

THE DEVELOPMENT OF E-LEARNING MEDIA FOR ENGLISH CONVERSATION AT THE HIGHER EDUCATION LEVEL

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Abstract

This study seeks to assist the students of Rajamangala University of Technology, Krungthep, in improving their English language skills. These students, who are registered in an English conversation course, belong to various departments, namely home economics, business administration, engineering, and hospitality. They possessed varying levels of English proficiency and thus had a variety of personal needs, regarding their development of conversational English. It is a university requirement that listening and speaking skills are the first skills to be developed. Therefore, the researchers focus on developing English language acquisition through communication skills.

The aim of this research was to develop e-learning media for an English language course entitled “English Conversation”, as part of the general education courses for students at Rajamangala University of Technology - Krungthep, by examining the learners’ achievement levels and exploring learners’ satisfaction levels. English conversation contents were developed into online media and used for learning the course content. The study was conducted in an experimental class in the academic year 2016. The quality of the e-learning course was verified by the assessment survey produced by the programmers, which was found to have a reliability value of 0.80. The assessment survey produced by English language professionals was found to have a reliability value of 0.79. The satisfaction survey was found to have a reliability value of 0.77. The surveys were employed to collect the raw data and descriptive statistics were used to calculate the raw data. The findings revealed that e-Learning media for English conversation at the higher education level was evaluated by the qualified programmers and English language professionals, and determined to be of a very high standard. Student achievement was verified by the pre-test and post-test of English learning achievement, which was given to students at the beginning and end of the course. The post-test score was significantly higher ($\bar{x}=70.70$) than the pre-test score ($\bar{x}=55.30$). A learner satisfaction survey was administered to all 33 students and their satisfaction levels were found to be high.

Keywords: E-Learning Media, English Conversation, Higher Education.

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1. INTRODUCTION

English is not an official language in Thailand, and Thai people rarely practice or use English for communication, in their daily lives. Education First (EF) recently announced results of an English proficiency assessment of non-native countries. Thailand was ranked 53 (2012) and 55 (2013) respectively, whereas Malaysia and Singapore were found to be leading English speaking countries in ASEAN (Office of the Education Council, 2014). The current problems can be related to an ineffective curriculum, a lack of practice in real life situations, lack of access to continuous English lessons and a lack of competent and qualified instructors. This results in many school leavers and university graduates in Thailand, lacking sufficient skills to communicate in the English language. Unfortunately, English language is needed for communication with international companies and organizations and also in the tourism and hospitality industries. In order to take advantage of global opportunities, the problems related to language learning among Thai students must be identified and rectified (Chamnankid, 1997; Pongpanich, 2011)

Various studies have identified a lack of confidence, insufficient vocabulary, lack of speaking skills and dislike of speaking English, as being causes of low English proficiency levels (Pongpanich, 2011; Ritthirat & Chiramanee, 2014) Similar issues have been identified among the students of Rajamangala University of Technology - Krungthep. The researcher, a lecturer of many years of English teaching experience, has identified a lack of interest in the language, a lack of effective English instruction, and large class sizes (approximately 40 students in a class). Large class sizes often result in teacher centered instruction and a lack of interaction or participation among students. A lack of satisfaction with lessons leaves students demotivated. All this adds up to low achievement levels and problems in their future careers. Students often lack the English skills for effective communication with

foreign visitors and business contacts and are unable to work abroad or study for post-graduate degrees.

Technology is now part of most peoples' lives and various devices are used on a daily basis for various reasons such as finding information, communication, buying and selling, and for learning new skills. In regards to education, technology is rapidly changing teaching and learning. Formal and non-formal education, and distance learning have been influenced by technology. This is particularly true for instruction methodology. Computers have replaced chalkboards as the main instructional tool in classrooms today. This phenomenon is not just happening in higher education; technology is also part of education for children of all ages, and also a part of their daily lives (Newnam, 2012).

