me feel more confident if I know that I use the correct words, expressions, and intonation or pronunciation."

(Novice. 8, Interview, 30th October 2019)

"One of my English difficulties when speaking is vocabulary. I think will be very happy to have chances to learn more and tons of vocabulary."

(Novice. 9, Interview, 30th October 2019)

Part 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

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 4.5 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										
	Unit1	Unit2	Unit3	Unit4	Unit5	Unit6	Unit7	Unit8	Posttest		
	25 pts	25 pts	25 pts	25 pts	25 pts	25 pts	25 pts	25 pts	(25 pts)	E_1	E_2
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	80.65	80.30
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		
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		

Table 4.5 (Cont.)

Monk Students	Formative tests										
	Unit1	Unit2	Unit3	Unit4	Unit5	Unit6	Unit7	Unit8	Posttest		
	25 pts	25 pts	25 pts	25 pts	25 pts	25 pts	25 pts	25 pts	(25 pts)	E_1	E_2
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	**464**	**495**	**504**	**551**	**561**	**571**	**588**	**621**	**542**		

As shown in Table 4.5, 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. Therefore, it was concluded that 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. Thus, it met the criteria set of 80/80 (E_1/E_2).

Part 3 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 pre – and posttest was adopted to measure their English oral communication skills. The monk students were asked to perform two role plays relating to different topics and temples located in Chiang Mai. They had sixty minutes to prepare their role plays and record their own video clips. After finishing the recording, they were to upload the clips on the blog. To assess their learning achievements in English oral communication skills, the rubric adopted from Bunjan (2016) was applied in this study. The results of the analysis are shown in Table 4.6.

Table 4.6 Comparison of the pre – test and post test scores of monk students' English oral communication skills

Score	N	Total scores	Min	Max	$\bar{x}$	S.D.	t	Sig. (2 – tailed)
Pre-test	27	25	5	14	10.51	2.887	– 158.103	.00
Post-test	27	25	17.5	23	20.07	1.969		

According to Table 4.6, it was found that there was a significant difference in the scores before and after learning with the English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play instructional model. As presented in the table, with the total scores of 25, the mean scores of the pre – test was 10.51 with the standard deviation of 2.887, whereas those of the post – test increased to 20.07 with the standard deviation of 1.969. Additionally, the maximum scores rose from 14 in the pre – test to become 23 in the post – test. The t – value was – 158.103, which indicated a statistically significant difference between the pre – test and post – test mean scores at the .01 level. These results suggested that the English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play instructional model could help monk students to improve their English oral communication skills.

Part 4 The 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

To explore the monk students' opinions about the English lessons, the monk students were asked to complete the questionnaire by rating on a five – point Likert scale. The obtained data were then analyzed using a statistical method for mean and standard deviation in order to determine how the students expressed their own ideas about the lessons. The results are shown in Table 4.7.

Table 4.7 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	Level of Agreement					N	$\bar{x}$	S.D.
		5	4	3	2	1			
1	The instructor and peers' comments on my blog can help me to improve my English oral communication skills.	25	2	0	0	0	27	4.93	0.262
2	Reviewing group members' videos can help me to improve my English oral communication skills.	5	19	3	0	0	27	4.07	0.539
3	The use of Video Blog – based Role Play Instructional Model can be applied in real – life situations when meeting foreign tourists.	24	3	0	0	0	27	4.89	0.314
4	Learning through the use of Video Blog – based Role Play Instructional Model can increase my ability to use computer applications.	8	19	0	0	0	27	4.30	0.457
5	Learning through the use of Video Blog – based Role Play Instructional Model can improve my good relationship with classmates.	20	7	0	0	0	27	4.74	0.438

Table 4.7 (Cont.)

No.	Statements	Level of Agreement					N	$\bar{x}$	S.D.
		5	4	3	2	1			
6	The use of Video Blog – based Role Play Instructional Model can help me to increase knowledge of tourism – related vocabulary.	22	5	0	0	0	27	4.81	0.388
7	The blog is easy to use for learning English for Tourism.	19	8	0	0	0	27	4.70	0.457
8	The blog provides more opportunity to learn English for Tourism outside of classroom.	26	1	0	0	0	27	4.96	0.189
9	It is fast and convenient for the students to update information on the blog.	26	1	0	0	0	27	4.96	0.189
10	I can visit and learn something from my classmates' posts (videos, comments, etc.) via the blog.	27	0	0	0	0	27	5	0
11	It doesn't take a lot of time learning how to use the blog.	20	7	0	0	0	27	4.74	0.438
12	Using the blog is an effective way to share knowledge and exchange ideas with others.	26	1	0	0	0	27	4.96	0.189
13	Role play technique can make English for Tourism learning enjoyable.	24	3	0	0	0	27	4.89	0.314
14	Role play technique helps to increase my self – confidence while having English conversation.	26	1	0	0	0	27	4.96	0.189
15	Role play technique helps to increase fluency in English oral communication.	25	2	0	0	0	27	4.93	0.262
16	Role play technique allows an exchange of knowledge between classmates.	26	1	0	0	0	27	4.96	0.189
17	Role play technique is suitable for English for Tourism course.	25	2	0	0	0	27	4.93	0.262
18	Role play technique increases the interaction opportunity with classmates.	27	0	0	0	0	27	5	0
	Total	**401**	**82**	**3**	**0**	**0**	**486**	**4.82**	**0.282**

From Table 4.7, it was found that overall mean 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 was at the highest level ($\bar{x}$ = 4.82, S.D. = 0.282). When the items were taken into consideration, it was revealed that the items with the highest mean were item 10 and item 18 ($\bar{x}$ = 5, S.D. = 0). They agreed that role play technique increases the interaction opportunity with classmates; and the blog allowed them to learn and to visit their classmates' posts (videos, comments, etc.). Furthermore, the items with the second highest mean were item 8, item 9, item 12, item 14 and item 16 ($\bar{x}$ = 4.96, S.D. = 0.189). They expressed that using the blog was an effective way to share knowledge and exchange ideas with others; for example, they could quickly update information on the blog and have more opportunity to learn English for Tourism outside of classroom. Equally important, they agreed that role play technique did not only help them increase their self – confidence while having English conversations, but also allow an exchange of knowledge between them. Moreover, the items with the third highest mean were item 1, item 15 and item 17 ($\bar{x}$ = 4.93, S.D. = 0.262). They thought that their teacher's and friends' comments on the blog could help them to improve their English oral communication skills and the role play technique was suitable for English for Tourism course, for it was able to help to increase fluency in English oral communication. Furthermore, the items with the fourth highest mean were item 3 and item 13 ($\bar{x}$ = 4.89, S.D. = 0.314). Their opinions on role play were very positive since it increased the joy of learning English. Meanwhile, they strongly agreed that the Video Blog – based Role Play Instructional Model could be applied in real – life situations when meeting foreign tourists. Besides this, they thought that the use of Video Blog – based Role Play Instructional Model could help them to increase knowledge of tourism vocabulary ($\bar{x}$ = 4.81, S.D. = 0.388). The mean scores of the rest of the questionnaire items are all at a high level, as indicated in items 2, 4, 5, 7 and 11.

CHAPTER 5

CONCLUSION, DISCUSSION, LIMITATIONS AND RECOMMENDATIONS

This chapter summarizes the findings which are presented in the previous chapters, followed by discussions, limitations of this study, and recommendations the further study.

Conclusion

The conclusion of the findings is presented based on the research objectives as follows:

1. The English lessons for the Historical Tourism Course with the use of Video Blog – based Role Play instructional model were designed based on Kemp's model (2001). A questionnaire to acquire information on interesting and relevant topics related to historical tourism and the well – known and attractive temples in Muang district, Chiang Mai province was disseminated to foreign tourists, tourism – related entrepreneurs, and local tour guides. The results revealed that what should be integrated into the lessons were the temple history, important architectures in the temple; activities in the temple; etiquette for visiting temple; how to get to the temple; visiting information such as fees, opening – closing times or important paintings in the temple; amulet and talisman; religious rituals and ceremonies; and special religious days. Additionally, the well – known and attractive temples in Muang district, Chiangmai province, were Wat Phra That Doi Suthep received the highest scores followed by Wat Chedi Luang, Wat Phra Singh, Wat Sri Suphan, Wat Pha Lat, Wat Umong, Wat Ket Karam, Wat Chiang Man, Wat Lokmolee, Wat Phan Tao, Wat Chet Yod, Wat Phra That Doi Kham, Wat Phra That Doi Saket, and Wat Suan Dok respectively.

Furthermore, the monk students were required to complete a questionnaire regarding monk students' opinions on their background and characteristics in English oral communication skills and their needs to improve English oral communication skills. The results revealed that the overall mean of the monk students' opinions on their background and characteristics in English oral communication skills was at a high level ($\bar{x}$ = 4.64, S.D. = 0.301). and the overall mean of their needs to improve their English oral communication skills was at the highest level ($\bar{x}$ = 4.93, S.D. = 0.253). To sum up, the monk students had difficulties with English oral communication skills and needed to improve oral communication skills in English. Additionally, the data from the questionnaires were used to develop the English lessons as well as the learning objectives and the course description. Then, the constructed lessons were verified by three experts, and the overall mean of the evaluation was at a good level ($\bar{x}$ = 4.20, S.D. = 0.377).

2. 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.

3. A comparison of the results of the monk students' English oral communication skills for the pre – and post – test revealed that the mean score of the post – test was higher than that of the pre – test which indicated a statistically significant difference between the pre – test and post – test 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.

4. 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.

Discussions

The findings have some important issues to be discussed. The discussions begin with the construction of the English lessons for the Historical tourism courses with the use of Video Blog – based Role Play instructional model, the efficiency of the English lessons with the use of Video Blog – based Role Play instructional model, and the monk students' English oral communication achievements before and after

learning the English lessons. Then, the monk students' opinions about the English lessons are discussed.

The first objective of this research is to construct the English lessons with the use of Video Blog – based Role Play instructional model. To meet the objective, eight English lessons were designed based on Kemp's model (2001). To construct the lessons, the nine steps were followed. Initially, a needs survey was conducted in order to gather the data about the opinions of foreign tourists, tourism – related entrepreneurs, and local tour guides regarding historical tourism in Chiang Mai. Next, the questionnaire focusing on background knowledge and problems were disseminated to the monk students in an attempt to find out their needs, problems and characteristics of their English oral communication skills. Then, a task analysis was conducted to identify the content outline of the eight English lessons based on the gathered data. After that, the teacher set up the learning objectives which defined learning outcomes and focused teaching in the instructional objective step. Then, the content order of the eight English lessons was rearranged in sequential order based on the total scores of the needs analysis results. Additionally, the use of Video Blog – based Role Play was integrated with the contents to construct the eight English lessons in the instructional strategies step. The internet – based teaching was used as the platform for the teacher and student interactions. Next, the teacher created a blog for teaching English for historical tourism so that the monk students could post their videos and leave their comments. Once the blog was created, the teacher uploaded teaching material, video clips, audio clips as well as exercises. After that, the monk students uploaded their role play clips so that they could observe and learn how their friends performed the role plays and how they used grammar and vocabulary. At the same time, the teacher provided the comments which helped them to improve their English oral communication skills during the instructional delivery step. Finally, the exercises and pre – and post – tests were used as a summative assessment to evaluate the eight English lessons. All the research instruments were validated and assessed by the experts for their validity, reliability as well as appropriateness.

With the nine instructional elements of Kemp's model (2001), 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. Additionally, Pappas (2017) stated 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. Consequently, the learners get more out of the learning course design and receive the ongoing support they require to achieve their potential. 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 (Gustafson & Branch, 2002). Moreover, this study found that the Kemp's was flexible due to its non – linear structure. In other words, the evaluation stage could be an ongoing cycle at any stage during the design, development and implementation. 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 (E_1) and product (E_2) 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 resulting from

the needs survey. 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 students the opportunities to practice what they have learned. Likewise, Gangel (2005) mentioned that the implementation of the role play in a language classroom should focus on the learners' needs and problems. Thirdly, the effect of technology used in second language teaching and learning is very important in a foreign language teaching process. As the blog was used as the platform for the student 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. Furthermore, as the blog posts are rearranged in a chronological order, it is easy for teachers and students to access the information they are searching for.

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. The reasons for the improvement of their English oral communication skills after using the English lessons are discussed as follows:

Firstly, the video blogs were appropriate for oral communication practice because they are used as a primary media resource in the role – play activities as well as the main channel for the class discussions. Furthermore, the monk students reflected that the video blogs were very useful because they contained various functions. With the video blogs, they could watch their friends' video clips and share comments so that they could learn from one another. Since the video blogs had no time limitation, they could spend their time completing or redoing their clips as many times as they wished to. With rehearsals and repeated practices, they could gain new vocabulary items, improve their grammar, reduce their shyness, promote their confidence and finally improve their fluency. This is in line with Watkins (2012) and Hung (2010), revealing that video blogs increase students' talk time. Also, the students can monitor their video clips in order to correct their errors before submitting

to their teachers. They can see their strengths and weaknesses of their own clips by comparing with those of the others. This was consistent with the study of Hung (2011) and Sun (2009), which showed that video blogs encourage self – monitored speaking. Additionally, 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. This finding confirmed those of the previous studies (Shih, 2010). Moreover, 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.

Secondly, 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). Additionally, the role play provided more chances to the students to rehearse their English oral communication skills. In this study, the role – play between a customer and a tour guide at a historical site helped the monk students to combine their prior knowledge that they had learned with similar situations from simple dialogues to more advanced interactions. Hence, the role play could promote their English oral communication skills for historical tourism both in their vocabulary knowledge, grammar, and language accuracy. This is consistent with the study of Milroy (1982), which stated that the role play helps to promote the students' interpersonal and communicative skills. Moreover, the role play can stimulate the students to learn because it allows them to participate and be truly engaged. The students were able to express their feelings and become involved in role play activities in a different role – playing scenario. Hence, the role play helps to increase students' motivation (Gusmuliana & Apriani, 2021).

Thirdly, the 2W3P teaching model was applied in learning the English lessons contributing to the monk students' higher learning achievement, because the model enabled the monk students to improve their oral English communication skills

as shown in the statistically significant difference in their mean scores before and after learning with the English lessons at the .01 level. This is in line with Rakdee (2019), who developed English instructional management based on the 2W3P model in order to facilitate English achievement for Prathomsuksa 6 students. It was found that the students' learning achievement after learning with the development of English instructional management based on the 2W3P model was different before and after learning at the statistically significant level of .01. Similarly, Kraisri, Somphongtham, Charoenphon, Yatcharoen and Tawonram (2020), who developed English instructional management based on the 2W3P model for Mathayom Suksa 2 students found that the students' achievement after learning with the development of English instructional management was higher and their English skills improved significantly. They further stated that the efficiencies of the development of English instructional management based on the 2W3P model could be efficiently used in school.

