

THE EFFECTS OF BLENDED LEARNING APPROACH FOR ENHANCING THAI  
EFL STUDENTS' SPEAKING SKILLS IN THE CONTEXT OF ENGLISH  
AS A LINGUA FRANCA AND SELF-REGULATED LEARNING



DITTHAWAT THONGSOOK

A Dissertation Submitted to University of Phayao  
in Partial Fulfillment of the Requirements  
for the Doctor of Philosophy Degree in English

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**Title:** THE EFFECTS OF BLENDED LEARNING APPROACH FOR ENHANCING THAI EFL STUDENTS' SPEAKING SKILLS IN THE CONTEXT OF ENGLISH AS A LINGUA FRANCA AND SELF-REGULATED LEARNING

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**Keywords:** Blended Learning, Speaking Skills, English as a Lingua Franca, Self-Regulated Learning, Thai EFL Students

### ABSTRACT

This research aimed to investigate the effects of blended learning approach for enhancing Thai EFL students' speaking skills in the context of English as a lingua franca, compare the levels of Thai EFL students' self-regulated learning before and after learning through blended learning approach, and survey Thai EFL students' opinion after learning through blended learning approach. The participants were 20 of the 1<sup>st</sup> year students studying in the program of accounting. The research instruments were blended learning approach, lesson plans, the tests of speaking skills in the context of English as a lingua franca, the questionnaire for evaluating self-regulated learning, the questionnaire for evaluating opinion on learning through blended learning approach, and semi-structured interview. The data was analyzed by mean, standard deviation, and t-test (Normal Distribution was checked). The results found that the score of test of speaking skills in the context of English as a lingua franca was significantly higher after learning through blended learning approach. Similarly, the level of self-regulated learning was higher after learning via the approach. For the finding from the questionnaire for evaluating opinion on blended learning approach, it was positive. As the findings from the interview, the results specified that blended learning approach seems to promote the students to learn and practice in anywhere and anytime. They could learn and practice through online learning. Then, the students could discuss and practice together with their peers in the classroom. From this learning environment, they were promoted and trained to learn actively and become self-regulated learners.

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## CHAPTER I

### INTRODUCTION

#### **Background of the Study**

As international communication has expanded around the world, English plays a significant role as a global language (Melitz, 2016). The trend of globalization leads to closer relationships in each country. Normally, that relationship is begun through communication, which language is the most important mediate for communication. Although there are more than 7,000 languages used in each region, Chinese, Spanish, and English are the most widely spoken languages. For the United Nations (UN), this organization has accepted six official languages: French, English, Spanish, Chinese (Mandarin), Russian, and Arabic. However, English is the language used for the speech in the meetings of this organization before being translated simultaneously into the other official languages (Marsh, 2012). Undoubtedly, this language is considered a very important language, which is dramatically used for international communication (Hotekim and Taylor, 2020). Moreover, most of textbooks, articles, journals, magazines, and other information have been printed in English. As a result, these factors indicate that English is very important in many sectors (Boonyaruksa, 2021). In the business sector, the people, who are competent in the use of English language, will have more opportunities to be selected for work positions. As a part of education, English language influences this sector plentifully. English competency enables the students to have more opportunities to develop knowledge through learning various worldwide contents. Obviously, in the era of information and technology, information on the internet, textbooks, and other sources are mostly appeared in English language. Hence, the students, who are skillful in the use of this language, will be able to search and comprehend information around the world (Kosashunhanan, 2016).

Generally, the use of English language around the world can be grouped into three areas. The first group is called “the inner circle”, America, England, Australia, Canada, and New Zealand are grouped in this area because most people use English as a native language (ENL). The next group is called “the outer circle”. Some countries, which were

colonized by England in the mid of twentieth century such as Singapore, India, and Nigeria etc., are grouped in this area because most people use English as a second language (ESL). The final group is called “the expanding circle”. Japan, Nepal, and Mexico are some examples of countries that can be grouped in this area because most people use English as a foreign language (EFL). For Thailand, it has been grouped in the expanding circle (Kachru, 2005). Almost 100% of Thai people speak Thai language. Some of the population speak other languages such as Chinese, Malay, and Lao etc. In part of English, it is used as a foreign language for intercultural communication. At the same time, English is mostly used in business and education in this country as well (Kirkpatrick, 2012). Although, the use of English can be clearly classified into three groups, the countries from the same group quite have a variety of using English. For instance, in America and England, most people use English as a native language, but they are different in accent and some word pronunciations (Baker, 2012). As the use of English in other groups, each country has its own characteristics which first languages and cultures cause this distinction. This phenomenon also includes the domestic use of English in each country. In one country, a variety of using English can appear because of different dialects (Jenkin, 2015). From these diversities, the use of English for worldwide communication has been increasingly promoted to be changed and spoken as a lingua franca.

English as a lingua franca has been dramatically mentioned and applied to communication. Nowadays, the number of people, who use English as a foreign language, has continuously been expanded in each region of the world. This group of people needs to speak English in order to communicate with the other people from the expanding circle (EFL), the outer circle (ESL), and the inner circle (ENL) for various purposes such as purchase and investment, education, and cultural exchange etc. Not surprisingly, the contact by using English between the expanding circle (EFL) and the outer circle (ESL) has been rapidly increased because these groups contain numerous nations worldwide (Jenkins, Cogo & Dewey, 2011). From this situation, the use of English as a tool for international communication requires more than one variety of English (Jenkin, 2015). Certainly, English as a lingua franca is a way to add a variety of using English for communication. Mainly, English as a lingua franca is the use of English as the central language for communication between the people

who have different first languages. Its main concept is no one's language. This type of using language seems to be characterized by contingent change. The speakers accommodate the language to make it more appropriate for communication with various and different interlocutors (Cogo, 2012). English as a lingua franca is a paradigm shift in the use of English for communication that differs from the traditional use (Jenkins, Cogo & Dewey, 2011). Cross-cultural communication can be presented by the speakers who retain their national identities in parts of accents or intonation in which mutual understanding is not impacted. From this point, English communication and national or cultural identities can simultaneously occur. Likewise, in the context of a lingua franca, people can speak English without worrying about grammar as long as they still understand what is spoken. Outstandingly, it has been gradually changed in function for the reality of communication, especially oral communication (Jenkin, 2006). Obviously, it is directly concerned with speaking skills, which is an important part of communication.

English is similar to other languages and consists of four skills (Listening, speaking, reading, and writing). Speaking or oral communication is claimed as the most important part (Ur, 2012). Generally, speaking skill is the process of constructing words and sentences through utterances. A speaker uses this skill to transfer the meaning of expression to a listener (Rost, 2002). Obviously, this way of communication plays an essential role for contact between the people in each society to make mutual understanding. Moreover, this skill is dramatically used in daily life. According to the study of Gilakjani and Ahmadi (2011), it found that speaking is normally used about 25%–30% for communication. For English language, it is not different from the other languages since speaking skills are considered the most significant part of communication between the people. Therefore, speaking in English language has outstandingly been emphasized for communication in daily life and other situations in societies.

For learning English as a second or a foreign language, speaking skills are likely to be focused. Undoubtedly, effective English speaking for communication is the main goal of learning the language (Rao, 2019). However, many of those learners, who are non-native speakers of English language, encounter the problem of achieving the goal. Normally, this problem might be divided into several parts. Firstly, lack of understanding

regarding the meanings of words and word forms can be considered obstacle of English speaking. From this issue, the speaker will not be able to transfer the intended meaning to the listener properly and effectively (Alqahtani, 2015). Next, emotions or feelings while speaking such as shyness in speaking a foreign language, nervousness about speaking in public, and fear of a mistake in speaking English language etc. can be specified as the problems of English oral communication. If the speaker feels unconfident when expressing anything, it is very difficult to send the meaning clearly (Ahmed, 2016). Eventually, the lack of adequate opportunity to speak English language can be linked to a serious problem affecting English speaking competence. Definitely, it is very difficult to speak English well without an adequate chance to speak English language (Srisang, 2014). Clearly, a cause of these obstacles may result from lacking of suitable environmental arrangements for promoting English speaking competence. English learning through oral communication should be emphasized rather than learning the language in textbooks.

According to the consequence of learning English language in Thailand, it is dramatically unsatisfied. Thailand's ranking for English skill has been declining. From the information of the English proficiency index, Thailand is ranked 89<sup>th</sup> out of 100 countries (EF, 2020). For Thai educational system, English language has become a compulsory subject in this country since 1921. Likewise, it is the only foreign language that is taught as a compulsory subject, in which all Thai students must learn at school (Hilado and Delita, 2015). However, although, teaching and learning management regarding English language in Thailand have been numerously increased and many Thai students have spent a long time to learn this language, their English skills seem problematic, especially, speaking skills. This is their main problem of using English language for communication (Teng and Sinwongsuwat, 2015). A cause of this problem might be emphasizing English grammar and learning by rote in Thailand. Probably, these ways of learning result from focusing on the result of English examination rather than English communicative skills. In addition, English reading and writing are also emphasized before speaking, which is not the nature of learning a language (Punthumasen, 2007). Consequently, many Thai students and other Thai people cannot use these skills for daily communication effectively. Although, the Ministry of Education

has tried to change English educational policy, the result has still been struggling to improve English speaking proficiency in many groups of learners (Teng and Sinwongsuwat, 2015).

In the context of That Phanom College, Nakhon Phanom University, the group of students is not quite different from the above groups in part of English proficiency. They use English as a foreign language or EFL students. For the curriculum of study, these students have to study English for three courses throughout the curriculum. Learning outcomes of these courses are English communicative skills in daily life, occupation, and related academic fields. However, their existing English skills before learning the first English course seems to be quite poor. The results of some studies clearly show that these students have problems in using English for communication, especially English speaking skills. In 2016, the research operated by Thongsook (2017) indicates that English speaking skills of the students studying at That Phanom College, Nakhon Phanom University is at a low level. The main factors of the problem are opportunity of speaking, personality of using English skill, and previous English learning and teaching management. This consequence is consistent with the study of Ritthirat and Chiramanee (2014), it specifies that many Thai students cannot speak English effectively because they lack adequate opportunities to speak English. As the study of Kirkpatrick (2012), it is not different. Most of Thai students have less chances to speak English both inside and outside the classrooms, which leads to English speaking incompetence. From the results of research regarding English speaking skills, these groups of students cannot use English speaking skills for communication successfully. Less opportunities to use English language and previous English learning and teaching might be the main factors of these problems. From these issues, these factors are likely to be the obstacles to the students' recognition or perception about the varieties of English language for communication in the current era. The mentioned problems directly lead to their ineffective English skills, particularly, speaking skills. Moreover, the students also lack the variety of using English language for communication with other people who have various and distinct cultures or identities. Obviously, these problems seem to be directly related with the pedagogical approach.

From the above information, the traditional pedagogical approach in Thailand may be a cause of the problem, which is ineffective in learning a foreign language for communication. Unsuccessful ways of teaching English are clearly reported. Firstly, English

grammar seems to be emphasized rather than English for communication in order to have more chances to pass English examinations focusing on grammatical contents. Therefore, these students have less opportunities to be trained and practiced in the use of English for communication in real life. The result shows that many students can pass the examination, but they cannot use English to communicate with foreigners successfully (Khamprated, 2012). Next, the traditional teaching affects English learning in this country. Traditionally, Thai teachers often lecture the content without various activities while students listen and take notes. Certainly, this is not spontaneous language learning because they lack adequate opportunities to practice and use the language for communication (Yusica, 2014). Eventually, teacher-centered seems to be mostly used for learning and teaching management in Thailand, but this seems to be a learning problem for some groups of students because each person has a different background knowledge, experience, and perception. Some of them cannot perceive and understand the content like the other students in the same class. Only classroom teaching is not sufficient to suit different students. The most effective teaching and learning approaches should contain different means and strategies to develop knowledge and skills. A good teacher would not use only one means in managing learning and teaching (Noomura, 2014). Hence, the teachers should create various, appropriate, and flexible approaches and activities in order to stimulate the students' learning. In this sense, technology applications might be effective and interesting means for enhancing the students' learning.

At present, it can be called the digital era, technology dramatically influences various sectors, including the educational sector. It has been utilized and mixed with other teaching methods for enhancing the students' learning. Certainly, educational technology should be combined with lectures, discussions, workgroups, placement, and other related parts to provide students with diversified learning opportunities. From all technological channels for education, online learning seems to be widely used. This learning platform has been continuously and variously used through internet network for increasing and supplementing learning and teaching. According to Dawley (2007), he found that online learning has supported learning and teaching. This type of technology enhances the students' educational experience by increasing more motivation with various channels (Stein and Graham, 2014). However, online learning is just a part of a supplement to education. Online learning should

not be used in the whole process of learning and teaching. Learning through interaction in class is still necessary for education. Thus, a variety of approaches and strategies should be properly and variously combined in each content and situation for more effective learning. This way of learning is called “Blended Learning”.

Blended learning is a way to support various learning and teaching. It is the combination between face-to-face approach and computer mediated approach or online learning (Graham, 2006). This learning method gives students the potential environment to learn effectively. In the case of higher education, 80% of all higher education institutions operated blended learning for learning and teaching in each subject. It also found that blended learning approach can significantly enhance learning experience and self-regulated learning (Delen and Liew, 2016). Furthermore, this method satisfies the students with different and various approaches and strategies (Vaughan and Garrison, 2006). This result is consistent with the research conducted by Horn and Staker (2015), it shows that the interest from this approach is to benefit the educational process. An important main point for applying blended learning approach is that the online learning does not replace the need of face-to-face teaching and learning approach, but it offers a chance to extend the interaction beyond the classroom. A study conducted by Stein and Graham (2014), it specifies that an appropriate combination between face-to-face and online learning, which is called “blended learning”, can significantly improve and enhance the students’ learning experience. Blended learning is more flexible than using only face-to-face approach. This learning method also supports the students to become self-regulated learners (Delen and Liew, 2016). Thus, it seems to be clear that blended learning can be considered the way to supplement a variety and effectiveness of learning and teaching in each subject, including a foreign language as well.

In part of teaching and learning a foreign language, especially English language, blended learning is widely used. Computers have been used in teaching and learning languages since 1960. Teachers used them in the classroom, but it was not enough effective because there were some technological conditions and limitations. However, these problems have been solved since the arrival of the internet. It provides students, who learn English as an international language, with immediate access to worldwide information such as English

speaking, English sound, and authentic resources etc. This network presents a powerful medium for learning and teaching English language plentifully. Although, the majority of learning and teaching English language is still numerously operated through face-to-face in the classroom, it is increasingly used in each year, particular the use of the internet with more opportunities to search and explore any knowledge through suitable combination between face-to-face and online learning. Therefore, blended learning can be considered an effective and interesting way to supplement and develop English skills, especially English speaking skills. It is consistent with the research of Ginay, Mei Rejeki, and Sri Astuti (2018) points out that the students are motivated and stimulated to develop their English speaking skills through blended learning method which provides them with various learning resources and many interesting learning activities. This method enables the students to have more chances to practice their English speaking skills. Furthermore, they also have a positive attitude towards learning English through blended learning method because it consists of numerous channels for learning. As the study of Kirkgoz (2011), this indicates that from learning English speaking skills through blended learning method, the students' perspective is positive with online synchronous and asynchronous. Also, the students can practice English speaking skills both inside and outside the classroom through interesting and useful learning activities and resources. Likewise, from this method, they can learn anywhere and anytime by using appropriate technologies. As the study conducted by Chen (2016), it specifies that the students are reinforced to learn and practice English speaking by consolidating knowledge from face-to-face and online learning. This means knowledge from their home can be connected to the classroom. Plentiful learning channels motivate them and also lead to better results of English speaking skills. Moreover, blended learning method also supports the students to become self-regulated learners.

From learning English through blended learning, the students will not only be developed in English skills, but also they can become self-regulated learners. This process may also be called "Autonomous Learning". Teacher-center can be changed to student-center in this way. Students can make decisions for learning in any content. As teachers, their role may be facilitators who support processes and resources for supplementing the students' learning. Self-regulated learning enables students to learn actively because they

have to set learning goals, plan about the ways of learning for accomplishing the goals, and evaluate what is operated. Besides, the students have to search and learn some knowledge before being supplemented by teachers in classrooms. Certainly, effective English learning also depends on the students' way of learning (Brown, 2004). Blended learning seems to be a means to support students to learn English skills actively. It is consistent with the study of Bunditvilai (2016), it indicates that from this method, the students are stimulated to be self-directed learners. These students are guided about the way to gain information or knowledge by their teachers, but they are necessary to search or find out knowledge by themselves before attending the classroom. As the research of Brusio and Stefaniak (2016), it shows that the students need to be responsible for obtaining knowledge. They need to make a decision about the content, plan how to gain information, and operate by themselves before being supplemented about the content by the teacher.

According to the aspects of blended learning, it can probably be considered an effective learning way in the digital era. Definitely, learning English as a lingua franca can be supported through this learning method. In part of online learning, the students will be encouraged to learn about the varieties of using English language around the world via internet network. As learning in the classroom through face-to-face learning, the students can mutually learn and practice, what they have learned, with the other students for training their English communicative skills. Besides, this way of learning supports the students to be self-regulated learners. They will be stimulated to think, plan, and analyze regarding learning through this method. From the above information, it can be mentioned that traditional method and online channel are flexibly mixed for utilization. Various techniques, activities, and technological channels can be appropriately selected for fulfilling more learning. Outstandingly, this learning method has increasingly been used in learning and teaching management in the current era.

However, the related studies via blended learning in terms of English language are still not various, especially in English speaking skills. Besides, the use of blended learning method for promoting self-regulated learning and enhancing speaking skills of the students in the context of English as a lingua franca is rare. Most of research about English development are focused on the pattern of native speakers of English language. As the

studies about the development of English language in terms of English as a global language, it seems to be limited. From these specified reasons and limitations, they inspire the researcher to study and develop a teaching approach based on blended learning in order to enhance speaking skills in the context of English as a lingua franca and self-regulated learning for the students studying in That Phanom College, Nakhon Phanom University. For conducting the research, English for communication course was used for implementation. This course is a general education subject of Nakhon Phanom University. Certainly, all of the students have to study it. English for communication course is quite important because this is the use of English for communication in each situation of society. Its learning outcomes are knowledge and skills of using English language for communication in daily life, in which speaking skills are emphasized for this course. It is anticipated that the students can be developed in the use of English language, which is variously used, as the central language of the world, especially the use of English speaking skills. From this sense, they are able to use English knowledge and skills from this course to apply in their daily lives or higher education or occupation in the present or future. As blended learning approach, it can be considered the way to supplement and provide the students with interesting various and different activities inside and outside the classroom. Moreover, learners are able to learn the varieties of English pronunciations and accents used around the world which are the main concept of using English as a lingua franca, and use English skills for communication more effectively.

### **Purpose of the Study**

The study consists of three purposes:

1. To investigate the effects of using blended learning approach on Thai EFL students' speaking skills in the context of English as a lingua franca.
2. To compare the levels of Thai EFL students' self-regulated learning before and after learning through blended learning approach.
3. To survey Thai EFL students' opinion on blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning.

## Research Questions

This study attempts to answer two research questions:

1. What are the effects of using blended learning approach on Thai EFL students' speaking skills in the context of English as a lingua franca?
2. What are the levels of Thai EFL students' self – regulated learning before and after learning through blended learning approach?
3. What are Thai EFL students' opinion on blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self – regulated learning?

## Hypothesis of Research

Hypothesis of this research is specified as the follows:

1. The students' score of the test of speaking skills in the context of English as a lingua franca after learning through blended learning approach is higher than their score of the test before learning through the approach.
2. The students' level of self–regulated learning after learning through blended learning approach is higher than their level of self–regulated learning before learning through the approach.

## The Scope of the Study

The study consists of two variables, which are explained as follows:

### 1. Independent Variable

Research's independent variable is blended learning approach for improving speaking skills in the context of English as a lingua franca and self–regulated learning.

### 2. Dependent Variables

Research's dependent variables are the levels of speaking skills in the context of English as a lingua franca, self–regulated learning, and the opinion of Thai EFL students from learning through blended learning approach.

The variables of this research can be concluded as follows:

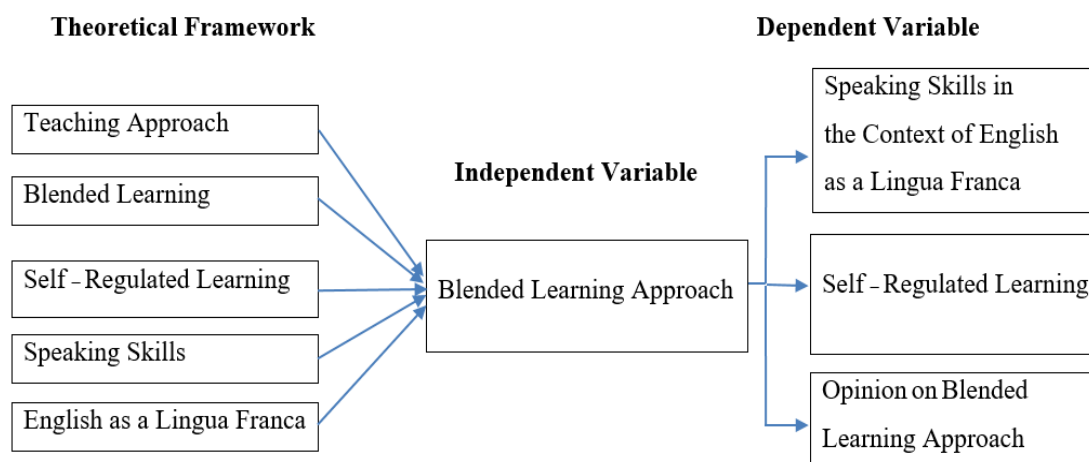


Figure 1 Theoretical Framework of This Research

### Definitions of Key Terms

**Blended Learning:** This is the combination between face-to-face and online learning approaches in learning and teaching. It provides the learners with a variety of learning resources and activities in order to stimulate them to learn actively.

**Thai EFL Students:** They are Thai students that use English as a foreign language. In this research, they are undergraduate students studying in the program of accounting at That Phanom College, Nakhon Phanom University.

**English as a Lingua Franca:** It is the use of English as a central language for communication between the people who have different first languages. The use of English as a lingua franca is the way to add a variety of using English for communication. Moreover, the people's identities in forms of accents and intonations, which are influenced from their first languages, can be presented while they are speaking English.

**Self-Regulated Learning:** This is a way of learning in which the learners have to search and create knowledge by themselves. They have to set learning goals, plan the way of learning for achieving the goals, and evaluate what is operated for learning.

**Opinion:** It is a personal thought, judgement, or belief on learning English for communication course through blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning.

## Significance of the Study

According to the aspects of the study, it can mainly be beneficial for two parts, which are described as follows:

### 1. Pedagogical Approach

This part can obtain benefits from the operation of this research which are explained as follows:

1.1 The developed pedagogical approach based on blended learning can be used for teaching operation in English for communication course or related courses, which are similar in contents and context of learners.

1.2 The developed pedagogical approach based on blended learning can be used for promoting self-regulated learning of learners through various techniques, activities, and technological channels, in which knowledge can be occurred anywhere and anytime.

1.3 The developed pedagogical approach based on blended learning can be used for supporting the use of English as the world language, especially the part of speaking skills through learning and teaching media and practices regarding the use of various and distinct English language around the world.

1.4 According to the aspects of blended learning, it promotes the use of technological channels, which plays an essential role in many sections in the current era, for developing teaching effectiveness.

1.5 The concepts of blended learning can be applied as the way to design and develop pedagogical approach for applying in learning and teaching management in the other subjects.

### 2. Learning Outcome

This part can obtain benefits from the operation of this research which are explained as follows:

2.1 The developed pedagogical approach based on blended learning can be used for developing the students' English communication, especially, English speaking skills.

2.2 The developed pedagogical approach based on blended learning can be used for training the students in order to be self-regulated learners through various

techniques, activities, and technological channels, in which they can search for information and learn any content anywhere and anytime.

2.3 The developed pedagogical approach based on blended learning can be used for learning a variety of using English language for communication in the real world, particularly, English speaking part.

2.4 According to the aspects of blended learning, the use of technological channels and any knowledge can simultaneously be learned, which is very important in the current era.

2.5 The concepts of blended learning can be applied as the way for learning in other subjects or contents.

### **Summary**

This chapter introduces the basis of this research. It presents the background of the research, purposes of research, research questions, scope of research, definitions of key terms, and significance of research. The next chapter is a literature review. The information from literature review enabled the researcher to understand the related theories and concepts that were applied in the research.



## CHAPTER II

### LITERATURE REVIEW

The purposes of this chapter are to present and explain the related theories and concepts reviewed during information compilation of the study and design of blended learning approach which is applied for enhancing Thai EFL students' speaking skills in the context of English as a lingua franca and self-regulated learning. These theories and concepts have been presented and explained as the following parts.

1. English as a Lingua Franca
  - 1.1 Spread of English from Locality to Globalization
  - 1.2 Definition of English as a Lingua Franca
  - 1.3 Key Concepts of English as a Lingua Franca
  - 1.4 English as a Lingua Franca and Communication in the Real World
  - 1.5 English as a Lingua Franca in Thailand
2. Speaking Skills
  - 2.1 Importance of Speaking Skills
  - 2.2 Definition of Speaking Skills
  - 2.3 Elements of Speaking Skills
  - 2.4 Types of Speaking Skills
3. Teaching for Developing Speaking Skills
  - 3.1 Teaching Speaking Skills
  - 3.2 Speaking Assessment
  - 3.3 Traditional Education and English Communicative Problem in Thailand
4. Blended Learning
  - 4.1 Definition of Blended Learning
  - 4.2 Theoretical and Conceptual Frameworks of Blended Learning
  - 4.3 Components of Blended Learning
  - 4.4 Ratio between Face-to-Face and Online Learning for Blended Learning
  - 4.5 Types of Utilizing Blended Learning
  - 4.6 Roles of Teacher and Learner in the Context of Blended Learning

4.7 Design and Development of Teaching Approach Based on Blended Learning

4.8 Teaching Approach Based on Blended Learning for Learning a Foreign Language

5. Self-Regulated Learning

5.1 Significance of Self-Regulated Learning

5.2 Definition of Self-Regulated Learning

5.3 Concept of Self-Regulated Learning

5.4 Features of Self-Regulated Learning

6. Previous Studies

6.1 Previous Studies on Blended Learning

6.2 Previous Studies on English as a Lingua Franca

6.3 Previous Studies on English Speaking Skills

## **English as a Lingua Franca**

### **1. Spread of English from Locality to Globalization**

In the past, English language was used for communication by a small group of people in the British island before being disseminated continuously (Graddol, 2006). Mainly, geographical-historical and socio-cultural parts seemed to be the factors in which English language was initially spread to each region (Crystal, 2008). In the case of geographical-historical part, its spread began from the British Empire's exploration and colonization in the 19<sup>th</sup> century. This empire numerously expanded power by dominating colonies and territories. The main purposes of its domination were settlement and exploitation (Mesthrie and Bhatt, 2008). In parts of the United States of America, Canada, Australia, and New Zealand, these nations were dominated for settlement. Some of British people immigrated and spread to the territories for residence. Certainly, English language was mostly used by inhabitants in those areas. As some nations in Asia and Africa such as Singapore, Philippines, India, Nigeria, and Zambia etc., they were dominated for exploitation. The locals of those nations had to be under the British Empire's jurisdiction. Moreover, English language was also disseminated to them as the function of colonialism. From geographical-historical part, it was likely to be directly led to socio-cultural part, which

originated in the cultural legacy from the colonial era. After declaring and obtaining independence from the British Empire, the people of the nations, where were dominated for settlement, mostly still used English as the native language for communication in their daily lives and work. As the countries colonized for exploitation, the context was distinct because the people had their own languages before being colonized. However, the people mostly still used English as a second language or an official language after gaining independence from the Empire (Crystal, 2003). Hence, it might be mentioned that colonial era was the starting point of the spread of English language. From one territory to another, it had been continuously disseminated to more groups of people.

After the era of colonialism and the Second World War, the United States of America became the great power of the world from capitalism and technological development. Outstandingly, both of these factors dramatically influenced trades and investments in numerous regions. Simultaneously, English language began to be more widely used for communication from those progresses. In the 20<sup>th</sup> century, the United States of America's economy and technology were plentifully developed. Various American products and services were exported and disseminated to many countries around the world. Mainly, its products and services about technology seemed to play a significant role for the people's daily lives, especially, information technology such as computer, mobile phone, media, electronic information, and online social network etc. (Pennycook, 1994). This type of technology enabled people to contact with others and operate their works or business more simply and rapidly. Moreover, various knowledge or information could be more easily searched, exchanged, and utilized in each form through technological tools (Gimenez, 2001). From the phenomenon, English language was increasingly used for communication because information, contents, and accessible channels from this American technology were mostly created in form of English language. Undoubtedly, this language was gradually infiltrated by a lot of groups of people in that duration. At the same time, they turned to be interested in this language in order to have more opportunities for business communication with foreigners, learning channels from around the world, and cultural exchange (Omoniyi and Saxena, 2010). Eventually, English language has become the global language. It has been

extensively used as the central language for mutual communication in various purposes by people worldwide.

When the use of English language has continuously and dramatically increased, its functional domain seems to be more various. From this point, the models of the spread of English language were created by some theorists for making understanding about the aspects of dissemination and the functional domains of the language. However, the model of Kachru (1985) seems to be mostly referred. According to this pattern, the spread of English language can be categorized into three concentric circles. Firstly, it is called “the inner circle”. This group consists of the United States of America, the United Kingdom, Canada, Australia, and New Zealand. In this circle, most people use English as a native language (ENL). Secondly, it is called “the outer circle”. This group contains some countries such as Singapore, Malaysia, Nigeria, Zambia, and India etc. For this group of countries, English language is used as a second language (ESL) by most people. Finally, it is called “the expanding circle”. This group consists of many nations such as Japan, Brazil, Taiwan, Egypt, and Poland etc. In part of these nations, most people use English as a foreign language (EFL). This concentric circle can be more illustrated as follows:



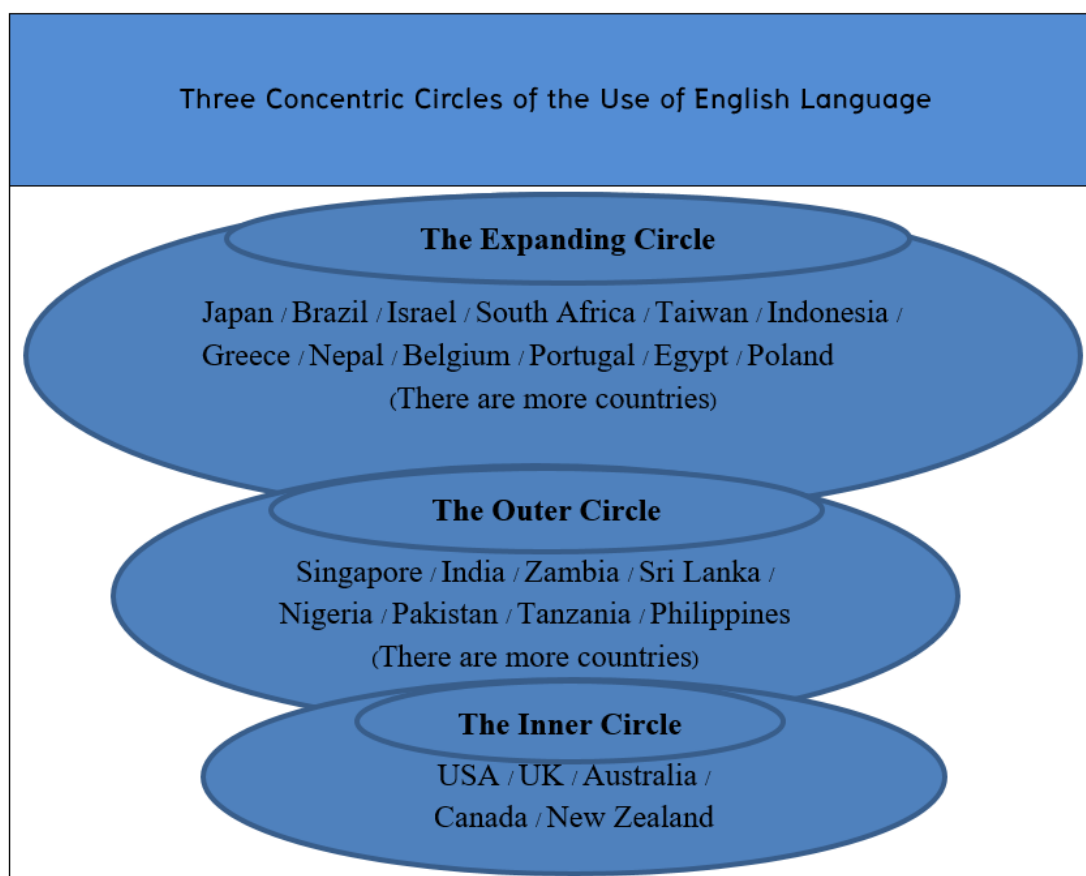


Figure 2 Three Concentric Circles of The Use of English Language

Source: Kachru, 1985

From the above concentric circle, the spread of the use of English language in each circle resulted from distinct factors. In the inner circle, most people are the native speakers of English language because these areas used to be dominated by the British Empire for settlement of British population in the 19<sup>th</sup> century. Not surprisingly, the language has been spoken as the first language. For the outer circle, most people are non-native speakers since their countries used to be dominated by the British Empire like the inner circle, but they were colonized for exploitation, not settlement of British population. In the colonial era, the local people had to be under the Empire's rules. Simultaneously, English was used in those territories for the function of colonialism. Although they have their own languages, English language has currently been spoken as the second language or official

language because of legacy regarding the use of language from that duration. As the expanding circle, most people are non-native speakers of English like the group of nations from the outer circle, but it is different. The reason is that these countries have never been dominated or colonized by the British Empire (Crystal, 2003). However, since the United States of America became economic and technological powerful nation of the world in the 20<sup>th</sup> century, its power has influenced many people's daily lives, works, and education. At the same time, English language gradually infiltrated to those people until it became an important language in each region (Omoniyi & Saxena, 2010). Eventually, English language has currently been considered the global language for communication.

According to the spread of English language, it is likely to be mentioned that there were two main durations in which this language was disseminated. They were the colonial era of the British Empire in the 19<sup>th</sup> century and the period of economic and technological progresses of the United States of America in the 20<sup>th</sup> century. From those circumstances, although both nations used predominance for their missions, the ways of the spread of English language, which resulted from the missions, were distinct. In case of the British Empire, it was the use of the troops for domination or colonization in the other territories. Simultaneously, English language was spread to the people in each area, resulting from being under the Empire jurisdiction. Clearly, they were necessary to comply with the rules, including the use of English language as well. As the part of the United States of America, it was quite different from the case of the British Empire. English language was disseminated without any military for colonization, but it was spread to other countries through economic and technological developments. Its progresses influenced many people's daily lives, education, and professions. At the same time, English language was gradually and continuously infiltrated to them because information, contents, and accessible channels were mostly presented or created in the form of English language. Afterward, this language has continuously and variously been used for communication and mutual intelligibility between the people who use English as a native language, and also the people who have the different first languages. At present, it has been considered the global language. Probably, when this language has extensively been used, a variety of the use of English can be unavoidably occurred. Social and cultural differences seem to be the main factors

for this variety. Hence, the use of English language might be adapted in parts of pronunciation or accent or both of them for suitability of social and cultural contexts of each area. From this phenomenon, not surprisingly, English as a lingua franca has dramatically been mentioned in the use of English language for communication and mutual intelligibility in the real world.

## **2. Definition of English as a Lingua Franca**

There are various definitions about English as a lingua franca which have been specified from some theorists. However, essentially, English as a lingua franca is the use of English as a central language for communication between the people who have different first languages. Obviously, the majority of people, who use it as a central language, are non-native speakers of English (Jenkins, 2006). Besides, it can also include native speakers of English when this group of people engages in intercultural communication (Gnutzmann, 2000). In principle, this way of using English is focused on cross-cultural communication rather than reference to those native speakers' norms. Each national identity or culture in parts of accent and intonation can be retained which not impact understanding from communication. Outstandingly, English communication and national identity or culture can simultaneously appear (Graddol, 2006). Furthermore, the main point of the use of English as a lingua franca is that the people, who are non-native speakers of English, can appropriate this type of using English language for communication with different interlocutors and other related purposes without too much reference to the norms of native speakers of English (Jenkins, Cogo & Dewey, 2011). Definitely, speakers from anywhere can use English independently as long as they still simultaneously understand the meaning from the communication.

Although English as a lingua franca has quite clearly been defined, there are some confusions about the domains of this type and the other types of using English language. From this issue, the comparison of their differences seems to be a means to clarify the confusion. Certainly, English as a lingua franca and English as a foreign language are the issue which is ambiguous about their aspects. However, it can be noticed that these two types of the use of English language are mainly distinct in part of the native speakers of English's norm. Reference of this norm is emphasized in English as a foreign language. The people, who use English language in this context, attempt to imitate the use of English

language from the native speakers such as accent, intonation, and grammar etc. If something is different from the norm, it will be considered a deficiency (Belz, 2002). For English as a lingua franca, it is more flexible. The difference from the norm is not a deficient thing as long as the communication is still understood (Modiano, 2004). Besides, national and cultural identities can be retained and accepted while the people are using English language for communication. In other words, cultural exchange can appear while the people from distinct territories use this language for any contact. Outstandingly, in the use of English as a lingua franca, mutual intelligibility is emphasized rather than the native speakers' norm (Kirkpatrick, 2004).

Next, English as a lingua franca and English as an international language are also the issue of confusion about their patterns. Although, these types of the use of English language seem to be extremely close in the part of characteristic, indeed, they are partly different. In principle, both of them are the use of English language for mutual understanding between worldwide people (Kirkpatrick, 2004). Simultaneously, not only the native speakers of English language can be considered the language owners, but the other people can also be the owners if they use the language internationally (Kachru & Smith, 2008). Moreover, both of them are normally not based on the native speakers' pattern (Jenkins, Cogo & Dewey, 2011). However, they are different in some points. Initially, English as an international language is emphasized in communication for specific purposes such as politics, business, and science etc. (McArthur, 2004). Then, from this distinction, it leads to English competency that needs to be trained for communication in each particular situation appropriately. For the use of English as a lingua franca, the language is used for communication without emphasizing any particular purpose (McKay, 2018). Therefore, the users will not be emphasized about the use of English language in particular contexts, including English competency for those specific purposes.

Besides, although world Englishes and English as a lingua franca seem to be very similar, there are some points of distinction. In case of world Englishes, it might be referred to the phenomenon of variety in using English language around the world. There are mainly three perspectives of this phenomenon (Bolton, 2004). Firstly, this perspective is quite broad because it is the variety of using English language worldwide

(McKay, 2018). Certainly, the concentric circles of Kachru (1985) can be used for explaining that variety, which consist of inner circle (English is used as the native language), outer circle (English is used as the second language or the official language), and expanding circle (English is used as the foreign language). Next, this is narrower perspective. From the above concentric circles, it is focused on the group of countries in the outer circle in which English is used as the second language or the official language. Although the nations from this group seem to refer to the native's norm, they mostly show the variety of using English language such as Jamaican English, Singaporean English, and Filipino English, Nigerian English, and Indian English etc. Lastly, this is the perspective regarding the equal acceptance in the variety of using English language from each territory. In other words, it emphasizes the respect for the differences in the use of English language for communication (McKay, 2018). As English as a lingua franca, although it associates with the variety of using English from distinct languages and cultures like world Englishes, mainly, it emphasizes in the use of English language for interaction between English speakers who are non-native speakers. Besides, this type of using English language dramatically focuses on cross-cultural communication through the use of this language (Jenkins, 2006).

Additionally, English as a global language and English as a lingua franca are also in the ambiguous term. In part of English as a global language, it seems to be the phenomenon of the spread of using English language worldwide. In principle, being a global language, it has to play a special role for the people in each region of the world. That language needs to be developed and used as a second or an official language for communication in many domains such as government, media, law, business, and education etc. If it is not developed and used according to the mentioned aspect, that language is necessary to be taught as a foreign language for all or most of students in general educational institutes (Crystal, 2003). Additionally, that language has to appear normally and used in any aspect for communication between the people who are non-native speakers (Jenkins, 2006). Certainly, English can undoubtedly be considered a global language because it contains all of above specified perspectives. English language has been used as a second language or an official language in some countries. Besides, it has been taught and spoken as a foreign language in numerous nations around the world. Outstandingly, this language has

dramatically been appeared in various forms in worldwide people's daily lives such as information or content from internet, tourism or cultural exchange, work, advertisement, and entertainment (Crystal, 2003). For English as a lingua franca, although, it is quite different since this language is not the phenomenon of the spread of English language. Hence, this type of using English language is not related to the number of people using the language. Also, it is not depended on the use of English as a second language or an official language, including as a foreign language (Kirkpatrick, 2004). Mainly, English as a lingua franca is an aspect of using English which is used as a contact or central language for communication between the people who have different first languages for mutual intelligibility and cultural exchange (Graddol, 2006).

### **3. Key Concepts of English as a Lingua Franca**

According to the characteristics of English as a lingua franca, it can mainly be divided into four key concepts as follows:

#### **3.1 Variety**

Generally, a variety in the part of using language refers to social and cultural structures that are variously created and presented in form of a language by a group of people. Normally, the people from many territories have their own languages for communication (Seidlhofer, 2011). However, a language might have a variety in the use for communication. Some words or accents or both of them can appear in different ways. In case of English language, the variety of using the language has continuously been appeared. Throughout the 20<sup>th</sup> century, many people believed that there was only one variety of using English which was considered "Standard English". It seemed to be standard language ideology associated with traditional notion of English studies. Then, this ideology and structure of English language have been continuously changed because the actual aim of using language is more considered. It has continuously been emphasized that mutual intelligibility from communication between the people is the actual goal of using any language in the real world (Bolton, 2006). Likewise, language is naturally not fixed, but it can be adapted in order to be appropriate to each different context (Seidlhofer, 2011). Exactly, as English has been used around the world, it is unavoidably related to the variety in the use for communication.

At present, it has been recognized that the function of any language can be reflected in the form of a language which is created. However, that function of language can be adapted in various circumstances for successful communication between the people from different areas (Jenkins, 2006). In the case of English, it is well known that this language has been used for communication for specific purposes by a large number of users from various regions. The use of English has been extended in a functional range, especially in part of oral communication in which people can use English without over deference to the norms of native speakers of English. The users can independently speak English with the other people, who have different first languages, for communication in each social context. Exactly, in this sense, the variety can lead to flexibility in the use of the language (Bolton, 2006). Hence, this way of using English can be considered a part of English as a lingua franca because it focuses on a variety of using English between the people from each region. This aspect of using English language shows that the people are accepted to communicate in English variously. Moreover, their own identities and cultures can be simultaneously presented in communication by using English language.

### **3.2 Community**

Traditionally, a community can be referred to physical proximity of a group of people. It is also related to perceptions or cultural beliefs of societies which are symbolized by notions of the people in those communities. Generally, in each community, the interaction between the members of the group can regularly appear in the form of face-to-face contact through the use of their own language for communication (Hymes, 1962). However, some above aspects of community have been changed. In the current era, transactions have been more independent and extensive. As a result, interactions seem to be focused on demands and needs of the use rather than territories (Swales, 1990). At present, the terms of community mainly consist of three aspects. Firstly, the members of the community are connected through mutual created understanding. Next, the people of the community are related in any context through mutual engagement. Finally, the members of the community have the same language in order to use it as the tool for communication inside wider society (Wenger, 1998). From these aspects of community in both two durations, this can be expressed that they are quite distinct. Previously, the community has been

emphasized on the physical proximity of a group of people and territory. Normally, these people have mutual cultures. Furthermore, they have interaction through face-to-face contact, which use the same language for communication inside the group of society. As a community in the present, it has been focused on action or practice. In this sense, community has been more extensive. Although, some people live in different regions or have distinct cultures, they can be considered the same community if they have mutual understanding, engagement, and language for communication.

