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Evaluating the Limitations and Benefits of Using "Pitcherific" to Increase English Exposure and Proficiency

Ulrich Lindman[*], Nawaphorn Wannathong
English Instruction Department, Faculty of Education,
Sakon Nakhon Rajabhat University
680, Nittayo Road, Sakon Nakhon, Thailand
*Corresponding author: ulrichlindman@gmail.com

ABSTRACT

This study aims to evaluate the effectiveness of utilizing the Internet based "Pitcherific" program as a medium to facilitate English teaching. The study focuses on students undertaking an English Majors Program at a regional university in Thailand where most students have very little exposure to English language usage. This research was undertaken in February 2016 through until July 2016. A mixed methodology was utilized. A cohort of seventy 3rd and 4th year students enrolled in the English Major Program at the Faculty of Education, Sakon Nakhon Rajabhat University (SNRU) in Northeast Thailand participated in the study. Data were collected through in-class review sessions, complimented by a survey questionnaire successfully completed by sixty-nine students of the seventy students, and from information retrieved from the "Pitcherific" program (www.pitcherific.com). The data were collated and evaluated using a structured grounded theory approach and a narrative was then developed to assess the efficacy of this approach. The narrative indicated that 86.95% of the survey participants, (using a five point Likert Scale) "strongly agreed" to the statement *"If Pitcherific was used continuously from 1st to 4th year, my mastery of English would highly developed"*. In addition 57.97% "agreed" that after using Pitcherific they felt more comfortable communicating in English and 82.61% "strongly agreed" with the statement *"Pitcherific helped me improve my writing skills."* The analysis of the quantitative data indicated that although "Pitcherific" has some limitations, for example, lacking a Thai language interface and feedback options, the overall perceptions were that it was a useful learning tool. These conclusions indicated that utilizing Pitcherific as an educational tool may be very useful as a means of increasing exposure to English language usage and thereby promote learning outcomes. However, more research may be needed and it is suggested that "Pitcherific" could be modified for ease of use by Thai students through specific functional changes.

Keywords: Education, English Exposure and Competence, Pitcherific, Technology, Thailand.

Introduction

Thai students spend twelve years studying English in primary and secondary schools, but the results are often questioned (Noom-ura , 2013). The same author noted that in comparison to neighboring countries, the English proficiency levels of Thais is relatively low. Results of the 2010 international comparative test, English as a Foreign Language (TOEFL), showed that Thailand ranked 116th out of 163 countries. The international average score was 80 but the Thai average score was 75, which was a little higher than the average scores for Cambodia, Laos, Vietnam, and Myanmar, but was trailing far behind other ASEAN countries such as Indonesia, Malaysia, the Philippines, and Singapore (Noom-ura, 2013). The corresponding report in 2015 indicated that the Thai average score remained virtually unchanged at 76. Vietnam and Myanmar rated 80, leaving only Laos and Cambodia behind Thailand ((TOEFL, 2015). In addition to these TOEFL test scores, the Education First English Proficiency Index published in 2013, ranked Thailand 55th out of 60 countries– with an average score of 44.44 and graded it as 'very low proficiency' (EF Education First Ltd., 2013)

It is not only international tests that show the low English proficiencies of Thai students. The national O-NET (Ordinary National Educational Test), again detailed in Noom-ura's research revealed that the English average scores of Thai primary school students in 2010 and 2011 were, 31.75%, and 20.99% respectively. The average scores between 2009 and 2011 of 900,000 lower secondary-school students were 32.42, 26.05, and 16.19 respectively. Among 350,000 upper secondary-school students, the English-language average scores (2009-2011) were 30.68, 23.98, and 19.22 (O-NET reports, 2012). These facts clearly suggest that students in the Thai educational system are struggling to attain comprehension of the English language sufficient to succeed in a globalized world.

The primary criticisms of these outcomes have focused on institutional designs, course structures and lack of accountability, teachers' educational levels and students' lack of motivation along with a range of personal characteristics. In short, much of the criticism has been pinned on systemic pedagogic flaws, and on the individual personalities and attitudes of the students. These individual attitudinal characteristics of the students have been defined by a number of authors as being psychological factors that hinder students from speaking English as discussed by Juhana, (2012). These factors have been identified as "lack of motivation", "lack of confidence", "anxiety", "shyness" and "fear of mistakes" (Juhana, 2012).