Regarding the results from investigating the monk students' positive opinions about learning the English lessons with the use of video blog – based role plays 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 thoughts or ideas with their teacher and classmates. Likewise, Shih's study (2010) indicated that the use of video – based blogs enhance 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 due to several reasons. For example, students have more opportunities to perform in various social contexts, and their English oral communication abilities were significantly enhanced.

Limitations

Even though the research had been accomplished, there were a number of limitations that will be elaborated on as follows.

First, the internet service provided by the school where the experiment was undertaken was not very reliable; and as a result, the monk students sometimes could

not access the teacher's blog in order to learn the lessons. Besides, it is unavoidable to state that even though some monk students could access the lessons, they sometimes could not watch or upload the videos due to the weak or unstable internet signals. Consequently, they decided to learn the lessons, do exercises, perform video role play clips, and upload them at their respective temples where they resided, because the internet signals were more stable than the ones available at the school.

Second, another problematic issue was time management. Some monk students said that conducting role play was time – consuming since they had to prepare the script, rehearse, and conduct role play which some of them need to revise their video role play clips many times. Moreover, some of them lived in different temples, which meant that it was not that easy for them to find the same free time to perform role plays together outside the classroom. In addition, a number of monk students expressed that they had poor speaking and listening skills and limited knowledge of vocabulary; therefore, they required more time for preparations.

Finally, as a result of Covid – 19, all teaching and learning activities were obliged to change from onsite to online. However, this change did not directly affect this study's experimental procedure since almost a hundred percent was normally online. Nonetheless, due to unprecedented change, everyone involved at the schools were unprepared and still unfamiliar with what to do. Many teachers said that they were not good at using technological devices, as well as software or programs for teaching. Besides, they believed that online teaching and learning made their students hardly understand what they taught. Furthermore, some teachers mentioned that they needed to make up more classes in order to make sure that their students understood what they were taught. Likewise, the monk students reflected that they did not do the lessons during class time; as a result, when the class was dismissed, they had to spend more time reviewing what they just learned and often could do their assignments. Moreover, some pointed out that the number of everyday duties had been noticeably increased, so they were extremely overwhelmed and exhausted. Consequently, they had less time to participate in the experiment.

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.

Bibliography

Abdullah, Z., Ling, T. Y., Sulaiman, N. S., Radzi, R. A., & S., K. Y. (2020). The effects of verbal communication behaviors on communication competence in the pharmaceutical industry. *Journal of Critical Reviews, 7*(12), 967 - 703.

Abukhattala, I. (2013). Krashen's five proposals on language learning: Are they valid in libyan EFL classes. *English Language Teaching, 6*(1), 128 - 131. Retrieved from https://www.ccsenet.org/elt

Ahluwalia, G., Gupta, D., & Aggarwal, D. (2011). The use of blogs in English language learning: A study of student perceptions. *Universidad Nacional de Colombia, Facultad de Ciencias Humanas, Departamento de Lenguas Extranjeras, 13*(2), 29 - 41.

Ahmadi, M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education, 3*(2), 115 - 125. doi:10.29252/ijree.3.2.115

Akbulut, Y. (2007). Implications of two well - known models for instructional designers in distance education: Dick-Carey versus Morrison-Ross-Kemp. *Turkish Online Journal of Distance Education-TOJDE, 8*(2), 62 - 68.

Alabsi, T. A. (2016). The effectiveness of role play strategy in teaching vocabulary. *Theory and Practice in Language Studies, 6*(2), 227 - 234. Retrieved from http://dx.doi.org/10.17507/tpls.0602.02

Ali, D. A. (2018). Understanding the complex process of oral communication. *International Journal of Language and Literature, 6*(1), 123 - 128. doi:10.15640/ijll.v6n1a17

Aljumah, F. H. (2020). Second language acquisition: A framework and historical background on its research. *English Language Teaching, 13*(8), 200 - 207. Retrieved from https://www.ccsenet.org/journal/index.php/elt

Anggareni, C. W., & Wulanjani, A. N. (2017). The role of the TED Talks and Vlog in speaking class---students' perspectives. *Transformasi Jurnal Informasi & Pengembangan Iptek, 13*(1), 47 - 52.

Anggraeni, A., Rachmijati, C., & Apriliyanti, D. L. (2020). Vlog: A tool for students' speaking practice enhancement. *Research and Innovation in Language Learning, 3*(1), 23 - 31. doi:10.33603/rill.v3i1.2775

Aydin, S. (2014). The use of blogs in learning English as a foreign language. *Mevlana International Journal of Education (MIJE), 4*(1), 244 - 259. Retrieved from http://dx.doi.org/10.13054/mije.13.79.4.1

Azizinezhad, M., & Hashemi, M. (2011). The use of blogs in teaching and learning translation. *Science Direct, 28*, 867 - 871. doi:10.1016/j.sbspro.2011.11.159

Baedcharoen, I. (2016). Heritage tourism in Chiang Mai: measuring the perceptions of opportunities, impacts and challenges for the local community, *31*(4), 3 - 85.

Bajracharya, J. R. (2019). Instructional design and models: ASSURE and Kemp. *Journal of Education and Research*, *9*(2), 1 - 8. Retrieved from https://doi.org/10.3126/jer.v9i2.30459

Baran, E. (2007). The promises of videoblogging in education. *N031 Lagomarcino Hall Center for Technology in Learning and Teaching Department of Curriculum and Instruction Iowa State University*, 10 - 18.

Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English speaking skills. *British Journal of Arts and Social Sciences, 2*(1), 34 - 50. Retrieved from http://www.bjournal.co.uk/BJASS.aspx

Bezhovski, Z., & Poorani, S. (2016). The evolution of e-learning and new trends. *Information and Knowledge Management, 6*(3), 50 - 57. Retrieved from http://www.iiste.org/

Bicksler, R. (2017). *Summary of the Chiang Mai world heritage project.* Retrieved from http://whc.unesco.org/en/list/

Bunjan, A. (2016). *Video blog - based role play instructional model to enhance english oral communication skills of tourism students.* (Doctoral dissertation, Suranaree University of Technology, Nakhon Ratchasima Province, Thailand). Retrieved from http://sutir.sut.ac.th:8080/jspui/handle/123456789/7030

Bunjan, A., & Suppasetseree, S. (2017). The video blog based role play lessons to enhance English oral communication skills for tourism students. *International Journal of Educational Administration, 9*(1), 1 - 16. Retrieved from http://www.ripublication.com/

Bunjan, A., & Suppasetseree, S. (2018). A development of video blog - based role play instructional model to improve tourism students' English speaking skills. *Journal of Education, Mahasarakham University, 12*(4), 199 - 211.

Byakutaga, B. N., Onen2, D., Oonyu, J., & Kasesene4, E. S. (2016). Written and non - written communication methods as correlates of employee performance: A study of academic staff of primary teachers' colleges in Central Uganda. *Journal of Education and Practice, 7*(10), 1 - 11. Retrieved from https://www.iiste.org/

Chaeruman,, I. (2018). Vlog: the mean to improve students' speaking ability. In *International Conference on English Language Teaching (ICONELT 2017)*, (pp. 12 - 15). Gresik Gresik: Advances in Social Science, Education and Humanities Research.

Chaeruman, U. A., Wibawa, B., & Syahrial, Z. (2020). Development of an instructional system design model as a guideline for lecturers in creating a course using blended learning approach. *International Journal of Interactive Mobile Technologies, 14*(4), 164 - 181. Retrieved from https://doi.org/10.3991/ijim.v14i14.14411

Chaiyasit, W. (2018). The development of english skills of english major students to communicate with tourists about buddhism and culture at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus. *Asia Pacific Journal of Religions and Cultures, 2*(2), 43 - 52.

Chumphong, O., & Chuai - in, P. (2020). The use of English language in tourism workplaces in Pakmeng Beach Area, Trang Province. *ABAC ODI Journal, 7*(1), 132 - 144. Retrieved from http://www.assumptionjournal.au.edu /index.php/odijournal

Cook, M. (2002). Writing and role play: A case for inclusion. *Wiley Online Library, 34*(2), 74 - 78. Retrieved from https://doi.org/10.1111/1467-9345.00138

Corbeil, R. (2012). *Comparing the ADDIE & Kemp Model*. Texas: Cooperative Team Wiki Report.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches.* (2nd ed.). Thousand Oaks: CA: Sage Publications, Inc.

Derakhshan, A., & Karimi, E. (2015). The interference of first language and second language acquisition. *Theory and Practice in Language Studies, 5*(10), 2112 - 2117,. Retrieved from http://dx.doi.org/10.17507/tpls.0510.19

Dorathy, A., & Mahalakshmi, S. (2011). Second language acquisition through task-based approach–role play in English language teaching. *English for Specific Purposes World, 11*(33), 1 - 7.

Fadilah, F. (2016). Teaching speaking by role-play activity. *OKARA Journal of Languages and Literature, 2*(10), 209 - 216. doi:10.19105/ojbs.v10i2.980

Fidan, M., & Debbag, M. (2018). The usage of video blog (vlog) in the "school experience" course: the opinions of the pre - service teachers. *Journal of Education and Future*, 161 - 177.

Gangel, K. O. (2005). *Teaching through role playing*. Retrieved from https://bible.org/seriespage/3-teaching-through-role-playing

Gao, W., Tian, Y., Huang, T., & Yang, Q. (2010). Vlogging: a survey of videoblogging technology on the web. *ACM Computing Surveys, 42*(4), 1 - 57. doi:10.1145/1749603.1749606

Gdański, U. (2020, April 21). *Historical Tourism.* Retrieved from University of Gdański: https://en.historia.ug.edu.pl/students/study_hf/historical_tourism

Genc-Ersoy, B. & Ersoy, M. (2013). *Technology enhanced language learning: a review and assessment of the literature*. In EdMedia 2013--World Conference on Educational Media and Technology, (pp. 814 - 819). Victoria, Canada: Association for the Advancement of Computing in Education (AACE). Retrieved from https://www.learntechlib.org/primary/p/112054/.

Ghanizadeh, A., Razavi, A., & Jahedizadeh , S. (73 - 87). Technology-Enhanced Language Learning (TELL): A review of resourses and upshots. *International Letters of Chemistry, Physics and Astronomy , 54*, 2015. doi:10.18052

Gusmuliana, P., & Apriani, E. (2021). Improving students speaking motivation by using role play technique at Institute Islamic in Indonesia. In *The International Conference on Educational Sciences and Teacher Profession. 532*. (pp. 356 - 361). Atlantis Press SARL. doi:10.2991/assehr.k.210227.060

Gustafson, K. L., & Branch, R. M. (2022). *Survey of Instructional Development Model.* New York: ERIC.

Guttler, F. (2011). The use of blogs in EFL teaching. *BELT Journal, 2*(1), 59 - 65.

Hani, N. A. (2014). Benefits and barriers of computer assisted language learning and teaching in the Arab World: Jordan as a model. *Theory and Practice in Language Studies, 4*(8), 1609 - 1615. doi:10.4304/tpls.4.8.1609-1615

HTL, H. (2019). *2019 Malaysia hotel industry survey of operations.* Horwath HTL.

Hung, S. T. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners' perceptions. *British Journal of Educational Technology, 42*(5), 736 - 746. Retrieved from https://doi.org/10.1111/j.1467-8535.2010.01086.x

Ibrahim, A. A. (2015). Comparative analysis between system approach, Kemp, and ASSURE instructional design models. *International Journal of Education and Research, 3*(12), 261 - 270. Retrieved from http://www.ijern.com/

Kadi, A. J., Jaafar, M., & Hassan, F. (2014). Review of literature of the rural heritage tourism. In *4th International Conference on Tourism Research (4ICTR), 12.* doi:http://dx.doi.org/10.1051/shsconf/20141201008

Ka-kan-dee, M., & Nonthapot, S. (2020). Communication factors affecting the tourism services in the upper northeast of Thailand. *Management Science Letters, 10*(7), 1437–1444. doi:10.5267/j.msl.2019.12.024

Kerdpitak, C. (2018). Key management model of added value in the historical tourist attractions: The case studies the Emerald Buddha Temple Bangkok Thailand. *The Journal of Applied Business Research, 34*(3), 497 - 506.

Kerdpitak, C. (2019). The Influence of destination attributes on the MICE tourism industry in Bangkok, Thailand. *International Journal of Innovation, Creativity and Change, 10*(1), 76 - 98. Retrieved from www.ijicc.net

Kirkey, J. M. (2020). *Tourism and tradition in Chiang Mai* (Unpublished undergraduate's thesis, Portland State University, 724 SW Harrison Portland).

Khon Kaen University - International College. (2021). *Tourism Management*. Retrieved from KKUIC: https://www.ic.kku.ac.th/?page_id=547

Koodsela, W., Dong, H., & Sukpatch, K. (2019). A holistic conceptual framework into practice-based on urban tourism toward sustainable development in Thailand. *MDPI*, 1 - 28. Retrieved from https://doi.org/10.3390/su11247152

Kraisri, W., Somphongtham, C., Charoenphon, A., Yatcharoen, P., & Tawonram, B. (2020). A study of the result of an English subject for The Number's unit by using 2W3P model of Students Matthayomsuksa 2 under Ubonratchathani Primary Educational Service Area Office 2. In *RTUNC 2020* (pp. 506 - 519).

Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of Language Teaching and Research, 8*(5), 863 - 870. doi:http://dx.doi.org/10.17507/jltr.0805.04

Krisdiana, B. P., Irawati, E., & Kadarisman, A. E. (2018). The Effectiveness of Role-Play Integrated with Word Cards on. *The effectiveness of role-play integrated with word cards on students' speaking skill for communication, 6*(2), 78 - 84. Retrieved from http://journal.um.ac.id/index.php/jph

Lestari, N. (2019). Improving the speaking skill by vlog (video blog) as learning media: The EFL students perspective. *International Journal of Academic Research in Business and Social Sciences, 9*(1), 915 - 925. doi:10.6007/IJARBSS/v9-i1/5490

Liu, X. (2010, February). Arousing the college students' motivation in speaking english through role-play. *International Education Studies, 3*(1), 136 - 144. Retrieved from www.ccsenet.org/ies

Lutfi, A. A., Sutopo, D., & Rukmini, D. (2018). The Effectiveness of Simulation and Role-Play in Teaching Speaking for Students with Different Levels of Motivation. *English Education Journal, 8*(4), 489 - 498. Retrieved from http://journal.unnes.ac.id/sju/index.php/eej

Livingstone, C. (1983). *Role Play in language learning.* Harlow : Longman

MA, Y. A. (2007). Implications of two well-known models for instructional designers In distance education: Dick-Carey versus Morrison-Ross-Kemp. *Turkish Online Journal of Distance Education (TOJDE), 8*(2), 62 - 68.

