

Teaching Written English using Blendspace on enhancing student perception and readiness in Learning English among Cambodian High School Students

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Abstract:

Background: This study aims to investigate the student perception and readiness on using Blendspace for written English learning. These were 11th graders who perhaps had limited English written skills as well as limited motivation and performance.

Materials and Methods: The quantitative data collection method, descriptive statistics were applied to analyze the data from 60 high school students.

Results The findings showed that student perception was reasonably well and student readiness was also a positive impact on learning written English by using Blendspace. The results of this study can provide guidance to Cambodian government or relevant organizations when considering perception and readiness towards implementing web-based technology tools using in the classroom.

Future suggestion: For future studies, other researchers can study student performance and student engagement in flipped classroom environment by using Blendspace, Google Classroom, Zoom or other relevant ICT tools.

Key Word: web-based technologies, macro skills, narrative essay writing, Perception, Readiness

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I. Introduction

Technology is exceptionally prescribed to apply in the English classrooms in order to conduct English teaching and learning more successfully and creatively, as accentuated by Pope and Golub (2000), It will not only enhance the process of giving out instructions to the students, it will also greatly assist the educators in applying various other teaching methods. In doing so, educators need to present and implement the context of technology, by concentrating on its significance as an instructional device.

In the digital time, Kennedy et al. (2007) emphasized that web-based technologies are intended to design coordinated collaborative sharing between users all around the world. The web-based technology growth has prompted a blast of social networking media sites, including Facebook, Twitter and YouTube, Podcasting, blogs and wikis. Obviously, Web-based technology tools such as web-based social networking have the ability to make a change in the connection between the Internet and its consumers, and power structures to increase the open-door policy for all consumers to take part in a more prominent group support (Kes-Erkul&Erkul, 2009; Oestreicher, Kuzma& Yen, 2010).

Blendspace is an instrument which enables educators to combine digital resources for their students that are either found through a search of the topic or made by the educators themselves. Blendspace is connected to YouTube, Flickr, Google, Google Drive, Educreations and Dropbox (Kinnane, 2015).

English language is high in Cambodia. It is thought to be important for future development and for personal development. According to strong motivation to learn English, the need for better English teaching is stricter. Flexible and flexible English Language Teaching (ELT) Cambodia is set up immediately, taking into account current needs and requirements (Neau, 2003).

In terms of utilizing technology in English classrooms, Cambodia is simply starting to change the methods of teaching its people and choose newly updated technological solutions to enhance its education system (MoEYS, 2004; Richardson, 2008; Elwood & MacLean, 2009).

Undeniably, writing is the most challenging language strand to teach among other macro skills, namely speaking, listening and reading (Bamanger&Alhassan, 2015). Students found English writing to be of a challenge on account of the distinction between the English language and their mother tongue (Hu, 2009).

Savage and Mayer (2006) demonstrated that narrative essay writing is one of distinct types of essay writing (narrative, descriptive, and expository) which is the most important and basic type of writing that students will

have to do in their scholastic professions. It is fulfilling to experience a course book that perceives and supports step-by-step formative way which most students must take into account to become qualified writers.

For the tasks of writing, it was found that Cambodian students still experience big challenges in forming their sentence structures, with limited vocabulary, poor essay organization and unfocused thoughts. Accordingly, students fail to clearly set out their fundamental thoughts to support the given topic. Students also appear to not be able to clear up their perspectives with illustrations, realities, and clarifications, so their arguments appear to be feeble. This suggests that whenever the question emerges, the educator is subsequently responsible to use techniques to help their students to exclusively enhance their essays (Boramy, 2010).

According to the background above, teaching written English by using Blendspace is needed for school because they are the main elements which can develop school to level high enough to educate human resource in PhnomPenh City in the 21st century education platform.

Therefore, this paper will investigate usage of Blendspace and challenges for learning writing in the classroom at Hun Sen Phnom Penh Thmey High School in Phnom Penh, Cambodia.

