

ผลการสอน โดยใช้สื่อเป็นฐานในรายวิชาภาษาอังกฤษสำหรับยุวมัคคุเทศก์  
ที่มีต่อความสามารถในการพูดของนักเรียนวิทยาลัยกำแพงเพชร  
ราชอาณาจักรกัมพูชา



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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต  
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EFFECTS OF MEDIA-BASED INSTRUCTION IN ENGLISH FOR JUNIOR  
TOUR GUIDES ON SPEAKING ABILITY OF STUDENTS  
AT KAMPONG CHHEUTEAL HIGH SCHOOL,  
KINGDOM OF CAMBODIA



Mr. Kimcheang Hong

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum, Instruction, and Educational Technology

Faculty of Education

Chulalongkorn University

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Thesis Title EFFECTS OF MEDIA-BASED INSTRUCTION IN ENGLISH  
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 ยุวมัคคุเทศก์ที่มีต่อความสามารถในการพูดของนักเรียนวิทยาลัยกำปงแฉอเดียล  
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 ภาษาอังกฤษสำหรับยุวมัคคุเทศก์ที่มีต่อความสามารถในการพูดของนักเรียน (2) ศึกษาความ  
 คิดเห็นต่อการใช้สื่อในรายวิชาภาษาอังกฤษสำหรับยุวมัคคุเทศก์ กลุ่มตัวอย่างประกอบด้วย  
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 การทดลองใช้เวลาทั้งสิ้น 12 สัปดาห์ ได้รวบรวมข้อมูลทั้งเชิงคุณภาพและปริมาณ โดยสถิติที่  
 ใช้ในการวิเคราะห์คือ paired sample t-test เพื่อหาค่าความแตกต่างของคะแนนเฉลี่ยก่อน  
 และหลังเรียนจากแบบทดสอบการพูดภาษาอังกฤษ และการวิเคราะห์เนื้อหาเพื่อรายงาน  
 ข้อมูลเชิงคุณภาพ

ผลการวิจัยพบว่า คะแนนเฉลี่ยจากแบบทดสอบการพูดภาษาอังกฤษหลังการทดลอง  
 ของนักเรียนสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ ( $p < .05$ )  
 นักเรียนได้แสดงความเห็นเกี่ยวกับการใช้สื่อเป็นฐานในรายวิชาภาษาอังกฤษสำหรับ  
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 สื่อสามารถช่วยพัฒนาความสามารถในการพูดของนักเรียนทั้งในด้านเนื้อหา การออกเสียง  
 ความคล่องแคล่ว ความเข้าใจ คำศัพท์ รวมทั้งไวยากรณ์ นอกจากนี้ยังพบว่าสื่อสามารถเพิ่ม  
 ความรู้ความเข้าใจเกี่ยวกับท้องถิ่นในด้านวัฒนธรรมและภูมิปัญญา รวมถึงช่วยให้ครูและ  
 นักเรียนมีปฏิสัมพันธ์ระหว่างกันในห้องเรียน ทั้งระหว่างนักเรียนกับครูและนักเรียนกับนักเรียน

ภาควิชาหลักสูตร การสอนและเทคโนโลยีการศึกษา ลายมือชื่อนิสิต *As*.....

สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก. *Aplo B*

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ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์ร่วม..... *K ee*

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KIMCHEANG HONG : EFFECTS OF MEDIA-BASED INSTRUCTION IN ENGLISH FOR JUNIOR TOUR GUIDES ON SPEAKING ABILITY OF STUDENTS AT KAMPONG CHHEUTEAL HIGH SCHOOL, KINGDOM OF CAMBODIA. THESIS ADVISOR: ASST.PROF. APASARA CHINWONO, Ph.D, THESIS CO-ADVISOR: ASSOC.PROF. KANNIGA SACHAKUL, Ph.D, 154 pp.

The objectives of this study were to: (1) investigate the effects of Media-Based Instruction in the English for Junior Tour Guides on students' speaking ability; and (2) explore students' opinions towards the use of media in the English for Junior Tour Guides. The samples were 20 Grade 11 students who studied at Kampong Chheuteal High School, Kingdom of Cambodia. The experiment lasted for 12 weeks. The data were collected quantitatively and qualitatively. A paired sample t-test was used to investigate the differences between the mean scores from the pre and post English speaking tests. The content analysis was used to report the qualitative data.

The results of the study revealed that students' posttest mean scores from the English speaking test were higher than their pre-test mean scores at a significant level ( $p < .05$ ). They reflected towards the use of media in the English for Junior Tour Guides in three main aspects; namely, (a) speaking ability, (b) local community knowledge, and (c) media-based classroom instruction. It was concluded that media could improve their speaking ability in several features such as content, pronunciation, fluency, comprehension, vocabulary, as well as grammar. Students viewed that media could increase their local community knowledge in terms of their local cultures and wisdom. Additionally, media assisted teachers and students to engage in both teacher-students and students-students classroom interaction.

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# CHAPTER I

## INTRODUCTION

### **Background and Statement of the Problem**

English has been introduced as one of the most important subjects in the Cambodian Basic Education Curriculum. According to the Policy for Curriculum A.D 2004, it stipulates that the Ministry of Education, Youth, and Sports put English as a compulsory subject for secondary school students. Meanwhile, the Ministry also encourages schools to integrate English language and content in instruction such as history, local wisdom, and mathematics by using both technical and non-technical media. With these media supports, the Ministry attempts to turn the typical classroom in which blackboard and course book are the main instructional materials to multimedia-based classroom. Moreover, the Ministry stresses the promotion of speaking skills as an integral part of the teaching and learning process, so that the students can use these skills to communicate in the cultural, scientific, and technological world.

At Kampong Chheuteal High School, Her Royal Highness Princess Maha Chakri Sirindhorn's established school students are equipped with content knowledge along with speaking skills. For example, they learn English through the content of local history, culture, and so on. This is the main focus of the English language teaching objectives because the school has prepared the students to participate in a project called "Junior Tour Guides," whose members have to use English to express about their local community to visiting tourists. This project was established under Her Royal Highness' initiative. In her remark, she stated that *"Since the school is situated near an exquisite archaeological relic with its identity, all the students should*

*guard it with zealous care and conserve it. They should acquire the knowledge and skills to explain its historical background to the tourists”* (The committee of the school under the Royal Sponsorship Project in the Kingdom of Cambodia, 2006, p. 61). With Her Royal Highness's remark, it is indicated that Kampong Chhheuteal High School students should be educated with both local community knowledge and English speaking skills, so that they can orally disseminate their local culture to the tourists.

In order to improve Kampong Chhheuteal High School students' speaking ability, a specific instructional framework should be designed. From recent research studies on speaking skills, it was found that students could perform better language output if they learned through media materials and interesting content (Brinton, 2001; Kilickaya, 2003; Kwangsawad, 2005; Tafani, 2009).

According to Brinton (2001), Media-Based Instruction is introduced in order to motivate students to speak. In this instruction, the main focus is on the utilization of authentic media materials from multiple sources. It has been believed that by learning a language through multiple media sources, the students are able to gain remarkable oral production skills in both fluency and accuracy through the exposure to the target language in a meaningful way (Lazaraton, 2001; Stoller, 2004; Brinton, 2007).

Additionally, the way that media materials such as textbooks, computers, the internet, visual aids, video aids, and audio aids are used in the classroom directly correlates with how well the students are able to increase their language proficiency (Brinton, 2001). Through the support of media materials, the students gain motivation for learning and improve their language proficiency, especially their speaking skills (Brinton, 2001; Kilickaya, 2004). Moreover, Brinton (2001) stated that media materials can facilitate the learning process in terms of authenticity and interactivity,

help the language instruction respond to the students' needs and interests, and reflect the students' real lives.

Likewise, the presentation of both non-technological media and technological media, which carry meaningful content, in the language classroom can help students not only to achieve the goal of the content knowledge, but also to improve their speaking skills. Learning English through media materials can empower the language learners in communicative situations and change the focus of language instruction from grammar to meaningful communication (Brinton, 2001; Epstein and Ormiston, 2007). Similarly, learning a language through comprehensible content, which is related to their daily lives, the students can enhance their oral language abilities (Stoller, 2004).

Apart from the importance of media materials, the current trend in teaching English as a foreign language tends to stress the reform of instructional goal. In the past, grammatical features were the main goal in language instruction. Presently in the communicative era, speaking skills have become a major emphasis on language teaching approaches (Bygate, 2002). This is because speaking ability is considered to be the main element to constitute a significant aspect of effective communication; and is used as the most common and significant method of communication among human beings (Lazaraton, 2001; Bailey, 2006). Additionally, speaking plays a significant role as a mean of acquiring proficiency in a second/foreign language (Bailey and Savage, 1994; Harmer, 2001; Ellis, 2003; Richards, 2003). Without speaking skills, the students' academic progress is limited. On the other hand, as the students speak more frequently, they may have a chance to rehearse their oral language production and be ready to use it in some future occasions away from the classrooms (Xiaohong, 1994;

Harmer, 2004). Furthermore, speaking can be used as a special medium to provide language input (Bygate, 2002; Ellis, 2003).

Despite the emphasis on speaking skills, it is found that Cambodian students have a limited English proficiency and they especially lack speaking skills (Nau, 2000; Nguyen, 2002). Meanwhile, from the interviews with English teachers at Kampong Chhenteal High School in Cambodia, along with the researcher's working experiences at this school during the 2002-2007 academic years, it was found that students become overwhelmed with language and content while learning English. The majority of the students speak very little English due to a lack of motivation and confidence in communicating with others.

As mentioned above, speaking proficiency is important for Kampong Chhenteal High School students because they will become junior tour guides. Plus, speaking skills are important for human communication, as well as for the English language acquisition process. On the other hand, Kampong Chhenteal High School students are found to have limitations in their speaking skills. To address this problem, the usage of Media-Based Instruction, where English language and content is taught through the media materials, has been proven to be an effective method to assist and motivate students to develop their English speaking skills. However, in the Cambodian educational context, the teaching of language and content through extensive use of media materials in the language classroom is rarely found (Nguyen, 2002; Nau, 2002). Therefore, the teaching of language and content integration together with the use of a variety of media materials could be alternatively brought into the English language classrooms. Consequently, the present study investigates if the proposed Media-Based Instruction in the English for Junior Tour Guides course is



effective in improving the speaking ability of EFL students at Kampong Chheuteal High School, Kingdom of Cambodia.

### **Research Questions**

This study attempts to explore the effectiveness of Media-Based Instruction in the English for Junior Tour Guides on the improvement of students' speaking ability.

More specifically, the researcher hopes to answer the following questions:

1. To what extent does Media-Based Instruction in the English for Junior Tour Guides improve students' speaking ability?
2. What are students' opinions towards the use of media in the English for Junior Tour Guides?

### **Research Objectives**

This research study has the following objectives:

1. To investigate the effects of Media-Based Instruction in the English for Junior Tour Guides on students' speaking ability.
2. To explore students' opinions towards the use of media in the English for Junior Tour Guides.

### **Statement of Hypotheses**

Previous research studies, on content and language instruction together with the utilization of media in language instruction, support the idea that the integration of media materials in content and language instruction can facilitate the language learning process and enhance speaking skills, as well as, improve knowledge about content area. For instance, Brinton (2003), Stoller (2004), and Rodgers (2006) found that by learning content through authentic media, students can acquire both language skills and content knowledge. Additionally, media materials can be used in all instructional approaches to improve students' motivation (Brinton, 2001). Therefore,

the following hypotheses are tested: The post-test mean scores on English speaking skills of students will be higher than the pre-test mean scores at the significant level of .05.

### **Scope of the Study**

1. The population of this study is the upper secondary school students from Kampong Chheuteal High School in Cambodia.
2. The variables in this research study include:
  - 2.1. Independent variable: Media-Based Instruction in the English for Junior Tour Guides.
  - 2.2. Dependent variables: the English speaking test scores.

### **Definition of Terms**

To clearly understand the terms used in this study, and to avoid misunderstanding from different audiences of the report, the meanings of particular terms are provided as follows.

***Media-Based Instruction*** refers to an English instruction which is a part of content-based instruction. In this instruction, lessons were taught via five instructional steps adapted from Brinton (2001): information and motivation, input, focus, transfer, and feedback. It was designed to motivate students to learn the conceptual content about the local community and to improve their English speaking skills through the application of both technical media (audio aids, video aids, LCD projector, computers, and the internet) and non-technical media (chalkboard, textbooks, guidebooks, brochure, printed visuals and realia).

***English for Junior Tour Guides*** refers to a content-based English course organized around the themes about the local community such as local history, education, cultures and wisdom. The course incorporated a variety of instructional

media materials such as written texts, maps, brochures, audio aids, video aids, computers, and internet websites. It was designed to train Kampong Chhenteal High School students to become junior tour guides or community tour guides.

**Speaking ability** is defined as the oral English language ability that the students use to guide the foreign visitors around the community, for instance, the ability to make social communication, to explain about the local community, and to exchange information. This ability was determined through English speaking test scores.

**Students** refers to those who studied in Grade 11 at Kampong Chhenteal High School, Kingdom of Cambodia, during the 2009-2010 academic year. They had already been exposed to the local community knowledge; and they were the population in this present study.

### **Limitations of the Study**

There are some limitations in this study. First, the course is an extra curricular course with recruiting voluntary students as participants and no grades are given. It is possible that students may not pay fully attention to the class or homework as much as they should do. Second, the time constraint is also problematic as the whole course only lasts for 12 weeks. Third, the students' background knowledge is also an obstacle to learning achievement. As the study employs community contents namely Sambor community, students whose present addresses were outside Sambor commune could become slow learners.

## Summary of the Study

This study consists of five main chapters.

Chapter I describes the background of the present study. It includes the statement of the problem, research questions, research objectives, and hypotheses. Also, scope of the study and definitions of terms are included.

Chapter II reviews the underlying theoretical frameworks and previous research studies that are considered relevant to the study. The concepts discussed are categorized into three main areas including Media-Based Instruction, teaching speaking, and course development.

Chapter III deals with the research methodology of the study. It covers the research design, context of the study, population and samples, research procedures, research instruments, and the methods of data collection and data analysis.

Chapter IV presents the results of the study in accordance with the research questions.

Chapter V includes the summary of the study, discussions, limitations of the study, pedagogical implications and recommendations for teachers and further research studies.

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## **CHAPTER II**

### **LITERATURE REVIEW**

In this part of the study, the researcher explores the theoretical frameworks on the Media-Based Instruction in content and language learning, and teaching speaking. In order to provide background for this study, the following concepts are addressed: the use of media in English instruction, the teaching principles for Media-Based Instruction, the instructional framework of Media-Based Instruction, the benefits of using media in English instruction, an explanation of the research studies regarding the use of media, and the course design. Then, the principles and tasks for teaching speaking skills, the speaking assessment, as well as the previous related studies on teaching speaking are reviewed.

#### **Media-Based Instruction**

In this study, Media-Based Instruction is the language teaching method which cooperates with the use of multiple media materials. Therefore, this part of the study discusses the use of media in English instruction, the principles of Media-Based Instruction, the instructional framework of Media-Based Instruction, the benefits of using media in English instruction, and an explanation of the research studies regarding the use of media in English language instruction.

#### **The Use of Media in English Instruction**

As a consequence of teaching language in the technological era, instructional media receives great attention from language teachers. As a result, many kinds of media or teaching aids have been employed in the language classroom throughout the history of English language teaching. According to Atkinson (2004), non-mechanical media like the chalkboard was used as the main media in the language classroom

during 1960s -1970s. Then, as the technology developed, other kinds of media such as overhead projectors, videotapes, and audiotapes were introduced into language instruction in the following years; and recently the CD ROM and high speed internet have been widely used as teaching aids to enhance the language instruction.

In daily practice of language teaching nowadays, both nontechnical media such the boards, visual aids, and realia all the way up to sophisticated technical media such as audiotape players, CD players, radio, television, telephone, computers, multimedia labs are used (Brinton, 2001). Despite the variety of media, only available media namely visual aids and written texts (non-technical media) and video aids, computers and internet websites (technical media) are used and discussed in this study.

### **Non-technical Media**

Visual aids are any projected or non-projected images that can be classified into illustrations, visuals, pictures, perceptions, mental images, figures, impressions, reproductions or anything that would help students to see an immediate meaning (Canning, 2000). Similarly, visual aids can also consist of drawings, magazine pictures, photographs, flash cards, charts, graphs, maps, and realia (Donelan, 2001; Epstein and Ormiston, 2007).

Regarding the written texts, Epstein and Ormiston (2007) classified them into two categories: teacher-created written texts and published written texts. Teacher-created written texts are those which are made by teachers themselves, while published written texts refer to those which are extracted from newspapers, magazines, journals, novels, short stories, cartoons, textbooks, etc.

### **Technical Media**

Audio aids are defined as models and devices that can be heard and give an image of something, somebody and some situations (Maniruzzaman 2008). According to Epstein and Ormiston (2007), audio aids consists of commercial audio CDs, audiotapes, teacher-produced audio materials, recordings of students' speech, and live and recorded radio.

Video aids in language learning refers to the use of popular films on video to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements. It can also refer to professionally produced tapes specifically written and designed for classroom instruction, as well as the use of news broadcasts to provide content and to teach specific features of authentic language (Intajuck, 2006). The video that can be used in the language classrooms may be bought, or recorded from television. They can be films, cartoons, documentaries, news, interviews, games show, advertisements, or commercials.

In addition to the media discussed above, the utilization of computers and the internet in language instruction is widely used (Pacheco, 2005). According to Epstein and Ormiston (2007), computers and the internet are types of technological media. These types are involved with hardware, software, and web-based materials.

As mentioned above, both kinds of media materials, technical media and nontechnical media, are presently being used in the language instruction. In this study, the Media-Based Instruction only employed visual aids, written texts, video aids, computers and the internet.

### **Teaching Principles of Media-Based Instruction**

In this study, the Media-Based Instruction is conducted through the use of media materials together with language and content integration learning. According to

Brinton (2003) and Stoller (2004), language and content integration learning is known as content-based instruction (CBI); and it is an approach to second/foreign language teaching in which teaching is organized around content or information rather than around language function. To establish and successfully implement CBI lessons, Brinton (2003) suggested six principles to be drawn upon to enhance the content and language learning: 1) base instructional decisions on content rather than language criteria, 2) integrate skills, 3) involve students actively in all phases of the learning process, 4) choose content for its relevance to students' lives, interests, and/or academic goals, 5) select authentic instructional materials and tasks, and 6) draw overt attention to language features.

### **1. Base Instructional Decisions on Content Rather Than Language Criteria**

Traditionally in the days of the grammar translation approach, it was thought that certain language items such as present simple tense and past simple tense were more easily acquired than others. Thus, these items were the focus in teaching objectives. Conversely in content-based instruction, the choice of primary focusing on the content influences the selection and sequencing of the language items.

### **2. Integrated Skills**

Content-based instruction views language use as involving four skills together, as well as grammar and vocabulary. In a content-based class, the students are often provided tasks or activities that link and reflect the skills in the real world where interactions involve multiple skills, for example, the students might read, make conversation, write reports and so forth. Thus, it is common in content-based classrooms to see students who are reading to write, listening to mini lectures in order to write up the results of their data collection, listening to a video to compare



information to a reading passage, and writing out a list of questions to guide late reading. Because language skills are rarely used in isolation in real life, the opportunity for meaningful integrated skills used in content-based classrooms should be viewed as a real advantage to this approach.

### **3. Involve Students Actively in All Phases of the Learning Process**

Because the content-based instruction falls under the rubric of communicative language teaching, the instruction is student rather than teacher-centered. In student-centered learning, the students are involved actively in all of the learning processes, they learn through the practice of real tasks, and they do not totally depend on the teachers to direct all the learning or to be the source of the information, but they learn through peer input and interaction. Therefore, students are expected to have the social roles in the classroom that involve interactive learning, negotiation, information gathering, and co-construction of meaning.

### **4. Choose Content Relevant to Students' Lives, Interests, and Academic Goals**

In the content-based approach, the content and learning activities correspond to the linguistic, cognitive, and affective needs of the students. This means that the choice of content in content-based courses ultimately depends on the students and the instructional context. Accordingly, content-based instruction seeks to build on students' prior knowledge and previous experiences, while the content itself should be appropriate to the students' professional needs and personal interests.

### **5. Select Authentic Instruction Materials and Tasks**

A key component of content-based instruction is authenticity; both of the texts and other instructional media materials used in the classroom, and the tasks that students are asked to perform. Authentic media materials refer to those that are

not originally produced for the language teaching purposes. Thus, an extract from a content area textbook, a cartoon, lyrics of a popular song, a video advertisement, pictures from a magazine, or a short story would qualify as authentic materials. As for authentic tasks, they refer to those that associate with the use of authentic materials and that meaningfully take place in the real world.

### **6. Draw Overt Attention to Language Features**

The purpose of content-based instruction is to expose the students to meaningful cognitively demanding language in the form of authentic input with the academic goal of being able to use language for communicative purposes. Likewise, it is believed that the input from authentic instructional materials, the teacher, and peers will not lead to successful language acquisition. Instead, it makes use of awareness-raising tasks to draw attention to specific language features found in authentic instructional materials.

In addition to the principles discussed above, Stoller (2004) proposed that in content-based instruction, the extended input from various sources, meaningful output, feedback, the use of visual, and real world tasks where students can engage in information gathering, processing, reporting and strategy-using are necessary supporting elements to promote language and content learning. Moreover, the language and content learning should also be presented within a framework of communication, and aims for a balance between fluency and accuracy (Brinton, 2007).

In conclusion, the core principles to maximize language and content learning are emphasized on teaching content rather than language items. Likewise, the teaching also focuses on integrated language skills; keeping students active in all learning processes; choosing content for its relevance to students' lives, interest, and

academic goals; selecting authentic instructional materials; providing input for various sources; using visual support; and providing tasks where students can engage in information gathering, processing, reporting, and strategy-using.

### **Instructional Framework of Media-Based Instruction**

As mentioned earlier, the use of authentic materials or media is required in Media-Based Instruction. To give clear steps of how to utilize media in the language classroom, Brinton (2001) proposed five stages for Media-Based Instruction: (1) the information and motivation stage, (2) the input stage, (3) the focus stage, (4) the transfer stage, and (5) the feedback stage.

#### **Stage 1: Information and Motivation Stage**

In the first stage, the topics and relevant background are presented. This stage provides the students with the motivation and activates their schema that links their pre-existing knowledge to the new topics; and at the same time, the students also recall their previous experiences. This stage is important for students to prepare themselves for the lesson.

#### **Stage 2: Input Stage**

In the second stage, the major emphasis is for the teacher to ensure comprehension of the items presented. The teacher presents and elicits the vocabulary, structures, functions, concepts and contents. The students are taught to facilitate comprehension, to identify the main ideas, and to understand language items.

#### **Stage 3: Focus Stage**

The third stage of this teaching framework is to provide opportunities for students to practice the tasks and to manipulate the items until the students feel comfortable and confident. The teacher models the language items and the students

can manipulate the language and content through note taking, information transfer, and pair work.

#### **Stage 4: Transfer Stage**

In this stage, students are given the opportunities to offer personal comments or share experiences relating to the given context. The students may work in groups or pairs to discuss the context of the lesson through role play, problem solving activities, information gaps, and games. It is also possible for students to write reports and share their personal experiences with each other.

#### **Stage 5: Feedback Stage**

This stage is an optional stage in which audio or video recordings of students' task performances are used to guide the assessment of students' language skills. For example, recordings of a students' speech, interviews, class discussions, role playing, or group problem solving activities could be used in performance assessment.

#### **The Benefits of Using Media in English Instruction**

The use of media materials in an EFL classroom is what many teachers in the field of foreign language instruction have discussed in recent years (Kilickaya, 2004). As a result, there is clear evidence that media is beneficial to language instruction. According to Brinton (2001), media can be used in whatever approach to enhance language learning and teaching, and it helps language teachers to motivate the students by bringing a slice of real life in to the classroom and by presenting language in its more complete communicative context. Media can also help students to process information and free teachers from excessive explanation as well as provide contextualization and a solid point of departure for classroom activities. Additionally, Brinton summarized that media can lend the authenticity to the classroom situation,

and reinforces for students the direct relation between the language classroom and the outside world. Regarding the learning styles of the students, media can provide language teachers with a way of addressing the needs of both visual and auditory learners. Moreover, by bringing the media in to the classroom, teachers can expose their students to multiple input sources, thus decreasing the risk of students becoming dependent on their teachers' dialect or idiolect, and can ultimately enrich their language learning experiences. With reference to schema theory, media can help students to call up existing schema and maximize their use of prior background knowledge in the language learning process. Plus, media provides teachers with a means of presenting materials in a time-efficient and compact manner, and stimulating students' senses, thereby helping the students to process the information more readily.

With the support of using media in the language classroom, Thao (2003) and Kilickaya (2004) claimed that media materials help students to enhance their language lessons in communicative context, because the advantages of media in terms of authenticity and interactivity are obvious. Similarly, media is appropriate for language classrooms in terms of goals, objectives; and it can respond to students' needs, interests, lives, motivation, and meaningful communication.

The use of media such as written texts, videotapes, audio recordings, web resources, and visual aids create a fun atmosphere in learning the content knowledge (Stoller, 2004; Epstein and Ormiston, 2007). The use of visual support such as graphic organizers, pictures, and realia in content and language learning is likely to lead students to have more in-depth thinking process of language and can help the students to illustrate topic-related vocabulary, understand, summarize, and remember the information when reporting their work (Bannert, 2003; Stoller, 2004).