Makita, Y. (1995). *The effectiveness of dramatic/ role-playing activities in the Japanese language classroom*. Retrieved from http://mcel.pacificu.edu/aspac/papers/scholars/marita.htm

Management, C. H. (2021, July 27). Cultural heritage tourism management. Retrieved from https://www2.gwu.edu/~iits/p4.html

Marzuki, M. J., & Nurpahmi, S. (2019). Using video blog in teaching speaking. *ELTIES (English Language Teahing for EFL LEarners) Journal*, *1*(1), 13 - 23. Retrieved from https://doi.org/10.24252/elties.v1i1.7422

Messaris, P. (2003). Visual communication: theory and research. *Journal of Communication, 53*(3), 551 - 556. Retrieved from https://doi.org/10.1111/j.1460-2466.2003.tb02608.x

Mae Fah Luang University. (2021). *Bachelor of Business Administration Programme in Tourism Management*. Retrieved from https://en.mfu.ac.th/admission/programmes/bachelors-degree/school-of-management/bachelor-of-business-administration-programme/bachelor-of-business-administration-programme-in-tourism-management.html

Miftachudin. (2017). Students' perceptions of the use of blogs in English language learning. *Language & Language Teaching Journals*, *10*(1), 101 - 121. Retrieved from http://dx.doi.org/10.18326/rgt.v10i1.873

Milroy, E. (1982). *Role-play: A practical guide.* Aberdeen: Pergamon Pr.

Morrison, G. R., Ross , S. J., & Kemp, J. E. (2004). *Designing effective instruction.* Hoboken: John Wiley & Sons.

Morrison, G. R., Ross , S. J., Kemp , J. E., & Kalman , H. K. (2010). *Designing effective instruction.* Hoboken: John Wiley & Sons.

Mahidol University International College. (2018, October 20). *Travel and service business entrepreneurship*. Retrieved from https://muic.mahidol.ac.th/eng/programs/undergraduate-programs/management/

Nata, N., & Tungsirivat, K. (2017). Active learning for language skills development. *Veridian E - Journal, 10*(5), 506 - 515.

Newcastle, T. U. (2021, July 27). *Course Details*. Retrieved from https://www.newcastle.edu.au/course/TOUR2001

Nooyod, A., & Hiranto, N. (2017). A study of the result of developing on English instructional management skill based on communicative language teaching using lesson study innovation for English major students, faculty of education, Loei Rajabhat University. *Journal of Education, Khon Kaen University, 40*(1), 60 - 72.

Obizoba, C. (2015). Instructional design models - framework for innovative teaching and learning methodologies. *International Journal of Higher Education Management (IJHEM), 2*(1), 40 - 51. Retrieved from http://www.ijhem.abrmr.com/

Panthito, B. (2018). A study of the problems of English speaking skills of the first year students at Mahachulalongkornrajavidyalaya University. *Journal of MCU Humannities Review, 4*(2), 185 - 195.

Pappas, C. (2017). *Top 7 instructional design theories & models for your next eLearning course*. Retrieved from https://elearningindustry.com/applying-kemp-design-model-elearning-guide-elearning-professionals

Patel, D. S. (2015). Significance of technology enhanced language learning (TELL) in language classes. *Journal of Technology for ELT, 7*(2). Retrieved from https://sites.google.com/site/journaloftechnologyforelt/archive/vol-4-no-2-1/2

Patel, D. B. (2016). Technology-enhanced language learning for digital natives. *Participatory Educational Research (PER)*, 97 - 111.

Prachanant, N. (2015). Improving Thai university students' English speaking ability on Thai studies through classroom discussion. *Journal of Humanities and Social Sciences, 11*, 107 - 132.

Prachanant, N. (2012). Needs analysis on english language use in tourism industry. *Procedia - Social and Behavioral Sciences, 66*, 117 - 125. doi:10.1016/j.sbspro.2012.11.253

Prince of Songkla University. (2021). *Tourism Management (TRM)*. Retrieved from http://old.fht.psu.ac.th/fht/index.php/en/bba/tourism-management-trm

Rahman, M. M. (2010). Teaching oral communication skills: A task-based approach. *English for Specific Purposes World, 9*(1), 1 - 11. Retrieved from http://www.esp-world.info/

Rahman, N. A., & Maarof, N. (2018). The effect of role-play and simulation approach on enhancing ESL oral communication skills. *International Journal of Research in English Education, 3*(3), 63 - 71. doi:10.29252/ijree.3.3.63

Raja, R., & Nagasubraman, P. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research, 3*(1), 33 - 35. Retrieved from https://dx.doi.org/10.21839/jaar.2018.v3S1.165

Rakdee, S. (2019). Development of English instructional management base on 2W3P model by using "A little Guide" reading book set to facilitate reading skills and English achievement for students Prathomsuksa 6. *Journal of Educational Technology and Communications, 2*(5), 42 - 48.

Rimkeeratikul, S. (2018). Comparison of communication apprehension in L1 and communication apprehension in L2 among MA students with different ages majoring in English in an international program in Bangkok. *Arab World English Journal (AWEJ), 9*(3), 33 - 44. Retrieved from https://dx.doi.org/10.24093/awej/vol9no3.3

Rojas-Berrio, S., Rojas-Berrio, S. I., & Robayo-Pinzón, Ó. (2019). Marketing, internationalization and heritage tourism: systematic literature review. *Journal of Tourism and Heritage Research, 2*(2), 189 - 206.

Rovinelli, R. J., & Hambleton , R. K. (1977). On the use of content specialists in the assessment of criterion-referenced test item validity. *Dutch Journal of Educational Research, 2*, 49 - 60.

Safitri, N. S., & Khoiriyah, I. (2017). Students' perceptions on the use of English vlog (video blog) to enhance speaking skill. In *The 5th AASIC*, (pp. 240 - 247).

Samsibar, & Naro, W. (2018). The effectiveness of role play method toward students' motivation in English conversation. *English, Teaching, Learning and Research Journal, 4*(1), 107 - 116. Retrieved from http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/4903

Sangkakorn, K., & Suwannarat2, S. (2013). Local people participation in tourism development: The case study of Chiang Mai. In *The 2nd Conference on Asian Economic Development*, (pp. 1-10).

Sapitri, M. A., Hatim, M., & Noviati. (2020). The implementation of role play with video blogs (vlog) in teaching speaking to the eleventh grade students of senior high school 3 of Palembang. *Exposure Journal, 9*(2), 403 - 416. Retrieved from https://journal.unismuh.ac.id/index.php/exposure

Sari, Y. N. (2019). YouTube as a learning media to improve the student's speaking ability in 21st century. *Journal of English Language Teaching and Linguistics, 4*(2), 263 - 273. Retrieved from http://www.jeltl.org/

Schedneck, B., Khansamrong, S., & Epstein, S. (2019). Thai Buddhist monastic schools and universities. *Education About ASIA, 24*(1), 37 - 42.

Shana, Z., & Abulibdeh, E. (2015). Engaging students through blogs: using blogs to boost a course experience. *International Journal of Emerging Technologies in Learning, 10*(1), 30 - 38. Retrieved from http://www.i-jet.org/

Sheth, T. (2017). Non-verbal communication: A significant aspect of proficient occupation. *Journal of Humanities and Social Science, 22*(11), 69 - 72. Retrieved from http://www.iosrjournals.org/

Shih, R.-C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australasian Journal of Educational Technology, 26*(6), 883 - 897.

Singh, J. D. (2012). *Concept, need and issues in developing oral communication skills.*

Sompakdee, P., & Danvivath, U. (2019). Developing English for tour guides material: Khmer sanctuary guides. *Humanities, Arts and Social Sciences Studies, 20*(1), 42 - 64.

Summak, M. E. (2014). A study on the communication and emphatic skills of the students having education on tourism sector. *Journal of Institute of Social Sciences, 31*, 131 - 137.

Sun, Y.-C. (2009). Voice blog: an exploratory study of language learning. *Language Learning & Technology, 13*(2), 88 - 103. Retrieved from http://llt.msu.edu/vol13num2/sun.pdf

Suryani, L. (2015). The effectiveness of role play in teaching speaking. *ELTIN journal, 3*(2), 106 - 109.

TeachingEnglish. (2021, July 27). Retrieved from https://www.teachingenglish.org.uk/article/natural-order

Maulidah, E. (2018). Improving students' speaking Ability through vlogging. In *UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018), 188,* (pp. 25 - 27).

Wambui, T. W., Kibui, A. W., & Gathuthi, E. (2012). *Communications skills vol.1*. Saarbruckeri: Lap Lambert Academic Publishing GmbH KG.

Ward, J. M. (2004). Blog assisted Language Learning (BALL): Push button publishingfor the pupils. *TEFL WEb Journal, 3*(1), 1 - 16.

Watkins, J. (2012). Increasing student talk time through vlogging. *Language Education in Asia, 3*(2), 196 - 203. Retrieved from http://dx.doi.org/10.5746/LEiA/12/V3/I2/A08/Watkins

Wiriyachitra, A. (2002). English language teaching and learning in Thailand in this decade. 1 - 5. Retrieved from https://www.researchgate.net/publication/242127244_English_Language_Teaching_and_Learning_in_Thailand_in_this_Decade

Wulandari, M. (2019). Improving EFL learners' speaking proficiency through Instagram Vlog. *A Journal on Language and Language Teaching, 22*(1), 111 - 125. doi:10.24071/llt.2019.220111

Yeşilel, D. B. (2016). Technology-enhanced language learning for digital natives. *Participatory Educational Research*, 97-111. Retrieved from http://www.partedres.com/

Zahedpisheh, N., Abu bakar, Z. B., & Saffari, N. (2017). English for Tourism and Hospitality Purposes (ETP). *Canadian Center of Science and Education, 10*(9), 86 - 94. doi:10.5539/elt.v10n9p86

Zhang, D. (2009). The application of blog in English writing. *Journal of Cambridge Studies, 4*(1), 64 - 72.

Zhang, X. S., & Olfman, L. (2010). Studios, mini-lectures, project presentations, class blog and Wiki: A new approach to teaching web technologies. *Journal of Information Technology Education: Innovations in Practice, 9*, 187 - 199.

Zou, J. H., Ramirez , S. I., Erazo , M. A., & Encalada , M. A. (2019). The significance of english language development for future Asian tourism and hotel management professionals. *Theory and Practice in Language Studies, 9*(1), 11 - 17. doi:http://dx.doi.org/10.17507/tpls.0901.02

APPENDICES

Appendix A

Questionnaires

Subject: The Needs of Foreign Tourists, Tourism-Related Entrepreneurs and Local Tour Guides for Constructing English Lessons in Historical Tourism Course to Enhance the Oral English Communication Skills of Secondary Phrapariyattitham Monk Students

---

Instructions

This questionnaire aims to investigate the needs of foreign tourists, tourism-related entrepreneurs and local tour guides in Muang Chiang Mai district, Chiang Mai province. This questionnaire has 2 parts, as follows:

Part 1: General information of foreign tourists, tourism-related entrepreneurs and local tour guides in Muang Chiang Mai district, Chiang Mai province

Part 2: The information about English lessons in Historical Tourism Course to enhance the oral English communication skills of secondary Phrapariyattitham monk students

Part 3: The information of the list of well-known and attractive temples

The researcher will keep the questionnaire data confidential, and the results will be presented as total figures. Kindly spare a few minutes to answer all questions.

Thank you for your time.

Phra Prasong Thepboon
Graduate Student, Faculty of Master of Arts (English)
Chiang Mai Rajabhat University

Part 1: General information of foreign tourists, tourism-related entrepreneurs and local tour guides in Muang Chiang Mai district, Chiang Mai province

Instruction: Please mark (✓) or give an answer to the space provided

1. Gender

☐ Male ☐ Female

2. Age

☐ Below or equal to 30 years ☐ 31 – 40 years

☐ 41 – 50 years ☐ 51 – 60 years

☐ 61 years and over

3. Nationality _____

4. Education

☐ Lower than a bachelor's degree ☐ Bachelor's degree

☐ Higher than a bachelor's degree ☐ Other (please specify)

5. I am a ☐ Local tour guide ☐ Tourism – related entrepreneur ☐ Tourist

6. Average income per month

☐ Below or equal 300 USD ☐ 301 – 500 USD

☐ 501 – 1,000 USD ☐ 1,001 – 1,300 USD up

☐ 1,301 USD up

Part 2: The information about English lessons in Historical Tourism Course to enhance the oral English communication skills of secondary Phrapariyattitham monk students

What are topics related to historical tourism that you are interested in the most. (Sequence them from 1 to 10)

_____ The temple history
_____ Visiting information such as fees, opening – closing times
_____ Important architectures in the temple
_____ How to get to the temples
_____ Important paintings in the temple
_____ Religious rituals
_____ Amulet and talisman
_____ Activities in the temple
_____ Etiquette for visiting temples
_____ Special religious days

Part 3: The information of the list of well-known and attractive temples

What are topics related to historical tourism that you are interested in the most. (Sequence them from 1 to 14)

_____ Wat Chiang Man
_____ Wat Chedi Luang
_____ Wat Phan Tao
_____ Wat Sri Suphan
_____ Wat Phra Singh
_____ Wat Umong
_____ Wat Ket Karam
_____ Wat Lokmolee
_____ Wat Phra That Doi Saket
_____ Wat Chet Yod
_____ Wat Pha Lat
_____ Wat Phra That Doi Kham
_____ Wat Suandok
_____ Wat Phra That Doi Suthep

Part 3: Please provide your recommendations if you have.

_____

_____

Thank you very much for your time.

แบบสอบถามความคิดเห็นของนักเรียนพระปริยัติธรรมในระดับมัธยมศึกษาที่มีต่อ
“รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกในวิชาการท่องเที่ยวเชิงประวัติศาสตร์”
เพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษ

แบบสอบถามนี้มีวัตถุประสงค์เพื่อใช้รวบรวมความคิดเห็นของท่านที่มีต่อ “รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก” แบบสอบถามนี้แบ่งออกเป็น 2 ส่วนคือ ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ส่วนที่ 2 ความคิดเห็นของท่านที่มีต่อบทเรียน “รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก” ก่อนตอบแบบสอบถาม กรุณาอ่านข้อความหรือคำชี้แจงให้เข้าใจ ข้อมูลต่าง ๆ ที่เกี่ยวกับตัวท่านจะถูกเก็บไว้เป็นความลับและใช้เพื่อการศึกษานี้เท่านั้น

ส่วนที่1 ข้อมูลทั่วไป

<u>คำชี้แจง</u> โปรดอ่านคำถามทั้ง 10 ข้อ ต่อไปนี้ให้เข้าใจแล้วตอบคำถามด้วยการทำเครื่องหมาย(✓) หรือเขียนคำตอบลงในช่องว่างที่กำหนดให้ให้ตรงกับความเป็นจริงมากที่สุด

1. เพศ ☐ ชาย ☐ หญิง

2. ปัจจุบันท่านอายุ _____ ปี

3. ท่านเป็นนักเรียนพระในระดับชั้นมัธยมศึกษาปีที่:

☐ ปี 4 ☐ ปี 5 ☐ ปี 6

4. ท่านเป็นนักเรียนพระในระดับชั้นมัธยมศึกษาสายไหน?