One factor highlighted by researchers as significant when students are learning a new language is the opportunity to use the focus language. According to Briere (1987) the amount of exposure time to a focus language in formal and informal linguistic environments influences second language acquisition. This is supported by a study by Lubega (1979) which indicates that the level of exposure to the focus language can be related to the proficiency level gained. This conclusion is supported by Noom-ura (2013) as she found that the most difficult problems faced by Thai students in mastering English language included students failing to practice English usage, and students lacking opportunities for English exposure outside class.

Aware of the above issues this study aims to evaluate the success of an action based class project to addressed the current low level of English proficiency and comprehension among 3rd and 4th year students enrolled in the English major program at SNRU. The project utilized the Internet based "Pitcherific" program (www.pitcherific.com) to create an "out of class" setting that addressed the above-mentioned issues.

To evaluate the success of this project, these researchers therefore asked the following questions;

a) How much did the participant utilize Pitcherific as a learning tool outside the class room setting?

b) "What is .peach participant's general beliefs and thoughts about Pitcherific as a means to increase their English mastery?"

c) "What are the benefits, limitations and implementation ideas from each participants perspective of using Pitcherific as a learning tool?"

This form of evaluation will hopefully empower and benefit students and at the same time promote the use of the program to students not only in Sakon Nakhon but also elsewhere in their quest to master the English language. It is the researchers' belief that participation and motivation levels will increase along with higher levels of comprehension.

Methodology

In order to explore and evaluate the questions posed at the outset, a mixed methodology was utilized. As is widely acknowledged this approach offers researchers the "best of both worlds as each complements the other (Rubin & Babbie, 2013). A non-probability sampling technique was applied; the target population was "convenient" and "voluntary". Hence generalization of research outcomes was not possible yet may provide a tentative and valuable basis for addressing future research (Rubin & Babbie, 2013). Reliability testing was based on the Cohen kappa statistic (Cohen, 1960), which ranks reliability on a 0-1 scale. Adopting this approach the level of agreement among the five interraters was on average 0.82, with an average standard deviation of 0.059, which is above the 0.81 that the research of Landis and Koch (1977) indicated as being a "very good" level of agreement. After completion of the class project feedback classes were conducted to gain students' opinions on the use of Pitcherific. Based on their responses a survey questionnaire was then designed to incorporate their feedback.

Participants

Participants in this study were 3rd and 4th year students enrolled in the English major program at Sakon Nakhon University. A total of 70 participants took part in this project. Of these 17 were males and 53 females. At the time of this research all participants were aged between 18 and 30 years.

Instrumentation

The evaluation of the action based classes was spread over nine weeks and structured as follows; the first week was devoted to introducing Pitcherific and in the following eight classes the students worked in groups of four. Each week alternated between group work and presentations. Each person in each group made at least two presentations. "Pitcherific" was introduced as a medium for facilitating higher learning outcomes of this class. The program is structured in a way that allowed the user to practice and increase English language mastery in all four areas of the language usage; writing, speaking, reading and listening. In addition, the structure of the program allows instructors/teachers to provide written feedback to the "pitches" constructed by the participants. Incorporated in the program is a training feature, which allows participants to practice their presentation. This feature functions as a teleprompter. Users can choose to have the full script running or only keywords. Lastly, the training features permit the user to a video-recorder to share their practice attempts with other users, their teacher or to listen to their own pronunciation.

Data Collection and Data Analysis

To answer the first evaluation question, *"How much did the participant utilize Pitcherific as a learning tool outside the class room setting?"* data were collected from the Pitcherific program as the program allows researchers to retrieve data pertaining to the total time spent using Pitcherific and the actions taken by participants using the system. In addition the data discloses the number of sessions and returns by participants to the program. The data is provided without identifying the individual participants.

The second evaluation question, *"What is each participant's general beliefs and thoughts about Pitcherific as a means to increase their English mastery?"* was answered by distributing a voluntary survey questionnaire. All seventy participants were asked to take a survey, which besides asking for gender, age and educational level consisting of 11 scale questions (see appendix 1). Sixty-nine participants successfully completed the survey. The survey distribution methods utilized were as follows. Firstly a Facebook invitation was sent with a URL link to the survey through www.surveymonkey.com. Then two reminders were sent a week apart using Facebook; a total of three invitations were delivered to each participant. The survey asked questions regarding each participant's experiences with Pitcherific as an English language-learning tool.