As mentioned above, media plays a very important role in facilitating the language learning process and in motivating students to learn the language better in a communicative context. The application of media from multiple sources can also respond to students' learning goals, interests, and needs.

### **Research Studies on the Use of Media in Language Instruction**

The use of media in language instruction has attracted attention from teachers and researchers in the field of English language teaching. As a result, multiple research studies on the use of media have been recently validated and conducted. The results from these studies all point to a similar conclusion that media is effective for language instruction in terms of improving motivation, oral language proficiency, as well as content knowledge.

To begin with, a large-scale survey by Canning-Wilson (2000) found that students like learning language through the use of video media. One result of the survey showed that students were motivated to learn English through films because they hold students' interests.

Similar reports were found by Thao (2003) who implemented multimedia tools such as computer networking, software, VCRs, cassette players, and slide projectors, in an EFL setting in Vietnam. The results showed that multimedia tools were enthusiastically praised by the students. They inspire students to predict information, infer ideas and analyze the words that are brought into the classroom via oral interaction and discussion with their peers. However, a few students reported that they had made little progress in terms of language proficiency due to the instructional tools being unfamiliar to them.

Another research finding from Maniruzzaman (2008), who employed audio aids with university students, proved that audio aids make teaching methods,

techniques and materials considerably more effective and interesting, and help maximize students' learning benefits. Unlike other types of aids and means, audio aids enable teachers to modify their teaching method and technique, and change the classroom situation quickly and immediately as necessary; and it attracts the students' attention, stirs their imagination, reduces their exhaustion, motivates them to be engaged in the learning process, and thus helps them to acquire expected proficiency in the language skills especially with regard to listening and speaking.

Additionally, Kwangsawad (2005) employed reading media materials like textbooks, newspapers, internet texts, and other sources, into content-based instruction in Thailand. The findings revealed that the media employed not only helped students to learn the content knowledge, but also built confidence and increased motivation and communicative skills. Likewise, Tafani (2009) who studied the effects of mass media in teaching English reported that in general, the use of media is very persuasive. They can provide large amounts of information, motivate students to speak, and help them integrate listening, reading, and writing skills through various kinds of activities.

Concerning the use of internet websites and computers in the language classroom, Kung and Chuo (2002) investigated the role of ESL/EFL websites as a means to supplement in-class instruction in Taiwan. The findings reported that the students had an overall positive attitude towards using the teacher-selected websites in their learning of English. The students, moreover, found the websites to be very useful tools to improve their language skills. Similarly, Liang (2008), who studied the effectiveness of using a computer-lab on oral English fluency amongst all Chinese students at Western Oregon University, indicated that the use of a Computer-Lab significantly improved students' English oral expression ability.

As reviewed above, no research studies on Media-Based Instruction in EFL context were conducted because the utilization of both technical and nontechnical media in English language instruction is a new trend. Nevertheless, it can be concluded that the use of media in English instruction can result in facilitating students' learning process, increasing students' learning motivation, and improving students' language skills. Besides, the media can equip students with content knowledge, as well as promote students' positive learning attitudes.

### **Course Design**

Course design is referred to the process or steps followed to design a course. A language course is understood as the diverse activities that take place at a language institution, such as what students learn, what materials teachers use, how assessment of language learning is conducted, what administrative support is provided to the teachers, where the teaching is conducted, and others (Richards, 2001).

The process of course design has been proposed by a few scholars. According to Jordan (2003), in developing a course, a course syllabus needs to be clearly designed; and it involves examining needs and establishing goals. It then entails the selection, grading and sequencing of the language and other content, and the division of the content into units of manageable materials. Jordan additionally pointed out that the methodology employed in implementing the course syllabus includes: materials selection and development, and involves a selection of the learning tasks, activities, and exercise types, and how they are to be presented, in a particular environment, for teaching and learning; it eventually concludes with assessment and evaluation. In a simplified sense, the syllabus is concerned with 'what' and the methodology with 'how'. Together they cover the planning, implementation, and evaluation of a language course. Once the syllabus has been drawn up, the course can be designed,



and then the timetable is set and finally the evaluation on the course is conducted by using the feedback.

Additionally, Bailey (2005) mentioned that need assessment is important in designing a language course. This is because need assessment is a systematic process for determining the learners' needs and goals. Based on the need assessment results, the objectives and activities of the course are developed. Similarly, Romo (2006) proposed that the course design comprises the following steps: (1) the design of the objectives of a language course, (2) the piloting of methods that most likely contribute to the achievement of the objectives, (3) the assessment of the work done in order to see if it has been effective, and (4) the analysis of feedback of all the process in order to provide a starting point for future research.

As mentioned above, it seems that the guidelines for designing the course of Jordan (2003), Bailey (2005), and Romo (2006) share many common steps. Therefore, it can be concluded that needs analysis is one of the crucial components in the process of designing a course in any language program. To produce an effective course, several procedural steps are conducted, namely establishing course objectives, developing course materials, piloting the course materials, and evaluating the course materials. In this study, the English for Junior Tour Guide is designed based on the guidelines of Bailey (2005) and Romo (2006).

### **Teaching Speaking**

Speaking is defined as the oral language production which is generated by the students in speech (Bailey, 2005). Speaking consists of producing systematic verbal utterance to convey meaning. Similarly, Florez (1999) defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. So, speaking is the process of building and sharing meaning

through the use of verbal and non-verbal symbols which interlocutors produce in order to communicate with each other in a variety of contexts.

### **Principles for Teaching Speaking**

Teaching can be varied due to the differences in context that occur. When teaching speaking in an EFL context, where there is a limitation of exposure to English outside the classroom, language teachers are supposed to help students to gain access to the target language as much as possible. In order to enable students to speak in the communicative setting, Bailey (2003) claimed that the teacher should give the students practice with both fluency and accuracy, plan speaking tasks that involve negotiation for meaning, and design the classroom activities that involve guidance and practice in both transactional and interactional speaking.

Likewise, Bailey (2005) suggested that particular syllabus and lesson designs should highly promote speaking skills, and provide input and practice opportunities for students. Moreover, Bailey also recommended that one of the common formats for teaching speaking is a conversation class. This means that the students engage in loosely structured conversations with a teacher. However, in order to design lessons and activities that work effectively for a speaking class, Bailey further proposed three principles to be employed as follows.

The first principle is to provide the students with a topic to talk about. This means that the students are provided interesting open topics or incidents to comment on which respond to their communicative needs and learning purposes. With these interesting topics, students can experience natural joy and enthusiasm, and be motivated to orally express their ideas with others. To reach this learning purpose, using pictures as a basis of speaking lessons is strongly recommended.

The second principle concerns the creation of opportunities for students to interact through group work or pair work, and limiting teacher's talk. Students, both young students and adults, can be highly anxious about speaking out or communicating with friends in the classroom. To overcome their reticence and to increase their opportunities to speak, pair work or group work activities is a probable way to deal with this circumstance. From working collaboratively with their peers, students can benefit in terms of corrective feedback, motivation, independence, creativity, and realism.

The third principle deals with manipulating physical arrangements to promote speaking practice. It is difficult to get students to talk to each other in a new language. To encourage students to actively be involved in speaking activities, the teacher should change the classroom's physical environment, especially the student seating arrangement. The seating arrangement model of inside-outside circle, tango seat, and cocktail party are some effective techniques to incorporate into the speaking class.

As mentioned earlier, the students' speaking ability can be developed if the students are provided enough English speaking input and opportunities to produce oral language practice. Furthermore, the students could even have more chances to use English to communicate with their peers when their seating arrangements are not fixed. In this study, the tasks and activities for Media-Based instruction were designed based on Bailey's teaching principles (2003, 2005).

### **Tasks and Materials for Teaching Speaking**

Meaningful tasks and interesting materials are believed to be crucial for teaching language skills. In order to facilitate the English instruction, and to encourage students to gain the maximum amount of speaking proficiency, many tasks have been created and proposed for the use in a speaking class. According to Bailey

(2005), six types of helpful tasks for teaching speaking skills are recommended. Those tasks include conversation and interviews, information gaps and jigsaws, scripted dialogue and role playing, logic puzzles, picture-based activities, and physical actions in the speaking class.

In conversation and interviews, low proficiency students may find it difficult to perform the speaking tasks because they require a high skill level when selecting vocabulary, applying the grammar rules, pronouncing the English sounds, and understanding the person who is an interlocutor. To overcome this obstacle, guided conversation where students can build their sentences through the given framework would be provided before hand.

Regarding the information gap and jigsaw, it is an organizing concept for speaking activities that one person has information that another lacks. They must use English when asking each other to share that information in order to accomplish the task. To have the needed information, the listening student can ask his or her partners for repetition, clarification, and expansion. In this task, the students do not look at their partners' work while the task is in progress.

For the scripted dialogue, the students typically recite lines written by some other students. This will eventually provide students with the opportunities to use the dialogues in conversation, and make appropriate substitutions for the various nouns, adjectives, and verbs in the memorized text. Another method is for students to pretend that they are in various social contexts and have a variety of social roles when they are doing role play. The teacher gives information to the students such as who they are and what they think or feel. Thus, the teacher can tell the students that "You are John, you go to the doctor and tell him what happened last night, and..."

Concerning logic puzzles, they are tasks in which the students are given a certain number of facts. A student must deduce other facts, typically to complete an information grid. The logic puzzles are productive when the students negotiate with each other to solve the problems. These puzzles are reasoning tasks that can be done by one student, but sometimes the puzzles are challenging and stimulating enough to be utilized for pair work or group work.

Another interesting task for speaking class is picture-based activities. Many materials can be used to produce this task, including photographs from magazines, calendars, or the internet. This can provide students with many topics to discuss.

Besides the tasks mentioned above, physical action is another activity, which can change the atmosphere of sitting still in the classroom for a long period of time. This activity can help students to remember the meaning of words and structures by providing students with physical action instead of speech.

As described above, it can be concluded that students' speaking ability can be promoted through pair or group discussion using a variety of tasks and activities, for example, information gaps, picture-based activities, role play and logic puzzles. Furthermore, students will learn more when they can have some physical movement. In this study, the English for Junior Tour Guides employs interactional tasks and activities such as the conversation and interviews, information gaps and jigsaws, scripted dialogue and role playing, and picture-based activities.

### **Assessing Speaking**

A major concern for teachers is how they can assess the students' speaking ability in a new language. In some regards, testing speaking is not as straightforward as testing grammar or vocabulary. Therefore, to assess the students' speaking performance, the teacher can simply give the speaking tests to the students by guiding

them to talk through the tasks (Luoma, 2004, Bailey, 2005). To assess speaking accurately, Bailey (2005) proposed that basic criteria of validity, reliability, practicality, as well as the procedure for scoring speaking tests should be considered.

Validity refers to the measurement of the students' ability through the test which covers the content they have learned, while the reliability is concerned with the consistency of the test. As for practicality, it refers to the fact that a test or other assessment procedure can only be useful if it does not make unreasonable demands on resources, like time, money, and personnel.

Another important issue with speaking tests is whether the approach to testing speaking is direct, indirect, or semi-direct. A direct test of speaking involves a procedure in which the students actually speak the target language, interact with the test administrator or with other students and generate novel utterances. For instance, an oral interview, a conversation, or an unscripted role playing can be considered a direct test of speaking. On the other hand, an indirect test of speaking takes place when the test takers do not speak, but do a conversational cloze test. Concerning the semi direct test of speaking, it refers to the test where the students actually speak in accordance with the given contexts. The students may not interact in a conversation, an interview, or a role play. Instead, they listen to prompts and tasks delivered by a recorded voice, and also respond by talking to a recording device.

One more questionable issue about assessing students' speaking skills has to do with how these skills are evaluated. According to O'Malley and Pierce (1996) and Bailey (2005), one of the common ways to evaluate students' oral performance is using rubrics. Rubrics are defined as scoring guides, consisting of specific pre-established criteria, used in evaluating students' work on performance assessments.

Rubrics are typically the specific form of scoring instruments used when evaluating students' performances or products resulting from a performance task.

There are two types of rubrics: holistic and analytic. A holistic rubric requires the test raters to score the overall process or product as a whole and without judging the component parts separately. In contrast, with an analytic rubric, the test raters score separate, individual parts of the product or performance first, and then sum the individual scores to obtain a total score.

As noted above, to evaluate the students' speaking performance, the test administrator needs to employ the speaking test which is valid, reliable and practical and then to use the rubrics to score or to grade the students' performance. Based on Bailey's assessment principle (2005), the test to evaluate students' speaking performance is constructed and used in this study.

### **Research Studies in Teaching Speaking**

Since the current study attempts to investigate the effectiveness of the media-based instruction in the English for Junior Tour Guides course on students' speaking ability, a number of the research studies on teaching speaking are reviewed.

To begin with, Burger & Chrétien (2001) employed the content-based instruction with the students studying at the University of Ottawa. They found that learning the language through a particular content can make students gain remarkable content knowledge and speaking skills. With extensive exposure to the target language through the subject matter course, the students can balance both fluency and accuracy in their speaking. Another finding from Swain (2001), who studied on the integration of language and content teaching through collaborative tasks, found that the collaborative tasks in which students were assigned to work in pairs and in groups could provide students with the opportunities for their language learning, particularly,

the tasks could engage students to participate actively and the resulting output could allow them to increase their content knowledge and language skills.

Herrero (2005) employed content-based instruction in an English oral communication course at the University of Costa Rica. The findings of this study indicated that content-based instruction could significantly enhance students' oral language skills. Additionally, the study also found that some types of classroom activities such as oral presentation in front of the class, Jigsaw, graphic organizers, walk around, pair and group work were very dynamic and useful activities to improve students' speaking skills. A similar study on content-based instruction conducted by Rodgers (2006) investigated the effects of foreign language teaching using a content-based approach on the improvement of content knowledge and oral production. It was found that after the content-based teaching, the university students increased not only their knowledge of subject matter content itself, but also their oral language proficiency.

Furthermore, Tsou (2005) studied about participation instruction. The results revealed that the focus on applying techniques for changing students' participation behavior in class and applying communication strategies in class discussion can help students to increase speaking proficiency. Also, it was found that oral communication strategies training can help students to improve their speaking skills significantly. By using communication strategies, the students can perform better in discussion tasks, produce longer utterances that enhanced their abilities to negotiate meaning and maintain conversation flow. Particularly, the oral communication strategies help students gain confidence in verbal communication (Nakatani, 2005; Lam, 2006; Naughton, 2006).



As mentioned above, it is clearly indicated that content and language learning, the learning through collaborative tasks such as oral presentation in front of the class, jigsaw, graphic organizers, and pair and group work, and the use of oral communication strategies training can greatly enhance the students' speaking ability.

### **Summary**

From the literature review, Media-Based Instruction is an approach for foreign language teaching that can be used to facilitate the learning process, motivate the students to learn better in terms of content knowledge and language skills, particularly their speaking skills. The theoretical framework for Media-Based Instruction focuses on the teaching of content and language integration by incorporating a variety of media, both technical and non technical media, as well as the use of interactional tasks.

To design an effective language course, several procedural steps, namely conducting a need assessment, establishing course objectives, developing course materials, piloting the course materials, and evaluating the course materials should be carried out.

To increase students' speaking ability, the teacher should provide the students with enough English speaking input, opportunities to produce oral language practice, and portable seating. Furthermore, the teacher should keep the students engaged with pair or group discussion using a variety of activities and tasks such as a guided interview, an information gap, picture-based activities, and logic puzzles. To assess the speaking product, the test administrator can give the students speaking tests through both oral tasks and written tasks. However, it is important that the given tasks are valid, reliable, and practical. The tasks can then be graded using the scoring rubrics.

In this study, the Media-Based Instruction in the English for Junior Tour Guides is designed to improve students' speaking ability through the expose of media materials which relates to students' lives and matches students' interests. At the same time, students learn the language through pair works and group works using authentic interactional tasks and meaningful feedback.



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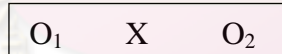
### CHAPTER III

#### RESEARCH METHODOLOGY

This section describes how the research study was conducted. The following topics are discussed: research design, context of the study, population and samples, research procedure, research instruments, data collection, and data analysis.

##### Research Design

This study was a single group pre-test/ post-test experimental design. The test on English speaking skills and the interview were conducted to measure the students' oral communicative competence, and to explore the students' opinions towards the media used in the English for Junior Tour Guides course. The independent variable is the Media-Based Instruction in the English for Junior Tour Guides course, and the students' mean scores on these measures are the independent variables. The research experimental design is illustrated as follows:



- O<sub>1</sub> means a pre-test of English speaking skills.
- X means a treatment of Media-Based Instruction in the English for Junior Tour Guides.
- O<sub>2</sub> means a post-test of English speaking skills.

*Figure 3.1: Research Design*

### **Context of the Study**

The setting of this study took place in Kampong Chheuteal High School, which is a Cambodian state school, and was established in 2001 by HRH Princess Maha Chakri Sirindhorn with the cooperation of the Royal Cambodian Government. Presently, the school provides a dual education namely a general education which ranges from grade 7 to grade 12, and a vocational education which consist of four majors: electronics, electricity, agronomy, and animal husbandry. The school is currently under the supervision of the Prasat Sambor District Educational Office; it is located in Prasat Sambo District, which it is rich in historical tourist attractions, such as the Sambor Preikuk Historical Site.

The students in Kampong Chheuteal High School have access to many types of language learning media and resources. For example, students have access to the sound lab, and the computer labs where an internet connection is provided. Additionally, the students are also encouraged to learn English through the local community resources so that they can have a deep understanding about the local community.

### **Population and Samples**

The population for this study was the 180 upper secondary school students studying at Kampong Chheuteal High School in the 2009-2010 academic years. The samples for this study consisted of twenty students from grade 11. The samples were purposively selected based on a voluntary basis. The grade 11 students were chosen because they were familiar with their local community. All of them have been studying English for four years. Additionally, most of the students were local residents who lived in Sambor commune and the neighboring communities. The students were also given a pretest in order to measure their English speaking skills

prior to completing the course. The summary of the sample who participated in this study is presented in the following table.

Table 3.1

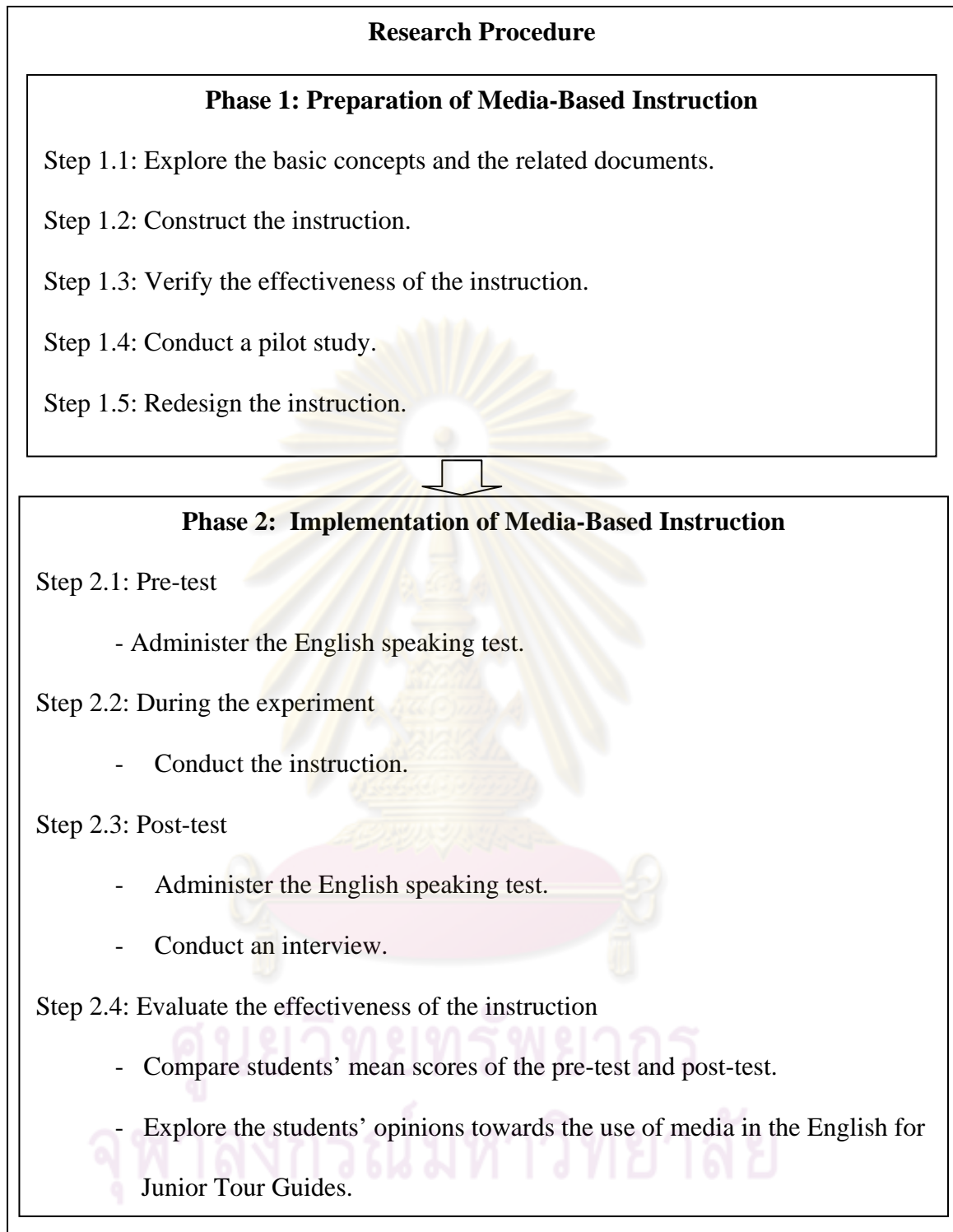
*Summary of the Sample*

|              | <b>Descriptions</b>  | <b>N</b> | <b>Percentage</b> |
|--------------|----------------------|----------|-------------------|
| Gender       | Male                 | 9        | 45%               |
|              | Female               | 11       | 55%               |
| Neighborhood | Sambor Commune       | 8        | 40%               |
|              | Neighboring Communes | 12       | 60%               |

**Research Procedure**

There were two phases in the research procedure. The first phase involved the preparation of Media-Based Instruction to be used in the English for Junior Tour Guides course, while the second phase dealt with the implementation of Media-Based Instruction in the English for Junior Tour Guides course. The details of the research procedure are presented in Figure 3.2.

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*Figure 3.2: Research Procedure*

## **Phase 1: Preparation of Media-Based Instruction**

In this phase, the preparation of an experiment was carried with five significant steps. The details of each step are presented in the following orders:

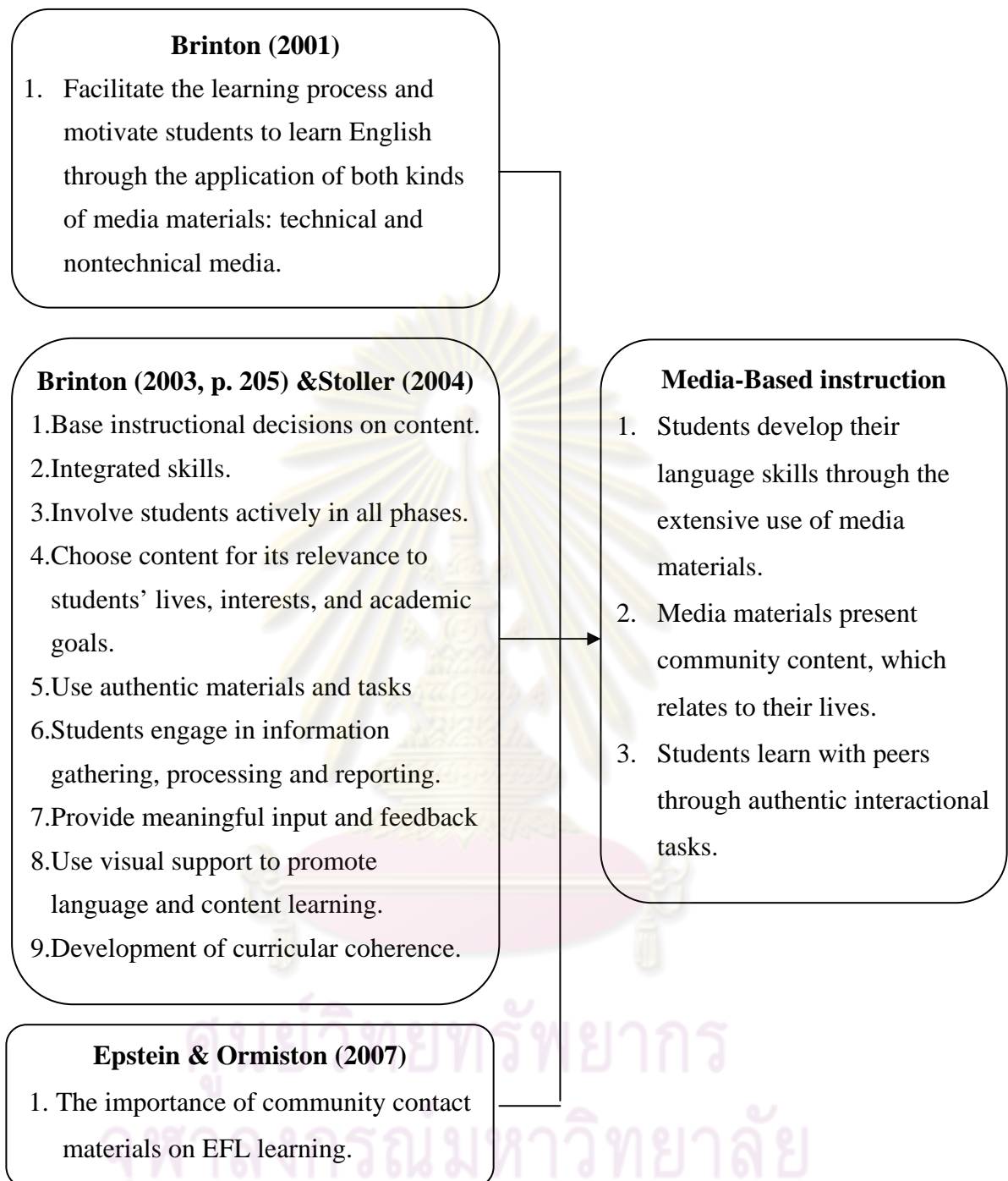
### **Step 1.1: Explore the Basic Concepts and Related Documents**

The basic concepts and related documents dealing with Media-Based Instruction and the instruction on speaking skills were explored. The theories and concepts of each can be summarized as follows:

#### **1.1.1. Media-Based Instruction**

Media-Based Instruction is an instructional approach to English language teaching in which language and content is taught through both technical and non technical media (Brinton, 2001). The presentation of media in language instruction is believed to facilitate the learning process and to motivate students to speak better. More specifically, using media in the language classrooms can respond to students' needs in terms of authenticity, learning styles, multiple input sources, and enriched language learning experiences.