☐ สายวิทย์ ☐ สายศิลป์

5. ท่านเรียนภาษาอังกฤษมาเป็นเวลานานกี่ปี?

☐ 1-5 ปี ☐ 6-10 ปี ☐ 11-15 ปี ☐ 16-20 ปี

6. ในภาคเรียนนี้ท่านได้เรียนรายวิชาภาษาอังกฤษเพื่อการท่องเที่ยวหรือไม่?

☐ เรียน ☐ ไม่เรียน

7. ท่านเคยใช้บล็อกเช่น Google Sites หรือไม่?

☐ เคย ☐ ไม่เคย

8. ท่านเคยใช้บล็อกในการเรียนภาษาอังกฤษหรือไม่?

☐ เคย ☐ ไม่เคย

9. ท่านเคยอัพโหลดวิดีโอลงในอินเทอร์เน็ตหรือไม่?

☐ เคย ☐ ไม่เคย

10. ท่านเคยใช้กิจกรรมบทบาทสมมติ (Role Play) หรือไม่?

☐ เคย ☐ ไม่เคย

ส่วนที่ 2 ความคิดเห็นของท่านที่มีต่อ "รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก"

คำชี้แจง โปรดอ่านข้อความแต่ละข้อความให้เข้าใจ แล้วทำเครื่องหมาย (✓) ลงในช่องว่างที่กำหนดให้ให้ตรงกับระดับความคิดเห็นของท่านที่สุด โดยระดับความคิดเห็นต่าง ๆ เป็นดังนี้

5 = เห็นด้วยอย่างยิ่ง, **4** = เห็นด้วย, **3** = ไม่แน่ใจ, **2** = ไม่เห็นด้วย, **1** = ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	ระดับความเห็น				
	5	4	3	2	1
สัมฤทธิผลของรูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก					
1. ข้อแนะนำของอาจารย์และเพื่อนร่วมชั้นเรียนที่แสดงไว้ในบล็อก ช่วยให้ข้าพเจ้าพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่า					
2. การดูวีดีโอทที่กลุ่มต่าง ๆ ได้จัดทำขึ้นช่วยให้ข้าพเจ้าพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่า					
3. รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกสามารถนาไปใช้ ในสถานการณ์จริงเมื่อมีเจอกับนักท่องเที่ยวชาวต่างชาติ					
4. การเรียนโดยใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกช่วยพัฒนาทักษะการใช้คอมพิวเตอร์ของข้าพเจ้า					
5. การเรียนโดยใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกช่วยพัฒนาความสัมพันธ์ระหว่างเพื่อนๆกับข้าพเจ้าให้ดีขึ้น					
6. การเรียนโดยใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกช่วยให้ข้าพเจ้ารู้คำ ศัพท์ทางด้านท่องเที่ยวเชิงประวัติศาสตร์เพิ่มมากขึ้น					
ความคิดเห็นเกี่ยวกับล็อก (Google Sites)					
7. บล็อกเพื่อใช้เรียนภาษาอังกฤษเพื่อการท่องเที่ยวเชิงประวัติศาสตร์นั้นใช้งานง่าย					

ข้อความ	ระดับความเห็น				
	5	4	3	2	1
8. บล็อกช่วยเพิ่มโอกาสในการเรียนภาษาอังกฤษเพื่อเพื่อการท่องเที่ยวเชิงประวัติศาสตร์นอกชั้นเรียนเพิ่มมากขึ้น					
9. มันเป็นการสะดวกและรวดเร็วสำหรับนักเรียนพระที่จะอัพเดตข้อมูลต่าง ๆ ในบล็อก					
10. ข้าพเจ้าสามารถเข้าไปศึกษาสิ่งต่าง ๆ จากโพสต์ของเพื่อน ๆ ได้ เช่น วิดีโอ ข้อแนะนำ และอื่น ๆ					
11. การเรียนรู้เพื่อใช้งานบล็อกไม่สิ้นเปลืองเวลาแม้แต่นิดเดียว					
12. การใช้งานบล็อกเป็นอีกหนึ่งช่องทางที่ดีในการแลกเปลี่ยนเรียนรู้กับผู้อื่น					
ความคิดเห็นเกี่ยวกับการแสดงบทบาทสมมติ					
13. การใช้การแสดงบทบาทสมมติในการเรียนภาษาอังกฤษเพื่อการท่องเที่ยวเชิงประวัติศาสตร์นั้นสนุก					
14. การแสดงบทบาทสมมติช่วยเพิ่มความมั่นใจแก่ข้าพเจ้าในการสนทนาภาษาอังกฤษ					
15. การแสดงบทบาทสมมติช่วยให้ข้าพเจ้าสื่อสารภาษาอังกฤษด้วยปากเปล่าคล่องขึ้น					
16. การแสดงบทบาทสมมติช่วยก่อให้เกิดการแลกเปลี่ยนเรียนรู้ระหว่างเพื่อน					
17. การแสดงบทบาทสมมติมีความเหมาะสมสำหรับใช้เรียนภาษาอังกฤษเพื่อการท่องเที่ยวเชิงประวัติศาสตร์					
18. การแสดงบทบาทสมมติช่วยพัฒนาความสัมพันธ์ระหว่างเพื่อน ๆ					

ข้อเสนอแนะอื่น

_____

_____

ขอขอบคุณในความร่วมมือ

Questionnaire

Subject: The Problems and Needs of Monk Students for Constructing English Lessons in Historical Tourism Course to Enhance the Oral English Communication Skills of Secondary Phrapariyattitham Monk Students

---

Instructions

This questionnaire aims to investigate the problems and needs of secondary Phrapariyattitham monk students in Muang Chiang Mai district, Chiang Mai province. This questionnaire has 2 parts, as follows:

Part 1: General information of Secondary Phrapariyattitham Monk Students in Muang Chiang Mai district, Chiang Mai province

Part 2: Problem identification of Secondary Phrapariyattitham Monk Students in Muang Chiang Mai district, Chiang Mai province

Part 3: Needs analysis of Secondary Phrapariyattitham Monk Students in Muang Chiang Mai district, Chiang Mai province

The researcher will keep the questionnaire data confidential, and the results will be presented as total figures. Kindly spare a few minutes to answer all questions.

Thank you for your time.

Phra Prasong Thepboon
Graduate Student, Faculty of Master of Arts (English)
Chiang Mai Rajabhat University

Part I: General Information of Secondary Phrapariyattitham Monk Students in Muang Chiang Mai district, Chiang Mai Province

Instructions: Please place a tick (✓) in the boxes provided and fill-in the blanks if needed.

1. Sex ☐ Male ☐ Female

2. Year of Study: ☐ Grade 10 ☐ Grade11 ☐ Grade 12

3. Which English course(s) are you taking this semester? _____

4. How many years have you been studying English?

☐1 – 5 years ☐ 6 – 10 years ☐ 11 – 15 years ☐ 16 – 20 years

5. How do you rate your English oral communication skills?

☐ Poor ☐ Fair ☐ Good ☐ Very good

6. Do you use the computer connected with Internet?

☐ If yes, please specify the place

☐ At home ☐ At dormitory ☐ At the University

☐ Other (i.e., the Internet cafe) Please specify _____

☐ No (Skip to question no. 8)

7. How often do you use the Internet in a week?

☐ 1 – 2 day(s) ☐ 3 – 4 day(s) ☐ 5 – 6 day(s) ☐ Everyday

8. How do you rate your computer skills?

☐ Poor ☐ Fair ☐ Good ☐ Very good

9. Have you ever uploaded Video on the Internet?

☐ Yes ☐ No

10. Have you ever done Role Play activities?

☐ Yes ☐ No

11. Do you belief 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 of Secondary Phrapariyattitham Monk Students in Muang Chiang Mai district, Chiang Mai Province

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 (Π) 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.					

Problems in English Oral Communication	Level of Agreement				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
7. I am nervous and have low confidence when having conversation in English.					
8. I make grammatical errors when speaking English.					
9. I speak with poor English pronunciation.					
10. I put word stress 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 of Secondary Phrapariyattitham Monk Students in Muang Chiang Mai district, Chiang Mai Province

Instructions: Please answer all questions below by making a check (Π) 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**				
	Highe	High	Moder	Low	Lowes
1. I would like to be able to conduct conversations with tourists					
2. I would like to be able to give tourism-related information to tourists.					
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 tourists politely according to social etiquette.					
6. I would like to increase tourism-related vocabulary.					
7. I would like to use English in real-life 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 eight topics)

- ☐ Chiang Mai
- ☐ Wat Chiang Man
- ☐ Wat Chedi Luang
- ☐ Wat Phan Tao
- ☐ Wat Sri Suphan
- ☐ Wat Phra Singh
- ☐ Wat Lok Molee
- ☐ Wat Phra That Doi Suthep
- ☐ Wat Chet Yot
- ☐ Wat Pha Lat
- ☐ Wat Phra That Doi Kham
- ☐ Wat Umong
- ☐ Wat Suan Dok
- ☐ Wat Ket Karam

Thank you very much for your cooperation

มหาวิทยาลัยราชภัฏเชียงใหม่ CHIANG MAI RAJABHAT UNIVERSITY

การวิเคราะห์สภาพปัญหาและความต้องการในการฝึกทักษะการพูดสื่อสารภาษาอังกฤษของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษา

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาระดับบัณฑิตศึกษาสาขาวิชาภาษาอังกฤษศึกษา มหาวิทยาลัยราชภัฏเชียงใหม่ ซึ่งสร้างขึ้นเพื่อใช้รวบรวมสภาพปัญหาและความต้องการฝึกทักษะการพูดสื่อสารภาษาอังกฤษของนักเรียนพระปริยัติธรรมระดับมัธยมศึกษา

แบบสอบถามนี้แบ่งออกเป็น 3 ส่วน ได้แก่ ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ส่วนที่ 2 สภาพปัญหาในการพูดสื่อสารเป็นภาษาอังกฤษของนักเรียนพระ และส่วนที่ 3 ความต้องการในการพัฒนาทักษะการพูดสื่อสารเป็นภาษาอังกฤษของนักเรียนพระ

ส่วนที่ 1 ข้ออมูลทั่วไปของผู้ตอบแบบสอบถาม

<u>คำชี้แจง</u> แบบสอบถามส่วนนี้มีวัตถุประสงค์เพื่อใช้รวบรวมข้อมูลส่วนบุคคลและภูมิหลังของผู้ตอบแบบสอบถามกรุณาอ่านคำถามทั้ง 16 ข้อเหล่านี้ให้เข้าใจและตอบคำถามให้ตรงกับความเป็นจริงที่สุด

1. เพศ ☐ ชาย ☐ หญิง
2. ท่านเป็นนักเรียนพระในระดับชั้นมัธยมศึกษาปีที่:
   ☐ ปี 4 ☐ ปี 5 ☐ ปี 6
3. รายวิชาภาษาอังกฤษที่ท่านกำลังเรียนอยู่ในภาคเรียนนี้ คือ _____
4. ท่านเรียนภาษาอังกฤษมาเป็นเวลานานกี่ปี?
   ☐ 1 – 5 ปี ☐ 6 – 10 ปี ☐ 11 – 15 ปี ☐ 16 – 20 ปี
5. ท่านจะประเมินทักษะการพูดสื่อสารเป็นภาษาองักฤษของท่านอยู่ในระกับใด?
   ☐ อ่อน ☐ ปานกลาง ☐ ดี ☐ ดีมาก
6. ท่านใช้อินเทอร์เน็ตหรือไม่?
   ☐ หากใช้, โปรดระบุสถานที่ที่ท่านใช้อินเทอร์เน็ต
      ☐ ที่บ้าน ☐ ที่หอพัก ☐ ที่มหาวิทยาลัย
      ☐ อื่น ๆ เช่น ร้านอินเทอร์เน็ตคาเฟ่ (โปรดระบุ) _____
   ☐ ไม่ใช้ (ข้ามไปตอบคำถามข้อที่ 8)
7. ในหนึ่งสัปดาห์ท่านใช้อินเทอร์เน็ตบ่อยแค่ไหน?
   ☐ ใช้ 1 – 2วัน ☐ ใช้ 3 – 4วัน ☐ ใช้ 5 – 6 วัน ☐ ใช้ทุกวัน

8. ท่านจะประเมินทักษะทางคอมพิวเตอร์ของท่านอยู่ในระดับใด?

☐ แย่ ☐ ปานกลาง ☐ ดี ☐ ดีเยี่ยม

9. คุณท่านเคยอัพโหลดวิดีโอลงในอินเทอร์เน็ตหรือไม่?

☐ เคย ☐ ไม่เคย

10. ท่านเคยใช้กิจกรรมการแสดงบทบาทสมมติหรือไม่?

☐ เคย ☐ ไม่เคย

11. ท่านมีความเชื่อว่าการแสดงบทบาทสมมติช่วยพัฒนาทักษะการพูดสื่อสารภาษาองักฤษหรือไม่?

☐ เชื่อ ☐ ไม่เชื่อ

12. ท่านรู้จกับล็อก หรือเวบ็ บล็อกหรือไม?

☐ รู้จัก ☐ ไม่รู้จัก

13. ท่านเคยใชบ้ล็อกหรือไม่?

☐ เคยใช้ (โปรดระบุว่า ท่านเคยใช้บล็อกอะไร) _____

☐ ไม่เคยใช้ (ข้ามไปตอบคา ถามข้อที่ 15)

14. ท่านคิดว่าบล็อกสามารถช่วยพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษของท่านได้หรือไม่?

☐ ช่วยได้ ☐ ช่วยไม่ได้

15. ถ้ามีการเรียนการสอนโดยใช้บทเรียนการแสดงบทบาทสมมติผ่านวีดีโอบล็อก ท่านคิดว่ามันจะช่วยพัฒนาทักษะการพูดสื่อสารเป็นภาษาอังกฤษของท่านหรือไม่?

