A Development of Video Blog-Based Role Play Instructional Model to Improve Tourism Students' English Speaking Skills

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Abstract

English speaking is one of the essential skills for tourism students in Thailand because the rapid growth of tourism industry could generate high revenue which is important to the development of the national's economy. However, many tourism graduates performed unsatisfactory in their work place regarding having insufficient English language proficiency. To help tourism students improve their English speaking skills, an online instructional model was developed. This study integrated a role play technique into a video blog-based platform in responding to the students' needs analysis. In this study, learning theories (behaviorism, cognitivism, and social constructivism), the principles of instructional systems design, five relevant instructional design model were analyzed and synthesized. Moreover, the seven steps model for designing an instruction model by Brahmawong and Vate-U-Lan (2009) was applied as a framework to develop the VBRP Instructional Model. To ensure that the VBRP Model is appropriate and reliable, three experts in the field of instructional design model and English language teaching were asked to evaluate the model. The results revealed that the VBRP Instructional Model is very appropriate to be used for improving tourism

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students' English speaking skills at MFU.

Keywords: English speaking skills, video blog, role play, instructional systems design, instructional model

Introduction

Thailand is one of the most popular tourist destinations since the early 1960s (Svetasreni, 2013). In 2015, Thailand received a total tourism revenue about to 2.21 trillion baht from 29.9 million international visitors in which the revenue contributed around 10 percent of the national GDP (Wattanavrangkul, 2016). While traveling to Thailand, some of those visitors required assistance and information regarding tourist destinations, restaurant choices, shopping, traditional shows as well as shipping goods back to their home country. The rapid growth of tourism industry in Thailand therefore has high demand for employees who capable to communicate well in foreign languages particularly English; the common language used in tourism industry in order to meet the visitors' needs and exceed their expectations. The stake-holders related to tourism industry in Thailand have tried very hard to develop their employees' English speaking skills however, the results indicated that the educational and tour guide training system in Thailand fail to produce qualified English-speaking tour guides (Buranasomphop, 2014). To help tourism students improve their English speaking skills, they should be provided the opportunities to practice the target language in the meaningful con-texts. Role play technique provides real world language practice and stimulates students' learning (Salies, 1995).

Since Youtube becomes video hosting resource (Watkins, 2011), video blogs are appropriate for speaking practice because video clips are used as a primary media resource for speaking. However, both effective and efficient teaching technique and technology for language teaching and learning might not be able to provide enough benefits for learners if the instructors do not have clear directions or instructions for teaching or developing teaching materials. Instructional Systems Design (ISD) provides clear guidance step-by-step for the course developers as a tool for developing teaching methods. Hence, the integration of role play technique, appropriate technology such as video blog, and ISD notions to develop an instructional model, it could be a solution for the serious problem that Thai tourism graduates who are not proficient enough in English speaking skills.

Objective

This study aimed to develop a VBRP Instructional Model to improve tourism students' English speaking skills.

Research Question

To accomplish the research purpose mentioned earlier, the following research question is proposed:

"What are the elements and steps in designing a VBRP Instructional Model to improve tourism students' English speaking skills?"

Review of Related Literature

This section reviews the literature related to the study. It begins with role play, video blogs, and instructional systems design models respectively.

1. Role Play

According to Salies (1995), role play is an instructional technique that provides real world language practice and stimulates students' learning. To conduct role play, students need to take the possible roles in daily life or real life situations (Littlewood, 1990), Johnso (1995) proposed that role play normally involves simulating processes in real language use. Thus, students need to be provided with sufficient information, appropriate language use for the characters, setting, and context. Role play provides several benefits in foreign language teaching and learning (Maxwell, 1997 ; McMaster, 1998 ; Sato, 2008) such as it provides meaningful context to practice the target language so that students can improve vocabulary, interpersonal and communicative skills, fluency, pronunciation, motivation, and confidence. In addition, through role play activity, students become more actively involved in learning so that the class is more enjoyable and interesting.

2. Video Blog

Since Youtube has become a video hosting resource, video blog is emerged and benefits many language learners (Watkins and Wilkens, 2011). Video blog uses video rather than text or audio as a primary media source (Educause Learning Initiative, 2005). According to Furness.com (2014), video blog allows the viewers to interact with their favorite website owners and leave comments and rate the video posts. So the video blog owners (Vloggers) can update their video

blog regularly. Video blog provides several benefits for foreign language learners such as it increases students' talk time (Watkin, 2012; Huang, 2010) due to the fact that more speaking practice, students can master new vocabulary, improve grammar, pronunciation, fluency, confident, decreases shyness, and encourage self-monitored speaking.

