

Effect of Blended Learning with Collaborative Learning via Social Networking on Video Sharing to Enhance English Speaking Ability of Students in the Faculty of Education

Patthaporn Langprayoon^{*a}, Boriboon Chobthamdee^b

^aDepartment of Teaching English, Phranakhon Si Ayutthaya Rajabhat University, Preedeepanomyong, Phranakhon Si Ayutthaya, Thailand

^bDepartment of Computer Education, Phranakhon Si Ayutthaya Rajabhat University, Preedeepanomyong, Phranakhon Si Ayutthaya, Thailand

*Corresponding Author: koontika@hotmail.com

Abstract

The present study aims to determine the effect of blended learning with collaborative learning via social networking on video sharing to enhance English speaking ability of students in the faculty of Education. The research method was an experimental pre-test and post-test design. The sampling of this research were 35 first-year students in the faculty of Education, Phra Nakhon Si Ayutthaya Rajabhat University. The research instruments were speaking observation form for English speaking skill, pre-test and post-test. The data were analyzed by mean, standard deviation, and t-test dependent. The results from the study have been shown that the ability in speaking English skill was at high level, and learning achievement from post-test was higher than before studying at statistical significantly.

Keywords: Blended Learning, Cooperative Learning, Social Networking, Video Sharing, English Speaking Ability

Introduction

In the digital age, learning management has been changed by applying technology in teaching activities. Students can learn by themselves from online learning via computer, tablet or smartphones at anywhere-anytime where students can connect to the internet. Web technology was used as a connector for the content including texts, images, sound, animation and videos. It is very popular and this method was called blended learning (Daniel, 2010; Wankel, 2011; Smaldio, Lowther

and Russell, 2014; Stein, and Graham, 2014; Bates, 2015). Students could study by face-to-face in the classroom with their classmates and the teachers apply online learning in distance education. There are some activities between students and teachers through media and technology, including communication, homework, course content, questionnaires and online tests. Students could assess knowledge, and control their study time by themselves anytime they want (Hew and Cheung, 2014; Keengwe and Agamba, 2015; Taylor, Atas and Ghani, 2017). It is a teaching and learning facility that is convenient for students in the 21st century.

After the students have finished their online learning, they are able to use their knowledge in the classroom activities or classroom discussion. Learning activities in the classroom deal with cooperative learning which is related to blended learning. Students gain some knowledge through media and technology, and they use their knowledge to analyze, summarize, and discuss within their groups and share the information to the other groups. The information from the group work may be similar or different. This activity encourage students to have good relationships between students in each group. Students in the group need to step up to the group work, each member has their own work which were assigned to do. The role of each member is important for group work. Media and technology were applied to help the students to present their work. In addition, Video is one of the most popular media and technology that the students commonly used in blended learning. The students need to work together in order to create the video production so collaborative learning is crucial for them to do their group work. At present, it is more convenient for producing videos because students can product them by using their smartphones or tablets to record videos. Their video clips can also be edited and added text, images, and animation by using computer programs and shared by video sharing. Students could gain some knowledge by video sharing which could be found on various websites on the internet such as YouTube, Facebook, and video sharing channels via social networking. Social networking are one of the types of website which is important for blended learning. Video sharing and social networking are the media and technology that are easily accessible and easy to use. It is better to develop these two technologies to make the students in higher potential skills in English.

English speaking skills are one of the most necessary skills for communication in this century because of digital age in the globalisation. Students need to communicate with people all over the world by phone calls, video calls through Facebook or the application line. Students need to use English speaking skills for communication more than before. In addition, students should make videos sharing and present them on social networking websites in order to make people from other countries understand the content as much as possible so English which is a common language for

communication could be used. Nowadays, people create their own personal channel through YouTube channel. Therefore, speaking skills in English is very important, especially for the students of the faculty of Education. In the future, they would become teachers who should develop their English language proficiency in order to teach their students in schools to get higher proficiency in English language. In addition, Thailand becomes one of the members of an ASEAN community, so it is necessary to develop English speaking skills in order to communicate with the international community. Therefore, this research studies on the effect of blended learning with collaborative learning via social networking on video sharing to enhance English speaking ability of students in the faculty of Education. The results from the study could show the effect of blended learning with collaborative learning via social networking on video sharing and it could be used as a guideline for media, technology development and proficient of the students in English in the future.