The above current aspects of communication can be related to the use of English as a lingua franca. According to its characteristics, essentially, the use of English as a lingua franca in part of interaction is emphasized on interlocutors who have heterogeneous backgrounds, different societies, and diverse linguistic characteristics. The people will not be categorized or classified by fixing social domains and cultural identities (House, 2003). Besides, English as a lingua franca can be considered the main way of wider communication through the use of English in their styles influenced from the variety of cultures and identities. Clearly, transactions and interactions can take place outside people's territories or societies by means of this type of using English because they have been accepted to add their identities by speaking in English (Seidlhofer, 2009). Therefore, although, a group of people lives in different regions, these people can create their own community by mutual acceptance in the use of English as a lingua franca. This is consistent with the current aspects of a community that the people can be connected as a community through mutual understanding, engagement, and language for communication.

### **3.3 Ownership**

The word "Ownership" can be defined as a fact of being an owner. It is also referred to the legal right of possession. In case of language, it has obviously been related with the issue of ownership since each national state has been established. From this point, it leads native speakers to be regarded as language possession. Besides, some of them try to correct the language that is used by non-native speakers as well. Indeed, native speakers of a language should not be solely related with having ownership, but the ownership should be associated with the people who use that language (Brumfit, 2001). Essentially, the speakers have rights to adapt and change some forms or functions of the

language according to various communicative needs (Seidlhofer, 2011). In this issue, English seems to be dramatically related to this point because it has been increasingly used around the world in various contexts.

In this world, America, England, Australia, Canada, and New Zealand are the nations in which the population has officially been specified as native speakers of English, and also as the language owner (Kachru, 2005). However, in those countries, it is not the entire population that speaks English as the first language. Some people speak other languages as the first language such as French, Spanish, and Russian etc. Furthermore, although, most of the people from those countries speak English as the first language, they should not be regarded as the language owners because it is not only five countries in which the population speaks English, but also the people from other nations around the world that speak English for communication (Seidlhofer, 2002). From the statistical information of Crytal (2003), the number of native speakers of English has approximately been estimated about 380 million people. As the number of non–native speakers of English, it has approximately been estimated about 1,300 million people. Exactly, tendency of the number of non–native speakers of English seems to be continuously increased until present.

**Table 1 Statistical Information about the Number of the native and Non–Native Speakers of English Language**

| Types of using English     |  | Numbers of using English<br>(Approximate Numbers) |
|----------------------------|--|---|
| <b>Native speakers</b>     |  | 380 million                                       |
| <b>Non–native speakers</b> | The people use English as a second language  | 300 million                                       |
|                            | The people use English as a foreign language | 1,000 million                                     |

**Source:** Estimate of English speaker numbers (Crytal, 2003)

From above statistical information, the notion of the language ownership should be shifted. The reason is that the numbers of the people, who speak English, have clearly been pointed out that in current era, most communication by using English takes place between non-native speakers of English. Most of these people have gained access to international communication and also eliminated lingua cultural barriers (Brumfit, 2001). In fact, English has been considered an international language for a long duration. At the same time, it has continuously been developed and changed in forms or functions which are difficult to be controlled. From the phenomenon, definitely, no nation can refer to be this language possession because English is the language of the world (Jenkins, 2011). This point is strongly consistent with the characteristics of using English as a lingua franca. This type of using English has a main concept that no one owns the language. Outstandingly, no country owns this language. Therefore, people worldwide can use English in their own styles for communication as long as they can understand what is communicated.

### 3.4 Intelligibility

In the sense of “Intelligibility”, it has a quite wide range in meaning. However, it can be divided into three categories as follows:

**Table 2 Types of Intelligibility**

| No. | Types of Intelligibility | Details   |
|-----|--------------------------|---|
| 1   | Intelligibility          | Recognition in parts of words and utterances                            |
| 2   | Comprehensibility        | Understanding about the meanings of words and utterances                |
| 3   | Interpretability         | Ability for interpreting the hided meanings inside words and utterances |

**Source:** Smith & Cecil, 2006

From above table, it shows the degrees of understanding on continuum from phonology to interpretation of what is uttered (Smith & Cecil, 2006). These aspects enable people to communicate with another person more effectively. It can be noticed that good pronunciation or good lexical and grammatical uses may be inadequate for effective

communication, since phonology or utterance has pragmatic effect. Certainly, some contexts, it cannot be directly interpreted without consideration on social, situational, and cultural awareness.

Intelligibility seems influence communicative competence of people. In principle, interaction between the people through communication needs to emphasize the meaning, which is pronounced from the speakers, rather than the abstract features of the language (Bamgbose, 1998). In sense of using English for communication, although, some people are native speakers, it does not mean that they can judge what is intelligible, since some meanings cannot be directly interpreted without understanding on social, situational, and cultural contexts. Moreover, it also cannot be concluded that native speakers are more intelligible than non-native speakers in the use of English for communication (Smith & Cecil, 2006). From this point, it is quite consistent with the use of English as a lingua franca. The reason is that an important aspect of this type of using English is being used for intercultural communication. It does not emphasize the form of the language but focus on the meaning of what is spoken. Thus, intelligibility is necessary for people who use English as a lingua franca. This thing not only enables those people to analyze and make understanding in cross-cultural interactions, but also to describe the meaning of expression in each situation.

In conclusion, English as a lingua franca seems to be mainly associated with variety, community, ownership, and intelligibility. Firstly, English as a lingua franca is the acceptance of a variety of using English language. Certainly, people from different areas, cultures, or first languages can use English language by retaining their national identities or cultures, especially in parts of accents and intonations, for communication with other people. Next, the community in term of English as a lingua franca is beyond boundary or territory. In this sense, people from distinct identities and cultures can be connected as the same community if they practice or do some activities mutually. Then, in terms of English as a lingua franca, no one can be referred to the ownership of English language since this language has continuously developed and used by various groups of people around the world. Moreover, no one can judge what is wrong or what is right in the use of English language for communication. Lastly, intelligibility is dramatically emphasized in this type of using English

language. The reason is that the language is the medium for communication in order to make understanding between people around the world. Thus, they can independently and variously use English language as long as they still have mutual intelligibility which is in line with the real goal of using the language for communication.

#### **4. English as a Lingua Franca and Communication in the Real World**

In previous duration, numerous people, who did not use English as the first language, mainly learned this language in order to communicate with the native speakers (Jenkins, 2000). However, it has outstandingly been shifted. In current circumstances, the language is mostly used for communication between non-native speakers. According to the information regarding worldwide English language users, the number of non-native speakers dramatically outnumbers the number of native speakers with approximately 4:1 ratio (Crystal, 2012). In other words, this language is probably spoken by non-native speakers about 80% of all English language users (Gnutzmann, 2000). Not surprisingly, the conversation between the people, who do not speak English as the first language, seems to be enormously increased (Crystal, 2003). From this situation, the variety undoubtedly appear. While they use English language for communication, many of them retain their national identities and cultures rather than reference to the native speakers' norm in form of accents, intonations, including grammar. An important point is that the speakers need to respect the different identities or cultures when they communicate with each other. This is an aspect of the use of English as a lingua franca. Likewise, it is also associated with intercultural communication in which acceptance of the variety or distinction of the identities or cultures is a significant thing (Jenkins, Cogo & Dewey, 2011).

According to the above phenomenon, intercultural communication plays an important role in the interaction between people from distinct identities or cultures. Besides, it seems to be dramatically presented in today's world (Erling, 2005; McArthur, 2004). From this point, mere linguistic knowledge of the native speakers' norm is probably not adequate for those varieties (Seidlhofer, 2006). Normally, intercultural communication will appear when two or more speakers, who have multilingual and multicultural backgrounds, contact each other through a central language but their identities or cultures are still retained. Hence, first of all, the speakers need to accept in this distinction of the others. Then,

they are necessary to make understanding about the real meaning which may be different meaning from the interlocutor (Prodromao, 2009). The reason is that perhaps, the same word or sentence, and gesture may have the distinct meaning resulting from the different social identities or cultures (Jenkins, 2000). In this sense, it can be expressed that the parts of linguistic knowledge, attitude, cultural awareness, skill of discovery, and skill of interpretation are essential for mutual understanding through intercultural communication. Obviously, this way of contact is a significant part of English as a lingua franca since it is focused on mutual intelligibility between the people from various cultural contexts through the use of English language as the central language (Holliday, 2009). Undoubtedly, it is the genuine goal of communication in which mutual understanding is emphasized rather than reference to the native speakers' norm. Exactly, this is the contact in the real world as well.

Outstandingly, the main purpose of using English language for communication in the current era is mutual intelligibility between the interlocutors. For this purpose, pronunciation seems to be the crucial part (Jenkins, 2000), not accent or grammar. From the above information, correct and clear pronunciation needs to be emphasized otherwise misunderstanding might occur. As accents and grammar, many of their parts are not problematic for making it understandable (Seidlhofer, 2004). Although, some alphabets or words are not used according to the native speakers' norm, they do not impact the understanding significantly. Not surprisingly, some sounds can be substituted and omitted without confusion. For instance, in cases of interdental fricatives /θ/ and /ð/, they can be substituted by alveolar plosives (/d/ /t/) or labiodental fricatives (/ʒ/ /ʒ/; /w/ /f/). In part of relative pronouns, the words "which" and "who" can be interchangeably used. Additionally, the verb, which is ended with "s", can be spoken without the sound "s" (Jenkins, 2000). This is pointed out that the correctness of English utterance, which is justified by the native speakers' norm, should be substituted by the appropriateness or functional competence for more diverse needs (Seidlhofer, 2011). However, if any confusion occurs in English communication, meaning negotiation and adaptation of communicative skills such as repetition, simplification, and explanation etc. are the strategies for eliminating confusion and making it more understanding (Mauranen, 2010). Thus, in the use of English language in the real world, correct or clear pronunciation is significant rather than accent

or grammatical competence. This is the core for mutual intelligibility which is the main aim in using the language for communication.

In conclusion, English language in today's world is not only used for communication between native speakers or native and non-native speakers, but this language is also used between non-native speakers. Obviously, this is the variety of communication by using English as a central language of the world. The people, who are distinct in identities or cultures, can retain their characteristics while using English language for communication with each other without too much reference to the norm of native speakers. This aspect can be referred to intercultural communication, in which the language is linguistically and culturally used at the same time. In this means, this is the cultural exchange. Therefore, communicative appropriateness for mutual intelligibility from social interaction is emphasized rather than correctness from the norm of native speakers. A significant point is that they need to respect and accept the others' distinction in the use of English language for communication.

### **5. English as a Lingua Franca in Thailand**

According to the classification of using English language by Kachru (2005), Thailand has been categorized in the group of expanding circle in which English is used as the foreign language. This country has its own national language which is called "Thai language". Normally, almost 100% of Thai people use this language for communication with the others in their daily lives (National Identity Board, 2000). Simultaneously, in the era of colonization, Thailand is a nation which had never been dominated by the British Empire. From above contexts, undoubtedly, Thailand was less related to the use of English language for communication in that duration (Kirkpatrick, 2010). It was mostly used for the negotiation in parts of trade and international relations with the westerners. From previous to current periods, Thai language is still used as both the first and official language for Thai people (Baker & Phongpaichit, 2005). As some countries such as India, Malaysia, Fiji, Nigeria, and Singapore etc., although, these nations have their own languages, numerous people use English as a second or an official language because of cultural legacy from being dominated by the British Empire in the era of colonization (Jenkins, 2009). For Thailand, outstandingly, most people currently use English as the foreign language (Kachru, 2005).

It is only occasionally used in some situations such as English study, communication with a foreigner, word or message reading in some places etc. Although, the use of English language in Thailand seems to be more widely appeared in numerous sides, the use of this language for communication with cultural various people in the real world might not be adequately emphasized.

At present, the use of English language for communication is more emphasized in the cultural variety of worldwide people. From this phenomenon, identities or cultures can be retained when the language is used for mutual intelligibility. This aspect can be called “English as a lingua franca” (Jenkins, 2006). For Thailand, English language have increasingly been used by Thai people, but its variety seems not obviously appear (Butler, 2005). The main factor might be too much reference to the norm of native speakers, especially American English and British English. Numerous Thai people probably believe that if they do not use the language according to the norm of native speakers such as accent, intonation, and grammar etc. it might be considered an error or a mistake. As the users of English as a lingua franca, they believe that the difference from the norm of a native speaker is not an error or a mistake, but it is an alternative for communication (Jenkins, Cogo & Dewey, 2011). Moreover, it is the way for cultural exchange. The significant thing is that this is the use of English language in the real world in which communication for mutual understanding is realized rather than the emphasis in the similarity with the norm of native speakers. In this case, those Thai people should be more aware of the real aim of using the language. Definitely, education is an important sector to determine the way for the use of English language in the real world.

In Thailand, English language has been taught in the educational system for a long time, but many Thai people cannot use English to communicate with other people well. From the specified educational information, English language was made as a compulsory subject in Thailand in 1996 for developing Thai students’ English skill (Wongsothorn, Hiranburana, and Chinnawongs, 2003), after it was officially used for dealing with the westerners since 1824 (Foley, 2005). The result from this shift seemed to be unsatisfied, especially English listening and speaking skills. The emphasis of too much English grammar might be the cause of that unsatisfied result because it is not spontaneous language learning.

Besides, learning by rote in Thailand was also probably the problem for learning the language spontaneously (Punthumasen, 2007). Then, in 1999 and 2002, English study was specified in the Educational Act and implemented in the National Education Curriculum respectively (Wongsothorn, Hiranburana, and Chinnawongs, 2003). Nevertheless, although, that English educational policy in Thailand has been changed, the consequence is still struggling for improving English language for communication in numerous groups of Thai students (Kongsom, 2009). A main factor of their English learning problem is the lack of adequate opportunity for communication in English language. Thai students are still mostly emphasized in grammatical rule (Prapphal, 2003). Outstandingly, it can be mentioned that they were taught English language for an examination rather than communication in the real world. Moreover, their English learning patterns and contents are too much referred to the norm of native speakers. A group of Thai teachers focuses on this norm without the variety of using English language in the real world. This action seems to be directly led to the students' awareness regarding its variety. A result has been specified that in fact, Thai students can develop their communication in English language with non-native speakers through social interaction, but some groups of Thai students prefer to have interaction with the native speakers for enhancing the language skills (Nomnian, 2009). Thus, education is a significant part to contribute the students in order to be more aware of the variety of using English language in the real world, which should be perceived and accepted.

From the above specified information, it might be addressed that English language in Thailand is mostly used as a foreign language more obviously than English as a lingua franca. Many Thai people are still referred to the norm of native speakers in forms of accent, intonation, including grammatical rule rather than the variety of using English language, which is the use of the language in the real world. Probably, this reference results from English learning in Thai educational system. A part of Thai teachers, who teach English language, emphasize the similarity and the correctness from the norm of native speakers. Certainly, this thing directly impacts Thai students' awareness regarding the variety of using English from people around the world who have distinct identities or cultures. They need to realize that English language is not only used for communication between native speakers or native and non-native speakers but it is also used between non-native

and non-native speakers. Therefore, education is an important sector for supporting them to be more aware about the differences and the varieties of English language in the real world.

According to the reviewed concepts about English as a lingua franca, they were used to design learning activities and select learning media. These were quite different from many studies which were based on the standardized English. For the activities of this research, they were designed to promote the students to practice speaking English by emphasizing mutual understanding from communication rather than too much reference to the native speakers of English' norm. As the media, a variety of speaking English from each territory was considered and selected so that these students would perceive the different and various uses of English for communication around the world.

In conclusion, English as a lingua franca is the use of English language as a medium for communication between people who have distinct first languages. This aspect of using English language is emphasized by mutual intelligibility in communication rather than over deference to the norms of native speakers. National identities or cultures in form of accents or intonations can be retained as long as the people are still able to understand when they communicate with each other. In other words, identities or cultures can be simultaneously presented with communication by using the language. Definitely, non-native speakers of English language, who mostly have their own languages, seem to be emphasized in the use of English as a lingua franca rather than native speakers of English language. However, the native speakers can also be included if they engage in the use of language with cross-cultural communication or cultural exchange. From the above specified aspects, it can be mentioned that English as a lingua franca is quite flexible to be used. People can independently apply the language in various forms as long as they still have a mutual understanding from communication. Outstandingly, speaking seems to be directly related to this type of using the language. Moreover, the varieties of identities or cultures of communication can obviously appear through the speaking part. Therefore, speaking is a significant part of communication, which is explained in various issues in the next topic.

## **Speaking Skills**

### **1. Importance of Speaking Skills**

Speaking plays an essential role in oral communication. This skill is approximately used for 25–30% of all skills (Gilakjani & Ahmadi, 2011). In part of speaking skills, people utter what they would like to transfer to listeners such as requests, information, and responses etc. Certainly, it has been used for communication in daily life including specific purposes. Besides, Speaking can be considered an interactive skill which it occurred in real situations. People have to use speaking skills appropriately with each situation (Harmer, 2007). In the case of learning a foreign language, the proficiency of speaking skills is considered a priority for development. This is an important way to support learners' competence in using the language, since it is a second step of language learning after listening skills. In principle, these learners need to imitate what is listened by speaking in order to develop that foreign language, and can use words or sentences for communication without very much conscious thought. Mainly, foreign language learners are necessary to know and make understanding about pronunciation, vocabulary, grammar, stress, intonation, and sentence formation for effective oral communication (Brown, 2016).

### **2. Definition of Speaking skills**

Speaking is oral communication. It is considered the means to communicate with other people through vocalization. This is active or productive skill that constructs the meaning. Naturally, oral communication can be constructed from micro skills and macro skills. Micro skills refer to the small units of language such as morphemes, phonemes, and words etc. As macro skills, they are larger units of language such as pronunciation, discourse, and fluency etc. (Brown, 2004). From both of them, the process of speaking skill can be begun by utterance in form of words being gathered as a sentence in order to transfer message or information to listeners properly (Swain, 2006).

In the use of speaking skills, comprehension is the most significant point because this is the main purpose of communication. Misunderstanding can occur if some messages are incorrectly and unclearly expressed (Nunan, 2003). Hence, speakers need to apply knowledge and understanding about pronunciation, vocabulary, grammar, stress, intonation, and sentence formation properly in order to make mutual understanding between

speakers and listeners. Furthermore, it is not only a linguistic or verbal process that can be applied for oral communication, but also non-linguistic or non-verbal process that can be simultaneously used with linguistic process (Brown, 2016). From this issue, speakers can mutually use gestures or body language with vocalization to convey messages, which can make communication more clear in some situations.

### **3. Elements of Speaking Skills**

Mainly, speaking consists of two components that are necessary for spoken production as follows:

#### **3.1 Language features**

3.1.1 It can be categorized into four features.

3.1.2 Connected speech: the sound can be modified, reduced, or added in speaking.

3.1.3 Expressive device: the sound can be pitched and stressed to show feeling.

3.1.4 Lexical use: the sound can be spoken by using various words in each situation.

3.1.5 Negotiation language: the sound can be used in negotiation in each purpose.

#### **3.2 Social processing**

3.2.1 It can be grouped into three processes.

3.2.2 Language processing: it involves gathering words and constructing sentences appropriately in different contexts.

3.2.3 Interactive processing: it involves the understanding of other people's emotions and feelings when speaking with them.

3.2.4 Information processing: it involves dealing with information in order to make sure that listeners will understand what is conveyed.

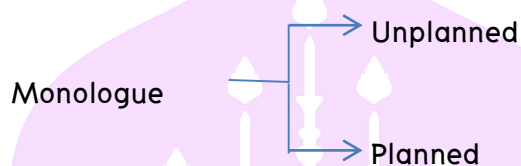
From the above two elements of speaking skills, effective speaking needs to be combined from both of them. The use of language cannot be fixed in use. An aspect of using a language is flexible according to different circumstances. Therefore, speakers have

to know and understand the functions of language and social context simultaneously for mutual understanding of speakers and listeners.

#### 4. Types of Speaking Skill

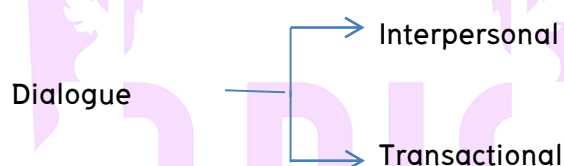
According to Brown (2004), mainly, oral communication can be categorized into two types, which are monologue and dialogue. They are explained as follows:

##### 4.1 Monologue



This type of speaking skills is mostly used by a speaker using spoken language in one way communication, which may be unplanned speaking or planned speaking, such as lecture, speech, and presentation etc. In monologue, the speaker normally will speak all of the information without interruption from the listener.

##### 4.2 Dialogue



For dialogue, it associates with two or more people. This type of listening skills can be used in both interpersonal speaking and transactional speaking. Interpersonal speaking will be used for social relationships. As transactional speaking, it will be used for functional information.

Obviously, there are two types of speaking skills, which are monologue and dialogue. For monologue, it can probably be called “one way communication” since this type of speaking skills is mainly used for speech, presentation, or report, which may be unplanned or planned. As dialogue, this type of speaking skills can probably be called “two-way communication” because it is mainly used for oral communication between two or more people. Besides, dialogue or two-way communication can be used in cases of oral communication for social interaction and functional interaction.

In conclusion, speaking plays an important role for communication, especially, oral communication. It can be considered an active or productive process. This skill seems

to be the process of utterance in the forms of words being gathered as a sentence in order to convey a message or information from speakers to listeners for making mutual understanding. Certainly, speakers need to have knowledge and understanding in parts of using the proper words and sentences in each different situation. Moreover, effective speaking is also necessary to be associated with social understanding in each context. Thus, in speaking learning and teaching, teachers are necessary to prepare and operate the way for developing speaking skills of learners or speakers so that they can use it properly for effective communication.

## **Teaching for Developing Speaking Skills**

### **1. Teaching Speaking Skills**

Teaching speaking skills can be referred to the process of giving speaking knowledge and skill. The purpose of teaching speaking is to develop and improve communication skills so that the learners can communicate in what they would like to deliver to other people. Swain (2006) expresses that “we learn to speak by speaking”. It means that the teachers should emphasize the practice of speaking skills in order to develop and improve the learners’ oral communication.

First of all, the types of speaking performance in the classroom should be presented in order to be understood about learning speaking skills in each context. According to Brown (2004), those types can be shown as follows:

#### **1.1 Imitative**

The purpose of this type is not interaction in meaning, but it seems to be emphasized in the element of using the language. In this case, learners may practice about the position of vowel sounds or the position of intonation for imitation in the use of the language form. They can be trained through their teacher’s teaching, tape–recorder, or program.

#### **1.2 Intensive**

In part of intensive speaking, it is beyond imitative speaking. This type of learning speaking is the practice of phonological or grammatical characteristics of any language. Learners can practice through self–learning or pair work, in which they can use

the language for communication without focusing on a certain form of language. This can be considered an important practice for next step of speaking development.

### 1.3 Responsive

In the case of responsive speaking, it is a short reply to an interlocutor. A question or expression is answered or responded for interaction through the use of language. For this type of learning speaking, learners practice to respond to questions or mentions with their teacher or their peers by using a short reply, which is adequate for meaningful communication.

### 1.4 Transactional

This is extended from responsive speaking. Transactional speaking is beyond a short reply or response. Its purpose is transferring, exchanging, or discussing specific information. From the aspect of this type of learning speaking, learners can practice with their peers by using conversation in specific circumstances.

### 1.5 Interpersonal

For interpersonal speaking, it seems to be similar to transactional speaking, but some points are distinct. This type of speaking is focused on the conversation for social relationships rather than specific information. Hence, learners need to practice by consideration regarding speaking in general situations, especially, the use of colloquial language or informal language.

### 1.6 Extensive

In part of extensive speaking, it can probably be mentioned that this type of learning speaking is an advanced level of speaking skill. Extensive speaking can appear in the forms of speech, report, or presentation. Therefore, learners are necessary to practice in the uses of formal speaking and deliberative speaking, which may be unplanned or planned patterns.

Next, for the development and improvement of oral communication, the aspects of speaking are essential to be fulfilled so that learners can use this skill more effectively, which are described as follows:

1. Fluency: fluency refers to the ability to speak fluently and accurately. It is the smoothness or the flow as a speaker is mentioning something.

2. Grammar: grammar is the rule of language. In an aspect of speaking, speakers have to manipulate the structure and distinguish appropriate grammatical forms for making the correct meaning.

3. Vocabulary: vocabulary means the suitable diction that is used for communication. Speakers cannot communicate effectively if they do not have sufficient vocabulary.

4. Pronunciation: Pronunciation in part of communication, it is the ability to pronounce the correct sound in each word, which is an easy way to understand in meaning.

5. Comprehension: Comprehension is the most significant point. In the case of speaking, speakers have to make listeners understand what they are speaking, which is the main purpose of communication through speaking skills (Harris, 1990).

Then, there are five principles of teaching speaking, which can be considered the ways to enhance learners' speaking skills. These principles are explained as follows:

1. Real use: learners need to have a chance to use language in real situations.
2. Fluency and accuracy: learners should be provided with both fluency and accuracy in using language for communication.
3. Coordinative learning: learners can be stimulated in learning a language through group work so that they have more chances to practice with the other learners.
4. Negotiation: learners should be ensured that they have understood, while they are speaking with other people, through repetition or explanation during the conversation.
5. Design of classroom activity: learners need to be motivated to train and practice through various activities (Nunan, 2003).

Besides, stages of teaching speaking skills are significant for consideration in an arrangement of learning and teaching speaking skills. Nowadays, communication in real situations seems to be mostly emphasized. From this point, three of the stages in teaching speaking skills for successful communication has been proposed. Firstly, the objectives of learning in each unit need to be informed. The learners have to be aware of the outcome from learning the related contents. Secondly, the meaning of language in each unit is necessary to be understood. The learners have to understand the meaning. Certainly, it leads to effective communication. Lastly, practice is very significant for learning speaking, so

it needs to be done. The learners have to practice the use of language by speaking with their peers to train this skill (Scott, 1981).

Eventually, communicative speaking has to be emphasized in learning and teaching speaking skills. The reason is that communication is the main goal of speaking. Most people have interaction with others through speaking for talking, presenting, and exchanging any information. The speakers should select and use proper words or expressions in various and different situations (Littlewood, 1995). Moreover, speaking is considered a social skill. From this issue, speaking is beyond utterance, pronunciation, and intonation. At functional levels, speaking is the process of transferring the meaning through the uttered words and sentences to the listener. Definitely, understanding is the most important thing for communication. Thus, the speaker needs to make the listener understand what is expressed by using linguistic knowledge and appropriate language in each context (Vallette, 1977).

## **2. Speaking Assessment**

The main purpose of speaking assessment is to evaluate speaking competence. From this issue, teacher should consider and select a suitable way for testing this ability, since the result reflects what is taught and also what is learned. For the aspect of speaking assessment, it is quite difficult and subjective. Hence, this type of assessment is necessary to be valid and reliable (Hughes, 2000). According to Heaton (1990) and Underhill (2000), they indicate that the use of picture, discussion or conversation, oral report, role play, and interview are considered the suitable and effective means for assessing speaking skills. These types of assessments can be described and explained as follows:

### **2.1 The Use of Picture**

A picture can be used for speaking assessment through description, comparison, and sequence. A speaker may be asked to reply to any question regarding the content of the picture by describing or comparing what is appearing in that picture. Simultaneously, a speaker can be asked to sequence events from what is shown in each panel of the picture. Thought and attitude of the responder may be embraced from answering the question via this type of assessment.

## 2.2 Role Play

For this type of assessment, two or more people will perform in a particular role in which they have to imagine their roles in specified situations. Before starting a role play, the appropriate way with the role in each situation can be prepared. Normally, role play can be selected to test speaking ability in part of general social language or a particular type of language in each event. For instance, the people may be asked to perform in particular functions such as giving directions, complaining, and showing an opinion etc. Besides, they may be asked to show particular structures such as the use of future tense, the use of verb to be, and the use of passive voice in conversations etc. Moreover, the people may be asked to perform on particular topic vocabulary such as vocabularies about hotel, travel, and cooking etc.

## 2.3 Discussion or Conversation

According to the aspect of this assessment, two or more speakers have a discussion or conversation on a specified topic or an interesting topic. It means that the discussion or conversation can take place from the interaction of the responders negotiating the same topic. However, this type of speaking assessment is rather difficult to conduct in part of the framework of any language test. From this issue, the right atmosphere or environment needs to be created.

## 2.4 Oral Report

This technique can be called “oral presentation”. The speaker presents the content related to the topic. For this speaking assessment, the speaker can have notes as the guideline for presenting the content. Likewise, the speakers can use some visual aids such as computer, projector, and flipchart diagrams etc. for supporting the presentation. In addition, the speaker has to deal with some questions from the listeners at the end of the presentation.

## 2.5 Interview

For this type of speaking assessment, it is likely to be considered the most common of all oral tests. This is a direct exchange between an interviewer and an interviewee. Normally, the questions will be listed before the interview. The interviewer will ask related questions to find out some answers being transferred from the interviewee. According to

the aspect of the interview, the responder has the independence to reply about the topic which is that person's thinking, attitude, or opinion. After the responder has replied to questions in any topic, the interviewer may ask more related questions in order to develop that topic or find out more related information.

For teaching speaking skills in native language, normally, it is not the problem because people spontaneously have learned how to use these skills from their environments since they were young. Initially, each child tries to listen what is uttered by people or electronic devices. Next, sound is imitated through speaking since word level to sentence level. Eventually, words and sentences are understandingly and meaningfully used through learning from experiences and real lives. As teaching foreign language, which is not the native language and has never been taught before, is likely to be the problem for many people. The contexts in cases of environments, educational policies, and learning and teaching management, which are different in each nation, dramatically affect English communicative skills of the people. In Thailand, the people have their own language, and use English as the foreign language. Generally, they have less chance to use English language for communication. Not surprisingly, most of them cannot communicate in English language with foreigners successfully. Outstandingly, traditional education in this country seems to numerously affect English proficiency, particularly English speaking skills (Kirkpatrick, 2012). Information and details have been described in the next topic.

### **3. Traditional Education and English Communicative Problem in Thailand**

Although English language has been taught in Thailand for a long duration, the consequence seems to be ineffective way, especially English speaking skills. It is well known that many Thai students have to study English language since the primary level. As the other students, they have learned it since the kindergarten level. However, most of Thai students and Thai people cannot use English skill proficiency (Kongsom, 2009). From this issue, the part of speaking skills seems to be their main problem. According to some specified information, it indicates that the average of Thai students' English proficiency is quite low (Prapphal, 2003). particularly speaking skills. Some of them might be able to read, write, or understand the grammar but they cannot communicate successfully. Outstandingly, these students cannot proficiently communicate with the foreigners through

oral communication. As most of Thai workers, their English skills are unsatisfied for work. They cannot communicate with the foreigners understandingly (Wiriyachittra, 2002). From this phenomenon, misunderstanding can occur which might lead to mistakes or ineffectiveness in work cooperation. Certainly, the above problems seem result from partial factors.

A factor, that causes English communicative problem for Thai students and Thai people, is the unnatural language learning and teaching. Spontaneously, listening skills and speaking skills are respectively developed for communication in daily life. For reading skills and writing skills, normally, they are later learned. As the rule of language, it is also learned after listening skills and speaking skills have been developed. However, English learning in Thailand seems to be a distinct way because English reading and writing are focused before English listening and speaking. At the same time, the accuracy of English grammar is also emphasized so that the students have more opportunities to pass the examination which focus on the content about the rules of language (Simpson, 2011). From this way, they need to learn by rote which this is not the nature of learning any language, including English language (Punthumasen, 2007). Certainly, the students have less opportunity to practice the use of English language for communication in the real context. Although many Thai students can pass the examination, they are not able to communicate with the foreigners successfully (Boonkit, 2010). Thus, unnatural English learning and teaching can be considered the main reason why numerous Thai students and Thai people cannot use English language for communication effectively.

According to the above problem, traditional learning and teaching in Thailand may be the main cause of unsuccessful English communication for Thai students and Thai people. Generally, learning and teaching in Thailand is mostly organized in form of teacher centered learning. It means that teachers mostly act as the center of classes. They often lecture and provide the content of knowledge for students. As the students, most of them often listen to and take note what is heard or written by teachers (Prathumasen, 2007). Definitely, this type of learning and teaching is often operated without various activities for learning stimulation. In this way, some students might not be able to understand the content in the same way with the other students since each student has a distinct background knowledge and perception (Noytim, 2006). For English communicative learning,

in principle, it should not be learned by only textbook and lecture. Simultaneously, this skill also should not be only trained in class, but it can be practiced in everywhere and every time through various activities and means. Although the Thai government has tried to launch and change the policies for supporting student centered learning and various learning and teaching methods, the results may be still unsatisfactory. The reason is that many students and teachers are still familiar with Thai traditional learning and teaching (Prapphal, 2003).

From the above issues, it can probably be expressed that Thai students and Thai people are not able to use English skills effectively, especially English speaking skills. An outstanding point is unnatural language learning in which reading and writing skills are emphasized before listening and speaking skills. Besides, the grammatical rule seems to be focused rather than the use of English for communication in the real context (Kongsom, 2009). At the same time, the traditional approach of learning and teaching in Thailand is likely to be an issue of the problem. In this country, teachers often act as the center of knowledge. As the students, most of them learn passively. They often listen to what is heard, take note of what is written, and rote the content provided by their teachers. From these issues, this is an ineffective way of learning any knowledge, including English for communication (Boonkit, 2010). In addition, the lack of adequate variety of learning activities can lead to learning problem because each student has distinct background knowledge and perception. Only a learning method may be inadequate or unsuitable for some students (Noytim, 2006).

According to above specified problems, the suitable design of learning and teaching and the use of flexible and various means may be the solution of problems. In English learning and teaching, the teachers should create an environment in order to emphasize communication. Also, they need to stimulate the students to learn actively by various learning activities and channels. Moreover, learning inside and outside the classrooms should be simultaneously appeared. Therefore, many educators have tried to design and create learning approaches for stimulating the students' learning in which blended learning is a learning approach being developed for activating their learning. The main aspect of blended learning is the combination between face-to-face and online learning. This method

contains various learning ways for stimulating the students' active learning, including the use of technology which plays an important role in learning in the digital era. The details about blended learning method and the use of this way for developing listening and speaking skills have been explained in the next topic.

## **Blended Learning**

### **1. Definition of Blended Learning**

Blended learning has been variously defined, so this learning method is not certainly specified in the definition (Alammary, Sheard, & Carbone, 2014). However, mainly, blended learning is the combination between face-to-face and online learning or face-to-face and computer-mediated instruction for learning (Friesen, 2012). Furthermore, this way of learning can be referred to a learning method that combines traditional method and digital technology for enhancing knowledge and skill (Hilliard, 2015). Although, blended learning seems to be quite flexible in use for learning organization, mainly it contains two learning methods. Firstly, it is face-to-face learning that is a significant part of blended learning. Face-to-face in terms of blended learning method enables students to have interaction with teacher and the other students in the classroom for discussing content, presenting knowledge, and doing another related activity. This part of blended learning is beneficial for teachers and learners because they can directly communicate with each other (McKenzie, 2000). Teachers can observe students' progress, reply to students' questions, and give them feedback immediately. Then, students will be supplemented and concluded about knowledge by teachers for their more understanding (Poon, 2013). As the next learning method, it is called online learning, which is also an important part of blended learning. Online learning in terms of blended learning method can support learners to search for information or knowledge through digital technology in forms of computer program and internet network. Certainly, they will be involved with accessibility of using computer programs or applications such as Power Point Presentation, Video, E-Mail, E-Book, and Google Classroom etc. These learners can be trained and practiced for finding out any knowledge by themselves, and promoted to be self-regulated learners through this way of learning. From this combination, face-to-face method and online learning method can be supplemented

by each other, and this seems to be more efficient than using only one method in learning and teaching (Graham, 2006).

**Table 3 Composition of Blended Learning**

| Online Learning           | Blended Learning | Face-to-face learning     |
|---------------------------|------------------|---------------------------|
| Maximal Use of Technology | ←————→           | Minimal Use of Technology |

**Source:** Allan, 2007

According to the above table, it illustrates concerning blended learning. Mainly, this type of learning contains two methods, which are face-to-face and online learning. These methods are flexibly combined for use in each different context (Picciano & Dziuban, 2007). In some cases, face-to-face and online learning can be equally used. As the other cases, face-to-face or online learning may be specially emphasized for learning in the form of blended learning. Even so, if face-to-face or online learning is excessively used, it is not blended learning. Hence, for more obviousness, the combination between face-to-face and online learning has been tentatively determined. Initially, the appropriate combination is the use of online learning in the course for 30–79% approximately (Allen & Seaman, 2006). From this determination, the users, who apply blended learning for learning organization, can mix online learning part with face-to-face quite flexibly. They just add online learning in each context properly.

However, the key of shifting traditional learning to blended learning is not just adding online learning part to the course, but it is related to rethinking and redesigning learning and teaching relationship (Garrison and Kanuka (2004). Also, traditional learning, which is quite constant in time and space for learning, will be changed and developed to learning variety. Outstandingly, blended learning is a means to change from teacher-centered approach to become student-centered approach, which is a significant part of utilizing the method. In this change, students are emphasized as a center of learning, and to learn actively. As a teacher, the role is to be the facilitator, coach, or guider to support or guide students to seek and create knowledge by themselves (Nazarenko, 2015). In this point, knowledge is not only limited in the classroom, but also extended outside the classroom.

Furthermore, the interaction between student and student or students and teacher can be extended outside the classroom via technology as well. Certainly, learners will be stimulated to learn and create knowledge with learning variety through various learning channels, which is consistent with the concept of “People can learn anywhere and anytime” (Watson & Bunnage, 2006).

## **2. Theoretical and Conceptual Frameworks of Blended Learning**

According to the concept of blended learning, this method has been viewed as a source of interaction, collaboration, and motivation which assists both teachers and learners for creating a learning environment (Ebert, 2015). From the concept, blended learning method seems to be dramatically associated with social constructivism because this model is applied to promote learners to interact with other people for practicing what is learned and finding out knowledge through face-to-face and online channels.

For social constructivism, it is the theory related to the learning environment which people have mutual interaction and collaboration for creating any knowledge. Social constructivism refers to the assimilation and development of any knowledge through social interaction or engagement with other people who have knowledge and experiences in those things. Moreover, this learning process is an active development. Personalized learning in form of social learning is focused on this way of learning. From this learning process, people can learn by themselves through social interaction or collaboration. Knowledge and experiences, that are transferred from knowledgeable people and experts, enable them to develop their knowledge plentifully (Vygotsky, 1978).

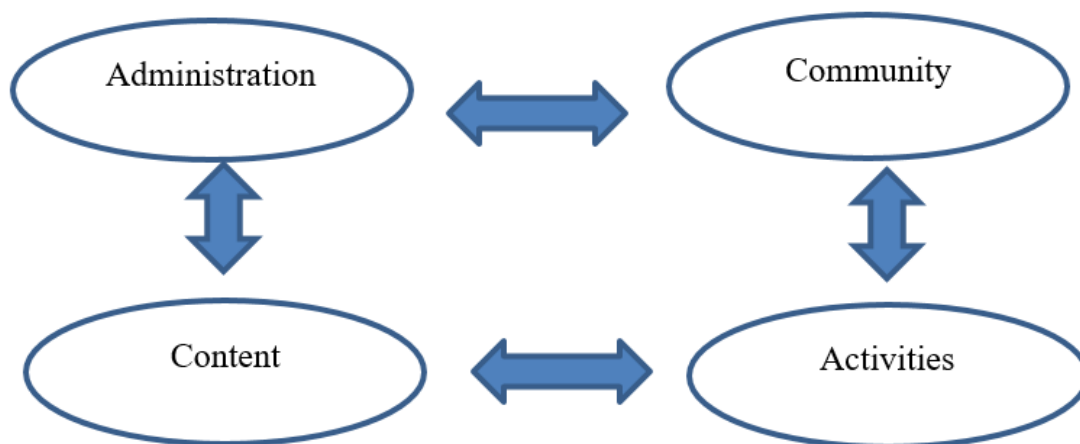
Furthermore, in the principle of social constructivism, the teachers' role needs to be changed from traditional learning and teaching arrangement. This theory supports learners to obtain knowledge not only with teachers, but also with the other learners or people inside and outside the classroom (Vygotsky, 1994). In the constructivist process, teachers' role is a facilitator, not the center of learning. From this changed role, each teacher facilitates the process of learning by creating learning environment according to the framework of social constructivism (Matthews, 2002). This learning environment can be called “scaffolding technique”. This technique is referred as the learning method for encouraging and contributing learners to form knowledge through the process of social

engagement, especially interaction with their peers, who are more knowledgeable about some things or know what they do not know (Vygotsky, 1986). Outstandingly, humans are the source of knowledge. Definitely, it can be transferred from one to another by using the social process, which seems to be the real world experience.

According to the aspects of blended learning, this way of learning led to the concept of self-regulated learning. Obviously, blended learning method promotes student-center approach. In this way of learning, each learner will be supported to find out and create knowledge by themselves, in which a teacher acts as the facilitator to suggest or guide these learners to accomplish their learning goals. From this point, self-regulated learning needs to be promoted for any learning. It involves with cognitive, motivational, and behavioral processes of the learners. Hence, they have to set their learning goals, plan or set the strategies of learning goals, operate what is planned, evaluate what is done, and revise for better consequence in order to achieve the goals (Zimmerman, 1990).

From above information, blended learning is a method that promotes the learners to be self-regulated learner. Clearly, this way of learning supports student-centered approach. The reasons are that the learners are necessary to think about learning goals, plan regarding the means to accomplish those goals, and evaluate what is operated, in which the teacher gives them guidance and suggestion. Besides, it motivates learners via various types of learning activities and channels. In learning through blended learning concept, these learners will learn any knowledge by using various activities and channels. Simultaneously, various digital technologies are utilized for supporting their learning. Definitely, these learners will be motivated in learning rather than traditional learning. From mentioned information, it shows that learning through blended learning concept can promote being self-regulated learners.

According to the theoretical framework of blended learning method by Georgouli, Sklikidis, and Guerreiro (2008), this is an obvious instance, which is associated with social constructivism, and linked to self-regulated learning. This framework consists of four components: (1) administration, (2) content, (3) activities, and (4) community.



**Figure 3 Theoretical Framework of Blended Learning Method**

**Source:** Georgouli, et al., 2008

Firstly, the component in part of administration contains important tools for collecting necessary statistic or information in part of problem or weakness of course. This component is used for analyzing, evaluating, and improving instruction in the future course delivery. Secondly, the content component consists of learning equipment such as lecture note, content delivery, and related information etc. Next, it is activities component. This component consists of exercise, discussion, and presentation etc. Finally, this is the community component. It needs the tools for communication such as chat, social media, and announcement etc. In addition, the students have to feel that they can be supported by their friends and teacher when they have interaction through onsite and online (Georgouli, Skkidis, and Guerreiro, 2008). Hence, these show that blended learning is dramatically related to social constructivism, and it is also linked to self-regulated learning. Moreover, the current technological development, which is an important part of learning under the concept of blended learning, dramatically supports learning according to those two learning concepts. From this point, it is useful for designing the lesson plans in parts of the selection of learning activities in the classroom and the specification of communication channels through online platform for promoting the students to interact with other people for their learning.

Not surprisingly, the rapid growth of technology obviously influences the development of knowledge in the context of social constructivism, which is linked to self-regulated learning. In the current era, knowledge of people can be stored in the form of information technology in various ways of learning such as website, CD-ROM, and application etc. These technological channels provide learners with immediate access to creative, informative, and learning environment for engaging with information and knowledge, which are created and transferred by humans (Attard and Holmes, 2020). From this phenomenon, learners have more opportunities to obtain and create knowledge by themselves through searching information and knowledge. Besides, learners have more ways and chances to directly interact or communicate with other people for receiving some contents or information via the varieties of digital technologies such as chatting program, video call, or e-mail etc. (Poon, 2013). Therefore, it obviously points out that technology is a significant way that numerously supports learning in the contexts of social constructivism. Simultaneously, technological development and social constructivism play significant roles as the means to be a self-regulated learner.