In the present study, the Media-Based Instruction employs a theme-based syllabus, which is organized around the topic of the local community. According to Brinton (2003) and Stoller (2004), learning a language through interesting content can help students to enhance both language skills and content knowledge. Moreover, Epstein and Ormiston (2007) reported that the use of the local community as content in English language instruction and doing a community field trip can provide students the opportunities for sustained English language practice and promote greater motivation. Consequently, the study's theoretical framework will be based on the principles proposed by Brinton (2003) and Stoller (2004), which are discussed in the literature review.



*Figure 3.3: Media-Based Instruction*



The proposed instructional framework for Media-Based Instruction refers to the five-step instructional procedure which is proposed by Brinton (2001) (See figure 3.4). The five-stage instructional procedure to be adopted and implemented in this study is stated as follows.

The first stage is called “Information and Motivation.” The purpose of this stage is to provide the students with motivation and to activate their schema that links their pre-existing knowledge to the new topics about the local community. Additionally, the students are able to recall their previous experiences. This stage is important for students to prepare themselves to be ready for the new lesson.

The second stage is called “Input.” In this stage, the primary purpose is to present the new content in the community context, while the secondary purpose is to implicitly draw and elicit new vocabulary words and structures from the presented content. The students are taught to facilitate comprehension, to identify main ideas, and to understand language items.

The third stage of the instruction is called “Focus”. In this stage, students are provided with opportunities that involve guided practice in real world speaking tasks. The students manipulate the local community content and the language through note taking, information transfer, pair work, and group work.

The fourth stage is called “Transfer”. The purpose of this stage is to provide students with opportunities to do more practice through both transactional and interactional speaking tasks. The transactional speaking tasks refer to tasks which ask students to interact with one another for specific purpose such as business while interactional speaking tasks ask students to communicate with their peers as they work and spend time together. In these tasks, the students are offered

chances to give their personal comments or to reflect on their experiences to the given context in the instructional media tools. The students may work in pairs or groups to discuss about the context of the lesson through many types of activities such as a role playing, problem solving activities, an information gap, or a game. It is also possible for students to write a report and share their personal experiences with other students.

Finally, the fifth stage is called “Feedback.” This stage is optional. The purpose of this stage is to evaluate the students’ understanding and proficiency in terms of content, language, and speaking skills. The students’ evaluation is conducted through audio or video recordings of their performances, for example, the recording of students’ speech, an interview, a class discussion, a role playing activity, or a group problem solving activity. In this stage, the feedback will be given by both peers and the teacher.

### **1.1.2. Instruction on Speaking Skills**

To enhance students’ speaking competence, the researcher adopted and applied the principles for teaching speaking proposed by Bailey (2005), which was discussed in the literature review of this study. The core principles center on providing students with themes regarding the local community to talk about. At the same time, students are also given the opportunity to work in pairs and groups using both transactional and interactional speaking tasks.

#### **Step 1.2: Construct the Instruction**

To construct the instruction, two main procedural steps were conducted. First, the instructional framework for Media-Based Instruction was explored. Second, the lesson plans were developed. The details of constructing the instruction are discussed as follows:

### 1.2.1. Instructional Framework

To construct the instructional framework for Media-Based Instruction, the information from the first step was compiled and developed into a theoretical framework. Then, the instruction and its components were specified. The proposed instructional framework of Media-Based Instruction in the English for Junior Tour Guides course to be used in this study was modified based on Brinton (2001). Figure 3.4 summarizes the Media-Based Instruction in the English for Junior Tour Guides.



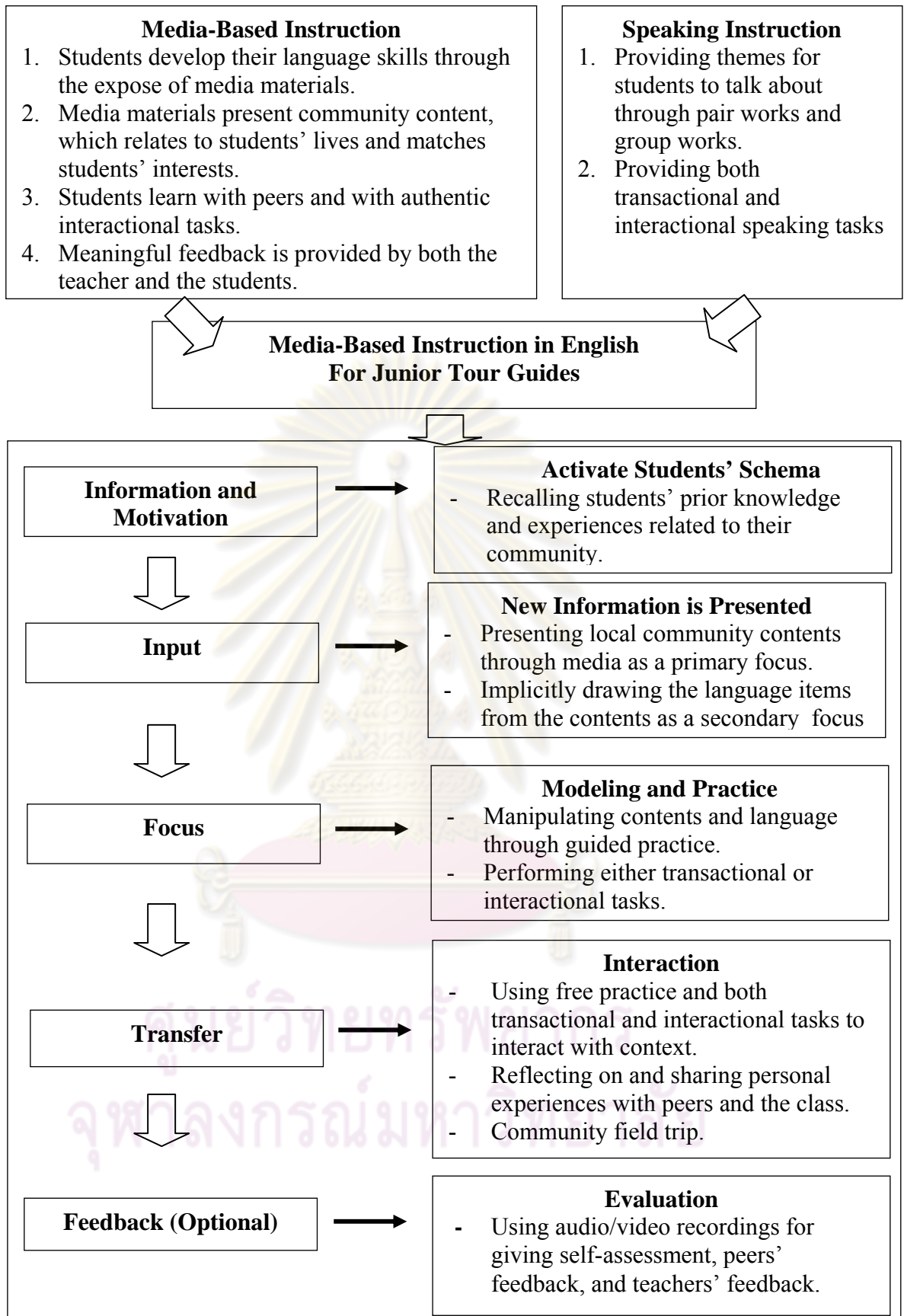


Figure 3.4: *Proposed Framework of Media-Based Instruction in the English for Junior Tour Guides.*

### **1.2.2. Lesson Plans**

Lesson plans to be employed in this study were developed by the researcher. Each lesson plan included the title of the lesson, objectives, time frame, evaluation, teaching steps, instructional activities, and types of instructional media to be used. Finally, ten lesson plans were developed based on following procedures:

#### **1.2.2.1. Documents Analysis**

To develop the lesson plans for Media-Based Instruction in the English for Junior Tour Guides course, the researcher studied the thematic content from various media sources such as textbooks, internet websites, brochures, guidebooks, and so forth. The information related to the tour guiding was compiled for developing the Media-Based Instruction in this study.

#### **1.2.2.2. Needs Survey**

Prior the needs survey was carried out, an informal interview with stakeholders was conducted in order to explore topics to be included in the needs survey questionnaire. The data gathered from the interview was used to develop the questionnaires. Then, the questionnaire was distributed to three policy makers, the vice principal of Kampong Chheuteal High School, a committee member of the HRH Princess Maha Chakri Sirindhorn Project in Education in the Kingdom of Cambodia, and a member of the community tourist authority, to seek the appropriate learning themes (Appendices A and B presented needs survey questionnaire). Before the respondents completed the questionnaire, the researcher explained to the respondents the purposes of the questionnaire, and asked them if they had any questions or concerns. Moreover, the researcher informed the respondents that their responses would be kept confidential and would be used for the study only.

The responses were then analyzed in order to extract the essential learning themes that were to be included in the scope and sequence of the English for Junior Tour Guides. The needs survey results reported that the five most preferred topics were respectively chosen: place, culture, education, people, and souvenirs and food, as illustrated in Table 3.2.

Table 3.2

*Results of Needs Survey*

| <b>Topics</b>     | <b>Percentage</b> | <b>Standard Deviation</b> |
|-------------------|-------------------|---------------------------|
| Place             | 33.17             | 0.19                      |
| Culture           | 20.98             | 0.52                      |
| Education         | 20.49             | 0.50                      |
| People            | 15.61             | 0.38                      |
| Souvenir and food | 9.76              | 0.76                      |

### 1.2.2.3. Topics

The five local community topics which were explored from the needs survey were included in Media-Based Instruction in the English for Junior Tour Guides. All of the five topics were then developed into ten lesson plans. Each lesson plan consisted of a topic, objectives, types of instructional media, time allocation, an evaluation, and the five instructional steps. Appendix C displayed the scope and sequence, and Appendices D and E presented lessons and lesson plans.

### Step 1.3: Verify the Effectiveness of the Instruction

The lesson plans were evaluated by three experts in the field of pedagogy, content, and language focus. The lesson plans were verified using the evaluation form to ensure its content and construct validity.

In the evaluation form, lesson layout and design, concepts of each lesson, objectives, instructional media, teaching steps, and activities were examined. The whole evaluation form comprised 19 items which were presented in 4 – point numeral Likert-type scales (See Appendix F).

4= Very good

3= Good

2=Acceptable

1=Poor

The language-teaching experts were asked to rate the quality of the lesson plans from 1 to 4 according the degree to which they agreed with the statements. The results of the evaluation were calculated into mean and compared using the following criteria:

3.50-4.00 means that the quality of lesson plan is “very good”

2.50-3.49 means that the quality of lesson plan is “good”

1.50-2.49 means that the quality of lesson plan is “acceptable”

1.00-1.49 means that the quality of lesson plan is “low”

Items scoring higher than 3 were reserved and those scoring lower than 3 were modified. The average score of each item is shown in Table 3.3.

Table 3.3

*Validation of Media-Based Instruction Lesson Plans*

| Aspects                        | Expert      | Expert      | Expert      | Mean        | Meaning     |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|
|                                | A           | B           | C           |             |             |
| Lesson layout and design       | 3.50        | 3.00        | 3.50        | 3.33        | Good        |
| Objectives                     | 3.50        | 3.50        | 2.00        | 3.00        | Good        |
| Media materials and worksheets | 4.00        | 4.00        | 3.29        | 3.76        | Very good   |
| Steps of teaching              | 4.00        | 3.33        | 2.33        | 3.22        | Good        |
| Activities                     | 4.00        | 3.60        | 3.00        | 3.53        | Very good   |
| <b>Overall</b>                 | <b>3.80</b> | <b>3.49</b> | <b>2.82</b> | <b>3.37</b> | <b>Good</b> |

According to Table 3.3, the results of the lesson plan evaluation indicated that the average scores of the lesson plan ranged between 3.00 and 3.76 and the overall score was 3.37. It implied that the lesson plans contained a majority of the relevant characteristics and the overall lesson plans were good. However, the three experts provided some additional comments for revising the lesson plans.

**Expert A** suggested that it was important to write an objective in a way that it could be observable. The expert also gave an example of how to write an effective objective. For example, in the first lesson plan, instead of “*give general information about the temple*”, the expert suggested that it would be better to write it as “*talk about the temple in general*”. This was because “*Talking*” is more observable than “*giving*”. So the lesson plan objectives were then rewritten to make them more specific and assessable.

**Expert B** similarly suggested that the lesson objectives should be written in more concrete and conditional way. To make them more achievable, the



objectives should be written using behavioral verbs, such as describe, identify, tell, summary, and so forth. The experts especially recommended using the verbs which were classified in Bloom's Taxonomy verbs list. The expert also suggested that there should be some fun activities or games included in the information and motivation stage. Additionally, the evaluation of every lesson should emphasize the real language usage of students. As a result of the expert's comments, the games and fun activities were included in the first stage.

**Expert C** suggested that a variety of media should be used as an input and the activities should provide more chances for students to speak out correctly and clearly. Apart from media and activities, the introduction of the new language "*passive*" in Lesson 1 is very difficult for students. So the sentences were modified and simplified. Moreover, the expert suggested that it was necessary that the feedback stage should be conducted in every lesson because it helped students to reflect the language they learned. Accordingly, more supplementary media and activities were prepared for each lesson.

To clarify what to be reviewed in the lesson plans. The comments from the experts were summed up in Table 3.4.

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Table 3.4

*Experts' Comments and Suggestions on Lesson Plans*

| <b>Lesson</b>                                     | <b>Comments</b>   |
|---|---|
| 1. Introduction to Sambor Preikuk Historical Site | <ul style="list-style-type: none"> <li>- The objectives should be written in more specific, observable and conditional way and able to be assessed.</li> <li>- There should be more activities on speaking and pronunciation.</li> <li>- The new language introduced in the lesson is extremely difficult.</li> <li>- Feedback should be a must-stage.</li> </ul>         |
| 2. Giving Directions to Historical Site           | <ul style="list-style-type: none"> <li>- The objectives should be written in a more specific, observable and conditional way and able to be assessed.</li> <li>- There should be more fun activities in the first stage "Information and Motivation".</li> <li>- The activities in section C are difficult.</li> <li>- Feedback should be a must-stage.</li> </ul>        |
| 3. Introduction to Kampong Chheuteal High School  | <ul style="list-style-type: none"> <li>- The objectives should be written in a more specific, observable and conditional way and able to be assessed.</li> <li>- The evaluation should be written more clearly and emphasize on the ability of the students.</li> <li>- The activities in section C are difficult.</li> <li>- Feedback should be a must-stage.</li> </ul> |

In conclusion, although the overall results of the Media- Based Instruction lesson plans showed that the lesson plans contained good characteristics, they were

revised in terms of objectives, media input, evaluation and activities according to the experts' suggestions and prepared for the pilot study.

#### **Step 1.4: Conduct a Pilot Study**

After the revision of the lesson plans, a pilot study was carried out before the main study was undertaken. The purpose of the pilot study was to confirm that the preliminary version of the lesson plans, speaking test, interview questions, and other instructional media were applicable to the present study. Plus, the pilot study also aimed to identify the parts of the instruction that needed to be revised before it was conducted in the main study.

Consequently, three lesson plans were piloted with 27 Grade 11 students who were studying at Kampong Chheuteal High School in June in the 2008-2009 academic year. As previously stated, the lesson plans were good representatives of how to utilize both technical and non-technical media in language instruction. The students chosen for the pilot study shared similar characteristics in terms of their ages, their educational backgrounds and their knowledge of the local community.

#### **Step 1.5: Redesign the Instruction**

In redesigning the instruction, two significant steps were conducted. First, revision of the instruction was carried out. Second, the development of an instructional manual was conducted.

##### **1.5.1: Revise the Instruction**

The developed instructional media and its lesson plans were then reviewed based on the information obtained from the pilot study. The major problems found in the pilot study were time allocation, the directions of the activities, and the unfamiliarity of the media.

The results from the pilot study indicated that the speaking tasks were limited with time, particularly those which were designed for the fourth and fifth instructional stage. It was found that the students could not finish their assigned tasks in time. So, the exercises could be shortened due to the time constraint. Concerning the directions of the activities, it was found that students were not able to follow the directions and needed more modification and explanation from the teachers. Furthermore, during the lessons which required the use of the internet websites, students were likely to use the computers in an inappropriate way. Students often opened other programs while they were supposed to be studying specific websites.

### **1.5.2: Develop an Instructional Manual**

The instructional manual was redeveloped based on the earlier exploration of related documents, the comments from the experts, and the information learned from the pilot study. In this study, the instructional manual covered six aspects: (1) the course objectives, (2) course structure, (3) instructional media, (4) course description, (5) teacher's roles, (6) student's roles, and (7) course evaluation and assessment.

#### **1.5.2.1: Course Objectives**

By the end of the course, the students will be able to learn the following language aspects:

- Students will be able to orally communicate in English under the topics of their own community, for instance, local places, education, cultures, people, food, and souvenirs.

- Students will be able to use English to guide the visiting local and foreign visitors around their community.
- Students will be able to develop a sense of pride and values in their community and culture.

#### **1.5.2.2: Course Structure**

- Course title : English for Junior Tour Guides.
- Students' Level : Grade eleven students,  
Kampong Chheuteal High  
School.
- Number of hours : 24 hours (2 hours per week)
- Date/Time : Thursday/ 14.00-16.00 hrs
- Academic year : 2009-2010
- Semester : First Semester

#### **1.5.2.3: Instructional Media**

- Technical media : Video aids, Audio aids, Internet, and LCD projector.
- Non-technical media: Blackboards, Handouts, Maps, Brochures, Guidebook, Pictures, and Worksheets.

#### **1.5.2.4: Course Description**

The English for Junior Tour Guides course aims to teach students through the integration of language and local community contents (places, education, cultures, people, food and souvenir). Students will be able to learn the English language through the utilization of both types of media: technical and non

technical media in order to improve their speaking ability. Figure 3.5 presents the course contents.

| <b>Weeks</b> | <b>Topics/Units</b>                           | <b>Contents</b>                                      | <b>Hours</b> |
|--------------|---|--|--------------|
| 1            | Course Preparation                            | Pretest and Course Orientation                       | 4            |
| 2            | Places  | Introduction to Sambor Preikuk Historical Site.      | 2            |
| 3            |   | Giving Directions to Sambor Preikuk Historical Site. | 2            |
| 4            | Education                                     | Introduction to Kampong Chheuteal High School        | 2            |
| 5            |   | Learning Facilities                                  | 2            |
| 6            | Culture                                       | Khmer Dances   | 2            |
| 7            |   | Khmer Festivals and Ceremonies                       | 2            |
| 8            | People  | Cambodian Kings                                      | 2            |
| 9            |   | HRH Princess Maha Chakri Sirindhorn                  | 2            |
| 10           | Food and Souvenirs                            | Cambodian Food and Drink                             | 2            |
| 11           |   | Souvenirs from Prasat Sambor                         | 2            |
| 12           | Evaluate the Effectiveness of the Instruction | Posttest and Interview                               | 4            |

*Figure 3.5: Course Contents*

### 1.5.2.5: Teacher's Roles

In this course, the teacher has many roles. The teacher works as a facilitator, an organizer, a coach, an advisor, an assessor, and a students' partner. This can be said that the teacher not only organizes lessons and activities for students, but also facilitates the learning process, gives feedback to students, evaluates the students' learning capability, and takes part in activities.

### 1.5.2.6: Students' Roles

Students are expected to be active and encouraging learners. Their roles are as learners who are willing to actively participate in every task and activity; and share opinions, ideas, and experiences that are subsequently useful for their English language learning. The students are also required to give constructive feedback to and evaluate their peers' performance.

### 1.5.2.7: Course Evaluation

- Class participation and discussion 40 %
- Final exam 40%
- Assignments 20%

Evaluation table:

| Percentage | Description | Remarks  |
|------------|-------------|----------|
| 85-100     | Excellent   | <b>S</b> |
| 80- 85     | Very good   |          |
| 70- 79     | Good        |          |
| 60- 69     | Average     |          |
| 50- 59     | Fair        |          |
| 0- 49      | Fail / Weak | <b>U</b> |

## **Phase 2: Implementation of Media-Based Instruction**

The implementation and evaluation of Media-Based Instruction in the English for Junior Tour Guides course lasted for 12 weeks. The first week was devoted to a pretest and a course orientation, while the twelfth week was devoted to a posttest and an interview. Therefore, the main instructional period lasted for ten weeks. In each week, one two-hour lesson was covered. The steps in conducting the course experiment are described as follows.

### **Step 2.1: Pretest**

Before the implementation of Media-Based Instruction in the English for Junior Tour Guides course, all students were pre-tested to assess their English speaking skills. To give accurate grading, three test raters were invited to evaluate the students' speaking performance. Then, the inter-raters reliability of the three raters was calculated by Cronbach's Alpha. The results indicated that the value of the inter-rater reliability was 0.99 which could be concluded that the rating of the test among the three raters were highly reliable.

### **Step 2.2: During the Experiment**

During the experimentation period, the Media-Based Instruction in the English for Junior Tour Guides course was employed. The students were asked to engage in five instructional phases namely information and motivation, input, focus, transfer, and feedback.

### **Step 2.3: Post-test**

At the end of the experimentation period, the students were given a posttest to examine the effectiveness of Media-Based Instruction in the English for Junior Tour Guides course on the improvement of students' speaking ability. The content of the posttest was the same as it was in the pretest. Also, the same raters



evaluated the students' speaking performance. The value of the inter-rater reliability found by Cronbach's Alpha was 0.98. Based on this value, it could be inferred that the test rating of the three raters in the posttest were highly consistent.

Meanwhile, the interview was conducted with three groups of students. Group one consisted of four students who obtained best scores from pre and posttest, while group two were another four students who gained lowest scores from pre and posttest. Group three consisted of two students who got significantly differentiated scores between pre and posttest. The interviewer asked the students to express their opinions towards the use of media using the Khmer language. The interview questions are presented in Appendix J.

#### **Step 2.4: Evaluate the Effectiveness of the Instruction**

To evaluate the effectiveness of the instruction, the data gathered from the pre and post English speaking tests were statistically analyzed using a mean and a sample paired t-test, while the students' opinions towards the use of media obtained from the interview were analyzed using content analysis.

#### **Research Instruments**

The instruments used in this present study were the English speaking test, and the interview questions. The English speaking test was used to investigate the students' speaking ability before and after the instruction, while the interview questions were used to seek the students' opinions towards the use of media in the English for Junior Tour Guides.

##### **English Speaking Test**

In this study, the English speaking test along with the scoring rubric was used in order to evaluate the students' speaking abilities. Therefore, both the English speaking test itself and the scoring rubric are described in this section.

### **English Speaking Test**

The English speaking test was used as both the pretest and the posttest. The test was administered prior to and after the instruction in order to assess the students' English speaking ability in terms of relevance of content, fluency, comprehension, pronunciation, vocabulary, and grammar. The test was adapted from TOEIC (2008) and based on the Bailey's speaking assessment principles (2005); and it was comprised of four parts. In the first part, the students were given six guided questions and required to introduce themselves to the examiners. This part was not graded. The second part involved reading a short text aloud, and the third part was a presentation in which students were asked to orally describe a picture of a temple based on their pre-existing knowledge, the words clues, and the nine guided questions. The final part was a discussion in which students were required to participate in role playing task. In this part, the students were given a map and asked to give directions to the Sambor Preikuk Historical Site with three questions asked by the interviewer.

In each part of the test, the students were required to use a variety of language functions. The test topics covered general information on students' local community, tourist attraction and education. The time allocation of the test is approximately 9 minutes. The speaking test is summarized in Table 3.5 and the sample of the speaking test is presented in Appendix G.