The use of technology can develop the subject content through a more lively, fun, attractive and satisfying media for learners. Subject content, exercises, tests and feedback could be developed into graphic moving animations or into the form of multimedia or Computer Assisted Instruction (CAI). Interactive media may help motivate students and increase their levels of satisfaction. Technology also provides an 'anytime, anywhere' learning platform. Students that lack opportunities to study are able to access lessons at their convenience. Opportunities for practice in a motivating and attractive environment may assist the instructor in increasing learners' achievement levels. Technology could therefore motivate and attract learners directly and effectively (Wangpipatwong, 2005; Siriro, 2008; Virajaneekornpant, 2014; Sigkaman, 2012). Furthermore, Chokrientsukchai, (2005) and Thanitkul, (2008) suggest that university students are not only interested in technology but are also keen to study their lessons using technology.

The students of Rajamangala University of Technology Krungthep face problems when learning English, and also lack opportunities to use the language on a daily basis. In order to increase students' English proficiency levels, it was necessary to develop

instruction media that could provide learners with an opportunity to learn and develop on a continuous basis, in the students' own time, outside of the classroom environment.

The researchers, from the English Language and Information Technology departments at a Thai public university, conducted this study with the primary aim of developing e-learning media that could improve the English language communication skills of learners. It is hoped that this approach would motivate them to learn English not only in the classroom, but also outside of the classroom. The use of e-learning technology could help the students to gain more learning practice in their free time away from the classroom. Attractive and interesting e-learning content relevant to the students' future occupations, should increase participation and thus increase test scores. Increased practice could also increase students' confidence levels when using English for communication and conversation. The use of technology in an educational context could help students achieve the conversation skills needed for their future careers.

2. RESEARCH OBJECTIVES

2.1 To develop and design the e-learning media for English Conversation at the higher education level.

2.2. To study the learners' achievement levels in relation to the e-learning media.

2.3. To explore the learners' satisfaction towards the e-learning media.

3. LITERATURE REVIEW

In its most simple form, e-learning uses information and communication technology (ICT's) as a platform for providing teaching and learning activities. For example, a website that offers online lessons in subjects such as math, science and English may be termed e-learning. E-learning can be used at all levels of education, from primary to tertiary. Researchers in the field argue that e-learning is still in its infancy and its

implementation is an area in progress that continues to evolve with time and further research. This has resulted in numerous implementation strategies across a wide e-learning spectrum (Kahiigi, Ekenberg, Hansson, Malik, 2008). E-learning is seen as flexible, convenient, accessible, and saves time and expense (Siriro, 2008). Further study is required so that each subject area has sufficient data on the effectiveness of e-learning. In relation to the research objectives, the literature review related to this study has been divided into three areas: the quality of e-learning programs, the course effectiveness, and learners' acceptance of e-learning media.

3.1 The Need for Quality E-learning Programs

English instructors in Thailand face various problems and challenges. It can be a challenge to find ways to assist the students in learning the English language, and to help them gain higher achievement levels. In this regard, e-learning may be of use to instructors for teaching purposes and as a way of motivating students. Thai students will need speaking and listening skills in their future careers, and e-learning media could provide more opportunities to learn and practice these skills. e-learning media is also convenient for both instructors and students, and can be used both inside and outside the classroom. The following section examines the results of using e-learning technology for learning the English language.

Phuthong's (2001) findings indicated that the freshmen or first year students at Mae Jo University believed that listening and speaking skills were the most important skills for them. The activities they needed to improve were English conversation for job finding and for higher education. Moreover, the students with low English reading skills also needed to be improved. These findings are typically found at many universities in Thailand. Therefore, new approaches are needed that provide practice and learning opportunities for these students.

Chokrientsukchai (2005) revealed that e-learning could assist instruction at the tertiary level. Learners could study without the need to travel to the university. With e-learning technology, students are given an optimal opportunity for practicing English at their own pace and time, and as many times as they want. This individualized learning opportunity can improve their learning outcomes.

Wangpipatwong (2005), added that e-learning and education could provide a more selective instruction channel for learners. This could enhance learners to get involved in their study in various directions or ways of learning and this in turn reflects more effective outcomes. Instructors teaching a specific topic such as English for hotel staff could provide relevant online content for the students. This could be adjusted to suit the students' needs whereby such an approach is often not possible when dealing with large class sizes.