### **3. Components of Blended Learning**

Components of blended learning have been variously specified by some theorists. Each of them similarly and differently delineates in partial parts. However, their points are outstandingly associated with the aspects of blended learning method. According to Nick Van Dam (2004), he points out that blended learning mainly consists of six components. The first component is face-to-face. This is the situation in which learners and teachers do any activities related to learning and teaching in the same place and the same time. It seems to be a traditional learning and teaching approach which the teacher explains the content in front of the classroom, as the students, they listen to what is explained and take note. The second component is live event. This is the use of technology as an important tool for learning and teaching. Teachers and learners simultaneously do an activity, but they are in different places. In this case, learning and teaching can be called “synchronous learning” or “virtual classroom”. The third component is self-paced learning. This is self-learning through the internet network or CD in which students use technology for learning related contents. In this component, students will not be connected with teachers

and other students because it is asynchronous learning. For the fourth component, this is collaboration. From the component, students communicate with their peers and teachers including the other people who are knowledgeable or experts in those things via communicative channels such as real time chat, chatting program, or e-mail etc. The communication of this component contains two types: peer to peer and peer to mentor. As the next component, this is an assessment. For the component, students need to be measured in pre-learning, while-learning, and post-learning for assessing students' knowledge and the consequence of knowledge transfer. For the last component, the part of performance support materials is specified. Students are supported in learning by these tools such as downloaded document, instructional media, and electronic information etc.

Furthermore, Singh (2003) has proposed the components of learning through blended learning which are divided into two parts: offline component and online component. They can be illustrated according to the following table.

**Table 4 Components of Learning through Blended Learning Method**

| No. | Offline Components  | No. | Online Components   |
|-----|---|-----|---|
| 1   | Workplace learning <ul style="list-style-type: none"> <li>&gt; Manager as developer</li> <li>&gt; Learning about work</li> <li>&gt; Project</li> <li>&gt; Job training</li> <li>&gt; Follow-up</li> <li>&gt; Assignment</li> <li>&gt; Check for assignment</li> </ul> | 1   | Online learning content <ul style="list-style-type: none"> <li>&gt; Basic learning resource</li> <li>&gt; General content interaction</li> <li>&gt; Specific content interaction</li> <li>&gt; Practice support</li> <li>&gt; Simulation situation</li> </ul> |
| 2   | Face-to-face tutoring, coaching, or mentoring <ul style="list-style-type: none"> <li>&gt; Practice of teaching</li> <li>&gt; Guidance</li> <li>&gt; Consultation</li> <li>&gt; Reflection</li> </ul>  | 2   | E-tutoring, e-coaching, or e-mentoring <ul style="list-style-type: none"> <li>&gt; Online practice of teaching</li> <li>&gt; Online guidance</li> <li>&gt; Online consultation</li> <li>&gt; Online reflection</li> </ul>                                     |

Table 4 (cont.)

| No. | Offline Components  | No. | Online Components  |
|-----|---|-----|--|
| 3   | Traditional classroom<br>> Description or presentation<br>> Teaching<br>> Practice<br>> Seminar<br>> Role-play<br>> Simulation situation<br>> Meeting | 3   | Online collaborative learning<br>> Synchronous learning: video conference, chatting program, and virtual classroom etc.<br>> Asynchronous learning: e-mail, web blog, and web board etc. |
| 4   | Printing media<br>> Book<br>> Journal or Magazine<br>> Exercise book<br>> Review or learning blog   | 4   | Online knowledge management<br>> Information search<br>> Information resource<br>> Downloaded document<br>> Expert consultation  |
| 5   | Electronic media<br>> cd-rom<br>> video   | 5   | Website<br>> website<br>> searching tools  |
| 6   | Broadcast media<br>> Television<br>> Radio  | 6   | Mobile learning<br>> Laptop<br>> Mobile phone  |

**Source:** Singh, 2003

From the above table, the components of learning through blended learning are divided into two main groups. They are offline components and online components. Each group is also divided into six parts associated with blended learning way. These parts contain workplace learning, face-to-face tutoring, traditional classroom, printing media, electronic media, and broadcast media.

As the concept of Graham (2006), blended learning method has four main components which were used for designing blended learning approach in this research. The first component is time. The theorist indicates that the amount of time, which is allocated to

face-to-face learning and online learning, needs to be dramatically focused. Definitely, the context and aspect of each course are the variables for specifying the amount of time between face-to-face learning and online learning. Besides, the proportion of time between those two types of learning affects the learning and teaching arrangement of the course since the types of activities and tools are different. Therefore, if the proportion of time has been intentionally specified, types of activities and tools can be properly set for operating the course. The second component is fidelity. For this component, it needs teachers to get beyond the traditional belief that learning is necessary to be serious or stressful. Teachers have to design or create interesting and interactive teaching tools and ways so that learners will be more engaged with related contents and experiences for learning. Hence, they should be provided with the opportunities for the use of various means of learning such as reading documents, watching videos, and searching information via websites etc. in order to learn actively and also know how to manage with information from various resources reasonably. For the next component, it is space. From the component, learners should be provided with suitable learning environments in parts of face-to-face environment and online environment for connecting them with contents and experiences. It is very important to be ensured that these learners can access information resources for creating their knowledge. As the last component, humanness is a part of blended learning method. Communication and interaction are the nature of humans. They use them for many purposes including transferring and obtaining knowledge. Normally, there are two methods for communication, which are face-to-face communication and communication via technological channels. Although, communicative means through technologies is conjectured that it does not have interactive character of a human being, this means of communication is considered the powerful way for interaction between humans. From this reason, both of those communicative methods can be used as the humans' tools for communication and interaction for exchanging and enhancing their knowledge mutually.

From the entire components of blended learning, they have been similarly and differently specified and explained. However, those components are obviously associated and connected with the aspects of blended learning method. Face-to-face learning and online learning by using a variety of technologies with suitable combination between both

of them seems to be the main keys for specifying the components of this learning way. Additionally, collaborative learning, self-directed learning, and assessment can also be considered the portions of the method. Definitely, all of them are very significant parts for designing and creating learning way based on blended learning.

#### 4. Ratio of Combination between Face-to-face and Online Learning

For the ratio of combination between face-to-face and online learning, many people may not understand clearly about the ratio of combination between these two means for being called “Blended Learning”. In fact, it is quite flexible for the ratio of combining them. According to the study of Allen and Seaman (2006), they have categorized the ratio of combination between face-to-face and online learning into 4 types. The table below shows these types of combination between face-to-face and online learning from their study.

**Table 5 Ratio of Combination between Face-to-face and Online Learning**

| Ratio of Online | Teaching Models      | Details  |
|-----------------|----------------------|--|
| 0%              | Traditional Approach | It is face-to-face approach without online                             |
| 1–29%           | Web Facilitated      | It is face-to-face facilitated by using online                         |
| 30–79%          | Blended Learning     | It is appropriate combination between face-to-face and online learning |
| 80% +           | Online Learning      | It is an approach that online is mostly used in teaching and learning  |

**Source:** Allen and Seaman, 2006

From the above table, the course that contains 0% of using online can be considered a traditional approach. This is face-to-face method without the use of online in learning and teaching. For 1–29%, it is called that web facilitated. This is face-to-face method facilitated by online learning. Next, 30–79% of using online in learning and teaching can be considered blended learning method. This way is an appropriate combination between face-to-face method and online learning method. Then, since 80%, this is called online learning, in which online is mostly used for this approach.

Blended learning method needs to be appropriately combined between face-to-face approach and online learning. In each course, it is exactly different. The teacher, who uses blended learning approach, has to analyze the contents in the course and combine the ratio properly for the effectiveness of teaching and learning in the course (Graham, 2006).

### **5. Types of Utilizing Blended Learning**

There are various types of utilizing blended learning, which have been categorized, but mainly it can be categorized into six types as follows:

5.1 Face-to-face teacher leads: the teacher leads the course in a traditional environment with supplemental online resources.

5.2 Flex: most of the content is online with tutoring in a traditional classroom

5.3 Rotation: students rotate between traditional and online learning within the class

5.4 Self-blend: students are online after hours of their own initiative.

5.5 Online driver: the content is online, students proceed at their own place and meet face-to-face environment occasionally with the teacher and other students.

5.6 Online lab: students work in a computer lab with a mentor during the school day and the teacher is online.

According to the aspect of blended learning, this is quite flexible for utilizing in learning and teaching. It depends on the appropriateness of each context, which is different. Thus, a teacher needs to consider and select a suitable type, and design an effective model under the concept of blended learning for developing students' learning.

## 6. Roles of Teacher and Learner in the Context of Blended Learning

In the context of blended learning, teachers seem to work as a facilitator, coach, or guider. Blended learning is naturally considered student centered learning environment. Outstandingly, this learning encourages students to assimilate contents or information and create knowledge by themselves. However, teacher's role is still necessary for their learning. The reason is that teachers need to emphasize for planning, teaching, and evaluation about the students' needs and abilities (Marsh, 2012). For this reason, students should learn what they are interested in and related to their lives, which is integrated with the contents (Brown, 2016). Also, each student should be suggested concerning in the channels to accomplish their goals. Moreover, the teacher's role as a facilitator, coach, or guide in the context of blended learning method is required to advise the students how to interact or engage with the other students in form of group work through various activities such as discussion, presentation, and conclusion etc. for creating knowledge. Additionally, in part of using technology, teachers play an important role in suggesting to them how to bring the information from various resources through numerous technological channels appropriately (Marsh, 2012).

As the student's role in the context of blended learning, it seems to promote the students to be self-regulated learners. In traditional learning and teaching, students normally listen to their teachers and take note of what is described. For this learning, many things are quite fixed for them, which is distinct with the learning based on blended learning. From this different learning means, students can learn more independently and flexibly. They have more opportunities to make a decision about what they would like to learn that is related to the courses (Brown, 2016). Besides, these students are allowed to show their points of view regarding the topic through the activities of discussion, presentation, and conclusion etc. Definitely, they are not just listeners, because this group of students can offer information, show an opinion, and present some ideas under the content consistence. More importantly, in the characteristics of learning based on blended learning method, students are supported to take the responsibility for their learning (Stracke, 2007). Mostly, they have to search and create knowledge by themselves according to teachers' guidance and suggestion. These students need to analyze and plan the ways and processes for

achieving their purposes. Then, the processes from planning have to be responsibly operated. Obviously, learning through this approach promotes students to learn and create knowledge under their responsibilities rather than a traditional approach. At the same time, it is more independent and flexible for learning. Thus, this learning environment can change the student's role from follower to self-directed learner, which is the better way for learning in the real world (Marsh, 2012).

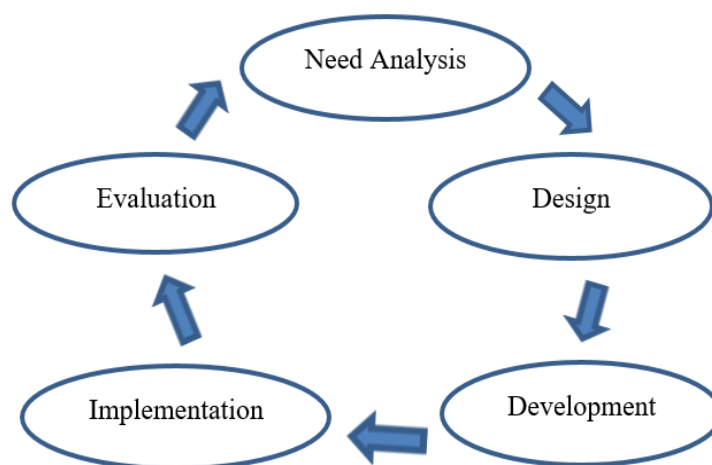
According to the above information about the roles of teacher and student in the context of blended learning method, it quite obviously indicates that the roles of both teacher and student are dramatically changed when this learning approach is applied. In traditional learning and teaching, teachers often describe contents or information according to the textbooks. Types of activities are repeatedly operated, with a lack of variety and interest. Exactly, it directly affects students' motivation in learning. For the part of students, they normally listen to their teachers and take note of what is explained. As learning and teaching in the context of blended learning method, it is quite distinct. The teacher's role is to be a facilitator, guide, or coach. Mainly, teachers have to guide and motivate students to engage with the variety in forms of activities in the classrooms and the use of technologies anywhere and anytime for assimilating the contents or information and creating knowledge. From the role of teacher in the context of blended learning, definitely, the student's role is automatically changed. Students, who learn by this approach, are promoted to be self-regulated learners. They need to take responsibility in order to interact with their peers and teachers for operating various activities for discussion, conclusion, and presentation about knowledge. Moreover, these students are necessary to find out the contents from immense information resources via the use of technological channels according to their teachers' guidance and suggestion for forming knowledge by themselves. Thus, learning based on blended learning method seems to be an effective way for developing students' knowledge, and it is also an enhancement for their necessary learning skill.

## **7. Design and Development of Teaching Approach Based on Blended Learning**

There are some significant parts, which should be realized for more effective design and development of a teaching approach based on blended learning.

According to Singh (2003), the design and development of a teaching approach based on blended learning should be emphasized in six issues. The first issue is learner. This is the first part for consideration because each learner is different, so this approach needs to be variously designed and developed in order to be consistent with the learning aspects of learners. The main point is that they should have the rights to select the means for learning and teaching management. The second issue is content. Certainly, there are a variety of contents for learning, so activities should be accordingly designed with contents for effective learning of learners. The third issue is infrastructure. Network accessibility, especially internet network, is very significant since this part is necessary to be used for learning through blended learning. Exactly, it needs to be ensured that learners are able to access the network in order to use it as a way of learning. Then, support of the learning environment is an issue. For this part, learners need to be supported in parts of understanding regarding learning method and the use of technological channels that are utilized for learning. The next issue is cultural application. Activities and tools for learning, especially e-learning, should be accordingly and appropriately designed and applied to learners' cultures and contexts. The final issue is balance between innovation and product. In this point, the design and development of a teaching approach based on blended learning should be considered in part of the possibility of the uses of technologies and related tools. They should be suitably selected with the activities and possibility of utilization with each situational context as well.

As Allan (2007), this theorist has proposed the procedures of design and development of a teaching approach based on blended learning which contains five procedures according to the picture.



**Figure 4 Procedures of Design and Development of Blended Learning**

**Source:** Allan, 2007

From the above figure, it illustrates five procedures of design and development of a teaching approach based on blended learning. Firstly, need analysis is the first procedure, which can be considered an important part of the design and development of the approach. Learners' need for learning should be analyzed for creating contents and activities meaningfully. Moreover, learning components via blended learning method such as technology, duration, and learning resources etc. can be appropriately selected. Secondly, this is the design which should be operated according to the consequence of need analysis. Besides, this operation needs to be realized in important principles for the design of the approach such as opportunities for social interaction, content specification, participation choices, technology accessibility, and feedback for reflection etc. Additionally, selections of activities, technologies, and other related parts need to be possibly and appropriately analyzed as well for effective design of the approach. Then, program development is the third procedure for the design and development of pedagogical approach based on blended learning. This is the creation and preparation of related things for learning through the approach such as activities, tools, and learning resources etc. Moreover, in part of technological channels, when these channels have been selected, they need to be operated and managed

in detail. Next, it is implementation. For this procedure, the entire parts, which have been operated and provided, are used in the process of learning. However, technical part of the use of technologies should be considered for finding out the ways of problem solving for protecting technical problems in learning via technological channels. Furthermore, copyright and intellectual property is an important part that must be circumspectly inspected. Normally, learning resources, programs, and other related things have the copyright or intellectual property, so, they must be lawfully operated and used. Finally, it is evaluation. From the circle of design and development of blended learning, evaluation is the eventual procedure. It has to be evaluated from the use of the approach, which is designed and developed, in parts of efficiencies of learning processes, types of activities, and the use of technological channels.

For this research, it was conducted to investigate the effects of blended learning approach. However, understanding regarding design and development of blended learning approach can be considered an important part to create lesson plan, learning activities, and learning tools and media which are based on the concept of blended learning.

### **8. Teaching Approach Based on Blended Learning for Learning a Foreign Language**

The use of blended learning concept in the teaching approach has become a way that develops learners' foreign language acquisition, especially English language. Technology is an important part to be utilized in this way of learning. Mainly, computer and internet network play an important role for combining with face-to-face learning. These technologies have supported students' learning with various channels including online channels through internet network. It provides students, who learn English as a foreign language, with immediate access to worldwide information such as English speaking, English sounds, and authentic resources etc. This network presents a powerful medium for learning and teaching English language plentifully. Although, the majority of learning and teaching English language is still numerously operated through face-to-face in classroom, it is increasingly used each year, particularly the use of internet with more opportunities to search and explore any knowledge through a suitable combination between face-to-face and online learning. Moreover, in the classroom, learners will have more chances to interact

with the others in the use of English through various activities. Therefore, blended learning can be considered an effective and interesting way to supplement and develop English language, including English speaking skill.

According to the mentioned information, it is consistent with some studies, in which blended learning is applied in learning and teaching management for developing English speaking skills. According to the research of Ginay, Mei Rejeki, and Sri Astuti (2018), it points out that the students are motivated and stimulated to develop their English speaking skills through a teaching approach based on blended learning, which provides them with various learning resources and many interesting learning activities. This method enables the students to have more chances to practice English speaking. Furthermore, they also have positive attitude towards learning English through blended learning method because it consists of numerous channels for learning. As the study of Kirkgoz (2011), it indicates that from learning English speaking through teaching and learning management based on blended learning concepts, the students' perspective is positive with online synchronous and asynchronous. Also, the students can practice English speaking skills both inside and outside the classroom through interesting and useful learning activities and resources. Likewise, from this way of learning, they can learn anywhere and anytime by using appropriate technologies. As the study conducted by Chen (2016), it specifies that the students are reinforced to learn and practice speaking in English by consolidating knowledge from face-to-face and online learning through teaching approach based on blended learning. They can connect knowledge from their home with the classroom. Plentiful learning channels motivate them and also lead the better result of English speaking skills. Thus, teaching approach based on blended learning seems to be a way to support and develop English language, including English speaking skills, through the uses of various learning technologies and activities in the classroom.

For teaching approach of the researcher, it is based on the concepts of Stein & Graham (2014) in teaching design and development under blended learning, Zimmerman (1990) about aspects of being self-regulated learning, and Jenkins, Cogo, & Dewey (2011) in part of the use of English as a lingua franca for communication. Outstandingly, this teaching approach based on blended learning is quite different from the other teaching approaches

that are developed under blended learning. According to the concept of blended learning, many related components are flexible to be designed for usage such as proportions between face-to-face and online learning, activities in both onsite and online, and selected learning technologies etc. It depends on the contexts of learning and readiness of each group of students, which are different. Next, this teaching approach is emphasized in supporting the students to be self-regulated learners. Eventually, English as a lingua franca is emphasized in learning and teaching through the approach, not English as a foreign language. Definitely, media and assessments are different from other approaches.

In conclusion, blended learning consists of two main parts: the first part is face-to-face learning, and another part is online learning. Originally, it cannot be exactly specified in the definition. However, blended learning can be concluded that this is the combination between face-to-face learning and online learning appropriately. This method stimulates learners to seek for and create knowledge by themselves through the use of various types of technologies before discussing information with others and being guided and supplemented by teacher in classroom. Likewise, this method support students to learn by doing for their real experience. Hence, teacher needs to carefully plan and design what will be utilized for operation and evaluation in learning and teaching management under the concept of blended learning method. Besides, learning and teaching management based on blended learning concept seems to be a way of learning that promotes self-regulated learning. This aspect of learning is explained in the next topic.

## **Self-Regulated Learning**

### **1. Significance of Self-Regulated Learning**

Originally, self-regulated learning was originated from the social cognitive theory proposed by Bandura (1997). Next, the concept of self-regulated learning was presented for the first time by Zimmerman in 1986. Then, it has variously been explained from many researchers (Zimmerman, 1989). Obviously, this learning approach has continuously been developed and applied for learning.

Currently, self-regulated learning seems to play a significant role in education (Pintrich, 2000). According to the concepts of this learning, the students need to be aware

of their own thinking. From learning in primary, secondary, and higher education, the class time and teacher's control are obviously decreased. Not surprisingly, self-regulated learning is very important thing for learning. Hence, the level of learners' self-regulated learning seems to affect their learning result, especially in higher education (Richardson, Abraham, & Bond, 2012). Normally, the students in higher education need to employ self-regulated learning because this learning level is focused on independent study rather than other learning levels. Definitely, the learners will not be much controlled for learning. From this point, they are necessary to control their selves by using self-regulated learning strategies in order to accomplish learning goals. However, each learner is different in the use of those strategies, which this issue also impacts their learning performance (Barnard-Brak, Lan & Paton, 2010).

## **2. Definitions of Self-Regulated Learning**

Self-regulated learning can be considered a basic function of human. Internal standard, external environment, and self-evaluation numerously influence people behavior (Bandura, 1986). Normally, self-regulated learners will be responsible for their learning. Therefore, personal influence, behavioral influence, and environmental influence seem to be the main processes of self-regulated learning. These three processes interact with each other like a circle (Zimmerman, 1989).

To be considered the self-regulated learners, these learners need to be motivated and meta-cognitively concerned (Zimmerman, 1998). The people, who are self-regulated learners, will set goals and engage the strategies to achieve the goals. Then, self-evaluation and reflection are monitored and revised to develop progression for goal achievement. Simultaneously, self-regulated learners also need to manage time effectively (Pintrich, 2000). This group of learners organizes their learning step by step. They search and obtain knowledge controllably and systematically. When some problems taken place, they find out the way to solve the problems by themselves for achieving their learning goals (Zimmerman, 1990).

## **3. Concept of Self-Regulated Learning**

For the concept about self-regulated learning, the parts of personal, behavior, and environment seems to be considered the important keys of being self-regulated learners. According to the concept of Bandura (1989), self-regulated learning contains three factors:

personal factor, behavioral factor, and environmental factor. As the concept of Zimmerman (1989), personal influence, behavioral influence, and environmental influence are the significant procedures leading to self-regulated learning. These procedures are use as the cycle to promote learners to learn actively which based on the model of self-regulated learning circle created by Zimmerman (2002).

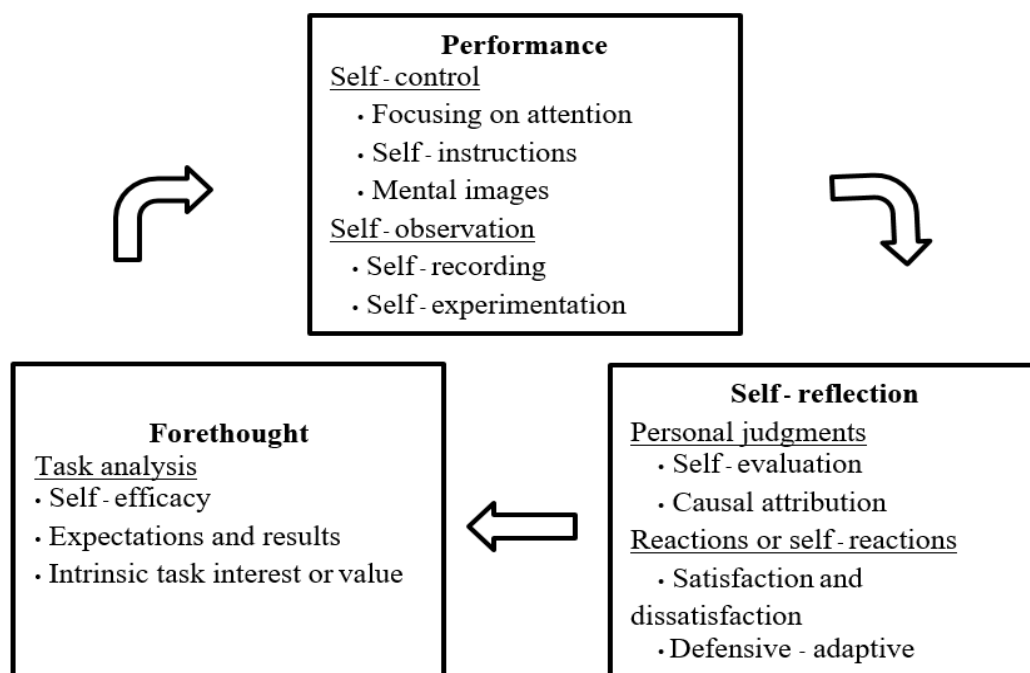


Figure 5 The model of Self-Regulated Learning Cycle

Source: Zimmerman, 2002

According to the above model by Zimmerman (2002), self-regulated learning is considered an open-cyclical learning procedure. It can take place in three main phases: forethought, performance control, and self-reflection in which each phase can also be divided into sub-categories. Firstly, the forethought is planning phase which appears before the learning procedure begins. The learners' belief and motivation are considered and used for this phase. Next, the performance control takes place during the learners' learning procedure. For this phase, the learners variously use learning strategies enabling them to increase their academic proficiency. Besides, this group of learners also observe their

performance in various means. Lastly, the self-reflection is considered a significant part of this phase. This is related to learners' motivation.

From the mentioned information, each phase supports and affects each other as cycle. In part of the forethought, it prepares the learners for learning. Moreover, this phase influences the performance during learning procedure. Then, the self-reflection is connected to the next forethought.

### **Features of Self-Regulated Learning**

Although, the features of self-regulated learning, which are specified by some theorists, are quite different in some parts. According to Pintrich (2000), three characteristics of self-regulated learning are proposed. The first feature of self-regulated learning is referred to cognitive strategies. These are the combination of common and complex strategies for maintaining information. They also include practice, connection of knowledge with material, organization, analysis, and evaluation. Next feature of self-regulated learning is presented as meta-cognitive strategies. These strategies enable a learner to control cognition for achieving goals. They also include setting goals, planning the ways for accomplishing goals, and monitoring the operation etc. The last feature of self-regulated learning is referred to resource management strategies. These strategies enable a learner to control external resources. They also include time management, effort control, and collaboration for learning.

According to the studies regarding self-regulated learning, they show that the students, who self-regulate their learning, will have the following characteristics (Zimmerman, 2002).

1. The students know and understand how to apply a set of cognitive strategies (elaboration, repetition, and organization), which enables them to it access, utilize, adapt, organize, and recover information.

2. The students know and understand how to plan and control their mental procedures on the accomplishment of set goals.

3. The students show a series of adaptive emotions and motivational beliefs such as the adoption of learning goal, a sense of academic efficacy, and positive emotional development on tasks.

4. The students set plan and manage time to achieve their task, and know and understand how to create learning environments such as a suitable place for learning and help-seeking from their teachers or their peers or other people.

5. The students show their attempt to participate in the regulation and control of learning tasks and classroom structure such as evaluation, assignment, and work organization etc.

6. The students attempt to avoid internal and external distractions and maintain their concentration while operating learning tasks.

In conclusion, self-regulated learning plays an important for learning, especially for higher education. The learners need to control or regulate their selves for achieving learning through setting goals, planning the way for learning success, and evaluating what is operated. Obviously, the level of self-regulated learning is likely to be associated with the learning performance.

## **Previous Studies**

### **1. Previous Studies on Blended Learning**

#### **1.1 Previous Studies on Blended Learning in Thai Context**

Most of the previous studies about blended learning conducted in Thai context were related to the investigation of the effectiveness of instructional approach based on blended learning such as the studies of Inpin (2015), Sriarunrasmee, Techataweewan, and Mebusaya (2015), banditvilai (2016), and Sriwichai (2018), which are explained as follows:

Inpin (2015) operated the research in the topic of a development of instructional model for English reading instruction to enhance reading achievement of university students. The objectives of this study were to enhance and test the quality of the instructional model, implement and study the consequences, and explore the attitude of the students towards the instructional model based on blended learning for teaching English reading. The participants of this research consisted of 42 undergraduate students who were studying in 2<sup>nd</sup> year, and attending an intensive English course at Mae Fah Luang University. All of them were not students of English program. Semi-structured interview, the model for instruction and documents, the examination of English reading comprehension, and the questionnaire

were created as the instruments of the research for collecting the related data. The result specified that blended learning was appropriate for the students, and also supported reading achievement of the students at .05 of the significant level. Besides, the level of the students' attitudes towards an instructional model for teaching English reading was high.

Sriarunrasmee, Techataweewan, and Mebusaya (2015) operated the research in the topic of blended learning supporting self-directed learning and communication skills of Srinakharinwirot University's first year students. The purpose of this study was to investigate the effectiveness of the blended learning model for developing the students' self-directed learning and communicative skills. The participants were eighty-nine 1<sup>st</sup> year undergraduate students of the Faculty of Science, Srinakharinwirot University, who enrolled in the Literacy Skills Course. These participants were divided into two groups: the experimental group and control group. Self-directed test and communicative skill test were used for collecting data. The finding revealed that the blended learning model enabled the students of the experimental group to have the scores in self-directed learning and communicative skill rather than the students of control group.

Banditvilai (2016) conducted the study in the topic of enhancing students' language skills through blended learning. This research aimed to investigate how blended learning can enhance the students' English skills and autonomy in Asian environment, and explore the students' attitudes towards learning and teaching through blended learning program. The subjects of this study were 60 Thai undergraduate students who were studying in the 2<sup>nd</sup> year of English major, the Faculty of Liberal Arts and Science, Kasetsart University. These students were categorized as the control group and the experimental group for comparison in achievement. The instruments were e-learning lessons, achievement tests, questionnaires, and semi-structured interviews. The consequences specified that online learning was directly beneficial for enhancing the students' English skills, including autonomous learning and learning motivation.

Sriwichai (2018) conducted the study in the topic of the effectiveness of writing instructional model based on blended and self-directed learning on promoting students' writing ability and self-directed learning. The purposes of this research were to examine the effectiveness of the writing instructional model based on blended and self-

directed learning for supporting writing proficiency and self-directed learning of the students, who use English as a foreign language and have distinct level of English writing proficiency (high level, average level, and low level). The participants of this study were 42 undergraduate students who were studying in the 1<sup>st</sup> year, and attending progressive reading & writing course at the University of Phayao. All of them were English major students. The tools for this study were English writing pre-test and post-test, questionnaire for pre-assessment and post-assessment of self-directed learning, and learning log for exploring self-directed learning in parts of self-management, self-monitoring, and motivation. The consequences showed that the scores of post-test in every group were significantly increased from the pre-test ( $p = .05$ ), and the consequences achieved very large effect size ( $d = 1.61$ ). The contrast of the scores from pre-writing test and post-writing test of those three groups indicated that the scores of all groups had significant difference ( $p = .05$ ). The mean scores of post-assessment of self-directed learning in every group were significantly higher than the mean scores of the pre-test of self-directed learning ( $p = .05$ ) in every part, and effect size was high ( $d = .83$ ). However, the scores of self-directed learning in every group were not significantly different ( $p = .05$ ). As the results from learning logs, it showed that those students could construct necessary knowledge and the other types of life skills. Moreover, this research also provided advice for the use of the model.

Besides, some of the previous study about blended learning method conducted in Thai-context by Saeheng (2017) was related to comparison of the effectiveness among blended learning method, e-learning method, and traditional method, which is explained as follows:

Saeheng (2017) conducted the study in the topic of a study of e-learning, blended learning, and traditional teaching method to enhance English reading comprehension ability and motivate the autonomous learning of Thai learners. The aims of this research were to 1) compare reading comprehension ability of the students before and after the use of e-learning, blended learning, and traditional learning methods, 2) investigate the difference of learners' satisfaction towards the instructional methods, and 3) examine the students' autonomy after learning through all of the distinct instructional methods. The

subject of the study was ninety 2<sup>nd</sup> year students, who were studying in the programs of Tourism and Hospitality Industry. These students were divided into three groups (30 students for each group) for learning through e-learning, blended learning, and traditional learning methods. The instruments for collecting data were lesson plans, e-learning model, questionnaire for student' perception, form of interview, and pre-test and post-test of English reading comprehension. The results of this research specified that the scores of English reading comprehension test from all groups of the students were significantly higher at .001 level. For the findings from the questionnaire, it showed that satisfaction and autonomous learning after learning through three learning methods from all three groups were at a good level. Besides, the consequence from the interview indicated that the participants seemed to enjoy learning through e-learning and blended learning methods, which can support autonomy rather than traditional learning method.

### **1.2 Previous Studies on Blended Learning Method in Non-Thai Context**

Most of the previous studies about blended learning method operated in non-Thai context were related to investigation of the effectiveness of developed blended learning method such as the studies of Lee, Jinyoung, and Hyun (2012) and Narvaez and Vargas (2017), which are explained as follows:

Lee, Jinyoung, and Hyun (2012) conducted the study in the topic of students' perspectives and the effectiveness of blended learning in L2 listening at university level. The purposes of this research were to examine the perspectives of students and investigate the effectiveness of blended learning for the development of second language listening skills at university level. The participants consisted of 20 university students. Blended learning model for second language listening development and questionnaire for the student's perspective were used for collecting data. The findings specified that both online and offline learning were numerous favorite activities for the students. In while-listening stage activities, filling out the outline was the most favorite activity for the students in part of offline learning, and summary was the most favorite activity for the students in part of online learning. The results showed that blended learning model could develop the students' second language listening skills. Moreover, the consequence also pointed out that in learning and teaching

through this method, teacher plays a significant role as a designer, selector, and monitor for effective learning and teaching management.

Narvaez and Vargas (2017) conducted the study in the topic of EFL oral skill behavior when implementing blended learning in a content–subject teachers’ professional development course. The objective of this research was to investigate English oral skill behavior after implementing blended learning in a content–subject teacher’s professional development course. The subjects were 7 teachers from a private school in Huila, Columbia. The tools, which were used for collecting the data, were 12 English lessons of blended learning course, forms of class observation, video recorder, teachers’ reflection forms, and in–depth interviews. The results found that English oral skill behavior was related to the use of vocabulary, the use of body language, pronunciation and intonation, and also the production of chunks of monitoring oral production, language, and motivation and engagement. Moreover, blended learning method influenced the oral production of the learners.

Besides, some of the previous study about blended learning method operated in non–Thai context by Sejdiu (2014) was related to the comparison of the effectiveness between blended learning method and face–to–face method, which is explained as follows:

Sejdiu (2014) operated the research in the topic of English language teaching and assessment in blended learning. This study aimed to explore the students’ acceptance between blended learning method and face–to–face method, and investigate the effectiveness of blended learning and face–to–face instruction from learning assessment. The subjects of the study were 2 teachers who had more than 10 years of experience for teaching English as the second language, and 40 students who were studying in a high school. A teacher taught the experimental group by using blended learning method. As the control group, it was taught by another teacher using face–to–face method. The instruments of this research were questionnaires, and English speaking and writing tests. The first group of questionnaires was used for asking the teachers about teaching strategies in their own responsibilities. The next group of questionnaires was used to ask the students of the experimental group about the acceptance towards learning and teaching English language through blended learning method. As the students of the control group, they were asked about the acceptance towards learning and teaching English language through face–to–face method. The finding

found that blended learning method was accepted rather than face-to-face method. Moreover, the scores of English speaking and writing tests of the students learning by blended learning method were higher than another group of students.

From the above studies, most of the researchers have developed the model based on blended learning method for enhancing English skills and promoting self-directed learning. The overall picture of the findings showed that this way of learning enabled the students to enhance their English skills. Simultaneously, they were promoted to be self-directed learners as well. Besides, most of them were numerously satisfied with learning under the concepts of blended learning method since they can learn anything flexibly and variously through face-to-face and online learning.

## **2. Previous Studies on English as a Lingua Franca**

### **2.1 Previous Studies on English as a Lingua Franca in Thai Context**

Most previous studies about English as a lingua franca operated in Thai context were related to the people's attitude towards this way of using English language such as the studies of Rattanaphumma (2012), Inkaew (2018), and Suleman (2018), which are explained as follows:

Inkaew (2018) conducted the research in the topic of an exploration of English as a lingua franca communication: a case of study of how English is used as a lingua franca among non-native speakers for mutual understanding in an international golf tournament operation in Thailand. The aims of the study is to explore how English language is used as a lingua franca by Thai working team and the organizer team who are non-native speakers from distinct English skills to accomplish their mutual intelligibility and effectively organize in an international golf tournament operation staged in Thailand, shed light on the perception regarding the use of English as a lingua franca, investigate the barriers of communication in international interaction, and survey strategies that were adopted and practiced. The subjects of the research contained ten personnel from an international golf tournament work site in Thailand. All of them are non-native speakers of English language. The instrument of this study was semi-structured interview. The results of the research were found that the perceptions of the organizer team towards English communication were positive. As the local Thai working team, they lacked confidence when these personnel had

interaction by using English as a lingua franca. Terminologies in the working field were used as the strategy. The limitations of vocabulary, the points of grammar, and the varieties of accents might be considered their communicative problem in the use of English as a lingua franca.

Suleman (2018) operated the study in the topic of student perception's, motivation, and anxiety in learning English as a lingua franca: An Action Research in EFL setting. The purposes of this research were to explore the students' motivation leading to the perception of learning English as a lingua franca, and investigate the students' anxiety in learning English as a lingua franca. The samples of the study were 30 undergraduate students studying at King Mongkut's University of Technology Thonburi. All of them were Thai people learning English as a foreign language. The questionnaires for exploration about perception, motivation, and anxiety in learning English as a lingua franca were used for collecting those data. The consequence indicated that the students were learning English as a lingua franca because they would like to be knowledgeable and skillful in the use of English language. As the students' motivation, it influenced their perception of learning English as a lingua franca. Besides, the students' anxiety in learning English as a lingua franca was at a moderate level. They were quite worried about the number of the rules of English language for the use in speaking skills.

Rattanaphumma (2013) conducted the research in the topic of reconsidering objectives of English language learning in English as a lingua franca context. The objective of this study was to investigate the attitudes of university students towards native and non-native English speakers' teaching practices in a context where English language has been used as a lingua franca and international language. The sample was 348 university students who took a foundation English course in semester 2/2011. The questionnaire and interview were used for collecting data. The result showed that these university students had positive attitudes towards both native and non-native teachers' teaching practices. From the data, it was suggested that native and non-native parts should not be divided. English language teachers should have a full understanding about the real goals of language learning, especially, the use of language in the real world.

## 2.2 Previous Studies on English as a Lingua Franca in Non–Thai Context

Most of previous studies about English as a lingua franca conducted in non–Thai context were related to the students' attitude and belief towards this way of using English language such as the studies of Wang (2010) and Ke and Cahyani (2014), which are explained as follows:

Wang (2010) operated the research in the topic of a study of English as a lingua franca in teaching Chinese to speakers of other languages. This study aimed to explore the students' attitudes and the teachers' beliefs towards the Chinese only principle and pedagogy of English as a lingua franca. The participants were 115 students of The Hong Kong Institute of Education in Hong Kong and 8 teachers from 2 universities in Beijing. Questionnaires and in–depth interviews were used as the instruments for collecting the data. The consequences were specified that the theory and practice of pedagogy were discrepant. Normally, students and teachers switched codes between their native language and English language for the purposes of pedagogy and communication. Multi–lingua pedagogy in their classes was suggested to use English as a lingua franca as the first step.

Ke and Cahyani (2014) operated the research in the topic of learning to become users of English as a lingua franca (ELF): how ELF online communication affects Taiwanese learners' beliefs of English. The objectives of the study were to investigate the impacts of using English as a lingua franca between non–native and non–native speakers of English language for communication through online channel, and to explore belief, idea, attitude about the native speakers of English language, the culture after the use of English language, identity, and the relationship with English language. The participants were 58 Taiwanese students and 48 Indonesian students. Questionnaires, correspondence records, messages in the online exchange forums, and interviews were used as the research instruments for collecting the data. The findings were found that although most students believed in the traditional native speakers for English language teaching, they did not too much care about English grammar after the use of English as a lingua franca for communication through writing. These students were confident and began to perceive English as a lingua franca.

Besides, the study about English as a lingua franca operated in non-Thai context by Onder (2014) was related to the students' perception towards this way of using English language which is explained as follows:

Onder (2014) conducted the study in the topic of the role of English as a lingua franca in academia: the case of Turkish postgraduate students in an anglophone-center context. The purposes of this research were to explore the perceptions of Turkish post-graduate students who were studying in the United States of America and the United Kingdom towards the use of English as the international language in part of science. The subjects were 32 volunteers post-graduate students who were studying in the United States of America and The United Kingdom. The interview questions were used as the tool of research for collecting the data. The results showed that most of these students (78.12%) were feeling in disadvantage for using English language. However, they focused on the use of English as the international language, which is emphasized for communication, in order to exchange information regarding the research.

In addition, some of the previous study about English as a lingua franca conducted in non-Thai context by Lewandowsky (2019) was related to the students' communicative strategies of using this way of English language for communication, which is explain as follows:

Lewandowsky (2019) conducted the research in the topic of English as a lingua franca: an overview of communicative strategies. This study aimed to investigate the importance of communicative strategies in introducing English as a lingua franca. The participants were six Erasmus students studying in Poland, which were from Spain, Bulgaria, and Turkey. The interview was used as the tool of the research for collecting data. The results indicated that avoidance and compensation were used as the strategies for the use of English language for communication. It was also specified that the learners of English language should be supported to explore various strategies of using English language for communication in a global marketplace.

From the above studies, many researchers have tried to examine the students' attitude and perception towards the use of English as a lingua franca. Most of the consequences show that their attitude and perception about this way of using English

language were positive. English as a lingua franca has been more accepted because they began to emphasize the use of English language for communication in the real world rather than reference to the native speakers' norm. Although many other students still believe in this norm, they began to be more aware of the variety of English language and cultural communication of people worldwide.

### **3. Previous Studies on English Speaking Skills**

#### **3.1 Previous Studies on English speaking skills in Thai Setting**

Most of previous studies about English listening and speaking skills operated in Thai setting were related to the use of communicative approach for developing the students' English listening and speaking such as the studies of Deenamor, Udom, and Sinprajakpol (2010), Supharatythin (2014), and Palachot and Naowanondha (2018), which are explained as follows:

Deenamor, Udom, and Sinprajakpol (2010) conducted the research in the topic of a study of English listening–speaking abilities of mathayomsuksa 1 students through Keith Johnson's communicative Approach. The objectives of this study were to investigate English listening skill of the students after learning based on Keith Johnson's Communicative Approach, investigate English speaking skill of the students after learning based on Keith Johnson's Communicative Approach, and examine the correlation between English listening and speaking skills of the students. The participants were 42 students at Darussalam School, Narathiwat Province. The instruments for collecting data were ten English listening and speaking lesson plans based on Keith Johnson's Communicative Approach, pre–test and post–test of English listening skills, and pre–test and post–test of English speaking skills. The results of this study showed that after learning through Keith Johnson's Communicative Approach, 1) the students' English listening skills were significantly higher at .05 level, 2) the students' English speaking skills were significantly higher at .05 level, and 3.) the positive correlation of English listening and speaking skills was statistically significant at .01 level.

Supharatythin (2014) operated the research in the topic of developing students' ability in listening and speaking English using the communicative approach of teaching. This study aimed to study the problems of students in learning English listening

and speaking skills, and investigate the students' ability in English listening and speaking skills before and after the use of the communicative approach. The subject of this study was forty students, who were studying in English major at the Faculty of Humanities and Social Sciences, Pibulsongkram Rajabhat University. Questionnaire and standard test of listening and speaking skills were used for collecting data. The results found that 1) the students' problems regarding English listening and speaking skills were caused by the outdated content, lack of variety of instructional methods, the emphasis of teacher center, and lack of effective instructional devises, 2) teaching through only communicative approach might inadequately be effective in enhancing the students' ability in parts of English listening and speaking skills if a teacher did not provide the suitable information or content and did not support the use of student centered approach in learning and teaching management. Moreover, it was significant to provide enough time in order to support the students to practice actively.

Palachot and Naowanondha (2018) conducted the research in the topic of a study of English listening and speaking abilities of 1<sup>st</sup> graders using total physical response method. This study aimed to compare 1) English listening competence of 1<sup>st</sup> graders before and after learning through total physical response method, 2) English listening of 1<sup>st</sup> graders through total physical response method after a learning percentage of 70 with in the criteria, 3) English speaking competence of 1<sup>st</sup> graders before and after learning through total physical response method, and 4) English speaking competence of 1<sup>st</sup> graders through total physical response method after a learning percentage of 70 with in the criteria. The participants were 34 students studying at Ban Khodin School, Klonghat District, Sakaeo Province. Lesson plans with total physical response, the test of English listening skill, and the test of English speaking skill were used as the instruments of the research. The findings showed that English listening skills and English speaking skills of 1<sup>st</sup> graders were significantly higher than 70% criteria at .05 level.