Table 3.5

*Summary of English Speaking Test Format*

| <b>Parts</b> | <b>Scores</b> | <b>Tasks</b>                                  | <b>Times</b> | <b>Evaluation Criteria</b>   |
|--------------|---------------|---|--------------|--|
| <b>1</b>     | Not graded    | Self introduction<br>(6 guided questions)     | 1 minutes    | <ul style="list-style-type: none"> <li>• Not graded</li> </ul>   |
| <b>2</b>     | 5             | Reading a text aloud<br>(No guided questions) | 2 minutes    | <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Stress and intonation</li> </ul>   |
| <b>3</b>     | 25            | Presentation<br>(9 guided questions)          | 3 minutes    | <ul style="list-style-type: none"> <li>• Relevance of content</li> <li>• Fluency</li> <li>• Pronunciation, stress, and intonation</li> <li>• Vocabulary</li> <li>• Grammar</li> </ul>                          |
| <b>4</b>     | 30            | Discussion<br>(3 guided questions)            | 3 minutes    | <ul style="list-style-type: none"> <li>• Relevance of content</li> <li>• Fluency</li> <li>• Comprehension</li> <li>• Pronunciation, stress, and intonation</li> <li>• Vocabulary</li> <li>• Grammar</li> </ul> |

### **Validity and Reliability of the English Speaking Test**

The content validity of the test items was checked by three experts in the field of language testing (See Appendix L). The experts were asked to give comments on the appropriateness of the test as well as to rate the test items as to whether it is congruent with the test objectives using the test evaluation form constructed by the researcher (See Appendix I). The items to be evaluated in the

evaluation form were the Item-Objective Congruence (IOC) Index which was scored ranging from -1 to 1.

|              |   |    |
|--------------|---|----|
| Congruent    | = | 1  |
| Questionable | = | 0  |
| Incongruent  | = | -1 |

The items that have an index lower than 0.5 were revised. On the other hand, the items that have an index higher than or equal 0.5 were reserved. Results indicated that 78.57% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with test objectives and the speaking aspects. Only 3 items needed alteration. The consultation with the experts resulted in the following comments:

Table 3.6

*Summary of Experts' Comments on the English Speaking Test*

| <b>Assessment Issues</b> | <b>Comments</b>  |
|--------------------------|--|
| Part One                 | - Some language presented in the test should be changed.   |
| Part Two                 | - Some language presented in the test should be changed.<br>- As the test tries to assess pronunciation, stress and intonation of the English language, using non-English words in the text is not a fair way to assess their ability to pronounce words. Therefore words such as Kampong Chheuteal, Sambor, Prasat Sambor, Kampong Thom, Khmer, Princess Maha Chakri Sirindhorn should not be graded. |

Table 3.6 (continued)

*Summary of Experts' Comments on the English Speaking Test*


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|            |  |
|------------|--|
| Part Three | - The guided questions do not support the language function of "giving descriptions."<br><br>- Some more guided questions should be added. |
|------------|--|

---

|           |  |
|-----------|--|
| Part Four | - The time allocation is not appropriate ( 3 minutes at least) |
|-----------|--|

---

In conclusion, the comments from the experts centered on three main aspects, namely, some key words were not appropriate, the guided questions did not completely support the language functions, and the time allocation was too short.

The evaluation and the comments from the experts were used as a basis for the test alteration. After the alteration, the test was then piloted with 27 Grade 11, class A students studying at Kampong Chheuteal High School in the 2008-2009 academic year and were graded using the scoring rubric (See Appendix H).

After administrating the test, the reliability of the overall test was calculated by Cronbach's Alpha formula. The findings showed that the test reliability in the pilot study was 0.96, which can be interpreted that the test had high reliability. After the pilot study, all parts of the test were also analyzed for their difficulty index and discrimination index.

The criteria for the difficulty index and the discrimination index were set as follows D.R Whitney and D.L Sabers (1970).

For the difficulty index (p):

$p < 0.20$  means the item was difficult.

$p = 0.20-0.80$  means the item was good in terms of its difficulty.

$p = 0.81-0.94$  means the item was easy.

$p \geq 0.95$  means the item was very easy.

For the discrimination index ( $r$ ):

$r = 0$  means the item had no discrimination ability.

$r \geq 0.19$  means the item had a low discrimination ability.

$r = 0.20-0.29$  means the item had a fair discrimination ability.

$r = 0.30-0.39$  means the item had a high discrimination ability.

$r \geq 0.40$  means the item had a very high discrimination ability.

According to the calculation using D.R Whitney and D.L Sabers (1970), the values of the difficulty index and the discrimination index are presented as follows.

Table 3.7

*Difficulty Index and Discrimination Index of the Test obtained from the Pilot Study*

| Aspects              | Test   |        |        |         |
|----------------------|--------|--------|--------|---------|
|                      | Part 2 | Part 3 | Part 4 | Overall |
| Difficulty Index     | 0.55   | 0.41   | 0.40   | 0.45    |
| Discrimination Index | 0.70   | 0.56   | 0.72   | 0.66    |

Based on the above criteria, it is indicated that the test items were good in terms of difficulty ( $p=0.45$ ), and also they had a very high discrimination ability ( $r=0.66$ ). The speaking test was satisfactory.

In summary, the overall English speaking test was good. The results obtained from the English speaking evaluation form indicated that only a few parts of the test needed to be modified. The comments mostly centered on the languages use,

the assessment aspects, and the time allocation. These items were modified accordingly.

### **Scoring Rubric**

The test scoring rubric in the study was analytical scales for the descriptions of oral language proficiency. The rubric was adapted from those developed by TOEIC (2008), O' Malley, J.M & Pierce,L.V. (1996) and Hayati & Askari (2008) and it consisted of scales measuring knowledge of content, fluency, comprehension, pronunciation, vocabulary, and grammar. After the scoring rubric was developed, it was evaluated by the experts, revised and tried out in the pilot study. At least two experts agreed with the use of the scales in all aspects; and there was no major revision. Appendix H displays test scoring rubric.

After being tried out, the functional scales were revised to make the descriptors clearer and more suitable to the new imaginary task. The raters were also asked to give feedback on the use of the scales. Eventually, one major comment was found in which the aspect of comprehension was taken out from the evaluation criteria in part 3 of the test.

### **Interview Questions**

The interview questions were constructed in order to interview the students at the end of the course. The purpose of this interview was to explore students' opinions towards the use of media in the English for Junior Tour Guides.

A total of 12 items regarding the media used in English for Junior Tour Guides course were constructed. The questions asked students to express their opinions concerning four aspects, namely, their experience with media, types of media, the use of media, and their comments and suggestions towards the use of media. Also, the students were asked to describe how particular types of media

assisted them to learn the language better in terms of content, speaking skills, and language features. The questions were translated into the Khmer language to be more understandable and precise, get insightful information, and reduce language barriers (See appendices J and K). Students were also informed that the questions to be asked had no right or wrong answers. The aspects and constructs of interview questions are presented in Table 3.8.

Table 3.8

*Aspects of Interview Questions*

| <b>Aspects</b>        | <b>Items</b>   |
|-----------------------|--|
| Experience with media | 1. Are you familiar with the media presented in the course? If yes, how?   |
| Types of media        | 2. Did the media presented in the course add to your interests about the class?<br>3. Which types of media did you find the most interesting?<br>4. Which types of media did you find the least interesting?   |
| Use of media          | 5. Do you think the media could help you to understand the content of the lessons better? If yes, which types of media and how?<br>6. Do you think the media could promote your speaking abilities? If yes, which types of media best promote your speaking ability and how? |



Table 3.8 (Continued)

*Aspects of interview questions*

| <b>Aspects</b>                 | <b>Items</b>  |
|--------------------------------|---|
| Use of media                   | <p>7. Do you think the media could help you to understand the content of the lessons better? If yes, which types of media and how?</p> <p>8. Do you think the media could promote your speaking abilities? If yes, which types of media best promote your speaking ability and how?</p> <p>9. Do you think the media could help you to understand the target language? If yes, which types of media help you the most and how?</p> <p>10. Overall, which types of media do you think could help you to learn better? How did those types of media help you?</p> <p>11. Did the media-based lesson help prepare you for the class?</p> |
| Other comments and Suggestions | <p>12. Do you want media to be employed in regular English classes in this high school? Why?</p> <p>13. What other media would you like to see included in the course?</p> <p>14. Any additional comments?</p>  |

### Validity and Reliability of the Interview Questions

The content validity of the interview questions was evaluated by 3 experts in English language instruction (See Appendix L). The experts were asked to give comments on each item. After the consultation with the experts, 4 items (3, 4, 6, and 9) were adjusted. The comments mostly centered on the language of some items which were unclear. The items were improved to make the questions more understandable and easier to answer. The items were modified as follows:

Item 3: Which types of media did you find the most interesting?

តើសំភារៈឧបទ្វេសប្រភេទណា ដែល បួនៗគិតថាគួរអោយចាប់អារម្មណ៍ជាងគេបំផុត?



តើសំភារៈឧបទ្វេសប្រភេទណាខ្លះ ដែល បួនៗចាប់អារម្មណ៍ជាងគេបំផុត?

(Modified)

Item 4: Which types of media did you find the least interesting?

តើសំភារៈឧបទ្វេសប្រភេទណា ដែល បួនៗគិតថាគួរអោយចាប់អារម្មណ៍តិចបំផុត ?



តើសំភារៈឧបទ្វេសប្រភេទណាខ្លះ ដែល បួនៗចាប់អារម្មណ៍តិចបំផុត ? (Modified)

Item 6: Which types of media do you think could best promote your speaking abilities?

តើសំភារៈឧបទ្វេសប្រភេទណាដែល បួនៗគិតថាជួយអ្នកបានបង្កើន សមត្ថភាពនៃការនិយាយ របស់បួនៗបានច្រើនជាងគេ?



តើសំភារៈឧបទ្វេសប្រភេទណាខ្លះ ដែល បួនៗគិតថាបានជួយបង្កើន សមត្ថភាពនៃការនិយាយ របស់បួនៗបានច្រើនជាងគេ? (Modified)

Item 9: Did Media-Based lesson make you have more preparation for the class?



Did the Media-Based lesson help prepare you for the class? (Modified)

After the revision, the questions were piloted for the interview with 30 Grade 11 class A students studying at Kampong Chheuteal High School in the 2008-2009 academic year. The results obtained from the pilot study indicated that items 1, and 9 needed to be modified, and that the interview should be conducted in a friendly way.

In conclusion, two main research instruments were used in the current study, namely, an English speaking test as well as its scoring rubric and interview questions. The English speaking test was used to evaluate students' speaking ability, while the interview questions were used to explore students' opinions towards the use of media.

### **Data collection**

The data collection for this study was conducted between October 2009 and December 2009, which was the beginning of the academic year for schools in Cambodia; and was carried out in three phases: before, during, and after the experimental study.

The whole experimental study of Media-Based Instruction in the English for Junior Tour Guides course lasted for 12 weeks. Prior to Media-Based Instruction (week 1), the course orientation was introduced to students and the English speaking pretest was employed in order to assess students' speaking ability. Additionally, the students who were participating in this study were given an orientation on the overview of the course. During the experimental study, the Media-Based Instruction

was conducted for 10 weeks. The students were asked to be engaged in five instructional stages, namely information and motivation, input, focus, transfer, and feedback. After the Media-Based Instruction (week12), the English speaking posttest was given to the students in order to examine the improvement of the students' speaking abilities. The pre and post-test were both audio-recorded for accurate grading. Then, the interview was conducted with 10 students who were selected based on their pre and posttest scores. The interviewees were categorized into three groups. Group 1 consisted of four students who obtained high scores in both pre and posttest, while Group 2 were another four students who got low scores in both pre and post test. Group 3 consisted of two students who had significantly differentiated scores between pre and posttest. The purpose of the interview was to explore the students' opinions towards the use of media in their English for Junior Tour Guides. During the interview, students were asked to answer several questions in the Khmer language to get insightful information and to reduce language barriers. The outline of data collection is illustrated in Table 3.9.

Table 3.9

*Outline of Data Collection*

## Data collection for the experimental study

|                                       |  |
|---------------------------------------|--|
| Week 1<br>(Before the instruction)    | <ul style="list-style-type: none"> <li>• The English speaking pretest was administered to the students.</li> <li>• Course orientation was organized.</li> </ul>            |
| Week 2-11<br>(During the instruction) | <ul style="list-style-type: none"> <li>• The Media-Based Instruction was employed. The students participated in lessons for 10 units.</li> </ul>                           |
| Week 12<br>(After the instruction)    | <ul style="list-style-type: none"> <li>• The English speaking posttest was administered to the students.</li> <li>• Interviews were conducted with 10 students.</li> </ul> |

## Data Analysis

Research question 1 was concerned with the effects of Media-Based Instruction on the speaking ability of students who participated in the English for Junior Tour Guides course. To respond to this question, the pre and post English speaking test mean scores were compared. To analyze the data, a paired sample t-test was statistically conducted to determine the differences between the students' English speaking pretest and post-test mean scores.

Research question 2 was concerned with the students' opinions towards the use of media in the English for Junior Tour Guides course. To find an answer to this question and to understand further insight about the students' opinions towards the use of media in their English for Junior Tour Guides, the data obtained from the interview was analyzed using content analysis.



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Table 3.10

*Summary of Data Analysis*

| <b>Research Questions</b>   | <b>Objectives</b>  | <b>Instruments</b>  | <b>Mean of analysis</b>            |
|---|--|---|------------------------------------|
| 1. To what extent does Media-Based Instruction in the English for Junior Tour Guides course improve students' speaking ability? | To investigate the effects of Media-Based instruction in the English for Junior Tour Guides course on the improvement of students' speaking ability. | - English speaking test and its scoring rubric<br><i>(conducted prior to and after the treatment)</i> | - Mean<br>- Paired samples t- test |
| 2. What are students' opinions towards the use of media in the English for Junior Tour Guides course?                           | To explore students' opinions towards the use of media in the English for Junior Tour Guides course.   | Interview questions<br><i>(conducted after the course)</i>  | Content analysis                   |

**Summary**

This study aims to examine whether Media-Based Instruction in the English for Junior Tour Guides course improves students' speaking ability. The main experimental study was conducted with 20 Grade 11 students from Kampong Chhenteal High School who were enrolled in 2009-2010 academic year. The study lasted for 12 weeks between October 2009 and November 2009. The study compared the students' speaking test mean scores before and after receiving Media-Based Instruction by using a paired sample t-test. Furthermore, the study explored the

students' opinions towards the use of media in their English for Junior Tour Guides course through the interview. The data collected from the interview was analyzed using content analysis.



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## CHAPTER IV

### RESULTS

This chapter reports the data collected from the pre and post English speaking tests and the students' opinions towards the use of media in the English for Junior Tour Guides. Both the quantitative and qualitative findings of the study are divided into two parts in accordance with the research objectives and hypothesis. The first part deals with the first question, which was to investigate the effects of Media-Based Instruction in the English for Junior Tour Guides on the speaking ability of students at Kampong Chheuteal High School. The quantitative data resulted from the pretest and posttest mean scores. The second part addresses the second research question, which was to explore the students' opinions towards the media used in the English for Junior Tour Guides. The data obtained from the interviews was summarized using content analysis and presented in descriptive form in order to understand the students' opinions towards the use of media in the English for Junior Tour Guides.

#### Results of Research Question 1

**Research Question 1** - To what extent does Media-Based Instruction in the English for Junior Tour Guides improve students' speaking ability?

**Hypothesis 1**- The posttest mean scores on the English speaking ability of students will be higher than the pre-test mean scores at the significant level of .05.

This research question determines whether Media-Based Instruction in an English for Junior Tour Guides improved students' speaking ability through examination of the English speaking test mean scores. To address this research question, the English speaking test, with a possible 60 points, was used to evaluate several aspects of students' speaking ability including the ability to speak fluently



with meaningful content, the ability to pronounce the words accurately, the ability to comprehend the interlocutor's speech, the ability to use a variety of appropriate vocabulary words, and the ability to speak using correct grammar.

To accurately grade these tests, three test raters were used to evaluate the students' speaking performance in both the pretest and the posttest, namely the researcher, and two English teachers from Kampong Chheuteal High School. The inter-rater reliability of the three raters, calculated by Cronach's Alpha, was 0.99 for the pretest and 0.98 for the posttest. These values were significantly high and it could be implied that the reliability in grading students' speaking performance by the three raters was highly reliable and consistent.

In order to examine the improvement of students' speaking ability, a comparative analysis between the mean scores of the English speaking pretest and posttest were conducted. The results of the statistical analysis are presented into two areas: (1) the comparison of pretest and posttest scores focusing on the whole test and (2) the comparison of pretest and posttest scores considering separate parts of the test.

#### **Comparison of Pre and Posttest Scores Focusing on the Whole Test**

In this section, descriptive statistics of dependent variables from pretest and posttest were computed. Also, standard deviations, t-values, and statistical significance were calculated. The results of the statistical calculation are illustrated in Table 4.1.

Table 4.1

*A Comparison of Pre and Posttest Mean Scores of the English Speaking Test*

| Group                | N  | Pretest          |                 | Posttest         |                 | Mean<br>Difference | t               | Sig   |
|----------------------|----|------------------|-----------------|------------------|-----------------|--------------------|-----------------|-------|
|                      |    | (Total Score=60) |                 | (Total Score=60) |                 |                    |                 |       |
|                      |    | $\bar{X}$        | SD              | $\bar{X}$        | SD              |                    |                 |       |
|                      |    | (%)              | (%)             | (%)              | (%)             | (%)                | (%)             |       |
| Grade 11<br>students | 20 | 10.76<br>(17.93) | 8.91<br>(14.85) | 20.71<br>(34.52) | 8.38<br>(13.97) | 9.95<br>(16.58)    | 6.04<br>(10.07) | .00 * |

\*  $p < .05$

Table 4.1 indicates that the t-test value of 6.04 was statistically significant at a .00 level ( $p < .05$ ). Also, the students' posttest mean scores ( $\bar{X} = 20.71$ ,  $SD = 8.91$ ) on the English speaking test were higher than the pretest mean scores ( $\bar{X} = 10.76$ ,  $SD = 8.38$ ). The possible total score was 60 and the mean difference was 9.95. Therefore, it can be concluded that there were significant differences between the pre and posttest mean scores of the English speaking test for Junior Tour Guides at a significant level ( $p < .05$ ). Hence, the first hypothesis was accepted. In other words, the students performed their speaking ability significantly better after taking the Media-Based Instruction.

In addition to the statistical difference judged by the  $p$  value, the values of effect size were also calculated to measure the magnitude of the effects of Media-Based Instruction in the English for Junior Tour Guides on the students' speaking ability. In this study, the mean effect size correlation of the paired sample t-test was 0.64, which suggests that the effect size was moderately large according to Cohen (1998). This can be interpreted to mean that the Media-Based Instruction in the English for Junior Tour Guides had an effect on improving students' speaking ability.

To confirm the improvement of students' speaking ability, the speaking test scores of individual student are further illustrated as shown in Table 4.2.

Table 4.2

*Pre and Posttest Scores of Individual Student*

| Students | Pre-test   |                  | Post-test  |                  |
|----------|------------|------------------|------------|------------------|
|          | Raw Scores | Converted Scores | Raw Scores | Converted Scores |
| 1        | 35.33      | 58.88            | 37.33      | 58.88            |
| 2        | 24.00      | 40.00            | 28.00      | 40.00            |
| 3        | 21.00      | 35.00            | 28.67      | 35.00            |
| 4        | 18.00      | 30.00            | 14.33      | 30.00            |
| 5        | 17.00      | 28.33            | 21.67      | 28.33            |
| 6        | 15.33      | 25.55            | 29.33      | 25.55            |
| 7        | 12.00      | 20.00            | 24.33      | 20.00            |
| 8        | 12.00      | 20.00            | 24.67      | 20.00            |
| 9        | 10.33      | 17.22            | 28.67      | 17.22            |
| 10       | 8.67       | 14.45            | 16.33      | 14.45            |
| 11       | 8.67       | 14.45            | 16.00      | 14.45            |
| 12       | 6.67       | 11.12            | 28.00      | 11.12            |
| 13       | 6.33       | 10.55            | 19.67      | 10.55            |
| 14       | 5.33       | 8.88             | 20.33      | 8.88             |
| 15       | 3.33       | 5.55             | 24.00      | 5.55             |
| 16       | 3.00       | 5.00             | 8.67       | 5.00             |
| 17       | 3.00       | 5.00             | 8.67       | 5.00             |
| 18       | 2.67       | 4.45             | 7.67       | 4.45             |
| 19       | 1.00       | 1.67             | 16.67      | 1.67             |
| 20       | 1.00       | 1.67             | 12.67      | 1.67             |

Table 4.2 illustrates that student's pretest mean scores ranged from 1.00 to 35.33, while their posttest mean scores ranged from 7.67 to 37.33. Considering the gain scores of individual student, the findings indicate that student gained better

scores in their posttest than in their pretest. Based on the differences between the pre and posttest mean scores, the statistical difference ( $p$  value), and the effect size value, it is evidently attributed that Media-Based Instruction in an English for Junior Tour Guides improved students' speaking ability.

### **Comparison of Pre and Posttest Scores Considering Individual Part**

In order to further understand students' speaking improvement, the comparison of pre and posttest scores considering separate part of the test was calculated. As mentioned in the previous chapters, the English speaking test used to measure the students' speaking abilities was divided into four parts. The first part was not graded and required students to introduce themselves concerning their names, ages, classes, and addresses. The second part required students to read a text aloud and measured the students' pronunciation, stress, and intonation in reading the text. The third part asked students to perform a monologue by describing a picture and measured students' speaking ability in terms of relevance to content, pronunciation, fluency, vocabulary, and grammar. Similarly, the last part required students to participate in a communicative dialogue in order to evaluate their speaking ability in terms of relevance to content, pronunciation, fluency, comprehension, vocabulary, and grammar.

It was found that the comparative mean scores of each part between the pretest and posttest were noticeably different. The students seemingly improved the features of speaking unequally. The results indicate that students' improvement on reading pronunciation was less than their improvement on producing monologue and communicative dialogue. The details of the mean scores for every part of the test are listed in Table 4.3.

Table 4.3

*Students' Speaking Improvement Considering Separate parts of Speaking Test*

| Speaking Aspects<br>(%)                                   | Pretest         |                 | Posttest        |                 | Mean<br>difference<br>(%) | t<br>(%)        | Sig  |
|---|-----------------|-----------------|-----------------|-----------------|---------------------------|-----------------|------|
|   | $\bar{X}$       | SD              | $\bar{X}$       | SD              |                           |                 |      |
| Part Two<br>(Reading pronunciation)<br>Total Score = 5    | 2.62<br>(52.40) | 0.91<br>(18.20) | 2.91<br>(58.20) | 0.69<br>(13.80) | 0.3<br>(6.00)             | 2.01<br>(40.20) | .05  |
| Part Three<br>( Monologue)<br>Total Score = 25            | 3.83<br>(15.32) | 3.86<br>(15.44) | 8.78<br>(35.12) | 3.22<br>(12.88) | 4.95<br>(19.80)           | 7.27<br>(29.08) | .00* |
| Part Four<br>(Communicative dialogue)<br>Total Score = 30 | 4.28<br>(14.27) | 5.16<br>(17.20) | 9.08<br>(30.27) | 5.10<br>(17.00) | 4.80<br>(16.00)           | 4.31<br>(14.37) | .00* |

\*  $p < .05$

The results from Table 4.3 reveal that the mean scores of Part Two in both the pretest and the posttest were 2.62 (SD= 0.91) and 2.91 (SD=0.69) while the  $p$  value was significant at the level of .05. This can be interpreted to mean that the students made improvement in their pronunciation, stress, and intonation in reading a text aloud. Furthermore, it was precisely evident that the students made considerable improvement on the prepared scripted monologue and on the communicative dialogue, as their pretest mean scores of Part Three and Part Four were 3.83 (SD=3.86) and 8.78 (SD=3.22); and their posttest mean scores were 4.28 (SD=5.16) and 9.08 (SD=5.10) respectively. Particularly, the difference in the mean scores

between the pre and posttest of both Part Three and Part Four indicate a significantly different at .00 level ( $p < .05$ ).

Based on the results of comparative mean scores and the statistical difference judged by  $p$  value, it can be summarized that Media-Based Instruction best promoted students' speaking ability in terms of producing monologues and communicative dialogues, as well as, reading a text with correct pronunciation, intonation, and stress. In conclusion, the findings showed that students significantly improved their English speaking abilities after taking the Media-Based Instruction course. In other words, it can be concluded that Media-Based Instruction is an effective instructional framework to considerably improve students' speaking ability.

### **Results of research question 2**

**Research question 2** - What are students' opinions towards the use of media in the English for Junior Tour Guides?

The second research question investigates the students' opinions regarding extensive use of both technological and non technological media in the English for Junior Tour Guides. To address to this research question, 12 questions were constructed in order to interview ten students at the end of the course (week 12). All ten students were selected based on their pre and posttest scores. There were 60 possible scores for both pre and posttest. The ten selected students were divided into three groups. Group 1 consisted of four students who obtained highest scores in both pre and posttest. Their pretest mean scores ranged from 17.00 to 35.33 and their posttest mean scores ranged from 21.67 to 37.33. Group 2 was composed of four students who got lowest scores in both pre and posttest. Their pretest mean scores ranged from 1.00 to 3.00 and their posttest mean scores ranged from 7.67 to 12.67. Group 3 consisted of two students who obtained significantly differentiated scores in

pre and posttest. Their pretest mean scores were 1.00 and 3.33 while their posttest mean scores were 16.67 and 24.00 respectively.

During the interview, students were asked to express their overall opinions towards the use of media, such as the kinds of media that they liked and disliked, and how each particular type of media facilitated their learning, as well as their comments and suggestions on the implementation of Media-Based Instruction.

The key words that appeared most frequently in the answers during the interview were coded, recorded, translated into English, and presented in Table 4.4. The students' responses towards media use in the English for Junior Tour Guide were summarized in four main aspects, namely students' experience with media, the types of media, the use of media, and other comments and suggestions towards the use of media.