The setting for the online surveys was at the option of participants were able to log-on wherever they chose. The survey was available in the period from June 10th to 26th 2016. The survey instrument used was adapted by the researchers and after a number of "trial and error" modifications before the final survey format was completed. Through the development of the survey format a number of individuals, university colleagues and students, reviewed the process. To eliminate language barriers the survey was translated into Thai. This was done by utilizing a cross-translation technique where one student was given a survey for translation to Thai where after another students translated it back to English for comparison to the original final survey.

The final question posed in this research was, *"What are the benefits, limitations and implementation ideas from each participants perspective of using Pitcherific as a learning tool?"* This question was answered by conducting two semi-structured in-classes review sessions in which all participants were asked *"what worked and what did not work with Pitcherific?"* and *"What changes could be incorporated to make the program more user friendly?* The survey data, and the data retrieved from the Pitcherific web site were evaluated to address this question.

Data Analysis

Data were analyzed by utilizing the systematic approach of grounded theory as developed by Strauss and Corbin (Creswell, 2013). The researchers started with open coding; coding the data for its major categories of information (Creswell, 2013). Adopting the approach proposed by Creswell, (2013) a category represents a unit of information composed of events, happenings and instances. Axial coding was then conducted in which these researchers identified and focused on one open coding category, the "core" phenomenon (Creswell, 2013). Following the identification of the "core" phenomenon the researchers reviewed the data and created categories around it. These categories consisted of the causal conditions relative to the factors underpinning the core phenomenon and the strategies focusing on responses to them. The review of the data assessed the intervening conditions; the broad and specific situational factors that influenced the strategies and consequences. The focus was on the outcomes consequent to the strategies adopted (Creswell, 2013). The final step was to conduct selective coding. Through this process propositions/ excerpts were developed which interrelated the categories and constructed a narrative to describe their

interrelationship. By utilizing these systematic procedures the researchers were able to create a logic diagram, which took the form of a pictorial model.

Findings

A. "How much did the participant utilize Pitcherific as a learning tool outside the class room setting??"

Engagement

Of the 70 students from whom it was possible to gather useful data, 51 students were engaged with the system for more than 30 minutes. Of those 51 students, 39 students were engaged for more than an hour.

Many reasons may exist to explain why 19 of the students exhibited a low level of engagement, one being the absence of a Thai language interface and another being the fact that students often collaborated and worked in groups. One major improvement to the program could be to include a Thai language interface. Since the interface currently is entirely in English, it is reasonable to suggest that some participants using the tool may have found it difficult to understand (and engage with) due to the language barrier.

Over 70% of students were at least medium engaged with the tool and 55% of students were medium-high to highly engaged with the tool.

Of those highly engaged:-

a) Nine students were engaged between 1 and 2 hours.
b) Six students were engaged between 2 hours and 3 hours.
c) Two students were engaged between 3 hours and 4 hours.
d) Six students were engaged between 4 hours and 8.8 hours.

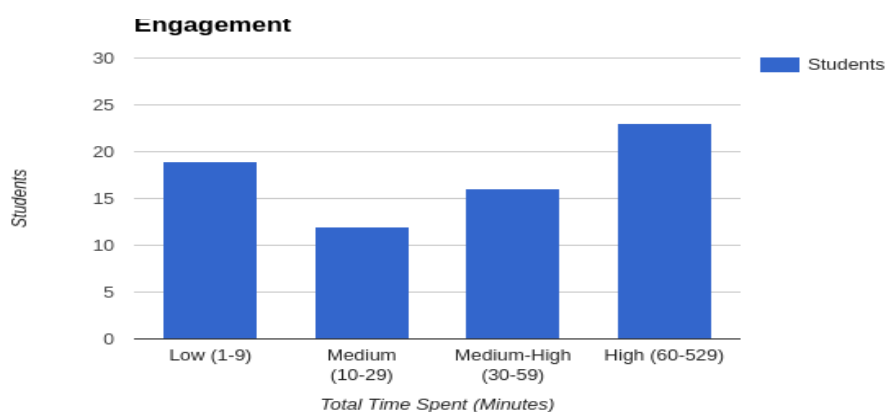*Figures 1.* and *2.* indicate engagement times (total time spent).

Figure 1.: Participants' engagement level over the period of the project implementation divided in to level from Low to High Levels of Engagement.