Some of the previous studies about English listening and speaking skills conducted in a Thai setting were related to the development of the way for enhancing the students' English listening and speaking skill such as the studies of Suwannaprut (2015) and Phuliamkam, Worakham, and Chanthachum (2019), which are explained as follows:

Suwannaprut (2015) conducted the study in the topic of development of a foreign language learning strategy instructional model to enhance listening–speaking abilities for Thai EFL undergraduate students. This research aimed to develop an instructional model of a foreign language learning strategy for enhancing listening–speaking abilities of Thai EFL undergraduate students studying in the English program, Faculty of Education, Bansomdej chaopraya Rajabhat University, and investigate the effectiveness of the instructional model. The participants of this study were 30 Thai EFL undergraduate students, who studied in English program and enrolled in Listening and Speaking for Social Interactions at Bansomdej chaopraya Rajabhat University. The instruments for collecting data were the learners’ needs questionnaire, listening and speaking English coursebook, the test of listening and speaking skill, the test of ASEAN knowledge, and the students’ satisfaction questionnaire. The findings showed that after the use of the instructional model, the average scores of post–test of English listening and speaking skills were significantly higher than pre–test scores at 0.05 level, the average scores of post–test of ASEAN knowledge were significantly higher than pre–test scores at the 0.05 level, and the students’ satisfaction towards the instructional model was at the high level.

Phuliamkam, Worakham, and Chanthachum (2019) operated the study in the topic of the development of listening and speaking skills in English for the 3<sup>rd</sup> year of vocation certificate students at Northeastern Vocational Institute of Agriculture. The purposes of this study were to 1) study the development of English listening and speaking skills of 3<sup>rd</sup> year vocational certificate students, 2) develop the activities of English listening and speaking skills for 3<sup>rd</sup> year vocational certificate students, 3) compare English listening and speaking skills of 3<sup>rd</sup> year vocational certificate students, and 4) survey the students’ satisfaction towards learning English subject through developed learning activities. The subject of the study consisted of five teachers, who were teaching English subject for 3<sup>rd</sup> year vocational certificate level at Northeastern Vocational Institute of Agriculture and 3<sup>rd</sup> year vocational certificate level at Khon Kaen College of Agriculture and Technology, and 49 students from both educational institutes. The tools for collecting data were recording form, interview form, ten lesson plans of activities, assessment form of English listening and speaking skills, and questionnaire for surveying satisfaction. The results found that 1) The guides for

enhancement of English listening and speaking skills were 1.1) learning activities should be fun, and technology should be used for linking all activities, 1.2) teachers should adapt their teaching from passive learning and teaching to active learning and teaching, and create activities by simulation, 1.3) English speaking should not be emphasized about grammar, and 1.4) listening skill is the significant key for speaking development, 2) ten lesson plans were considered at the highest level ( $\bar{x} = 4.81$ , S.D. = 0.04), and effectiveness of learning activities was 76.64/75.48, 3) English listening and speaking skills of the students were statistically significant at .01 level, and 4) the students were satisfied at the highest level ( $\bar{x} = 4.56$ , S.D. = 0.03).

### **3.2 Previous Studies on English Speaking Skills in Non–Thai Settings**

Most of the previous studies about English listening and speaking skills operated in non–Thai settings were related to the use of created methods for improving the students' English listening and speaking skills such as the studies of Hasan (2014), Idrissova, Smagulova, and Tussupbekova (2015), and Saricoban and Karakurt (2016), which are explained as follows:

Hasan (2014) conducted the research in the topic of the effect of using task–based learning in teaching English on the oral performance of the secondary school students. The purpose of the study was to investigate the effect of task–based learning for teaching English oral communication. The subject was twenty students studying at the secondary school level. These participants were divided into two groups: the experimental group and the control group. The tools for collecting data were task–based program and an oral communication performance test. The finding revealed that the score of oral communication of the experimental group was significantly higher than the control group. Moreover, the result supported the effectiveness of using task–based learning for learning and teaching English as a foreign language.

Idrissova, Smagulova, and Tussupbekova (2015) operated the study in the topic of improving listening and speaking skills in mixed level groups (on the material of new English file). The objective of this research was to investigate the problems and the ways to improve and develop English listening and speaking skills. The subjects of this study were twenty 1<sup>st</sup> year students from different groups. A questionnaire was used for

collecting the data of this research. The result found that the use of textbook was not an effective way to learn English listening and speaking skills in mixed level groups. Different and various activities could motivate the students to learn and develop their English listening and speaking skills.

Saricoban and Karakurt (2016) operated the study in the topic of the use of task-based activities to improve listening and speaking skills in EFL context. The objective of this research was to improve English listening and speaking skills of EFL students. The participants were 56 students, who were studying in the School of Foreign Language of a State University in Turkey. The instruments of the study were 16 lesson plans, English listening test, and English speaking test. The results specified that after the students learned English language through task-based activities, the scores of English listening and speaking tests were significantly higher. As the students' opinions towards English learning and teaching management through task-based activities, the finding showed that these participants were highly satisfied.

According to the above studies, many researchers have created and developed approaches, models, and activities such as the communicative approach, instructional model for English listening and speaking skills, and task-based activities etc. All of them were created and designed by focusing on practice for enhancing English learning listening and speaking skills. For the overall of image of the results, the students' English listening and speaking skills were higher. However, those approaches, models, and activities might be inadequate if they were created without good design by teachers. Thus, teachers dramatically play an important role for creating them suitably and effectively with the actual aim of development.

In conclusion, according to presented studies, they are related to English as a lingua franca, speaking skills, and blended learning method. However, some parts of those studies are still limited. Firstly, many of the studies about blended learning method were created and designed for enhancing English reading and writing skills. English speaking skill is still less in the studies. Next, most of them were developed for the students at secondary level and graduate level, in which most of the students were studying in English major. The other programs of study are still limited in the studies. Eventually, many studies,

which are related to English skill development, still emphasize the norm of native speakers rather than the use of English as a global language or English as a lingua franca, which is the use of English language for communication in the real world. From those limitations, they interest the researcher to develop teaching approach based on blended learning for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning for Thai university students, who were studying in the program of accountant.

### **Summary**

This chapter reviews the enhancements of speaking skills in the context of English as a lingua franca and self-regulated learning through teaching model based on blended learning approach. The researcher has reviewed theories and concepts regarding English as a lingua franca, speaking skills, blended learning, teaching approach based on blended learning, self-regulated learning, and relevant research. In the next chapter, the researcher presents the designs of blended learning model, instruments, and the procedures for conducting the study. Therefore, the next chapter is essential in terms of research methodology which reviews each process of conducting the research.



## CHAPTER III

### RESEARCH METHODOLOGY

#### Research Design

This study is a single group of quasi-experimental research, which is conducted in the form of mixed method. This method is mixed by quantitative and qualitative methods. The quantitative method is data gathered in a numeric form. The data can be put in rank order or categories or measured into a unit of measurement. Tables and graphs can be constructed for showing or presenting the data as a number. Clearly, this is distinct from the qualitative method. The main aspect of the qualitative method does not appear in numeric form, but it is an interpretation of data which is phenomenon occurs in any circumstance. Action and opinion are obvious instances in which data from each phenomenon is interpreted for describing its meaning (Black, 1999).

For part of the variables of this research, the independent variable is blended learning approach for enhancing Thai EFL students' speaking skills in the context of English as a lingua franca and self-regulated learning which was developed by the researcher. In part of the dependent variables, they are the levels of Thai EFL students' speaking skills in the context of English as a lingua franca and self-regulated learning, and their opinion on learning through teaching approach based on blended learning.

As the experiment, it was operated by single group pre-test and post-test for comparing the students' speaking skills in the context of English as a lingua franca and self-regulated learning before and after the implementation of blended learning approach. This learning approach was used in learning and teaching management for one semester in English for communication course.

#### Population of Research

The population of research was the 1<sup>st</sup> year undergraduate students studying in the program of accounting at That Phanom College, Nakhon Phanom University. All of them are Thai students. These students use English as a foreign language (EFL).

## Participants of Research

The participants of this research were twenty 1<sup>st</sup> year accounting undergraduate students of That Phanom College, Nakhon Phanom University. They enrolled in English for communication course in the 1<sup>st</sup> semester of the academic year 2021. This group of participants was obtained by cluster random sampling. All of them are Thai students, which are non-native speakers of English language.

## Research Instruments

There are six instruments for conducting this study. The details of each instrument are explained as follows:

1. Blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning. This approach was adapted from blended learning models of Graham (2006) and Allan (2007).

For the processes of designing the teaching approach in this research, they are operated based on three previous teaching model as following details.

Firstly, it is ADDIE Model of Branch (2009). This refers to the processes of design and develop teaching model which consists of five components as follows:

1. Analysis: It involves analyzing the needs of learners, the problem or purposes, and specifying the modes for achieving them.
2. Design: This process is necessary to determine the ways to accomplish the learning goals appeared from the analysis.
3. Development: It concerns generating the units, modules, and teaching tools.
4. Implementation: This is the operation according to the teaching program.
5. Evaluation: This is a formative evaluation throughout each process, and summative evaluation at the end of teaching process.

Next, it is ASSURE Model of Heinich, Molenda, Rusell, & Smaldino (2002). It is widely applied for design and development of teaching model in part of integrating technologies for learning, which contains six components as follows:

1. Learners Analysis: It involves knowing the characteristics and learning styles of the learners.

2. Standard and objective statement: This requires establishing the learning purposes and specifying the learning results.

3. Selections of strategies, technologies, media, and materials: It is the selection of the ways and the learning resources for achieving the learning purposes.

4. Utilizations of technologies, media, and materials: This concerns the use of technologies, media, and learning resources.

5. Learners' participation requirement: It involves the ways to make the learners active during the learning process.

6. Evaluation and revision: This is the evaluation of learning achievement, and revision for a better result.

Lastly, it is MRK Model of Morrison, Ross, Kalman, & Kemp (2013). This is a teaching framework that is dramatically widely used in design and development of teaching model based on blended learning. A significant thing of this model is focusing on the varieties of activities and the procedures for stimulating self-regulated learning of the learners. The processes of the model are explained as follows:

1. Specifying the problem and relevant goals.
2. Examining the learners' characteristics for specifying the contents and the ways of learning.
3. Identifying the contents of the course and analyzing the components of each task that is associated with the learning purposes.
4. Establishing and setting the learning purposes, in which the learners should know and understand.
5. Sequencing the contents in each unit for responding to logical learning.
6. Designing teaching strategies as the ways to accomplish the learning purposes.
7. Planning the teaching delivery.
8. Developing the instruments of evaluation for verifying the achievement according to the specified learning purposes.

According to the above models, they were used as the frameworks for designing and developing blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning through learning and teaching in

English for communication course. This approach consists of face-to-face and online learning for operating learning and teaching in the course. The ratios of face-to-face and online learning used in learning and teaching management through the approach were 35% and 65% respectively.

In part of face-to-face learning, it was implemented through descriptions, discussions, and learning activities. As online learning, this learning channel was mainly operated through Google Meet, Google Classroom, and Line. All of them were selected for utilization in learning and teaching management through online learning. The details are explained as follows:

The first learning channel is Google Classroom which is a free platform. Google Classroom can be considered a learning management system. It contains various and useful functional channels for learning and teaching management through online system. The content, exercise or quiz, and assignment can be uploaded on this platform. Moreover, Google Classroom also provides a communication channel for the users to discuss or offer any ideas or points of view. Normally, this learning channel is mainly used for communication as an asynchronous type.

The second learning channel is Google Meet, which is a free platform. Google Meet can be utilized for online learning and teaching. Live description and discussion are the main functions of this platform. A user can meet and talk to other users through monitors of computer, mobile phone, or tablet etc. Generally, this learning platform is used for communication as a synchronous type.

Next learning channel is Line. This is a free platform. Line is mainly utilized as the supplementary tool for communication before and after face-to-face learning in the classroom. It can be used for inquiry, reply, and discussion through alphabets. Besides, documents and videos can also be attached for sending to a receiver. Normally, this communication channel is both synchronously and asynchronously used.

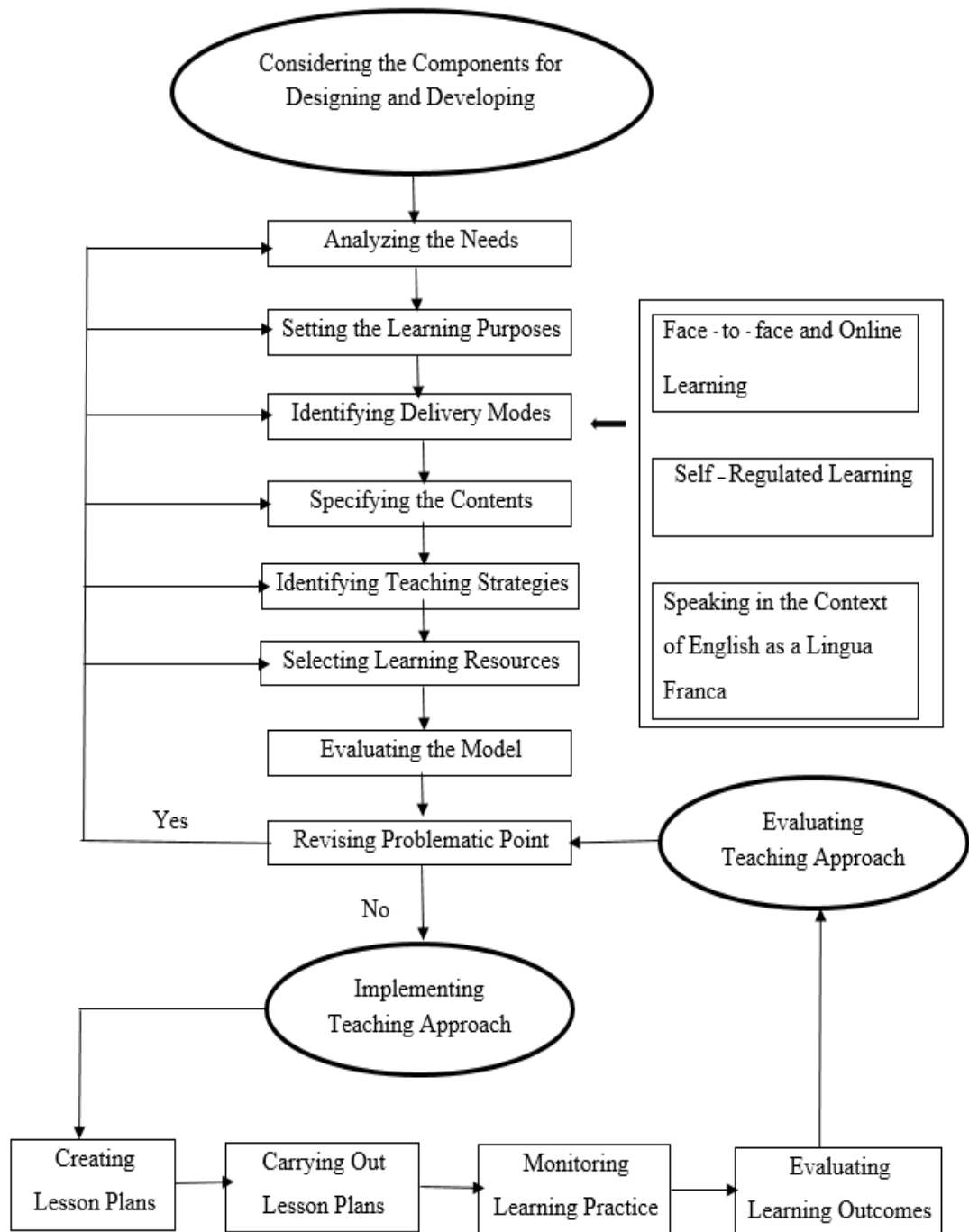


Figure 6 Design of Blended Learning Approach

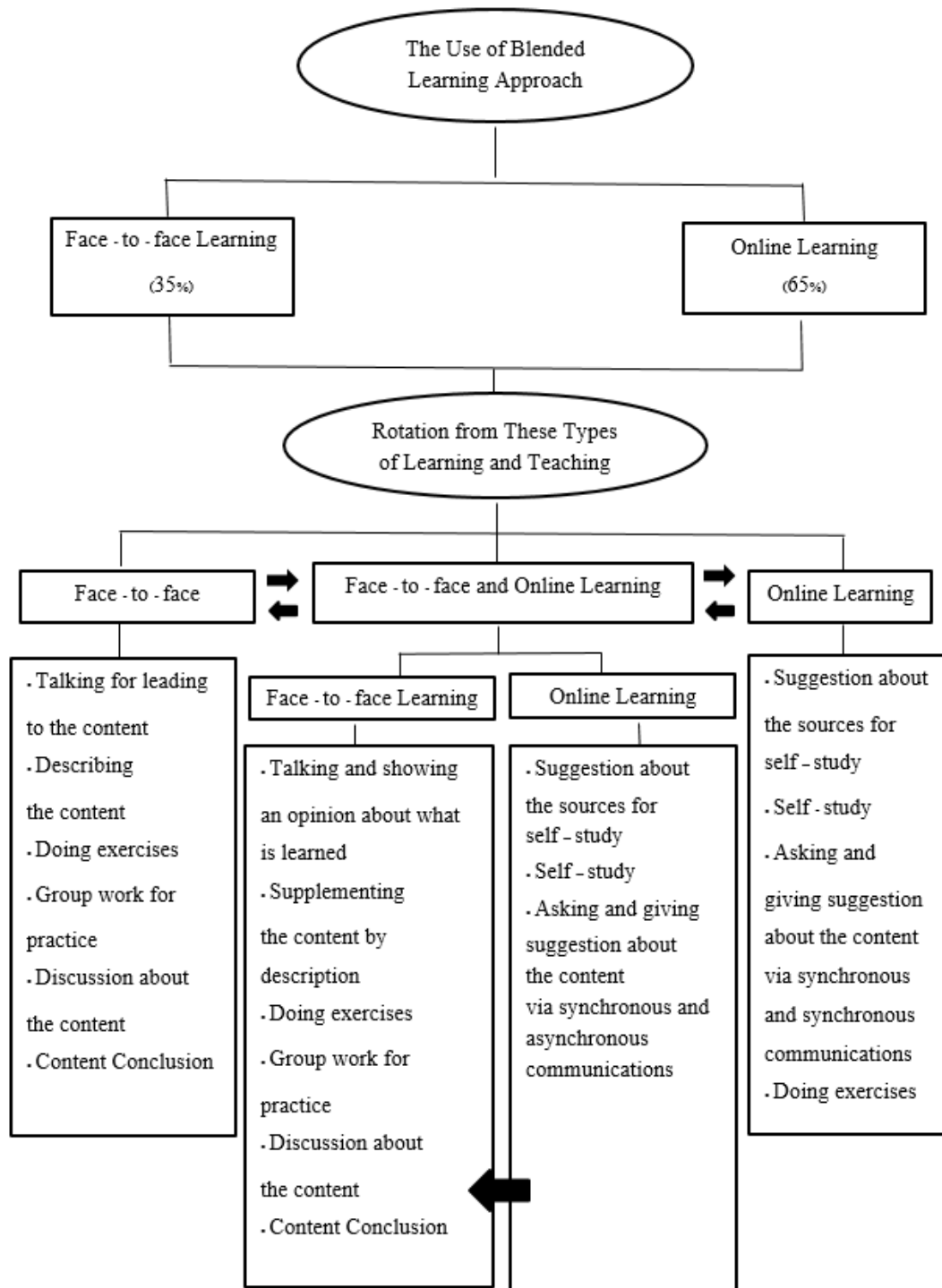


Figure 7 The Use of Blended Learning Approach

## 2. Speaking test in the context of English as a lingua franca (See Appendix A)

This instrument was created and applied as pre-test and post-test for assessing the students' speaking skills in the context of English as a lingua franca before and after learning English for communication course through blended learning approach. It was created under the concepts of Jenkins (2015) and Seidlhofer (2011) in which English can be spoken for communication without too much reference to the norm of the native speakers. This test contains 2 questions. The first question was used for pre-test, and the second question was used for post-test. In each question, the students were required to respond by speaking. Each student had 30 seconds for preparation and 1 minute for response. The researcher used an audio recorder to record their responses for evaluation. The inter raters for evaluating the test consisted of 3 people which were the researcher, an English language lecturer who is Thai, and an English language lecturer who is the native speaker of English.

The scoring rubric in the speaking part of the test of English as a foreign language (TOEFL) was adapted as the criteria for using in the assessment of this speaking test. However, this test is quite different from the speaking test of English as a foreign language in some points. These different points can be shown according to the following table.

**Table 6 Comparison between Criteria of English Speaking Test Based on English as a Lingua Franca and Criteria of Speaking Test of English as a Foreign Language**

| No. | Criteria of Speaking Test Based on English as a Lingua franca  | Criteria of Speaking Test of English as a Foreign Language   |
|-----|--|--|
| 1.  | Correct and clear pronunciation is emphasized for communication.   | The norms of native speakers such as accent, stress, and intonation etc. are emphasized for communication. |
| 2.  | Some grammatical rules such as adding "s" at the end of verb or noun and adding "ed" at the end of verb are not much emphasized for communication. | Grammatical rules are emphasized for understanding in communication.                                       |

Table 6 (cont.)

| No. | Criteria of Speaking Test Based on English as a Lingua franca   | Criteria of Speaking Test of English as a Foreign Language   |
|-----|---|--|
| 3.  | First language identity can be shared while speaking, as long as mutual intelligibility is taken place. | First language identity is not much accepted while speaking. |

According to the above table, the differences between criteria of speaking tests based on English as a lingua franca and English as a foreign language are contrasted. Speaking test of English as a foreign language is likely to dramatically focus on the norms of native speakers such as accent, stress, and intonation etc., and emphasize grammatical rules. As language identity, it is not acceptable to share while communication through speaking. For speaking test of English as a lingua franca, correct and clear pronunciation seems to be emphasized rather than focusing on the norms of native speakers and grammatical rules. Besides, first language identity can be shared while speaking, as long as mutual understanding takes place in communication.

### 3. Questionnaire for evaluation of self-regulated learning (See Appendix B)

It was designed by the researcher, which was adapted from Barnard, Lan, To, Paton & Lai (2009), and used for surveying the effects of blended learning approach on the students' self-regulated learning. This type of instrument was created as closed-ended questions. This tool of the study can be divided into 2 parts. The first part of the questionnaire is respondent's background information. This part is filling in the blanks. For the next part, it contains the questions about the effects of teaching approach based on blended learning towards the student's self-regulated learning. This part was created in the form of 5 Likert scale (1 = strongly disagree, 2 = disagree, 3 = medium, 4 = agree, and 5 = strongly agree).

### 4. Questionnaire for evaluation of opinion on learning and teaching management through blended learning approach (See Appendix C)

This questionnaire was designed by the researcher and used for surveying the students' opinion on learning and teaching management through blended learning approach.

It was created as closed-ended questions. The questionnaire can be divided into 2 parts. The first part is respondent's background information. This part of the questionnaire is filling in the blanks. For the second part, it consists of the questions regarding the student's opinion on learning and teaching management through blended learning approach. This was created in the form of 5 Likert scale (1 = strongly disagree, 2 = disagree, 3 = medium, 4 = agree, and 5 = strongly agree).

#### 5. Semi-structured interview (See Appendix D)

It was designed and used for eliciting the information from all participants after learning English for communication course through blended learning approach in which some information may also support the results from the questionnaires.

Normally, there are three types of interviews for collecting information in research. Firstly, it is structured interview. This contains a series of pre-determined questions in which all of interviewees answer in the same order. The replies from interviewees are quite simple to compare and analyze since each reply is mostly responded to identical questions. Some question might be added for any interviewee, but it is not much different from the others (Dillman, 2000). Next, it is unstructured interview. Usually, there is no prepared question for this type of interview. From this point, unstructured interview may also be related to a high level of bias since interviewees are probably asked from distinct questions which are quite difficult to be contrasted and analyzed by using those different question (Reis & Judd, 2000). Eventually, it is semi-structured interview. This is the combination between structured interview and unstructured interview. In this type of interview, a set of the same questions are prepared for operating the interview. Simultaneously, additional questions can be asked during interview for clarifying and/or expanding certain issue (Gubrium & Holstein, 2003). Obviously, semi-structured interview is more flexible than structured interview because added questions can be asked for explaining additional information. Moreover, it is also quite formal rather than unstructured interview since questions are prepared before interview for surveying certain issues.

For this study, semi-structured interview was used for collecting data. The reason is that the interviewees would be investigated through identical approach, tests, and environments. From these points, a set of the same questions need to be prepared

before the interview so that the received information through the interview is mostly responded from identical issues. However, although, the interviewees were investigated under the same method, some of the replies might have related issues or vague points, which are necessary to be more explained for certain and obvious information.

As the interview operation, the language used for asking and replying the questions was Thai for clear understanding from the interview. The researcher used an audio recorder to record their answers. Then, these answers were transcribed for data analysis.

#### 6. Lesson plans of English for communication course (See Appendix E)

They were created and used in order to present a guideline for conducting learning and teaching in parts of learning purposes, learning and teaching materials, learning and teaching activities, students' role, teacher's role, evaluation, and the other related suggestions which are useful for implementation with teaching approach based on blended learning. This type of instrument totally contains 15 lesson plans for learning and teaching management in English for communication course. These lesson plans were created according to the description of the course as follows:

Development of knowledge and English language usage skills for communication, practice in listening, speaking, reading, and writing skills, basic English language usage for conversation in different situations and social occasions

According to the above course description, course syllabus has been created and designed by the researcher, in which the details are presented as the following table.

Table 7 Course Syllabus of English for Communication Course

| Weeks | Topics/Contents  | Learning<br>Types     | Activities/Methods  | Times |
|-------|--|-----------------------|---|-------|
| 1     | <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Pre-test of speaking skill in the context of English as a lingua franca</li> <li>• Introduction of English as a lingua franca</li> <li>• Introduction of blended learning</li> <li>• Learning and teaching preparation through blended learning</li> </ul> | Face-to-face Learning | <ul style="list-style-type: none"> <li>• Self-Introduction</li> <li>• Description</li> <li>• Discussion</li> <li>• Creation of Homepage for Learning in English for communication course</li> <li>• Examination</li> </ul>                              | 3     |
| 2     | <ul style="list-style-type: none"> <li>• Chapter 1: Greeting and Introduction</li> </ul>   | Face-to-face Learning | <ul style="list-style-type: none"> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul>   | 3     |
| 3     | <ul style="list-style-type: none"> <li>• Chapter 2: Occupation</li> </ul>  | Online Learning       | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> </ul> | 1     |

Table 7 (cont.)

| Weeks | Topics/Contents                  | Learning<br>Types            | Activities/Methods   | Times |
|-------|----------------------------------|------------------------------|--|-------|
| 3     | Chapter 2: Occupation<br>(cont.) | Face-to-<br>face<br>Learning | <ul style="list-style-type: none"> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul>  | 2     |
| 4     | Chapter 3: Date<br>and Time      | Online<br>Learning           | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul> | 3     |
| 5     | • Chapter 4: Shopping            | Online<br>Learning           | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> <li>• Description</li> </ul>   | 3     |

Table 7 (cont.)

| Weeks | Topics/Contents                   | Learning<br>Types  | Activities/Methods   | Times |
|-------|-----------------------------------|--------------------|--|-------|
| 5     | • Chapter 4: Shopping<br>(cont.)  | Online<br>Learning | <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul>   |       |
| 6     | • Chapter 4: Shopping             | Online<br>Learning | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul> | 3     |
| 7     | • 1 <sup>st</sup> Presentation    | Online<br>Learning | <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>   | 3     |
| 8     | • Contents Review of<br>Units 1–4 | Online<br>Learning | <ul style="list-style-type: none"> <li>• Description</li> <li>• Discussion</li> <li>• Practice</li> </ul>  | 3     |
| 9     | • Mid–Term Examination            |                    | • Examination  | 3     |

Table 7 (cont.)

| Weeks | Topics/Contents             | Learning<br>Types     | Activities/Methods   | Times |
|-------|-----------------------------|-----------------------|--|-------|
| 10    | • Chapter 5: Family         | Online                | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> </ul>  | 1     |
|       |                             | Face-to-face Learning | <ul style="list-style-type: none"> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul>  | 2     |
| 11    | • Chapter 6: Food and Drink | • Online Learning     | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul> | 3     |

Table 7 (cont.)

| Weeks | Topics/Contents                     | Learning<br>Types  | Activities/Methods   | Times |
|-------|-------------------------------------|--------------------|--|-------|
| 12    | • Chapter 7: Direction              | Online<br>Learning | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul> | 3     |
| 13    | • Chapter 8: Appearance and Emotion | Online<br>Learning | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul> | 3     |

Table 7 (cont.)

| Weeks | Topics/Contents                     | Learning<br>Types       | Activities/Methods   | Times |
|-------|-------------------------------------|-------------------------|--|-------|
| 14    | • Chapter 8: Appearance and Emotion | • Online Learning       | <ul style="list-style-type: none"> <li>• Learning through Network System or Electronic Device</li> <li>• Interaction for Learning between Learners and Lecturer through Social Networks such as Google Classroom, Google Meet, and Line etc.</li> <li>• Description</li> <li>• Discussion</li> <li>• Exercise</li> <li>• Practice</li> <li>• Assignment</li> </ul> | 3     |
| 15    | • 2 <sup>nd</sup> Presentation      | • Face-to-face Learning | <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>   | 3     |
| 16    | • Contents Review of Units 5 – 8    | • Face-to-face Learning | <ul style="list-style-type: none"> <li>• Description</li> <li>• Discussion</li> <li>• Practice</li> </ul>  | 3     |
| 17    | • Final Examination                 |                         | • Examination  | 3     |

## The Quality of Research Instruments

For this study, the instruments were developed and examined for quality in data collection as follows:

### 1. Blended learning Approach

This approach was designed and developed under the suggestion and control by the researcher's advisor. It was considered regarding consistency and appropriateness of the approach's components. Therefore, the researcher conducted and revised according to the advisor's advice for more consistency and appropriateness of this approach's components.

### 2. Lesson plans of English for communication course

These lesson plans were evaluated by three experts, who have been working in the fields of English language and English language teaching for at least 10 years, to examine the appropriateness of essences, purposes, contents, activities, materials, and evaluations in each lesson plan. The mean score of the appropriateness was used to evaluate this appropriateness. From the findings, the appropriateness mean score of the overall lesson plan was 4.69 and the standard deviation (S.D.) was 0.54.

### 3. Speaking test in the context of English as a lingua franca

There are two main parts for this instrument: the test and the rubrics of speaking skills in the context of English as a lingua franca. For the test, it is also divided into two parts which are pre-test and post-test. All these parts were evaluated by the same experts of lesson plans of English for communication course to examine the appropriateness for assessing the speaking skills. The mean score of the appropriateness was used to evaluate this appropriateness. From the finding, the appropriateness mean scores of pre-test and post-test were 4.33 and the standard deviation (S.D.) were 1.15. As the rubrics, its appropriateness mean score was 4.00 and the standard deviation (S.D.) was 1.00.

### 4. Questionnaire for evaluation of self-regulated learning

This form of questionnaire was evaluated by the same experts of lesson plans of English for communication course to examine the content validity and the appropriateness of using language in the questionnaire. The Index of Item Objective Congruence (IOC) was used to examine them. Moreover, Cronbach's Alpha Coefficient was used to verify

the reliability of the questionnaire. From the findings, the overall IOC score of the questionnaire was 0.97. As the reliability of the questionnaire, it was 0.77.

5. Questionnaire for evaluation of opinion on learning and teaching management through blended learning approach

This form of questionnaire was evaluated by the same experts of lesson plans of English for communication course to examine the content validity and the appropriateness of using language in the questionnaire. The Index of Item Objective Congruence (IOC) was used to examine them. Besides, Cronbach's Alpha Coefficient was used to verify the reliability of the questionnaire. From the findings, the overall IOC score of the questionnaire was 0.98. As the reliability of the questionnaire, it was 0.85.

6. Semi-structured interview

The part of the interview was evaluated by the same experts of lesson plans of English for communication course to examine the content validity, completeness, and the appropriateness of using language in the interview. The Index of Item Objective Congruence (IOC) criteria was used to examine them. From the finding, the overall IOC score of the interview was 0.97.

### **Research Procedures**

For this research, three procedures were carried out as follows:

**Stage 1:** Survey of related information, theories, and concepts to develop blended learning approach for enhancing Thai EFL students' speaking skills in the context of English as a lingua franca and self-regulated learning.

1. Studying theories and concepts about blended learning, English as a lingua franca, speaking skills, and self-regulated learning.
2. Studying and specifying the problems of learning and teaching English speaking in Thailand
3. Studying the purposes and fundamental information of English for communication course

4. Studying and specifying the types of technologies and materials for applying in learning and teaching management in English for communication course through blended learning concept

5. Studying and specifying the types of activities for using in learning and teaching management in English for communication course through blended learning concept

**Stage 2:** Design and development of research instruments

1. Analyzing the needs of students in parts of the contents, technologies and materials, and activities for using in learning and teaching management in English for communication course through blended learning approach developed by the researcher

2. Designing and developing blended learning approach for enhancing Thai EFL students' speaking skills in the context of English as a lingua franca and self-regulated learning

2.1 Being evaluated by three experts to evaluate the appropriateness of the model for implementation

2.2 Improving and revising the model according to those experts' evaluation and suggestion

3. Creating lesson plans of English for communication course under blended learning approach

3.1 Being evaluated by three experts to evaluate the appropriateness of the content and the use of language in each lesson plan

3.2 Improving and revising each lesson plan according to those experts' evaluation and suggestion

4. Creating the test and the rubrics of speaking skill in the context of English as a lingua franca

4.1 Being evaluated by three experts to evaluate the appropriateness of The test

4.2 Improving and revising the test according to those experts' evaluation and suggestion

5. Creating the questionnaire for evaluation of self – regulated learning

5.1 Being evaluated by five experts to evaluate the content validity

5.2 Improving and revising the form of the questionnaire according to those experts' evaluation and suggestion

6. Creating the questionnaire for evaluation of the opinion on learning and teaching management through blended learning approach

6.1 Being evaluated by five experts to evaluate the content validity

6.2 Improving and revising the form of the questionnaire according to those experts' evaluation and suggestion

7. Creating the form of semi-structure interview

7.1 Being evaluated by five experts to evaluate the completeness of each topic of the interview

7.2 Improving and revising the form of the interview according to those experts' evaluation and suggestion

**Stage 3:** Experiment with using blended learning approach developed by the researcher in English for communication course for enhancing Thai EFL students' speaking skills in the context of English as a lingua franca and self-regulated learning

1. Asking the students to do the pre-tests of speaking skills in the context of English as a lingua franca before learning English for communication course through blended learning approach

2. Guiding and suggesting the students how to learn in English for communication through blended learning approach

3. Implementing learning and teaching according to the lesson plans of English for communication course

4. Asking the students to do the post-tests of speaking skills in the context of English as a lingua franca after learning English for communication course through blended learning approach

5. Asking the students to respond to the questionnaire for evaluation of self-regulated learning after learning English for communication course through blended learning approach

6. Asking the students to respond to the questionnaire for evaluation of the opinion on learning and teaching management through blended learning approach after learning English for communication course

7. Asking the students to attend the interview after learning English for communication course through blended learning approach

**Table 8 The Design of Blended Learning Approach for Enhancing Speaking Skills in the Context of English as a Lingua Franca and Self-Regulated Learning in English for Communication Course**

| No. | Activities   | Roles of Learners and Lecturer   |
|-----|--|--|
| 1   | <ul style="list-style-type: none"> <li>• Orientation about the contents of subject and the methods for learning</li> <li>• Creation of a Homepage for learning in English for communication course through Google Classroom</li> <li>• Evaluation before learning by pre – test</li> </ul> | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer introduces himself and the details of the subject (Objectives, Contents, and Evaluations).</li> <li>• Lecturer briefly introduces and explains about English as a lingua franca.</li> <li>• Lecturer briefly introduces and explains about learning through blended learning approach which is created by the lecturer.</li> <li>• Lecturer leads the learners to create a homepage for learning in English for communication course through Google Classroom.</li> <li>• Lecturer asks the learners to do pre – test which is the test of speaking skill in the context of English as a lingua franca.</li> </ul> <p><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>• Learners introduce themselves</li> <li>• Learners learn about English as a lingua franca, and show an opinion or discuss about the related issues.</li> <li>• Learners make understanding about learning through blended learning approach, and show an opinion or discuss about the related issues.</li> <li>• Learners create a homepage for learning in English for communication course through Google Classroom</li> <li>• Learners do the pre-test.</li> </ul> |

Table 8 (cont.)

| No. | Activities  | Roles of Learners and Lecturer   |
|-----|---|--|
| 2   | <ul style="list-style-type: none"> <li>• Learning in chapter 1 by face-to-face</li> </ul> | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer describes and discusses the contents in chapter 1 in the classroom by using powerpoint presentation, website, and video.</li> <li>• Lecturer asks the learners to do exercises.</li> <li>• Lecturer gives feedback for exercises.</li> <li>• Lecturer asks the learners to train and practice mutually in group work.</li> <li>• Lecturer asks the learners to present what they have learned.</li> <li>• Lecturer gives feedback to the learners for their practices.</li> <li>• Lecturer concludes about the contents.</li> <li>• Lecturer assigns the learners to study the content in chapter 2 by self – study before mutual learning in classroom.</li> </ul> <p><b>Role of Learner</b></p> <ul style="list-style-type: none"> <li>• Learners learn and discuss the content in chapter 1 in the classroom.</li> <li>• Learners do exercises.</li> <li>• Learners mutually train and practice as group work.</li> <li>• Learners present what they have learned.</li> <li>• Learners show an opinion or inquire about the related issues.</li> </ul> |

Table 8 (cont.)

| No. | Activities | Roles of Learners and Lecturer   |
|-----|------------|--|
|     |            | <div style="background-color: #e0e0e0; padding: 2px; margin-bottom: 5px;"><b>Role of Lecturer</b></div> <ul style="list-style-type: none"> <li>• Lecturer advises the learners how to search for learning resource and knowledge about the contents in chapter 2.</li> <li>• Lecturer specifies the time for consulting and facilitation about learning in chapter 2 through social network.</li> <li>• Lecturer gives suggestion about learning in chapter 2 through Google Meet and Line synchronously and asynchronously.</li> <li>• Lecturer describes and discusses the content in chapter 2 in the classroom by using powerpoint presentation, website, and video.</li> <li>• Lecturer asks the learners to do exercises.</li> <li>• Lecturer gives feedback for exercises.</li> <li>• Lecturer asks the learners to train and practice mutually in group work.</li> <li>• Lecturer asks the learners to present what they Have learned.</li> <li>• Lecturer gives feedback to the learners for their practice.</li> <li>• Lecturer concludes about the contents.</li> <li>• Lecturer assigns the learners to study the content in chapter 3 by self – study.</li> </ul> |

Table 8 (cont.)

| No. | Activities   | Roles of Learners and Lecturer   |
|-----|--|--|
|     |  | <p><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>• Learners learn the content in chapter 2 by self-study through powerpoint presentation, website, and video.</li> <li>• Learners consult lecturer about learning in chapter 2 through Google Meet and Line synchronously and asynchronously.</li> <li>• Learners learn and discuss about the content in chapter 2 in the classroom.</li> <li>• Learners do exercises.</li> <li>• Learners mutually train and practice as a group work.</li> <li>• Learners present about what they learn.</li> <li>• Learners show an opinion or inquire about the related issues.</li> </ul>  |
| 4   | <ul style="list-style-type: none"> <li>• Learning in chapter 3 by online learning</li> </ul> | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer advises the learners how to search for learning resource and knowledge about the content in chapter 3.</li> <li>• Lecturer specifies the time for consulting and facilitation about learning in chapter 3 through social network.</li> <li>• Lecturer gives suggestion about content in chapter 3 through Google Meet and Line synchronously and asynchronously.</li> <li>• Lecturer asks the learners to do exercises.</li> <li>• Lecturer gives feedback for exercises.</li> <li>• Lecturer assigns the students to group for creating the content regarding chapter 1, 2, or 3 in forms of powerpoint presentation and video.</li> <li>• Lecturer assigns the learners to study the content in chapter 4 by self-study.</li> </ul> |

Table 8 (cont.)

| No. | Activities   | Roles of Learners and Lecturer  |
|-----|--|---|
|     |  | <p data-bbox="826 421 1423 465"><b>Role of Learners</b></p> <ul data-bbox="826 477 1423 1010" style="list-style-type: none"> <li data-bbox="826 477 1423 622">• Learners learn the content in chapter 3 by self-study through powerpoint presentation, website, and video.</li> <li data-bbox="826 633 1423 790">• Learners consult lecturer about learning in chapter 3 through Google Meet and Line synchronously and asynchronously.</li> <li data-bbox="826 801 1423 846">• Learners do exercises.</li> <li data-bbox="826 857 1423 1010">• Learners group for creating the content regarding chapter 1, 2, or 3 in forms of powerpoint presentation and video.</li> </ul> <p data-bbox="826 1021 1423 1066"><b>Role of Lecturer</b></p>  |
| 5   | <ul data-bbox="387 1088 815 1178" style="list-style-type: none"> <li data-bbox="387 1088 815 1178">• Learning in chapter 4 by online learning</li> </ul> | <ul data-bbox="826 1088 1423 1868" style="list-style-type: none"> <li data-bbox="826 1088 1423 1234">• Lecturer advises the learners how to search for learning resource and knowledge about the content in chapter 4.</li> <li data-bbox="826 1245 1423 1391">• Lecturer specifies the time for consulting and facilitation about learning in chapter 4 through social network.</li> <li data-bbox="826 1402 1423 1659">• Lecturer gives suggestions about the content in chapter 4 and the creation of the content regarding chapter 1, 2, or 3 in forms of powerpoint presentation and video through Google Meet and Line synchronously and asynchronously.</li> <li data-bbox="826 1671 1423 1715">• Lecturer asks the learners to do exercises.</li> <li data-bbox="826 1727 1423 1771">• Lecturer gives feedback for exercises.</li> <li data-bbox="826 1783 1423 1868">• Lecturer assigns the learners to study the content in chapter 4 by self-study.</li> </ul> |

Table 8 (cont.)

| No. | Activities   | Roles of Learners and Lecturer  |
|-----|--|---|
|     |  | <p data-bbox="804 416 1404 465"><b>Role of Learners</b></p> <ul data-bbox="804 472 1404 1151" style="list-style-type: none"> <li data-bbox="804 472 1404 613">• Learners learn the content in chapter 4 by self-study through textbook, learning program, and website.</li> <li data-bbox="804 629 1404 936">• Learners ask for suggestions or ask some questions about the content in chapter 4 and the creation of the content regarding chapter 1, 2, or 3 in forms of power point presentation and video, and another learning issue through Google Meet and Line synchronously and asynchronously.</li> <li data-bbox="804 952 1404 987">• Learners do exercises.</li> <li data-bbox="804 1003 1404 1151">• Learners in each group continue to create the content regarding chapter 1, 2, or 3 in forms of powerpoint presentation and video.</li> </ul> <p data-bbox="804 1158 1404 1218"><b>Role of Lecturer</b></p> <ul data-bbox="804 1225 1404 1957" style="list-style-type: none"> <li data-bbox="804 1225 1404 1375">• Lecturer advises the learners how to search for learning resource and knowledge about the content in chapter 4.</li> <li data-bbox="804 1391 1404 1541">• Lecturer specifies the time for consulting and facilitation about learning in chapter 4 through social network.</li> <li data-bbox="804 1556 1404 1841">• Lecturer gives suggestions about the content in chapter 4 and the creation of the content regarding chapter 1, 2, or 3 in forms of presentation and video through Google Meet and Line synchronously and asynchronously.</li> <li data-bbox="804 1856 1404 1892">• Lecturer asks the learners to do exercises.</li> <li data-bbox="804 1908 1404 1957">• Lecturer gives feedback for exercises.</li> </ul> |
| 6   | <ul data-bbox="373 1225 794 1323" style="list-style-type: none"> <li data-bbox="373 1225 794 1323">• Learning in chapter 4 by online learning</li> </ul> | <ul data-bbox="804 1225 1404 1957" style="list-style-type: none"> <li data-bbox="804 1225 1404 1375">• Lecturer advises the learners how to search for learning resource and knowledge about the content in chapter 4.</li> <li data-bbox="804 1391 1404 1541">• Lecturer specifies the time for consulting and facilitation about learning in chapter 4 through social network.</li> <li data-bbox="804 1556 1404 1841">• Lecturer gives suggestions about the content in chapter 4 and the creation of the content regarding chapter 1, 2, or 3 in forms of presentation and video through Google Meet and Line synchronously and asynchronously.</li> <li data-bbox="804 1856 1404 1892">• Lecturer asks the learners to do exercises.</li> <li data-bbox="804 1908 1404 1957">• Lecturer gives feedback for exercises.</li> </ul>   |