Table 4.4

*Summary of Interview Responses*

| <b>Aspects</b>           | <b>Items</b> | <b>Summary of Responses</b>  |
|--------------------------|--------------|--|
| 1. Experience with media | 1            | Students were familiar with non-technical media, especially textbooks, and handouts, because they were widely used in the regular classrooms. Students were largely unfamiliar with the internet and LCD projectors. |

Table 4.4 (Continued)

*Summary of Interview Responses*

| Aspects                                 | Items | Summary of Responses  |
|---|-------|---|
| 2. Types of media                       | 2-4   | Students found both technological and non technological types of media very interesting and helpful to their learning. However, the internet and recording devices seemed to be problematic for the students to learn with.   |
| 3. The use of media                     | 5-9   | <p><u>Benefits:</u></p> <p>Media improved students' speaking ability, increased local community knowledge, assisted classroom instruction, and enhanced self-learning management.</p> <p><u>Limitations:</u></p> <ul style="list-style-type: none"> <li>- Lessons contained many difficult words.</li> <li>- Students' lack of computer skills made it difficult to learn English via the internet.</li> <li>- Technical problems with the speakers resulted in distorted sound projections.</li> </ul> |
| 4. Other comments<br>and<br>Suggestions | 10-12 | Students proposed that a computer training course should be included before the main instruction. Also, frequent English lessons via the internet, and a longer-period course with additional local community contents should be provided.  |



**Experience with Media**

The data derived from the interview (question 1) revealed students’ experience with media. All of the students (N =10) reported that they were very familiar with some kinds of non technical media, such as pictures, handouts and textbooks. This was likely because these media materials were regularly employed in their classrooms. However, most of the students (N=9) reported that they had never experienced English instruction through the use of maps, brochures, and guidebooks. With regards to technical media, the majority of the students (N=8) had seen them on television and during the seminar, but they had never made use of technical media in their English classrooms. For instance, students explained how familiar they were with the technical media.

*Student # 2: “ ខ្ញុំធ្លាប់ស្គាល់សំភារៈបង្រៀនខ្លះដែរ ។ ខ្ញុំធ្លាប់រៀនជាមួយអ្នកគ្រូអង់គ្លេសក្នុង  
(Group 1) ថ្នាក់ដោយប្រើប្រាស់ការខៀននិងសៀវភៅជាប្រចាំ តែខ្ញុំអត់ដែលរៀន  
អង់គ្លេសតាមអ៊ិនធឺណែត និង LCD ទេ ។ ”*

*“I am familiar with some types of media, I study with  
chalkboards and textbooks with my current English teacher in  
the regular classroom but I have never learned English through  
the internet or with an LCD projector”.*

*Student # 8: “ សំភារៈបង្រៀនដែលលោកគ្រូប្រើប្រាស់វាថ្មីសំរាប់ខ្ញុំ ។ ខ្ញុំមិនដែលរៀន  
(Group 2)*

*អង់គ្លេសជាមួយសំភារៈបង្រៀនដូចហ្នឹងទេ ។ ”*

*“The instructional materials that the teacher used in this  
course are very new for me; I never learned English with all  
kinds of media like that before”.*

In conclusion, the students were much more familiar with non technical media, because teachers had regularly used them in English classes. On the other hand, the students found the technical media very new, because they had never been exposed with those types of technological materials before.

### **Types of Media**

Regarding types of media, students expressed their opinions on the media they were interested in. The results clearly indicated that the integration of both technical and non technical media in an English lesson drew students' interests and facilitated classroom participation.

According to the responses collected from the interview (questions 2, 3, and 4), the majority of students (N=9) reported that the media presented in the instruction matched their interests. They reported that they preferred both types of instructional media, because they could effectively capture their attention to the lessons and motivated them to learn English. Particularly, the students found the instructional media used in the English for Junior Tour Guides course to be very enjoyable. The students additionally agreed that the extensive use of instructional media, such as the questions on the board, the authentic pictures and local maps, the audio aids, the internet and the use of a LCD projector all served to capture their attention and promoted classroom participation. See the following statements.

*Student #3: “ សំភារៈបង្រៀនដែលលោកគ្រូប្រើប្រាស់ក្នុងថ្នាក់វាបានទាក់ទាញអារម្មណ៍ខ្ញុំ  
(Group 1)  
ហើយវាទំនើប និងមានច្រើនប្រភេទទៀត”*

*“The media that the teacher used in the classroom really drew my attention to learning. There was a variety of modern media.”*

Student #6: “ វាគួរអោយចាប់អារម្មណ៍ក្នុងការរៀនជាមួយសំភារៈបង្រៀនដែល  
 (Group 2) លោកគ្រូប្រើប្រាស់ទាំងនោះ វាបានទាក់ទាញអារម្មណ៍ ស្រួលរៀន  
 និង សប្បាយរៀន”

*“It is easy and interesting to learn English through the use of media materials. They motivate me to learn English, and I am happy to learn with them.”*

Moreover, when asked about the particular types of media they were most and least interested in, the majority of the students (N=9) stated that the video, audio, LCD projector and the printed visuals were the most interesting materials because they were familiar and easy to understand. On the contrary, the internet and the audio recording devices also drew their attention, but they were difficult to learn with due to students' limitations in computer skills and the unclear sound output and interference. See the following examples:

Student #2: “ ខ្ញុំគិតថាសំភារៈបង្រៀនដែលលោកគ្រូប្រើប្រាស់ទាំងអស់គួរអោយចាប់  
 (Group 1) អារម្មណ៍ ប៉ុន្តែខ្ញុំមានបញ្ហាក្នុងការរៀនតាមអ៊ីនធឺណែត ព្រោះខ្ញុំមិនចេះ  
 ប្រើកុំព្យូទ័រ”

*“I think all the media are interesting. All of the media helped me to understand the lesson, but the internet seems to be problematic because I don't know how to use the computer”.*

Student #10: “ សំភារៈបង្រៀនដែលខ្ញុំចាប់អារម្មណ៍ជាងគេគឺរូបភាពនិង LCD....រៀនតាម  
 (Group 2) កុំព្យូទ័រពិបាកបន្តិច...ហើយសំលេងចេញពីប្រដាប់ធាតុមិនសូវច្បាស់ ”

*“The media I am interested in the most are the pictures and the LCD projector..... Learning English with the computer is very difficult..... The sound from the recording device is not clear”*

To sum up, the students had similar opinions about the types of media used. They commonly found both technical and non technical types of media very interesting and helpful in learning English. However, the internet and the audio clips were reported difficult to learn with.

### **The Use of Media**

The interview questions (items 5, 6, 7, 8, and 9) were used to elicit the students' opinions about the advantages of using media on their language proficiency. The responses obtained from the interview provided information related to both the benefits and the limitations.

### **Benefits**

In relation to the benefits of the utilization of media, the students' responses were divided into five aspects including (1) the speaking ability, (2) the local community knowledge, (3) the media-based speaking instruction, and (4) the self-learning management. The details of these issues are described as follows:

### **Speaking Ability**

It was discovered that both technical and non technical media effectively helped to improve students' speaking abilities in the target language. These abilities included contents, pronunciation, fluency, vocabulary, and grammar. Also, media could help the students to build up their speaking confidence.

The students (N=8) mentioned that by watching video lessons and reading a script along with audio lessons, they had opportunities to practice their English pronunciation. As a result, they found that their pronunciation had become a

lot better. Partially, the students reported that they could considerably improve the accuracy of their pronunciation from peer correction. Moreover, with the frequent oral presentations using local maps, authentic pictures, and powerpoint presentations, students felt that they could speak English significantly better and with greater confidence. Particularly, they could speak with a variety of words and correct grammar.

Plus, students reported that the interaction with media not only helped them make new content memorable, but also provided them with a lot of opportunities to use the target language to demonstrate their speaking abilities, such as communicating with their peers, making oral presentations to the class, and making self and peer correction. The following transcribed statements are examples of students' opinions on how media positively helped to improve their speaking abilities.

*Student #2: “ខ្ញុំគិតថានិយាយបានល្អជាងមុន.....ខ្ញុំរៀននិយាយដោយប្រើប្រាស់ផែនទី  
(Group 1)*

*Powerpoint និងរូបភាព ជាពិសេសខ្ញុំរៀនពី Feedback របស់មិត្តភក្តិ”*

*“I think that I can speak better than before....I learn to speak through the use of maps, powerpoint, and pictures; especially I learnt from my friends' feedback.”*

*Student #7: “ មេរៀនដែលមានអត្ថបទស្តាប់ ជួយអោយខ្ញុំស្តាប់យល់ច្រើន ព្រមទាំងជួយ  
(Group 2)  
អោយខ្ញុំចេះនិយាយ”*

*“I found that the section which accompanied the audio aids allowed me to improve my listening skills as well as to learn how to speak.”*

When asked insightfully about the particular types of media which could best foster their speaking abilities, the majority of students thought that the audio aids (N=9), printed texts (N=8), video aids (N=6), and LCD projector (N=5) were considerably helpful to their speaking achievements. They mentioned that these types of media were very effective materials to facilitate their learning and to better enhance their speaking capabilities. Conversely, all students (N=10) commonly agreed that real objects and display boards were the least effective types of instructional media to promote their learning achievement.

### **Local Community Knowledge**

As the media carried local community contents, using media materials for learning activities was found to be very effective in enhancing students' local community knowledge. It was found that students gained basic local community knowledge after receiving the Media-Based Instruction. The students (N=6) reported that they were able to broaden their knowledge regarding the history and the archeology of the Sambor Preikuk Temples, the history and current status of their own school, their local festivals and ceremonies, the well-known people, and their local wisdom. The following statements are the students' quotes which support this finding.

*Student #2* "ខ្ញុំយល់ខ្លឹមសារមេរៀនអំពីសហគមន៍យើងបានច្រើន.....ខ្ញុំដឹង

*(Group 1)* បន្ថែមទៀតអំពីពិធីផ្សេងៗ រាំ និងតំបន់ទេសចរណ៍"

*"I learnt a lot of our local community.....I know additional information about our festivals and ritual, dances, and tourist attraction."*

Student #10    *“មេរៀនច្រើនដែលលោកគ្រូបង្រៀនទាក់ទងនឹងស្រុកភូមិយើង ដូច្នេះខ្ញុំយល់  
(Group 2)    មេរៀនច្រើន ដូចជាប្រាសាទសំបូរព្រៃគុក និង សាលារៀនយើងជាដើម”*

*“The lessons that the teacher gave me are related to my  
community. So I can understand them well, for example,  
I learned information about Sambor Preikuk Temple,  
our school, and so on”.*

### **Media-Based Speaking Instruction**

The findings revealed that the media helped assist classroom instruction in terms of promoting classroom interaction. It was found that the patterns of this interaction occurred during the instruction included teacher-students and student-student interaction. Students (N=9) reported that media carried topics of discussion. Through the use of media in interactional tasks, they could interact with their teacher by asking him for clarification and guidance, as well as, inviting him to participate in the group discussion.

Meanwhile, students further mentioned that as media materials were included in many collaborative activities, media could generate lively classroom talks. Therefore, students had more opportunities to negotiate meanings and to share common understanding with their peers in order to accomplish a certain task. Also, the students revealed that with the use of media, they were highly motivated to interact with their peers, because the media materials used in every lesson are attractive and motivating. See the following examples.

Student #5: *លោកគ្រូចែកផែនទី ក្រដាសព័ត៌មាន និងរូបភាពអោយយើង ហើយអោយ  
(Group 3)*

*ខ្ញុំប្រើវាដើម្បីសួរគ្នាទៅវិញទៅមក ។ សំភារៈទាំងនេះជួយអោយយើង  
និយាយទាក់ទងគ្នាជាមួយមិត្តភក្តិបានកាន់តែច្រើន ”*

*“The teacher gives us the map, brochure, and pictures and then  
he asks us to use them to communicate with each other. This  
media motivates us to interact with friends”.*

Students #8: *នៅពេលធ្វើការគូរគូរជាក្រុមលោកគ្រូមកជួយពួកយើងហើយជំរុញអោយ  
(Group 2)*

*យើងធ្វើការដោយសហការគ្នា.....ពួកយើងពិភាក្សាជាមួយគ្នាក៏ដូចជា  
ជាមួយលោកគ្រូ ”*

*“During the tasks, the teacher always comes to help us and  
encourage us to collaboratively work with friends.....we discuss  
with each other, as well as, with our teacher.”*

**Self-Learning Management**

Data gained from the interview revealed that the use of integrated instructional media in the English for Junior Tour Guides highly boosted students' learning management; particularly media helped prepare them for the next class. As the teacher regularly used the media to elicit the new information, all of the students (N=10) reported that they had to search for and seriously study the information related to learning topics ahead of the next class, for instance, they gather the information from many sources such as books, brochures, video, as well as internet. Also, the media integrated into learning tasks made students aware of all necessary materials they should bring to the class, for example, dictionary, flip chart,



markers, and so on. Some of students' opinions on promoting self-learning management were transcribed and presented as follows:

Student #4: "ខ្ញុំត្រូវតែត្រៀមខ្លួនដោយអានសំរាប់មេរៀនថ្មី ។ ខ្ញុំអានក្រដាសព័ត៌មាន និង  
(Group 1) សៀវភៅទេសចរណ៍ ។ មិត្តភក្តិខ្ញុំអានអត្ថបទតាមអ៊ិនធឺណែត "

"I have to read all the related information of the next lesson. I read brochure and guidebooks. Some of my friends read it from the internet."

Student #9: " ខ្ញុំត្រូវត្រៀមខ្លួនអោយបានល្អសំរាប់សកម្មភាពថ្នាក់ ឧទាហរណ៍បើសិនគ្រូ  
(Group 3) ប្រាប់ថាមានយើងពិភាក្សាជាមួយមិត្តភក្តិ ហើយយើងនាំគ្នាយកសំភារៈ

ដែលចាំបាច់ប្រើប្រាស់មក ដូចជា ផែនទី ក្រដាស ឈើ និង ប៊ូត ។

.....ជូនកាលត្រូវយកវិចនានុក្រមមកដែរ "

"I have to be well-organized for the next class activities, for example, if we are told to have a poster presentation, we talk to our friends and every of us will manage to bring the available material such as map, poster, stick, and markers.....Sometimes we bring dictionary too"

To conclude, the utilization of both technical and non technical media in the English for Junior Tour Guides increased students' learning motivation, improved students' speaking ability and local community knowledge, assisted classroom instruction, and enhanced students' self-learning management. It was found that the audio, printed texts, video, and LCD projector were the most effective instructional materials. However, the display board and real objects were

reported to be the least effective and provided low encouragement for students to learn English.

### **Limitations**

The limitations found in this study were related to three issues, namely the language contents, the computer skills, and the technical problems. The details of each issue are discussed as follows:

#### **Language Contents**

In relation to the challenges of language contents, it was found that students had difficulty in deciphering the contents of the lessons. Half of the students (N=5) found the content of the lessons difficult to understand. They revealed that the texts, especially those presented in the internet websites, were long and contained a lot of difficult words. Even though the new vocabulary words were taught, the students still had a lack of confidence to interpret the meaning of the texts. See the following statements.

Student # 5: "ពាក្យក្នុងអត្ថបទជូនកាលពិបាកយល់ ហើយអត្ថបទក្នុងអ៊ិនធឺណែត  
(Group 3) វារឹងផង"

*"The words presented in the texts are sometimes difficult to understand. The texts found in the website are long."*

Student #10: "ខ្ញុំជួបពាក្យពិបាកច្រើនក្នុងមេរៀន ។ ខ្ញុំត្រូវសួរមិត្តភក្តិរឺលោកគ្រូជាប្រចាំ"  
(Group 2)

*"I found a lot of difficult words in the lessons. I needed to ask my friends or the teacher to clarify their meanings."*

## Computer Skills

Learning English through the internet was a new experience for the students. Most students (N=8) reported that they had extreme difficulties in using the internet. The students mentioned that their computer skills were very limited and they could not operate the computer program properly. Therefore, they encountered a lot of problems and obstacles in searching for their English lessons and needed additional information. For example, they spent a longer time than was expected to complete the assigned tasks and they accessed other programs when they were not supposed to.

Student # 4: *“ខ្ញុំអត់ដែលប្រើអ៊ីនធឺណែតផង.....ពិបាកប្រើកុំព្យូទ័រ ”*

(Group 1)

*“I have never used the internet..... I found it difficult to use the computer.”*

Student # 7: *“ ..... ខ្ញុំមិនសូវពូកែកុំព្យូទ័រទេ...ពិបាករៀនដែរ ”*

(Group 2)

*“..... I am not good at using the computer.... It is difficult to learn with the computer.”*

## Technical Problems

Technical problems refer to the problems which were related to technical media. It was found that the audio aid device, namely the speaker, used in the regular classroom did not produce good sound quality. As the students had to learn in a variety of classroom environments, for example, class was held in the sound laboratory, in the computer lab, and in the normal classroom, half of the students (N=5) found that the sound from the speakers used in the classroom did not support their listening needs. The students who sat close to the speakers reported that the quality of the sound was not clear and too loud to understand the listening lessons.

Student # 1: " អត្ថបទស្តាប់ច្បាស់ តែ សំឡេងដែលថត ស្តាប់ទៅមិនសូវច្បាស់ទេ"  
(Group 1)

*"The listening text is clear, but the sound from the recording device is not clear."*

Student # 6: " ..... បាសលីខ្លាំងពេក ខ្ញុំអង្គុយជិតវាស្តាប់មេរៀនមិនសូវទាន់ "  
(Group 2)

*".....The speaker produces too loud of a sound. I sat close to it and I could not catch the listening lessons."*

As describe above, it can be concluded that the students encountered limitations in relation to the language contents, computer skills, and the technical problems. The language contents means students' difficulty in interpreting the meanings of some words, computer skills refers to students' lack of computer skills and the technical problems refer to the problems with the speaker.

To sum up, the findings from the interview indicate that the instructional media used in the English for Junior Tour Guides course significantly improved speaking abilities, enhanced local community knowledge, assisted classroom instruction, and greatly increased self-learning management. However, students found difficulties in comprehending language contents, operating the computer program, and listening to the low quality audio clips.

### **Other Comments and Suggestions**

The data collected from the interview (questions 10, 11, and 12) indicated the students' comments and suggestions on the use of media. The comments and suggestions were mainly concerned with solutions to challenges that the students encountered during the Media-Based Instruction, such as the limitation of computer skills, the proposal of team teaching, and the expanding the course content.

As internet-based learning was found to be hugely problematic, most of the students (N =7) proposed that the computer training should be conducted before starting the main instruction. Also, the students thought that lessons which students needed to learn via the internet should be additionally included in the course so that students could have more chances to learn how to surf the internet properly, as well as to learn English better. See the following examples:

*Student # 5: " ខ្ញុំចង់អោយលោកគ្រូបង្រៀនកុំព្យូទ័រមុនសិន ព្រោះវានឹងធ្វើអោយរៀន  
(Group 3)*

*តាមអ៊ិនធឺណែតឆាប់យល់ "*

*"I would like the teacher to teach us how to use computer first  
(surf the internet) because it helps me to learn faster."*

*Student # 8: " បើសិនលោកគ្រូបង្រៀនកុំព្យូទ័រសិនក៏ល្អ....ចង់អោយលោកគ្រូបង្រៀន  
(Group 2)*

*តាមអ៊ិនធឺណែតអោយបានច្រើន "*

*"It would be better if the teacher could teach us how to use the  
internet before the course.... I want the teacher to teach more  
English lesson via the internet."*

In addition to the solutions to the internet problem, a few students (N=4) mentioned that they wanted team-based instruction to be conducted between a Cambodian and an English native teacher. They believed that using a native English speaking teacher in the language classroom would be an alternative way to effectively produce better learning outcomes. As the Media-Based Instruction in this study attempted to promote students' speaking ability, native English speakers would be greatly helpful to the students in terms of giving correct English pronunciation and modeling the natural intonation of the English language.

Student #4: " ខ្ញុំចង់អោយមានគ្រូបរទេសមកបង្រៀនរួមគ្នាជាមួយគ្រូខ្មែរ គ្រូបរទេស  
(Group 1)  
បង្រៀនការបញ្ចេញសំលេង គ្រូខ្មែរបង្រៀនអ្វីផ្សេងទៀត "

*"I want an English native teacher and a Cambodian teacher to teach as a team. The native teacher teaches pronunciation and the Cambodian teacher teaches other aspects."*

Student #8: " ....ចង់អោយមានគ្រូបរទេសមកបង្រៀនដែរ ដូច Rebecca អោយគាត់  
(Group 2)  
ជួយបង្រៀនរបៀបនិយាយតាមបែបអាមេរិចកាំង "

*"I want an English native teacher too like Rebecca. I want her to teach how to speak with American accent."*

Additionally, it was found that the English for Junior Tour Guides was too short. The 24 hour course, which was conducted in the Media- Based Instruction, covered very limited local community contents. Therefore, some students (N=6) proposed that the course should be extended to a longer period with further in-depth local contents.

Student #2: " ខ្ញុំចង់អោយបង្រៀនអោយបានយូរជាងនេះ "  
(Group 1)

*"I want the teacher to extend the period of the course."*

Student #10: " ខ្ញុំចង់អោយមានការបង្រៀនបែបនេះបន្តទៀត .... ចង់រៀនអោយបានច្រើន  
(Group 2)  
ពីស្រុកយើង "

*"I want this course to be conducted further .... I want to learn more about our culture and community."*

In conclusion, the students' comments and suggestions were related to three issues. First, the students proposed that a computer training before the course started.

Second, the students requested a team-based instruction. Finally, the students proposed a longer-period course with additional local community content.

### Summary

This chapter reported the findings in response to both research questions regarding the students' improvement on speaking ability and the students' opinions towards the media used in the English for Junior Tour Guide course. For the findings of the first question, the results were statistically analyzed and used to test the hypotheses. The hypotheses testing regarding the effects of Media-Based Instruction on the English speaking ability of students at Kampong Chhenteal High School was that the students earned higher posttest mean scores than pretest mean scores on their English speaking test. This hypothesis was accepted.

Concerning the findings of the second question, the students' comments were divided into four aspects, namely media experience, type of media, the use of media, and other comments and suggestions on the use of media. The students mentioned that they were much more familiar with non-technical media, such as chalkboards, textbooks, and pictures. On the other hand, technical media, such as the internet, and LCD projector were new learning materials for them. Also, students showed their interests in all types of media employed in the instruction. They found that all of the types of media used drew their attention to the lessons; however, they encountered difficulties in using the computer in order to access the lessons on the internet websites, and in listening to the audio output. In relation to the use of media, the students' comments can be categorized into two aspects: benefits and limitations. For the benefits, students agreed that the media improved their speaking abilities, enhanced local community knowledge, assisted in classroom instruction, and promoted self-learning management. On the contrary, the students pointed out the

limitations of their computer skills and the low audio output quality from the speaker. As a result, students proposed that a computer training course should be added before implementing the main instruction. Also, frequent English lessons via the internet, and a longer-period course with additional local community content should be provided.

In addition to the findings of research questions one and two, further findings revealed that Media-Based Instruction could greatly promote students speaking abilities in terms of generating a monologue and performing a communicative dialogue, as well as, enhancing pronunciation, stress, and intonation in reading texts.

In conclusion, the findings from the current study revealed that Media-Based Instruction is an effective instructional framework that can enhance students' speaking ability and promote positive attitudes towards instructional media.

The next chapter will cover a summary of the findings, a discussion of the findings and the recommendations for future research studies.



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## CHAPTER V

### CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter concludes the current study with six parts. The first part begins with a brief summary of the study in which the research objectives, the research questions, the research design, and the research methodology are reviewed. The second part briefly presents the research findings. The third part elaborates on the discussion about the research findings. The fourth part discusses the limitations of the study. The fifth part suggests the pedagogical implications drawn from the findings. And the final part provides recommendations for further studies.

#### **Summary of the Study**

This study aims to investigate the effects of Media-Based Instruction in the English for Junior Tour Guides on the speaking ability of Kampong Chheuteal High School students in Kampong Thom Province, Cambodia. This study also explores students' opinions towards the use of media in the English for Junior Tour Guides.

Therefore, the study attempts to answer the following research questions:

1. To what extent does Media-Based Instruction in the English for Junior Tour Guides improve students' speaking ability?
2. What are students' opinions towards the use of media in the English for Junior Tour Guides?

The design of this study was a one-group pre-posttest design. It compared the English speaking ability of students before and after receiving Media-Based Instruction by observing the mean scores of pre and posttests. The samples of this study were twenty Grade 11 students who were enrolled in the 2009-2010 academic year at Kampong Chheuteal High School in Cambodia. Meanwhile, the "*English for*

*Junior Tour Guides*” course was designed as an extra curricular course. Voluntary students could enroll in order to improve their speaking ability, as well as to broaden their knowledge regarding culture and tourism in their community.

The study was divided into two phases. Phase one was developed to prepare for Media-Based Instruction. In this phase, the research instruments were constructed and pilot tests were conducted to ensure its content and construct validity. Phase two dealt with the implementation of Media-Based Instruction.

### **Phase 1: Preparation of Media-Based Instruction**

To address the preparatory process of the Media-Based Instruction, five main procedural steps were conducted as shown in the following list:

1. Explore and study the basic concepts and the related documents.
2. Construct the instructional framework and other research instruments.
3. Verify the effectiveness of the developed instruction and other research instruments.
4. Conduct a pilot study.
5. Redesign the instruction.

Step one, the theories, basic concepts and documents related to the Media-Based Instruction were explored. As a result, two main topics were studied: (1) the theory and the practical application of Media-Based Instruction, and (2) the principles, the task and materials, and how to conduct speaking assessments.

