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### **COMMUNICATIVE ENGLISH LEARNING MANAGEMENT WITH MULTIMEDIA READING INSTRUCTIONAL PACKAGE ON READING ABILITY AND VOCABULARY ACHIEVEMENT FOR THE PRIMARY SCHOOL STUDENTS**

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#### **ABSTRACT**

Small schools usually have insufficient learning materials as well as a shortage of English teachers. Hence, students may not have enough opportunities to learn English. Therefore, this current study aimed to develop a multimedia reading instructional package that can enhance students' interest and their eagerness to learn English for communication. The participants of this study consisted of 13 first graders from a primary school in Maha Sarakham, Northeastern Thailand by using a simple random sampling. The objectives of this study were: 1) to develop the learning management of English for communication which including a multimedia reading instructional

package, 2) to investigate the effectiveness of the English language learning management for communication by using the multimedia pronunciation activity package, and 3) to study the reading ability of the students who learned English for communication using a multimedia pronunciation activity package. The current study was conducted by using One Group Pretest-Posttest Design. The findings found that the effectiveness of the English language learning management plan for communication using the multimedia pronunciation activity package had an efficiency (E1 / E2) of 95.58 / 83.58 which was higher than the specified 80/80 criteria. The results also indicated that the students learning progress was increased by 0.70, or 70%. Moreover, it was revealed in the present study that the elementary school students who learned English for communication using a multimedia pronunciation activity package had an increased ability to read aloud.

**Keywords:** Communicative English; Learning Management; Multimedia; Reading Instructional Package

## INTRODUCTION

Thai students have issues with English pronunciation due to differences between Thai phonology and English phonology (Tuaycharoen, 2001). Some learners have insufficient knowledge and understanding of English pronunciation because they are unfamiliar with the English phonological system. As a result, they may not understand the meaning of the words they pronounce (Boonjun, 2005).

Pronunciation has a significant influence on the effectiveness of language communication. Therefore, it is important that learners of English as a second or foreign language have a good understanding of the phonological system. Most learners of English as a second language realize that one of the major problems in speaking English is largely involved with pronunciation, which leads to communication problems. The accuracy of pronunciation thus ensures the effectiveness of spoken messages. Pronunciation is, therefore, essential for speaking and listening in communication (Derwing & Rossiter, 2002 as cited in Binturki, 2008). For more effective vocabulary teaching, teachers should encourage students to be aware of the use of vocabulary, and they should develop students' vocabulary knowledge as well (Richards

and Rodgers, 2001). Moreover, the students should be encouraged to develop vocabulary comprehension in order to build their confidence in the use of meaningful language in various situations (Allen & Vallette, 1977).

In Thailand, most small schools encounter at least 3 major problems which cause small schools to have less effective instructional plans. One of those problems is a budget issue. Due to a higher cost of teaching and learning management per capita when compared to larger schools, the government has to spend more on teaching and learning management in small schools. With insufficient funds, the smaller schools are more likely to have less effective instructional management. Another problem is a lack of teaching and learning equipment which can lead to a decline in learning and teaching effectiveness. Lastly, a shortage of teachers in a specific field is also one of the major problems found in small schools. lack of (TDRI Report, 2 015). Using multimedia media in a classroom can increase the effectiveness of teaching and learning. It can also help teachers save more time in teaching as well as increase learners' interests and attention in learning through the use of texts, images, and sounds (Nuttakorn Songkhram, 2011).

For this reason, the researcher saw a significance in studying and enhancing the reading ability and vocabulary achievement of first graders as the first-grade students are full of curiosity to learn new things and are at the age of learning and remembering well. For this reason, the researchers were interested in using a multimedia reading instructional package to enhance the ability to read aloud and vocabulary learning which could allow the students to develop themselves and be able to learn English to reach their potentials.

### **Purpose of the Study**

1. To develop communicative English language learning management by using a multimedia reading instructional package in order to meet the effectiveness base on the criteria of 80/80
2. To investigate the effectiveness of the communicative English language learning management using the multimedia pronunciation activity package

3. To explore the reading ability of the students who learned English for communication using a multimedia pronunciation activity package

## **METHOD**

### **Participants**

Participants of the current study were drawn from a sample random sampling which consisted of 13 first grade students from Ban Pa Khang Non Lan School in Kae Dum District, Maha Sarakham Province, Thailand. These students were currently enrolling in the second semester of the academic year of 2020.

### **Variables**

The independent variable of the study was the communicative English language learning management for communication, including a multimedia reading aloud instructional package. The dependent variables were students' ability to read aloud and vocabulary learning achievement.