Objectives

1. To study the level of the ability in English speaking skills of the students in the faculty of Education using blended learning with collaborative learning via social networking on video sharing.
2. To compare the ability in English speaking skill of the students before and after using blended learning with collaborative learning via social networking on video sharing.

Research Questions

1. What level of the speaking abilities of the students in the faculty of Education after using blended learning with collaborative learning via social networking on video sharing?
2. When the students in the faculty of Education studying blended learning with collaborative learning via social networking on video sharing, what will be their learning achievement?

Literature Review

Blended learning

Blended learning is a popular learning management in the 21st century. The outstanding of blended learning is the combination between classroom learning and online learning. Students can control their learning time by themselves and choose learning content depended on their interests through the media and technology available from the Internet. The proportion between classroom and online learning are as follows:

1. Allow students to study online by the whole course. Start with the registration by online, the students enrol and learning this course by an electronic learning system (E-learning) or massive open online course. Teachers assign some assignments and the students need to submit their work and communicate with their teachers and the students follow the students via group chat, video conference, test, and measurement. All grades of the students are shown by online system without attending to the classes.

2. The combination between classrooms and online learning with media and technology, the students need to use media and technology to do some learning activities. They study by themselves through the Internet, instructional media or materials produced by teachers. They use computers, tablets or smartphones as assistive devices for information searching. Students use the web board, chat to summarize and discuss the results in group discussion. They can share their ideas, knowledge and understanding to their group. In addition, various programs or applications are used to help with teaching and learning activities in the classroom, such as using online games to assess basic knowledge before learning and to test students' knowledge. Teachers divide their students into the groups and tell them to help each other and answer the questions through various applications that the teacher has prepared to encourage the students to participate in teaching and learning activities.

3. Blended learning divided the proportion between classroom learning and online learning for 70-30 which means that 70 percent for classroom learning and 30 percent for online learning. Blended learning could make the students learn face-to-face with teachers in the classroom and conduct activities with their classmates and study online by themselves as well. It is one of the most popular learning management.

The advantages of blended learning is flexible and suitable for the student and the nature of the course. For example; students who are unable to attend regular classes could go to study by online learning. The design of media and technology in blended learning should be related and supported to the classroom condition and the scope of the contents.

Various forms of media and technology are utilized in blended learning such as materials like computers, tablets, smart phones and webcams, the instructional technology types include Electronic learning (E-learning), M-Learning, Online Learning, Moodle, Massive open online course (MOOC). Social media types are consisted of Facebook, WhatsApp, YouTube and Line. Virtual Reality, Augmented Reality, PowerPoint, E-book, Game, VDO clip and Audio clip are parts of Multimedia and video categories. Other media available on the internet are Website,

Web board, Blog, E-mail. These media and technologies are an intermediary delivering knowledge, communication and other things that are essential for blended learning.

Collaborative Learning

Collaborative Learning or cooperative learning is learning through group work processes. Students in the group are interested in the same subject topic. Each student is able to share the information they get through activities, teaching materials, and technology. They could also share the information within the group. In addition, the knowledge gained from summarizing and discussing could be presented and shared to other students from the other groups. Therefore, the students could receive both similar and different knowledge. This learning could support internal relationship and external relationship.

The characteristics of cooperative learning management are learning management by having students to work in their group together and divide the roles of each student in their group focusing on the activities. Furthermore, interaction of the members, freedom in presenting knowledge, understanding, attitudes, and concepts of students are considered as more important factors than giving knowledge by teaching. The number of the students in the group should be consisted of 3-6 students in different abilities in the same group. All of them could set the same goal, and clearly specifying the role of the students. The teachers should assign the roles, duties and working characteristics of the members of the students in the group related to the objective of doing group work. Every student has their own roles and responsibilities. If someone doesn't do their duty, it affects to the group. The arrangement of the place, materials, teaching materials and teaching technology used in cooperative teaching and learning activities could also be considered.