☐ ช่วยได้ ☐ ช่วยไม่ได้

ส่วนที่2: สภาพปัญหา

1. คุณมีปัญหาด้านการพูดสื่อสารเป็นภาษาอังกฤษหรือไม่?

☐ มี ☐ ไม่มี (ข้ามไปตอบคำถามในส่วนที่ 3)

คำชี้แจง: โปรดระบุสภาพปัญหาในการพูดสื่อสารเป็นภาษาอังกฤษของท่านโดยทำเครื่องหมาย (✓) ลงในช่องที่ตรงกับความเป็นจริงมากที่สุด

ปัญหาในการพูดภาษาอังกฤษด้วยปากเปล่า	ระดับความเห็น				
	เห็นด้วยอย่างยิ่ง	เห็นด้วยอย่างยิ่ง	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่าง
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. ท่านมีปัญหาด้านอื่น ๆที่นอกเหนือจากข้อที่ 1 ในการพูดสื่อสารเป็นภาษาอังกฤษหรือไม่ หากมีโปรดระบุปัญหาเหล่านั้น _____

ส่วนที่ 3 การวิเคราะห์ความต้องการพัฒนาทักษะการพูดภาษาอังกฤษด้วยปากเปล่าของนักเรียนพระ

<u>คำชี้แจง</u> โปรดระบุความต้องการพัฒนาทักษะการพูดสื่อสารเป็นภาษาอังกฤษของท่านโดยทำเครื่องหมาย (✓) ในช่องที่ ตรงกับความเป็นจริงที่สุด

1. ความต้องการพัฒนาทักษะการพูดสื่อสารเป็นภาษาอังกฤษด้วยปากเปล่าของท่านอยู่ในระดับใด

ความต้องการพัฒนาทักษะการพูดภาษาอังกฤษด้วยปากเปล่าของนักเรียนพระ	ระดับความเห็น				
	เห็น ด้วยอย่างยิ่ง	เห็น ด้วยอย่างยิ่ง	ไม่แ น่ใจ	ไม่เห็น ด้วย	ไม่เห็น ด้วยอย่าง
1. ข้าพเจ้าต้องการสนทนากับนักท่องเที่ยวชาวต่างชาติได้					
2. ข้าพเจ้าต้องการให้ข้อมูลเกี่ยวกับวัดให้กับนักท่องเที่ยวได้					
3. ข้าพเจ้าต้องการออกเสียงคำและการแสดงสีหน้า ท่าทางที่ถูกต้องได้					
4. ข้าพเจ้าต้องการเลือกใช้คำ และแสดงสีหน้าท่าทาง รวมถึงการออกเสียงสูง-ต่ำ ได้เหมาะสมเมื่อพูดกับนักท่องเที่ยว					
5. ข้าพเจ้าต้องการใช้คำพูดกับนักท่องเที่ยวได้อย่างสุภาพถูกกาลเทศะทางมารยาทสังคม					
6. ข้าพเจ้าต้องการเพิ่มพูนความรู้คำศัพท์ทางด้านวัดและการท่องเที่ยว					
7. ข้าพเจ้าต้องการใช้ภาษาอังกฤษในสถานการณ์จริง					
8. ข้าพเจ้าต้องการมีโอกาสในการฝึกทักษะการฟังภาษาอังกฤษ					

2. หากมีบทเรียนวิชาภาษาอังกฤษเพื่อการท่องเที่ยวเชิงประวัติศาสตร์มาให้ฝึกการพูดภาษาอังกฤษหัวข้อใดต่อไปนี้ที่ท่านมีความสนใจมากที่สุด (กรุณาเลือกเพียง 8 หัวข้อเท่านั้น)

☐ จังหวัดเชียงใหม่
☐ วัดเชียงมั่น
☐ วัดเจดีย์หลวง
☐ วัดพันเตา
☐ วัดศรีสุพรรณ
☐ วัดพระสิงห์
☐ วัดโลกโมฬี
☐ วัดพระธาตุดอยสุเทพ
☐ วัดเจ็ดยอด
☐ วัดผาลาด
☐ วัดพระธาตุดอยคำ
☐ วัดอุโมงค์
☐ วัดสวนดอก
☐ วัดเกตุการา

Questionnaire

Subject: The Opinions toward the English Lessons in Historical Tourism Course to Enhance the Oral English Communication Skills of Secondary Phrapariyattitham Monk Students

---

Instructions

This questionnaire aims to investigate the 27 Monk Students' Opinions toward the English lessons in Historical Tourism Course with the use of Video Blog-based Role Play Instructional Model. This questionnaire has 2 parts, as follows:

Part 1: The general information of 27 Monk students who have studied the English lessons in Historical Tourism Course with the use of Video Blog-based Role Play Instructional Model

Part 2: The 27 monk students' opinions toward the English lessons in Historical Tourism Course with the use of Video Blog-based Role Play Instructional Model

The researcher will keep the questionnaire data confidential, and the results will be presented as total figures. Kindly spare a few minutes to answer all questions.

Thank you for your time.

Phra Prasong Thepboon
Graduate Student, Faculty of Master of Arts (English)
Chiang Mai Rajabhat University

Part I: The General Information of 27 Monk Students Who Have Studied the English Lessons in Historical Tourism Course with the Use of Video Blog-based Role Play Instructional Model

Instructions: Please place a tick (✓) in the boxes provided and fill-in the blanks if needed.

1. Sex ☐ Male ☐ Female
2. Your age is _____ years old.
3. Year of Study: ☐ Grade 10 ☐ Grade11 ☐Grade 12
4. What are you majoring in?
   - ☐ Sciences and Mathematics Program
   - ☐ Language – Arts (English) Program
5. How many years have you been studying English?
   - ☐ 1 – 5 years ☐ 6 – 10 years ☐ 11 – 15 years ☐ 16 – 20 years
6. In this semester, have you studied English for Tourism?
   - ☐ Yes, I had. ☐ No, I hadn't.
7. Had you used a blog, e.g., Google Sites?
   - ☐ Yes, I had. ☐ No, I hadn't.
8. Had you used the blog to learn English language?
   - ☐ Yes, I had. ☐ No, I hadn't.
9. Had you uploaded or posted videos into the Internet or the blog?
   - ☐ Yes, I had. ☐ No, I hadn't.
10. Had you performed role play in the course?
    - ☐ Yes, I had. ☐ No, I hadn't.

Part II: The 27 Monk Students' Opinions toward the English Lessons in Historical Tourism Course with the Use of Video Blog-based Role Play Instructional Model

Directions: This part is designed to gather your opinions on the English lessons in Historical Tourism Course with the use of Video Blog-based Role Play Instructional Model. Please read each statement carefully and tick (✓) the box which best describes your opinions.

5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree

STATEMENTS	**LEVEL OF AGREEMENT**				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
Efficiency of the English Lessons in Historical Tourism Course with the use of Video Blog-Based Role Play Instructional Model					
1. The instructor and peers' comments on my blog can help me to improve my English oral communication skills.					
2. Reviewing group members' videos can help me to improve my English oral communication skills.					
3. The use of Video Blog-based Role Play Instructional Model can be applied in real-life situations when meeting foreign tourists.					
4. Learning through Video Blog-based Role play lessons can increase my ability to use computer applications.					
5. Learning through Video Blog-based Role play lessons can improve my good relationship with classmates.					

STATEMENTS	LEVEL OF AGREEMENT				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
6. The use of Video Blog-based Role Play Instructional Model can help me to increase knowledge of tourism-related vocabulary.					
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 English for Tourism 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.					

STATEMENTS	LEVEL OF AGREEMENT				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
17. Role play technique is suitable for English for Tourism course.					
18. Role play technique increases the interaction opportunity with friends.					

Other comments _____

_____

_____

Thank you very much for your cooperation

มหาวิทยาลัยราชภัฏเชียงใหม่ CHIANG MAI RAJABHAT UNIVERSITY

แบบสอบถามความคิดเห็นของนักเรียนพระปริยัติธรรมในระดับมัธยมศึกษาที่มีต่อ
“รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกในวิชาการท่องเที่ยวเชิงประวัติศาสตร์”
เพื่อพัฒนาทักษะการสื่อสารด้านการพูดภาษาอังกฤษ

แบบสอบถามนี้มีวัตถุประสงค์เพื่อใช้รวบรวมความคิดเห็นของท่านที่มีต่อ “รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก” แบบสอบถามนี้แบ่งออกเป็น 2 ส่วนคือ ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ส่วนที่ 2 ความคิดเห็นของท่านที่มีต่อบทเรียน “รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก” ก่อนตอบแบบสอบถาม กรุณาอ่านข้อความหรือคำชี้แจงให้เข้าใจ ข้อมูลต่าง ๆ ที่เกี่ยวกับตัวท่านจะถูกเก็บไว้เป็นความลับและใช้เพื่อการศึกษานี้เท่านั้น

ส่วนที่1 ข้อมูลทั่วไป

<u>คำชี้แจง</u> โปรดอ่านคำถามทั้ง 10 ข้อ ต่อไปนี้ให้เข้าใจแล้วตอบคำถามด้วยการทำเครื่องหมาย(✓) หรือเขียนคำตอบลงในช่องว่างที่กำหนดให้ให้ตรงกับความเป็นจริงมากที่สุด

1. เพศ ☐ ชาย ☐ หญิง
2. ปัจจุบันท่านอายุ _____ ปี
3. ท่านเป็นนักเรียนพระในระดับชั้นมัธยมศึกษาปีที่:
   ☐ ปี 4 ☐ ปี 5 ☐ ปี 6
4. ท่านเป็นนักเรียนพระในระดับชั้นมัธยมศึกษาสายไหน?
   ☐ สายวิทย์ ☐ สายศิลป์
5. ท่านเรียนภาษาอังกฤษมาเป็นเวลานานกี่ปี?
   ☐ 1 – 5 ปี ☐ 6 – 10 ปี ☐ 11 – 15 ปี ☐ 16 – 20 ปี
6. ในภาคเรียนนี้ท่านได้เรียนรายวิชาภาษาอังกฤษเพื่อการท่องเที่ยวหรือไม่?
   ☐ เรียน ☐ ไม่เรียน
7. ท่านเคยใช้บล็อกเช่น Google Sites หรือไม่?
   ☐ เคย ☐ ไม่เคย
8. ท่านเคยใช้บล็อกในการเรียนภาษาอังกฤษหรือไม่?
   ☐ เคย ☐ ไม่เคย

9. ท่านเคยอัพโหลดวิดีโอลงในอินเทอร์เน็ตหรือไม่?

☐ เคย ☐ ไม่เคย

10. ท่านเคยใช้กิจกรรมบทบาทสมมติ (Role Play) หรือไม่?

☐ เคย ☐ ไม่เคย

ส่วนที่ 2 ความคิดเห็นของท่านที่มีต่อ "รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก"

<u>คำชี้แจง</u> โปรดอ่านข้อความแต่ละข้อความให้เข้าใจ แล้วทำเครื่องหมาย (✓) ลงในช่องว่างที่กำหนดให้ให้ตรงกับระดับความคิดเห็นของท่านที่สุด โดยระดับความคิดเห็นต่าง ๆ เป็นดังนี้

5 = เห็นด้วยอย่างยิ่ง, **4** = เห็นด้วย, **3** = ไม่แน่ใจ, **2** = ไม่เห็นด้วย, **1** = ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	ระดับความเห็น				
	5	**4**	**3**	**2**	**1**
สัมฤทธิผลของรูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อก					
1. ข้อแนะนำของอาจารย์และเพื่อนร่วมชั้นเรียนที่แสดงไว้ในบล็อกช่วยให้ข้าพเจ้าพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่า					
2. การดูวีดีโอทที่กลุ่มต่าง ๆ ได้จัดทำขึ้นช่วยให้ข้าพเจ้าพัฒนาทักษะการพูดสื่อสารภาษาอังกฤษด้วยปากเปล่า					
3. รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกสามารถนาไปใช้ ในสถานการณ์จริงเมื่อมีเจอกับนักท่องเที่ยวชาวต่างชาติ					
4. การเรียนโดยใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกช่วยพัฒนาทักษะการใช้คอมพิวเตอร์ของข้าพเจ้า					
5. การเรียนโดยใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกช่วยพัฒนาความสัมพันธ์ระหว่างเพื่อนๆกับข้าพเจ้าให้ดีขึ้น					
6. การเรียนโดยใช้รูปแบบการเรียนการสอนบทบาทสมมติผ่านวิดีโอบล็อกช่วยให้ข้าพเจ้ารู้คำ ศัพท์ทางด้านท่องเที่ยวเชิงประวัติศาสตร์เพิ่มมากขึ้น					
ความคิดเห็นเกี่ยวกับล็อก (Google Sites)					
7. บล็อกเพื่อใช้เรียนภาษาอังกฤษเพื่อการท่องเที่ยวเชิงประวัติศาสตร์นั้นใช้งานง่าย					
8. บล็อกช่วยเพิ่มโอกาสในการเรียนภาษาอังกฤษเพื่อเพื่อการท่องเที่ยวเชิงประวัติศาสตร์นอกชั้นเรียนเพิ่มมากขึ้น					

ข้อความ	ระดับความเห็น				
	5	4	3	2	1
9. มันเป็นการสะดวกและรวดเร็วสำหรับนักเรียนพระที่จะอัพเดตข้อมูลต่าง ๆ ในบล็อก					
10. ข้าพเจ้าสามารถเข้าไปศึกษาสิ่งต่าง ๆ จากโพสต์ของเพื่อน ๆ ได้ เช่น วิดีโอ ข้อแนะนำ และอื่น ๆ					
11. การเรียนรู้เพื่อใช้งานบล็อกไม่สิ้นเปลืองเวลาแม้แต่นิดเดียว					
12. การใช้งานบล็อกเป็นอีกหนึ่งช่องทางที่ดีในการแลกเปลี่ยนเรียนรู้กับผู้อื่น					
ความคิดเห็นเกี่ยวกับการแสดงบทบาทสมมติ					
13. การใช้การแสดงบทบาทสมมติในการเรียนภาษาอังกฤษเพื่อการท่องเที่ยวเชิงประวัติศาสตร์นั้นสนุก					
14. การแสดงบทบาทสมมติช่วยเพิ่มความมั่นใจแก่ข้าพเจ้าในการสนทนาภาษาอังกฤษ					
15. การแสดงบทบาทสมมติช่วยให้ข้าพเจ้าสื่อสารภาษาอังกฤษด้วยปากเปล่าคล่องขึ้น					
16. การแสดงบทบาทสมมติช่วยก่อให้เกิดการแลกเปลี่ยนเรียนรู้ระหว่างเพื่อน					
17. การแสดงบทบาทสมมติมีความเหมาะสมสำหรับใช้เรียนภาษาอังกฤษเพื่อการท่องเที่ยวเชิงประวัติศาสตร์					
18. การแสดงบทบาทสมมติช่วยพัฒนาความสัมพันธ์ระหว่างเพื่อน ๆ					

ข้อเสนอแนะอื่น ๆ _____

_____

ขอขอบคุณในความร่วมมือ

Appendix B

Lesson Plans

ENGLISH HISTORICAL TOURISM COURSE

Allocation Time: 3 hours (Sunday, 8 – 11 a.m.)

