

Open Educational Resources on Action-Oriented Approach For Foreign Language Education

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บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อออกแบบพัฒนา และประเมินสคริปต์เนื้อหา และสตอรี่บอร์ดแบบออนไลน์สำหรับ“คลังทรัพยากรการศึกษาแบบเปิดเพื่อการศึกษาภาษาต่างประเทศด้าน Action-Oriented Approach” กลุ่มตัวอย่างของงานวิจัย ได้จากการเลือกแบบเจาะจง ได้แก่ (1) ผู้ทรงคุณวุฒิด้านเนื้อหา จำนวน 7 คน เพื่อการประเมินสคริปต์เนื้อหา จากมหาวิทยาลัยของรัฐและเอกชน และ โรงเรียนที่เปิดสอนโปรแกรมสองภาษาในสังกัดรัฐบาล (English Program) และ (2) ผู้ทรงคุณวุฒิด้านเทคโนโลยี จำนวน 3 คน เพื่อการประเมินสตอรี่บอร์ด จากมหาวิทยาลัยของรัฐ หน่วยงานภาครัฐและบริษัทเอกชน เครื่องมือที่ใช้ในการวิจัยได้แก่ แบบสอบถามและสคริปต์เนื้อหาและสตอรี่บอร์ดแบบออนไลน์ การวิเคราะห์ข้อมูลใช้ค่าสถิติร้อยละ การวิเคราะห์เชิงพรรณนาและ การเขียนเชิงบรรยาย ผลการวิจัยพบว่า 1) สคริปต์เนื้อหาแบบออนไลน์ ด้าน Action-Oriented Approach ที่ออกแบบและพัฒนาด้วยบริการฟรีเพื่อสร้างบล็อกประกอบด้วยเนื้อหา 4 หัวข้อหลัก คือ Concepts and Theories, Techniques and Examples, OER Hot Links และ French Resources ที่อยู่บนเว็บไซต์ คือ <http://oer-mef.blogspot.com/p/by-akraya.html> 2) ผู้ทรงคุณวุฒิด้านเนื้อหาส่วนใหญ่ร้อยละ 96.27 เห็นด้วยกับระดับภาษา ประโยชน์ และการนำไปใช้ โดยมีผู้ทรงคุณวุฒิจำนวนหนึ่ง คิดเป็นร้อยละ 3.73 ไม่แน่ใจกับระดับความยากง่ายของภาษาที่ใช้ และ ประโยชน์สำหรับผู้ปกครองและบุคคลทั่วไป 3) สตอรี่บอร์ดแบบออนไลน์สำหรับเว็บไซต์คลังทรัพยากร

การศึกษาแบบเปิดฯ ที่ออกแบบและพัฒนาตามเว็บต้นแบบด้วยบริการฟรีเพื่อสร้างเว็บ มีที่อยู่บนเว็บไซต์ <http://rosechong.wix.com/oer-foreignlang#laction-oriented/u7kfw>. 4) ผู้ทรงคุณวุฒิด้านเทคโนโลยีส่วนใหญ่ร้อยละ 72.72 เห็นด้วยกับการออกแบบสตอรี่บอร์ดสำหรับเว็บไซต์คลังทรัพยากรการศึกษาแบบเปิดฯ มีผู้ทรงคุณวุฒิจำนวนหนึ่งที่ไม่แน่ใจและไม่เห็นด้วยกับการออกแบบสตอรี่บอร์ดบางส่วน คิดเป็นร้อยละ 22.72 และ 4.54 ตามลำดับ เนื่องจากเห็นว่าการพัฒนาเนื้อหาแหล่งทรัพยากรยังไม่สมบูรณ์ และได้เสนอแนะว่าควรให้ความสำคัญกับการเลือกกำหนดสิทธิ์ แบบ Creative Commons สำหรับเนื้อหาจากแหล่งทรัพยากรต่างๆ ให้ถูกต้อง และควรใช้รูปแบบตัวอักษร และขนาดอักษรที่เหมาะสม

คำสำคัญ: คลังทรัพยากรการศึกษาแบบเปิด
การศึกษาภาษาต่างประเทศ แนวคิด Action-Oriented Approach

Abstract

The purposes of this research were to design, develop and evaluate the online scripts and storyboards for “Open Educational Resources on Action-Oriented Approach for Foreign Language Education”. The sample that were purposively selected were (1) 7 content experts from public and private universities and school with English Program for the script evaluation; and (2) 3 technology experts for the evaluation of storyboards from public university, public organization and private company.