The role of the teachers is changed from teaching and they become to be a facilitator. The teacher only explained the group work process, the importance of each student's role within the group, their duties, their good relationships, their supportive, and their interaction with each other. Helping each other in the group, methods of duties checking and responsibilities, criteria for assessing group performance and the outcomes of activities should be considered.

Social Networking

Social networking are the networks the people in a group can communicate with each other through the service of the internet called Social Networking service (SNS). It uses a website to create the network for users or those in social networking groups can do activities together in the network (Eggen, Van Der Werf and Bosker, 2008;

Ryan, Sales, Tilki, and Siara, 2008). They can present by text, images, videos, animation, comments, and discussions to exchange knowledge. Moreover, it could send and receive various useful information from people within the group. Most of social networking are from the groups of people who are interested in the same topic (Knoke and Yang, 2008). Nowadays, social networking has developed into an application that can be used by tablets and smartphones. People could use social networking services worldwide.

Social networking services are currently popular. For social networking, there are various websites and applications such as Facebook, YouTube, Line, Twitter, Instagram, Blog etc. These social networks provide services for disseminating the identity of users, presentations, uploading - downloading works, sending and receiving data, visiting work, ordering products via social networking and also being able to make suggestions and comments. It is a service that is easy to use and accessible to people around the world.

Video Sharing

Video Sharing is a video presentation in form of sharing knowledge and various content between groups of people who are interested and study for knowledge on the videos. They are provided on the internet via websites or social networks. It could be shown both in a specific group and publicized. In addition, you can upload and download shared videos to use the interesting content through websites, social media, and applications that can share videos like YouTube, Facebook, Line, Google Drive, 4 Shares, etc.

The form of video sharing was done by sharing live event. The presenter creates a program or activity while broadcasting the video at the same time. Viewers could watch the program at real time while broadcasting. This form is good for audiences to watch program at real situation without editing. However, it might not be able to watch all the content in the event because of online class missing. Another form of video sharing is on websites, social media, and applications, which are broadcast and it has already recorded. After editing the video and checking the content, the video has been shared. In this kind of video sharing, viewers couldn't watch live programs but they can watch backwards until they have all the required contents

The video files sharing are currently in form of digital format. 3GP, AVI, WMV, and MP4 are the levels of video files. The level of resolution starts from low resolution to high definition (HD). The ability to support types of the files from different website should be considered before making video sharing.

English Speaking

Speaking is one of communication skills used to transfer knowledge, ideas, and understanding from speaker to listener. Speaking consisted of words, tone of voice, and gestures as two or more verbal communication for speaker communicating with listeners to have the same understanding. Speaking is important for everyday communication. It is the most necessary skill and it is the basic skill of communication to make communication between humans.

The process of developing English speaking skills are focused on pronunciation, vocabulary, communicative sentences, accent and naturally of the language used. These processes are the practice of English speaking skills that students must do inside and outside of the class. In addition, the process of measuring and evaluating English speaking skills can be accomplished by observing, taking tests to measure speaking skills. It is an assessment of the student's progress in speaking and how much achievement should be developed to enable students to improve their speaking skills.

Research Methodology

Effect of blended learning with collaborative learning via social networking on video sharing to enhance English speaking ability of students in the Faculty of Education is an experimental research.

Population and Sampling

The population used in the research was 300 first-year students in the faculty of Education, Phranakhon Si Ayutthaya Rajabhat University.

The sampling was 35 students in Social Studies major. The sampling was selected by the purposive sample group and the students enrolled in Listening and Speaking English course.

Scope of the study

This scope of the research is to study English speaking skills of students in 6 topics: pronunciation, vocabulary, communicative sentences, accent, and naturally of the language used.