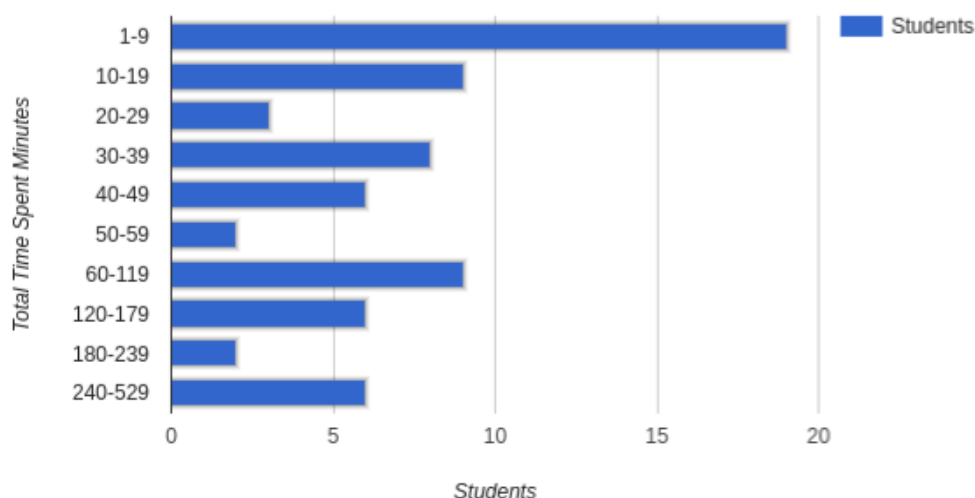*Figure 2.*: Time spent on "Pitcherific"

Figure 2.: Detailed breakdown of Figure 1 in relation to levels of Participants' engagement over the period of the project implementation in minutes and number of students

Sessions

It was possible to extract data on how many times a participants accessed the tool (the amount of individual sessions) throughout the course.

Key takeaways:

1. Of sessions, with durations of over three minutes, the average number of sessions was three per student.
2. Of sessions with durations lower than three minutes, the average number of sessions was 4.17 per participant. Each session of less than three minutes can be interpreted as a log-on check and not a full session.
3. There is a clear connection between the medium-high to highly engaged students and higher number of sessions (see scatter chart, Figure 3):
   a. The students who were engaged for 8.8 hours had 12 sessions in total.
   b. Nine students with at least 95 minutes (1.5 hours) spent in the tool had over 11 sessions each.
   c. Of 18 students with over 1.5 hours spent in the tool, only 1 student had less than 3 sessions. The rest (17 participants) had at least 4 sessions each.

It is these researchers observation that students who were more engaged, (based on higher engagement times) with the tool returned to it regularly, resulting in more sessions. This observation is hypothetical. The fact that only 28 of 70 participants were highly engaged with the program could be due to the group based nature of this project, and the data could interpreted to take account of the fact that more than one individual was working on a single account.
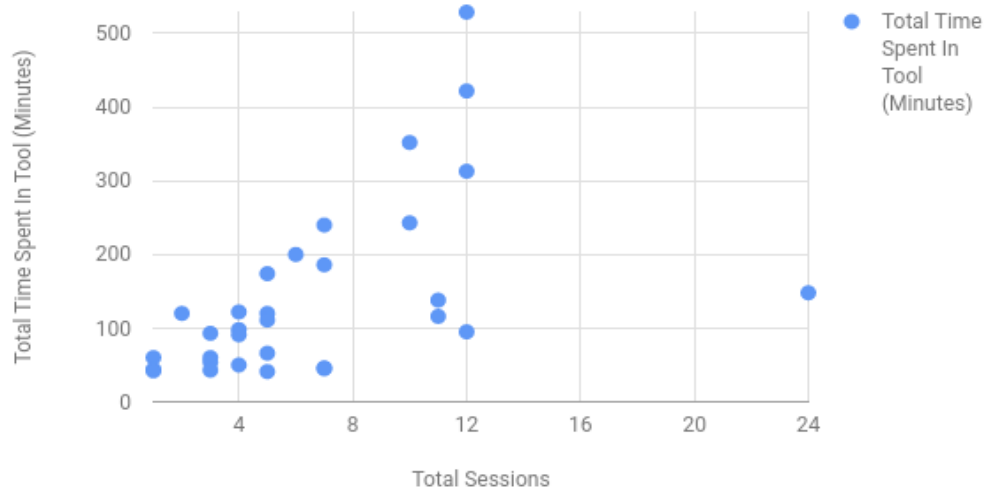
Figure 3.: Total time spent in the tool vs. sessions

"What are the participant's general beliefs and thoughts about Pitcherific as an educational tool?"