Table 8 (cont.)

| No. | Activities   | Roles of Learners and Lecturer   |
|-----|--|--|
|     |  | <p data-bbox="815 405 1430 472"><b>Role of Learners</b></p> <ul data-bbox="815 472 1430 1153" style="list-style-type: none"> <li data-bbox="815 472 1430 584">• Learners learn the content in chapter 4 by self-study.</li> <li data-bbox="815 584 1430 920">• Learners ask for suggestions or ask some questions about the content in chapter 4 and the creation of the content regarding chapter 1, 2, or 3 in forms of power point presentation and video through Google Meet and Line synchronously and asynchronously.</li> <li data-bbox="815 920 1430 987">• Learners do exercises.</li> <li data-bbox="815 987 1430 1153">• Learners in each group continue to create the content regarding chapter 1, 2, or 3 in forms of powerpoint presentation and video.</li> </ul> <p data-bbox="815 1153 1430 1220"><b>Role of Lecturer</b></p>   |
| 7   | <ul data-bbox="363 1220 815 2016" style="list-style-type: none"> <li data-bbox="363 1220 815 2016">• 1<sup>st</sup> presentation of each group by online learning</li> </ul> | <ul data-bbox="815 1220 1430 1724" style="list-style-type: none"> <li data-bbox="815 1220 1430 1377">• Lecturer gives equal time to each group for the presentation about the contents in chapter 1, 2, or 3 through Google Meet.</li> <li data-bbox="815 1377 1430 1489">• Lecturer motivates the audiences to discuss about the contents of each group's presentation.</li> <li data-bbox="815 1489 1430 1601">• Lecturer evaluates about the contents of each group's presentation.</li> <li data-bbox="815 1601 1430 1724">• Lecturer gives feedback about the contents of each group's presentation.</li> </ul> <p data-bbox="815 1724 1430 2016"><b>Role of Learners</b></p> <ul data-bbox="815 1724 1430 2016" style="list-style-type: none"> <li data-bbox="815 1724 1430 1892">• Learners in each group present the contents in chapter 1,2, or 3 through Google Meet.</li> <li data-bbox="815 1892 1430 2016">• Learners, who are the audiences, mutually discuss about the presented contents.</li> </ul> |

Table 8 (cont.)

| No. | Activities  | Roles of Learners and Lecturer  |
|-----|---|---|
| 8   | <ul style="list-style-type: none"> <li>• Content review in chapters 1–4 by online learning</li> </ul>         | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer describes and discusses to conclude The contents in chapter 1–4 through Google Meet.</li> <li>• Lecturer gives suggestions about the contents in chapter 1–4.</li> </ul> <p><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>• Learners learn and discuss the content in chapters 1–4.</li> <li>• Learners ask for suggestions or ask some questions about chapters 1–4.</li> </ul>  |
| 9   | <ul style="list-style-type: none"> <li>• Mid–Term Examination</li> </ul>                                      | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer asks the learners to do the examination.</li> </ul> <p><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>• Learners do the examination.</li> </ul>  |
| 10  | <ul style="list-style-type: none"> <li>• Learning in chapter 5 by face–to–face and online learning</li> </ul> | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer advises the learners how to search for learning resource and knowledge about the contents in chapter 5.</li> <li>• Lecturer specifies the time for consulting and facilitation about learning in chapter 5 through social network.</li> <li>• Lecturer gives suggestion about learning in chapter 5 through Google Meet and Line synchronously and asynchronously.</li> <li>• Lecturer describes and discusses the content in chapter 5 in the classroom by using powerpoint presentation, website, and video.</li> <li>• Lecturer asks the learners to do exercises.</li> </ul> |

Table 8 (cont.)

| No. | Activities  | Roles of Learners and Lecturer   |
|-----|---|--|
|     |   | <b>Role of Lecturer (cont.)</b>  |
| 10  | <ul style="list-style-type: none"> <li>• Learning in chapter 5 by face-to-face and online learning (cont.)</li> </ul> | <ul style="list-style-type: none"> <li>• Lecturer give feedback for exercises.</li> <li>• Lecturer asks the learners to train and practice mutually in group work.</li> <li>• Lecturer asks the learners to present what they have learned.</li> <li>• Lecturer gives feedback to the learners for their practices.</li> <li>• Lecturer concludes about the contents.</li> <li>• Lecturer assigns the learners to learn the content in chapter 6 by self-study.</li> </ul> <div style="background-color: #e0e0e0; padding: 2px;"><b>Role of Learners</b></div> <ul style="list-style-type: none"> <li>• Learners learn the content in chapter 5 by self-study through powerpoint presentation, website, and video.</li> <li>• Learners consult lecturer about learning in chapter 5 through Google Meet and Line synchronously and asynchronously.</li> <li>• Learners learn and discuss the content in chapter 5 in the classroom.</li> <li>• Learners do exercises.</li> <li>• Learners mutually train and practice in group work.</li> <li>• Learners present about what they have learned.</li> <li>• Learners show an opinion or inquire about the related issues.</li> </ul> |

Table 8 (cont.)

| No. | Activities   | Roles of Learners and Lecturer  |
|-----|--|---|
| 11  | <ul style="list-style-type: none"> <li>Learning in chapter 6 by online learning</li> </ul> | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>Lecturer advises the learners how to search for learning resource and knowledge about the content in chapter 6.</li> <li>Lecturer specifies the time for consulting and facilitation about learning in chapter 6 through social network.</li> <li>Lecturer gives suggestion about the content in chapter 6 through Google Meet and Line synchronously and asynchronously.</li> <li>Lecturer asks the learners to do exercises.</li> <li>Lecturer gives feedback for exercises.</li> <li>Lecturer assigns the learners to study the content in chapter 7 by self-study.</li> </ul> <p><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>Learners learn the content in chapter 6 by self-study.</li> <li>Learners consult the lecturer about learning in chapter 6 through Google Meet and Line synchronously and asynchronously.</li> <li>Learners do exercises.</li> </ul> |

Table 8 (cont.)

| No. | Activities | Roles of Learners and Lecturer  |
|-----|------------|---|
|     |            | <p data-bbox="815 405 1426 472"><b>Role of Lecturer</b></p> <ul data-bbox="815 472 1426 1384" style="list-style-type: none"> <li data-bbox="815 472 1426 629">• Lecturer advises the learners how to search for learning resource and knowledge about the content in chapter 7.</li> <li data-bbox="815 629 1426 786">• Lecturer specifies the time for consulting and facilitation about learning in chapter 7 through social network.</li> <li data-bbox="815 786 1426 943">• Lecturer gives suggestion about the content in chapter 7 through Google Meet and Line synchronously and asynchronously.</li> <li data-bbox="815 943 1426 1010">• Lecturer asks the learners to do exercises.</li> <li data-bbox="815 1010 1426 1077">• Lecturer gives feedback for exercises.</li> <li data-bbox="815 1077 1426 1234">• Lecturer assigns the students to group for creating the content regarding chapter 6, 7, or 8 in forms of powerpoint presentation and video.</li> <li data-bbox="815 1234 1426 1384">• Lecturer assigns the learners to study the content in chapter 8 by self-study.</li> </ul> <p data-bbox="815 1384 1426 1451"><b>Role of Learner</b></p> <ul data-bbox="815 1451 1426 2011" style="list-style-type: none"> <li data-bbox="815 1451 1426 1608">• Learners learn the content in chapter 7 by self-study through powerpoint presentation, website, and video.</li> <li data-bbox="815 1608 1426 1765">• Learners consult the lecturer about learning in chapter 8 through Google Meet and Line synchronously and asynchronously.</li> <li data-bbox="815 1765 1426 1832">• Learners do exercises.</li> <li data-bbox="815 1832 1426 2011">• Learners group for creating the content regarding chapter 5, 6, or 7 in forms of powerpoint presentation and video.</li> </ul> |

Table 8 (cont.)

| No. | Activities   | Roles of Learners and Lecturer  |
|-----|--|---|
| 13  | <ul style="list-style-type: none"> <li>Learning in chapter 8 by online learning</li> </ul> | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>Lecturer advises the learners how to search for learning resource and knowledge about the content in chapter 8.</li> <li>Lecturer specifies the time for consulting and facilitation about learning in chapter 8 through social network.</li> <li>Lecturer give suggestions about the content in chapter 8 and the creation of the content regarding chapter 5, 6, or 7 in forms of powerpoint presentation and video through Google Meet and Line synchronously and asynchronously.</li> <li>Lecturer asks the learners to do exercises.</li> <li>Lecturer gives feedback for exercises.</li> <li>Lecturer assigns the learners to study the content in chapter 8 by self-study.</li> </ul> <p><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>Learners learn the content in chapter 8 by self-study through powerpoint presentation, website, and video.</li> <li>Learners ask for suggestions or ask some questions about the content in chapter 8 and the creation of the content regarding chapter 5, 6, or 7 in forms of power point presentation and video, and another learning issue through Google Meet, Line, and E-Mail synchronously and asynchronously.</li> <li>Learners do an exercise.</li> <li>Learners in each group continue to create the content regarding chapter 6, 7, or 8 in forms of power point presentation and video.</li> </ul> |

Table 8 (cont.)

| No. | Activities   | Roles of Learners and Lecturer  |
|-----|--|---|
| 14  | <ul style="list-style-type: none"> <li>• Learning in chapter 8 by online learning</li> </ul> | <p data-bbox="815 405 1423 472"><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer advises the learners how to search for learning resource and knowledge about the content in chapter 8.</li> <li>• Lecturer specifies the time for consulting and facilitation about learning in chapter 8 through social network.</li> <li>• Lecturer gives suggestions about the content in chapter 8 and the creation of the content regarding chapter 5, 6, or 7 in forms of presentation and video through Google Meet and Line synchronously and asynchronously.</li> <li>• Lecturer asks the learners to do exercises.</li> <li>• Lecturer gives feedback for exercises.</li> </ul> <p data-bbox="815 1211 1423 1279"><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>• Learners learn the content in chapter 8 by self-study through powerpoint presentation, website, and video.</li> <li>• Learners ask for suggestions or ask some questions about the content in chapter 8 and the creation of the content regarding chapter 5, 6, or 8 in forms of powerpoint presentation and video through Google Meet and Line synchronously and asynchronously.</li> <li>• Learners do exercises.</li> <li>• Learners in each group continue to create the content regarding chapter 5, 6, or 7 in forms of power point presentation and video.</li> </ul> |

Table 8 (cont.)

| No. | Activities  | Roles of Learners and Lecturer  |
|-----|---|---|
| 15  | <ul style="list-style-type: none"> <li>• Presentation of each group by face-to-face learning</li> </ul> | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer gives equal time to each group for presentation in the classroom about the contents in chapter 5, 6, and 7.</li> <li>• Lecturer motivates the audiences to discuss the contents of each group's presentation.</li> <li>• Lecturer evaluates the contents of each group's presentation</li> <li>• Lecturer gives feedbacks about the contents of each group's presentation</li> </ul> <p><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>• Learners in each group present the contents in chapter 5, 6, and 7.</li> <li>• Learners, who are the audiences, mutually discuss the presented contents.</li> </ul> |
| 16  | <ul style="list-style-type: none"> <li>• Content review in chapters 5–8 by face-to-face</li> </ul>      | <p><b>Role of Lecturer</b></p> <ul style="list-style-type: none"> <li>• Lecturer describes and discusses to concludes the contents in chapter 5–8 through Google Meet.</li> <li>• Lecturer gives suggestions about the contents in chapter 5–8.</li> </ul> <p><b>Role of Learners</b></p> <ul style="list-style-type: none"> <li>• Learners learn and discuss the content in chapters 5–8.</li> <li>• Learners ask for suggestions or ask some questions about chapter 5–8.</li> </ul>  |

Table 8 (cont.)

| No. | Activities        | Roles of Learners and Lecturer  |
|-----|-------------------|---|
| 17  | Final Examination | <p data-bbox="815 405 1428 465"><b>Role of Lecturer</b></p> <ul data-bbox="815 465 1428 907" style="list-style-type: none"> <li data-bbox="815 465 1428 622">• Lecturer asks the students to do the test, which is created by the researcher, as the post-test and final examination.</li> <li data-bbox="815 622 1428 907">• Lecturer asks the students to participate the interview about the use of blended learning approach for enhancing English listening and speaking in the context of English as a lingua franca.</li> </ul> <p data-bbox="815 907 1428 967"><b>Role of Learners</b></p> <ul data-bbox="815 967 1428 1352" style="list-style-type: none"> <li data-bbox="815 967 1428 1124">• Learners do the test, which is created by the researcher, as the post-test and final examination.</li> <li data-bbox="815 1124 1428 1352">• Learners participate the interview about learning through blended learning approach for enhancing speaking skill in the context of English as a lingua franca and self-regulated learning.</li> </ul> |

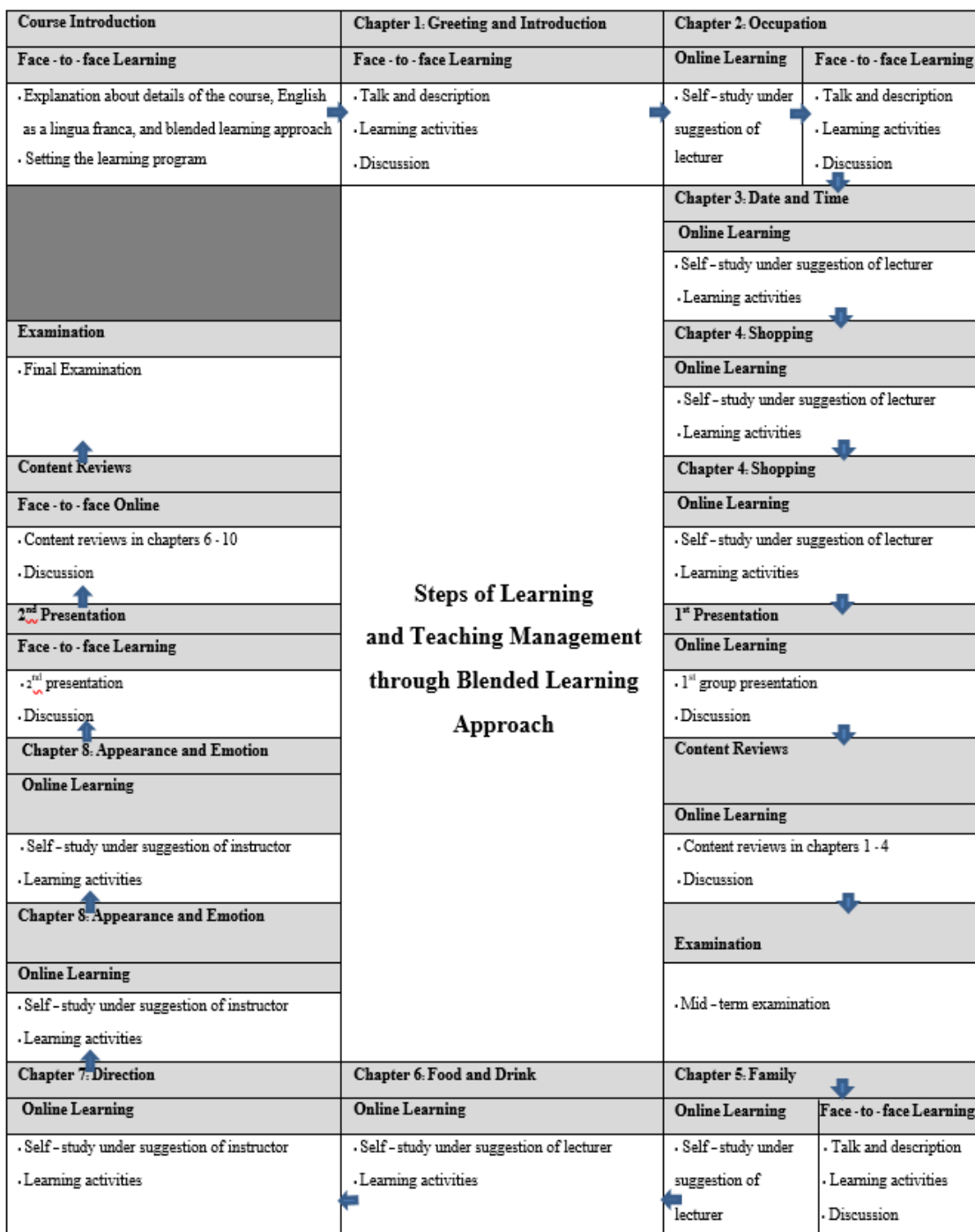


Figure 8 Steps of Learning and Teaching Management through Blended Learning Approach

## Statistics of Research

The study was conducted by using percentage, mean ( $\bar{x}$ ), standard deviation (S.D.), and dependent t-test for data analysis. These statistics were processed through SPSS program.

## Data Analysis

This part describes data analysis procedures for answering the research questions as follows:

**The first research question:** What are the effects of using blended learning approach on Thai EFL students' speaking skills in the context of English as a lingua franca?

The above data were quantitatively analyzed. The students were asked to attend the test of speaking skills in the context of English as a lingua franca before and after learning English for communication course through teaching approach based on blended learning. For the results, they were calculated through mean score and standard deviation (S.D.) in each item. Besides, the results from pre-test and post-test were compared. This process was operated by using t-test value for calculation. All of calculations was processed through SPSS program.

**The second research question:** What are the effects of using blended learning approach on Thai EFL students' self-regulated learning?

The above data was analyzed both qualitatively and quantitatively. The students were asked to respond to the level from 1–5 in the questionnaire about the effects of teaching approach based on blended learning towards self-regulated learning. The results of each scale were computed in mean and standard deviation scores through SPSS program. Moreover, the students were interviewed to find out additional and in-depth information. The interviews were recorded and transcribed in order to be analyzed for emerging categories.

**The third research question:** What are Thai EFL students' opinions on blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning?

The above data was analyzed both qualitatively and quantitatively. The students were asked to respond to the level from 1–5 in the questionnaire about the effects of teaching approach based on blended learning towards self–regulated learning. The results of each scale were computed in mean and standard deviation scores through SPSS program. Moreover, the students were interviewed to find out additional and in–depth information. The interviews were recorded and transcribed in order to be analyzed for emerging categories.

### **Ethical Considerations**

Ethical considerations can be considered the significant parts of conducting this research. The following ethical protocols are presented to explain the conduct of the study under ethical considerations.

The first ethical protocol is informed consent. This can be defined as the knowing consent of a person to attend any activity to avoid unfair inducement. Informed consent is a way to respect the differences of each individual. For this study, it was specified about types of activities, information, and processes in which the participants must perceive and understand before the decisions are made. The participants were informed about the purpose of the study since the first request for participation.

The next ethical protocol is confidentiality. The participations' confidentiality is protected by avoiding the use of the participants' names in the study. The researcher made sure that ethical issue is the first priority, and discussed regarding the issue with the participants before attending activities, responding to the questionnaires, and attending the interview. Thus, the participants' information was not presented to the public.

### **Summary**

This chapter presents the research methodology which is used for conducting the study. The methodology consists of research design, population of research, participants of research, research instruments, the quality of research instruments, research procedures, statistics of research, data analysis, and ethical considerations. For next chapter, it presents detailed descriptions of the major findings.

## CHAPTER IV

### RESULTS

This chapter presents and discusses the major findings of the research. It was organized to answer the research questions. In this study, the results are presented in two sections. The first section presents the quantitative data report, and the second section is the qualitative data report. In addition, this chapter investigates the students' speaking skills in the context of English as a lingua franca and compare their self-regulated learning before and after using blended learning approach. Also, this chapter examines the students' opinion towards learning through the approach. Hence, the findings of the research are reported as follows:

1. Students' speaking skills in the context of English as a lingua franca before and after using blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning, the results were from comparison of pre-test and post-test of speaking skill in the context of English as a lingua franca of these students.

2. Students' self-regulated learning before and after using blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning, the results were from comparison of pre-questionnaire and post-questionnaire for self-regulated learning measurement of these students.

3. Students' opinion on learning through blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning, the results were from analysis of the questionnaire about these students' opinion on learning through the approach. Moreover, the interview questions regarding learning through blended learning approach are also analyzed.

## Results from the study for answering research questions

### 1. Students' speaking skills in the context of English as a lingua franca before and after using blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning

Research question 1: What are the effects of using blended learning approach on Thai EFL students' speaking skill in the context of English as a lingua franca?

For answering research question 2, the findings from pre-speaking test and post-speaking test in the context of English as a lingua franca were assessed with rubric score. Then, they were analyzed and compared.

#### Results from speaking tests for speaking measurement in the context of English as a lingua franca

The measurements of speaking tests in the context of English as a lingua franca before and after learning through blended learning approach were individually analyzed and compared. These are presented in the following table.

**Table 9 Comparison of pre-test and post-test scores of speaking skills in the context of English as a lingua franca (Each student)**

| No. | Scores (10 Points) |       |           |       | Results<br>(Increased/Decreased<br>/Unchanged) | Differences<br>(Points) |
|-----|--------------------|-------|-----------|-------|--|-------------------------|
|     | Pre-Test           |       | Post-Test |       |  |                         |
|     | $\bar{X}$          | SD    | $\bar{X}$ | SD    |  |                         |
| 1   | 4.33               | 1.155 | 6.67      | 0.577 | Increased                                      | 2.34                    |
| 2   | 5.00               | 1.000 | 7.00      | 1.000 | Increased                                      | 2.00                    |
| 3   | 3.67               | 0.577 | 6.33      | 0.577 | Increased                                      | 2.66                    |
| 4   | 5.00               | 1.000 | 6.67      | 0.577 | Increased                                      | 1.67                    |
| 5   | 3.00               | 0.000 | 6.67      | 0.577 | Increased                                      | 3.67                    |
| 6   | 3.00               | 0.000 | 6.33      | 0.577 | Increased                                      | 3.33                    |
| 7   | 5.00               | 1.000 | 7.67      | 0.577 | Increased                                      | 2.67                    |
| 8   | 5.00               | 0.000 | 7.00      | 1.000 | Increased                                      | 2.00                    |
| 9   | 5.33               | 0.577 | 7.67      | 0.577 | Increased                                      | 2.34                    |

Table 9 (cont.)

| No. | Scores (10 Points) |       |           |       | Results<br>(Increased/Decreased<br>/Unchanged) | Differences<br>(Points) |
|-----|--------------------|-------|-----------|-------|--|-------------------------|
|     | Pre-Test           |       | Post-Test |       |  |                         |
|     | $\bar{X}$          | SD    | $\bar{X}$ | SD    |  |                         |
| 10  | 4.00               | 0.000 | 7.33      | 0.577 | Increased                                      | 3.33                    |
| 11  | 5.00               | 0.000 | 7.67      | 0.577 | Increased                                      | 2.67                    |
| 12  | 4.33               | 1.155 | 6.67      | 0.577 | Increased                                      | 2.34                    |
| 13  | 5.00               | 1.000 | 7.00      | 1.000 | Increased                                      | 2.00                    |
| 14  | 4.00               | 1.000 | 7.33      | 0.577 | Increased                                      | 3.00                    |
| 15  | 4.00               | 0.000 | 6.67      | 0.577 | Increased                                      | 2.67                    |
| 16  | 4.67               | 0.577 | 7.00      | 0.000 | Increased                                      | 2.33                    |
| 17  | 4.67               | 0.577 | 7.00      | 0.000 | Increased                                      | 2.33                    |
| 18  | 5.33               | 0.577 | 7.33      | 0.577 | Increased                                      | 2.00                    |
| 19  | 5.33               | 0.577 | 7.00      | 0.000 | Increased                                      | 1.67                    |
| 20  | 5.00               | 0.000 | 7.00      | 0.577 | Increased                                      | 2.00                    |

From the information in table 9, it indicates that the lowest mean score of the pre-test was 3.00 (The Students No.5 and 6), and the highest mean score of the pre-test was 5.33 (The Students no.9, 18, and 19). The lowest mean score of the post-test was 6.33 (The Students No.3, 6, and 10), and the highest mean score of the pre-test was 7.67 (The Students No.7, 9, and 11). The information specifies that all mean scores of the post-test were higher than the mean scores of the pre-test. For the differences of the points, the lowest difference was 1.67 (The Students No.4 and 19), and the highest difference was 3.67 (The Student No.5).

As the overall image of the tests, it is explained according to the data in the table 10 below.

**Table 10 Comparison of pre–test and post–test scores of speaking skills  
in the context of English as a lingua franca (Overall image)**

| Test                  | n  | $\bar{X}$ | SD    | t      | Sig  |
|-----------------------|----|-----------|-------|--------|------|
| Pre–test (10 points)  | 20 | 4.52      | 0.712 | 20.558 | .000 |
| Post–test (10 points) | 20 | 7.02      | 0.467 |        |      |

According to the information from table 10, the comparison of pre–test and post–test scores of speaking skills in the context of English as a lingua franca (10 points for each test) was statistically analyzed. The result shows that the mean score of the post–test (7.02) after learning English for communication course through blended learning approach was significantly higher than the mean score of the pre–test (4.52) at the 0.01 level. The mean score of the pre–test was at 4.52, and the standard deviation was at 0.712. Whereas the mean score of the post–test was at 7.02, and the standard deviation was at 0.467.

From the above information, it can probably be concluded that the students' speaking skills in the context of English as a lingua franca was enhanced after learning English for communication course via blended learning approach.

## **2. Students' self–regulated learning before and after using blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self–regulated learning**

Research question 1: What are the effects of using blended learning approach on Thai EFL students' self–regulated learning?

For answering research question 1, the finding from pre–questionnaire and post–questionnaire for self–regulated learning measurement were analyzed and compared. Self–regulated learning of the students was measured with the Linkert Scale. The calculation of rating each question in the questionnaire for self–regulated learning measurement has the following score ranges.

5 = Very Much

4 = Much

3 = Fair

2 = Less

1 = Very low

As the criteria for measuring the level of self-regulated learning, it was adapted from the criteria for measuring autonomous learning of Saeheng (2017) which can be interpreted by using 5 levels as follows:

Average 1.00–1.80 means Very Less

Average 1.81–2.60 means Less

Average 2.61–3.40 means Fair

Average 3.41–4.20 means Much

Average 4.21–5.00 means Very Much

#### Results from questionnaires for self-regulated learning measurement

For this section, self-regulated learning measurements before and after learning through blended learning approach were analyzed. These are presented in the following tables.

**Table 11 Self-regulated learning measurement before using blended learning approach**

| No.      | Contents<br>(N = 20)   | Mean<br>Score<br>$\bar{X}$ | Standard<br>Deviation<br>(SD) | Level |
|----------|--|----------------------------|-------------------------------|-------|
| <b>1</b> | <b>Goal Setting</b>  |                            |                               |       |
| 1.1      | I set standards for my assignments in the course.  | 3.25                       | 0.444                         | Fair  |
| 1.2      | I set short-term goals (daily or weekly) as well as long-term goals (monthly or for the semester). | 3.20                       | 0.410                         | Fair  |
| 1.3      | I keep a high standard for my learning in my course.   | 3.30                       | 0.470                         | Fair  |

Table 11 (cont.)

| No.      | Contents<br>(N = 20)   | Mean<br>Score<br>$\bar{X}$ | Standard<br>Deviation<br>(SD) | Level |
|----------|--|----------------------------|-------------------------------|-------|
| <b>1</b> | <b>Goal Setting (cont.)</b>  |                            |                               |       |
| 1.4      | I set goals to help me manage study time for my face-to-face and online learning.  | 2.95                       | 0.223                         | Fair  |
| 1.5      | I plan to specify the ways for achieving learning goals in the course.   | 3.15                       | 0.489                         | Fair  |
|          | Total  | 3.17                       | 0.135                         | Fair  |
| <b>2</b> | <b>Environment Structuring</b>   |                            |                               |       |
| 2.1      | I choose the location where I study to avoid too much distraction.   | 3.60                       | 0.598                         | Much  |
| 2.2      | I find a comfortable place to study.   | 3.60                       | 0.502                         | Much  |
| 2.3      | I know where I can study most efficiently for online learning.   | 3.40                       | 0.502                         | Fair  |
| 2.4      | I choose a time with few distractions for studying for my online learning.   | 3.45                       | 0.510                         | Much  |
|          | Total  | 3.51                       | 0.103                         | Much  |
| <b>3</b> | <b>Task Strategies</b>   |                            |                               |       |
| 3.1      | I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom. | 2.40                       | 0.502                         | Less  |
| 3.2      | I read aloud instructional materials that are posted online to fight against distractions.   | 2.25                       | 0.850                         | Less  |
| 3.3      | I prepare my questions before joining discussion in class.   | 2.45                       | 0.510                         | Less  |
| 3.4      | I work extra problems in my online courses in addition to the assigned ones to master the course content.                                      | 2.90                       | 0.552                         | Fair  |
|          | Total  | 2.50                       | 0.279                         | Less  |

Table 11(cont.)

| No.                      | Contents<br>(N = 20)   | Mean<br>Score<br>$\bar{X}$ | Standard<br>Deviation<br>(SD) | Level |
|--------------------------|--|----------------------------|-------------------------------|-------|
| <b>4 Time Management</b> |  |                            |                               |       |
| 4.1                      | I allocate extra studying time for my online learning because I know it is time demanding.                           | 3.05                       | 0.394                         | Fair  |
| 4.2                      | I try to schedule the same time every day or every week for my learning, and I observe the schedule.                 | 2.90                       | 0.307                         | Fair  |
| 4.3                      | Although I do not have to attend daily classes, I still try to distribute my studying time evenly across dys.        | 3.25                       | 0.444                         | Fair  |
| Total                    |  | 3.06                       | 0.175                         | Fair  |
| <b>5 Help Seeking</b>    |  |                            |                               |       |
| 5.1                      | I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.        | 2.75                       | 0.550                         | Fair  |
| 5.2                      | I share my problems with my classmates online, so we know what we are struggling with and how to solve our problems. | 2.65                       | 0.745                         | Fair  |
| 5.3                      | If needed, I try to meet my classmates face-to-face.   | 2.75                       | 0.716                         | Fair  |
| 5.4                      | I am persistent in getting help from the instructor through online channel.  | 2.65                       | 0.587                         | Fair  |
| Total                    |  | 2.70                       | 0.057                         | Fair  |

Table 11 (cont.)

| No.      | Contents<br>(N = 20)   | Mean<br>Score<br>$\bar{X}$ | Standard<br>Deviation<br>(SD) | Level       |
|----------|--|----------------------------|-------------------------------|-------------|
| <b>6</b> | <b>Self – Evaluation</b>   |                            |                               |             |
| 6.1      | I summarize my learning to examine my understanding of what I have learned.  | 2.70                       | 0.470                         | Fair        |
| 6.2      | I ask myself a lot of questions about the course material when studying for an online course.                        | 2.60                       | 0.502                         | Fair        |
| 6.3      | I communicate with my classmates to find out how I am doing in my learning through face-to-face and online learning. | 2.90                       | 0.307                         | Fair        |
| 6.4      | I communicate with my classmates to find out what I am learning that is different from what they are learning.       | 2.90                       | 0.447                         | Fair        |
|          | Total  | 2.77                       | 0.150                         | Fair        |
|          | <b>Total of Overall Image</b>  | <b>2.95</b>                | <b>0.366</b>                  | <b>Fair</b> |

According to the information from table 11, the overall image of the students' self-regulated learning before using blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning was at a fair level ( $\bar{X} = 2.95$ ,  $SD = 0.366$ ). When each part was analyzed, it can be described as following information.

Firstly, it is goal setting, the overall image of this part was at a fair level ( $\bar{X} = 3.17$ ,  $SD = 0.135$ ). The lists can be described and ranked as follows: the students kept a high standard for learning in the course was at a fair level ( $\bar{X} = 3.30$ ,  $SD = 0.470$ ), the students set standard for their assignments in their course was at a fair level ( $\bar{X} = 3.25$ ,  $SD = 0.444$ ), the students set short-term goals (daily or weekly) as well as long-term goals (monthly or for the semester) was at a fair level ( $\bar{X} = 3.20$ ,  $SD = 0.410$ ), the students planned to specify the ways for achieving learning goals in the course was at a fair

level ( $\bar{X} = 3.15$ ,  $SD = 0.489$ ), and the students set goals to help them manage study time for their face-to-face and online learning was at a fair level ( $\bar{X} = 2.95$ ,  $SD = 0.223$ ).

Secondly, it is environment structuring, the overall image of this part was at a much level ( $\bar{X} = 3.51$ ,  $SD = 0.103$ ). The lists can be described and ranked as follows: the students chose the location where they study to avoid too much distraction was at a much level ( $\bar{X} = 3.60$ ,  $SD = 0.598$ ), the students found a comfortable place to study was at a much level ( $\bar{X} = 3.60$ ,  $SD = 0.502$ ), the students chose a time with few distractions for studying for their online learning was at a much level ( $\bar{X} = 3.45$ ,  $SD = 0.510$ ), and the students knew where they can study most efficiently for online learning was at a fair level ( $\bar{X} = 3.40$ ,  $SD = 0.502$ ).

Thirdly, it is task strategies, the overall image of this part was at a less level ( $\bar{X} = 2.50$ ,  $SD = 0.279$ ). The lists can be described and ranked as follows: the student worked extra problems in their online courses in addition to the assigned ones to master the course content was at a fair level ( $\bar{X} = 2.90$ ,  $SD = 0.552$ ), the students prepared their questions before joining discussion in class was at a less level ( $\bar{X} = 2.45$ ,  $SD = 0.510$ ), the students tried to take more thorough notes for their online courses because notes are even more important for learning online than in a regular classroom was at a less level ( $\bar{X} = 2.40$ ,  $SD = 0.502$ ), and the students read aloud instructional materials that were posted online to fight against distractions was at a less level ( $\bar{X} = 2.25$ ,  $SD = 0.850$ ).

Next, it is time management, the overall image of this part was at a fair level ( $\bar{X} = 3.06$ ,  $SD = 0.175$ ). The lists can be described and ranked as follows: although the students did not have to attend daily classes, they still tried to distribute their studying time evenly across days was at a fair level ( $\bar{X} = 3.25$ ,  $SD = 0.444$ ), the students allocated extra studying time for their online learning because they knew it is time demanding was at a fair level ( $\bar{X} = 3.05$ ,  $SD = 0.394$ ), and the students tried to schedule the same time every day or every week for their learning, and they observed the schedule was at a fair level ( $\bar{X} = 2.90$ ,  $SD = 0.307$ ).

Then, it is help seeking, the overall image of this part was at a fair level ( $\bar{X} = 2.70$ ,  $SD = 0.057$ ). The lists can be described and ranked as follows: the students found

someone who is knowledgeable in course content so that they can consult with him or her when they need help was at a fair level ( $\bar{X} = 2.75$ , SD. = 0.550), the students share their problems with their classmates online, so they know what they are struggling with and how to solve their problems was at a fair level ( $\bar{X} = 2.65$ , SD = 0.745), If needed, they tried to meet their classmate face-to-face was at a fair level ( $\bar{X} = 2.75$ , SD = 0.716), and they were persistent in getting help from the instructor through online channel was at a fair level ( $\bar{X} = 2.65$ , SD = 0.587).

Lastly, it is self-evaluation, the overall image of this part was at a fair level ( $\bar{X} = 2.77$ , SD = 0.470). The lists can be described and ranked as follows: the students summarized their learning to examine their understanding of what they have learned was at a fair level ( $\bar{X} = 2.70$ , SD = 0.470), the students asked themselves a lot of questions about the course material when studying for an online course was at a fair level ( $\bar{X} = 2.60$ , SD = 0.502), the students communicated with their classmates to find out how they were doing in their learning through face-to-face and online learning was at a fair level ( $\bar{X} = 2.90$ , SD = 0.307), and the students communicated with their classmates to find out what they were learning that was different from what they were learning was at a fair level ( $\bar{X} = 2.90$ , SD = 0.447).

**Table 12 Self-regulated learning measurement after using blended learning approach**

| No.      | Contents<br>(n = 20)   | Mean<br>Score<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level     |
|----------|--|--------------------------------|-------------------------------|-----------|
| <b>1</b> | <b>Goal Setting</b>  |                                |                               |           |
| 1.1      | I set standards for my assignments in the course.  | 4.50                           | 0.512                         | Very Much |
| 1.2      | I set short-term goals (daily or weekly) as well as long-term goals (monthly or for the semester). | 4.20                           | 0.410                         | Much      |
| 1.3      | I keep a high standard for my learning in my course.   | 4.65                           | 0.489                         | Very Much |

Table 12 (cont.)

| No.                              | Contents<br>(n = 20)   | Mean<br>Score<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level     |
|----------------------------------|--|--------------------------------|-------------------------------|-----------|
| <b>1 Goal Setting (cont.)</b>    |  |                                |                               |           |
| 1.4                              | I set goals to help me manage study time for my face-to-face and online learning.  | 4.30                           | 0.470                         | Very Much |
| 1.5                              | I plan to specify the ways for achieving learning goals in the course.   | 4.50                           | 0.512                         | Very Much |
| Total                            |  | 4.43                           | 0.178                         | Very Much |
| <b>2 Environment Structuring</b> |  |                                |                               |           |
| 2.1                              | I choose the location where I study to avoid too much distraction.   | 4.60                           | 0.502                         | Very Much |
| 2.2                              | I find a comfortable place to study.   | 4.70                           | 0.470                         | Very Much |
| 2.3                              | I know where I can study most efficiently for online learning.   | 4.35                           | 0.489                         | Very Much |
| 2.4                              | I choose a time with few distractions for studying for my online learning.   | 4.35                           | 0.489                         | Very Much |
| Total                            |  | 4.50                           | 0.177                         | Very Much |
| <b>3 Task Strategies</b>         |  |                                |                               |           |
| 3.1                              | I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom. | 3.95                           | 0.604                         | Much      |
| 3.2                              | I read aloud instructional materials that are posted online to fight against distractions.   | 3.40                           | 0.994                         | Fair      |
| 3.3                              | I prepare my questions before joining discussion in class.   | 3.85                           | 0.670                         | Much      |

Table 12 (cont.)

| No.      | Contents<br>(n = 20)   | Mean<br>Score<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level     |
|----------|--|--------------------------------|-------------------------------|-----------|
| <b>3</b> | <b>Task Strategies (cont.)</b>   |                                |                               |           |
| 3.4      | I work extra problems in my online courses in addition to the assigned ones to master the course content.            | 4.55                           | 0.510                         | Very Much |
|          | Total  | 3.93                           | 0.473                         | Much      |
| <b>4</b> | <b>Time Management</b>   |                                |                               |           |
| 4.1      | I allocate extra studying time for my online learning because I know it is time demanding.                           | 4.45                           | 0.510                         | Very Much |
| 4.2      | I try to schedule the same time every day or every week for my learning, and I observe the schedule.                 | 4.25                           | 0.444                         | Very Much |
| 4.3      | Although I do not have to attend daily classes, I still try to distribute my studying time evenly across days.       | 4.70                           | 0.470                         | Very Much |
|          | Total  | 4.46                           | 0.225                         | Very Much |
| <b>5</b> | <b>Help Seeking</b>  |                                |                               |           |
| 5.1      | I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.        | 4.60                           | 0.502                         | Very Much |
| 5.2      | I share my problems with my classmates online, so we know what we are struggling with and how to solve our problems. | 4.00                           | 0.648                         | Much      |
| 5.3      | If needed, I try to meet my classmates face-to-face.   | 4.25                           | 0.444                         | Very Much |

Table 12 (cont.)

| No.                           | Contents<br>(n = 20)   | Mean<br>Score<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level            |
|-------------------------------|--|--------------------------------|-------------------------------|------------------|
| <b>5 Help Seeking (cont.)</b> |  |                                |                               |                  |
| 5.4                           | I am persistent in getting help from the instructor through online channel.  | 4.15                           | 0.489                         | Much             |
| Total                         |  | 4.25                           | 0.254                         | Very Much        |
| <b>6 Self-Evaluation</b>      |  |                                |                               |                  |
| 6.1                           | I summarize my learning to examine my understanding of what I have learned.  | 3.65                           | 0.587                         | Much             |
| 6.2                           | I ask myself a lot of questions about the course material when studying for an online course.                        | 3.85                           | 0.745                         | Much             |
| 6.3                           | I communicate with my classmates to find out how I am doing in my learning through face-to-face and online learning. | 4.10                           | 0.552                         | Much             |
| 6.4                           | I communicate with my classmates to find out what I am learning that is different from what they are learning.       | 3.90                           | 0.640                         | Much             |
| Total                         |  | 3.87                           | 0.184                         | Much             |
| <b>Total of Overall Image</b> |  | <b>4.24</b>                    | <b>0.277</b>                  | <b>Very Much</b> |

According to the information from table 12, the overall image of the students' self-regulated learning after using blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning was at a very much level ( $\bar{X} = 4.24$ ,  $SD = 0.277$ ). When each part was analyzed, it can be described as following information.

Firstly, it is goal setting, the overall image of this part was at a very much level ( $\bar{X} = 4.43$ ,  $SD = 0.178$ ). The lists can be described and ranked as follows: the students kept a high standard for learning in their course was at a very much level

( $\bar{X} = 4.65$ ,  $SD = 0.489$ ), the students set standard for their assignments in the course was at a very much level ( $\bar{X} = 4.50$ ,  $SD = 0.512$ ), the students planned to specify the ways for achieving learning goals in the course was at a very much level ( $\bar{X} = 4.50$ ,  $SD = 0.512$ ), the students set goals to help them manage study time for their face-to-face and online learning was at a very much level ( $\bar{X} = 4.30$ ,  $SD = 0.470$ ), and the students set short-term goals (daily or weekly) as well as long-term goals (monthly or for the semester) was at a much level ( $\bar{X} = 4.20$ ,  $SD = 0.410$ ).

Secondly, it is environment structuring, the overall image of this part was at a very much level ( $\bar{X} = 4.50$ ,  $SD = 0.177$ ). The lists can be described and ranked as follows: the students found a comfortable place to study was at very much ( $\bar{X} = 4.70$ ,  $SD = 0.470$ ), the students chose the location where they study to avoid too much distraction was at a very much level ( $\bar{X} = 4.60$ ,  $SD = 0.502$ ), the students knew where they can study most efficiently for online learning was at a very much level ( $\bar{X} = 4.35$ ,  $SD = 0.489$ ), and the students chose a time with few distractions for studying for their online learning was at a very much level ( $\bar{X} = 4.35$ ,  $SD = 0.489$ ).

Thirdly, it is task strategies, the overall image of this part was at a much level ( $\bar{X} = 3.93$ ,  $SD = 0.473$ ). The lists can be described and ranked as follows: the student worked extra problems in their online courses in addition to the assigned ones to master the course content was at a very much level ( $\bar{X} = 4.55$ ,  $SD = 0.510$ ), the students tried to take more thorough notes for their online courses because notes are even more important for learning online than in a regular classroom was at a much level ( $\bar{X} = 3.95$ ,  $SD = 0.604$ ), the students prepared their questions before joining discussion in class was at a much level ( $\bar{X} = 3.85$ ,  $SD = 0.670$ ), and the students read aloud instructional materials that were posted online to fight against distractions was at a fair level ( $\bar{X} = 3.40$ ,  $SD = 0.994$ ).