Step two, information from the first stage was compiled and used to develop a theoretical framework for instruction. The lesson plans were constructed based on data gained from the needs survey questionnaires. Each lesson plan included topics, objectives, language focus, necessary media materials, a time frame, evaluation, and teaching procedures. At the same time, other research instruments such as an English

speaking test along with an analytic scoring rubric, and interview questions were also designed to investigate the effects of Media-Based Instruction and to explore students' opinions towards the use of media in the English for Junior Tour Guides.

Step three, the evaluation forms were constructed to verify the effectiveness of the lesson plans and the research instruments. Then the lesson plans and the research instruments were revised according to the experts' comments and suggestions.

Step four, after the revision of the lesson plans and research instruments, the pilot test was carried out for three weeks prior to the main study. The sample in this pilot study consisted of 27 students from Grade 11 who were studying in the 2008-2009 academic year at Kampong Chheuteal High School in Cambodia. Also, the English speaking test and the interview questions were piloted in this stage.

Step five, the lesson plans and the research instruments were redesigned based on the information gathering from the pilot study.

## **Phase II: Implementation of Media-Based Instruction**

The implementation of Media-Based Instruction composed of four procedural steps, namely, conducting a pretest, course instruction, carrying out a posttest, and evaluating the effectiveness of the instruction.

Step one, before taking the Media-Based Instruction in the English for Junior Tour Guides (week 1); the students were given a pretest to assess their speaking ability. Also, the students were given an orientation of the course.

Step two, during the course implementation period (week 2-week 11), five chapters with ten two-hour lessons were delivered to students who enrolled in this course. Each lesson lasted for one week. The instructional model used in this course was comprised of five stages, namely information and motivation, input, focus, transfer, and feedback.

Step three, at the end of the course implementation (week 12), all of the students were required to take a posttest, in which its form was the same as the pretest, in order to measure their speaking ability after learning through the Media-Based Instruction. Additionally, the open ended interview was carried out to seek the students' opinions towards the use of media in the English for Junior Tour Guides.

Step four, to address the effectiveness of the instruction, the scores obtained from the pre and post English speaking tests were statistically analyzed by using arithmetic means, standard deviation, and within a group paired-sample t-test. In relation to the students' opinions towards the use of media in the English for Junior Tour Guides, the recorded interview was transcribed and analyzed qualitatively using content analysis.

### **Research Findings**

The research findings of the current study can be summed up into two major aspects: (1) students' English speaking ability and (2) students' opinions on the use of media in the English for Junior Tour Guides.

#### **English speaking ability**

To investigate the effects of Media-Based Instruction in the English for Junior Tour Guides course on students' speaking abilities, the mean scores of both the pre and post English speaking tests were compared. As a result, the mean scores of the post English speaking test were significantly higher than the pretest mean score at the .00 level ( $p < .05$ ). Hence, it can be concluded that the Media-Based Instruction significantly improved students' speaking abilities. In other words, the students improved their speaking abilities after taking Media-Based Instruction.

### **The Use of Media in the English for Junior for Tour Guides**

To explore students' opinions towards the use of media in the English for Junior Tour Guides, a series of questions were used to interview the students at the end of the course. The students were required to provide the answers related to their overall opinions towards the use of extensive instructional media in the English for Junior Tour Guides. The students were also asked to give comments about how the instructional media help them improve their speaking abilities. The data gathered from the interview were summarized and reported into four main parts: (1) students' experience with media, (2) types of media, (3) the use of media, and (4) other comments and suggestions towards the use of media.

1. Experience with media: The students reported that they were familiar with non technical media; especially the textbooks, pictures and handouts as these kinds of media were widely employed in their regular classroom. However, they had never experienced learning English through the use of maps, brochures, and guidebooks. Additionally, students reported that they had never studied English through the use of technical media before.

2. Types of media: Students reported that both types of media were very supportive to their learning. The media could match their interest. However, the internet and recording devices were reported to be difficult to learn with.

3. The use of media: Students' comments on the use of media fell into two main categories: benefits and limitations.

- For the benefits, students found that media improved students' speaking abilities, increased local community knowledge, assisted in classroom instruction, and enhanced self-learning management.

- For the limitations, students found it difficult to understand some of the lessons as they contained many difficult words. The students lacked computer skills and had difficulties in learning English via the internet. Also, students had difficulties in listening to the audio aids.

4. Other comments and suggestions: Students proposed that a computer training course should be conducted before implementing the Media-Based Instruction. Also, frequent English lessons via the internet, and a longer-period course with additional local community contents should be provided.

To conclude, the findings indicated that students could improve their speaking ability after receiving the Media-Based Instruction. Also, the students, in general, had good attitudes towards the instructional media used in the English for Junior Tour Guides.

## **Discussion**

In this study, the discussion about the two research questions can be divided into three parts, namely, speaking ability, local community knowledge, and media-based speaking instruction. The details of each aspect are discussed as follows:

### **Speaking Ability**

Research question one studied the effects of Media-Based Instruction on the improvement of students' speaking ability. It was found that the Media-Based Instruction in this study had effects on students' speaking ability due to the significant difference between the English speaking pre and posttests. The results of this study supported the first hypothesis that the students who received Media-Based Instruction achieved significant average scores on the English speaking posttest than the English speaking pretest at the significant level of 0.05. It could be inferred that Media-Based Instruction in which a diversity of media were employed can significantly improve

students' speaking ability. In this study, the impact of Media-Based Instruction on the improvement of students' speaking ability can be discussed into two features: students' language proficiency and limitation of computer skills and community knowledge.

### **Language Proficiency**

It was found that Media-Based Instruction improved students' language proficiency, especially their speaking skills. This improvement is due to the fact of three factors: the extensive use of media, the interactional speaking tasks, and the meaningful feedback.

In this English for Junior Tour Guides, a variety of materials were extensively employed in both types of technical and non-technical media to meet students' interests. In this study, students were encouraged to speak through the use of different types of media. For instance, students were allowed to choose any media with one of their favorite content areas, to discuss with their peers, and then presented it to the class. Based on the interview, a student stated that, *"I very much like learning with the instructional media which the teacher used in the class, because they are not boring..... now I can guide the visitors."* Another student pointed out that *"I like using the local map and LCD projector to present local directions to the class."* The findings of this study were consistent with a major principle proposed by Brinton (2003) and Stoller (2004) that the roles of media were to facilitate students' learning process, enhance students' language skills and equip students with content knowledge. Also, the results of this study supported other previous research studies in that teaching English through multiple media helped improve students' speaking abilities (Tafari, 2009; Liang, 2008; Kwangsawad, 2005).

Through the meaningful and authentic interactional speaking tasks, the Media-Based Instruction provided students with many opportunities to collaboratively work in pairs and in groups. In this study, students worked with their peers in many types of activities such as interactive games, scripted dialogue, role plays, jigsaw, information gaps, speeches and conversations, and peer feedback. For example, a student stated that, *“When the teacher provides games to me, I have to run to interview my friends as soon as possible. I have to interview a lot of my friends. They are fun activities.”* Also, students were assigned to work collaboratively in order to present their group product to the class. For instance, a student reported that, *“During the tasks, the teacher always comes to help us and encourage us to collaboratively work with friends. After the task is finished, he gives us feedback on our speaking progress.”* According to Lazaraton (2001) and Bailey (2005), discussion, speeches, role play, conversation, and audio taped oral dialogue journals are the major types of speaking activities which can best promote speaking skills. The findings of this study were also consistent with the core principles for teaching speaking as proposed by Bailey (2005), that students could increase their speaking competence when they were provided with opportunities to talk through the use of group works and pair works. Furthermore, this study supported the previous study of Swain (2001), who studied the integration of language and content teaching through collaborative tasks, found that the collaborative tasks in which students were assigned to work in pairs and in groups could provide students with the opportunities for meaningful speaking instruction. In other words, using media in speaking tasks could encourage students to participate actively in presenting their content knowledge and speaking skills. The results of this study were also similar to Herrero’s study (2005) in that classroom activities should be dynamic if teachers designed a variety of activities to improve



students' speaking skills, such as jigsaws, graphic organizers, walk around, and pair and group works.

Furthermore, the Media-Based Instruction offered meaningful feedback, which allowed students to assess their own and peers speaking performances. Students reported that they gained benefits from peer assistances. For example, a student mentioned that, *"Sometimes, feedback from friends help me to realize my mistake on pronunciation, then teacher corrects me."* The findings were consistent with the content and language learning principles as proposed by Stoller (2004), that sustained input, meaningful output, and feedback were important factors to enhance students' oral language skills. Similarly, the findings were also paralleled with Brinton's principles of Media-Based Instruction (2001) in that giving feedback was beneficial to students as it could give them a chance to reflect and manage their speaking performances. In this study, students watched and listened to the recording of their own performances. Then, they reflected their performances and gave constructive feedback to their peers. The results of this study confirmed to Tony and Joan's study (2003), who investigated the effects of feedback on performance. They concluded that providing feedback to students in speaking instruction resulted in promoting oral communication skills, as well as positive attitudes towards learning to speak.

In sum, students improved their speaking ability due to the fact that the instructional media were challenging and responded to their learning needs. Also, the tasks provided enough opportunities for students to work individually, as well as to collaboratively interact with their peers. Most significantly, feedback provided students with meaningful constructive and reflective speaking practices.

### **Limitation of Computer skills and Community Knowledge**

It was found that students improved their speaking ability after taking a Media-Based Instruction. However, as observing insightfully, students did not gain high scores in their posttest. In other words, students' posttest mean scores was found under average ( $\bar{X} = 27.71$ ). This is due to the fact that students had limitation of computer skills and their community knowledge.

As previously stated, students had extreme difficulty in using the internet. They reported having problems in operating computer program and in searching for their English lessons and other necessary information on the internet. In this study, students were provided with several English lessons via the internet, such as places, people, souvenir and food. This factor was seen as an obstacle in enhancing their language learning. For example, a student mentioned that, *"I have never used the internet.....I found it difficult to use the computer to learn English."* This finding is similar to Thoa (2003) who found that students who were unfamiliar with technology could become slow learners as they did not feel confident in working with computer and needed technical assistance during the lesson.

Based on the background of the samples participating in this study, it was revealed that the majority of the samples (N=60%) were not local residents where the study took place. Instead, they came from the neighboring communities. This can be assumed that their familiarity with local community was limited. In this study, local community was used as main topics in the contents of English for Junior Tour Guides. Samples who were unfamiliar with the local community may encounter difficulty in understanding the lessons as they did not have much background knowledge related to the contents presented in the course. According to Richards & Rodgers (2004), students can learn the language most successfully when the

information they are acquiring is building on their previous experiences and knowledge. Similarly, Brinton (2003) mentioned students can learn the language faster if they learn through the contents which are related to their lives.

In conclusion, the Media-Based Instruction significantly improved students' speaking ability due to the employment of a variety of media, the interactional speaking tasks, and the meaningful feedback. However, it was found that students' posttest mean scores were still under average. This may result from the limitation of computer skills and the community knowledge of students.

### **Local Community Knowledge**

Students reported that they gained local community knowledge as the Media-Based Instruction employed local community contents, which were related to students' prior knowledge and experiences. According to Brinton (2003), students may acquire better language features if the media materials seek to build on students' prior knowledge and previous experiences; in particular, the content itself should be appropriate to the students' professional needs and personal interests. In this study, the community contents were mainly integrated into the English for Junior Tour Guides course and used as topics to study throughout this speaking instruction. For example, a student stated that, "... sometimes, I have to report what my group has done to the class too, for instance, I have to describe the school, the temples, and the festivals." Another comment from a student is that, "I have learnt some of the local cultural contents in Khmer, I didn't know how to explain them in English. But now I can explain them in English". The results of this study were similar to the study of Rattanaphumma (2006) in that bringing community into the classroom could assist students to easily contextualize the language production and comprehension, because the course contents tended to be familiar to the students. Additionally, the prior

knowledge helped students produce more contents during speaking tasks. Also, the results of this study were relevant to content-based principles in which students learn language successfully when they learn through a content area, such as, history, geography and culture of the local people (Brinton, 2003 & Rodgers, 2006).

In sum, students gained better local community knowledge as the instructional materials and media attempted to build on students' local knowledge and experiences. In other words, students learned better when media-based community contents and local contact materials were integrated into the speaking instruction.

### **Media-Based Speaking Instruction**

Students reported that the Media-Based Instruction engaged teachers and students to interact through in both teacher-students and students-students modes. The use of community-based contents and the employment of interactive tasks are addressed in this Media-Based Speaking Instruction.

The media utilized in the English for Junior Tour Guides course was designed to present community contents and to use local materials in the speaking classroom. Students found the community contact materials and media interesting and supportive to their learning, because they achieved students' learning needs and interests. They reported that media could motivate them to interact with their teacher as well as their peers. In this study, students interact with both technological and non-technological media in order to learn English. For example, a student revealed that, *"The teacher sometimes gives me a local map, handout, a picture of temple, an audio or a video clip and I use it to question my friends during the class."* The findings were consistent with Zhao and Lai (2008) who claimed that technology provided meaningful and authentic communication for social interactions. Furthermore, the findings supported principles of using community contact materials. Epstein and

Ormiston (2007) stated that the community contact materials enhanced student-student relationships, cooperative learning, and the development of social skills. In addition to the emphasis on students' authentic materials and media, Brinton (2003) claimed that when the contents responded to students' interests, students would learn the language through the teacher's input, peer input, and interaction.

The Media-Based Instruction provided interactional speaking tasks in which students were provided with opportunities to engage in many types of tasks that required them to collaboratively work with both the teacher and their peers. Based on the responses from the interviews, students expressed a preference for classroom activities in which they can work together, share information, and interact with one another. In this study, students were given opportunities to learn English through interactive games, scripted dialogue, role play, jigsaw, information gaps, speeches and conversation, and peer feedback. For example, a student stated that, “ *If I don't understand, I ask the teacher or my friends. It's interesting to perform the task in groups...Sometimes, we have to discuss with each other before reporting to the class.*” The findings of this study were consistent with Bailey (2005) under the concept of designing tasks for teaching speaking in which discussion and conversations were the most basic form of human interaction, as people participated in many different conversations and discussion on an ordinary day. Additionally, the results of this study were similar to the study of Swain (2001) and Gibbons (2005) who found that interaction occurred when the teacher and the students were active participants in collaborative tasks in co-constructing the language contents.

To sum up, the speaking interaction improved noticeably when the media-based learning contents matched the students' experiences and interests. In addition, students could be actively engaged in interactional tasks when they had the

opportunities to discuss and exchange ideas with their peers using community-based materials and media.

### **Pedagogical Implications**

The findings suggested that Media-Based Instruction can foster the English speaking ability of High School students. Several suggestions for EFL teachers can be implied on the basis of the findings of the study. Firstly, as Media-Based Instruction primarily focuses on content, teachers should focus more on the integration of the content and language instruction. Teachers should select speaking topics which are comprehensible and related to students' experience, interests and needs so that students can build up their language proficiency within the content areas of their personal interests. Students can learn faster when the instruction addresses their needs, and build on their previous experiences (Richards & Rodger, 2005; Brinton, 2006). Secondly, teachers should design a variety of media-based activities which give students enough opportunities to collaboratively work with their peers. In teaching speaking, it is necessary to get students to speak as much as possible and to limit the teacher's talking time. Brinton (2005) suggested that working in pairs and groups can be used to increase the amount of time that students get to speak in the target language during and after the speaking lessons. Providing and giving feedback should also be added to any speaking instruction in each speaking classroom. It is significant to notice that in the speaking class, students need to work with a variety of activities as they need extensive authentic practices, such as taking part in discussion, interacting with peers and teachers, as well as reflective feedback. Finally, it is vital to include the local community learning resources into the instruction (Esptein & Ormiston, 2007). The use of community learning resources can be a meaningful way for EFL students as they are related to students' lives, culture and local needs.

### **Recommendations for Future Research Studies**

The findings from this study generated some recommendations for further study. It is recommended that the future study should extend to investigate a broader sample of students in order to confirm a better understanding of learning the process and the effectiveness of the Media-Based Instruction. Also, since the findings of this study are relevant to its own context, it is remarkable to conduct further research studies in other contexts, such as with other local resources or with other participants. As the current study employed Media-Based Instruction in order to investigate the improvement of students' speaking ability, other research studies should be conducted to investigate if the Media-Based Instruction promote students' abilities in other language skills.



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**APPENDICES**

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## Appendix A

### Needs Survey Questionnaires

If you had to choose the local community topics of Prasat Sambor district to be the content of English lessons for Junior Tour Guide course, which topics would you like to choose? Circle the number according to your interests to the topics.

| Topics  | Least interesting → Most interesting |   |   |   |
|---|--------------------------------------|---|---|---|
| <b>1. People</b>  |                                      |   |   |   |
| 1.1 King Norodom Sihamoni   | 1                                    | 2 | 3 | 4 |
| 1.2 HRH Princess Maha Chakri Sirindhorn   | 1                                    | 2 | 3 | 4 |
| <b>2. Place</b>   |                                      |   |   |   |
| 2.1 General information about Sambor Preikuk historical site                                      | 1                                    | 2 | 3 | 4 |
| 2.2 History of the Sambor Preikuh historical site   | 1                                    | 2 | 3 | 4 |
| 2.3 Geographical area of the Sambor Preikuh historical site                                       | 1                                    | 2 | 3 | 4 |
| 2.4 Sambor Preikuh arts and architectures   | 1                                    | 2 | 3 | 4 |
| 2.5 Sambor Preikuh conservation project   | 1                                    | 2 | 3 | 4 |
| 2.6 Field trip to the Sambor Preikuh historical site  | 1                                    | 2 | 3 | 4 |
| <b>3. Education</b>   |                                      |   |   |   |
| 3.1 HRH Princess Maha Chakri Sirindhorn's lasting gift  | 1                                    | 2 | 3 | 4 |
| 3.2 Kampong Chheuteal High School   | 1                                    | 2 | 3 | 4 |
| 3.2.1 General Education   | 1                                    | 2 | 3 | 4 |
| 3.2.2 Vocational Education  | 1                                    | 2 | 3 | 4 |
| <b>4. Culture</b>   |                                      |   |   |   |
| 4.1 Local beliefs   | 1                                    | 2 | 3 | 4 |
| 4.2 Local festivals/Ceremonies ( Leornng Neakta, Banchoin Arak, Pchum Ben, Khmer New Year....etc) | 1                                    | 2 | 3 | 4 |
| 4.3 Dances ( Choonpor, Neary Chea Chour, Kous Trolok, Trut, Kous Ang Re, Nesart, and Ken....etc)  | 1                                    | 2 | 3 | 4 |
| 4.4 Music ( Arak, Kar)  | 1                                    | 2 | 3 | 4 |
| <b>5. Others</b>  |                                      |   |   |   |
| 5.1 Local souvenirs   | 1                                    | 2 | 3 | 4 |
| 5.2 Local food  | 1                                    | 2 | 3 | 4 |

Do you have any additional comments on the topics to be included in the lessons for the English for Junior Tour Guide course?.....

**Appendix B**

**កម្រងសំណួរស្ទាបស្ទង់**

ប្រសិនបើលោកអ្នកត្រូវការជ្រើសរើសប្រធានបទដើម្បីធ្វើមេរៀនបង្រៀនភាសាអង់គ្លេសទាក់ទងនឹង ស្រុកប្រាសាទសំបូរដល់សិស្សមគ្គុទេសក៍វិទ្យាល័យកំពង់ឈើទាល តើប្រធានបទណាខ្លះដែលគួរជ្រើសរើស?

**សូមគូសរង្វង់ជុំវិញលេខក្នុងកូឡោនខាងក្រោម**

- ១ មានន័យថាចាប់អារម្មណ៍តិចបំផុត
- ២ មានន័យថាចាប់អារម្មណ៍តិច
- ៣ មានន័យថាចាប់អារម្មណ៍ខ្លាំង
- ៤ មានន័យថាចាប់អារម្មណ៍ខ្លាំងបំផុត

| ប្រធានបទ   | ចំណាប់អារម្មណ៍ |   |   |   |
|--|----------------|---|---|---|
| <b>១. មនុស្ស</b>   |                |   |   |   |
| ១.១ ព្រះបាទនរោត្តម សីហមុនី   | ១              | ២ | ៣ | ៤ |
| ១.២ ព្រះអង្គម្ចាស់ក្សត្រិយ័ មហាចក្រី សិរិនថន   | ១              | ២ | ៣ | ៤ |
| <b>២. ទីកន្លែង</b>   |                |   |   |   |
| ២.១ ព័ត៌មានទូទៅអំពីប្រាសាទសំបូរព្រៃគុហ   | ១              | ២ | ៣ | ៤ |
| ២.២ ប្រវត្តិប្រាសាទសំបូរព្រៃគុហ  | ១              | ២ | ៣ | ៤ |
| ២.៣ ទីតាំងភូមិសាស្ត្រតំបន់ប្រាសាទសំបូរព្រៃគុហ  | ១              | ២ | ៣ | ៤ |
| ២.៤ សិល្បៈនិងស្ថាបត្យកម្មរបស់ប្រាសាទសំបូរព្រៃគុហ                                       | ១              | ២ | ៣ | ៤ |
| ២.៥ គម្រោងអភិរក្សប្រាសាទសំបូរព្រៃគុហ   | ១              | ២ | ៣ | ៤ |
| ២.៦ ទស្សនកិច្ចសិក្សា និងធ្វើកម្មសិក្សានាំភ្ញៀវទេសចរណ៍                                  | ១              | ២ | ៣ | ៤ |
| <b>៣. ការសិក្សា</b>  |                |   |   |   |
| ៣.១ ព្រះរាជឧបត្ថម្ភកសាងវិទ្យាល័យកំពង់ឈើទាលរបស់ព្រះអង្គម្ចាស់ក្សត្រិយ័ មហាចក្រី សិរិនថន | ១              | ២ | ៣ | ៤ |
| ៣.២ ព័ត៌មានទូទៅអំពីវិទ្យាល័យកំពង់ឈើទាល   | ១              | ២ | ៣ | ៤ |
| ៣.២.១ ផ្នែកចំណេះទូទៅ   | ១              | ២ | ៣ | ៤ |
| ៣.២.២ ផ្នែកវិជ្ជាជីវៈ  | ១              | ២ | ៣ | ៤ |
| <b>៤. វប្បធម៌</b>  |                |   |   |   |
| ៤.១ ជំនឿ   | ១              | ២ | ៣ | ៤ |
| ៤.២ ពិធី (ឡើងអ្នកតា បញ្ជាន់អារក្ស ច្រត់ព្រះនង្គ័ល ភ្នំ បិណ្ឌ ចូលឆ្នាំខ្មែរ)            | ១              | ២ | ៣ | ៤ |
| ៤.៣ របាំ (ជូនពរ នារីជាជួរ គោរពត្រឡោក ត្រួត គោរពអង្រែ តែន)                              | ១              | ២ | ៣ | ៤ |
| ៤.៤ តន្ត្រី (ភ្លេងអារក្ស ភ្លេងការ)   | ១              | ២ | ៣ | ៤ |
| <b>៥. ផ្សេងៗ</b>   |                |   |   |   |
| ៥.១ វត្ត អនុស្សាវរីយ៍  | ១              | ២ | ៣ | ៤ |
| ៥.២ ម្ហូបអាហារ   | ១              | ២ | ៣ | ៤ |

២. តើមានប្រធានបទផ្សេងទៀតដែលលោកគិតថាគួរតែយកមកបង្រៀន

.....