Research Instrument

The instruments used in this research consisted of the speaking English observation form and the English speaking skill achievement test. To check the quality of research tools, 3 experts evaluate research tools by using item-objective congruence (IOC). After that, the instrument was used to try out with students who were not in the sampling group. English speaking skill achievement test was analyzed

the difficulty index, discrimination, and reliability were edited and developed the suitable research tools.

Data Collection and Data Analysis

This research is an experimental research and data collection was done in the first semester of the academic year 2019. The analysis of data from the English speaking skills observation form using statistics in mean (\bar{X}) and standard deviation (S.D.) with the following interpretation criteria:

4.50-5.00 shows that the English speaking skills is at the highest level

3.50-4.49 shows that English speaking skills are at a high level

2.50-3.49 shows that the English speaking skills are at a medium level

1.50-2.49 shows that English speaking skills are at a low level

1.00-1.49 shows that English speaking skills are at the lowest level.

The analysis of the data from the English speaking skills achievement test uses mean (\bar{X}) and standard deviation (SD). The comparison of the English speaking skills achievement scores before and after studying is done by t-test.

Findings

Effect of blended learning with collaborative learning via social networking on video sharing to enhance English speaking ability of students in the faculty of Education are as follows;

Table 1

Showing the results of blended learning with collaborative learning via social networking on video sharing

Factors	\bar{X}	S.D.	Range
Pronunciation	4.22	0.63	High
Vocabulary	3.63	0.63	High
Communicative sentences	4.02	0.69	High
Accent	4.05	0.58	High
Naturally of the language used	3.97	0.65	High
Average	3.98	0.64	High

Table 1 shows the results of blended learning with collaborative learning via social networking on video sharing, it was found that the ability of the students in English speaking skills was at a high level. The pronunciation was the highest level ($\bar{X} = 4.22$), followed by accent ($\bar{X} = 4.05$), Communicative sentences ($\bar{X} = 4.02$) and the lowest level of ability in speaking is Vocabulary ($\bar{X} = 3.63$).

Table 2

Comparison of English speaking ability pre-test and post-test with blended learning with collaborative learning via social networking on video sharing.

Experimental group	n	Full score	\bar{X}	S.D.	t	Sig
Pre-test	35	30	14.94	1.85	23.29	0.000
Post-test	35	30	21.19	2.05		

Table 2 shows the comparison of English speaking ability pre-test and post-test with blended learning with collaborative learning via social networking on video sharing., it was found that The average score of the students in pre-test was 14.94 and the score for the post-test was 21.19. Therefore, the result shows that the score of English speaking ability after doing post-test higher than before learning at the statistical significance of .05.

Discussion

From the study of English speaking skills of the students in the faculty of Education learning with blended learning in collaborative learning via social networking on video sharing, it was found that the ability of the students in English speaking skills were at a high level, in accordance with the comparison of the English speaking achievement scores. The students also got higher post-test score than pre-test. The results from the study are considered to be similar from other related studies. Blended learning with collaborative learning via social networking on video sharing is a process that the students learn by themselves through a variety of media and technology. They could get some knowledge from online learning to share and do their group work and create their group task or group work. Finally, they could produce the video and share via social networks. In addition, their classmates have an opportunity to share, learn, analyze, synthesize, discuss, and make conclusion on social network and they also developed their English speaking skills together while doing group work. Furthermore, some related research supports blended learning and collaborative learning via social networking on video sharing. The research from Langprayoon and Chobthamdee (2019) studied the effect of blended learning upon learning achievement of English Language Teaching Program Students in the Faculty of Education, Phranakhon Si Ayutthaya Rajabhat University. The results from the study indicated that the students who studied through blended learning significantly had higher learning achievement than pre-test. Moreover, the research conducted by Chobthamdee and Langprayoon (2019) showed the studies of the synthesis of blended learning. It is important to use blended learning because its model could support Web 2.0 technology. Both teachers and students could perform the effective activities in the classrooms (Köse, 2010). The results from the researches could support the theory