Next, it is time management, the overall image of this part was at a very much level ( $\bar{X} = 4.46$ ,  $SD = 0.225$ ). The lists can be described and ranked as follows: although the students did not have to attend daily classes, they still tried to distribute their studying time evenly across days was at a very much level ( $\bar{X} = 4.70$ ,  $SD = 0.470$ ), the students allocated extra studying time for their online learning because they knew it is

time demanding was at a very much level ( $\bar{X} = 4.45$ ,  $SD = 0.510$ ), and the students tried to schedule the same time every day or every week for their learning, and they observed the schedule was at a very much level ( $\bar{X} = 4.25$ ,  $SD = 0.444$ ).

Then, it is help seeking, the overall image of this part was at a very much level ( $\bar{X} = 4.25$ ,  $SD = 0.254$ ). The lists can be described and ranked as follows: the students found someone who is knowledgeable in course content so that they can consult with him or her when they need help was at a very much level ( $\bar{X} = 4.60$ ,  $SD = 0.502$ ), If needed, they tried to meet their classmate face-to-face was at a very much level ( $\bar{X} = 4.25$ ,  $SD = 0.444$ ), they were persistent in getting help from the instructor through online channel was at a much level ( $\bar{X} = 4.15$ ,  $SD = 0.489$ ), and the students share their problems with their classmates online, so they know what they are struggling with and how to solve their problems was at a much level ( $\bar{X} = 4.00$ ,  $SD = 0.648$ ).

Lastly, it is self-evaluation, the overall image of this part was at a much level ( $\bar{X} = 3.87$ ,  $SD = 0.184$ ). The lists can be described and ranked as follows: the students communicated with their classmates to find out how they were doing in their learning through face-to-face and online learning was at a fair level ( $\bar{X} = 4.10$ ,  $SD = 0.552$ ), the students communicated with their classmates to find out what they were learning that was different from what they were learning was at a much level ( $\bar{X} = 3.90$ ,  $SD = 0.640$ ), the students asked their themselves a lot of questions about the course material when studying for an online course was at a much level ( $\bar{X} = 3.85$ ,  $SD = 0.745$ ), the students summarized their learning to examine their understanding of what they have learned was at a much level ( $\bar{X} = 3.65$ ,  $SD = 0.587$ ).

**Table 13 Comparison of Self-regulated learning measurements before and after using blended learning approach (Each Part of Self-Regulated Learning)**

| No. | Contents<br>(n = 20)    | Mean<br>Score<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level     |
|-----|-------------------------|--------------------------------|-------------------------------|-----------|
| 1   | Goal Setting            |                                |                               |           |
|     | Before                  | 3.17                           | 0.135                         | Fair      |
|     | After                   | 4.43                           | 0.178                         | Very Much |
| 2   | Environment Structuring |                                |                               |           |
|     | Before                  | 3.51                           | 0.103                         | Much      |
|     | After                   | 4.50                           | 0.177                         | Very Much |
| 3   | Task Strategies         |                                |                               |           |
|     | Before                  | 2.50                           | 0.279                         | Low       |
|     | After                   | 3.93                           | 0.473                         | Much      |
| 4   | Time Management         |                                |                               |           |
|     | Before                  | 3.06                           | 0.175                         | Fair      |
|     | After                   | 4.46                           | 0.225                         | Very Much |
| 5   | Help Seeking            |                                |                               |           |
|     | Before                  | 2.70                           | 0.057                         | Fair      |
|     | After                   | 4.25                           | 0.254                         | Very Much |
| 6   | Self-Evaluation         |                                |                               |           |
|     | Before                  | 2.77                           | 0.150                         | Fair      |
|     | After                   | 3.87                           | 0.184                         | Much      |

According to the information from table 13, which are the information of each part of the students' self-regulated learning before and after the use of blended learning approach, they show that the level of goal setting after the use of teaching approach (4.43) was higher than the level before the use of teaching approach (3.17), the level of environment structuring after the use of teaching approach (4.50) was higher than the level

before the use of teaching approach (3.51), the level of task strategies after the use of teaching approach (3.93) was higher than the level before the use of teaching approach (2.50), the level of time management after the use of teaching approach (4.46) was higher than the level before the use of teaching approach (3.06), the level of help seeking after the use of teaching approach (4.25) was higher than the level before the use of teaching approach (2.70), and the level of self-evaluation after the use of teaching approach (3.87) was higher than the level before the use of teaching approach (2.77).

From the above information, it can be concluded that the students had more self-regulated learning in every part after learning through blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning. Moreover, each part of their self-regulated learning can be ranked. The students have self-regulated learning in parts of environment structuring, time management, goal setting, help seeking, task strategies, and self-evaluation respectively.

**Table 14 Comparison of Self-regulated learning measurements before and after using blended learning approach (Overall Image)**

| Test                      | n  | $\bar{X}$ | SD    | T     | Sig  |
|---------------------------|----|-----------|-------|-------|------|
| Before using the approach | 20 | 2.95      | 0.366 | 5.134 | .000 |
| After using the approach  | 20 | 4.24      | 0.277 |       |      |

According to the information from table 14, the comparison of self-regulated learning levels before and after learning English for communication course through blended learning approach was statistically analyzed. The result shows that the level of self-regulated learning after learning through the approach (4.24) was significantly higher than the level of self-regulated learning before learning through the approach (2.95) at the 0.01 level.

From the above information, this can be concluded that the students had more self-regulated learning after learning through blended learning approach for speaking skill in the context of English as a lingua franca and self-regulated learning.

### 3. Students' opinion towards learning through blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning

Research question 3: What are the students' opinions on blended learning approach for enhancing self-regulated learning and speaking skills in the context of English as a lingua franca?

For answering research question 3, the findings from the opinion questionnaires were analyzed in the first section. Then, the coding results from the questions of the interview were decoded and analyzed in the second section.

The students' opinion towards learning through blended learning approach was measured with the Linkert Scale and interpreted by using following rate.

5 = Very high level of the satisfaction towards learning through blended learning approach

4 = High level of the satisfaction towards learning through blended learning approach

3 = Fair level of the satisfaction towards learning through blended learning approach

2 = Low level of the satisfaction towards learning through blended learning approach

1 = Very low level of the satisfaction towards learning through blended learning approach

As the criteria for interpreting the students' opinion was adapted from the criteria for measuring the satisfaction on learning method of Saeheng (2017) which can be interpreted by using 5 levels as the follows:

Average 1.00–1.80 means the satisfaction towards learning through blended learning approach is at a very low level.

Average 1.81–2.60 means the satisfaction towards learning through blended learning approach is at a low level.

Average 2.61–3.40 means the satisfaction towards learning through blended learning approach is at a fair level.

Average 3.41–4.20 means the satisfaction towards learning through blended learning approach is at a high level.

Average 4.21–5.00 means the satisfaction towards learning through blended learning approach is at a very high level.

### Results from the opinion questionnaires

For this part, the opinion on learning through blended learning approach was analyzed. These are presented in the following table.

**Table 15 The opinion towards learning through blended learning approach**

| No.       | Contents<br>(N = 20)  | Mean<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level     |
|-----------|---|-----------------------|-------------------------------|-----------|
| <b>1.</b> | <b>Contents of the Approach</b>                                   |                       |                               |           |
| 1.1       | Contents are consistent with the objectives of the subject.       | 4.60                  | 0.503                         | Very High |
| 1.2       | Contents are interesting for learning.                            | 4.45                  | 0.605                         | Very High |
| 1.3       | The difficulty of contents is suitable with the level of learner. | 4.20                  | 0.523                         | High      |
| 1.4       | Contents have both theory and practice for learning.              | 4.45                  | 0.686                         | Very High |
| 1.5       | Contents support learner to learn more actively.                  | 4.40                  | 0.598                         | Very High |
| 1.6       | Contents support learner to learn more independently.             | 4.25                  | 0.639                         | Very High |
| 1.7       | Contents can be used for communication in daily life.             | 4.30                  | 0.571                         | Very High |
|           | Total   | 4.38                  | 0.138                         | Very High |

Table 15 (cont.)

| No.                                  | Contents<br>(N = 20)  | Mean<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level     |
|--------------------------------------|---|-----------------------|-------------------------------|-----------|
| <b>2. Activities of the Approach</b> |   |                       |                               |           |
| 2.1                                  | Activities are suitable with the contents for learning.                           | 4.20                  | 0.523                         | High      |
| 2.2                                  | There are various activities for learning according to learner's need.            | 4.55                  | 0.605                         | Very High |
| 2.3                                  | The types of activities stimulate learner for learning.                           | 4.15                  | 0.366                         | High      |
| 2.4                                  | Activities stimulate learner to practice.   | 4.50                  | 0.513                         | Very High |
| 2.5                                  | Activities stimulate learner to learn creatively.                                 | 4.30                  | 0.470                         | Very High |
| 2.6                                  | Activities support learner to learn actively.                                     | 4.40                  | 0.598                         | Very High |
| 2.7                                  | Activities support learner to learn independently.                                | 4.35                  | 0.587                         | Very High |
| 2.8                                  | Activities support learner to learn anywhere and anytime.                         | 4.30                  | 0.571                         | Very High |
| 2.9                                  | Activities support learner to exchange idea with others.                          | 4.45                  | 0.605                         | Very High |
| 2.10                                 | Activities support learner to learn collaboratively with the others.              | 4.60                  | 0.503                         | Very High |
| 2.11                                 | Activities support learner to use technological channels for learning.            | 4.25                  | 0.550                         | Very High |
| 2.12                                 | Activities enable learner to practice for developing English communicative skill. | 4.55                  | 0.510                         | Very High |
| Total                                |   | 4.38                  | 0.148                         | Very High |

Table 15 (cont.)

| No.                                       | Contents<br>(N = 20)   | Mean<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level     |
|---|--|-----------------------|-------------------------------|-----------|
| <b>3. Media and Tools of the Approach</b> |  |                       |                               |           |
| 3.1                                       | Media and tools are suitable for learning.   | 4.60                  | 0.503                         | Very High |
| 3.2                                       | Media and tools are variously utilized for learning.                                     | 4.25                  | 0.550                         | Very High |
| 3.3                                       | Media and tools are up-to-date   | 4.55                  | 0.510                         | Very High |
| 3.4                                       | Media and tools are easy for utilization.  | 4.40                  | 0.503                         | Very High |
| 3.5                                       | Media and tools are easily accessible for learning.                                      | 4.55                  | 0.510                         | Very High |
| 3.6                                       | Media and tools activate learner for learning.   | 4.20                  | 0.410                         | High      |
| 3.7                                       | Media and tools support learner to learn actively.                                       | 4.30                  | 0.470                         | Very High |
| 3.8                                       | Media and tools support learner to learn independently.                                  | 4.55                  | 0.605                         | Very High |
| 3.9                                       | Media and tools support learner to learn anywhere and anytime.                           | 4.35                  | 0.489                         | Very High |
| 3.10                                      | Media and tools support learner to find out and search knowledge.                        | 4.60                  | 0.503                         | Very High |
| 3.11                                      | Media and tools support learner to practice for developing English communicative skills. | 4.45                  | 0.510                         | Very High |
| Total                                     |  | 4.44                  | 0.145                         | Very High |

Table 15 (cont.)

| No.  | Contents<br>(N = 20)  | Mean<br>( $\bar{X}$ ) | Standard<br>Deviation<br>(SD) | Level            |
|--|---|-----------------------|-------------------------------|------------------|
| <b>4. The Usefulness of the Approach for Developing English Speaking Knowledge and Skill in the Context of English as a Lingua Franca.</b> |   |                       |                               |                  |
| 4.1  | Learning through this approach enables the learner to know and understand about the variety of English speaking in the real world.                          | 4.10                  | 0.447                         | High             |
| 4.2  | Learning through this approach enable the learner to be aware of the variety of English speaking in the real world.   | 4.60                  | 0.503                         | Very High        |
| 4.3  | Learning through this approach enable the learner to be more confident about English speaking without too much reference to the norm of the native speaker. | 4.55                  | 0.510                         | Very High        |
| 4.4  | Learning through this approach enables the learner to know how to communicate in English language without too much worrying about grammatical rule.         | 4.50                  | 0.513                         | Very High        |
| 4.5  | Learning through this approach enable the learner to know and understand about cultural exchange through different and various uses of English language.    | 4.30                  | 0.571                         | Very High        |
| Total  |   | 4.41                  | 0.207                         | Very High        |
| <b>Total of Overall Image</b>  |   | <b>4.40</b>           | <b>0.029</b>                  | <b>Very High</b> |

According to the information from table 15, it found that the overall image of the students' opinion towards learning through blended learning approach was positive. It was at a very high level ( $\bar{X} = 4.40$ ,  $SD = 0.029$ ). When each part of the opinion was analyzed, it can be described as the following information.

Firstly, it is the contents of the approach. The overall image of the students' opinion on this part was positive. It was at a very high level ( $\bar{X} = 4.38$ ,  $SD = 0.138$ ). The lists can be described and ranked as follows: contents are consistent with the objectives of the subject was at a very high level ( $\bar{X} = 4.60$ ,  $SD = 0.503$ ), contents are interesting for learning was at a very high level ( $\bar{X} = 4.45$ ,  $SD = 0.605$ ), contents have both theory and practice for learning was at a very high level ( $\bar{X} = 4.45$ ,  $SD = 0.686$ ), contents support learner to learn more actively was at a very high level ( $\bar{X} = 4.40$ ,  $SD = 0.598$ ), contents can be used for communication in daily life was at a very high level ( $\bar{X} = 4.30$ ,  $SD = 0.571$ ), contents support learner to learn more independently was at a very high level ( $\bar{X} = 4.25$ ,  $SD = 0.639$ ), the difficulty of contents is suitable with the level of learner was at a high level ( $\bar{X} = 4.20$ ,  $SD = 0.523$ ).

Secondly, it is the activities of the approach. The overall image of the students' opinion on this part was positive. It was at a very high level ( $\bar{X} = 4.38$ ,  $SD = 0.148$ ). The lists can be described and ranked as follows: activities support learner to learn collaboratively with the others was at a very high level ( $\bar{X} = 4.60$ ,  $SD = 0.503$ ), there are various activities for learning according to learner's need was at a very high level ( $\bar{X} = 4.55$ ,  $SD = 0.603$ ), activities enable learner to practice for developing English communicative skill was at a very high level ( $\bar{X} = 4.55$ ,  $SD = 0.510$ ), activities stimulate learner for practice was at a very high level ( $\bar{X} = 4.50$ ,  $SD = 0.513$ ), activities support learner to exchange idea with the others was at a very high level ( $\bar{X} = 0.45$ ,  $SD = 0.605$ ), activities support learner to learn actively was at a very high level ( $\bar{X} = 4.40$ ,  $SD = 0.598$ ), activities support learner to learn independently was at a high level ( $\bar{X} = 4.35$ ,  $SD = 0.587$ ), activities stimulate learner to learn creatively was at a very high level ( $\bar{X} = 4.30$ ,  $SD = 0.470$ ), activities support learner to learn anywhere and anytime was at a very high level ( $\bar{X} = 4.30$ ,  $SD = 0.571$ ), activities support learner to use technological channels for learning was at a very high level ( $\bar{X} = 4.25$ ,  $SD = 0.550$ ), activities are suitable with the contents for

learning was at a high level ( $\bar{X} = 4.20$ ,  $SD = 0.523$ ), the difficulty of contents is suitable with the level of learner was at a high level ( $\bar{X} = 0.15$ ,  $SD = 0.366$ ).

Next, it is media and tools of the approach. The overall image of the students' opinion on this part was positive. It was at a very high level ( $\bar{X} = 4.44$ ,  $SD = 0.145$ ). The lists can be described and ranked as follows: media and tools are suitable for learning was at a very high level ( $\bar{X} = 4.60$ ,  $SD = 0.503$ ), media and tools support learner to find out and search knowledge was at a very high level ( $\bar{X} = 4.60$ ,  $SD = 0.503$ ), Media and tools are up-to-dated was at a very high level ( $\bar{X} = 4.55$ ,  $SD = 0.510$ ), media and tools are easily accessible for learning was at a very high level ( $\bar{X} = 4.55$ ,  $SD = 0.510$ ), media and tools support learner to learn independently was at a very high level ( $\bar{X} = 4.55$ ,  $SD = 0.605$ ), media and tools support learner to practice for developing English communicative skills was at a very high level ( $\bar{X} = 4.45$ ,  $SD = 0.510$ ), media and tools are easy for utilization was at a high level ( $\bar{X} = 4.40$ ,  $SD = 0.503$ ), media and tools support learner to learn anywhere and anytime was at a very high level ( $\bar{X} = 4.35$ ,  $SD = 0.489$ ), media and tools support learner to learn actively was at a very high level ( $\bar{X} = 4.30$ ,  $SD = 0.470$ ), media and tools are variously utilized for learning was at a very high level ( $\bar{X} = 4.25$ ,  $SD = 0.550$ ), media and tools activate learner for learning was at a high level ( $\bar{X} = 4.20$ ,  $SD = 0.410$ ).

Finally, it is the usefulness of the approach for developing English speaking knowledge and skill in the context of English as a lingua franca. The overall image of the students' opinion on this part was positive. It was at a very high level ( $\bar{X} = 4.41$ ,  $SD = 0.207$ ). The lists can be described and ranked as follows: learning through this approach enable the learner to be aware of the variety of English speaking in the real world was at a very high level ( $\bar{X} = 4.60$ ,  $SD = 0.503$ ), learning through this approach enable the learner to be more confident about English speaking without too much reference to the norm of native speaker was at a very high level ( $\bar{X} = 4.55$ ,  $SD = 0.510$ ), learning through this approach enables the learner to know how to communicate in English language without too much worrying about grammatical rule was at a very high level ( $\bar{X} = 4.50$ ,  $SD = 0.513$ ), learning through this approach enable the learner to know and understand about cultural exchange through different and various uses of English language was at a very high level

( $\bar{X} = 4.30$ ,  $SD = 0.571$ ), learning through this approach enables the learner to know and understand about the variety of English speaking in the real world was at a high level ( $\bar{X} = 4.10$ ,  $SD = 0.447$ ).

According to the above information, it indicates that the overall image of the students' opinion towards learning through blended learning approach was positive. All parts of the opinion were at a very high level.

### Results from the semi-structured interview

For this part, the semi-structured interview was implemented to elicit the students' opinion on learning through blended learning approach. All participants were inquired the questions to give in-depth information. The data were organized according to ten interview questions. For the first interview question "What do you think about this teaching approach?", it could be decoded from the students' opinion as the following information.

**Table 16 The opinion about the implementation of blended learning approach**

| No. | Answers<br>(Examples from all responses<br>of the students)  | Student<br>Code | Opinion<br>Interpretation            |
|-----|--|-----------------|--------------------------------------|
| 1   | I like this teaching approach, and I think it is better than traditional approach.   | S5              | Favoring the teaching approach       |
| 2   | I think that this teaching approach is suitable with learning in current era in which technology plays an important role in many sections.                             | S7              | Being suitable with current learning |
| 3   | From learning through this teaching approach, I have been promoted to learn by self-study under the teacher's guideline and suggest which is a good thing of learning. | S16             | Promoting self-study                 |

Table 16 (cont.)

| No. | Answers<br>(Examples from all responses<br>of the students)  | Student<br>Code | Opinion<br>Interpretation                                 |
|-----|--|-----------------|---|
| 4   | Learning through this teaching approach is not only limited to learn in the classroom but it supports me to learn by various channels.   | S10             | Supporting learning<br>from various channels              |
| 5   | I think that this teaching approach is a good learning approach because I was supported to search information through online channel and supported to practice by doing activities in the classroom. | S18             | Supporting self-study<br>and practice in the<br>classroom |
| 6   | Learning via online is considered a useful learning approach but I sometimes suffered a problem when internet signal was not stable.   | S3              | Suffering a problem<br>from unstable internet<br>signal   |
| 7   | It is an interesting learning approach, but not good internet signal affected my learning because I could not hear what the teacher was describing.  | S11             | Suffering a problem<br>from unstable internet<br>signal   |

According to the decoded information from the table 16, it can be concluded that the students mostly stated that this learning approach is useful for learning. Educational technology played an essential role for learning in the current era. The approach was better than traditional learning method because learners were not only limited to learn in the classroom, they were also promoted to learn by self-study (S5, S7, and S16). This learning way supported learners in searching for information or knowledge from various channels through online platform (S10). Besides, this approach was also used to practice through activities in the classroom (S18).

However, some of the students were concerned about the low internet signal that brought about a problem (S3). Learning via online channel with unstable internet signal affected learning because it was difficult to hear what was conveyed clearly (S11).

For the second interview question “Does this teaching approach based on blended learning help you for English speaking learning and practice? If so, how?”, it could be decoded from the students’ opinion as the following information.

**Table 17 The opinion about English speaking learning and practice through blended learning approach**

| No. | Answers<br>(Examples from all responses<br>of the students)  | Student<br>Code | Opinion<br>Interpretation                         |
|-----|--|-----------------|---|
| 1   | Yes, I was promoted to learn and practice in English speaking through interesting activities.  | S2              | Being promoted by interesting activities          |
| 2   | Of course, I was emphasized and trained to speak English inside and outside the classroom.   | S8              | Being emphasized and trained to practice          |
| 3   | Right, I had more chance to learn and practice in English speaking via internet and activities in the classroom.   | S15             | Having more chances to learn and practice         |
| 4   | It enabled me to have more chance to learn and practice, not only in the classroom.  | S6              | Having more chances to learn and practice         |
| 5   | Yes, it supported me to learn how to speak English and practice with other students in the classroom.  | S13             | Being supported to practice with other students   |
| 6   | It was useful for English speaking development, but unstable internet signal was a problem for learning and practice.  | S3              | Suffering a problem from unstable internet signal |
| 7   | Yes, I was supported to learn and practice, but low internet signal was a problem, I sometimes had to move to another place in which internet signal was better. | S16             | Suffering a problem from unstable internet signal |

According to the decoded information from table 17, it can be concluded that the students mostly expressed that this approach could be utilized for learning and practicing English speaking. It promoted the students to learn and practice English communication, especially, speaking skill both inside and outside the classroom (S2 and S8). This approach supported the students to learn and practice English speaking more through internet network (S15). Obviously, the approach enabled them to have more chances to learn and practice for enhancing their English speaking skills (S6 and S13).

As part of the problem, some student stated that it was an unstable internet signal which affected learning and practicing English speaking skills via this learning approach in sometimes (S3). From this problem, it needed to move to another place in which the internet signal was better (S16).

For the third interview question “Is this teaching approach appropriate for English speaking learning and practice? If so, how?”, it could be decoded from the students’ opinion as the following information.

**Table 18 The opinion about the suitability of using blended learning approach for learning and practicing English speaking skills**

| No. | Answers<br>(Examples from all responses of the students)   | Student Code | Opinion Interpretation                               |
|-----|--|--------------|--|
| 1   | Yes, it was very suitable because I was promoted to learn and practice from various channel.                                 | S15          | Promoting learning and practice by various channels. |
| 2   | I think that this was suitable because I had more chance to learn and speak English.   | S16          | Promoting more chances to learn and speak English    |
| 3   | Right, it was quite suitable since I was supported to do activities about English speaking with my friends in the classroom. | S4           | Supporting English speaking                          |

Table 18 (cont.)

| No. | Answers<br>(Examples from all responses of the students)  | Student<br>Code | Opinion<br>Interpretation   |
|-----|---|-----------------|---|
| 4   | This teaching approach was suitable because chance for practice in part of English speaking is very important to develop this skill.    | S6              | Having chance to speak English  |
| 5   | In my opinion, this teaching approach was suitable since it motivated me to learn and practice through face-to-face and online learning | S10             | Motivating learning and practice by interesting learning and activities |
| 6   | It might be more suitable for the students who have good English skill.   | S3              | Being more suitable for the students having good English skills         |
| 7   | It was quite suitable, but I had to pay more attention otherwise I might not understand.  | S11             | Being necessary to pay more attention                                   |

According to the decoded information from the table 18, it can be concluded that the most of students gave their point of view that this approach was suitable for learning and practicing English speaking skills. It supported the students to learn how to speak English from various media, and they also had numerous opportunities to speak English (S15 and S16). The approach supported learners to practice English speaking by doing activities which was very important part to develop this skill (S4 and S6). Moreover, some of them also mentioned that the combination between face-to-face and online learning was a good learning approach to practice English speaking skill (S10).

However, it was specified that this learning approach might be suitable for the people who have enough basic English skill rather than the people who have very low English skill (S3). Some of the students also stated that they had to pay more attention for learning

and practicing English speaking skills via this learning approach otherwise learning problem may take place (S11).

For the fourth interview question “Does this teaching approach based on blended learning enable you to develop your English speaking in the context of English as a lingua franca? If so, how?”, it could be decoded from the students’ opinion as the following information.

**Table 19 The opinion about the implementation of blended learning approach for developing speaking English as a lingua franca**

| No. | Answers<br>(Examples from all responses<br>of the students)  | Student<br>Code | Opinion Interpretation                                      |
|-----|--|-----------------|---|
| 1   | Of course, I have perceived about the varieties of using English in the real world from learning through this teaching approach.     | S6              | Perceiving about the varieties of English in the real world |
| 2   | Yes, this teaching approach provided me with media presenting the differences of using English for communication in each area.       | S15             | Being presented about the differences in using English      |
| 3   | Right, it emphasized me to pronounce correctly and clearly, not emphasized me to pronounce like the native speakers.                 | S4              | Being emphasized to pronounce correctly and clearly         |
| 4   | Initially, grammatical correctness was not too much emphasized in English speaking, I was emphasized to speak and speak.             | S10             | Being emphasized in speaking, not too much grammar          |
| 5   | Yes, it supported me to not worry too much about accent and grammatical correctness since the most important thing is understanding. | S11             | Being supported to not worry about accent and grammar       |
| 6   | I was developed, but not much since I was poor in English.   | S3              | Being developed, but not much                               |
| 7   | Although, I was not developed much, but it was better than past time and I dared to speak English more.                              | S16             | Being developed, but not much                               |

According to the decoded information from the table 19, it can be concluded that the students mostly stated that learning through this approach enabled the students to develop speaking English as a lingua franca. This approach provided the students with the media that presented various English communication around the world in which English was differently spoken (S6 and S15). Last time, the students were emphasized in utterance like English native speakers. Moreover, English grammatical correctness was much emphasized. For learning English through this approach, it was quite different, the students could learn and practice without too much reference to the native speakers who use English as the first language (S4). Mutual understanding was emphasized rather than copying the accent from some group of speakers (S10). They learned and practiced without worrying about accent and too much restricted grammatical correctness (S11).

Some part of students specified that they were developed to speak English as a lingua franca, but it was not very much because they were very poor in English skills (S3). However, their English speaking skills were better than in the past. Also, they dared to speak English more (S16).

For the fifth interview question “Do you think something else should be added in this teaching approach based on blended learning? If so, what?”, it could be decoded from the students’ opinion as the following information.

**Table 20 The opinion about anything that should be added or improved in blended learning approach**

| No. | Answers<br>(Examples from all responses of the students)   | Student<br>Code | Opinion<br>Interpretation                     |
|-----|--|-----------------|---|
| 1   | Game and entertainment activities should be more added for decreasing stressfulness and increasing excitement in learning. | S8              | Adding more game and entertainment activities |
| 2   | I think that question answering activity is an interesting thing for learning motivation and activation.                   | S17             | Adding question–answer activity               |

Table 20 (cont.)

| No. | Answers<br>(Examples from all responses of the students)   | Student<br>Code | Opinion<br>Interpretation        |
|-----|--|-----------------|----------------------------------|
| 3   | In my point of view, this teaching approach is quite good and interesting, so it is unnecessary to be added.   | S18             | Being unnecessary to add         |
| 4   | Not at all, this learning approach is quite suitable for learning and practice.  | S4              | Being suitable for learning      |
| 5   | In overall picture, I think that no anything must be added in this teaching approach.  | S20             | Being unnecessary to be add      |
| 6   | In fact, it is unnecessary to be improved because learning through this teaching approach supported me to learn anywhere and anytime.                                  | S9              | Being unnecessary to be improved |
| 7   | I think that this teaching approach is quite suitable and interesting for learning in which the students had more opportunities for English practice in the classroom. | S12             | Being effective for learning     |

According to the decoded information from the table 20, it can be concluded that a few of students expressed that somethings should be added or improved in the approach. Some students indicated that some activities should be more added. For example, game should be more used for increasing excitement in learning. Also, entertainment activity should be more added to decrease stressfulness from learning (S8). Besides, question answering activity for a special point is an interesting thing which should be applied for motivating and activating the students' learning (S17).

As the most of students, they specified that there is nothing that has to be added or improved because this approach was quite suitable for their learning and practice (S18, S4, and S20). The reason was that this approach supported both inside and outside learning. The students could learn anywhere and anytime (S9). Part of the activities in the

classroom, they were quite interesting which motivated the students to learn and practice English skills (S12).

For the sixth interview question “Do you feel worried about learning through this teaching approach based on blended learning in your English speaking learning and practice? If so, how?”, it could be decoded from the students’ opinion as the following information.

**Table 21 The opinion about anxiety in part of English learning and practice through blended learning approach**

| No. | Answers<br>(Examples from all responses<br>of the students)   | Student<br>Code | Opinion<br>Interpretation                              |
|-----|---|-----------------|--|
| 1   | No, I was quite familiar with using online platform in learning, so it was not too difficult for me.  | S12             | Being not worried about online learning                |
| 2   | I did not concern about it because I usually use online channel.  | S20             | Being not worried about online learning                |
| 3   | Initially, I concerned about learning via online because I was unfamiliar with learning it, but afterwards I quite did not worry about it.  | S7              | Worrying about online learning at first but not later  |
| 4   | At first, I worried since I thought it would be difficult to learn and practice English speaking by online channel, but I found that it was easy and useful for learning and practicing English speaking. | S14             | Worrying about online learning at first, but not later |
| 5   | In the beginning, I quite worried about it because I was unfamiliar with online learning, but after I learned through this channel, I thought it was a good learning channel.                             | S9              | Worrying about online learning at first, but not later |

Table 21 (cont.)

| No. | Answers<br>(Examples from all responses<br>of the students)   | Student<br>Code | Opinion<br>Interpretation                                 |
|-----|---|-----------------|---|
| 6   | Yes, I worried about the use of online channel for learning since some tool and internet signal were not ready. | S5              | Worrying about the readiness of tool and internet network |
| 7   | Yes, I concerned about the readiness of equipment and internet network.   | S3              | Worrying about the readiness of tool and internet network |

According to the decoded information from table 21, it can be concluded that the students mostly stated that they initially quite concerned about learning via online, but they did not concern about it later. They thought that it would be difficult to understand the content by online learning. These students worried that they might not be able to adequately concentrate or focus on the content. However, afterward, these students did not worry about it (S7). They found that online could be utilized to fulfill learning. The students could learn and practice in part of English speaking (S14). Some of them also expressed that this is a good learning channel (S9). As a group of the students, they did not have any problem for learning through blended learning approach since they were familiar with learning via online channel (S12 and S20).

As another part of the students, this indicated that this group of students quite concerned about the readiness of equipment and internet signal (S5). Some of them had to connect internet network at their friends' houses or their university (S3).

For the seventh interview question "Do you feel more active after English speaking learning and practice through this teaching approach based on blended learning? If so, how?", it could be decoded from the students' opinion as the following information.

**Table 22 The opinion about activeness after learning and practicing English speaking through blended learning approach**

| No. | Answers<br>(Examples from all responses<br>of the students)   | Student<br>Code | Opinion<br>Interpretation    |
|-----|---|-----------------|------------------------------|
| 1   | Yes, I think that I feel more active after I have been promoted to plan for my learning, which led to more systematic learning.   | S1              | Feeling more active          |
| 2   | Right, I feel that learning through this teaching approach made me learn more actively, in which I was necessary to have more responsibility for learning.  | S19             | Feeling more active          |
| 3   | This teaching approach supported me to learn by self-study, I needed to manage time and plan for learning, so it makes me feel more active.   | S15             | Feeling more active          |
| 4   | In the classroom, I was often stimulated to do activities to learn and practice which supported me to learn actively.   | S4              | Feeling active               |
| 5   | Yes, I feel active after learning through this teaching approach because I needed to understand some contents by self-study through internet platform before attending the classroom for learning and practice. | S18             | Feeling active               |
| 6   | I feel that learning through this teaching approach makes me more active but not much since I am very poor in English skill.  | S3              | Feeling active, but not much |
| 7   | Yes, this teaching approach enables me to be more active, but my English skill is not good, so it is not much.  | S11             | Feeling active, but not much |

According to the decoded information from the table 22, it can be concluded that the majority of the students felt more active after learning and practicing English speaking through blended learning approach. The reasons were that the students were promoted and trained to plan for their learning (S1 and S15). They needed to search contents through internet platform and understand them before discussion and practice with their peers and teacher in the classroom (S18). For learning in the classroom, the students were often activated to do activities for practicing English speaking (S4). From learning through this approach, they needed to have more accountability to manage their time for learning and practice (S19).

As some students, they felt more active after learning and practicing English through the approach, but it was not much. These students specified that the main reason was their poor English skills (S3 and S11).

For the eighth interview question “Do you feel that this teaching approach based on blended learning helps you to be a self-regulated learner? If so, how?”, it could be decoded from the students’ opinion as the following information.

**Table 23 The opinion about being self-regulated learner from learning through blended learning approach**

| No. | Answers<br>(Examples from all responses of the students)  | Student<br>Code | Opinion<br>Interpretation                           |
|-----|---|-----------------|---|
| 1   | In my opinion, it enabled me to learn and practice by myself because I was trained to plan and manage what I learned. (Student No. 19)                                      | S8              | Being supported and practice to learn by themselves |
| 2   | I think that I can control my learning rather than last time because this teaching approach supported me to plan and manage time in each learning part. (Student No. 08)    | S19             | Being supported for self-control                    |
| 3   | Yes, I feel that it makes me have more responsibility for learning since assignments needed to be finished on time, otherwise they could not be submitted. (Student No. 12) | S12             | Being supported to have more responsibility         |

Table 23 (cont.)

| No. | Answers<br>(Examples from all responses of the students)  | Student<br>Code | Opinion<br>Interpretation                   |
|-----|---|-----------------|---|
| 4   | It supported me to know how to plan and manage my learning, so I feel that I have more responsibility. (Student No. 04)   | S4              | Being supported to have more responsibility |
| 5   | Yes, I feel that this teaching approach promotes me to control myself for learning, definitely, I needed to have more disciplinary and accountability. (Student No. 20) | S20             | Being promoted for self-control             |
| 6   | Yes, it is a good teaching approach which supports me to have more responsibility, but not much. (Student No. 03)   | S3              | Having more responsibility, but not much    |
| 7   | I think that motivation and guidance for learning should be more increased, however, this teaching approach enabled me to learn more independently. (Student No. 11)    | S11             | Being supported to learn more independently |

According to the decoded information from the table 23, it can be concluded that the students mostly stated that they felt that they became self-regulated learner from learning through blended learning approach. They were promoted to plan what they learned. The students needed to manage time for self-study, learning in the classroom, and practice etc. (S8 and S19). In part of assignments by the instructor, the students had to submit them on time. If any work was submitted late, it could not be submitted later (S12). Therefore, they needed to have more disciplines and responsibilities for completing these assignments (S4 and S20).

As some students, they specified that this approach was quite good. It enabled them to have more responsibility, but it was not much (S3). Some of them stated that they need to be more motivated and guided in their learning (S11).

For the ninth interview question “Does this teaching approach based on blended learning support you to learn independently anywhere and anytime? If so, how?”, it could be decoded from the students’ opinion as the following information.

**Table 24 The opinion about learning independence through blended learning approach**

| No. | Answers<br>(Examples from all responses of the students)  | Student<br>Code | Opinion<br>Interpretation                    |
|-----|---|-----------------|--|
| 1   | Yes, I feel that this teaching approach supported me to learn more independently because I could learn anywhere and anytime by using various learning channels. | S12             | Being supported to learn more independently  |
| 2   | Right, I could learn independently, especially, learning through various learning channels.   | S18             | Being supported to learn independently       |
| 3   | It made me learn independently by learning both inside and outside the classroom, and chatting with teacher and friends via chatting program.                   | S4              | Being supported to learn independently       |
| 4   | I could learn independently from attending activities in the classroom and learn the contents via websites.   | S6              | Being supported to learn independently       |
| 5   | Yes, I sometimes did not attend the classroom, but I could learn outside the classroom via internet under the teacher’s suggestion.                             | S14             | Being supported to learn independently       |
| 6   | This teaching approach promoted me to learn independently, but I suffered the problem from poor internet signal.  | S3              | Suffering from poor internet signal          |
| 7   | It supported me to learn independently, but I sometimes was interrupted from noise around the area that I live.   | S16             | Being interrupted from noise around the area |

According to the decoded information from the table 24, it can be concluded that the students mostly indicated that blended learning approach numerously supported them to learn more independently. These students could learn anywhere and anytime through various learning channels (S12 and S18). They sometimes did not attend the classroom, but they could learn outside the classroom through related websites under the teacher's suggestion (S6 and S14). Besides, the students could chat with teacher and friends about the contents via chatting program (S4).

However, several students stated that they could learn more independently, but they sometimes encountered with some problems. Poor internet signal was a problem of learning through online channel (S3). Moreover, noise in some areas interrupted them while learning (S16).

For the tenth interview question "Does this teaching approach based on blended learning support you to be aware of the use of English in the real world? If so, how?", it could be decoded from the students' opinion as the following information.

**Table 25 The opinion about awareness of using English in the real world through blended learning approach**

| No. | Answers<br>(Examples from all responses<br>of the students)   | Student<br>Code | Opinion<br>Interpretation                               |
|-----|---|-----------------|---|
| 1   | Yes, this learning approach makes me more aware of the use of English in the real world through media provided by the teacher.                          | S1              | Making awareness of using English in the real world     |
| 2   | This teaching approach supported me to be aware of the use of English in the real world by presenting the variety of speaking English around the world. | S17             | Supporting awareness of using English in the real world |
| 3   | Yes, it makes me perceive that I do not have to refer to the native speakers too much, I just emphasize correct and clear pronunciation.                | S10             | Emphasizing correct and clear pronunciation             |

Table 25 (cont.)

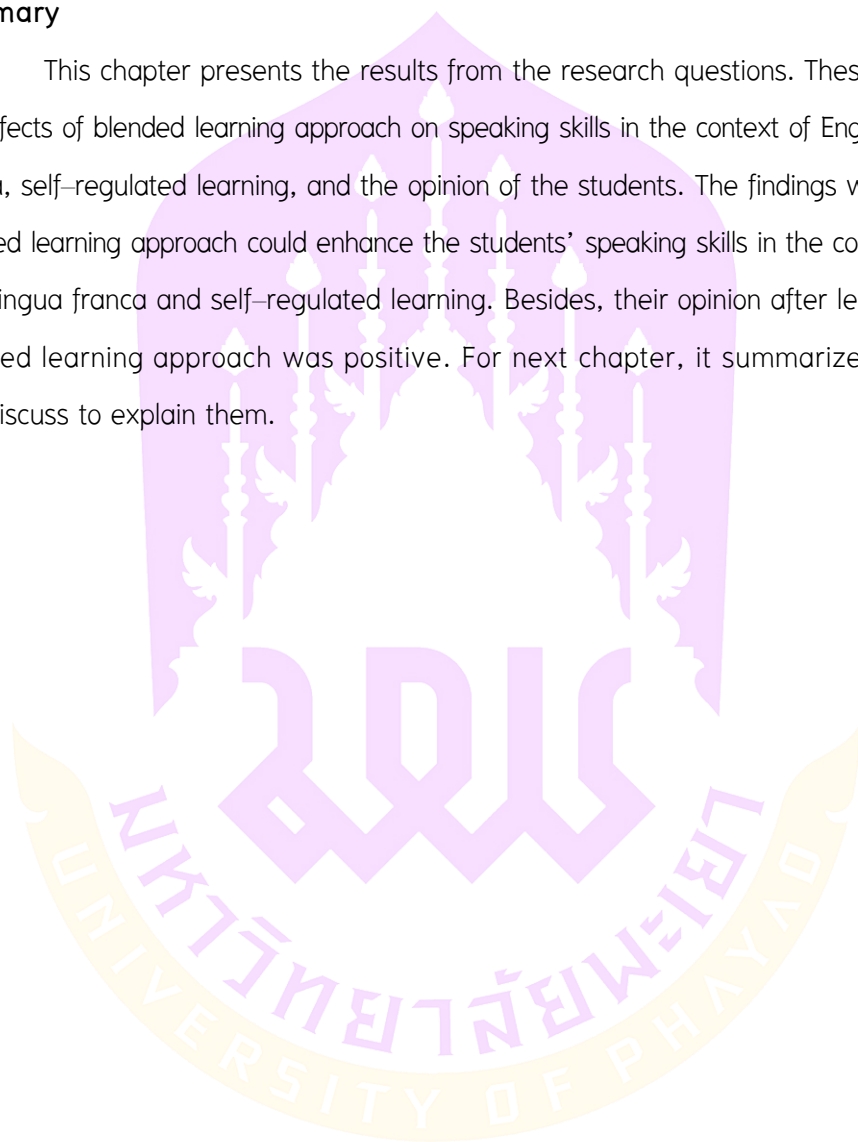
| No. | Answers<br>(Examples from all responses<br>of the students)  | Student<br>Code | Opinion<br>Interpretation                               |
|-----|--|-----------------|---|
| 4   | I was supported to be aware of the variety of speaking English in the real world in which I can speak English with my own culture.                         | S5              | Supporting awareness of the variety of speaking English |
| 5   | Learning by this approach, I realize that the difference of using English should be accepted since language is used for communication, not classification. | S18             | Realizing the difference of using English               |
| 6   | In fact, it makes me aware of the difference of using English in each area, however, I would like to use English like the native speakers.                 | S6              | Wishing to use English like the native speakers         |
| 7   | It enables me to know about the variety of using English in the real world, but I would like to speak English like the native speakers.                    | S15             | Wishing to speak English like a native speaker          |

According to the decoded information from the table 25, it can be concluded that the students were mostly aware of the use of English in the real world through blended learning approach. These students expressed that they were supported to learn how to use English for communication in the real world via various media that presented the different uses of this language in each area around the world (S1 and S17). They more realized that the people should accept the variety and the difference of using English because the main purpose of using the language is communication which is not classification (S18). Learning through this approach made them feel more confident in using English for communication since they have perceived that English users do not have to refer to the native speakers too much (S10). The use of English in their cultures was possible, they just emphasize correct and clear pronunciation (S5).

As another part of the students, they stated that they were aware of the use of English in the real world from learning via blended learning approach, but this group of students still wished to communicate like native speakers (S6 and S15).

### Summary

This chapter presents the results from the research questions. These results show the effects of blended learning approach on speaking skills in the context of English as a lingua franca, self-regulated learning, and the opinion of the students. The findings were found that blended learning approach could enhance the students' speaking skills in the context of English as a lingua franca and self-regulated learning. Besides, their opinion after learning through blended learning approach was positive. For next chapter, it summarizes the findings and discuss to explain them.



## CHAPTER V

### CONCLUSION

This chapter aims to summarize the findings to answer the research questions and discuss to explain and illustrate the key findings. Then, the practical recommendations and limitations are presented. Lastly, the conclusion is briefly expressed.

#### Discussion

This part of the study discusses the key findings from the data analysis. They are presented according to the research questions. It consists of three subtopics in this section: (1) the effects of using blended learning approach on Thai EFL students' speaking skills in the context of English as a lingua franca, (2) the effects of using blended learning approach on Thai EFL students' self-regulated learning, and (3) the students' opinion on blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning.

#### **1. The effects of using blended learning approach on Thai EFL students' speaking skills in the context of English as a lingua franca**

The following information is briefly described to answer the first research question: What are the effects of using blended learning approach on Thai EFL students' speaking skills in the context of English as a lingua franca?

After the students had learned through blended learning approach, the findings from pre-test and post-test of speaking skills in the context of English as a lingua franca reveal that the students' score after learning through blended learning approach (7.02) was higher than their score before learning via the approach (4.52). According to the findings, learning through blended learning approach enabled the students to enhance their speaking skills in the context of English as a lingua franca. The main reason might be that the approach consists of both face-to-face and online learning. From this point, the students had more chances to expand their perception about the varieties of English communication in the real world, and practice English speaking skills for more competence. These results were in line with the research of Stein and Graham (2014), who indicated

that students are not requested to only participate in regular classroom, but more learning access is provided. Thus, this learning approach seems to be more effective than the traditional learning approach.