Thanya & Chaturanon (2008), reported that online lessons were found to be efficient, the post-test scores were higher than the pre-test scores, and students' perception towards the online lessons was highly positive. These findings add weight to the argument that online media can increase achievement levels and student satisfaction. The study also observed that a satisfying experience is likely to increase participation levels and student confidence.

Pongpanich (2011) revealed that the major problems in students, were a lack of confidence resulting from their inadequate knowledge of English language, insufficient vocabulary, and a lack of English communicative skills in real world communication, a lack of critical thinking skills and logical reasoning. In an effort to solve these problems, the researcher increased students' practice time, gave them constructive feedback and individual supervision. This made them feel more confident and thus helped improve their speaking performance.

Newnam (2012) stated that in the modern-day world, technology is no longer a tool for survival but it is a means of

communication and entertainment. Mass communication technology has made it easier than ever to connect with people. Using social networking as part of the learning process can also have benefits. Students who are introverted may open up and connect with others through social networking. Modern technology can also afford students the opportunity to collaborate and work together in a whole new way through their smartphones, laptops, and tablets.

Ritthirat & Chiramanee (2014) identified that students were afraid of, and worried about speaking English, causing them a problem and creating an obstacle for these students to learn English. Other barriers were their inadequate vocabulary, a lack of practice with native speaking teachers and a negative attitude toward English classes. The students in Thailand often think in Thai and then translate before expressing themselves in English. Methods widely used among Thai students in developing their English speaking skills are watching English movies and listening to English songs.

In Sigkaman's (2012) study of e-learning lessons in English, these lessons were found to be efficient. The achievement levels of the post-test were found to be significantly higher than the pre-test, and student satisfaction was high. The study shows that it is possible to develop an online course consisting of various units that can be used to increase English proficiency levels in a satisfying environment.

Tantrakul (2014) conducted a research study entitled 'The Development of English Speaking Skills in Daily Life, using online content at a private university, conducted with thirty students registered for the course "English for Everyday Use". The researcher found that the effective online user was key to success and that the learners' English proficiency needed to be at functional levels from the beginning, at least high beginner or intermediate, before being able to use the online media effectively. After using the online instruction for a semester, the learners' proficiency level was found to be significantly higher.

3.2 Effectiveness and User Acceptance of E-Learning Media

Teachers of English often look for effective tools or good quality media to help their students to improve their English levels. Thai students' low English proficiency may be due to various factors. Satisfaction in learning though can increase motivation and participation and thus help in the improvement of English communication skills. E-learning media can be used to gain the students' attention and interest. E-learning media should therefore play a big role in assisting students in learning English communication skills. The following section examines user acceptance and satisfaction of e-learning technology in relation to learning the English language.

Thanitkul (2008), revealed that: using e-learning for the subject of outdoor electrical installation was found to be more efficient than alternatives; achievement in the post-test was higher than the pre-test; and the overall level of students' satisfaction was high.

Kammesawang (2010) outlined an e-learning system for practical subjects at an agricultural college via Moodle. The online subject was developed into 7 units including contents and evaluation. The pre-test and post-test were administered in the first semester of 2000. Learners' satisfaction towards the e-learning lessons and instructors was found to be positive. In addition, the learners were found to be better at problem solving skills.

Chanprasert, Tuamsuk, & Soodpakdee (2011) reported their findings as follows: 1) Classroom management was appropriate to e-learning in the views of both programmers and educators who rated it highly at 0.8 for every unit. 2) The instruction media for e-learning could be developed to respond to LAMS (Learning Activity Management System). Contents and evaluation were rated as high by the academic experts. In regard to e-learning, it is important that appropriate media is chosen, that suits the needs of the students.

Pakdee, Piyanukul and Ruangpaisan (2014) found the effectiveness of the animated media to be at 80.46/78.83, which was higher than the criteria set at 70/70, in their study. The post-test result was significantly higher than the pre-test, and learners' satisfaction levels were also high. Students were satisfied with the use of animated media for learning purposes and it had the potential to increase learning outcomes.