**Appendix C: Sample of Scope and Sequence in the English for Junior Tour Guides**

| Topic/Unit  | Media                       | Stages                           | Tasks   | Speaking   | Language Focus  |   |   |
|---|-----------------------------|----------------------------------|---|--|---|---|---|
|   |                             |                                  |   |  | Grammar   | Pronunciation   | Vocabulary  |
| - Unit1:<br>Place<br>- Lesson1:<br>Introduction<br>to Sambor<br>Preikuk<br>Historical<br>Site | Flash card                  | Information<br>and<br>Motivation | <b>Section 1</b><br>-Match the pictures with their names.<br>- List other temples in Sambor Preikuk historical site   | Discussing description of temples found at Sambor Preikuk historical site. | Passive voice<br><i>Example:</i><br>- <i>The historical site is located in Sambor</i> | Intonation in Wh_questions.<br><i>Example:</i><br>- <i>Where is Sambor Preikuk located?</i> | - historical site(n)<br>- capital city (n)<br>- village (n)<br>- commune(n)                     |
|   | Internet<br>and<br>Audio CD | Input                            | <b>Section 2A, 2B, 2C</b><br>-Guess if the statements are true or false.<br>-Browse the website<br><a href="http://www.mot.gov.kh/presentation.php?CoID=24">http://www.mot.gov.kh/presentation.php?CoID=24</a> and find out the needed information. | - Identifying the specific information.                                    | <i>Village,</i><br>- <i>The temple was built to dedicate to Shiva.</i>                | - <i>How old are the temples?</i>   | - district (n)<br>- shiva (n)<br>- reign (n)<br>- sanctuary(n)<br>- dedicate (v)<br>- build (v) |
|   |                             |                                  | <b>Section 3A, 3B</b><br>- Listen to the audio CD and notice the intonation of the wh-questions, and act out the conversation.  | - Practicing reading with the intonation in Wh_questions.                  |   | - by the way  |   |

**Sample of Scope and Sequence in the English for Junior Tour Guides (Continued)**

|   |          |   |   |  |  |  |
|---|----------|---|---|--|--|--|
| Audio CD, pictures, and written conversation    | Focus    | <p><b>Section 4A ,4B</b></p> <p>- Guess, listen, and complete the conversation using the phrases in the box. Then act it out with partners.</p> | Asking for and giving general information about Sambor Preikuk historical site.                         |  |  |  |
| Pictures and worksheet                          | Transfer | <p><b>Section 4C</b></p> <p>- Choose one of the favorite temples and describe it to the class.</p>  | Reviewing the information of a specific temple group and make an oral report of it.                     |  |  |  |
| Video (recording of students' task performance) | Feedback | <p><b>Section 5</b></p> <p>-Watch the video recording of task performance, and then give comments.</p>  | Discussing the strength and weakness of the students' oral language practice based on speaking aspects. |  |  |  |

**Sample of Scope and Sequence in the English for Junior Tour Guides (Continued)**

| Topic/Unit   | Media   | Phases  | Tasks   | Speaking   | Language Focus   |   |  |
|--|---|---|---|--|--|---|--|
|  |   |   |   |  | Grammar  | Pronunciation   | Vocabulary   |
| Unit1: Place<br>Lesson 2:<br>Giving<br>direction to<br>Sambor<br>Preikuk<br>Historical<br>Site | Computer<br>( Power<br>Point)   | Information<br>and<br>Motivation                            | <b>Section 1A</b><br>Read the map on Power point<br>presentation and answer the<br>questions. | Discussing names<br>temples presented in<br>the power point. | Imperative<br>form<br><i>Example:</i><br>- Go straight<br><i>ahead.</i><br>- Go over the<br><i>bridge.</i> | Intonation in<br>imperative<br>sentences.<br><i>Example:</i><br>- Turn right.<br>- Go along the<br><i>road.</i> | -go straight (v)<br>- turn right/left<br>(v)<br>- in front of<br>(prep)<br>- over (prep)<br>- next to (prep)<br>- crossroads<br>(prep)<br>- bungalow (n)<br>- souvenir hut<br>(n)<br>- main road (n) |
|  |   |   | Audio CD<br>and<br>Map  | Input  |  |   |  |
|  | <b>Section 3A,3B</b><br>- Listen to, and notice the<br>intonation of the imperative<br>sentences. | Practicing the<br>intonation in<br>imperative<br>sentences. |   |  |  |   |  |

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**Sample of Scope and Sequence in the English for Junior Tour Guides (Continued)**

|  |          |  |   |  |  |  |
|--|----------|--|---|--|--|--|
| Audio CD,<br>Map<br>And<br>Written<br>conversation | Focus    | <b>Section 4A, 4B</b><br>- Find out the main idea of the conversation<br>- Work in pairs, ask your partners to give direction to the places. | Asking for and giving direction to Sambor Preikuk historical site.                                      |  |  |  |
| Map and written conversation                       | Transfer | <b>Section 4C</b><br>- Describe a place using the map  | Giving direction to Sambor Preikuk historical site and predicting where the place is.                   |  |  |  |
| Video<br>(recording of students' task performance) | Feedback | <b>Section 5</b><br>- Watch the video recording of task performance, and give feedback.  | Discussing the strength and weakness of the students' oral language practice based on speaking aspects. |  |  |  |


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**Appendix D**  
**Sample of lessons**


***Unit 1: Place***  
***Lesson 1: Introduction to Sambor Prey Kuk Historical site***

**1 DO YOU KNOW.....?**


**A. Do you know these temples and buildings? Match the pictures with their names.**



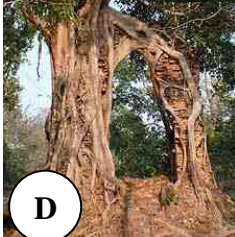
**A**



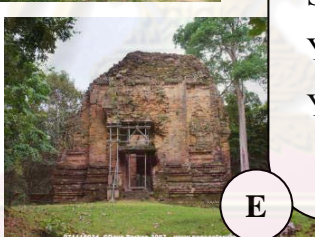
**C**



**B**



**D**



**E**

Lion Temple →.....

Kroul Romeas Temple →.....

Sambor Temple →.....

Yeai Poun Temple →.....

Yeai Poun Temple gate →.....

**B. What other temples in the Sambor Preikuk historical site do you know?**

.....

.....

**2 PRESENTATION**

**A. Guess true or false for the following statements. Put ✓ in the box if the statements are true and put ✗ in the box if the statements are false.**

- 1. The Sambor Preikuk historical site is located in Kampong Cham Province.
  - 2. This historical site used to be a capital city.
  - 3. The Sambor Preikuk temples were built 1000 years ago.
  - 4. They were built to dedicate to Shiva
  - 5. They are divided into four groups.

B. Browse the website <http://www.mot.gov.kh/presentation.php?CoID=24>.

Then look at and check the answers.

The screenshot shows the website for the Ministry of Tourism of Cambodia. The page is titled "Tourist Attractions >> Kampong Thom >> Prasat Sam Bor Prey Kuk". It features a navigation menu on the left with categories like "General Information", "Travel Information Services", and "Tourist Attractions". A central image shows the Prasat Sam Bor Prey Kuk temple, a large stone structure partially covered in vegetation. Below the image, there is a list of details in Khmer:

- Name: **Prasat Sam Bor Prey Kuk**
- How to go: National Road No. 64,
- Location: Sambor village, Sambor commune, Prasat Sambor District, Kampong Thom province
- Description: Is the cultural and historical site located at Sambor village, Sambor commune, Prasat Sambor District in 37 kilometer distance from the provincial town of Kampong Thom by the National Road No.64, and is a former capital named Ey San Borak and religious center dedicated to Siva. Sam Bor Prey Kuk temple made of solid brick and some late-rite stone with sculpture decorated. The artistic fronton, Sar Sar Pich and doorframe are made of sandstone. Sam Bor Prey Kuk temple was built during the reign of the king; Ey San Varman I in 7th century the temple has been abandoned since 1971 and re-arranged in 1980. 140 temples have been found in the forest and other two temples have not yet been found. Prasat Sam Bor Prey Kuk shared into four big groups as follows: GROUP OF NORTHERN TEMPLES: Called Pra Sat Sam Bor located in the middle and surrounded by varied small temples. GROUP OF MID-TEMPLES: Called Pra Sat Tor; can be entered from the northern door because other three doors are just only the design, have no access.

At the bottom right of the page, there are links for "Site Map", "Contact us", and "Administration".

C. Look at the website again and find out the following information about the Sambor Preikuk historical site

Location: .....

Founder: .....

Date of establishment: .....

Number of temples found: .....

### 3 PRONUNCIATION

#### A. Listen to the audio CD and notice the intonation of the wh- questions.

1. Where is Sambor Preikuk located?
2. What is the former name of Sambor Preikuk?
3. How far is it from the Kampong Thom provincial town?
4. What are the Sambor Preikuk temples made of?
5. How old are the temples?
6. How many temples have been found?

#### B. Listen to the audio CD and repeat. Look at the website in 2B and the clues in the box to find the answers to the above questions. Then practice asking and answering the question with your partners.

- Ey San Borak ( ISANBORA)
- 37 kilometers.
- Prasat Sambor District, Kampong Thom Province.
- Brick and late-rite stone.
- 140 temples.
- About 1400 years old.



#### Example:

**Student A:** Where is Sambor Preikuk located?

**Student B:** It is located in Prasat Sambor District Kampong Thom Province.

**Student A:** What is the former name of Sambor Preikuk?

**Student B:** It .....

#### 4 SPEAKING

**A. Guess and complete the conversation using the phrases in the box. Then listen to the conversation and act it out with your partners.**

- A- Sambor village, Sambor commune, Prasat Sambor District, Kampong Thom Province.  
 B- The seventh century  
 C- 140 temples  
 D- Ey San Varman I or Isanvarman I

**Visitor:** Where is the Sambor Preikuk historical site?

**Guide:** It is located in (1).....

**Visitor:** How many temples are there in this historical site?

**Guide:** Well, there are (2) .....

**Visitor:** Interesting, and when were they built?

**Guide:** They were built in (3)..... to dedicate to Shiva.

**Visitor:** By the way, who built these temples?

**Guide:** Oh, King (4)..... built them.

**B. Work in pairs reading the information in the boxes. Then create two more conversations. You can use the conversation in 4A to help you.**

- Lion temple group
- 18 sanctuaries
- Built in 7<sup>th</sup> century
- Isanvarman I



- Kroul Romeas Group
- 4 sanctuaries
- Built in 11<sup>th</sup> century
- Suryavarman I



- Yeai Poin group
- 22 sanctuaries
- Built in 7<sup>th</sup> century
- Isanvarman I



- Sambor Group
- 11 sanctuaries
- Built in 7<sup>th</sup> century
- Isanvarman I





C. Work in groups of five. Choose any temple you like. Discuss with each other and write a script. Then report it to the class. You may search for the information from [www.tourismcambodia.com/travelguides/attractions](http://www.tourismcambodia.com/travelguides/attractions) to help you.

|   |  |
|---|--|
| <p style="text-align: center;"><b>Yeai Poun group</b></p> <p><i>Location:</i>.....<br/>.....<br/>.....</p> <p><i>Description:</i>.....<br/>.....<br/>.....<br/>.....<br/>.....<br/>.....<br/>.....</p>    | <p style="text-align: center;"><b>Lion temple group</b></p> <p><i>Location:</i>.....<br/>.....<br/>.....</p> <p><i>Description:</i>.....<br/>.....<br/>.....<br/>.....<br/>.....<br/>.....<br/>.....</p>   |
| <p style="text-align: center;"><b>Kroul Romeas group</b></p> <p><i>Location:</i>.....<br/>.....<br/>.....</p> <p><i>Description:</i>.....<br/>.....<br/>.....<br/>.....<br/>.....<br/>.....<br/>.....</p> | <p style="text-align: center;"><b>Sambor temple group</b></p> <p><i>Location:</i>.....<br/>.....<br/>.....</p> <p><i>Description:</i>.....<br/>.....<br/>.....<br/>.....<br/>.....<br/>.....<br/>.....</p> |

5

**FEEDBACK**

Work in groups again. Watch the video recording of your task performance, and then comment to your friends about what they have done well and what they should improve on based on the speaking aspects given in the table below. You may also evaluate their performance according to the speaking scoring rubric.

| Speaking aspects                             | Good points | Points to improve |
|--|-------------|-------------------|
| <i>Relevance of content</i>                  |             |                   |
| <i>Fluency</i>                               |             |                   |
| <i>Comprehension</i>                         |             |                   |
| <i>Pronunciation, stress, and intonation</i> |             |                   |
| <i>Vocabulary</i>                            |             |                   |
| <i>Grammar</i>                               |             |                   |

### Speaking scoring rubric

| Speaking aspects                             | Unsatisfied → Satisfied |   |   |     |
|--|-------------------------|---|---|-----|
| <i>Relevance of content</i>                  | 1                       | 2 | 3 | 4 5 |
| <i>Fluency</i>                               | 1                       | 2 | 3 | 4 5 |
| <i>Comprehension</i>                         | 1                       | 2 | 3 | 4 5 |
| <i>Pronunciation, stress, and intonation</i> | 1                       | 2 | 3 | 4 5 |
| <i>Vocabulary</i>                            | 1                       | 2 | 3 | 4 5 |
| <i>Grammar</i>                               | 1                       | 2 | 3 | 4 5 |
| <i>Total</i>                                 |                         |   |   |     |



## Appendix E

### Sample of lesson plans

|                           |   |
|---------------------------|---|
| <b>Topic</b>              | Place: Introduction to Sambor Preikuk Historical Site   |
| <b>Course</b>             | English for Junior Tour Guides  |
| <b>Level</b> <b>Grade</b> | 11  |
| <b>Objectives</b>         | At the Sambor Preikuk historical site, students will be able to tell the general information of this historical site to the visiting tourists.  |
| <b>Language Focus</b>     |   |
| <b>Grammar:</b>           | Students will be able to apply the passive form to describe the Sambor Preikuk historical site.<br><br><i>Example: The temple was built to dedicate to Shiva.</i>   |
| <b>Pronunciation:</b>     | Students will be able to speak with correct intonation in   |
| <b>Wh_question</b>        | s.<br><br><i>Example:</i> - <i>Where is Sambor Preikuk located?</i><br>- <i>How old are the temples?</i>  |
| <b>Vocabulary:</b>        | Students will be able to use the following words and phrases to tell the information of Sambor Preikuk historical site:<br><br><i>Historical site, capital city, village, commune, district, shiva, reign, aaunuary, dedicate, build, and by the way.</i> |

**Media**

**Non-technology:** - Flashcards (Pictures of temples and building in Sambor Preikuk historical site)

- Written conversation

**Technology:** - Internet

[www.tourismcambodia.com/travelguides/attractions](http://www.tourismcambodia.com/travelguides/attractions)

<http://www.mot.gov.kh/presentation.php?CoID=24>

- Audio CD

- Video recording of students' task

**Time frame** 100 minutes

**Evaluation** - Students can create at least two more conversation about the Sambor Preikuk historical site using the given clues (Section 4B).

- Students can describe the temples found in Sambor Preikuk historical site by using at least 35 words (Section 4C).

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

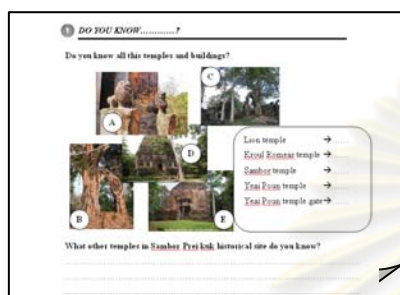
## Stage 1: Information and

### Motivation

**Time:** 10 minutes

**Media:** Picture

**Handout:** Section 1



❖ Teacher starts the lesson with the presentation of temples in Sambor Prei Kuk historical site.

- Class, look at the pictures in section A. What are the names of these temples?

(Multiple answers).

- Now match the names of the temples in the box with the pictures.

( Lion temple → A, Krol Romeas temple → C, Sambor temple → E, Yeai Poun temple → E, Yeai Poun temple gate → B)

- Well, what are other temples in Sambor Prei Kuk historical site do you know?

( multiple answers from students)

## Stage 2: Input

**Time:** 30 minutes

**Media:** Internet and audio CD

**Handout:** Section 2A, 2B, 2C, 3A and 3B

2 PRESENTATION

A. Guess the following statements. Put ✓ in the box if the statements are true and put ✗ in the box if the statements are false.

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | 1. Sambor Prei Kuk historical site is located in Kampong Cham province. |
| <input type="checkbox"/> | 2. This historical site used to be a capital city.                      |
| <input type="checkbox"/> | 3. Sambor Prei Kuk temples were built 1000 years ago.                   |
| <input type="checkbox"/> | 4. They were built to dedicate to Siva.                                 |
| <input type="checkbox"/> | 5. They are divided into four groups.                                   |

❖ Teacher presents new contents of the lesson with the reading of the passage from the internet.

- Well, today we are going to study about the general information of Sambor Prei Kuk historical site. You will look at a passage from a website and then scan for the specific information. But before you read, let's make a guess of the statements in section 2A. Can you read the statements?

B. Read the internet passage. Then check the answers.

**Name:** Prasat Sambor Preikuk

**- How to go:** National Road No. 64.

**- Location:** Sambor village, Sambor commune, Prasat Sambor District, Kampong Thom province

**- Description:** Is the cultural and historical site located in Sambor village, Sambor commune, Prasat Sambor District in 37 kilometers distance from the provincial town of Kampong Thom by the National Road No. 64, and is a former capital named Ey San Borak and religious center dedicated to Siva. Sambor Preikuk temple was built during the reign of the king Ey San Varman I in 7th century. 140 temples have been found in the forest Prasat Sambor Prei Kuk shared into four big groups as follows: group of northern temples (Sambor temple group), group of mid-temple (Lina/Tig temple group), group of southern temples (Tan Foun temple group), and Krol Keng temple group.



C. Read the passage again and find out the following information about Sambor Preikuk historical site

Location: .....

Founder: .....

Date of establishment: .....

Number of temples found: .....

### 3 PRONUNCIATION

A. Listen to the audio CD and notice the intonation of the wh- questions.

1. Where is Sambor Preikuk located?
2. What is the former name of Sambor Preikuk?
3. How far is it from the Kampong Thom provincial town?
4. What are the Sambor Preikuk temples made of?
5. How old are the temples?
6. How many temples have been found?

B. Listen to the audio CD and repeat. Look at the website in 2B and the clues in the box to find the answers to the above questions. Then practice asking and answering the question with your partners.

- Ey San Borak (ISANBORA)
- 37 kilometers.
- Prasat Sambor District, Kampong Thom Province.
- Brick and late-rite stone.
- 140 temples.
- About 1400 years old.



(a few students read them aloud and then guess if they are true or false)

❖ Teacher introduces a website to the students <http://www.mot.gov.kh/presentation.php?CoID=24> in section 2B.

❖ Teacher asks the students to compare the answers of exercise in section 2A with each other. Then checks the answers as a whole class.

( 1- False, 2- True, 3- False, 4- True, 5- True)

### A passage from the website

Name: **Prasat Sambor Preikuk**

- **How to go:** National Road No. 64,

- **Location:** Sambor village, Sambor commune, Prasat Sambor District, Kampong Thom province

- **Description:** Is the cultural and historical site located at Sambor village, Sambor commune, Prasat Sambor District in 37 kilometer distance from the provincial town of Kampong Thom by the National Road No.64, and is a former capital named Ey San Borak and religious center dedicated to Siva. Sam Bor Prey Kuk temple made of solid brick and some late-rite stone with sculpture decorated. The artistic fronton, Sar Sar Pich and doorframe are made of sandstone. Sam Bor Prey Kuk temple was built during the reign of the king; Ey San Varman I in 7th century the temple has been abandoned since 1971 and re-arranged in 1980.

***A passage from the website (continued)***

140 temples have been found in the forest and other two temples have not yet been found. Prasat Sam Bor Prey Kuk shared into four big groups as follows: GROUP OF NORTHERN TEMPLES: Called Pra Sat Sam Bor located in the middle and surrounded by varied small temples. GROUP OF MID-TEMPLES: Called Pra Sat Tor; can be entered from the northern door because other three doors are just only the design, have no access.

- ❖ Teacher elicits passive sentences and their use from the students.

***Example:***

- The temple was built to dedicate to Shiva.

***Use:*** We use passive form to express that the subject receives an action.

- ❖ Teacher asks students to look at the passage in the internet website again. Then find out the needed information in section 2C.

- ***Location:*** Sambor village, Sambor commune, Prasat Sambor District, Kampong Thom province.

- ***Founder:*** Ey San Varman I

- ***Date of establishment:*** 7<sup>th</sup> century

- ***Number of temples found:*** 140

- ❖ Teacher gets students to move to pronunciation section (section 3).
- Class, can you read these sentences? What do these lines represent?  
*(Multiple answers from students).*
- Now, let's listen to the audio CD and see how they are pronounced.
- ❖ Teacher plays the audio CD for two times for students to listen the intonation in Wh-questions.
- ❖ Teacher asks students to read the clues in section 3B and gets them to ask and answer with Wh-questions.

***Possible answer***

1. *Prasat Sambor District, Kampong Thom Province.*
2. *Ey San Borak ( ISANBORA)*
3. *37 kilometers*
4. *Brick and late-rite stone*
5. *About 1400 years old.*
6. *140 temples*



### Stage 3: Focus

**Time:** 25 minutes

**Media:** Audio CD, picture  
and Written  
conversation

**Handout:** Section 4A, 4B

**3 SPEAKING**

A. Listen to and complete the conversation using the phrases in the box. Then act it out with your partners.

A- Sambor village, Sambor commune, Preaek Sambor District, Kampong Thom province  
B- Seventh century  
C- 140 temples  
D- By San Yvarman I or Isanvarman I

Visitor: Where is Sambor Preaek historical site?  
Guide: It is located in .....

Visitor: How many temples are there in this historical site?  
Guide: Well, there are .....

Visitor: Interesting, and when were they built?  
Guide: They were built in ..... to dedicate to Siva

Visitor: By the way, who built these temples?  
Guide: Oh, the King ..... built them.

B. Read the information in the boxes. Then work in pairs asking each other using the above conversation

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Lion temple group</li> <li>- 18 sanctuaries</li> <li>- Built in 9th century</li> <li>- Jayavarman II</li> </ul> | <ul style="list-style-type: none"> <li>- Krol Komeat Group</li> <li>- 4 sanctuaries</li> <li>- Built in 11th century</li> <li>- Suryavarman I</li> </ul> |
| <ul style="list-style-type: none"> <li>- Yeai Poin group</li> <li>- 22 sanctuaries</li> <li>- Built in 7th century</li> <li>- Isanvarman I</li> </ul>    | <ul style="list-style-type: none"> <li>- Sambor Group</li> <li>- 11 sanctuaries</li> <li>- Built in 7th century</li> <li>- Isanvarman I</li> </ul>       |

❖ Teacher gets students to read the uncompleted written conversation, and then listen to the audio CD to complete the conversation.

- Class, what are there in the boxes in section 4A? (*Statements A-D and the uncompleted conversation*).

- What are you going to do with them?

(*Use the statements A-D to complete the conversation*)

❖ Teacher gets students to complete the conversation individually. Then teacher plays the audio CD for students to check their answers.

(*1-A, 2-C, 3-B, 4-D*)

❖ Teacher asks students to act out the conversation.

❖ Teacher asks students to read the phrases in the boxes in section 4B. (*A few students read them aloud*).

- Class, do you know what you are going to do with these phrases?

- Well, you are going to use these phrases to form at least two more conversations.

❖ Teacher shows a sample of conversation.

### Sample of conversation

**Visitor:** Where is *Lion temple group* located?

**Guide:** It is located in Sambor Preikuk historical site.

**Visitor:** How many *sanctuaries* are there in this group?

**Guide:** Well, there are *18 sanctuaries*.

**Visitor:** Interesting, and when were they built?

**Guide:** They were built in *9<sup>th</sup> century* to dedicate to Shiva.

**Visitor:** By the way, who built these sanctuaries?

**Guide:** Oh, the *King Jayavarman II* built them.

❖ Teacher lets students act out the conversations.

### Stage 4: Transfer

**Time:** 20 minutes

**Media:** Internet, Picture, and worksheet

**Section:** Section 4C

❖ Teacher provides further practice to students

- Everyone, I want you to work in groups of five. Do you see the four boxes? Right now as a group, choose a temple group you like, discuss with your friends and then report it to the class. You might need to write a script and to get the information from the internet ([www.tourismcambodia.com/travelguides/attractions](http://www.tourismcambodia.com/travelguides/attractions)) to better your report

C. Work in groups of five. Choose any temple you like. Then discuss with each other and make oral report of it.

|   |  |
|---|--|
| <p><b>Yeai Poun group</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>    | <p><b>Lion temple group</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>   |
| <p><b>Kroul Romeas group</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p><b>Sambor temple group</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

### Sample Oral Report

Prasat Yeai Poun Group is comprised of 22 sanctuaries (5 have octagonal shapes) with two wall rampart, and was built of brick, masonry, laterite and sandstone in a rectangular shape from in 7th century (600-635) during the reign of Isanavarman I to dedicated to Shiva. The inner rampart is reached by gateways from the four directions and joined to the brick rampart carved in various clustering figures.

❖ Teacher lets the students do the task and at the same time move around to help students.

## Stage 5: Feedback

**Time:** 15 minutes

**Media:** Video recording of the task performance

**Handout:** Section 5

#### 4 FEEDBACK

Work in groups again. Watch the video recording of your task performance, and then comment your friends about what they have done well and what they should improve based on the speaking aspects given in the table below. You may also evaluate their performance according to the speaking scoring rubric.

| Speaking aspects     | Good points | Points to improve |
|----------------------|-------------|-------------------|
| Relevance of content |             |                   |
| Fluency              |             |                   |
| Comprehension        |             |                   |
| Pronunciation        |             |                   |
| Vocabulary           |             |                   |
| Grammar              |             |                   |

#### Speaking scoring rubric

| Speaking aspects           | Unsatisfied → Satisfied |   |   |   |   |
|----------------------------|-------------------------|---|---|---|---|
| Relevance of content       | 1                       | 2 | 3 | 4 | 5 |
| Fluency                    | 1                       | 2 | 3 | 4 | 5 |
| Comprehension              | 1                       | 2 | 3 | 4 | 5 |
| Pronunciation, stress, and | 1                       | 2 | 3 | 4 | 5 |
| Vocabulary                 | 1                       | 2 | 3 | 4 | 5 |
| Grammar                    | 1                       | 2 | 3 | 4 | 5 |
| Total                      |                         |   |   |   |   |

❖ Teacher videotapes the students' performance in stage 4B, 4C.

❖ The teacher explains how to use the tables in section 5 to evaluate each other's performance. Then teacher plays the videotape and asks students to give each other feedback based on the speaking aspects and the speaking rubric mentioned in the tables.

- Now, everyone work in same groups again

And discuss what points you have done

better and what points you need to improve.

*(Students work in group giving feedback to each other)*

- ❖ Teacher gives comments and makes a conclusion.



**Appendix F**  
**Lesson Plan Evaluation Form for Experts**

Please put ✓ to give the comments in the column.