According to the previous researches, Blendspace has changed educator's current classroom practice and became intrinsically motivated to practice it as well. Then the students got involved in active and personalized learning (bin Ishak& Abu, 2018). As for Zainuddin, Saad and Harun (2018), illustrated that using Blendspace was very helpful in conducting the language teaching and learning process for non-native speakers.

As developed today, the theory of second language acquisition would be seen as part of "theoretical linguistics", which would be studied and developed regardless of practice. As with the scientific theories, there is a *hypothesis*, or generalizations of criteria that is consistent with the experimental data. These hypotheses can come in any way (a great understanding, a dream, etc.). If acquisitions are more intimate and less educated in the use of the second language, and if understanding and filtering are key prerequisites for second language acquisition, the classroom would help to the level that it provides an understandable input in an environment conducive to a low filter (Krashen, 1987).

Video lectures can be utilized as an instructional tool by applying the Cognitive Theory of Multimedia Learning (CTML) to plan and create mixed multimedia learning resources (Mayer, 2001). Therefore, utilizing the video lecture in this study as one of the types of interactive multimedia learning resource enables CTML to be implemented as the base for the study, including its component, principle and strategy in investigating the connection between those components and knowledge acquisition for students' perception and readiness in a Blendspace environment.

Multimedia instruction provided the opportunity for students to improve their learning effectively. Only under the background of effective education educators could be able to use advanced educational theory and got fulfilled the target of English teaching by using modern education technology reasonably. It was very crucial to comprehend and discover each individual's learning through multimedia according to Gilakjani (2012). Another study done by Amine, Benachaiba and Guemide (2012) also emphasized that learning foreign-language has seemed to be affected by various technological equipment and tools, such as computers, projectors, video, films, and multimedia. Students' responses have shown that there was a strong relationship between language learning motivational factors and using technology. Therefore, that is good to apply Cognitive Theory of Multimedia Learning with Second Language Acquisition theory (Plass& Jones (2005).

II. Material And Methods

This study was carried out in Hen Sen Phnom Penh Thmey High School based in Phnom Penh, Cambodia to investigate the usage of Blendspace and challenges for learning writing in the classroom.

Quantitative research approach was employed and descriptive statistics were applied to analyze the data.

Data was collected by providing the questionnaires to 11th Graders. In collecting the data, purposive sampling was employed. According to Tongco (2007), purposive sampling technique is a kind of non-probability sampling which was the most effective while studying an exact cultural domain. Therefore, respondents are 60 students according to Sample Size Determination (Adopted from Stoker, 1984 as cited Bassfar (2014, p.74).

Appendix A showed the sample questionnaires about student perception and readiness on learning narrative essay writing by using Blendspace. These research instruments were divided into two parts. The items in Part A were related to the respondents, including their name (Optional), age, gender, class standing and study subject. The items in Part B were related to the perception and readiness of the respondents.

Questionnaires were designed by adapting from Stepp (2002) within 9 items for perception. As for readiness, the researcher adapted from Zoraini, Kaur and Harun (2004) of 6 dimensions. The overall validity of each instrument was from 0.7. According to Nunnally (1978) (cited in Ogunkola& Archer-Bradshaw, 2013), the cut-off value of 0.7 is acceptable. Therefore, it could be concluded that the instrument used in this research was reliable.

III. Result and Discussion

For the purposes of this study, data are reported in numbers and percentages and mean of student responses for each statement.

3.1 Demographic Profile of Students

Table no 1 Gender and Age of Students

Respondents	Description	No. of respondents	Percentage (%)
Gender	Male	25	41.7
	Female	35	58.3
	Total	60	100
Age	17-22	100	100
	Total	100	100

A total of 60 students responded to the questionnaire. Of these, 58.3% were females and 41.7% were males (Table 1). The data on age group, it can be clearly seen that majority of students were in the age of 17 and above.