Sinwanichkun (2009) found that learners' perceptions towards learning English through e-books was observed to be at a high level, with a Mean of 4.22.

Virajaneekornpant (2014) reported that the efficiency of computer assisted instruction media was found at 84.82/85.47 which met the set criteria of 80/80, the post-test scores were found to be higher than the pre-test scores, and students' satisfaction was observed to be at a high level.

Piromkaew and Kanperm (2015) conducted a study of the animated cartoon Howdy English for Prathomsuksa 2. The findings showed that the quality of the media was evaluated by experts to be at a very high level, while the post-test scores were also observed to be significantly higher than the pre-test. Using cartoons to learn English language therefore has potential.

A review of the literature shows that students are generally satisfied when using online media for learning. The use of such media also has the potential to increase achievement levels. It is important that appropriate media is being used because appropriate media will not only attract and motivate students but will also meet their learning needs and expected learning outcomes. In this regard, students have been shown to be satisfied when learning English through animation. This form of media could be used with appropriate and relevant content to produce an online learning platform that is not only fun and attractive but also meets the students learning needs. E-learning media is appropriate for different age groups and levels of learner. The participants of this study require further practice of English for their

future careers. English classes at Rajamangala University of Technology Krungthep can often be too long for the learners' ability levels. This can result in a loss of focus and concentration. The e-learning media can be used in the students' own free time, at shorter intervals, and used to review and reinforce the classroom learning.

4. METHODOLOGY

This study project involved two departments; Information Systems for business, who was responsible for developing the e-learning lessons, and the western languages department, to which the researcher dealing with the experiment belonged, and who assigned the course outline with the content lessons. The other researcher, belonging to Business Information Systems put the content lessons into the e-learning format. The research was therefore carried out as an academic collaboration between the researcher, from Business Information Systems and the teacher of English, from the western languages department. The study uses a mixture of experiment and survey methodology.

The participants were 33 students registered for the English conversation class in the summer of 2016. The students were chosen as they possessed characteristics that are typical of students studying English at Rajamangala University of technology Krungthep.

The total of 8 unit lessons over a 15 week period namely; Meeting People, Life Style, Social Network Communication, Asking Directions, Vacations, Shopping, Work, and Future Plans were provided on line. The students were required to study on-line whenever convenient, in addition to the classroom lesson. The students were free to learn the lessons in advance or use them for revision. If the students had any questions relating to the content, they could consult with the instructor in class.

4.1 Tools Used

Three sets of self-constructed 5 point Likert (Wongratana, 1994) scale questionnaires were produced based on previous research. The assessment of the software quality was constructed according to the system Development Life Cycle (SDLC) (Eiamiriwong, 2003). The questionnaire variability was tested and found to have a reliability value of 0.80. The assessment survey for the English conversation lessons was developed under the scope of the curriculum outline of the university (2013) and applied from the software media construction. The reliability was found to be 0.79 for this variable. The satisfaction survey was constructed according to the objectives of the study. The reliability test for this variable was found to be 0.77. As all Alphas were above 0.70 the questionnaire was deemed reliable for data collection. Face validity of the statements were checked by three independent experts on technology use in education.

4.2 Data Analysis

Descriptive statistic techniques, namely frequency, percentage, mean, standard deviation and a t-test were used to analyze the raw data.

Measurement criteria taken from Wongratana, (1994).

Mean	Level
4.21-5.00	highest
3.41-4.20	high
2.61-3.40	neutral
1.81-2.60	low
1.00-1.80	lowest

5. RESULTS AND DISCUSSION

5.1 Instructional Media Development

Topic	Mean	(S.D)	Level
Quality assessment of the software by programmer	4.55	0.23	Highest
Quality assessment of the English Conversation content by language experts	4.33	0.27	Highest

Objective 1: Quality of the media by programmers VS English language experts

The English conversation unit content was developed and based on the scope of the course syllabus. It was then evaluated and assessed by three English language experts. It was found to be at the highest level (mean = 4.33). After that, the lessons were sent to the researcher of Information Technology to develop into an online media format and were assessed by three professional programmers. It was rated similarly at the highest level (mean = 4.55)

Objective 2: Experiment process. The second study objective: Achievement study.