4 = Excellent    3 = Good    2 = Average    1 = Revise

| Assessment Issues  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| <b>1. Lesson layout and design</b>   |   |   |   |   |
| 1.1. The layout and design of the lesson is appropriate and clear.   |   |   |   |   |
| 1.2. The layout and design of the lesson is organized effectively.   |   |   |   |   |
| <b>2. Objectives:</b>  |   |   |   |   |
| 2.1. The objectives are clear and concise.   |   |   |   |   |
| 2.2. The objectives are relevant and consistent with the concept of the lesson.  |   |   |   |   |
| <b>3. Media materials and worksheets:</b>  |   |   |   |   |
| 3.1. The media materials and worksheets are appropriate for the lessons.   |   |   |   |   |
| 3.2. The media materials and worksheets used in the lessons consist of both technical media and nontechnical media.  |   |   |   |   |
| 3.3. The media materials and worksheets carry interesting, motivating, and understandable local community content.   |   |   |   |   |
| 3.4. The media materials and worksheets present local community content as a primary focus and the grammar as a secondary focus.   |   |   |   |   |
| 3.5. The media materials and worksheets recall the students' prior knowledge and experiences related to their community.   |   |   |   |   |
| 3.6. The media materials and worksheets provide sufficient opportunities for students to engage in both transactional and interactional tasks.   |   |   |   |   |
| 3.7. The media materials and worksheets provide opportunities for students to do self-evaluation and to peers' feedback.   |   |   |   |   |
| <b>4. Steps of teaching:</b>   |   |   |   |   |
| 4.1. The steps of teaching are in appropriate sequences.   |   |   |   |   |
| 4.2. The steps of teaching are clear and effective.  |   |   |   |   |
| 4.3. The time given for each instructional step is appropriate.  |   |   |   |   |
| <b>5. Activities:</b>  |   |   |   |   |
| 5.1. The activities are practical.   |   |   |   |   |
| 5.2. The activities incorporate individual, pair, and group work   |   |   |   |   |
| 5.3. The activities contain sufficient amount of achievable tasks that promote local community content, conversational fluency, comprehension, pronunciation, vocabulary, and grammar. |   |   |   |   |
| 5.4. The activities provide a balance of both free and controlled practice.  |   |   |   |   |
| 5.5. The activities provide students to reflect on and share their experiences with their peers and classmates.  |   |   |   |   |

Evaluator:.....

Comments:.....

.....

## Appendix G

### English Speaking Test

This is an English speaking test for Junior Tour Guides. This test includes four parts that measure 6 different aspects of your speaking ability. The test will last approximately 9 minutes.

នេះគឺជាតេស្តសំរាប់វាស់ស្ទង់សមត្ថភាពការនិយាយរបស់យុវមគ្គុទ្ទេសករ។ តេស្តនេះវាស់ស្ទង់សមត្ថភាពការនិយាយរួមមាន៤ចំណុច( ខ្លឹមសារ ភាពស្ងាត់ជំនាញ ការយល់ ការបញ្ចេញសំលេង ការប្រើប្រាស់ពាក្យ និងវេយ្យាករណ៍)។ តេស្តនេះមានរយៈពេលប្រហែល៩នាទី។

| Part | Task  | Time      | Evaluation Criteria  |
|------|---|-----------|--|
| 1    | Self Introduction<br>ការណែនាំខ្លួន                            | 1 minutes | <ul style="list-style-type: none"> <li>• Not graded</li> </ul>   |
| 2    | Reading a Text Aloud<br>ការអានអត្ថបទ                          | 2 minutes | <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Stress and intonation</li> </ul>   |
| 3    | Presentation<br>(Picture Description)<br>ការពិពណ៌នាអំពីរូបភាព | 3 minutes | <ul style="list-style-type: none"> <li>• Relevance of content</li> <li>• Fluency</li> <li>• Pronunciation, stress, and intonation</li> <li>• Vocabulary</li> <li>• Grammar</li> </ul>                          |
| 4    | Discussion<br>(Role Playing)<br>ការសំដែង                      | 3 minutes | <ul style="list-style-type: none"> <li>• Relevance of content</li> <li>• Fluency</li> <li>• Comprehension</li> <li>• Pronunciation, stress, and intonation</li> <li>• Vocabulary</li> <li>• Grammar</li> </ul> |

For each part, you will be given specific directions, including the time allowed for preparation and speaking.

It is to your advantage to say as much as you can in the time allowed. It is also important that you speak clearly and that you answer each question according to the directions.

### Part 1: Self Introduction

**Directions:** In this part of the test, you will have to introduce yourself to the examiner. You will have 30 seconds to prepare. Then you will have another 30 seconds to introduce yourself.

**ការណែនាំ:** នៅក្នុងផ្នែកនេះ អ្នកត្រូវណែនាំខ្លួនឯង។ អ្នកមានពេល៣០

វិនាទីដើម្បីត្រៀមនិយាយ នឹង៣០វិនាទីទៀតដើម្បីណែនាំខ្លួន។

Can you introduce yourself?

#### Guided Questions

1. What's your name?
2. How do you spell your name?
3. How old are you?
4. What grade are you studying in?
5. Where do you come from?
6. What is your present address?/ Where are you staying?

គុណ្ណវិទ្យាភ័យាករ  
 គុផាលងករណ៍មហាវិទ្យាល័យ

**Part 2: Reading a Text Aloud (2 minutes)**

**Directions:** In this part of the test, you will read the text on the test paper aloud. You will have 1 minute to prepare. Then you will have another minute to read the text aloud.

**ការណែនាំ:** នៅក្នុងផ្នែកនេះ ប្អូនៗត្រូវអានអត្ថបទអោយលឺ។ ប្អូនៗមានពេល១ នាទីដើម្បីត្រៀមអាន និង១នាទីទៀតដើម្បីអាន។

Kampong Chheuteal High School is located in Sambor Village, Prasat Sambor District, Kampong Thom Province, Cambodia. It is the biggest high school in the district. It was built in the year 2001 with financial assistance from Her Royal Highness Princess Maha Chakri Sirindhorn with the cooperation from the Royal Government of Cambodia.

The school covers an area of 7.2 hectares, and consists of several buildings and learning facilities such as the library, fish ponds, vocational buildings, the cooperative store, science labs, computer labs, a sound lab, football fields, guest houses, livestock farms, dormitories, classroom buildings, and vegetable fields. The students may choose either a General or Vocational education program of the study of the school. Today, the school has over 60 teachers with a student enrollment of over 1200.

Additionally, the school attracts many Cambodian and foreign tourists throughout the year with a great numbers of visitors during Khmer New Year in April.



**Part 3: Presentation (3 minutes)**

**Directions:** In this part of the test, you will have to describe the picture based on your background knowledge about the Sambor Preikuk historical site. You are also provided some guided questions and vocabulary words in order to help you to describe the picture. You will have 1 minute to look at the picture and the guided questions for your preparation. Then you will have another 2 minutes to talk about the picture.

**ការណែនាំ:** នៅក្នុងផ្នែកនេះ ប្អូនៗត្រូវពិពណ៌នាអំពីរូបភាពដោយផ្អែកលើការយល់ដឹងផ្ទាល់ខ្លួន អំពីរមនីយដ្ឋានប្រវត្តិសាស្ត្រសម្បូរព្រៃគុក ។ ប្អូនៗអាចប្រើសំនួរនិងពាក្យនៅក្នុងប្រអប់ដើម្បីជួយ ប្អូនក្នុងការពិពណ៌នា។ ប្អូនៗមានពេល១នាទីដើម្បីត្រៀមពិណ្ឌនា នឹង២នាទីទៀតដើម្បីពិណ្ឌនា។

**Guided Questions**

1. What is the name of this temple?
2. Where is it located?
3. How old is this temple?
4. What is the role of the temple?
5. What was this temple built from?
6. What is the main statue housed in this temple?
7. How high is it?
8. How many doors are there in this temple?
9. How many temples were built surrounding this temple?



**Vocabulary Words**

- |         |            |
|---------|------------|
| Lion    | Thousand   |
| Biggest | False door |
| Century | Shiva      |
| Stair   | Group      |
| Height  | Dedicate   |

**Part 4: Discussion (3 minutes)**

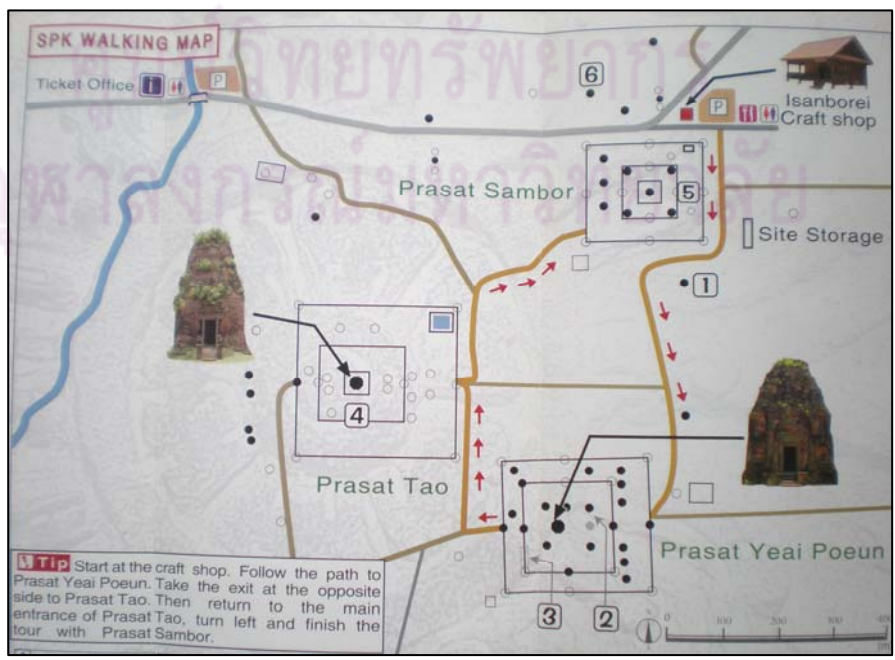
**Direction:** In this part of the test, you will be asked to participate in a communicative role playing activity. The examiner will play the role of a foreign tourist. You will play the role of the tour guide. You must recommend food stalls at the Sambor Preikuk historical site to the tourist and provide directions on how to get there.

**ការណែនាំ:** នៅក្នុងផ្នែកនេះ ប្អូនៗត្រូវសំដែងការសន្ទនា។ គ្រូសំដែងជារៀនទេសចរណ៍បរទេស ឯប្អូនៗសំដែងជាយុវមគ្គុទេសករ។ ប្អូនៗត្រូវណែនាំរៀនទេសចរណ៍បរទេស អំពីតួបលក់ម្ហូបអាហារឯរមនីយដ្ឋានប្រវត្តិសាស្ត្រសម្បូរព្រៃគុក ព្រមទាំងប្រាប់ផ្លូវទៅកាន់ទីនោះផង ។ ប្អូនៗមានពេល១នាទីដើម្បីត្រៀមសន្ទនា នឹង២នាទីទៀតដើម្បីសន្ទនា។

Suppose that you are at the Tourist Information Office (Ticket Office), and the examiner is a foreign tourist who is looking for something to eat.

- Recommend him/her to go to food stalls at Sambor Preikuk historical site.
- Tell him/her how to get there

You will have 1 minute to prepare your talk. Then you will have another 2 minutes to discuss.



**Questions for examiner (foreign tourist) to explore where to eat**

- Excuse me, are there any restaurants nearby?
- Can you tell me how to get there?
- How far is it from here?



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## Appendix H

### Analytic Speaking Scoring Rubric

| <b>Relevance of Content</b>                  |   |
|--|---|
| 5  | Speaks with rich content, ideas with elaboration and details.   |
| 4  | Speaks with adequate and appropriate content; ideas developed with some elaboration and details.  |
| 3  | Speaks somewhat adequately; ideas expressed with little elaboration.  |
| 2  | Speaks with some relevant content but without supporting details.   |
| 1  | Speaks with minimal relevant and frequently inappropriate content; repetitive ideas.  |
| <b>Fluency</b>                               |   |
| 5  | Speaks with near-native like fluency, pauses and hesitations do not interfere with comprehension.   |
| 4  | Speaks with occasional hesitations.   |
| 3  | Speaks hesitantly and slowly because of re-phrasing and searching for words.  |
| 2  | Speaks in single word and short patterns, unable to make connected sentences.   |
| 1  | Almost cannot answer the questions.   |
| <b>Comprehension</b>                         |   |
| 5  | Understands the discourse without difficulty.   |
| 4  | Understands most of the spoken discourse.   |
| 3  | Understands simple sentences in sustained conversation; require repetition, rephrasing and clarification.   |
| 2  | Understands words and phrases; requires repetition, slower than normal speech.  |
| 1  | Understands very little or no English.  |
| <b>Pronunciation, Stress, and Intonation</b> |   |
| 5  | Mostly reads with appropriate word-stress/rhythm. All individual sounds are unambiguous and sufficiently well articulated for easy understanding. Stress and intonation are intelligible all of the time. |
| 4  | Reads with few phonemic errors, but almost intelligible pronunciation, stress, and intonation.  |
| 3  | Reads with occasional errors and necessitates attentive listening. Pronunciation,   |

|                   |   |
|-------------------|---|
|                   | stress and intonation are intelligible, but are sometimes inconsistent                                    |
| 2                 | Reads very frequently with mispronunciations; constant phonemic errors make understanding extremely hard. |
| 1                 | Severe problems make understanding almost impossible.   |
| <b>Vocabulary</b> |   |
| 5                 | Uses extensive vocabulary in any domain appropriately.  |
| 4                 | Uses varied vocabulary to discuss general topics and in special interests.                                |
| 3                 | Uses academic vocabulary, some word usage is inappropriate, slightly damages the message.                 |
| 2                 | Uses limited vocabulary, constant use of one word.  |
| 1                 | Uses inadequate basic vocabulary.   |
| <b>Grammar</b>    |   |
| 5                 | Masters a variety of grammatical structures, almost no errors.  |
| 4                 | Occasional grammatical errors but no problem with understanding.  |
| 3                 | Uses some complex sentences but lacks control over irregular forms.                                       |
| 2                 | Uses predominantly present tense verbs, constant errors interfere with understanding.                     |
| 1                 | Severe errors make understanding completely impossible.   |

## Scoring Sheet

Name: \_\_\_\_\_

|  |   |   |   |        |
|--|---|---|---|--------|
| <b>Part 2</b>                                |   |   |   |        |
| <i>Pronunciation, stress, and intonation</i> | 1 | 2 | 3 | 4    5 |
| <b>Part 3</b>                                |   |   |   |        |
| <i>Relevance of content</i>                  | 1 | 2 | 3 | 4    5 |
| <i>Fluency</i>                               | 1 | 2 | 3 | 4    5 |
| <i>Pronunciation, stress, and intonation</i> | 1 | 2 | 3 | 4    5 |
| <i>Vocabulary</i>                            | 1 | 2 | 3 | 4    5 |
| <i>Grammar</i>                               | 1 | 2 | 3 | 4    5 |
| <b>Part 4</b>                                |   |   |   |        |
| <i>Relevance of content</i>                  | 1 | 2 | 3 | 4    5 |
| <i>Fluency</i>                               | 1 | 2 | 3 | 4    5 |
| <i>Comprehension</i>                         | 1 | 2 | 3 | 4    5 |
| <i>Pronunciation, stress, and intonation</i> | 1 | 2 | 3 | 4    5 |
| <i>Vocabulary</i>                            | 1 | 2 | 3 | 4    5 |
| <i>Grammar</i>                               | 1 | 2 | 3 | 4    5 |

Raw score : \_\_\_\_\_/60,      Converted score : \_\_\_\_\_%

**Note:**

The scoring sheet is used to score the students' speaking performance. In this sheet, the raw scores of the English speaking test are given based on the individual part of the students' speaking including the relevance of the content, fluency, pronunciation, and so forth, as mentioned in the scoring sheet. For each individual part, the raters will give the raw scores to the students from 1 to 5 according to how well the students performed. Then the total raw scores will be summed. The maximum of the total raw score is 60. Likewise, the converted scores will also be calculated into percentages to see how many scores out of 100 the students get.

The following example shows how to find out the sum of the converted scores.

Raw scores = 30      then      the converted scores =  $(30 * 100)/60 = 50\%$

**Appendix I**  
**English Speaking Test Evaluation Form**

Please rate ✓ these following items according to your opinions.

Congruent = 1

Questionable = 0

Incongruent = -1

| Items  | Speaking Aspects  | 1 | 0 | -1 | Comment |
|--|---|---|---|----|---------|
| <b>Part 1: Self Introduction</b>                   |   |   |   |    |         |
| 1  | Do the test items identify the students' personal information?  |   |   |    |         |
| <b>Part 2: Read a Text Aloud</b>                   |   |   |   |    |         |
| 1  | Does the test evaluate students' pronunciation in English?  |   |   |    |         |
| 2  | Does the test evaluate students' stress and intonation in English?  |   |   |    |         |
| <b>Part 3: Presentation and Part 4: Discussion</b> |   |   |   |    |         |
| 1  | Does the test evaluate students' pronunciation in English?  |   |   |    |         |
| 2  | Does the test evaluate students' stress and intonation in English?  |   |   |    |         |
| 3  | Does the test evaluate the relevance of local community content?  |   |   |    |         |
| 4  | Does the test evaluate students' oral fluency in English?   |   |   |    |         |
| 5  | Does the test evaluate students' oral comprehension in English?   |   |   |    |         |
| 6  | Does the test evaluate students' use of varied vocabulary words?  |   |   |    |         |
| 7  | Does the test evaluate students' accurate and appropriate use of target grammatical structure in English? |   |   |    |         |
| <b>Conclusion</b>                                  |   |   |   |    |         |
| 1  | Is the content of the test well-aligned with the local community content?                                 |   |   |    |         |
| 2  | Does the test draw on the students' background knowledge?   |   |   |    |         |
| 3  | Are the test instructions clear?  |   |   |    |         |
| 4  | Is the time allocated for each part appropriate?  |   |   |    |         |

**Additional Comments:**

.....  
.....

**Thank you very much for your time and assistance.**

.....  
(.....)

**Appendix J**  
**Interview Questions**

Name: ..... Date: .....

*Please express your opinions towards the use of media in the English for Junior Tour Guides course you have taken, according to the questions below:*

1. Are you familiar with the media presented in the course? If yes, how?

.....  
.....

2. Did the media presented in the course add to your interests about the class?

.....  
.....

3. Which types of media did you find the most interesting?

.....  
.....

4. Which types of media did you find the least interesting?

.....  
.....

5. Do you think the media could help you to understand the content of the lessons better? If yes, which types of media and how?

.....  
.....



6. Do you think the media could promote your speaking abilities? If yes, which types of media best promote your speaking ability and how?

.....  
.....

7. Do you think the media could help you to understand the target language? If yes, which types of media help you the most and how?

.....  
.....

8. Overall, which types of media do you think could help you to learn better? How did those types of media help you?

.....  
.....

9. Did the media-based lesson help prepare you for the class?

.....  
.....

10. Do you want media to be employed in regular English classes in this high school? Why?

.....  
.....

11. What other media would you like to see included in the course?

.....  
.....

12. Any additional comments?

.....  
.....

**Appendix K**  
**(Interview Questions in Khmer)**

**សំណួរសរាប់សម្ភាសន៍ស្តីអំពីចំណាប់អារម្មណ៍របស់សិស្សចំពោះ សម្ភារៈឧបទ្វេសបង្រៀន**

ឈ្មោះ..... កាលបរិច្ឆេទ.....

សូមផ្តល់យោបល់របស់ប្អូនៗ ចំពោះការប្រើប្រាស់ សម្ភារៈឧបទ្វេសនៃការបង្រៀន (ប្រភេទធម្មតា រួមជាមួយ ប្រភេទបច្ចេកវិទ្យា) ក្នុងវគ្គសិក្សា **ភាសាអង់គ្លេសសំរាប់យុវមគ្គុទ្ទេសករណ៍** ដែលប្អូនៗបានសិក្សាកន្លងមក ។ សូមផ្តល់យោបល់របស់ប្អូនៗ តាមរយៈសំណួរ ដូចខាងក្រោម៖

១. តើ ប្អូនៗធ្លាប់ស្គាល់ សម្ភារៈឧបទ្វេស នៃការបង្រៀនដែលបានប្រើប្រាស់នៅក្នុងវគ្គសិក្សានេះរឺទេ?  
បើស្គាល់ សូមបញ្ជាក់តាមរបៀបណា?

.....  
.....

២. តើ សម្ភារៈឧបទ្វេស ដែលបានប្រើប្រាស់នេះ ទាក់ទាញអារម្មណ៍ប្អូនៗក្នុងការសិក្សាភាសាអង់គ្លេសរឺទេ?

.....  
.....

៣. តើ សម្ភារៈឧបទ្វេសប្រភេទណាខ្លះ ដែលប្អូនៗចាប់អារម្មណ៍ជាងគេបំផុត?

.....  
.....

៤. តើ សម្ភារៈឧបទ្វេសប្រភេទណា ដែល ប្អូនៗចាប់អារម្មណ៍តិចបំផុត ?

.....  
.....

៥. តើសម្ភារៈឧបទ្វេសប្រភេទណាដែលប្អូនៗគិតថាបង្កភាពងាយស្រួលអោយប្អូនៗយល់អំពីខ្លឹមសារមេរៀន បានល្អ ?

.....  
.....

៦. តើសម្ភារៈឧបទ្វេសប្រភេទណាខ្លះ ដែល ប្អូនៗគិតថាជួយបង្កើន មត៌ភាពនៃការនិយាយរបស់ប្អូនៗ បានច្រើនជាងគេ?

.....  
.....

៧. តើសម្ភារៈឧបទ្វេសប្រភេទណាខ្លះដែលបួនៗគិតថាជួយបួនអោយរៀនយល់អំពីភាសាអង់គ្លេស  
បានល្អជាងគេ?

.....  
.....

៨. ជារួម តើសម្ភារៈឧបទ្វេសប្រភេទណាខ្លះ ដែលបួនៗគិតថាអាចជួយបួនយល់មេរៀនបានល្អជាងគេ?  
សូមពន្យល់ ជួយដោយរបៀបណា ?

.....  
.....

៩. តើការរៀនភាសាអង់គ្លេសដោយប្រើប្រាស់ សម្ភារៈឧបទ្វេសនៃការបង្រៀន ប្រភេទធម្មតា រួមជា  
មួយប្រភេទបច្ចេកវិទ្យា ធ្វើអោយបួនមានការត្រៀមខ្លួនច្រើនជាងការរៀនមេរៀនធម្មតាដែររឺទេ?

.....  
.....

១០. តើបួនៗចង់អោយមានការប្រើប្រាស់ សម្ភារៈឧបទ្វេសនៃការបង្រៀន ប្រភេទធម្មតា រួមជាមួយ  
ប្រភេទបច្ចេកវិទ្យានៅក្នុងថ្នាក់រៀនភាសាអង់គ្លេសនៅក្នុងវិទ្យាល័យនេះរឺទេ?

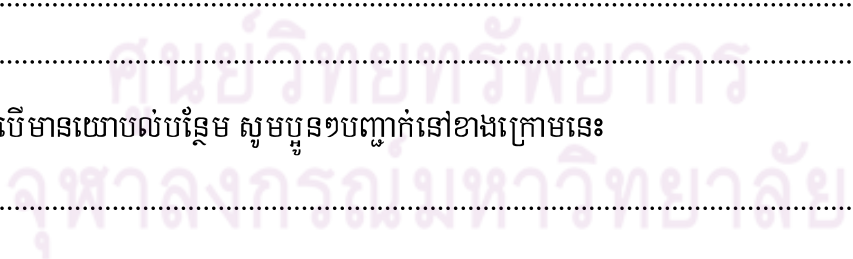
.....  
.....

១១. តើបួនៗចង់អោយមានការប្រើប្រាស់នៅសម្ភារៈឧបទ្វេសនៃការបង្រៀនប្រភេទដទៃទៀត  
ក្នុងវគ្គសិក្សាភាសាអង់គ្លេសនេះរឺទេ? បើមានសូមបញ្ជាក់ ។

.....  
.....

១២. បើមានយោបល់បន្ថែម សូមបួនៗបញ្ជាក់នៅខាងក្រោមនេះ

.....  
.....



## Appendix L

### List of Experts

#### A. Experts Validating Contents

1. Assoc. Prof. Siripaarn Suwanmonkha, Ph.D

Member of HRH Princess Maha Chakri Sirindhorn Project in Education in  
Kingdom of Cambodia

2. Ms. Pum Sokunthy

Vice Principal of Kampong Chheuteal High School

3. Mr. Sem Norm

Member of Local Tourist Authority

#### B. Experts Validating Lesson plans

1. Assoc. Prof. Sumalee Chinokul, Ph.D.

Faculty of Education, Chulalongkorn University

2. Vichea In, Ph.D.

Institute of Foreign Language, Royal University of Phnom Penh

3. Mr. Alex Stevenson Linville

Demonstration School, Rangsit University

## Appendix L

### List of Experts (Continued)

#### C. Experts Validating English Speaking Test and Scoring Rubric

1. Assoc. Prof. Sumalee Chinokul, Ph.D.  
Faculty of Education, Chulalongkorn University
2. Chookiat Jarat, Ph.D.  
Faculty of Humanities and Social Science, Buriram Rajabhat University
3. Supalak Komarakul, Ph.D.  
TOEIC Testing Center, Bangkok

#### D. Experts Validating Interview Questions

1. Assoc. Prof. Sumalee Chinokul, Ph.D.  
Faculty of Education, Chulalongkorn University
2. Assoc. Prof. Poomjit Ruangdej, Ph, D.  
Faculty of Education, Buriram Rajabhat University
3. Mr. Em Oun  
National Institute of Education, Cambodia

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## BIOGRAPHY

Mr. Kimcheang Hong was born on the 05<sup>th</sup> January 1979 in Kampong Thom Province, Cambodia. In 2006, he received a Bachelor's Degree of Arts in English Literature from University of Cambodia. In 2007, he continued his Master's degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. He is currently teaching English at Kampong Chhenteal High School, Kampong Thom Province, Cambodia.



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จุฬาลงกรณ์มหาวิทยาลัย