As seen in *Figure 4.* it appears there existed a general belief amongst the participants in this study that "Pitcherific" functioned well as an educational tool, subject to identifying some areas for improvement of the program. An average score on a 5 point rating scale was interpreted to show levels of agreement to each statement were as follows: 4.51-5.00 representing very high level of agreement; 3.51-4.50, high; 2.51-3.50, moderate; 1.51-2.50, low; and 1.00-1.50, very low. In perspective to this rating scale the agreement levels of this survey ranged from 3.71 to 4.23, indicated high agreement to all statement of the survey.

Answer Options	Rating Average	Response Count
1. Using Pitcherific as part of class help me increase my English level in general.	4,03	69
2. If Pitcherific was translated to Thai it would help	4,23	69
3. Pitcherific helped me be more comfortable using English when presenting.	4,01	69
4. Pitcherific help me with increase my level of writing in English.	4,03	69
5. Pitcherific helped me to have better English pronunciation.	3,81	69
6. If Pitcherific had better feedback functions it would increase my learning outcome.	4,22	69
7. If Pitcherific had better video sharing functions it would increase use of the program	4,20	69

8. After using Pitcherific I am more comfortable communication in English.	3,70	69
9. I believe that Pitcherific have helped me become better at general English communication	3,96	69
10. I believe that Pitcherific have helped me become better at communicating in English in relation to topics about education	4,01	69
11. If Pitcherific were used continuously from the 1st to 4th year of my education it would highly increase my mastery of English.	4,22	69
Answered question		69
Skipped question		1

Figure 4.: Statement included in the survey questionnaire
Depicting the study participants' agreement levels in relation to the statements posed in the survey. A 5 rating scale was interpreted to show Levels of agreement to each questionnaire item as the following: 4.51-5.00 representing very high level of agreement; 3.51-4.50, high; 2.51-3.50, moderate; 1.51-2.50, low; and 1.00-1.50, very low

Key quantitative results showed that 86.95% of survey participants "strongly agreed" to the statement *"If Pitcherific was used continuously from 1st to 4th year, my mastery of English would highly develop"*. Moreover, 57.97% indicated that after using Pitcherific they felt more comfortable communicating in English. 82.61% "strongly agree" with the statement of *"Pitcherific helped me improve my writing skill."* Moreover, 79.71% believed that Pitcherific had helped them to be come better at general English communication, with 82.35 "strongly agreeing" to the statement *"I believe Pitcherific have helped me to better communicate in English related to educational topic."*

In relation to beneficial changes to "Pitcherific" 94.21% of the survey participants, "strongly agree" with the statement *"If Pitcherific had better feedback functions, my learning outcome would be higher"*. In addition 88.4% "strongly agreed" to *"If Pitcherific had video-sharing function using program would be increasing."* Moreover, 85.51% indicated that they "strongly agreed" with the statement *"If Pitcherific had Thai version, it would be more useful."* Lastly, a number of survey participant also indicated in a "other comments" field of the survey that some changes to the interface would make "Pitcherific" easier for them to use.

C. "What are the benefits, limitations and implementation ideas from each participants perspective of using Pitcherific as a learning tool?"