3. Instructional Systems Design

Instructional Systems Design (ISD) is a problem-solving process for developing instruction. There are many existing models, they all provide step-by-step directions for instructional designers. ISD is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction (Moallem, 2001). ISD is used as a framework by the teacher to plan the teaching and learning steps in a lesson (Richards & Lockart, 1994). Thus, the following five models relevant to the study will be described.

The ADDIE Model

According to Reiser and Dempsey (2007), the ADDIE Model is the most applicable, generic and systematic instructional systems design model. There are five core elements: Analysis, Design, Development, Implementation, and Evaluation in which Analysis is the most important element in the ID process. Figure 1. below illustrates the ADDIE Model
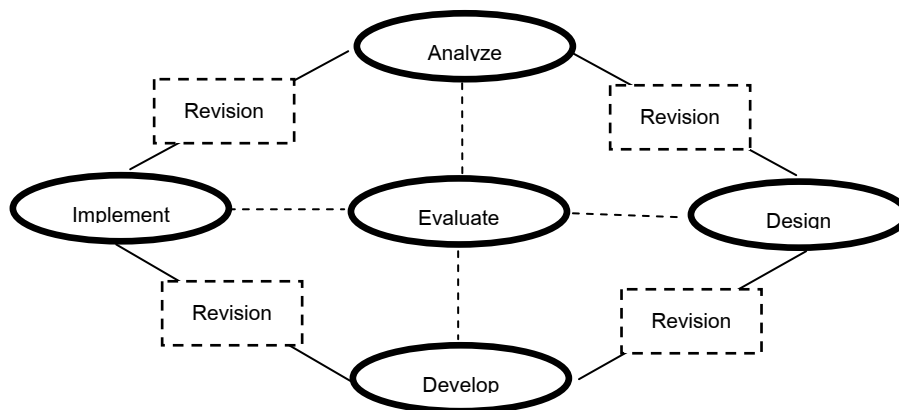

Figure 1. The Elements of ADDIE Model (Reiser and Dempsey, 2007)

Dick and Carey Model

Dick and Carey Model is an influential instructional design model aims at teaching skills, knowledge, and provide appropriate conditions for the learning outcomes. This model is considered as a system approach with ten major process components
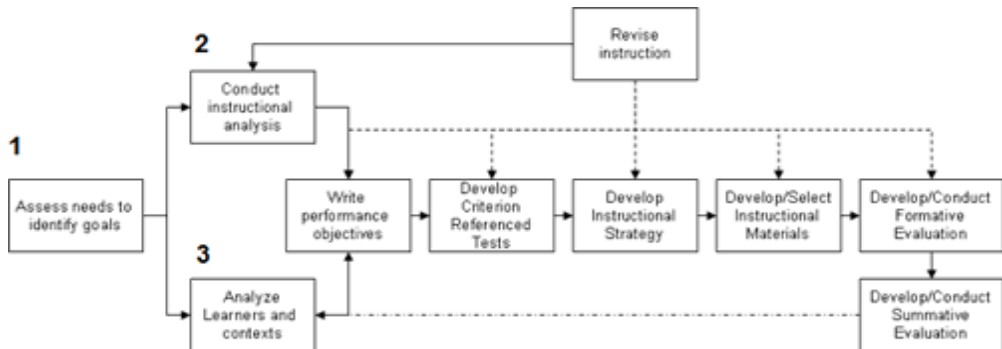

Figure 2. Dick and Carey Systems Approach Model (Dick, *et al.*, 2005: 2-3)

Kemp Model

Kemp Model is also known as the Morrison, Roll and Kemp Model which describes a holistic approach to ISD. The model is focused on content and appeal to instruction. Kemp Model consists of nine core elements to instructional design as shown in Figure 3.