of blended learning that it could develop students in 21st century. The results from blended learning research from Australia found that online learning was the most influential for pre-service teachers as learners in using blended learning model (Garner and Rouse, 2016). The research from Erdem (2014) also identified that Facebook was a crucial tools for communication and interaction, and online environment should be better to share content, homework, project and video from the students. Therefore, the results of the study identified that using video, internet, websites, social networking and various communication tools including Facebook, WhatsApp, Web board, Blog, Chat, Massage were important to develop of English skills and blended learning also has a higher impact on English learning achievement according to the previous research. Furthermore, learning process could be affected by Computer Supported Collaborative Learning (CSCL). The results from related study have been shown that online collaborative tools could support interaction between group member. It is better to support effective management of the online tools facilitating collaboration (Sellés, Carril and Sanmamed, 2019). The finding from this study is supported by the finding of Barthel, Ainsworth and Sharples (2013) conducted collaborative knowledge building with shared video. The results from the study could be provided and analysis of collaborative dimension as a valuable tool.

Recommendations

1. This research is a guideline for developing English speaking skills for students. Thus, the suitable media and technology for doing learning activities should be prepared by the teachers. Besides, teachers could apply websites, software, and applications that appropriate for each school in different readiness.

2. The next research should conduct the research on blended learning in full course online to compare the difference between class-based learning and online learning.

References

- Allan, B. 2007. *Blended Learning Tools for Teaching and Training*. London: Facet.
- Barthel, R., Ainsworth, S. and Sharples, M. 2013. Collaborative knowledge building with shared video representations. *Int. J. Human-Computer Studies*, 71, 59–75.
- Bates, W.A. 2015. *The Role of Technology in Distance Education*. New York: ST. Martin's.
- Boettcher, J. V. and Nardick, D. L. 2001, *Reaching out to IT professionals with webcasting*. *Educause Quarterly*. Retrieved September 15, 2007 from <<http://www.educause.edu/ir/library/pdf/EQM0149.pdf>>.

- Bourdieu, P. 1986. The forms of capital. In J. Richardson (Ed.). *Handbook of theory and research for the sociology of education*. New York: Greenwood.
- Buosonte, R. 2013. *Research and Development Educational Innovation*. Phitsanulok : Bua Graphic.
- Dachakupt, P. and Yindeesuk, P. 2014. *Learning Management in 21 Century*. Bangkok: Chulalongkorn University.
- Davis, H.C., Fill, K. 2007. Embedding blended learning in a university's teaching culture: experiences and reflections. *Br. J. Educ. Technol.* 38(5), 817–828 2007.
- Erdem, M. 2014. Students' opinions on Facebook Supported Bended Learning Environment. 13(1), 199-206.
- Ferlander, S. 2007. The importance of different forms of social capital for health. *Acta Sociologica*, 50(2), 115–128.
- Garner, R. and Rouse, E. 2016. *Social presence – connecting pre-service teachers as learners using a blended learning model*. 7(1), 25-36
- Granovetter, M. 1973. The strength of weak ties. *American Journal Of Sociology*, 78, 1360–1380.
- Health Education England, 2016. *Case Study: Implementing Collaborative Learning in Practice – a new way of learning for Nursing Students*. Workforce Information Network Online.
- Hew, F. K. and Cheung, S. W. 2014. *Using Blended Learning Evidence-Based Practices*. New York: Springer.
- Keengwe, J. and Agamba, J. 2015. *Models for Improving and Optimizing Online and Blended Learning in Higher Education*. USA: IGI Global.
- Khlaisang, J. and Koraneekij, P. 2017. *TCU-OBL TCU Outcome Based Learning Plugin System*. Nonthaburi : Sahamitr Printing and Publishing.
- Knoke, D. and Yang, S. 2008. *Social network analysis*. CA: Sage Publications.
- Köse, U. 2010. *A blended learning model supported with Web 2.0 technologies*. p. 2794-2802. *Procedia Social and Behavioral Sciences* 2
- Langprayoon, P. 2016. Survey of Errors in English Writing of Thai EFL Students at Phranakhon Si Ayutthaya Rajabhat University. *7th National Conference of Sri-Ayutthaya Rajabhat University Group*. Thailand, July, 7-8 2016.
- Langprayoon, P. and Chobthamdee, B. 2019. The Effect of Blended Learning upon Learning Achievement of English Language Teaching Program Students in the Faculty of Education, Phranakhon Si Ayutthaya Rajabhat University. *Proceedings of the NIC-HUSOC II: The 2nd National and International Conference on Humanities and Social Sciences*, Mandalay, Myanmar, September, 4-7 2019.