Figure 5 depicts a logic diagram derived from the process of constant comparison of the open-coding concepts. The logic diagram integrates four major categories, six subcategories, and 19 excerpts (see Appendix 2). As mentioned above, to increase the reliability of our analysis an interrater-reliability test of the collected data were conducted. Results showed a Cohen Kappa Value of 0.82 with a SD of 0.059 among the five raters indicating a "very good" level of agreement.
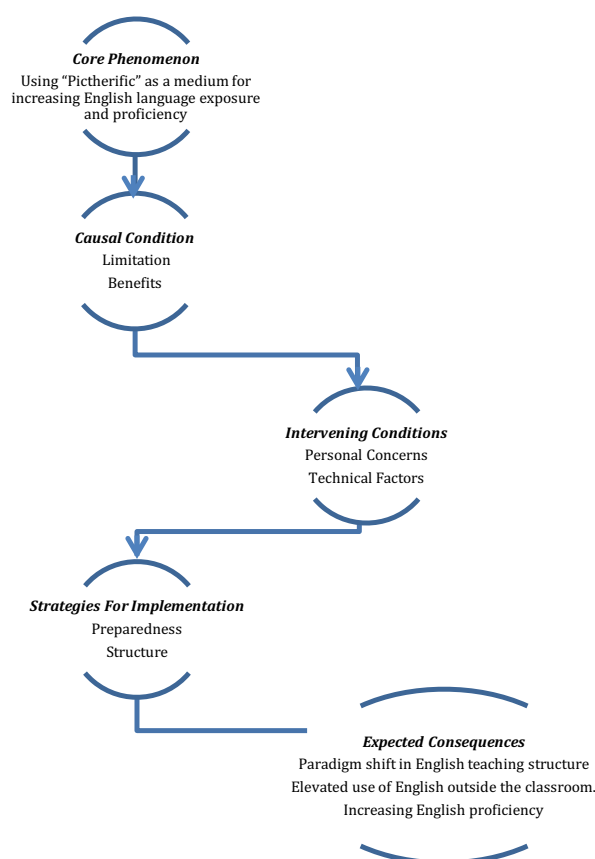
Figure 5.: Logic Diagram

Figure 5.: Depicting a logic diagram of the use of "Pitcherific" as a medium for increasing English exposure and proficiency. Participants identified limitation only in relation to technical issues such as feedback option and the interface of the program. Benefits highlighted by the participant focus *on increase opportunities* improve writing and presentation skills. Strategies for implementation focused on continuous use and allowing more diverse topic opportunities,

The Limitations of "Pitcherific"

Through axial coding from the feedback classes, the survey and from the data extracted from "Pitcherific", two types of causal conditions developed, which subsequently led to identifying the core phenomena under examination. These causal factors were categorized as limitations and benefits. Each identified category contained up to four sub-categories; "excerpts" (Appendix 2). From the analysis of data constructed under the excerpts it was evident that all participants saw both limitations and benefits to implementing "Pitcherific" as an English learning tool in daily practice. From the excerpts, it became evident that most participants saw only technological limitations with "Pitcherific", such as,

> "We hope that it can be used even with no Internet or it can be used as a video conference in which the whole class can see the teacher in the same time from different places"

"More options of chatting and talking with other group members."

"The practice mode is too fast."

A number of participants stated that they saw limitations in relation with feedback functions and options.

Better feedback options because it will help us learn.

The feedback option doesn't always work. We sent to the teacher but it don't get to him.

Sharing video is hard because cannot do in the program.

As mention above, and in relation to the last excerpts 94.21% of the survey participants, "strongly agreed" with the statement *"If Pitcherific had better feedback functions, my learning outcome would be higher"*. In addition 88.4% was agreeing to strongly agreeing to *"If Pitcherific had video-sharing function using program would be increasing."* Moreover, 85.51% indicated that they "strongly agreed" with the statement *"If Pitcherific had Thai version, it would be more useful"* This correlated with what was said during the feedback classes.

"If there is a Thai version it may be easier to use"

In addition a number of survey participants also indicated in the "other comments" field of the survey that some changes to the interface would make Pitcherific easier for them to use.

The Benefits of Pitcherific

In regards to benefits, five excerpts were created. One benefit that all participants in some way addressed related to the opportunity it offered to raise their spoken English proficiency.

*"*My group gained from this program, such as practice in speaking."

"So good program because everyone can learn and practice with the program. Practice speaking skills and better them" (sic).

"We have developed speaking skills, vocabulary, pronunciation and how to present"

"It's new for us. It is good for practice speaking skill because it has specific function for speak"(sic).
Moreover, the general consensus in both reflection classes was that "Pitcherific" facilitated opportunities to practice and increase writing skills.

"We have improved ourselves in speaking and writing. We also know more about how to write paragraphs, which is so important.

"We rarely write essays. But this can make improve writing skills"

In contrast to those that indicated limitations around feedback options, a number of participants highlighted that they found the feedback options of "Pitcherific" sufficient and that the program was a good medium to practice English "out of class".

"This program is excellent. It's appropriate with everybody. Particularly student because we can get feedback from teacher and practice English skills" (sic).
"It is good for individual practice, it is nice to learn new program that is convenient for home homework" (sic).