Location: Chetuphon Suksa School, Muang district, Chiang Mai province, Thailand

Class size: 27 monk students

Objectives:

1) Monk students should be able to understand the lesson by answering questions in the blog correctly at least 80 %.

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 details about the lesson accurately at least 80% in terms of speaking by producing the video role play clips activities.

4) Monk students should be able to improve their English oral communication skills.

Instructional Materials:

1. Laptops
2. Smartphones
3. A multimedia projection
4. Speakers
5. Platforms:
    - "Google Site" used for learning the lessons
    - "Zoom" used for contacting between the teacher and monk students
    - "YouTube" used for uploading the role play video.

Procedures:

WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
1st week Orientation	Onsite	Orientation	1 hr.	The teacher makes an introduction to the monk students and presents them the English lessons with the use of the video blog-based role play instructional model. Equally important, after the pretest is accomplished, the monk students are taught to how use the blog in order to learn the lessons through it.	
		Break	10m		
		Pretest	1 hr. 40ms.	Based on the cards they are given; the monk students are asked to perform the roleplays as a tourist guide under a variety of circumstances in providing information about Thai temples to the tourist.	

WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
		Ending	10ms.	The teacher wraps up what the monk students has just learned and informs them what they are going to learn next time.	
		Introduction	20ms.	The teacher greets the monk students and introduces the lesson they are about to learn, as well as teaching how to learn.	

CHIANG MAI RAJABHAT UNIVERSITY

2nd week Lesson 1	Online (Zoom)	Learning	2 hours 30ms.	The monk student learn lesson 1 through the blog. Firstly, the monk students do some quizzes about what they're about to learn. Secondly, they learn the lessons; for example, they watch video clips, listen to audios, learn some language use, patterns and so on. Thirdly, they practice or rehearsed what they have just learned; for instance, they work in pairs to prepare a dialogue in order to perform a role play and rehearse the role play. Fourthly, they perform a role play, videotape their performance, and then upload their role play video on the blog. Additionally, they're also assigned to leave some comments to their friends' videos on the blog. Finally, they do some quizzes about what they just learned.	
		Ending	10ms.	The teacher wraps up what the monk students has just learned and informs them	

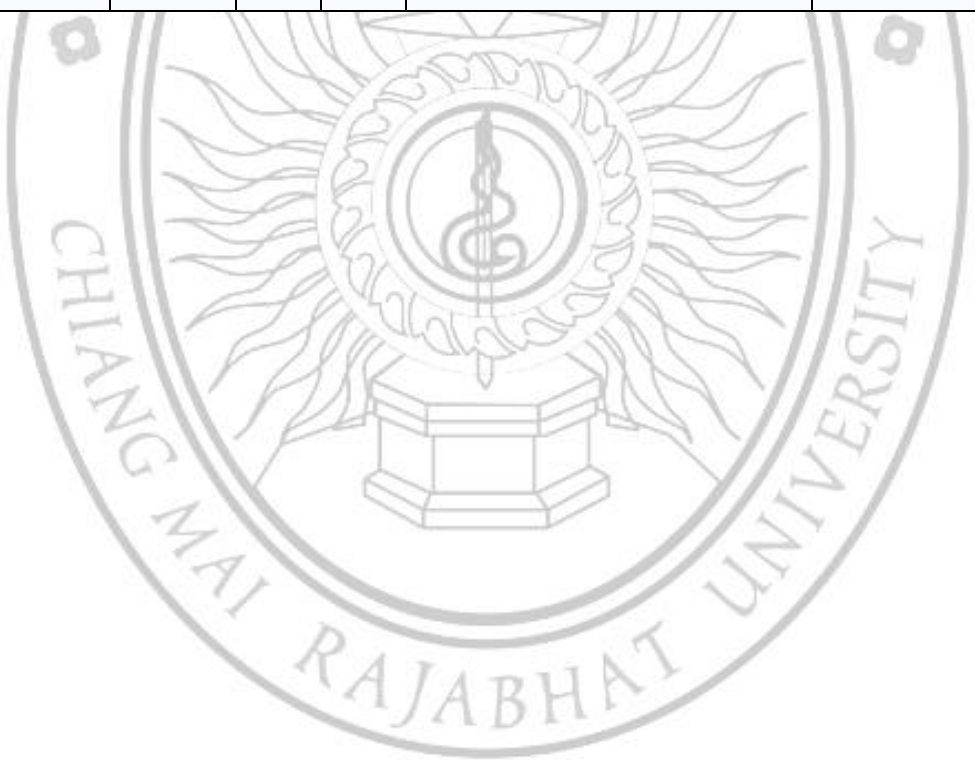
WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
				what they are going to learn next time.	
		Introduction	20ms.	The teacher greets the monk students and introduces the lesson they are about to learn, as well as teaching how to learn.	

3rd week Lesson 2	Online (Zoom)	Learning	2 hrs. 30ms.	The monk student learn lesson 1 through the blog. Firstly, the monk students do some quizzes about what they're about to learn. Secondly, they learn the lessons; for example, they watch video clips, listen to audios, learn some language use, patterns and so on. Thirdly, they practice or rehearsed what they have just learned; for instance, they work in pairs to prepare a dialogue in order to perform a role play and rehearse the role play. Fourthly, they perform a role play, videotape their performance, and then upload their role play video on the blog. Additionally, they're also assigned to leave some comments to their friends' videos on the blog. Finally, they do some quizzes about what they just learned.	
		Ending	10ms.	The teacher wraps up what the monk students has just learned and informs them	

WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
				what they are going to learn next time.	
		Introduction	20ms.	The teacher greets the monk students and introduces the lesson they are about to learn, as well as teaching how to learn.	

4th week Lesson 3	Online (Zoom)	Learning	2 hrs. 30ms.	The monk student learn lesson 1 through the blog. Firstly, the monk students do some quizzes about what they're about to learn. Secondly, they learn the lessons; for example, they watch video clips, listen to audios, learn some language use, patterns and so on. Thirdly, they practice or rehearsed what they have just learned; for instance, they work in pairs to prepare a dialogue in order to perform a role play and rehearse the role play. Fourthly, they perform a role play, videotape their performance, and then upload their role play video on the blog. Additionally, they're also assigned to leave some comments to their friends' videos on the blog. Finally, they do some quizzes about what they just learned.	
		Endin	10ms.	The teacher wraps up what the monk students has just	

WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
				learned and informs them what they are going to learn next time.	
		Introduction	20ms.	The teacher greets the monk students and introduces the lesson they are about to learn, as well as teaching how to learn.	



5th week Lesson 4	Online (Zoom)	Learning	2 hrs. 30ms.	The monk student learn lesson 1 through the blog. Firstly, the monk students do some quizzes about what they're about to learn. Secondly, they learn the lessons; for example, they watch video clips, listen to audios, learn some language use, patterns and so on. Thirdly, they practice or rehearsed what they have just learned; for instance, they work in pairs to prepare a dialogue in order to perform a role play and rehearse the role play. Fourthly, they perform a role play, videotape their performance, and then upload their role play video on the blog. Additionally, they're also assigned to leave some comments to their friends' videos on the blog. Finally, they do some quizzes about what they just learned.	
		Ending	10ms.	The teacher wraps up what the monk students has just learned and informs them	

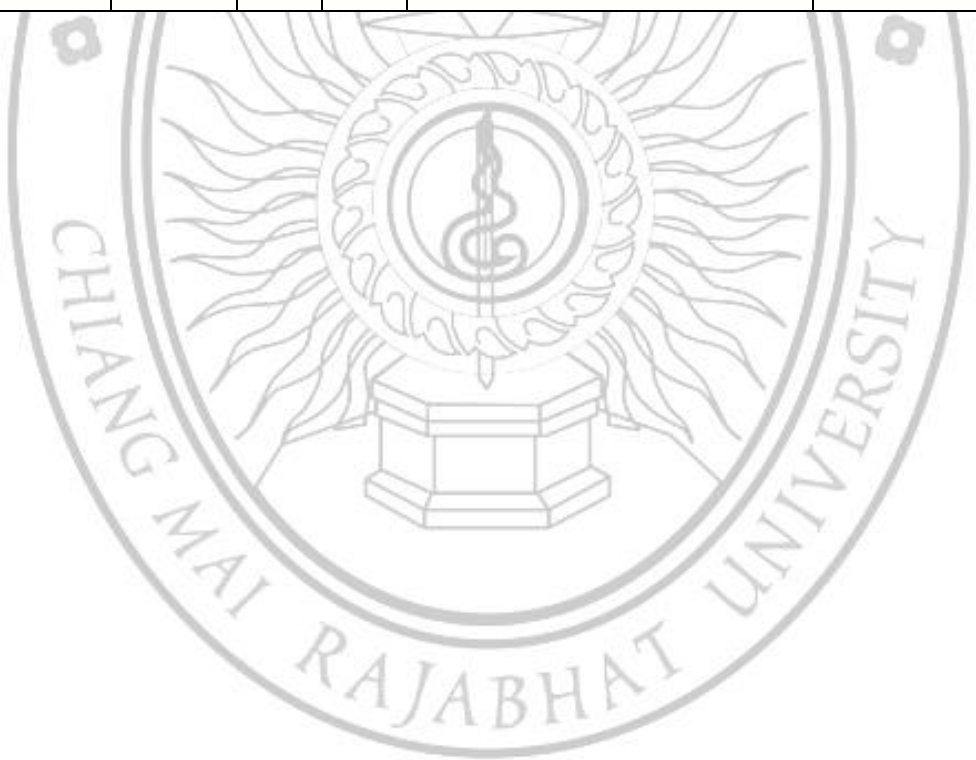
WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
				what they are going to learn next time.	
		Introduction	20ms.	The teacher greets the monk students and introduces the lesson they are about to learn, as well as teaching how to learn.	

6th week Lesson 5	Online (Zoom)	Learning	2 hrs. 30ms.	The monk student learn lesson 1 through the blog. Firstly, the monk students do some quizzes about what they're about to learn. Secondly, they learn the lessons; for example, they watch video clips, listen to audios, learn some language use, patterns and so on. Thirdly, they practice or rehearsed what they have just learned; for instance, they work in pairs to prepare a dialogue in order to perform a role play and rehearse the role play. Fourthly, they perform a role play, videotape their performance, and then upload their role play video on the blog. Additionally, they're also assigned to leave some comments to their friends' videos on the blog. Finally, they do some quizzes about what they just learned.	
		Ending	10ms.	The teacher wraps up what the monk students has just learned and informs them	

WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
				what they are going to learn next time.	
		Introduction	20ms.	The teacher greets the monk students and introduces the lesson they are about to learn, as well as teaching how to learn.	

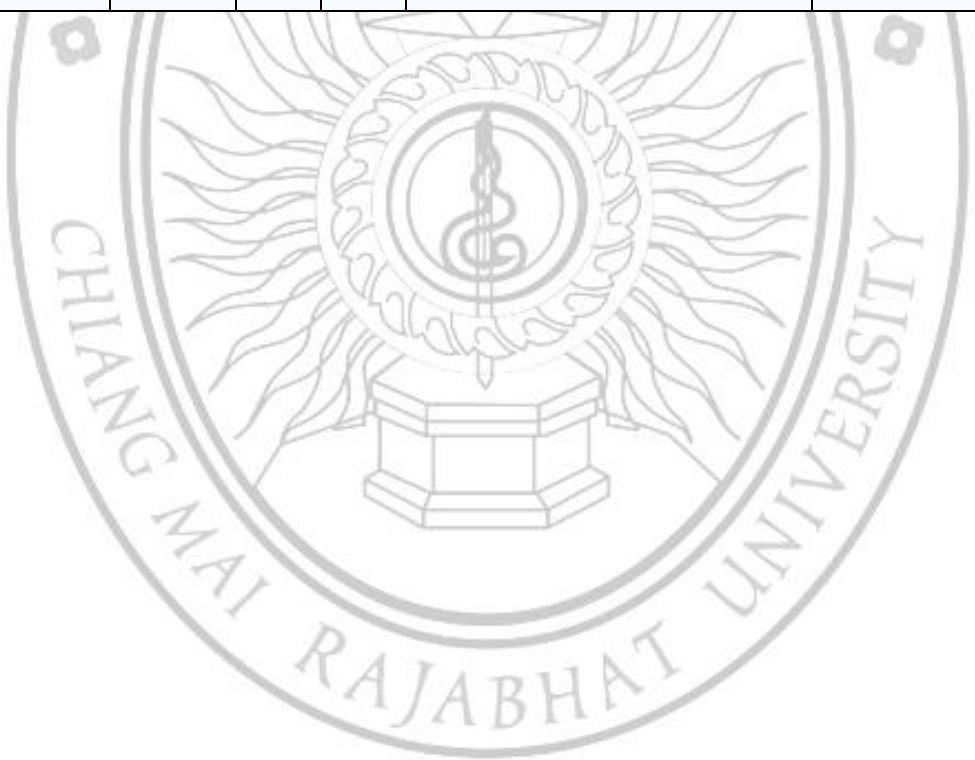
7th week Lesson 6	Online (Zoom)	Learning	2 hrs. 30ms.	The monk student learn lesson 1 through the blog. Firstly, the monk students do some quizzes about what they're about to learn. Secondly, they learn the lessons; for example, they watch video clips, listen to audios, learn some language use, patterns and so on. Thirdly, they practice or rehearsed what they have just learned; for instance, they work in pairs to prepare a dialogue in order to perform a role play and rehearse the role play. Fourthly, they perform a role play, videotape their performance, and then upload their role play video on the blog. Additionally, they're also assigned to leave some comments to their friends' videos on the blog. Finally, they do some quizzes about what they just learned.	
		Ending	10ms.	The teacher wraps up what the monk students has just	

WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
				learned and informs them what they are going to learn next time.	
		Introduction	20ms.	The teacher greets the monk students and introduces the lesson they are about to learn, as well as teaching how to learn.	