3.2 Perception on confidence as a Learner, Technical Skills, and Class Assessments

Table no 2. Perception on confidence as a Learner, Technical Skills, and Class Assessments

Description	1	2	3	4	5
1. 1. I learned how to be resourceful in finding the meanings of words or phrases that were difficult.	40%	40%	20%	0%	0%
2. 2. I gained confidence in my ability to do the English language activities.	41.7%	58.3%	0%	0%	0%
3. 3. I gained confidence in my abilities as an independent learner.	0%	1.7%	98.3%	0%	0%
4. 4. I was initially frustrated by the various activities in the English language.	8.3%	26.7%	65%	0%	0%
5. 5. I gained confidence in my ability to use technology successfully.	0%	23.3%	71.7%	5%	0%
6. 6. I gained technical skills on the computer as a result of this course.	0%	10%	61.7%	28.3%	0%
7. 7. The experiences in the computer-assisted class helped me perform better on the regular chapter quizzes or tests.	0%	23.3%	75%	1.7%	0%
8. 8. I was initially frustrated by having to learn how to use the computer components.	0%	100%	0%	0%	0%
9. 9. Taking the computer-assisted class was detrimental to my performance on quizzes or tests.	0%	100%	0%	0%	0%

(1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree (5) No Response

A total of 60 students responded to the questionnaire. The overall perception was reasonably well. It can be clearly seen that Cambodia high school students, namely 11th graders could use Blendspace for their writing tasks assigned by educators in order to improve their writing capacity.

3.3 Readiness in learning English by using Blendspace

Table no 3. Readiness in learning English by using Blendspace

Description	Mean	Std. Deviation
Learner Readiness	1.28	0.44
Content Readiness	1.35	0.47
Technical Readiness	1.46	0.49
Environmental Readiness	1.66	0.66
Cultural Readiness	1.23	0.41
Financial Readiness	1.24	0.42

As shown the means in Table 3, the readiness was possible for students to study narrative essay writing by using Blendspace since the Cambodian government and other organizations were supporting the process of running the web-based technology program into the classroom all around the country in order to develop the human resource to be qualified as goal set.

IV. Conclusion

This descriptive study has illustrated the perceptions and readiness of one group of high school students about English language learning in a technology environment. The overall perception was reasonably well. It can be clearly seen that Cambodia high school students, namely 11th graders could use Blendspace for their writing tasks assigned by educators in order to improve their writing capacity. As for student readiness, the average mean score of Learner Readiness for student (\bar{x} : 1.28, SD: 0.44); Content Readiness (\bar{x} : 1.35, SD: 0.47); Technical Readiness (\bar{x} : 1.46, SD: 0.49); Environmental Readiness (\bar{x} : 1.66, SD: 0.66), Cultural Readiness (\bar{x} : 1.23, SD: 0.41); Financial Readiness (\bar{x} : 1.24, SD: 0.42).

This little research is available on student perception and readiness about English language learning which focuses on narrative essay writing by using Blendspace. This study may provide critical insights to high schools currently implementing Information Communication and Technology (ICT) tools for education. The materials used on Blendspace are understandable and teaching and learning processes become more effective. Furthermore, it will assist lecturers to assess the objectives or teaching outcomes.

More empirical studies should be conducted more about other macro skills by using different ICT tools in teaching and learning in the 21st century. Such studies will be able to contribute to other scholars and learners for future career development in education sector.

As such the students and educators in Cambodia, the Ministry of Education, Youth and Sport will prepare technology training courses in the near future. As Cambodian students and educators move towards the knowledge-based web 2.0 tools. The role of web-based technology on teaching and learning will become more significant. There-fore, Cambodia will get acknowledged within it then both students and educators will be qualified of this new style of learning and teaching as well. For future studies, other researchers can study student performance and student engagement in flipped classroom environment by using Blendspace, Google Classroom, Zoom or other relevant ICT tools.

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