The research instruments were the questionnaires, the online scripts and the online storyboards. The data were analyzed through percentage, descriptive analysis and narration. The research findings revealed that 1) the online scripts for the OER on Action-Oriented Approach, using Free Blog Builder Service, comprise 4 main topics of content: Concepts and Theories, Techniques and Examples, OER Hot Links, French Resources. They are located at: <http://oer-mef.blogspot.com/p/by-akraya.html>. 2) most content experts agreed with the level of language, the utility and the utilization of the offered resources at 96.27 %. There were some uncertainties at 3.73 % on the difficulty of some language use and the benefits for parents and general users. 3) the online storyboards of the OER website were designed and created, using the existing OER site as a model and Free Web Builder Service. They were located at: <http://rosechong.wix.com/oer-foreignlang#!action-oriented/u7kfw>. 4) most technology experts agreed with the design of the online storyboard for the OER website at 72.72%. There are few uncertainties and disagreements for some parts of content respectively at 22.72% and 4.54 %. The reason was based mainly on the incomplete development of content. Following the experts' suggestions, the particular attention must be paid to the selection of creative commons licenses and to the appropriate uses of font styles and font sizes.

Keywords: open educational resources, foreign language education, action-oriented approach

Introduction

From the problems of foreign language education in Thailand, the English proficiency of Thai students was found very low when compared to other English learners in Asian countries due to foreign language teaching methods which based mostly on

grammar teaching and the lack of usage in the context of real-life situations, the rare opportunities for student to use foreign language outside the classroom, the unqualified teachers and their poor English competency, as well as the insufficient knowledge about technology and instructional innovation (Chaisri, 2013; Dhanasobhon, 2006 and ONEC, 2003). The impact of Internet technologies nowadays has provided a wide range of information resources from which Thai instructors can gain the benefits and find the solutions in foreign language teaching and learning. The "OER or Open Educational Resources" which is the leading trend in open and distance learning domain today has given free access to the well-organized and well-categorized resources of quality under the new open licenses called Creative Commons. With the licenses, the openness of content is measured in terms of the rights of content granted to a user. The 4Rs Framework describes the four most important rights: 1) Reuse – the right to reuse the content in its unaltered form; 2) Revise – the right to adapt, adjust, modify, or alter the content itself; 3) Remix – the right to combine the original or revised content with other content to create something new; 4) Redistribute – the right to make and share copies of the original content, your revisions, or your remixes with others (Wiley, 2009). "Action-Oriented Approach" is one example of language teaching innovation, a transition from the famous Communicative Approach, that possesses a large number of knowledge resources in Europe, but being less popular in the other continents.

And that is the reason why the researcher has conducted the research on "Open Educational Resources on Action-Oriented Approach for Foreign Language Education". In finding the effective preparation of content for the development of the OER website, the researcher

will be able to expand more innovative knowledge to foreign language teachers and lecturers in Thailand.

Objectivies

1. To design and develop the online scripts and storyboards of the “Open Educational Resources on Action–Oriented Approach for Foreign Language Education”.

2. To evaluate the online scripts and storyboards of the “Open Educational Resources on Action–Oriented Approach for Foreign Language Education”.

Research Methodology

Population and Sample

Population

Content experts in foreign language and technology experts from schools, universities, and organizations in Thailand

Sample

There are 2 groups of purposive sample for the research conduction in phase 1 and 2:

– 7 content experts: 3 English language lecturers and 1 teacher from universities and school with English Program as follows: Thammasat, Rangsit, Rajabhat Rajanagarindra and Satrinonthaburi School, and 3 French language lecturers from 2 public universities: Kasetsart and Prince of Songkla, Pattani Campus

– 3 technology experts: 1 from Thai Cyber University Project, 1 from Kasetsart University and 1 from private company, IEC Corporation.