Figure 3. The Elements of Kemp Model (Morrison *et al.*, 2004)

SREO Model

SREO Model or Suppasetseree's Remedial English Online Model is an Internet-Based Instructional System which developed by Suppasetseree in 2005. The model has six major steps and 16 sub-steps as shown in Figure 4.
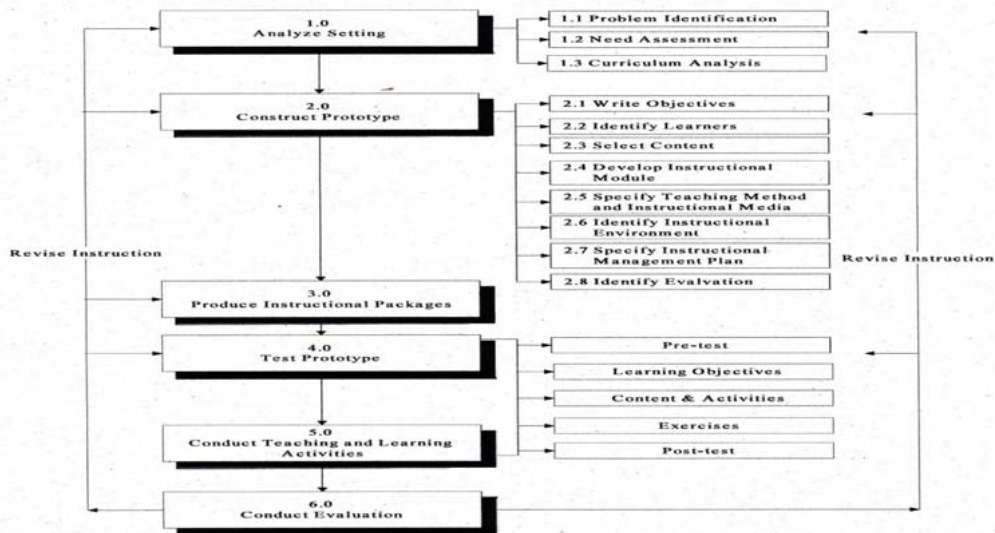

Figure 4. SREO Model (Suppasetseree, 2005: 108)

OTIL Model

The OTIL Model or Online Task-Based Interactive Listening Model developed by Tian (2010) which consists of six phases and seventeen steps (see Figure 5).
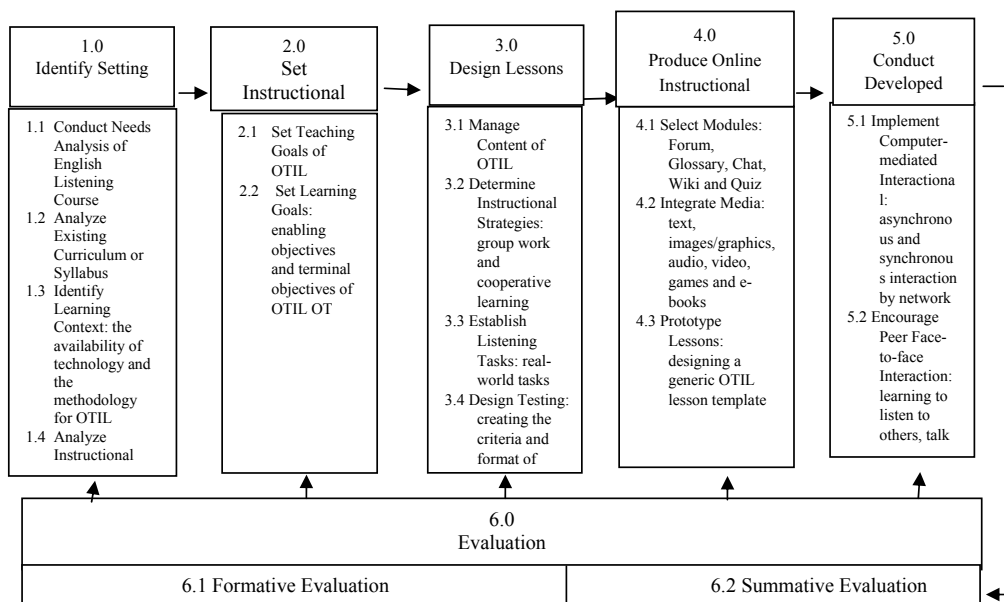
Figure 5 The Instructional Model for Online Task-based Interactive Listening
(OTIL Model) for EFL Learners (Tian, 2012: 153)

Methodology

The development of a Video Blog-Based Role Play (VBRP) Instructional Model to Improve Tourism Students' English Speaking Skill consists of two stages in process.