Learners' achievement levels before and after using E-learning media

Topic	N	Mean	S.D.	t	p
Pre-test Score	33	55.30	5.38	-24.83	.000
Post-test Score	33	70.70	3.63		

Regarding the above table, showing the pre-test and post-test score comparison, it was shown obviously that the post-test score was found to be higher than pre-test score, and

statically different at the 0.05 and 0.01 level. This was confirmed by the effectiveness of the e-learning media which was rated to be at a very high quality by the programmers while the English content was evaluated to be of high quality by the English language experts. Pre-test and post-test score results were found to be significantly different at the 0.05 and 0.01 levels.

Objective 3: Learners' satisfaction towards the E-learning media

Overall learners' satisfaction towards the E-learning media

Topic	Mean	S.D.	Result
1. Convenience & Motivation	4.50	0.62	Highest
2. Assessment system	4.29	0.82	Highest
3. Self-study	4.51	0.59	Highest
4. Application	4.53	0.55	Highest
Total	4.47	0.64	Highest

The overall satisfaction of learners was found to be at the highest level, with mean = 4.47 and S.D. = 0.64. Regarding the satisfaction of learners, the various aspects can be ordered from highest satisfaction to lowest satisfaction as follows: English application aspect mean = 4.53, S.D. = 0.55; self-study mean = 4.51, S.D. = 0.59; convenience and motivation mean = 4.50, S.D. = 0.62; and the assessment system mean = 4.29, S.D. = 0.82. The results of this study correlated with the study of Thanitkul, (2008), Kammesawang, (2010), Virajaneekorpan, (2014) and Tantrakul, (2014).

5.2 Discussion

Objective 1: Findings of the first objective: The quality of the e-learning media developed for use as online instruction media

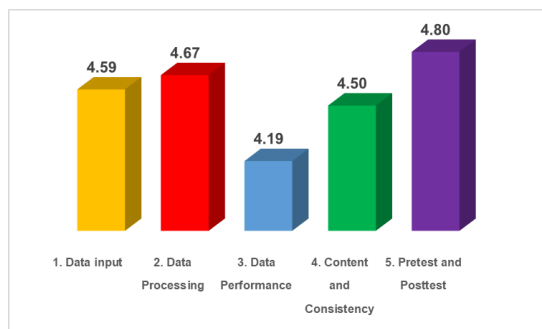


Fig. 1 Assessment by the professional programmers

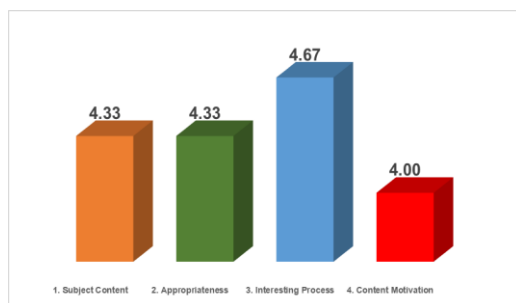


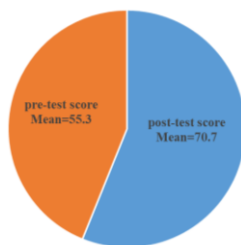
Fig. 2 Assessment by the English language experts

The overall quality of the media was rated by the three professional programmers and was considered to be at the highest level, with mean = 4.55 and S.D.= 0.23. The overall quality of the content media units were rated by three English language experts and found to be at the highest level, with mean = 4.33 and S.D. = 0.34. The content was based on the findings of previous studies and developed for the students in this study. In the past, many students were used to the traditional class. This was often taught by one teacher, in a teacher centered manner. Therefore, instructional techniques used often did not allow students to learn satisfactorily. When students were not interested in class, they would often perform poorly in English. In addition, students now, as in the past are grouped by age and not ability level. The activities presented in e-learning media and the ability to study at ones' own pace is beneficial. Animation or cartoons can be used

to represent the situational dialogues that are related to the students' interests. These could help them learn English conversation through fun activities. The learners could consult the lessons when convenient and for many students it is a new process of learning. The online instructional media can enhance the traditional classroom element of the course.