Research Instrument

1. English and French language learning resources from World Wide Web

2. Free Blog Builder Service: Blogger.com

3. Free Web Builder Service: Wix.com

4. Questionnaires for content experts

5. Questionnaire for technology experts

6. Web2.0 tools and services: Google form

Research Procedure

The researcher searched the Internet for the information on action-oriented approach and developed the sitemap of the OER main and sub-topics of content. After quality verifying and the improvement, the researcher collected the resources from WWW, according to the OER sitemap and developed the URL scripts, using WORD file format. The short descriptive summaries were given to each resource, as well as the source of information, the date and the type of copyright. The overall introduction and the introduction for each main topic were also prepared.

The researcher developed the online scripts in Blog format, using Free Blog Builder Service, Blogger.com. After quality verifying and the improvement, the questionnaires for the content experts were created, composing of 3 main parts: 1) Personal Data, 2) Agree / Disagree/ Uncertain Personal Opinions toward the content, the utility and the utilization of the resources and 3) Other Opinions and Suggestions.

After verifying quality and improvement, the online questionnaires were created, using Google Form and handed to the sample group of content experts along with the URL of the online scripts in Blog format. The data were collected back for the analysis and the conclusions were made.

The researcher designed and developed the online storyboards by using as a model, the existing OER site: www.Jisc.ac.uk and Free Web Buider

Service, Wix.com as a tool. The main features of the openness and sharable resources, called “4R Activities”: Revise Reuse – Remix – Redistribute, were studied and rebuilt as online storyboard, with some resources from the online scripts.

After verifying quality and improvement, the online questionnaires were created using Google Form and handed to the sample group of technology experts along with the URL of the online storyboards. The data were collected back for the analysis. The conclusions were made and submitted for quality verifying and the improvement of the online scripts and storyboards.

Data Collection

PHASE 1 OER Content Sitemap and Online Scripts:

The researcher collected the information about the resources on “Action-Oriented Approach” to design the sitemap of main and sub-topics of content for the OER.

The resources were firstly collected as the URL scripts in Word file format. The online scripts in Blog format at Blogger.com, were developed according to the URL scripts.

Evaluation Results from Content Experts:

The researcher collected the data from the content experts by herself, using the online questionnaires created on Google Form.

PHASE 2 Online Storyboard Design and Development:

The researcher collected the information about the essential features of OER website from the existing one called “Jisc” to design and develop the

online storyboard, using Web Builder Service, Wix.com and the online scripts.

Evaluation Results from Technology Experts:

The researcher collected the data from the experts by herself, using the online questionnaires created on Google Form.

Data Analysis

The data were analyzed by using percentage, descriptive analysis and narration.

Research Findings

1. Online Scripts of the “Open Educational Resources on Action-Oriented Approach for Foreign Language Education”

The online scripts were developed, using the URL scripts in WORD file format and Free Blog Builder Service: Blogger.com; they are located at the following URL: <http://oer-mef.blogspot.com/p/by-akraya.html>

The online content scripts in Blog Format contain the URLs or the resource links with short descriptive summaries and the information about the sources of data, the created date and the copyrights. They were grouped into 4 main topics and sub-topics of content that present the 4 following types of information in each sub-topic: webpage/website, electronic slide, video, PDF file/ eBook. The 4 main topics and sub-topics of content are as follows:

Main Topic 1: Concepts and Theories

1. Sub-topic 1: Communicative Approach
2. Sub-topic 2: Task-Based Approach
3. Sub-topic 3: Cognitive Theory – Bloom’s Taxonomy

Main Topic 2: Techniques and Examples

1. Sub-topic 1: Task-Based Learning
2. Sub-topic 2: Project-Based Learning
3. Sub-topic 3: The Examples

Main Topic 3: OER Hotlinks

1. Sub-topic 1: About OER
2. Sub-topic 2: Related OER Sites

Main Topic 4: French Resources

2. Online Storyboards of the “OER Website on Action-Oriented Approach for Foreign Language Education”

The OER online storyboards were developed using the online scripts and Free Web builder Service: Wix.com. The homepage will present the resources from the online scripts, grouped in 2 main categories and sub-categories as follows :

1. Curriculum Development

- Integrated Curriculum in SBE context
- Standards-Based Secondary Curriculum
- Curriculum Evaluation

2. Innovative Instructions

- Action-Oriented Approach
- Active Learning
- Online Training Management

They are located at <http://rosechong.wix.com/oer-foreignlang#!action-oriented/u7kfw>

3. Evaluation Results of Content Experts for the Online Scripts and Technology Experts for the Online Storyboards.

Table 1 Number and Opinions of Content Experts and Technology Experts for the Evaluation of the Online Scripts and Online Storyboards.