### **Definitions of terms**

1. The communicative English language learning management refers to the management of English language learning in which the teacher sets language learning situations based on realistic situations to provide opportunities for learners to use English language for communication between learners and learners, learners and media, and between learners and an instructor. (Kanchana Chanthaduang, 1999) The communicative English language learning management consists of 5 steps: 1) warm-up: an introduction of a lesson, 2) presentation: a presentation of a lesson for creating a body of knowledge, 3) practice: a step where learners practice their language learning which includes a use of an instructional package, 4) production: a step where learners apply their language knowledge for application, 5) wrap up: a step where an instructor summarizes what has been learned according to instructional objectives. (Harmer, 2001)

2. A multimedia reading aloud instructional package refers to a teaching material produced for achieving the learning objectives of reading aloud. The instructional package includes the content of the lessons in which each learning management plan contains learning objectives, practices, and instructions for English phonic learning. A multimedia set of teaching materials may include text, slides, animations, sound for practicing English reading aloud. (Ratthakhon Songkham, 2011)
3. The communicative English language learning using the multimedia reading aloud instructional package refers to the learning management plan consisting of 15 lesson plans (one hour each) based on five steps of communicative English language learning: warm-up, presentation, practice, production, and wrap-up. During the step of practice, a series of English pronunciation activities are implemented.

### **Instruments**

1. 15 lesson plans (1 hour each)
  - Lesson 1 We are A B C (1)
  - Lesson 2 We are A B C (2)
  - Lesson 3 We are A B C (3)
  - Lesson 4 I like blue (1)
  - Lesson 5 I like blue (2)
  - Lesson 6 Brown Brown Bear (1)
  - Lesson 7 Brown Brown Bear (2)
  - Lesson 8 A dog has four legs
  - Lesson 9 I like a bird
  - Lesson 10 My Pet (1)
  - Lesson 11 My Pet (2)
  - Lesson 12 What fruit do you like (1)
  - Lesson 13 What fruit do you like (2)
  - Lesson 14 At the market (1)
  - Lesson 15 At the market (2)

### **Instruments for Data Collection**

1. A test for reading aloud assessment (consisted of 30 vocabularies)
2. A 30-item test for evaluating students' vocabulary achievement measure after implementing a multimedia reading aloud instructional package.

**Data Collection**

1. One Group Pretest-Posttest Design was used for data collection.

Experimental group	Pre-test	Experiment	Post-test
E	T1	X	T2

Symbols used in the experiment

- E refers to experimental group
- T1 refers to pre-test
- X refers to experiment
- T2 refers to post-test

2. The researchers conducted a read-aloud pretest among the 13 first-grade students at Ban Pa Khang Non Lan School by assessing their read aloud ability of 30 words. The scores obtained were collected as pretest scores.
3. The researchers conducted a 30-item pretest among the 13 first-grade students for assessing their vocabulary knowledge. The scores obtained were collected as pretest scores before implementing the lesson plans using the multimedia reading aloud instructional package.
4. The researchers then implanted the lesson plans using the multimedia reading aloud instructional package in the classroom. Each lesson plan took approximately one hour. After each lesson plan was implemented, a formative assessment was conducted.
5. During the implementation of the lesson plans using the multimedia reading aloud instructional package, three main assessments were conducted. The first assessment was conducted for Lesson 1-5. The second assessment was conducted for Lesson 6-10. And the last assessment was conducted for Lesson 11-15. The purpose of the assessments was to investigate the progress of the read-aloud ability of the students.
6. The researchers conducted a read-aloud posttest among the 13 first-grade students by assessing their read-aloud ability of 30 words. The scores obtained were collected as posttest scores.
7. The researchers conducted a 30-item posttest among the 13 first-grade students for assessing their vocabulary knowledge.

The scores obtained were collected as posttest scores after implementing the lesson plans using the multimedia reading aloud instructional package.

### FINDINGS

1. The efficiency index ( $E_1 / E_2$ ) of the lesson plans using the multimedia reading-aloud instructional package was 95.58/83.58 which was higher than the criteria set of 80/80 as seen in Table 1.

**Table 1**

*The Efficiency of the Lesson Plans Using the Multimedia Reading Aloud Instructional Package*

Efficiency	Full scores	Total scores	$\mu$	$\sigma$	Mean
Efficiency of process ( $E_1$ )	150	1864	143.98	4.09	95.58
Efficiency of product ( $E_2$ )	30	326	25.07	4.49	83.58
The efficiency of the lesson plan ( $E_1 / E_2$ ) = 95.58/83.58					

According to Table 1, the efficiency index of the process ( $E_1$ ) was 95.58, and the efficiency of the product ( $E_2$ ) was 83.58. This could be indicated that the lesson plans using the multimedia reading aloud instructional package for primary school students had the efficiency ( $E_1 / E_2$ ) of 95.58/83.58 which exceeded the criteria of 80/80.

2. The effectiveness index of the lesson plans using the multimedia reading aloud instructional package was 0.70. The results revealed that the learning progress of the students was increased by 0.70 or 70 percent as shown in Table 2.