The high effectiveness of instruction media was found to assist, motivate and encourage learners who were interested in learning English or other subjects. This online media could also show when students were satisfied with self-study after the actual classroom situation. When the students play the media, they can learn the lesson with a variety of animated characters in various situations. These situations can be replayed and practiced at any convenient time. Hence, they could not only study but also review the lessons they did not fully understand. These findings matched the findings of other studies (Sirirrot, 2008; Chokrientsukchai, 2005; Wangpipatwong, 2005; Chanprasert, and Tuamsuk, 2011; Virajaneekorpan, 2014; Sinwanichkun, 2009; Piromkaew and Kanperm, 2015; Pakdee, Piyanukul and Ruangpaisan, 2014). However, the e-learning media development was carefully considered and constructed by the content experts and programmers. Therefore, it is necessary for other interested parties who would like to conduct and develop media software to consider not only the subject content of the curriculum and techniques, but also the psychological aspects of learning. When students had any questions, they were encouraged to consult with the teacher in the classroom. This could show how students were actively studying English according to the teacher's suggestions outside of the classroom.

Objective 2: Findings of the second objective: comparative achievement between the pre-test score and post-test score. Learners' achievement levels both before and after using e-learning media



Learners' achievement levels before and after using e-learning media

Since the overall quality of the media was rated by the three professional programmers and was considered at the level of mean = 4.55 and S.D=0.23 it stood at the very highest level. Whereas the overall quality of the media rated by the three English language experts was found to be at the level of mean = 4.33 and S.D=0.34, and was therefore observed to be at the highest level. This e-learning media showed obviously, how such media can assist students in developing their skills in English conversation.

The results showed that after students used the instructional media online the post-test results (mean = 70.7) were higher than pre-test results (mean = 55.3). The findings imply that e-learning lessons can motivate and encourage learners to earn higher achievement levels. Apart from actual classroom time, the continuous practice and study is necessary for learners who are eager to develop better progress. The four skills of listening, speaking, reading and writing were practiced as often as possible. E-learning lessons could respond to the learners who needed more time to practice. They were free to learn and practice more whenever they felt ready and had available time. This study confirms that learner centered methodology strongly attracts learners, and the results after learning through e-learning were higher. This also confirms the effectiveness of e-learning lessons. This finding supported the studies of (Ritthirat, 2014; Sigkaman, 2012; and Tantrakul, 2014)

The findings show that the post-test scores were higher after the e-learning lessons were taken by the learners, and imply that the media could motivate and encourage learners

to gain better achievement levels. Apart from actual classroom time, continuous practice and study is necessary for learners who are keen to develop their skills and progress in their studies. Online study and the resulting higher test scores can help confirm the effectiveness of e-learning lessons and media. The instructor though can provide further assistance in the classroom if students require further explanation.

Objective 3: Learners' satisfaction towards the e-learning media

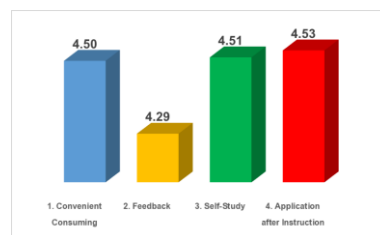


Fig. 4 Learners' satisfaction

The overall satisfaction of learners was found to be at the highest level, with a mean of 4.47. In regards to satisfaction of learners, the aspects can be ordered from the highest aspect to the lowest aspect, as follows: English application, mean = 4.53; self-study, mean = 4.51; convenience and motivation, mean = 4.50; and evaluation, mean = 4.29. It can be concluded that the learners were generally content to use the online media. Furthermore, the participants appear to be very satisfied with the English application as they could utilize the knowledge they learnt from the classroom instructions into routine tasks. The students also appear to be satisfied with learning independently and studying English through e-learning media anytime or anywhere that it is convenient for them. The students can improve and develop their weaknesses after receiving the results from the on-line learning activities.