A Development of VBRP Instructional Model

As mentioned earlier that the Seven-Step Model (Brahmawong *et al.*, 2009) was used as a framework to develop the VBRP Instructional Model. Moreover, five relevant instructional models (ADDIE, Dick and Carey, Kemp, SREO, and OTIL Model) were also analyzed and synthesized. The following pages are explaining the Seven-Step Model which applied to develop the VBRP Instructional Model in this study.

Step 1: Review the body of knowledge or content relevant to the prototype.

Step 2: Conduct survey for students' needs analysis of the prototype.

Step 3: Develop conceptual framework of the prototype.

Step 4: Survey experts' opinions.

Step 5: Develop the first draft of a prototype.

Step 6: Try-out.

Step 7: Revise and Finalize.

Evaluation of the VBRP Instructional Model

In stage two the researcher designed the evaluation form of the VBRP Instructional Model. Besides, the description of the VBRP Instructional Model was also determined. To ensure that the VBRP Instructional Model is appropriated to be used as a guideline to develop the VBRP Lessons for teaching English for Tourism at the MFU, the VBRP Instructional Model together with its evaluation form were sent to three experts in the field of Instructional Systems Design and English Language Teaching for their evaluation. The evaluation form consists of two parts: Part I, a five-point Lickert Scales questionnaire regarding the degrees of agreement was employed (5 = very strongly agree, 4 = strongly agree, 3 = agree, 2 = slightly agree, and 1 = least agree). Part II was an open ended question that asked the experts' opinions so that they needed to leave comments or suggestions about the VBRP Instructional Model. After receiving the feedbacks from the experts, the VBRP Instructional Model was revised according to their comments and suggestions.

Results

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

In overall, the experts very strongly agree that the VBRP Instructional Model is very appropriate ($\overline{X}$ = 4.53, SD = 0.502).

Table 1: Results of the VBRP Instructional Model's Evaluation by the Experts

No	Statements	$\overline{X}$	SD
1	"Analyze Setting Step" of the VBRP Instructional Model is appropriate	4.67	0.577
2	"Design the VBRP Lessons Step" is appropriate	4.67	0.577
3	"Create the VBRP Lessons on Blog Step" is appropriate	4.67	0.577
4	"Develop Testing Step" of the VBRP Lessons is appropriate	4.67	0.577
5	"Implement the VBRP Lessons Step" is appropriate	4.67	0.577

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

Results of the Development of a VBRP Instructional Model to Improve Tourism Students' English Speaking Skills

The VBRP Instructional Model consists of six major steps and eighteen sub-steps.
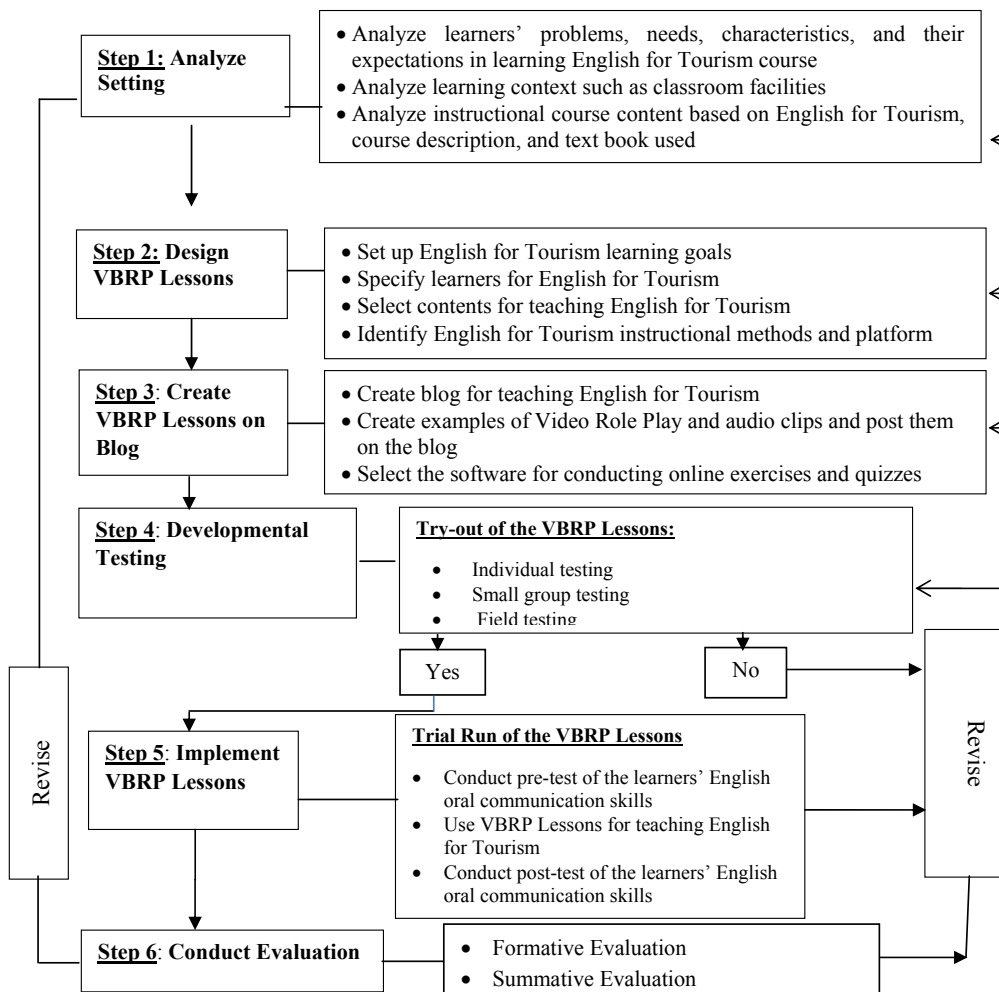
Figure 6 A VBRP Instructional Model