According to the above findings, a possible factor of the result seems to be associated with more opportunities via online platform for perceiving and learning about the varieties of using English for communication in the real world. Besides, it is likely to be related with more opportunities to expand speaking skills through practice. Both inside and outside the classroom, the additional speaking practices might support them to apply a wider range of English features and more verbal communication. As a result, their speaking skill was markedly enhanced. This aligns with the concept of Ur (1998), which indicated that learners need to have adequate opportunity to practice speaking skills with the other learners. For successful speaking practice, learners should control their speaking practice when they are doing this learning activity, instead of having the teacher conduct all the speaking practice like in the teacher-centered approach. As the study of Kantisa (2020), it specified that the traditional teaching approach limited the students' opportunities to practice speaking skills. From this issue, they had limited chances to practice verbal exchange which was different from learning through blended learning approach. This learning way obviously expanded the students' opportunities to practice their speaking skills.

For this research, the results indicated that when the students had more chances to perceive, learn, and practice speaking skills through both face-to-face and online learning means, obviously, they were not limited to perceive, learn, and practice speaking skills in the classroom only. These students could perceive and learn about the varieties of using English in each area around the world through online platform. Mainly, the videos, which were related to the different English speaking in each territory, were guided and suggested by the teacher. Then, the students were required to learn by self-study to make understanding about the differences of speaking in parts of English as the first language, English as a second or an official language, and English as a foreign language. Also, the students learned and noticed how to speak English differently such as English speaking in America, England, India, Nigeria, and Finland etc. After each self-study, the students

would attend learning and practice in the classroom. For this learning part, the students implemented, what they have learned outside the classroom, by the teacher. Moreover, the students had chances to practice English speaking with their peers in which correct pronunciation was emphasized rather than the use of an accent like a native speaker. Thus, it is reasonable to infer that learning via blended learning approach supported the students to have more opportunities for perceiving and learning the varieties of using English in the real world, and it also supported them to have more opportunities for practicing English speaking skills. As a result, the students' speaking skills in the context of English as a lingua franca was obviously enhanced. The findings are congruent with the concept of Stein and Graham (2014), which states that applying blended learning environment seems to be advantageous to students in two parts. Firstly, this learning approach grants students learning access rather than the traditional learning approach. They are supported to participate in both regular classroom and online learning channel. Next, online learning platform also enables the students to have productive and adaptable experiences. This is the reason why students can access information or course contents anywhere and anytime as long as the internet access is still available. Hence, blended learning environment enables students to improve their speaking skills.

Another possible factor is that the students' speaking skills in the context of English as a lingua franca were developed, which might be additional opportunities for the teacher to give them immediate feedback through blended learning approach. This immediate feedback could be occurred in both face-to-face and online learning parts. From applying this teaching approach, the teacher was able to track the students' speaking skill development. The students could receive feedback both during or after their speaking practices and speaking assignments. Thus, the students' speaking skills was quite markedly enhanced. According to the concept of Stein and Graham (2014), one of the advantages of utilizing this learning approach is the process of tracking students' learning. For this research, the students received feedback from their teacher throughout the course for enhancing speaking skill. During the process, the students were assigned regarding speaking skills in which feedback were given after the assignments were accomplished. Besides, the students also received immediate feedback from the teacher when they completed

activities about speaking practices with their peers. Undoubtedly, the teacher was able to track every step of the students' speaking practices. From applying this teaching approach, the teacher was able to check and analyze the students' speaking performances for improving their speaking skills. In addition, the students also had chances to ask for suggestions from their teacher personally through online platform. Therefore, it can evidently be summarized that the combination between face-to-face and online learning of blended learning approach enabled the students to improve and enhance their speaking skills. The results of this research are in line with the research of Bataineh (2017), Kosar (2016), and Soler (2017). These researchers specify that blended learning utilization obviously yielded positive consequences in developing students' learning and skills.

## **2. The effects of using blended learning approach on Thai EFL students' self-regulated learning**

The following information are briefly explained to answer the second research question: What are the effects of using blended learning approach on Thai EFL students' self-regulated learning?

After the students had learned through blended learning approach, the findings from pre-assessment and post-assessments revealed that the level of the students' self-regulated learning after learning via blended learning approach (4.24) was higher than the level of their self-regulated learning before learning through the approach (2.95). According to the results, it can be stated that blended learning approach had an essential role for promoting the students' self-regulated learning in parts of setting learning goals, organizing learning environment, structuring learning strategies, managing learning time, seeking help for learning development, and evaluating learning outcome. These aspects were related to the concepts of Pintrich (2000) and Zimmerman (2000), they pointed out that the circle of self-regulated learning consists of three phrases which are forethought and planning, performance monitoring, and reflection on performance. In part of forethought and planning, the students are supported to set learning goals and make plans and strategies as the means for completing learning tasks. For performance monitoring, the students employ those plans and strategies to manage the tasks. As performance monitoring, the students monitor the efficacy of plans and strategies that are used for operating learning tasks.

Furthermore, the students also need to evaluate learning outcomes after the uses of plans and strategies for achieving learning tasks and completing learning goals. Then, those plans and strategies will be revised for more effectiveness.

According to the above results of using blended learning approach, the students were promoted to develop their self-regulated learning. The findings were consistent with the study of Stein and Graham (2014), it indicated that this learning method encouraged the students to learn by self-control. As the research of Uz and Uzan (2018), this specified that the students' self-regulated learning could be enhanced through blended learning environment. These students need to have strategies for completing their learning goals, interaction with other people for obtaining knowledge, and evaluation for task improvement. From traditional learning to blended learning, this change seemed to be an essential primary factor learning to those learning aspects. Learning through blended learning means, in which face-to-face and online learning are combined, stimulated the students to learn more enthusiastically than traditional approach. As part of the learning procedure via blended learning environment, the students received some information and initial knowledge by online platform, and expanded their knowledge by face-to-face learning in the classroom. This means that the students learned from the teacher's description, and they also learn by themselves by utilizing various activities and resources. Before learning in the classroom, the students needed to search for information from suggested and related resources, and understand about the contents. Then, in the classroom, the knowledge was reviewed and expanded by the teacher's description, group discussion, and another related learning activity. These results were associated with Stein and Graham (2014), they specified that the students were stimulated to be more active learners after participating in learning through blended learning environment. These students were motivated and engaged in learning by various learning channels. The students did not only learn in the classroom, they could also learn anywhere and anytime.

From the above learning means, the students needed to accept more self-discipline and accountability for their learning. These students were required and trained to set goals what were needed to know and understand, structure environments for activating more learning, apply strategies for choosing effective approaches for completing tasks,

manage times for achieving tasks by specified durations, seek help from teacher or peers or knowledgeable people for making more comprehension regarding related information or contents, and evaluate employed strategies and obtained learning outcomes for revision. Not surprisingly, they needed to have adequate responsibility for operating and accomplishing these things. This consequence was consistent with the study of Banditvilai (2016), it pointed out that the students, who studied through blended learning environment, were guided and suggested regarding the means to obtain information or knowledge by their teachers, however, they had to take responsibility for searching information or knowledge and initially make understanding about the contents before attending the classroom. For participating in the classroom, each content was reviewed and explained by the teacher, and the students discussed it with their teacher and peers. Certainly, the students are necessary to specify and apply strategies for accomplishing their learning goals, interact with knowledgeable people to receive knowledge, and evaluate learning outcomes for revision and better learning outcomes. As the research of Liu (2016), it also indicated that blended learning means promoted the students to be responsible for their learning. From learning through this approach, they were essential to make a decision for selecting the contents, plan for gaining information, and operate according to the plan by themselves before being supplemented with knowledge by the teacher. Obviously, learning through blended learning environment supported the students to learn by self-control in which they needed to take responsibility for accomplishing their learning goals. The students had to set their learning purposes, specify learning plans, and operate according to the plans for completing their learning goals.

### **3. The students' opinions on learning through blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning**

The following information is briefly explained to answer the third research question: What are the students' opinions on learning through blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning?

According to this research question, two findings regarding the students' opinions towards learning through blended learning approach for enhancing speaking skills in the context of English as a lingua franca and self-regulated learning which included the findings from the questionnaires and the interviews.

### **3.1 The students' opinions on learning through blended learning approach for enhancing speaking in the context of English as a lingua franca and self-regulated learning from the questionnaires**

After the students had learned through blended learning approach, the findings revealed that their opinion towards this approach was positive (4.40). According to the results, these might be associated with unlimited learning which is quite different from the traditional learning approach. It is well-known that the traditional learning approach normally focuses on the teacher's role. Moreover, this type of learning is mostly limited to learning in the classroom only. These problems were related to the study of Selinger (2008). It indicated that the problem of traditional learning method is focusing on teacher-center in which learning is quite limited. The students are not adequately motivated to interact with learning. As the research of Lui & Long (2014), this specified that the traditional learning method mainly emphasizes learning in the classroom. The problem is that students will not be enough motivated to expand their knowledge outside the classroom. Outstandingly, blended learning approach is quite different. This learning method is the combination between face-to-face and online learning. Obviously, the students have more chances to learn and expand their knowledge both inside and outside the classroom.

In this study, the strengths of both face-to-face and online learning were combined and applied to promote the students' learning. The results indicated that blended learning approach emphasized the student's role rather than the teacher's role in learning. The students seemed to be supported and stimulated to learn more actively and independently through the contents, activities, and media and tools of the approach. These students were promoted to expand their knowledge and skills which they were able to learn and practice anywhere and anytime. Outstandingly, from this learning aspect, they were essential to have adequate responsibility for their learning and practice. The findings also showed the effects of improving and enhancing speaking skills in the context of

English as a lingua franca via perception and practice both inside and outside the classroom. This might be related to mixing of the strengths of both face-to-face and online learning. The students were promoted to learn, perceive, and practice the use of the variety of English in the real world by using related technological channels, and expand the knowledge and skills through learning and practice with their peers in the classroom. They showed a positive response associating with blended learning approach in terms of satisfactions with its contents, activities, and media and tools that promoted them to learn independently and responsibly. Besides, these students were satisfied with learning and practice through face-to-face and technological channels. These findings are associated with the study of Al-Saai, et al. (2011), it indicated that blended learning environment increased more recognition and acceptance which enabled the students to improve their learning ability. For the research of Banditvilai (2016), it specified that blended learning environment is beneficial to develop the students' language skills. Moreover, they were motivated to learn through this type of learning. As the research of Soliman (2014), it insisted that the use of blended learning approach enhanced the students' English skills, and it also stimulated their independent learning. The results indicated that blended learning approach was an important tool supplementing traditional English learning. This learning environment enhanced the students' language skills and supported independent learning as well. Thus, blended learning approach could be utilized as an effective means for learning and teaching including English skill development. It promoted the students to learn via online learning channel to supplement traditional learning. They obtained more learning experiences outside the classroom through technological channel.

### **3.2 The students' opinions on learning through blended learning approach for enhancing speaking in the context of English as a lingua franca and self-regulated learning from the interviews**

According to the interviews, the consequences can be discussed in three parts: learning experience, satisfaction, and suggestion.

#### **3.2.1 Learning Experience**

This is the part about the students' learning experience from learning through blended learning approach. According to the above issue, the students mostly

expressed positive opinion regarding learning experience via the approach. They mentioned that the approach was quite beneficial for their learning experience. Particularly, their self-regulated learning and speaking skills in the context of English as a lingua franca were enhanced from learning via the approach.

Most of the students showed their opinion that blended learning approach supported the students to be able to learn both inside and outside the classroom. This approach promoted self-regulated learning so the students needed to control their learning. They were trained to have adequate accountability through the procedures of the approach. The results are congruent with the research of Akhras (2012), which indicated that blended learning approach emphasize student centered learning and self-controlled learning. The students were promoted to practice their responsibility during their learning. In the study of Soliman (2014), the findings showed that the use of blended learning approach was able to activate the students to learn independently. They needed to practice their accountability to learn via this learning environment.

Besides, most of the students stated that blended learning approach enabled them to improve their English speaking skills, including speaking skills in the context of English as a lingua franca. They could learn through traditional learning and online learning approaches. This group of students obtained more knowledge and learning experience with two ways of learning. For online learning, technological channels were utilized to perceive and learn the varieties of using English in the real world under the teacher's guidance and suggestion. As face-to-face learning, discussions were operated to expand knowledge, and learning activities were conducted to develop the speaking skills with the other students in the classroom. Moreover, it was quite flexible and interesting rather than learning by only traditional learning. The students were able to learn and practice anywhere and anytime. They were also motivated to learn and practice through various learning means. This issue was related to the research of Nagel (2009), which specified that learning with both face-to-face and online learning was an interesting method. The students were motivated to learn rather than learning in the classroom only. The results of the study were also congruent with the research of Sharma and Barret (2007), it indicated that the utilization

of technological channels enabled the students to engage in the classroom. Technological channels were obviously powerful and useful in language learning and teaching.

However, from the findings of the study, a few of the students felt inconvenient to learn via blended learning approach. Some of them expressed that it was difficult to learn through this approach since the internet signal was not stable which impacted the online learning part. These students sometimes could not hear the information described by the teacher clearly. Hence, it was difficult to understand what was transferred. Besides, a person had to connect internet network from another place to learn online. These issues are related to the study of Chen and Lu (2013), some students felt uncomfortable to learn via mixed method. These students had some problems to learn by using provided technology. Similarly, in the research of Chen and Jones (2007), a few of the students felt inconvenient and unfamiliar with online learning. These things affected them to learn through online platform.

### 3.2.2 Satisfaction

This is the part about the students' satisfaction with learning via blended learning approach. From the above issue, most of the students expressed positive opinion towards learning through the approach. These students stated that they were satisfied with both parts of self-regulated learning and speaking skills in the context of English as a lingua franca which were enhanced by learning through the approach.

Some students felt that this mixed learning approach was flexible. These students mentioned that they could learn anywhere and anytime which was convenient. A few of the students felt that they were stimulated by learning via the provided learning activities of the approach. They addressed that they were promoted to learn and practice actively. Another student specified that this learning method is beneficial since they had more opportunities to practice and received more knowledge both inside and outside the classroom. Moreover, a group of the students stated that they were motivated to learn more through online platform. According to the study of Al-Saai, et al. (2011), it described that the students reflected a positive opinion towards blended learning environment. They were able to obtain more knowledge from both inside and outside the classroom. As the

research of Albalawi (2015), it indicated that the online platform of blended learning approach positively affected the students' learning and opinion.

### 3.2.3 Suggestion

This is the part about the students' suggestions for developing the course. From this issue, some students gave suggestions regarding more interesting activities for increasing motivation in learning.

This group of students gave suggestions that interesting activities should be more added. For example, games should be used for increasing excitement in learning. Also, entertainment activities should be added to decrease stress from learning. Besides, question-answer activity for a special point is an interesting thing that should be applied for motivating and activating the students' learning. From these suggestions, technology seems to be an obvious and important means to support and implement the course. The reasons are that technology can be applied to create more interesting activities. The students can be motivated to learn by playing games or attending entertainment activities. Moreover, question-answer activity can also be supported by utilizing technological channel. In addition, this learning channel plays an important role in promoting the students to learn more independently. These points were congruent with the study of Teeley (2007), which specified that the utilization of technology is very beneficial to implement learning. Also, they were related to the research of Macdonald (2008), it indicated that technology can be used to develop and implement learning and teaching. It is also an approach to motivate and promote the students to learn independently.

### Implications of the research

This study found that online platform, which is a technological channel, seems to be a significant learning approach to implement traditional learning. It might be mentioned that both face-to-face and online learning have beneficial points that can be combined together for more effective learning. This mixed method might be beneficial for teachers or other people who are interested in applying it for learning and teaching English. However, teachers or users should recognize the learners' basic knowledge and skills, especially contents and technological channels, before designing this type of learning approach. Macdonald

(2008) explained that blended learning environment is the integration of different learning methods that are applied for more flexible learning. From this point, a teacher needs to suitably select learning activities and resources for learners. According to the study of Garrison & Vaughan (2008), it specified that the characteristics of blended learning method is mixing both traditional and online learning means. Learning by using this learning environment seemed to be challenging for some students because different learning skills might be needed for this type of learning.

In this study, the researcher combined learning activities in the classroom with online platform as the main components to develop blended learning approach. This learning approach could be applied to promote the students to become self-regulated learners and allow them to enhance their speaking skills in the context of English as a lingua franca. Firstly, the students were required to search about English communication, especially the speaking part, via websites and videos under the teacher's guidance and suggestion, and learn by self-study. They could learn anywhere and anytime including contacting and chatting with their teacher and peers through Line, Google Meet, and E-Mail. From this learning way, the students were promoted to have more accountability which was very important for learning through this learning part. Next, these students participated in the classroom to discuss what they had searched and learned before attending the classroom. Moreover, they were required to practice English speaking skills in each situation in which the varieties of using English and English speaking in the real world were emphasized. In addition, the teacher described and suggested regarding related contents and practices for implementing their knowledge and English speaking skills.

### **Recommendations of the research**

According to the results of this study, the following recommendations were made and explained regarding further research. The researcher hoped that these recommendations will guide teachers to design teaching approach based on blended learning and use it effectively. The recommendations for further research are presented as following information.

1. This study was conducted to investigate the effects of using blended learning approach towards self-regulated learning, speaking skills in the context of English as a

lingua franca, and opinions after learning through the approach of accounting students studying at That Phanom College, Nakhon Phanom University. However, a study should be operated with different groups of students in order to support their self-regulated learning and promote them in part of the varieties of English speaking. This enables teachers to improve their teaching and learning arrangement for developing their students' learning skill and English speaking skills in the real world.

2. The research should be conducted on other English skills such as listening, reading, and writing skills. It enables the students to develop their learnings and practices in parts of these English skills.

3. A comparative study should be carried out to contrast learning through teaching approach based on blended learning and learning through other teaching approaches. This comparison will show the same or different results for reflecting their weak and strong points of each approach for learning and teaching development.

4. Similar research should be conducted by using other technological channels and learning activities. It depends on the different contexts of each group of students.

5. Blended learning is quite flexible learning in which the strong points of traditional learning and online learning are combined. This type of research should be conducted in other subjects since blended learning promotes the students to learn and practice rather than description and listening. Besides, it also motivates them to learn independently. They can learn at anywhere and anytime. In addition, this type of learning allows them to increase their experience and atmosphere of various and different learning, and encourage their self-regulated learning.

## Conclusion

Education is currently more accessible via technology. Information technology also plays an essential role in terms of learning and teaching. From this point, it can be utilized for implementing traditional learning and teaching approaches for more effectiveness. This research aimed to investigate the effects of blended learning approach, which was developed by the researcher, on the students' speaking skills in the context of English as a lingua franca and self-regulated learning. According to the results of the

study, blended learning approach was useful for enhancing the students' speaking skills in the context of English as a lingua franca and self-regulated learning. For speaking skills in the context of English as a lingua franca, the students were promoted to learn the varieties of using English in the real world via online platform. Then, they were implemented by the teacher, and practiced with their peers in the classroom. As self-regulated learning, this approach supported the students to learn both inside and outside the classroom. They encouraged the students to learn anywhere and anytime in which responsibility was very important for them to learn through this environment. This approach was quite convenient because it was flexible learning. Certainly, learning should not be limited to only the classroom. The students need to be supported to learn independently under the teacher's guidance and suggestion which acts as a facilitator. In part of future studies, they might be conducted in other related areas. It is hoped that the results of this research can be a guideline for future research.

### **Limitations**

This study was conducted to develop blended learning approach and investigate its effects towards the students' self-regulated learning and speaking skills in the context of English as a lingua franca. It can be expressed that the research is useful in learning and teaching development, especially in parts of independent learning and English speaking skills for communication in the real world.

However, it has several limitations. Firstly, this study was conducted with one group of students who were studying in the program of accounting at a university. Consequently, the effects could not be generalized to other groups of students studying in different programs or institutes. Future experiments should be conducted in various groups of students in order to be generalized to other groups of students. Secondly, the students' self-regulated learning was measured by using self-report in which the results were obtained from the students' feelings. Probably, the results from measurements using this method in some cases might not be the actual level of the students' self-regulated learning. Future studies should be conducted by using another measurement to evaluate the students' self-regulated learning. Finally, this research was conducted to investigate the

effects of using blended learning approach on the students' English speaking skills only. Therefore, this approach should be developed and used to enhance other English skills as well.



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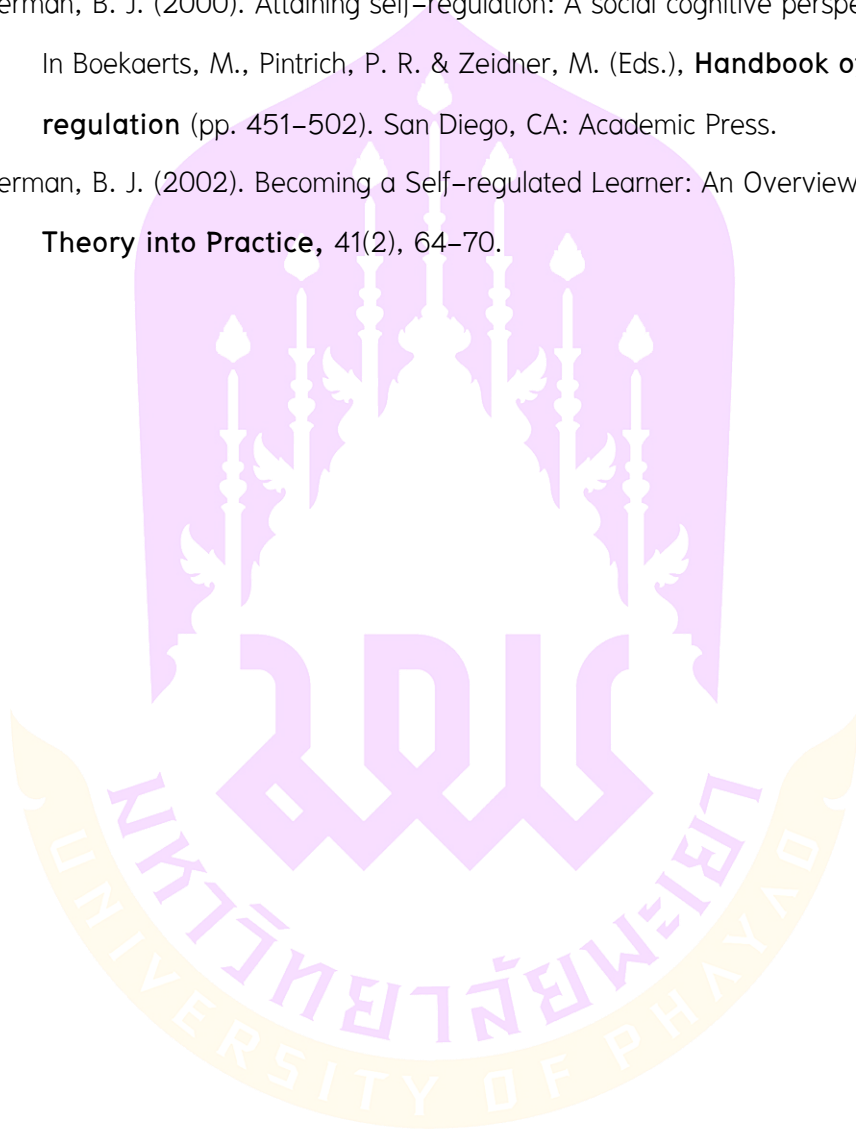
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APPENDIX

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## APPENDIX A Test of Speaking Skills in the Context of English as a Lingua Franca

### Test of Speaking Skills in the Context of English as a Lingua Franca

#### Pre-Test

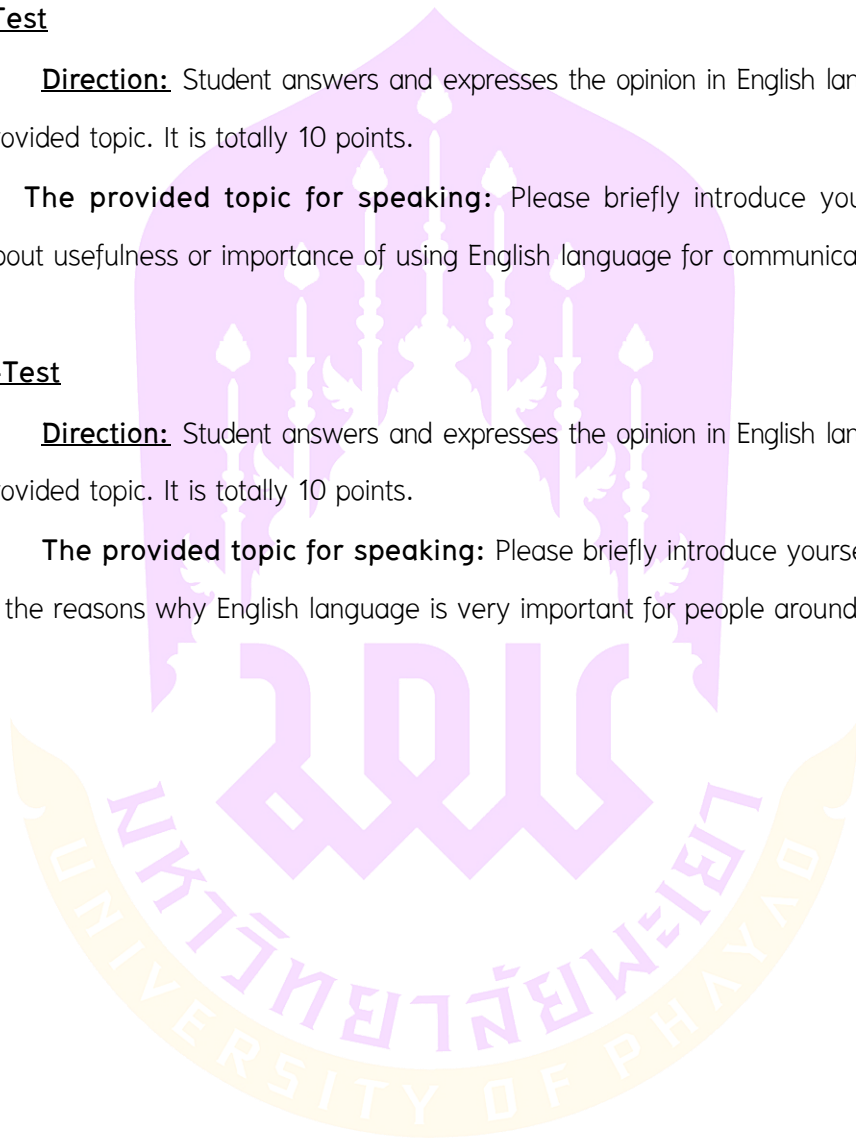
**Direction:** Student answers and expresses the opinion in English language towards the provided topic. It is totally 10 points.

**The provided topic for speaking:** Please briefly introduce yourself, and tell me about usefulness or importance of using English language for communication.

#### Post-Test

**Direction:** Student answers and expresses the opinion in English language towards the provided topic. It is totally 10 points.

**The provided topic for speaking:** Please briefly introduce yourself, and tell me about the reasons why English language is very important for people around the world.



**Rubrics of Speaking Skills in the Context of English as a Lingua Franca**

| <b>Score</b> | <b>Delivery</b>  | <b>Language Use</b>   | <b>Topic Development</b>  |
|--------------|--|---|---|
| <b>9–10</b>  | Information is clearly and fluently spoken with no mistake or minor mistake. The response is highly intelligible in overall image.                         | Vocabulary and sentence structure are effectively used for communication. Some minor mistake of using vocabulary and sentence structure may be occurred, but it does not affect the meaning.                          | Information is accordingly expressed with the topic, and its number is suitable. Detail or supporting detail is clearly specified in communication. |
| <b>7–8</b>   | Information is clearly spoken, but there is minor difficulty for pronunciation. Effort for making understanding may be needed.                             | Vocabulary and sentence structure are fairly effectively used for communication, but there is some ambiguity or proper use of vocabulary and sentence structure. However, it does not seriously affect communication. | Content is accordingly expressed with the topic, and its number is suitable. However, detail or supporting detail is vaguely expressed.             |
| <b>5–6</b>   | Communication is basically or generally intelligible but effort for making understanding is needed, because of unclear pronunciation or ambiguous meaning. | The uses of vocabulary and sentence structure are quite limited. These limitations obstruct full expression of idea. At the same time, connection of ideas is unclearly made.   | Information is accordingly expressed with the topic, but it is limited. Detail or supporting detail is vaguely expressed.                           |

| Score | Delivery  | Language Use   | Topic Development  |
|-------|---|--|--|
| 3–4   | Pronunciation is often mistaken, which causes difficulty for making understanding. Address is fragmented. Pause often occurs in speaking. | The uses of vocabulary and sentence structure are severely limited. These obstacles prevent expression and connection of idea. | Limited relevance of content appears in speaking. Speech is unable to sustain content for completing the topic. Some point may be repeatedly spoken. |
| 1–2   | There is some attempt from speaker, but the answer is very short without explanation.   |  |  |
| 0     | There is no attempt from speaker or speaking is unrelated with the topic at all.  |  |  |



### Rubrics of Speaking Skills in the Context of English as a Lingua Franca

| Score | General Description   |
|-------|---|
| 9–10  | The response of speaker is connected to the topic. It can numerously be fulfilled with no mistake or minimal mistake. The uses of vocabulary and sentence structure are properly used. Information is fluently expressed. Speech is highly intelligible or easy to make understanding.  |
| 7–8   | The response of speaker is connected to the topic, but development or supporting detail of topic is shortly addressed. The uses of vocabulary and sentence structure are properly used. Although, some mistake occurs, it is easy to be intelligible or make understanding. Besides, information is fluently addressed as well. |
| 5–6   | The response of speaker is connected to the topic, but development or supporting detail of topic is limited. The uses of vocabulary and sentence structure are quite limited. Problem of coherence occurs or meaning may be ambiguous. However, it is generally intelligible or made understanding.                             |
| 3–4   | The response of speaker is minimally connected to the topic. The uses of vocabulary and sentence structure are very limited. Addressed information is fragmented. Overall image, it is largely unintelligible or difficult to make understanding.   |
| 1–2   | There is some attempt from speaker, but the answer is very shot without explanation.  |
| 0     | There is no attempt from speaker or speaking is unrelated with the topic at all.  |

**Note:** Both rubrics are adapted from English speaking rubrics of the test of English as a foreign language (TOEFL).

## APPENDIX B questionnaire

### Questionnaire of Self–Regulated Learning Measurement in Blended Learning Environment

**Instruction:** This questionnaire consists of 2 parts as follows:

1<sup>st</sup> Part: information of the respondent's background

2<sup>nd</sup> Part: Measurement of self–regulated learning blended learning environment

**1<sup>st</sup> Part: information of the respondent's background**

Please tick ( / ) in the blanks which are accordant with your true information.

1. Gender:

Male

Female

2. Age:

Lower than 18 years old

18–20 years old

Upper than 20 years old

**2<sup>nd</sup> Part:** Measurement of Self-Regulated Learning in Blended Learning Environment

Please tick ( / ) for rating your self-regulated learning: 1 = very low, 2 = low, 3 = fair, 4 = high, 5 = very high.

| No.      | Items of Self-Regulated Learning in Blended Learning Environment                                   | Very Much | Much | Faire | Low | Very low |
|----------|--|-----------|------|-------|-----|----------|
|          |  | 5         | 4    | 3     | 2   | 1        |
| <b>1</b> | <b>Goal Setting</b>  |           |      |       |     |          |
| 1.1      | I set standards for my assignments in the course   |           |      |       |     |          |
| 1.2      | I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester). |           |      |       |     |          |
| 1.3      | I keep a high standard for my learning in my course.   |           |      |       |     |          |
| 1.4      | I set goals to help me manage study time for my face-to-face and online learning.                  |           |      |       |     |          |
| 1.5      | I plan to specify the ways for achieving learning goals in the course.                             |           |      |       |     |          |
| <b>2</b> | <b>Environment Structuring</b>   |           |      |       |     |          |
| 2.1      | I choose the location where I study to avoid too much distraction.                                 |           |      |       |     |          |
| 2.2      | I find a comfortable place to study.   |           |      |       |     |          |
| 2.3      | I know where I can study most efficiently for online learning.                                     |           |      |       |     |          |
| 2.4      | I choose a time with few distractions for studying for my online learning.                         |           |      |       |     |          |

| No.      | Items of Self-Regulated Learning in Blended Learning Environment   | Very Much | Much | Faire | Low | Very low |
|----------|--|-----------|------|-------|-----|----------|
|          |  | 5         | 4    | 3     | 2   | 1        |
| <b>3</b> | <b>Task Strategies</b>   |           |      |       |     |          |
| 3.1      | I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom. |           |      |       |     |          |
| 3.2      | I read aloud instructional materials that are posted online to fight against distractions.   |           |      |       |     |          |
| 3.3      | I prepare my questions before joining discussion in class.   |           |      |       |     |          |
| 3.4      | I work extra problems in my online courses in addition to the assigned ones to master the course content.                                      |           |      |       |     |          |
| <b>4</b> | <b>Time Management</b>   |           |      |       |     |          |
| 4.1      | I allocate extra studying time for my online learning because I know it is time demanding.   |           |      |       |     |          |
| 4.2      | I try to schedule the same time every day or every week for my learning, and I observe the schedule.   |           |      |       |     |          |
| 4.3      | Although we don't have to attend daily classes, I still try to distribute my studying time evenly across days.                                 |           |      |       |     |          |

| No.      | Items of Self-Regulated Learning in Blended Learning Environment   | Very Much | Much | Faire | Low | Very low |
|----------|--|-----------|------|-------|-----|----------|
|          |  | 5         | 4    | 3     | 2   | 1        |
| <b>5</b> | <b>Help-Seeking</b>  |           |      |       |     |          |
| 5.1      | I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.        |           |      |       |     |          |
| 5.2      | I share my problems with my classmates online, so we know what we are struggling with and how to solve our problems. |           |      |       |     |          |
| 5.3      | If needed, I try to meet my classmates face-to-face.   |           |      |       |     |          |
| 5.4      | I am persistent in getting help from the instructor through online channel.  |           |      |       |     |          |
| <b>6</b> | <b>Self-Evaluation</b>   |           |      |       |     |          |
| 6.1      | I summarize my learning to examine my understanding of what I have learned.  |           |      |       |     |          |
| 6.2      | I ask myself a lot of questions about the course material when studying for an online course                         |           |      |       |     |          |
| 6.3      | I communicate with my classmates to find out how I am doing in my learning through face-to-face and online learning. |           |      |       |     |          |

| No. | Items of Self-Regulated Learning in Blended Learning Environment  | Very Much | Much | Faire | Low | Very low |
|-----|---|-----------|------|-------|-----|----------|
|     |   | 5         | 4    | 3     | 2   | 1        |
| 6.4 | I communicate with my classmates to find out what I am learning that is different from what they are learning |           |      |       |     |          |

**Note:** This questionnaire for measurement of self-regulated learning in blended learning environment is adapted from Barnard, et al., 2009.



APPENDIX C Questionnaire of Thai EFL Students' Opinions on Blended Learning Approach for Enhancing Speaking Skills in the Context of English as a Lingua Franca

Questionnaire of Thai EFL Students' Opinions on Blended Learning Approach for Enhancing Speaking Skills in the Context of English as a Lingua Franca

**Instruction:** This questionnaire consists of 3 parts as follows:

1<sup>st</sup> Part: information of the respondent's background

2<sup>nd</sup> Part: satisfaction of the respondent towards blended learning model development for enhancing English listening and speaking skills in the context of English as a lingua franca

3<sup>rd</sup> Part: additional comment or suggestion of the respondent towards blended learning model development for enhancing English listening and speaking skills in the context of English as a lingua franca

**1<sup>st</sup> Part: information of the respondent's background**

Please tick ( / ) in the blanks which are accordant with your true information.

1. Gender:       Male                       Female
2. Age:             Lower than 18 years old     18–20 years old  
                       Upper than 20 years old
3. Have you ever studied through online before studying this course?  
 Yes, I have.       No, I have not.
4. Have you ever taken any special course about English conversation or related course?  
 Yes, I have.       No, I have not.
5. Have you ever lived in a country that English language is used as the first language?  
 Yes, I have.       No, I have not.

## 2<sup>nd</sup> Part: Opinion of the Respondent on Blended Learning Approach

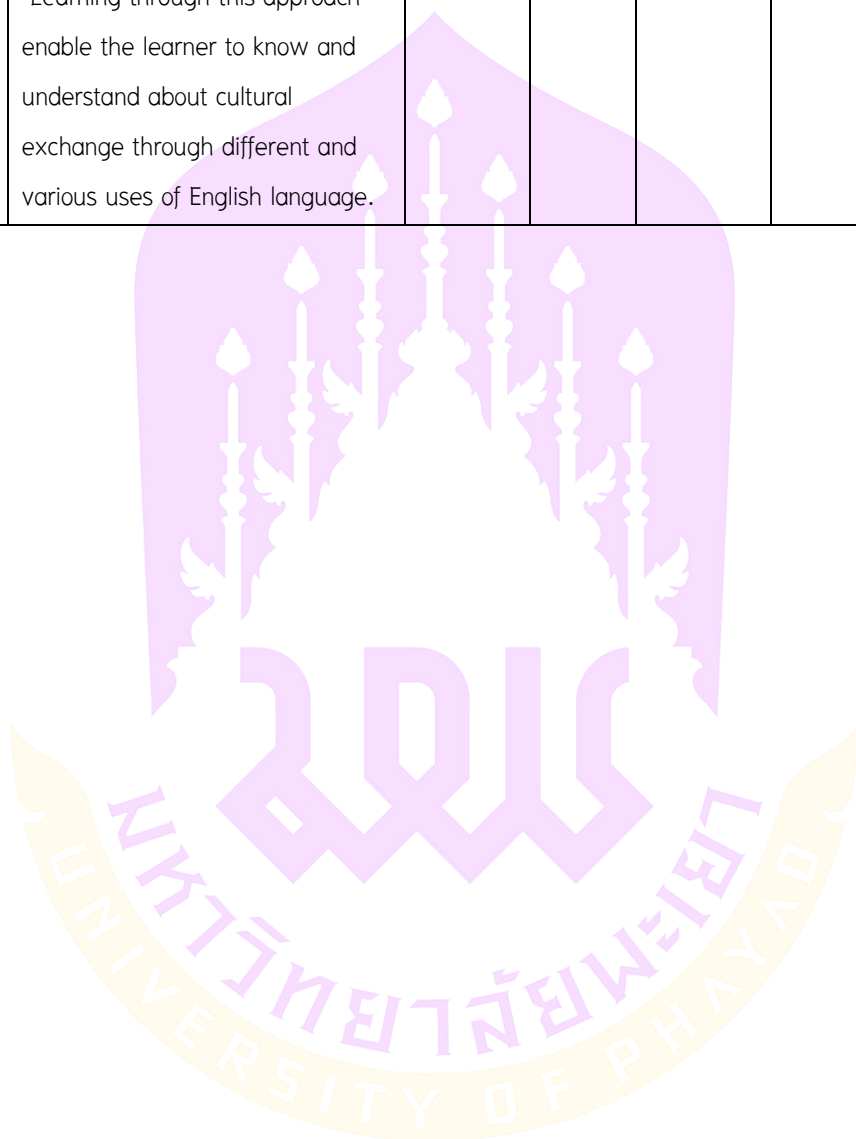
Please tick ( / ) for rating your attitude: 1 = very low, 2 = low, 3 = fair, 4 = high, 5 = very high.

| No.       | Evaluation Lists   | Opinion Level  |       |        |          |                   |
|-----------|--|----------------|-------|--------|----------|-------------------|
|           |  | Strongly Agree | Agree | Medium | Disagree | Strongly Disagree |
|           |  | 5              | 4     | 3      | 2        | 1                 |
| <b>1.</b> | <b>Content of the Approach</b>   |                |       |        |          |                   |
| 1.1       | Content is consistent with the objectives of the subject.              |                |       |        |          |                   |
| 1.2       | Content is interesting for learning.                                   |                |       |        |          |                   |
| 1.3       | The difficulty of content is suitable with the level of learner.       |                |       |        |          |                   |
| 1.4       | Content has both theory and practice for learning.                     |                |       |        |          |                   |
| 1.5       | Content supports learner to learn more actively.                       |                |       |        |          |                   |
| 1.6       | Content supports learner to learn more independently.                  |                |       |        |          |                   |
| 1.7       | Content can be used for communication in daily life.                   |                |       |        |          |                   |
| <b>2.</b> | <b>Activity of the Approach</b>  |                |       |        |          |                   |
| 2.1       | Activities are suitable with the contents for learning.                |                |       |        |          |                   |
| 2.2       | There are various activities for learning according to learner's need. |                |       |        |          |                   |
| 2.3       | The types of activities stimulate learner for learning                 |                |       |        |          |                   |
| 2.4       | Activities stimulate learner to practice.                              |                |       |        |          |                   |
| 2.5       | Activities stimulate learner to learn creatively.                      |                |       |        |          |                   |

| No.       | Evaluation Lists  | Opinion Level  |       |        |          |                   |
|-----------|---|----------------|-------|--------|----------|-------------------|
|           |   | Strongly Agree | Agree | Medium | Disagree | Strongly Disagree |
|           |   | 5              | 4     | 3      | 2        | 1                 |
| 2.6       | Activities support learner to learn actively.                                     |                |       |        |          |                   |
| 2.7       | Activities support learner to learn independently.                                |                |       |        |          |                   |
| 2.8       | Activities support learner to learn anywhere and anytime.                         |                |       |        |          |                   |
| 2.9       | Activities support learner to exchange idea with the others                       |                |       |        |          |                   |
| 2.10      | Activities support learner to learn collaboratively with others.                  |                |       |        |          |                   |
| 2.11      | Activities support learner to use technological channels for learning.            |                |       |        |          |                   |
| 2.12      | Activities enable learner to practice for developing English communicative skill. |                |       |        |          |                   |
| <b>3.</b> | <b>Media and Tool of the Approach</b>   |                |       |        |          |                   |
| 3.1       | Media and tools are suitable for learning.  |                |       |        |          |                   |
| 3.2       | Media and tools are variously utilized for learning.                              |                |       |        |          |                   |
| 3.3       | Media and tools are up-to-date.   |                |       |        |          |                   |
| 3.4       | Media and tools are easy for utilization.   |                |       |        |          |                   |
| 3.5       | Media and tools are easily accessible for learning.                               |                |       |        |          |                   |
| 3.6       | Media and tools activate learner for learning.                                    |                |       |        |          |                   |
| 3.7       | Media and tools support learner to learn actively.                                |                |       |        |          |                   |

| No.       | Evaluation Lists  | Opinion Level  |       |        |          |                   |
|-----------|---|----------------|-------|--------|----------|-------------------|
|           |   | Strongly Agree | Agree | Medium | Disagree | Strongly Disagree |
|           |   | 5              | 4     | 3      | 2        | 1                 |
| 3.8       | Media and tools support learner to learn independently.   |                |       |        |          |                   |
| 3.9       | Media and tools support learner to learn anywhere and anytime.  |                |       |        |          |                   |
| 3.10      | Media and tools support learner to find out and search knowledge  |                |       |        |          |                   |
| 3.11      | Media and tools support learner to practice for developing English communicative skills.  |                |       |        |          |                   |
| <b>4.</b> | <b>The Usefulness of the Approach for Developing English Speaking Knowledge and Skill in the Context of English as a Lingua Franca.</b>                     |                |       |        |          |                   |
| 4.1       | Learning through this approach enables the learner to know and understand about the variety of English speaking in the real world.                          |                |       |        |          |                   |
| 4.2       | Learning through this approach enable the learner to be aware of the variety of English speaking in the real world.   |                |       |        |          |                   |
| 4.3       | Learning through this approach enable the learner to be more confident about English speaking without too much reference to the norm of the native speaker. |                |       |        |          |                   |
| 4.4       | Learning through this approach enables the learner to know how to communicate in English language without too much worrying about grammatical rule.         |                |       |        |          |                   |

| No. | Evaluation Lists   | Opinion Level  |       |        |          |                   |
|-----|--|----------------|-------|--------|----------|-------------------|
|     |  | Strongly Agree | Agree | Medium | Disagree | Strongly Disagree |
|     |  | 5              | 4     | 3      | 2        | 1                 |
| 4.5 | Learning through this approach enable the learner to know and understand about cultural exchange through different and various uses of English language. |                |       |        |          |                   |





## APPENDIX D Semi-Structured Interview

1. What do you think about this teaching approach?
2. Does this teaching approach based on blended learning help you for English speaking learning and practice? If so, how?
3. Is this teaching approach appropriate for English speaking learning and practice? If so, how?
4. Does this teaching approach based on blended learning enable you to develop your English speaking in the context of English as a lingua franca? If so, how?
5. Do you think something else should be added in this teaching approach based on blended learning? If so, What?
6. Do you feel worried for learning through this teaching approach based on blended learning in your English speaking learning and practice? If so, how?
7. Do you feel more active after English speaking learning and practice through this teaching approach based on blended learning? If so, how?
8. Do you feel that this teaching approach based on blended learning help you to be a self-regulated learner? If so, how?
9. Does this teaching approach based on blended learning support you to learn independently anywhere and anytime? If so, how?
10. Does this teaching approach based on blended learning support you to be aware of the use of English in the real world? If so, how?