This implies that learners' satisfaction becomes a vital factor in instruction. When learners are satisfied with the lessons and media at their disposal and receive appropriate feedback, they may be more motivated to learn and consequently increase

their participation levels. This can then be directly reflected in higher levels of learning achievement. Computer instruction media becomes useful and attracts learners. Learners themselves could gather knowledgeable experience while studying that could be applied in the future. The results of this study correlate to the finding of other studies (Thanitkul, 2008; Kammesawang, 2010; Virajaneekornpant, 2013; and Tantrakul, 2014)

Hence, findings from this research project directly reveal that learners can develop themselves to achieve higher levels when they feel happy and satisfied with the appropriate English instruction, such as motivation, interest, learning process and understanding. Learners may become confused with learning, or uncertain when they feel bored with the old method of instruction and lack inspiration. This may obviously cause low achievement levels or an ineffective outcome for learners. Therefore, the instructor or researcher should observe the classroom atmosphere and selection of the appropriate teaching media should be linked to the learners' behavior. The findings from this study were strongly related to the learner-centered approach. E-learning can provide integrated methodologies for learners' convenience where learners' can immediately see the feedback from what they have done. The students could learn a new concept or review it to ensure what they had learnt was correct. The teacher or instructor is the facilitator, who assists or guides them to remain on the right path. In other words, this approach emphasizes a variety of different types of methods that shifts the role of the instructor from the giver of information to facilitator of student learning. Students could learn more in accordance to their interests and needs at a convenient time and place that suits them. In addition, learners' achievement levels were shown to be higher through this approach. It can be suggested that on-line instruction media is associated with youth interest and can provide obvious motivation for learners directly. These findings confirm that cooperative learning, critical thinking

exercises, simulation, and feedback can encourage learners to gain higher achievement. This matches earlier findings (Malik, Cole, Shelley and Swartz, 2014). Hence, it is a good solution to the problems of English instruction for non-native English people. To solve such instructional problems, teachers or instructors need to put the best attempts to find out the way and means to benefit our students or learners. Non-native learners need not only a longer time to study, but more opportunities to practice the new language of study as well. The appropriate on-line instruction media of English is relevant assistance to develop learner's English skills effectively and efficiently. Flexible learning and convenience are significant for non-native learners to develop their English communication skills in this dynamic world.

6. CONCLUSIONS AND RECOMMENDATIONS

Since English language has become a significant factor of living nowadays, undergraduates need to become proficient in the language. It is true that English proficiency of Thai undergraduates has been ranked at a low level according to international standards. However, Thailand has found it difficult to develop Thai students with good English proficiency. The university is directly responsible for rectifying the many problems of the educational system; namely the low English proficiency background, lack of continuous study of English language, insufficient opportunities to utilize English language in daily life, and redundant instructional methods. Hence, the cooperative research project between the English language lecturer and Information Technology instructor was to construct an online instruction media to assist and enhance undergraduates learning and for those students to develop themselves to gain better proficiency. This media was developed in accordance to students' interests and their spare time outside the classroom. The findings revealed that instruction through

online instruction media or e-learning was found to be well received by both the programmers and English language professionals. According to the experiment, the results of the post-test were found to be higher than the pre-test. Learners' satisfaction was also found to be at a high level. In summary, it could be said that student centered methodology motivates and attracts learners, allowing them to earn higher academic achievements. When students are satisfied with the technology and media, the outcome could result in greater levels of progress. Thailand as a non-native country needs more appropriate and effective English instruction media to assist and improve Thai learners' proficiency. This study shows e-learning must become one of the vital instruction media to help Thai learners to develop better English communication proficiency in response to this rapidly changing world. Therefore, the educational institutes should play a greater role in developing e-learning lesson media or computer media to operate in their classes, particularly new contents or the concept of learning as students need more time to study, understand, and to apply their learning in daily life. Learning English conversation in the classroom, is not sufficient for non-native learners. They need longer and more frequent time to practice outside the classroom. It is true that universities are resource centers for students to manage and learn new knowledge before joining the market world. It should be noted that e-learning media can be constructed and implemented for any education level and every subject, particularly when teaching new knowledge to students.

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