**Table 2**

*Read Aloud Pretest and Posttest Scores*

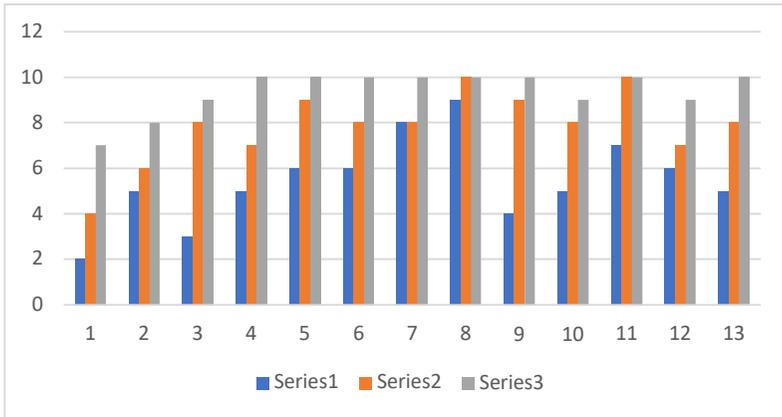
Participant	Pretest (out of 30)	Posttest (out of 30)
1	2	17
2	14	26
3	7	28
4	10	29
5	9	25
6	23	30
7	20	30
8	24	30
9	10	26
10	15	25
11	9	19
12	12	20
13	19	21
Total	174	326
$\mu$	13.38	25.07
$\sigma$	6.56	4.49
Percentage	44.61	83.58
Index of effectiveness of learning management = 0.70		

As displayed in Table 2, it was found that the mean pretest score was 13.38 and the mean posttest score was 25.07, with a pretest standard deviation of 6.56 and a posttest standard deviation of 4.49. The percentage of the pretest score was 44.61 and the percentage of the posttest score was 83.58. Moreover, the effective index of the communicative English language learning management using the multimedia reading aloud instructional package was 0.70, indicating that the students learning progress had increased by 0.70 which accounted for 70 percent.

The read-aloud ability of the primary school students who learned English for communication by using the multimedia reading aloud instructional package was progressively increased as seen in Figure 1.

**Figure 1**

*Bar Chart of the Read-Aloud Ability of the Primary School Students*



According to Figure 1, the mean score of the first read-aloud assessment was 5.46. The mean score of the second read-aloud assessment was 7.84. And the mean score of the third read-aloud assessment was 9.38. Moreover, the standard deviation of the scores of the first, second, and third assessment was 1.89, 1.62, 0.9, respectively. This could be indicated that the read-aloud ability of the first-grade students was progressively improved over time during the multimedia reading-aloud instructional package was being implemented for the communicative English language learning.

## DISCUSSION

The development communicative English language learning management using a multimedia reading instructional package had the efficiency (E1/ E2) of 95.58/83.58 which exceeded the 80/80 criterion. This may be indicated that the communicative English language learning management using a multimedia reading instructional package can promote learners' confidence in pronouncing English words by stimulating learners' interest and attention. The findings of the current study were in line with Inmee (2103) who studied the development of English vocabulary pronunciation ability of third-grade students through phonics poster materials. Inmee found

that phonic poster material was at 78.17/76.75 efficiency criterion. Similarly, Na-Khon (2019) found that multimedia could help improve learners' English skills as the multimedia had 86.82/87.50, which was higher than the specified criteria.

Moreover, according to the current study, the effectiveness index of the communicative English language learning management using the multimedia reading aloud instructional package was 0.70, indicating that the students learning progress had increased by 0.70 which accounted for 70 percent. The results indicated that the multimedia reading instructional package may be an effective tool for guiding and motivating learners to be enthusiastic and interested in learning content.

With the application of the method of teaching vocabulary emphasizing correct pronunciation, the learners can learn how to spell and pronounce English words at the same time. Moreover, teaching vocabulary without focusing on grammatical structures by let the students choose a vocabulary that is used in everyday life can encourage the students to learn how to pronounce English words effectively. The findings were consistent with Huang and Fang (2000) who revealed that the use of multimedia in teaching English for communication was a major factor influencing teaching success. Also, the results of the present study were supported by Sutthini Phabpimjai (2018) who found that the comparative achievement after learning via multimedia was higher than before learning.

According to the current study, the read-aloud ability of the primary school students who learned English for communication by using the multimedia reading aloud instructional package was progressively increased. The findings were in line with Suksiri (2014) who conducted a study on English pronunciation ability of third-grade students through the phonics method. Suksiri revealed that the students' scores before studying were 43.49 percent and after were 78.60 percent which indicated that the mean score of the posttest was significantly higher than the pretest. Prasutseangchan and Nakchan (2014) found similar results in their study, A Development of English Pronunciation Ability about ASEAN Using Phonics-based instructional Method for Grade 6 Students. Their study results showed the learning achievement in the vocabulary of English pronunciation related to ASEAN topic

of the students after using the Phonics-based instructional method was higher than those before the test. Therefore, it could be concluded that using multimedia as a teaching material can effectively improve the students' vocabulary knowledge and English pronunciation.

## CONCLUSION

In the management of communicative English language learning, the multimedia reading-aloud instructional package is a learning management design in which a teacher implements the multimedia reading-aloud activity series in a classroom in order to build up learners' interest in learning. The results of the current study could be indicated that the implementation of the multimedia instructional package for communicative English language learning can enhance learning progress and improved the reading-aloud ability of the primary school students as the instructional package can promote learners' interest and attention in communicative English language learning.

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