"We think this program is very good. In this program we will get feedback from our teacher when we sent the article to him. It is very useful for my group."
"We practiced English more"

"We can send our task easily through online and get feedback from the teacher"
"The program is very useful and related to 21st century skills because we use technology to study out of class. And we will get feedback from teacher. So it is like we are with our teacher all the time. We can record our sound to correct ourselves"

The last excerpt also correlates well with the quantitative data retrieved from "Pitcherific". According to the creators of the program, the participants' engagement levels, and thus exposure with the English language was high during this project compared to what is normally seen by users of "Pitcherific". As mentioned above the fact that only 28 of 70 participants were highly engaged with the program could be due to the group based nature of this project, and the data could be interpreted to take account of the fact that more than one individual was working on a single account.

The last benefit emphasized by four groups was in relation to shyness and fear of making mistakes, however it found consensus amongst the majority of the groups after it was highlighted.

"It (Pitcherific) help us practice more, so we will not forgot if we are nervous" (sic)

"It gave us new vocabulary and made us more confident"

"We improved our four skills of English (listening, reading, writing speaking) especially speaking. We have more assertiveness and self-confidence."

"It made us more confident to speak in front of people"

"I was not assertive and didn't dare to speak but after this I feel that I started to dare to say more. This class reduced my shyness."

Intervening Conditions

As with the limitations outlined earlier the intervening factors that influenced the participants' reservations in using "Pitcherific" as an education tool in daily practice related to the technical aspects of "Pitcherific". As mentioned above, the lack of a Thai interface, and more feedback options were the main issues raised. In addition some participants had

personal concerns about the use of the program. These pertained primarily to the general use of the program and not understanding all it features.

> *"This program is new to use so we don't understand to use it. If we have more guide, maybe it will be better"* (sic)

> *"Maybe if the teacher use free time to explain the program would be better for learning"* (sic)

> *"Teacher should prepare and teach how to use it clearly"* (sic)

Strategies for Implementation

Two subcategories were extracted from the axial coding in relation to strategies for implementation. These were "structure" and "preparedness". In regards to structure, two excerpts were created based on the data. These were "topic selection" and "continues use"

In relation to the structure of learning through the "Pitcherific", the common perception of all participants was that the topic selection should be varied to ensure continued interest and motivation.

> "Maybe spread out the topics so the students will have to listen to other groups when presenting"

> "Have different topics so we can learn from each other"

> "In this class teacher gave us all the same topic to study so we talk about the same things but different topics will let us know new ideas from each other"

Concerning the excerpt of "continues use" it was seen from the survey that a high level of agreement with the statement. *"If Pitcherific were used continuously from the 1st to 4th year of my education it would highly increase my mastery of English"*.

With respect to "preparedness" to use the program, a number of participants indicated that they had issues with fully comprehending all the features of "Pitcherific". As discussed earlier the interface is only available in English and this led to the suggestion that the teacher implementing the program should place a higher focus on pre-use instruction.

> *"The teacher should train us more before we use the web site. Maybe at least 2-3 hours. We think this program is very interesting but we just don't know how to use it truly"*

Expected Consequences and Discussion

Based on the analysis above three anticipated consequences may arise if "Pitcherific" were to be used in future learning settings. Firstly the nature of the program would accommodate elevated use of English outside the classroom. It will allow instructors and teachers to follow the students' progress and engagement with the assigned project. Secondly, it will create a paradigm shift in English teaching structures. Teachers using "Pitcherific" will be able to support students with the task at hand at any time of the day. As some participants pointed out, its on-line availability creates a feeling of *"it is like we are with our teacher all the time."* Lastly, it has the potential to increase English proficiency. As indicated by the majority of the participants of the study, if it was used on a continuous basis from their 1st to 4th year as university students it would certainly increase their mastery of English.

However, as evident from the data analysis a number of technical aspects should be addressed to make "Pitcherific" even more effective as an educational tool. Firstly, translating the tool into Thai would ensure that the tool is easily understandable for any Thai student using it. In addition better feedback options should be constructed, both written and video feed. Moreover, adding a chatting function for users to interact while using Pitcherific could be offered a valuable option. Nonetheless, data from this evaluation suggests that the program is, in its current form, highly valuable in relation to increasing English language exposure and proficiency amongst the participants of this study.

Based on the present evaluation it is therefore suggested that:

1. More research should be conducted on potential functionality in daily practice, preferably by conducting pilot runs of different implementation strategies.