- Lapp, D. and Fisher, D. 2011. *Handbook of Research on Teaching the English Language Arts*. (3th ed.). New York: Taylor & Francis.
- Laurillard, D. 2012. *Building Pedagogical Patterns for Learning and Teaching*. Routledge: Oxford shire.
- Leekitchwatana, P. 2015. *Research Methods in Education*. (10th ed) Bangkok: Mean Service Supply.
- Lin, N. 2001. *Social capital: A theory of social structure and action*. Cambridge. UK: Cambridge University Press.
- Lin, C.A. 2004. Webcasting adoption: technology, user innovativeness, and media substitution. *Journal of Broadcasting and Electronic Media* 48 (3), 446–465.
- Mayadas, F., Miller, G. and Sener, J. 2015. Definitions of E-Learning Courses and Programs. Version 2.0. [Online]. Available from: Online Learning Consortium, Inc., <https://onlinelearningconsortium.org/updated-e-learning-definitions-2/>
- Na-songkhla, J. 2018. *Digital Learning Design*. Bangkok : Chulalongkorn University.
- Narayanasamy, A. and Penney, V. 2014. Coaching to promote professional development in nursing practice. *Journal of Nurses*. 23 (11), 568–573.
- Overton, G. 2006. Are you casting or podcasting? *Laser Focus World* 42 (6), 61–63.
- Paje, S. 2018. *Online Education Theories and Practices*. Phrae: Phraethai Printing Industry.
- PC Magazine, 2007. Retrieved September 15, 2007 from http://www.pcmag.com/encyclopedia_term/0,2542,t=usergenerated+content&i=56171,00.
- Portes, A. 1998. Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology*, 24, 1–24.
- Promsurin, S. 2015. *Comparison of E-learning, Blended learning, and Traditional English Teaching Methods: A Case Study of Ban Hong Community Education College*. Master Degree of Arts. King Mongkut's Institute of Technology Ladkrabang, Thailand.
- Promwong, C. and et al. 1977. *Instructional Media System*. Bangkok : Chulalongkorn University.
- Putnam, R. D. 2000. *Bowling alone*. New York: Simon and Schuster.
- Ryan, L. and et all. 2008. Social Networks, social support and social capital: *The experiences of recent Polish migrants in London*. *Sociology*, 42(4), 672–690.
- Schulz, B., Horr, A., and Hoenig, K. 2017. *The position generator in the NEPS (NEPS Survey Paper No. 23)*. Bamberg, Germany: Leibniz Institute for Educational Trajectories, National Educational Panel Study.
- Sellés, H. N., Carril, P. M. and Sanmamed, M. G. 2019. Computer-supported collaborative learning: An analysis of the relationship between interaction,

emotional support and online collaborative tools. *Computers & Education*, 138, 1-12.

Smaldio, E.S., Lowther, L.D. and Russell, D.J. 2014. *Instructional Technology and Media for Learning*. (10th ed.). USA: Pearson Education.

Stein, J. and Graham, R.C. 2014. *Essentials for Blended Learning*. New York: Taylor & Francis.

Thumthong, B. 2016. *Theories and Development of Instructional Model*. Bangkok: Triple-group.