8th week Lesson 7	Online (Zoom)	Learning	2 hrs. 30ms.	The monk student learn lesson 1 through the blog. Firstly, the monk students do some quizzes about what they're about to learn. Secondly, they learn the lessons; for example, they watch video clips, listen to audios, learn some language use, patterns and so on. Thirdly, they practice or rehearsed what they have just learned; for instance, they work in pairs to prepare a dialogue in order to perform a role play and rehearse the role play. Fourthly, they perform a role play, videotape their performance, and then upload their role play video on the blog. Additionally, they're also assigned to leave some comments to their friends' videos on the blog. Finally, they do some quizzes about what they just learned.	
		Ending	10ms.	The teacher wraps up what the monk students has just	

WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
				learned and informs them what they are going to learn next time.	
		Introduction	20ms.	The teacher greets the monk students and introduces the lesson they are about to learn, as well as teaching how to learn.	



9th week Lesson 8	Online (Zoom)	Learning	2 hrs. 30ms.	The monk student learn lesson 1 through the blog. Firstly, the monk students do some quizzes about what they're about to learn. Secondly, they learn the lessons; for example, they watch video clips, listen to audios, learn some language use, patterns and so on. Thirdly, they practice or rehearsed what they have just learned; for instance, they work in pairs to prepare a dialogue in order to perform a role play and rehearse the role play. Fourthly, they perform a role play, videotape their performance, and then upload their role play video on the blog. Additionally, they're also assigned to leave some comments to their friends' videos on the blog. Finally, they do some quizzes about what they just learned.	
		Ending	10ms.	The teacher wraps up what the monk students has just learned and informs them	

WEEKS	ENVIRONMENTS	PROCEDURES	PERIODS	ACTIVITIES	MATERIALS
				what they are going to learn next time.	
10th week Preliminary	Onsite	Preliminary	30ms.	The teacher greets the monk students and review all lessons they have learned.	
		Posttest	2 hrs.	Based on the cards they are given; the monk students are asked to perform the roleplays as a tourist guide under a variety of circumstances in providing information about Thai temples to the tourist.	
		Questionnaire	30ms.	1. The teacher distributes the questionnaire to the students and lets the monk students finish it. 2. After the monk students finish the questionnaire, the teacher collects the questionnaire.	

Appendix C

Pretest and Posttest: Role Play

No.	Students' Role	
	A	**B**
1	You are a first-time tourist to Chiang Mai. You want to visit famous temples in Chiang Mai, but you don't know anything about it. Talks to B, a local monk, where those temples are, what to dress and how to act when visiting.	You are a local monk who lives in Chiang Mai. A is a first-time tourist to Chiang Mai. He wants to visit famous temples in Chiang Mai, but he doesn't have any idea how to get to those temples, as well as what to dress and how to act when visiting. Give him 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, a local monk who lives in Chiang Mai what should you behave when you want to take photo with a monk.	You are a monk who lives in Chiang Mai 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 a local monk who lives in there.	You are a monk who lives in Chiang Mai. Today a tourist from the USA wants to visit your temple. Give some advice to him/her about what he should/shouldn't do when entering the ordination hall.

No.	Students' Role	
	A	**B**
4	You are a tourist and want to visit Wat Chedi Luang. You know nothing about it so talk to your tour and ask him information about this temple, i.e., how can I get there, what I should do at that temple, or what should I visit.	You are a local tour guide in Chiang Mai. Your tourist knows nothing about the temple so explain to him about the temple, such as the history of the temple, what activities he should do.
5	You are a tourist and want to visit Wat Sri Suphan. You know nothing about it so talk to your tour and ask him information about this temple, i.e., how can I get there, what I should do at that temple, or what should I visit.	You are a local tour guide in Chiang Mai. Your tourist knows nothing about the temple so explain to him about the temple, such as the history of the temple, what activities he should do.
6	You are a tourist and want to visit Wat Phra Singh. You know nothing about it so talk to your tour and ask him information about this temple, i.e., how can I get there, what I should do at that temple, or what should I visit.	You are a local tour guide in Chiang Mai. Your tourist knows nothing about the temple so explain to him about the temple, such as the history of the temple, what activities he should do.
7	You are a tourist and want to visit Wat Phra That Doi Suthep. You know nothing about it so talk to your tour and ask him information about this temple, i.e., how can I	You are a local tour guide in Chiang Mai. Your tourist knows nothing about the temple so explain to him about the temple, such as the history of the temple, what activities he should do.

No.	Students' Role	
	A	**B**
	get there, what I should do at that temple, or what should I visit.	
8	You are a tourist and want to visit Wat Pha Lat. You know nothing about it so talk to your tour and ask him information about this temple, i.e., how can I get there, what I should do at that temple, or what should I visit.	You are a local tour guide in Chiang Mai. Your tourist knows nothing about the temple so explain to him about the temple, such as the history of the temple, what activities he should do.
9	You are a tourist and want to visit Wat Umong. You know nothing about it so talk to your tour and ask him information about this temple, i.e., how can I get there, what I should do at that temple, or what should I visit.	You are a local tour guide in Chiang Mai. Your tourist knows nothing about the temple so explain to him about the temple, such as the history of the temple, what activities he should do.
10	You are a tourist and want to visit Wat Ket Karam. You know nothing about it so talk to your tour and ask him information about this temple, i.e., how can I get there, what I should do at that temple, or what should I visit.	You are a local tour guide in Chiang Mai. Your tourist knows nothing about the temple so explain to him about the temple, such as the history of the temple, what activities he should do.

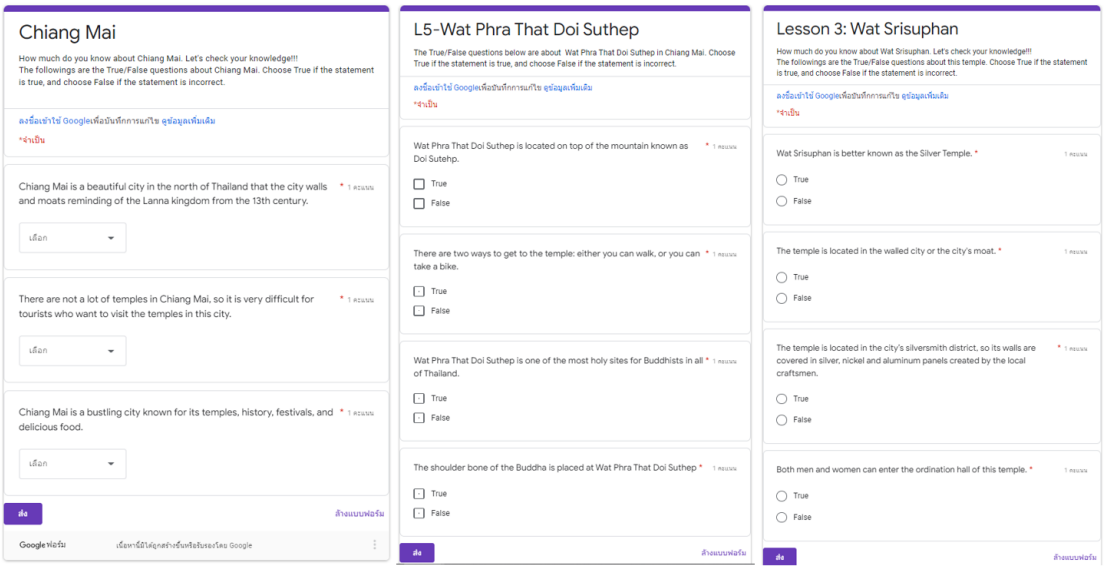
Appendix D

The English Historical Tourism Course Site

The English lessons in Historical Tourism Course with the use of Video Blog-based Role Play Instructional Model were developed as a supplementary course for teaching English for Tourism via a blog on the website https://sites.google.com/view/e-h-t-c. The lessons aimed to promote the English oral communication skills for Mathayom Suksa 5 monk students at six Phrapariyattitham Schools in Muang district, Chiang Mai province. There were eight units in this study including 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, Unit 8: Wat Ket Karam. In addition, the lessons were designed based on the 2W3P teaching model which consisted of 5 main sections: warn-up, presentation, practice, production, and wrap-up. The details of each lesson are shown below.

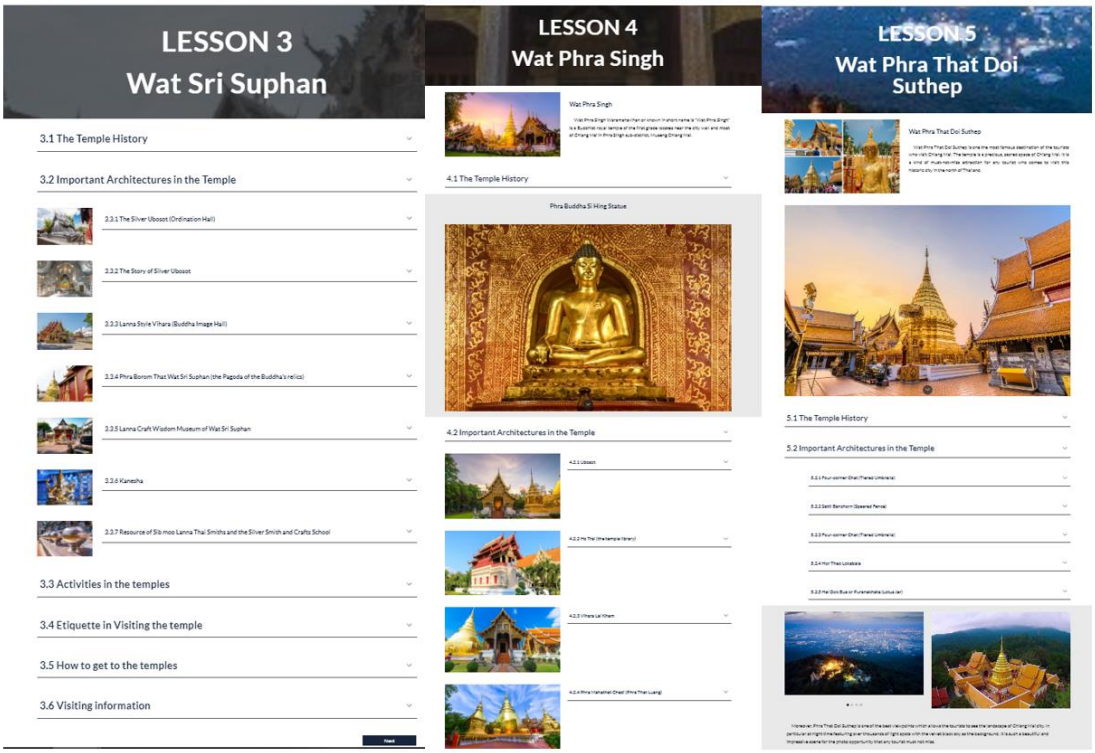
Section 1: Warm up

Students did quizzes to arouse their interest and activate their prior knowledge.

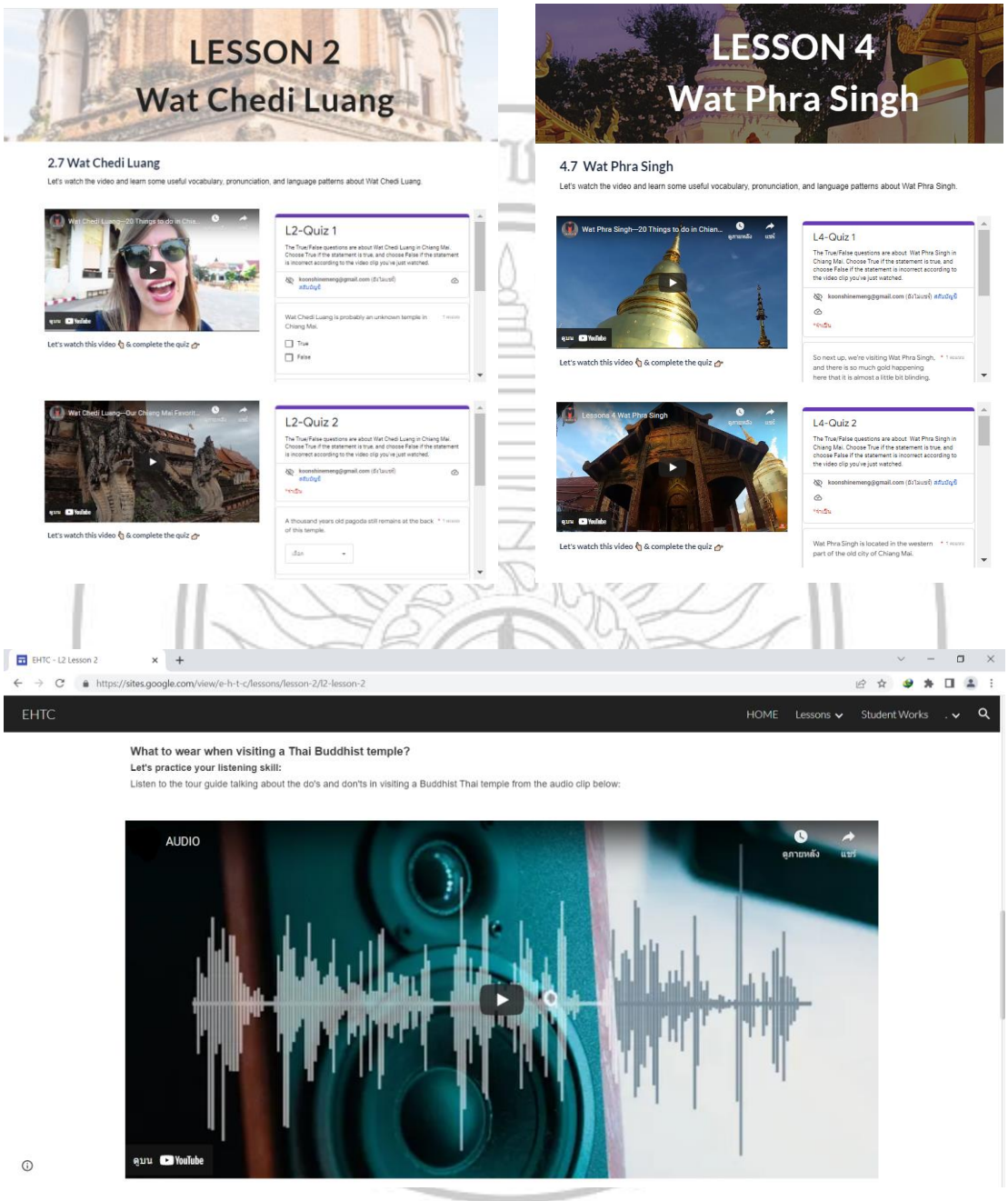


Section 2: Presentation

To begin with, students learned the temple's information, such as Important architectures in the temple, activities in the temple, etiquette in visiting the temple, how to get to the temple visiting information and so on.