Online Script Evaluation By Content Experts (n=7)	Content Experts' Opinions		
	Agreed	Disagreed	Uncertain
1. Number and Opinions of 7 Content Experts for the Online Scripts of the “OER on Action-Oriented Approach for Foreign Language Education”: Content, Utility, and Utilization	96.27%	–	3.73% 1. difficulty of some language use – benefits for parents and general users.
Online Storyboard Evaluation By Technology Experts (n=3)	Technology Experts' Opinions		
	Agreed	Disagreed	Uncertain
2. Number and Opinions of 3 Technology Experts for the Design of Online Storyboard of the “OER website : Presentation and Technology Used. 3. Suggestions: – Particular attention to be paid to the selection of Creative Common Licensed (2 experts) – Appropriate use of font types and font sizes (1 expert)	72.7%	4.5%	22.7% incomplete development of content

According to Table 1, most content experts agreed with the content, the utility and the utilization of the offered resources at 96.27 %. Few uncertainties at 3.73% were on the difficulty of some language use and on the benefits for parents and general users. Most technology experts were agreed at 72.72% with the design of the online storyboards: the presentation and the technology used. There were few uncertainties and disagreements at 22.72% and at 4.54 % respectively. The reason was based mainly on the incomplete development of the content. Following the experts' suggestions, the particular attention must be paid to the selection of Creative Common Licenses for the content of the offered resources and to the appropriate use of font types and font size.

Discussion

For online script development, the agreement of most content experts on the content should due to the good design of sitemap, composing of main and sub-topics that were the results of the reviewed information in literature review. The researcher had looked into every detail concerning the application of this approach in teaching and learning, as well as the related research. Therefore, the design of topics of content in the sitemap according to the literature review, followed by the resource search for online script development has become one of the effective ways to prepare the OER content.

The ideas concerning the online scripts in Blog format came from researcher's knowledge and experiences for the application of Web 2.0 tools and services in teaching and learning, as inspires the following description of CELT hub (2015): "... Blogs and Wikis are web tools that allow you to share and

collaborate on the Internet. A blog is short for a web log and can be a useful tool for recording reflections, personal experiences, opinions, to reporting or making commentary on event". And of Selwyn (2008), "...The use of blogs and wikis in education is relatively well established and supports existing pedagogies of reflective writing (the blog) and teamwork (the wiki)." The easy-to-use tool like Blogger.com allows every user to create various types of presentation, from multimedia to blog and website. Not any knowledge on programming language is needed as number of tutorials is provided for the use of Blogger.com. (Thomson, 2008)

For storyboard development, using Wix.com which is Free Web Builder Service, to design and develop the online storyboards is due to its various functions and features of Web 2.0 that make it very easy for users without programming knowledge to develop the websites with professional look. In addition, as this Web Builder Service had gain popularity from wide range of users; the site continues to grow and more innovative features are regularly added like the template with OER characteristics. However, one technology expert gave warning about the free service that can turn into the service with charge in the future.

Conclusion and Recommendations

Although this innovative educational trends is still quite new for instructors in Thailand, especially for foreign language teaching, the research results had shown that most content experts agreed with the content, the utility and the utilization of the offered resources at 96.27%. There were very few uncertainties at 3.73% for the difficulty of some language use and the benefits for parents and

general users, as well as the utilization for revising basic knowledge. All content experts found that the OER content can be very useful for teachers, lecturers and students due to their innovative concepts of free use and open content. The quality of the resources bases mainly on their selection and categorization, as well as the various types of content : text, slide, video, PDF file/ eBook. In addition, most of technology experts agreed with the design of the online storyboard for OER website at 72.72%. There were few uncertainties and disagreements at 22.72% and 4.54 respectively, due to the incomplete development of the content. Particular attention must be paid to the appropriate use of creative commons licenses as they are designed to respond to different reasons of people to choose different path of openness.

My recommendations for future research are as follows:

- Development of the OER website on Action Oriented Approach for Foreign Language Education, Using the Developed Online Storyboards

- The Study of the Usage Models and Methods of Different OER Sites.

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