2. To alleviate issues and concerns about the use of Pitcherific, an educational program should be created, which draws upon the experience and suggestions shared by the participants of this study.

3. Collaboration should be established with the creators of "Pitcherific" to work on the possibilities of addressing the technical limitation stated by the participant of this study.

Strengths and Limitations

This study evaluated a solution to an issue, which is currently in focus from a pedagogical standpoint. Thai students' English proficiency levels are currently very low hence ideally new approaches need to be found and evaluated to offset and reverse the observed negative trends. Using contemporary technology, such as "Pitcherific" may be one way of tapping into and providing a relevant educational tool attractive to a more tech-savvy generation.

Limitations of this evaluation may be the non-random sampling technique utilized when surveying and conducting feedback classes with the participants, hence the findings from this research are not generalizable. However, the findings reflect the views and opinions of individuals who have actively participated in using this recently developed high-tech pedagogical tool. Possibly other cohorts of students may generate different research outcomes and clearly these evaluations cannot be extrapolated beyond the limitations of this research. It may also be noted that more female students were surveyed than male students, which may result in a gender bias. Furthermore, the researchers were limited due to time constraints in conducting individual in-depth semi-structured interviews of participants, which would have enriched the data.

Conclusions

The data collected and analyzed for this study has the potential of informing education providers in regard to the limitations and benefits of implementing and utilizing Pitcherific as an educational tool in daily practice. The data also indicates that some students perceive both advantages and disadvantage in using this technology as a means to increase exposure to English as a means of gaining increased proficiency. Moreover, the present evaluation may create an addition to the knowledge base relating to the usefulness of contemporary technology to engage students more effectively in the English language learning processes.

As evident from the findings the majority of those surveyed had a positive attitude towards using Pitcherific as an English language-learning tool. These findings may therefore

have a number of positive implications for implementing more innovative teaching techniques. Further, pilot programs could be run to adapt and evaluate the use of Pitcherific in the Thai learning environment.

On the basis of this research it is concluded that utilizing Pitcherific as an educational tool facilitates the exposure of Thai students to everyday English language usage and hence is a very useful tool in promoting learning outcomes. However, more research may be needed and it is suggested that the Pitcherific program could be modified as discussed above to facilitate ease of use by Thai students.

Acknowledgement

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Appendix
Appendix 1: Survey

1. Please enter your Name and Number
Name
Number
2. Are you male or female?
Male
Female

3. What is your age?
17 or younger
18-20
21-29
30-39
40-49 50-59
60 or older

4. What is the highest level of school you have completed or the highest degree you have received?
Less than high school degree
High school degree or equivalent
Some college but no degree

Bachelor degree
Graduate degree

5. Below is a series of statements, please indicate if you either
"Strongly disagree" "Disagree" "Neither agree nor disagree" "Agree" "Strongly agree"
with these statements.

1. Using Pitcherific as part of class help me increase my English level in general.
2. If Pitcherific was translated to Thai it would help
3. Pitcherific helped me be more comfortable using English when presenting.
4. Pitcherific help me with increase my level of writing in English.
5. Pitcherific helped me to have better English pronunciation.
6. If Pitcherific had better feedback functions it would increase my learning outcome.
7. If Pitcherific had better video sharing functions it would increase use of the program
8. After using Pitcherific I am more comfortable communication in English.
9. I believe that Pitcherific have helped me become better at general English communication
10. I believe that Pitcherific have helped me become better at communicating in English in relation to topics about education
11. If Pitcherific were used continuously from the 1st to 4th year of my education it would highly increase my mastery of English.

6. Additional comments and feedback

Appendix 2

Causal Conditions of Implementing Pitcherific as a learning tool in daily practice.	Intervening Factors, which influenced implementing as a tool for leaning English tool in daily practice.	Strategies for implementing Pitcherific as a tool for learning English, and consequences of such implementation.
Limitations: • Feedback options • Video options • Interface • Internet dependency **Benefits:** • Speaking/pronunciation/ listening • Writing • Preparation • Feedback • Exposure	**Technical concerns:** • Feedback options • Video options • Interface **Personal Concerns:** • Instruction	**Structure** • Topics of learning • Continuous use **Preparedness** • Better introduction **Expected Consequences:** • Elevated use of English outside the classroom. • Increasing English proficiency. • Paradigm shift in English teaching structure.