Furthermore, they watched a short video clip and listened to an audio file to practice listening skills. The audio files provided them with some useful information relating to historical tourism topics.



Moreover, language patterns were presented. They could learn the language patterns which would help them remember the phrases that they would need for performing their own role play.

2.8 Wat Chedi Luang: Language Focus

Let's learn the following language focus.

Know what! You might apply them into your Role Play.🖊🎥🎬🎥🎥.

Guide: Good morning ladies and gentlemen, today I will be your tour guide.

Tourist: Are we going to visit a temple this morning?

Guide: Yes, that's right.

Tourist: Are there any rules we should know about?

Guide: You should dress properly.

Guide:

Please take off your shoes.

Please remove your shoes

Guide: Take off your hat and fold your umbrella before entering the building.

Tourist: What do you mean by 'dress properly'?

Guide: You shouldn't bare your shoulders.

Guide:You should wear shirts with sleeves and trousers or skirts that cover your knees.

Tourist: What should men wear when visiting a Buddhist Thai temple?

Guide:

- Men should wear a shirt preferably one with sleeves .
- They should wear something that cover at least their knees

Tourist: What should women wear when visiting a Buddhist Thai temple?

Guide: They should remember to keep shoulders covered and to leave spaghetti straps in revealing tank tops at home.

Also, an example of a video role play was presented. The students would see and hear a conversation between a tour guide and a tourist, so that they could learn some useful vocabulary, pronunciation as well as using gestures when they had to perform their own role play.

Let's Role Play about giving suggestions to your tourists what to wear when visiting a Thai Buddhist temple.

You are going to watch a video clip, in which a tour guide and a tourist talk about the do's and don'ts for visiting a Buddhist Thai temple. Watch the video clip and fill in the blanks with the appropriate words. After that, video tape your role play of the video in pairs.

Section 3: Practice

Students practiced what they learned from the previous step; for example, after watching the short video clip and listening to the audio file; they have already practiced listening skills while they were 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 were presented. To help them understand the content easier, an incomplete dialogue was given with some blanks and with word choices provided, so that while watching, they could look at the word choices and complete the dialogue simultaneously.

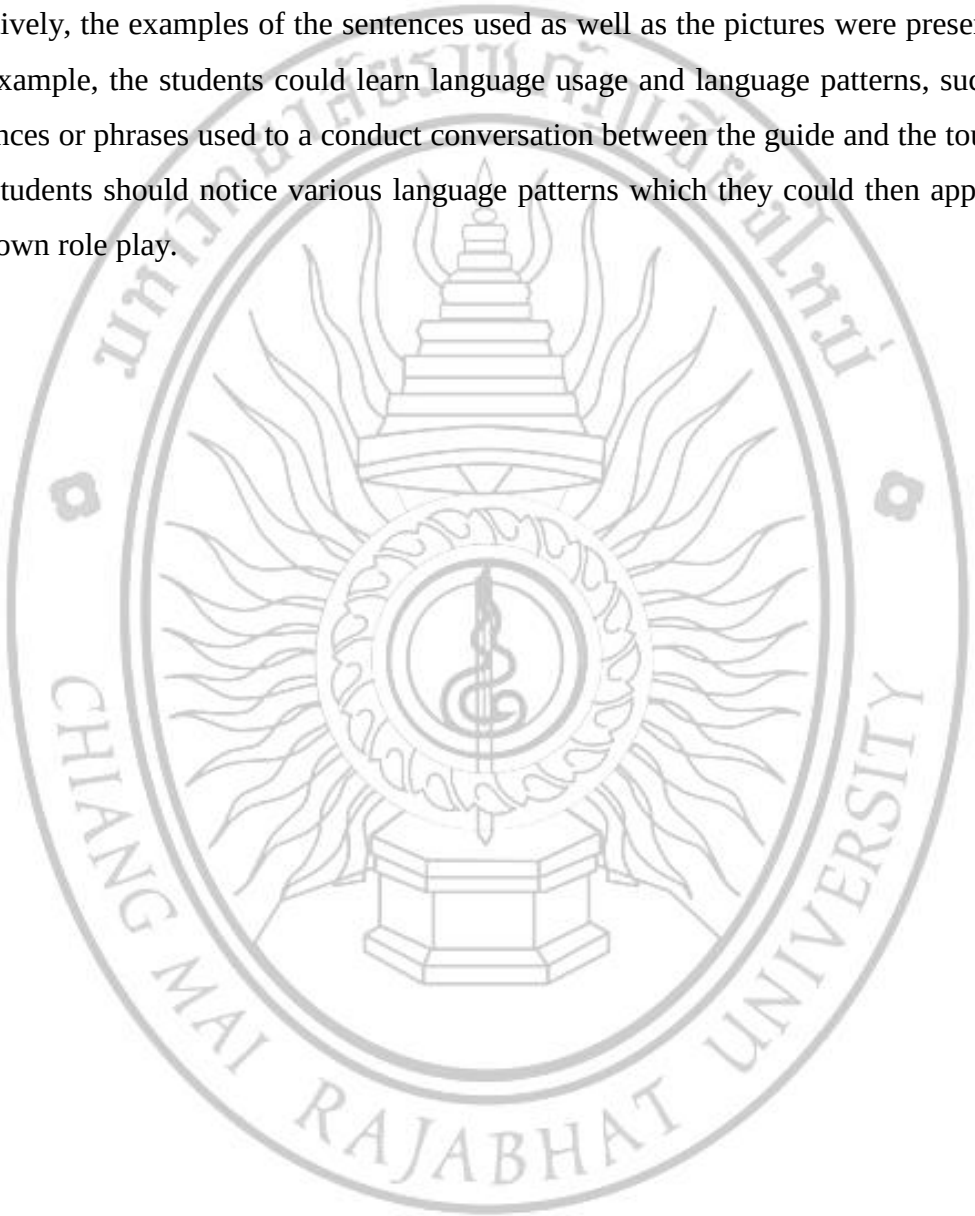
Let's Role Play about giving suggestions to your tourists what to wear when visiting a Thai Buddhist temple.

You are going to watch a video clip, in which a tour guide and a tourist talk about the do's and don'ts for visiting a Buddhist Thai temple. Watch the video clip and fill in the blanks with the appropriate words. After that, video tape your role play of the video in pairs.

◆ bare your shoulders ◆ dress properly ◆ touch the monk ◆ use flash
◆ historical objects ◆ rules ◆ shirts with sleeves ◆ remove our shoes

Guide: Good morning ladies and gentlemen. My name is ....., and today I will be your tour guide.
Tourist: Good morning, ...guide's name..... Are we going to visit a temple this morning?
Guide: Yes, that's right.
Tourist: Are there any_____we should know about?
Guide: Well, you should_____.
Tourist: What do you mean by "dress properly"?
Guide: You should wear _____ and trousers or skirts that cover your knees. And you shouldn't _____ .
Tourist: How about shoes? Can I wear sandals or flip flops?
Guide: Sure, because anyway we need to _____ before entering a temple.
Tourist: Can I take a photo inside the temple?
Guide: Yes, you can, but you shouldn't _____ because it may cause damage to the site or object.
Tourist: Hmm...may I take a photo with the monk?
Guide: Yes, but if you are a woman, you shouldn't _____ or stay very close to him.
Tourist: Oh, I see.
Guide: Besides, you shouldn't touch the _____ or take anything from the site you visit.
Tourist: O.K., I won't. Thanks for your suggestions.
Guide: It's my pleasure.

Another form of speaking practice in this section was language practice or language patterns. As this study focused on English oral communication skills, students needed to learn the words or phrases used in the sentences. This section presented examples of how a tourist constructed questions and how a tour guide responded to the questions. To help students master the language usage in the tourism situations effectively, the examples of the sentences used as well as the pictures were presented. For example, the students could 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 could then apply to their own role play.



Guide: Good morning ladies and gentlemen, today I will be your tour guide.

Tourist: Are we going to visit a temple this morning?

Guide: Yes, that's right.

Tourist: Are there any rules we should know about?

Guide: You should dress properly.

Guide:

Please take off your shoes.

Please remove your shoes

Guide: Take off your hat and fold your umbrella before entering the building.

Tourist: What do you mean by 'dress properly'?

Guide: You shouldn't bare your shoulders.

Guide:You should wear shirts with sleeves and trousers or skirts that cover your knees.

Tourist: How about shoes? Can I wear sandals or flip flops?

Guide:

- Sure, because anyway we need to remove our shoes before entering a temple.
- Yes, you can because anyway we need to remove our shoes before entering a temple.

Tourist: Can I take a photo inside the temple?

Guide: Yes, you can, but you shouldn't use flash.

Tourist: Can I take a photo here?

Guide: No, because there are signs saying 'No photo and video'.

If you take a photo you will be in trouble.

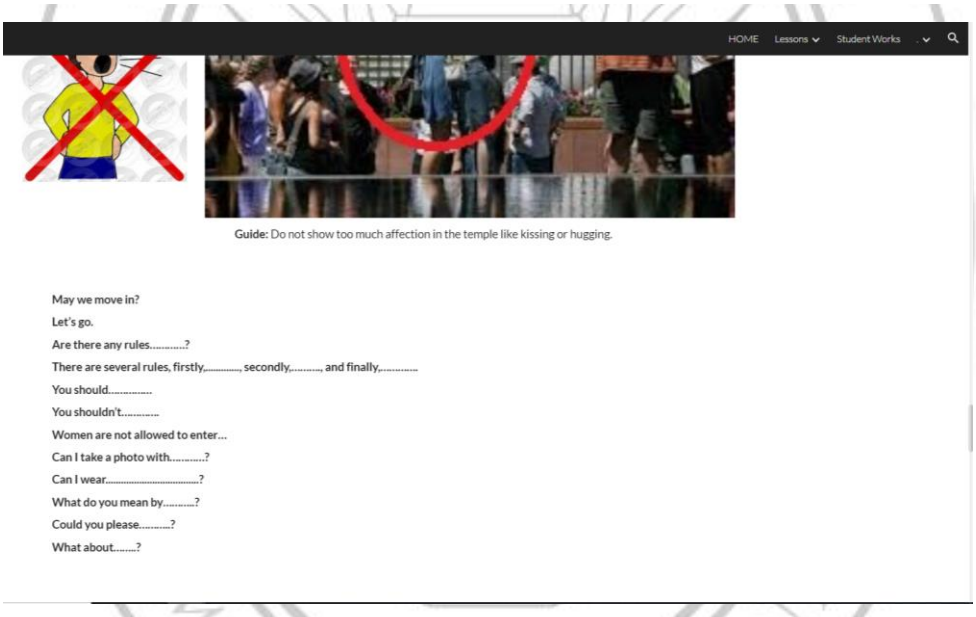
Tourist: Can I touch the Buddha image to have some good luck?

Guide: No, the sign says 'Do not touch'.

Tourist: Anything else?

Guide: Do not shout or talk loud.

Guide: Do not show too much affection in the temple like kissing or hugging.

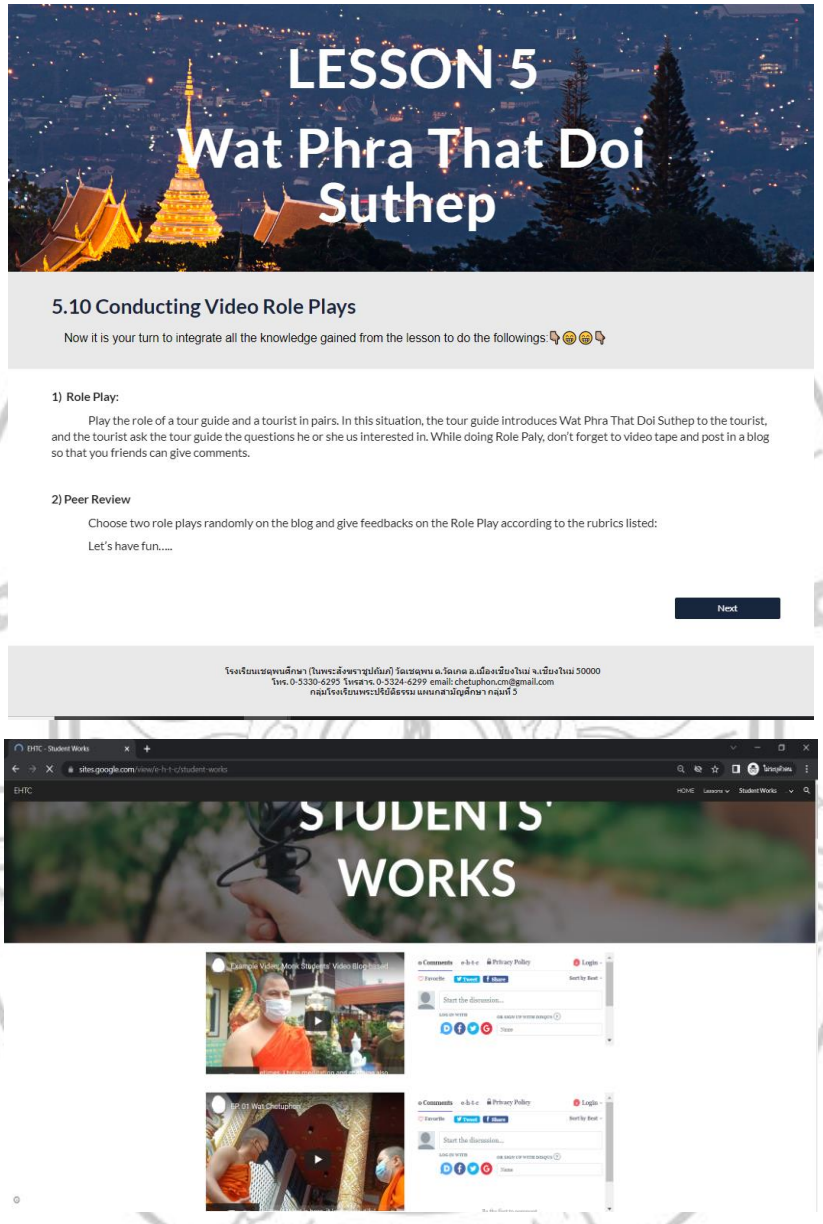


Eventually, they were assigned to work in pairs to prepare the role-play dialogue for their own role play, as well as to practice the dialogue as much as they wanted.

Section 4: Production

This section was for conducting the video role play which students needed to work in pairs and perform their own video role play for the appropriate tourism situations. They could create their own scripts, then perform role plays, and video tape their role plays. There was one video role play for each unit. Next, their video role play

clips would be uploaded on the blog which their classmates could visit and leave comments about the video clips in order to learn from each other.



Section 5: Wrap up

Students did the quizzes again. The quizzes in this section were as same as what were in the warm up section, but the choices and question numbers were placed differently.