Discussion

The findings from this study revealed that the VBRP Instructional Model is very appropriate and efficient to be used as guidelines to develop the VBRP Lessons for teaching English for Tourism at MFU in order to improve tourism students' English speaking skills. The reasons to support the development of the VBRP Instructional Model is very appropriate can be discussed as follows:

First, the development of VBRP Instructional Model followed the principles of Instructional Systems Design (ISD). Regarding ISD provides systematic guidelines step-by-step that the course designer can easily follow to create an efficient course, a training package, or instructional materials for educational programs. Because

the learning is developed through a process with specific measurable outcomes, thus the instructional designer needs to create instructional experiences to help the learners achieve the instructional goals (Rao, 2010). Moallem (2001) proposed that ISD is the systematic development of materials which follow learning and instructional theory for ensuring the effective and high quality instruction. Dick, Carey and Carey (2005) propose that teachers, learners, materials, and learning environment are significant components for successful learning. According to Molenda (2003), if the steps of the ISD are placed in a logical order, the output of each step provides the input to the next step, it makes the instructional design process more efficient and effective. Because each component of the VBRP Instructional Model had an appropriate linkage, the experts rated each step of the model as very appropriate.

Second, the development of the VBRP Instructional Model focuses on a learner-centered approach regarding the teaching activities were designed based on students' needs, interests, and learning style. This concept was supported by Good and Brophy (2003) that the teacher must facilitate learners' learning based on their needs, interests, and learning style. Similarly, Jonassen, Peck & Wilson (1999) proposed that teacher cannot transmit knowledge to students but they can facilitate students' learning and that of students have to construct their own meaning. Based on constructivist theory, Mcdonough (2001) stated that an individual makes their own meaning based on their experience or schema. To apply constructivism in educational practices, Fosnot (1996) suggested that to apply the constructivism in educational practices, learning itself requires the learners' invention and self-organization, thus, teacher should allow them to raise questions, generate hypothesis and possible models, and test them for viability using the learner-centered approach. This study requires students to work in pairs, the learning activities are enjoyable and friendly which enable them to understand the lessons better because they are actively involved in the learning process. Through students' group work or discussions, it promotes some important collaborative and communicative skills regarding they interact with each other which learning can take place through social interactions with more knowledge people (Javis, 2005). To develop the VBRP Instructional Model, the researcher carefully analyzed the learners' needs, established the instructional goals, selected the teaching and learning tools, developed teaching and learning materials, and determined the evaluation criteria to ensure a high quality of instruction.

In conclusion, the development of VBRP Instructional Model was based on intensive reviews, analyses, and syntheses of Seven Step Model proposed by Brahmawong (2009), the principles of ISD Model, learning theories, and five relevant instructional design models. Thus, the three experts in the field of instructional systems design and English language teaching evaluated the VBRP

Instructional Model as very appropriate to be used as a framework to develop the VBRP Lessons for teaching English for Tourism Course at MFU in order to improve students' English speaking skills.

Acknowledgement

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