**Thank you for your cooperation in this interview**

## APPENDEX E Lesson Plan

| <b>Lesson Plan 11</b><br><b>Chapter 7: Directions</b>  |
|--|
| <b>Week: 12</b>  |
| <b>Learning Types:</b><br>Face-to-face Learning (2 hours)<br>Online Learning (1 hour)  |
| <b>Learning Purposes:</b><br>The learners will be able to:<br><ol style="list-style-type: none"><li>1. Know and understand about the use of English as a lingua franca for asking and giving the directions of place</li><li>2. Know and understand about the use of English as a lingua franca for asking and replying about the distances of place</li></ol> |
| <b>Learning Skills:</b><br>The learners will be able to:<br><ol style="list-style-type: none"><li>1. Use English as a lingua franca for communication about the directions of place</li><li>2. Use English as a lingua franca for communication about the distances of place</li></ol>   |

| Pre-Teaching    |  |  |
|-----------------|--|--|
| Learning Type   | Activities   | Concepts   |
| Online Learning | <p><b>1. Self-Learning</b></p> <p>1.1 Teacher specifies the time for online synchronous communication for learning in the content of the use of English as a lingua franca for asking and replying about the direction and the distance of place.</p> <p>1.2 Teacher suggests the students about sources for self – learning in the content of the use of English as a lingua franca for asking and replying about the direction and the distance of place through Google Meet.</p> <p>1.3 Students learn the content of the use of English as a lingua franca for asking and replying about the direction and the distance of place by selves through provided sources, textbook, and internet network etc.</p> <p>1.4 Students synchronously and asynchronously consult teacher about the content of the use of English as a lingua franca for asking and replying about the direction and the distance of place through Google Meet and Line.</p> <p>1.5 Teacher synchronously and asynchronously gives suggestion about the content of the use of English as a lingua franca for asking and replying about the direction and the distance of place through Google Meet and Line.</p> | <ul style="list-style-type: none"> <li>• Learning anywhere and anytime</li> <li>• Self-regulated learning</li> <li>• The use of technological channel for more learning variety and effectiveness</li> </ul> |

| Pre–Teaching          |  |   |
|-----------------------|--|---|
| Learning Type         | Activities   | Concepts  |
| Face-to-face Learning | <p><b>2. Self–Learning Assessment</b></p> <p>2.1 Teacher asks the student to explain and show their opinion about what they have learned in parts of the use of English as a lingua franca for asking and replying about the direction and the distance of place through Google Meet.</p> <p>2.2 Students explain and show their opinion about what they have learned in part of English as a lingua franca for asking and replying about the direction and the distance of place through Google Meet.</p> |   |
| While–Teaching        |  |   |
| Learning Type         | Activities   | Concepts  |
| Face-to-face Learning | <p><b>3. Content Description</b></p> <p>3.1 Teacher describes about the use of English language as a lingua franca, in which different accents, vocabularies, and grammatical rules are accepted as long as mutual intelligibility takes place while communication, for asking and replying about the direction and the distance of place.</p> <p>3.2 Students respond, what have been described, by asking a question and showing an opinion.</p>   | <ul style="list-style-type: none"> <li>• The use of English language as the global language</li> <li>• The variety of using English language for communication between the people who have different first languages</li> </ul> |

| Learning Type         | Activities  | Concepts   |
|-----------------------|---|--|
|                       |   | <ul style="list-style-type: none"> <li>• Cross-cultural communication through the use of English language</li> <li>• Not too much reference to the norm of native speaker of English language</li> <li>• Acceptance of various and different uses of English language</li> </ul> |
| <b>Post-Teaching</b>  |   |  |
| Learning Type         | Activities  | Concepts   |
| Face-to-face Learning | <p><b>4. Doing Exercises</b></p> <p>4.1 Teacher asks the students to do exercises about the use of English as a lingua franca for asking and replying about the direction and the distance of place.</p> <p>4.2 Students do exercises about the use of English language as a lingua franca for asking and replying about the direction and the distance of place.</p> |  |

| Learning Type                    | Activities   | Concepts |
|----------------------------------|--|----------|
| Face-to-face Learning<br>(cont.) | <p><b>5. Practice</b></p> <p>5.1 Teacher asks the students to group for practice in part of asking and replying about the direction and the distance of place by using English as a lingua franca.</p> <p>5.2 Students group for practice in parts of asking and replying about the direction and the distance of place by using English as a lingua franca.</p> <p>5.3 Teacher asks the students to present how to ask and reply about the direction and the distance of place by using English as a lingua franca through practice.</p> <p>5.4 Students present how to ask and reply about the direction and the distance of place by using English as a lingua franca through practices.</p> <p>5.5 Teacher gives feedback to the students about their practices.</p> |          |
|                                  | <p><b>6. Discussion</b></p> <p>6.1 Teacher asks the students to discuss together with teacher and the other students in part of asking and replying about the direction and the distance of place by using English as a lingua franca.</p> <p>6.2 Students discuss together with teacher and the other students in part of asking and replying about the direction and the distance of place by using English as a lingua franca.</p>  |          |

| Learning Type   | Activities   | Concepts  |
|---|--|---|
| Face-to-face Learning<br>(cont.)  | <p><b>7. Assignment for Self-Learning</b></p> <p>7.1 Teacher assigns the students for self-learning in part of asking and replying about appearance, and explanation about emotion by using English as a lingua franca before learning and teaching in 13<sup>th</sup> week.</p> <p>7.2 Teacher assigns the students to group for creating the content of chapter 5, 6, 7, or related content in forms of power point presentation and video for presentation in 15<sup>th</sup> week.</p> <p>7.3 Students make understanding about these assignments.</p> | <ul style="list-style-type: none"> <li>• Self-regulated learning</li> </ul> |
| <p><b>Learning and Teaching Media:</b></p> <ol style="list-style-type: none"> <li>1. Websites</li> <li>2. Videos</li> <li>3. Exercises</li> </ol>   |  |   |
| <p><b>Evaluation:</b></p> <p>Exercises, practice, and response are used for evaluation of knowledge, understanding, and skill according to the learning purposes of this lesson plan.</p> |  |   |

## Lesson Procedure

### Pre-Teaching

#### Online Learning

1. Teacher suggests websites about asking and giving directions and distances, and videos presenting some examples of the varieties of using English for asking and giving directions and distance for self-study.
2. Students learn by self-study according to the suggested learning channels.
3. Teacher specifies the time to give suggestions for the students through Google Meet.
4. Students consult or ask questions about the lesson through Google Meet according to the specified time.
5. Students communicate with friends and teacher about the contents through Line.

#### Face-to-face Learning

1. Teacher asks the students about what they have learned about asking and giving directions and distances by self-study.
2. Students explain what they have learned by self-study according to the suggested learning channels.

### Example of Content in Website

#### **Giving Directions in English**

When you're in a country you don't know, you can easily get lost at some point during the trip, even if you have a map. So it's really useful to know how to ask for and understand directions in English so you can reach your destination. It's also great to be able to give directions yourself to tourists or foreign colleagues.

So what words and phrases can help you give and ask for directions? Read on to find out! First of all, you need to know some basic vocabulary. The most important words and phrases are:

|                            |                                |
|----------------------------|--------------------------------|
| <i>Between</i>             | in the middle of two things    |
| <i>Next to</i>             | to the side of something       |
| <i>Behind</i>              | at the back of something       |
| <i>In front of</i>         | opposite                       |
| <i>Near</i>                | in a close position            |
| <i>Far</i>                 | in a distant position          |
| <i>On the corner</i>       | the angle where two roads meet |
| <i>Left</i>                | on the west side or direction  |
| <i>Right</i>               | on the east side or direction  |
| <i>Straight (on/ahead)</i> | stay on this road (don't turn) |

It's also helpful to know some common places people visit in a city, such as the following:

|                               |  |
|-------------------------------|--|
| <i>Bank</i>                   | Where you can get money.                           |
| <i>Post office</i>            | The place to send letters and buy stamps.          |
| <i>Bus stop</i>               | Where you wait for and get on a bus.               |
| <i>Park</i>                   | A big public garden.                               |
| <i>Museum</i>                 | A place which exhibits old or interesting objects. |
| <i>City center / downtown</i> | The middle of a town.                              |
| <i>Subway station</i>         | Where you take the subway (an underground train)   |
| <i>Mall</i>                   | A shopping center with many shops in it.           |

Here are some examples:

- *Go along the street until you reach the traffic lights.*
- You'll see a bank on the left.
- It's about two blocks from here.
- I prefer going to the airport on the highway because it's faster.

Some prepositions and adverbs can also help when you're giving directions:

|                       |   |
|-----------------------|---|
| <i>Traffic lights</i> | Red, yellow and green lights to control the movement of traffic.        |
| <i>Crossroads</i>     | Where two roads meet.   |
| <i>Roundabout</i>     | Where two or more roads meet and traffic moves around a central island. |
| <i>Street</i>         | A road in a city with buildings on each side.                           |
| <i>Avenue</i>         | A wide road often with trees along it.                                  |
| <i>Highway</i>        | A fast road connecting cities with two or three lanes.                  |
| <i>Block</i>          | An area of buildings in a city between four roads.                      |
| <i>Tunnel</i>         | A covered road or path.   |

For example,

- *My office building is in front of the mall.*
- Go straight on for about one kilometre.
- The cinema is next to the bank.

### Asking for Directions

When you ask for directions, remember above all to be polite. So start by saying one of the following phrases:

- *Hello. Can you help me, please?*
- Good morning. May I ask for some help?
- Excuse me, could you help?

Once you have someone's attention, you can ask for help to reach your destination.

You can do that by using one of these phrases:

- *Could you tell me how to get to the bank?*
- Do you know where the museum is?
- Where can we find a park near here?

If you're not sure you're going in the right direction, you can make sure by asking:

- *Are we on the right road to the city center?*
- Is this the right way to the mall?
- What's the best way to get to the airport?

### Giving for Directions

In the same way that you need to ask directions when you travel abroad, foreigners visiting your city might ask you directions, and what better way to practice English than to help them?

Here are some common phrases you can use:

- Go past the cinema. (Pass the cinema.)
- Go along this road.
- Go straight on/ahead. (Stay on this road – don't turn.)
- *Go through the tunnel.*
- At the roundabout, take the first exit.
- Turn left at the crossroads.
- Take the second right.
- It's on your left.
- It's on the other side of the road.
- You're going the wrong way.

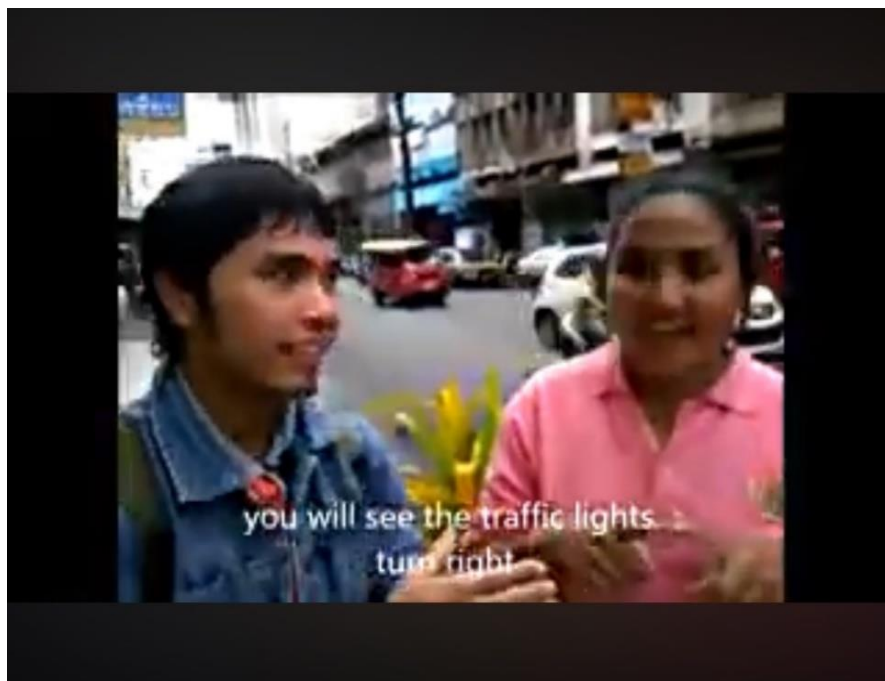
**Source:** <https://www.wallstreetenglish.com/blog/giving-directions-in-english>

### Example of Videos



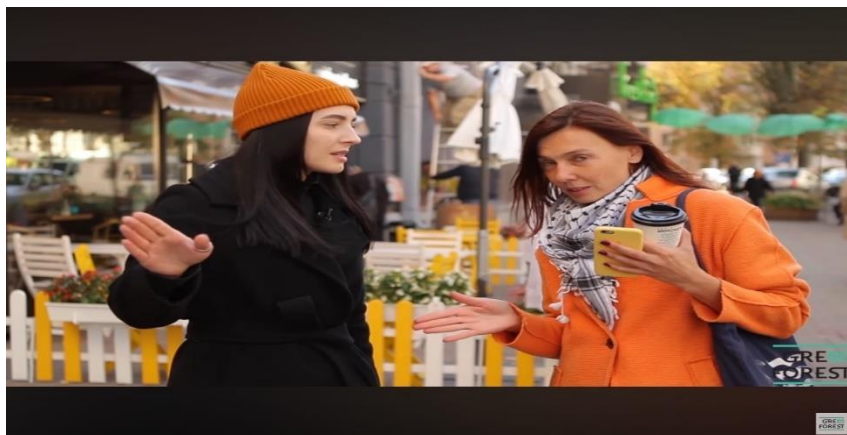
**Source:** <https://www.youtube.com/watch?v=AJ47F7TSfqs>

This video presents the use of English between the people from the country that the language is used as a foreign language. These people are communicating by using English in different accents, but they can understand each other.



**Source:** <https://www.youtube.com/watch?v=ZA1rfCzlgls>

This video presents the use of English between the people from the country that the language is used as a second language and as a foreign language. These people are communicating by using English in different accents, but they can understand each other.



**Source:** <https://www.youtube.com/watch?v=kLX6fXqu0-8>

This video presents the use of English between the people from the country that the language is used as a first language and as a foreign language. These people are communicating by using English in different accents, but they can understand each other.

### **While-Teaching**

#### Face-to-face Learning

1. Teacher describes about asking and giving directions and distance including giving some examples of the varieties of using English for communication in parts of the related contents.
2. Students ask questions and show their opinions about what are described by teacher.

### **Post-Teaching**

#### Face-to-face Learning

1. Teacher asks the students to do exercise about asking and giving directions and distances.
2. Students do exercises in which talk for discussion or consultation is allowed.
3. Teacher and students answer the questions in exercises together.

4. Teacher asks the students to group for practice and presentation about asking and giving directions and distances in which clear and correct pronunciation is emphasized rather than too much reference to the native speaker of English.

5. Students group for practice and presentation about asking and giving directions and distances.


6. Teacher gives feedback to each group of the students after the practices and presentation have been finished.

7. Teacher asks the students to discuss together with their peers and teacher about asking and giving directions and distances and the varieties of using English for communication about these contents.

8. Students discuss together with their peers and teacher about asking and giving directions and distances and the varieties of using English for communication about these contents.

#### Example of Exercise

## DO YOU KNOW MY TOWN?



**COMPLETE THE SENTENCES USING NEXT TO- OPPOSITE - BETWEEN - BEHIND - NEAR - ON**

- 1-THE GYM IS .....THE THEATRE AND THE BANK
- 2-THE HOTEL IS .....THE PARK
- 3-THERE IS A CAR PARK .....THE HOTEL
- 4-THE HOSPITAL IS .....SECOND AVENUE
- 5-THE LIBRARY IS .....THE CORNER
- 6-THE THEATRE IS .....THE SUPERMARKET
- 7-THE SCHOOL IS .....THE BANK
- 8-THE SWIMMING POOL IS.....THE GYM

**TRUE OR FALSE.**

- 1-THERE IS A SCHOOL OPPOSITE THE HOSPITAL
- 2-THERE IS A GYM BETWEEN THE BANK AND THE SCHOOL
- 3-THE BLOCK OF FLATS ARE ON OAK STREET
- 4-THE LIBRARY IS NEAR THE TOWN HALL
- 5-THE CINEMA IS ON SECOND AVENUE
- 6-THE SWIMMING POOL IS OPPOSITE THE CAFÉ

**GIVE DIRECTIONS : COMPLETE THE DIALOGUES TAKING INTO ACCOUNT WHERE YOU LIVE ( KEY WORDS: LEFT, RIGHT, ALONG, PAST, CORNER, BETWEEN)**

- 1-A: CAN YOU TELL ME THE WAY TO THE GYM?  
B: TURN ..... INTO MAPLE STREET. GO ..... THE LIBRARY, THE GYM IS .....THE ATRE AND THE BANK
- 2- A: CAN YOU TELL ME THE WAY TO THE CINEMA?  
B: TURN ..... GO ..... OAK STREET. THE CINEMA IS ON THE ..... OPPOSITE THE PARK
- 3-A: CAN YOU TELL ME THE WAY TO THE POST OFFICE?  
B: GO ..... THIRD AVENUE. GO ..... THE POLICE STATION. THE POST OFFICE IS ..... THE POLICE STATION AND THE CAFÉ
- 4- A: CAN YOU TELL ME THE WAY TO THE HOTEL?  
B: GO ..... THIRD AVENUE, TAKE THE SECOND TURNING ..... INTO PINE STREET. THE HOTEL IS ON YOUR .....

ISLCollective.com

**Source:** <https://en.islcollective.com/english-esl-worksheets/grammar-topic/prepositions-place/do-you-know-my-town/13170>

**APPENDIX F The Suitability Measurement of Test of Speaking Skills in the  
Context of English as a Lingua Franca**

**The Suitability Measurement of Test of Speaking Skills  
in the Context of English as a Lingua Franca**

In each item, the experts are asked to determine the suitability of test as following scores:

The score = 1 if the suitability of test is very low.

The score = 2 if the suitability of test is low.

The score = 3 if the suitability of test is fair.

The score = 4 if the suitability of test is much.

The score = 5 if the suitability of test is very much.

| Tests     | Contents   | Measurements |   |   |   |   |
|-----------|--|--------------|---|---|---|---|
|           |  | 5            | 4 | 3 | 2 | 1 |
| Pre-Test  | Please briefly introduce yourself, and tell me about the usefulness or importance of using English language for communication.       |              |   |   |   |   |
| Post-Test | Please briefly introduce yourself, and tell me about the reasons why English language is very important for people around the world. |              |   |   |   |   |

**Comment**

.....

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**The Quality Evaluation of Test of Speaking Skill in the Context of English  
as a Lingua Franca by the Experts**

| Tests     | Contents   | Measurements |   |   |   |   | Mean<br>( $\bar{X}$ ) | Suitability<br>Level |
|-----------|--|--------------|---|---|---|---|-----------------------|----------------------|
|           |  | 5            | 4 | 3 | 2 | 1 |                       |                      |
| Post-Test | Please briefly introduce yourself, and tell me about the usefulness or importance of using English language for communication.       | 2            | 0 | 1 | 0 | 0 | 4.25                  | Much                 |
| Post-Test | Please briefly introduce yourself, and tell me about the reasons why English language is very important for people around the world. | 2            | 0 | 1 | 0 | 0 | 4.25                  | Much                 |





### The Quality Evaluation of Rubrics of Speaking Skill in the Context of English as a Lingua Franca

In each item, the experts are asked to determine the suitability of test as following scores:

The score = 1, if the suitability of test is very low.

The score = 2, if the suitability of test is low.

The score = 3, if the suitability of test is fair.

The score = 4, if the suitability of test is much.

The score = 5, if the suitability of test is very much.

| Objective  | Contents   | Measurements |   |   |   |   | Mean<br>( $\bar{X}$ ) | Suitability<br>Level |
|--|--|--------------|---|---|---|---|-----------------------|----------------------|
|  |  | 5            | 4 | 3 | 2 | 1 |                       |                      |
| Measurement of Speaking in the context of English as a lingua franca | Rubrics of speaking in the context of English as a lingua franca | 1            | 1 | 1 | 0 | 0 | 4.00                  | Much                 |

### The Suitability Measurement of Rubrics of Speaking Skill in the Context of English as a Lingua Franca

In each item, the experts are asked to determine the suitability of test as following scores:

The score = 1, if the suitability of test is very low.

The score = 2, if the suitability of test is low.

The score = 3, if the suitability of test is fair.

The score = 4, if the suitability of test is much.

The score = 5, if the suitability of test is very much.

| Objective  | Content  | Measurements |   |   |   |   |
|--|--|--------------|---|---|---|---|
|  |  | 5            | 4 | 3 | 2 | 1 |
| Measurement of Speaking in the context of English as a lingua franca | Rubrics of speaking in the context of English as a lingua franca |              |   |   |   |   |

**Comment**

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### The Quality Evaluation of Rubrics of Speaking Skill in the Context of English as a Lingua Franca

In each item, the experts are asked to determine the suitability of test as following scores:

The score = 1, if the suitability of test is very low.

The score = 2, if the suitability of test is low.

The score = 3, if the suitability of test is fair.

The score = 4, if the suitability of test is much.

The score = 5, if the suitability of test is very much.

| Objective  | Contents   | Measurements |   |   |   |   | Mean<br>( $\bar{X}$ ) | Suitability<br>Level |
|--|--|--------------|---|---|---|---|-----------------------|----------------------|
|  |  | 5            | 4 | 3 | 2 | 1 |                       |                      |
| Measurement of Speaking in the context of English as a lingua franca | Rubrics of speaking in the context of English as a lingua franca | 1            | 1 | 1 | 0 | 0 | 4.00                  | Much                 |

**APPENDIX G Index of Item–Objective Congruence Rating Form for measuring  
of Questionnaire of Self–Regulated Learning Measurement  
in Blended Learning Environment**

In each item, the experts are asked to determine the content validity score:

The score = 1, if the expert is sure that this item really measured the attribute.

The score = 0, if the expert is not sure that the item does measure or does not measure the expected attribute.

The score = –1, if the expert is sure that this item does not measure the attribute.

| Domains                        | Contents  | Measurements |   |    | Notes |
|--------------------------------|---|--------------|---|----|-------|
|                                |   | + 1          | 0 | –1 |       |
| <b>Goal Setting</b>            | 1. I set standards for my assignments in the course.  |              |   |    |       |
|                                | 2. I set short–term (daily or weekly) goals as well as long–term goals (monthly or for the semester). |              |   |    |       |
|                                | 3. I keep a high standard for my learning in my course.   |              |   |    |       |
|                                | 4. I set goals to help me manage study time for my face–to–face and online learning.                  |              |   |    |       |
|                                | 5. I plan to specify the ways for achieving learning goals in the course.                             |              |   |    |       |
| <b>Environment Structuring</b> | 6. I choose the location where I study to avoid too much distraction.                                 |              |   |    |       |
|                                | 7. I find a comfortable place to study.   |              |   |    |       |
|                                | 8. I know where I can study most efficiently for online learning.                                     |              |   |    |       |
|                                | 9.) I choose a time with few distractions for studying for my online learning.                        |              |   |    |       |

| Domains                | Contents   | Measurements |   |    | Notes |
|------------------------|--|--------------|---|----|-------|
|                        |  | + 1          | 0 | -1 |       |
| <b>Task Strategies</b> | 10. I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom. |              |   |    |       |
|                        | 11. I read aloud instructional materials that are posted online to fight against distractions.   |              |   |    |       |
|                        | 12. I prepare my questions before joining discussion in class.   |              |   |    |       |
|                        | 13. I work extra problems in my online courses in addition to the assigned ones to master the course content.                                      |              |   |    |       |
| <b>Time Management</b> | 14. I allocate extra studying time for my online learning because I know it is time demanding.   |              |   |    |       |
|                        | 15. I try to schedule the same time every day or every week for my learning, and I observe the schedule.   |              |   |    |       |
|                        | 16. Although I don't have to attend daily classes, I still try to distribute my studying time evenly across days.                                  |              |   |    |       |
| <b>Help Seeking</b>    | 17. I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.                                  |              |   |    |       |
|                        | 18. I share my problems with my classmates online, so we know what we are struggling with and how to solve our problems.                           |              |   |    |       |

| Domains         | Contents   | Measurements |   |    | Notes |
|-----------------|--|--------------|---|----|-------|
|                 |  | + 1          | 0 | -1 |       |
|                 | 19. If needed, I try to meet my classmates face-to-face.   |              |   |    |       |
|                 | 20. I am persistent in getting help from the instructor through online channel.  |              |   |    |       |
|                 | 21.) I summarize my learning to examine my understanding of what I have learned.   |              |   |    |       |
| Self Evaluation | 22. I ask myself a lot of questions about the course material when studying for an online course.                        |              |   |    |       |
|                 | 23. I communicate with my classmates to find out how I am doing in my learning through face-to-face and online learning. |              |   |    |       |
|                 | 24. I communicate with my classmates to find out what I am learning that is different from what they are learning.       |              |   |    |       |

**Note:** This questionnaire for measurement of self-regulated learning in blended learning environment is adapted from Barnard, et al., 2009.

**The Quality Evaluation of Questionnaire of Self-Regulated Learning  
Measurement in Blended Learning Environment by the Experts**

| Domains                        | Contents   | Measurements |   |    | Results |
|--------------------------------|--|--------------|---|----|---------|
|                                |  | + 1          | 0 | -1 |         |
| <b>Goal Setting</b>            | 1. I set standards for my assignments in the course.   | 3            | 0 | 0  | 1.00    |
|                                | 2. I set short-term (daily or weekly) goals as well as long-term goals (monthly or for the semester).  | 3            | 0 | 0  | 1.00    |
|                                | 3. I keep a high standard for my learning in my course.  | 3            | 0 | 0  | 1.00    |
|                                | 4. I set goals to help me manage study time for my face-to-face and online learning.   | 3            | 0 | 0  | 1.00    |
|                                | 5. I plan to specify the ways for achieving learning goals in the course.  | 3            | 0 | 0  | 1.00    |
| <b>Environment Structuring</b> | 6. I choose the location where I study to avoid too much distraction.  | 3            | 0 | 0  | 1.00    |
|                                | 7. I find a comfortable place to study.  | 3            | 0 | 0  | 1.00    |
|                                | 8. I know where I can study most efficiently for online learning.  | 3            | 0 | 0  | 1.00    |
|                                | 9. I choose a time with few distractions for studying for my online learning.  | 3            | 0 | 0  | 1.00    |
| <b>Task Strategies</b>         | 10. I try to take more thorough notes for my online courses because notes are even more important for learning online than in a regular classroom. | 3            | 0 | 0  | 1.00    |
|                                | 11. I read aloud instructional materials that are posted online to fight against distractions.   | 3            | 0 | 0  | 1.00    |

| Domains                | Contents   | Measurements |   |    | Results |
|------------------------|--|--------------|---|----|---------|
|                        |  | + 1          | 0 | -1 |         |
|                        | 12. I prepare my questions before joining discussion in class.   | 3            | 0 | 0  | 1.00    |
|                        | 13. I work extra problems in my online courses in addition to the assigned ones to master the course content.            | 2            | 1 | 0  | 0.70    |
| <b>Time Management</b> | 14. I allocate extra studying time for my online learning because I know it is time demanding.                           | 3            | 0 | 0  | 1.00    |
|                        | 15. I try to schedule the same time every day or every week for my learning, and I observe the schedule.                 | 3            | 0 | 0  | 1.00    |
|                        | 16. Although I don't have to attend daily classes, I still try to distribute my studying time evenly across days.        | 3            | 0 | 0  | 1.00    |
| <b>Help Seeking</b>    | 17. I find someone who is knowledgeable in course content so that I can consult with him or her when I need help.        | 3            | 0 | 0  | 1.00    |
|                        | 18. I share my problems with my classmates online, so we know what we are struggling with and how to solve our problems. | 3            | 0 | 0  | 1.00    |
|                        | 19. If needed, I try to meet my classmates face-to-face.   | 3            | 0 | 0  | 1.00    |
|                        | 20. I am persistent in getting help from the instructor through online channel.  | 3            | 0 | 0  | 1.00    |
| <b>Self Evaluation</b> | 21. I summarize my learning to examine my understanding of what I have learned.  | 3            | 0 | 0  | 1.00    |

| Domains | Contents   | Measurements |   |    | Results |
|---------|--|--------------|---|----|---------|
|         |  | + 1          | 0 | -1 |         |
|         | 22. I ask myself a lot of questions about the course material when studying for an online course.                        | 3            | 0 | 0  | 1.00    |
|         | 23. I communicate with my classmates to find out how I am doing in my learning through face-to-face and online learning. | 3            | 0 | 0  | 1.00    |
|         | 24. I communicate with my classmates to find out what I am learning that is different from what they are learning.       | 3            | 0 | 0  | 1.00    |



**APPENDIX H Index of Item–Objective Congruence Rating Form for Measuring  
Questionnaire of Thai EFL Students’ Opinions on Teaching Approach  
Based on Blended Learning for Enhancing Speaking Skills in the  
Context of English as a Lingua Franca and Self–Regulated learning**

In each item, the experts are asked to determine the content validity score:

The score = 1, if the expert is sure that this item really measured the attribute.

The score = 0, if the expert is not sure that the item does measure or does not measure the expected attribute.

The score = -1, if the expert is sure that this item does not measure the attribute.

| Domains                      | Contents  | Measurements |   |     | Notes |
|------------------------------|---|--------------|---|-----|-------|
|                              |   | + 1          | 0 | - 1 |       |
| <b>Content of the Model</b>  | 1. Contents are consistent with the objectives of the subject.            |              |   |     |       |
|                              | 2. Contents are interesting for learning.                                 |              |   |     |       |
|                              | 3. The difficulty of contents is suitable with the level of learner.      |              |   |     |       |
|                              | 4. Contents have both theory and practice for learning.                   |              |   |     |       |
|                              | 5. Contents support learner to learn more actively.                       |              |   |     |       |
|                              | 6. Contents support learner to learn more independently.                  |              |   |     |       |
|                              | 7. Contents can be used for communication in daily life.                  |              |   |     |       |
| <b>Activity of the Model</b> | 8. Activities are suitable with the contents for learning.                |              |   |     |       |
|                              | 9. There are various activities for learning according to learner’s need. |              |   |     |       |

| Domains                            | Contents  | Measurements |   |     | Notes |
|------------------------------------|---|--------------|---|-----|-------|
|                                    |   | + 1          | 0 | - 1 |       |
|                                    | 10. The types of activities stimulate learner for learning                            |              |   |     |       |
|                                    | 11. Activities stimulate learner to practice.   |              |   |     |       |
|                                    | 12. Activities stimulate learner to learn creatively.                                 |              |   |     |       |
|                                    | 13. Activities support learner to learn actively.                                     |              |   |     |       |
|                                    | 14. Activities support learner to learn independently.                                |              |   |     |       |
|                                    | 15. Activities support learner to learn anywhere and anytime.                         |              |   |     |       |
|                                    | 16. Activities support learner to exchange idea with the others                       |              |   |     |       |
|                                    | 17. Activities support learner to learn collaboratively with others                   |              |   |     |       |
|                                    | 18. Activities support learner to use technological channels for learning.            |              |   |     |       |
|                                    | 19. Activities enable learner to practice for developing English communicative skill. |              |   |     |       |
| <b>Media and Tool of the Model</b> | 20. Media and tools are suitable for learning.  |              |   |     |       |
|                                    | 21. Media and tools are variously utilized for learning.                              |              |   |     |       |
|                                    | 22. Media and tools are up-to-date.   |              |   |     |       |
|                                    | 23. Media and tools are easy for utilization.   |              |   |     |       |
|                                    | 24. Media and tools are easily accessible for learning.                               |              |   |     |       |

| Domains  | Contents   | Measurements |   |     | Notes |
|--|--|--------------|---|-----|-------|
|  |  | + 1          | 0 | - 1 |       |
|  | 25. Media and tools activate learner for learning.   |              |   |     |       |
|  | 26. Media and tools support learner to learn actively.   |              |   |     |       |
|  | 27. Media and tools support learner to learn independently.  |              |   |     |       |
|  | 28. Media and tools support learner to learn anywhere and anytime.   |              |   |     |       |
|  | 29. Media and tools support learner to find out and search knowledge   |              |   |     |       |
|  | 30. Media and tools support learner to practice for developing English communicative skills.   |              |   |     |       |
| <b>The Usefulness of the Model for Developing English Speaking Knowledge and Skill in the Context of English as a Lingua Franca.</b> | 31. Learning through this approach enables the learner to know and understand about the variety of English speaking in the real world. |              |   |     |       |

| Domains | Contents   | Measurements |   |     | Notes |
|---------|--|--------------|---|-----|-------|
|         |  | + 1          | 0 | - 1 |       |
|         | 32. Learning through this approach enables the learner to be aware of the variety of English speaking in the real world.   |              |   |     |       |
|         | 33. Learning through this approach enables the learner to be more confident about English speaking without too much reference to the norm of the native speaker. |              |   |     |       |
|         | 34. Learning through this approach enables the learner to know how to communicate in English language without too much worrying about grammatical rule.          |              |   |     |       |
|         | 35. Learning through this approach enables the learner to know and understand about cultural exchange through different and various uses of English language.    |              |   |     |       |

**The Quality Evaluation of Questionnaire of Thai EFL Students' Opinions on Teaching Approach Based on Blended Learning for Enhancing Speaking Skill in the Context of English as a Lingua Franca and Self-Regulated Learning**

In each item, the experts are asked to determine the content validity score:

The score = 1, if the expert is sure that this item really measured the attribute.

The score = 0, if the expert is not sure that the item does measure or does not measure the expected attribute.

The score = -1, if the expert is sure that this item does not measure the attribute.

| Domains               | Contents  | Measurements |   |     | Results |
|-----------------------|---|--------------|---|-----|---------|
|                       |   | + 1          | 0 | - 1 |         |
| Content of the Model  | 1. Contents are consistent with the objectives of the subject.            | 3            | 0 | 0   | 1.00    |
|                       | 2. Contents are interesting for learning.                                 | 3            | 0 | 0   | 1.00    |
|                       | 3. The difficulty of contents is suitable with the level of learner.      | 3            | 0 | 0   | 1.00    |
|                       | 4. Contents have both theory and practice for learning.                   | 3            | 0 | 0   | 1.00    |
|                       | 5. Contents support learner to learn more actively.                       | 3            | 0 | 0   | 1.00    |
|                       | 6. Contents support learner to learn more independently.                  | 3            | 0 | 0   | 1.00    |
|                       | 7. Contents can be used for communication in daily life.                  | 3            | 0 | 0   | 1.00    |
| Activity of the Model | 8. Activities are suitable with the contents for learning.                | 3            | 0 | 0   | 1.00    |
|                       | 9. There are various activities for learning according to learner's need. | 3            | 0 | 0   | 1.00    |
|                       | 10. The types of activities stimulate learner for learning                | 2            | 0 | 1   | 0.70    |
|                       | 11. Activities stimulate learner to practice                              | 3            | 0 | 0   | 1.00    |

| Domains  | Contents  | Measurements                                   |   |     | Results |
|--|---|--|---|-----|---------|
|  |   | + 1  | 0 | - 1 |         |
| <b>Activity of the Model (cont.)</b>                     | 12. Activities stimulate learner to learn creatively.                                 | 3  | 0 | 0   | 1.00    |
|  | 13. Activities support learner to learn actively.                                     | 3  | 0 | 0   | 1.00    |
|  | 14. Activities support learner to learn independently.                                | 3  | 0 | 0   | 1.00    |
|  | 15. Activities support learner to learn anywhere and anytime.                         | 3  | 0 | 0   | 1.00    |
|  | 16. Activities support learner to exchange idea with the others                       | 3  | 0 | 0   | 1.00    |
|  | 17. Activities support learner to learn collaboratively with the others.              | 3  | 0 | 0   | 1.00    |
|  | 18. Activities support learner to use technological channels for learning.            | 3  | 0 | 0   | 1.00    |
|  | 19. Activities enable learner to practice for developing English communicative skill. | 3  | 0 | 0   | 1.00    |
|  | <b>Media and Tool of the Model</b>  | 20. Media and tools are suitable for learning. | 3 | 0   | 0       |
| 21. Media and tools are variously utilized for learning. |   | 3  | 0 | 0   | 1.00    |
| 22. Media and tools are up-to-dated.                     |   | 3  | 0 | 0   | 1.00    |
| 23. Media and tools are easy for utilization.            |   | 3  | 0 | 0   | 1.00    |
| 24. Media and tools are easily accessible for learning.  |   | 3  | 0 | 0   | 1.00    |
| 25. Media and tools activate learner for learning.       |   | 2  | 0 | 1   | 0.70    |

| Domains  | Contents   | Measurements |   |     | Results |
|--|--|--------------|---|-----|---------|
|  |  | + 1          | 0 | - 1 |         |
| <b>Media and Tool of the Model</b><br>(cont.)  | 26. Media and tools support learner to learn actively.   | 3            | 0 | 0   | 1.00    |
|  | 27. Media and tools support learner to learn independently.  | 3            | 0 | 0   | 1.00    |
|  | 28. Media and tools support learner to learn anywhere and anytime.   | 3            | 0 | 0   | 1.00    |
|  | 29. Media and tools support learner to find out and search knowledge   | 3            | 0 | 0   | 1.00    |
|  | 30. Media and tools support learner to practice for developing English communicative skills.   | 3            | 0 | 0   | 1.00    |
| <b>The Usefulness of the Model for Developing English Speaking Knowledge and Skill in the Context of English as a Lingua Franca.</b> | 31. Learning through this approach enables the learner to know and understand about the variety of English speaking in the real world. | 3            | 0 | 0   | 1.00    |
|  | 32. Learning through this approach enables the learner to be aware of the variety of English speaking in the real world.               | 3            | 0 | 0   | 1.00    |

| Domains   | Contents   | Measurements |   |     | Results |
|---|--|--------------|---|-----|---------|
|   |  | + 1          | 0 | - 1 |         |
| <b>The Usefulness of the Model for Developing English Speaking Knowledge and Skill in the Context of English as a Lingua Franca.</b><br>(cont.) | 33. Learning through this approach enables the learner to be more confident about English speaking without too much reference to the norm of the native speaker. | 3            | 0 | 0   | 1.00    |
|   | 34. Learning through this approach enables the learner to know how to communicate in English language without too much worrying about grammatical rule.          | 3            | 0 | 0   | 1.00    |
|   | 35. Learning through this approach enables the learner to know and understand about cultural exchange through different and various uses of English language.    | 3            | 0 | 0   | 1.00    |

**APPENDIX I Index of Item–Objective Congruence Rating Form for Measuring  
of Semi–Structured Interview**

In each item, the experts are asked to determine the content validity score:

The score = 1, if the expert is sure that this item really measured the attribute.

The score = 0, if the expert is not sure that the item does measure or does not measure the expected attribute.

The score = -1, if the expert is sure that this item does not measure the attribute.

| No. | Contents  | Measurements |   |    | Results |
|-----|---|--------------|---|----|---------|
|     |   | + 1          | 0 | -1 |         |
| 1   | What do you think about this teaching approach?   |              |   |    |         |
| 2   | Does this teaching approach based on blended learning help you for English speaking learning and practice? If so, how?                                      |              |   |    |         |
| 3   | Is this teaching approach appropriate for English speaking learning and practice? If so, how?   |              |   |    |         |
| 4   | Does this teaching approach based on blended learning enable you to develop your English speaking in the context of English as a lingua franca? If so, how? |              |   |    |         |
| 5   | Do you think something else should be added in this teaching approach based on blended learning? If so, what?   |              |   |    |         |
| 6   | Do you feel worried about learning through this teaching approach based on blended learning in your English speaking learning and practice? If so, how?     |              |   |    |         |
| 7   | Do you feel more active after English speaking learning and practice through this teaching approach based on blended learning? If so, how?                  |              |   |    |         |

| No. | Contents   | Measurements |   |    | Results |
|-----|--|--------------|---|----|---------|
|     |  | + 1          | 0 | -1 |         |
| 8   | Do you feel that this teaching approach based on blended learning help you to be a self-regulated learner? If so, how?             |              |   |    |         |
| 11  | Does this teaching approach based on blended learning support you to learn independently anywhere and anytime? If so, how?         |              |   |    |         |
| 12  | Does this teaching approach based on blended learning support you to be aware of the use of English in the real world? If so, how? |              |   |    |         |



### The Quality Evaluation of Semi-Structured Interview by the Experts

| No. | Contents  | Measurements |   |    | Results |
|-----|---|--------------|---|----|---------|
|     |   | + 1          | 0 | -1 |         |
| 1   | What do you think about this teaching approach?   | 3            | 0 | 0  | 1.00    |
| 2   | Does this teaching approach based on blended learning help you for English speaking learning and practice? If so, how?                                      | 3            | 0 | 0  | 1.00    |
| 3   | Is this teaching approach appropriate for English speaking learning and practice? If so, how?   | 3            | 0 | 0  | 1.00    |
| 4   | Does this teaching approach based on blended learning enable you to develop your English speaking in the context of English as a lingua franca? If so, how? | 3            | 0 | 0  | 1.00    |
| 5   | Do you think something else should be added in this teaching approach based on blended learning? If so, what?   | 3            | 0 | 0  | 1.00    |
| 6   | Do you feel worried about learning through this teaching approach based on blended learning in your English speaking learning and practice? If so, how?     | 3            | 0 | 0  | 1.00    |
| 7   | Do you feel more active after English speaking learning and practice through this teaching approach based on blended learning? If so, how?                  | 3            | 0 | 0  | 1.00    |
| 8   | Do you feel that this teaching approach based on blended learning helps you to be a self-regulated learner? If so, how?                                     | 3            | 0 | 0  | 1.00    |
| 9   | Does this teaching approach based on blended learning support you to learn independently anywhere and anytime? If so, how?                                  | 3            | 0 | 0  | 1.00    |
| 10  | Does this teaching approach based on blended learning support you to be aware of the use of English in the real world? If so, how?                          | 2            | 1 | 0  | 0.70    |

## APPENDIX J The Suitability Measurement of Lesson Plans

### The Suitability Measurement of Lesson Plans

In each item, the experts are asked to determine the suitability of lesson plans as following scores:

The score = 1, if the suitability of lesson plans is very low.

The score = 2, if the suitability of lesson plans is less.

The score = 3, if the suitability of lesson plan is fair.

The score = 4, if the suitability of lesson plans is much.

The score = 5, if the suitability of lesson plans is very much.

| No. | Contents  | Measurements |   |   |   |   |
|-----|---|--------------|---|---|---|---|
|     |   | 5            | 4 | 3 | 2 | 1 |
| 1   | Essences  |              |   |   |   |   |
| 1.1 | They are consistent with learning purposes.                         |              |   |   |   |   |
| 1.2 | They are consistent with contents.                                  |              |   |   |   |   |
| 2   | Learning Purposes   |              |   |   |   |   |
| 2.1 | They are consistent with learning activities.                       |              |   |   |   |   |
| 2.2 | They are consistent with learning media.                            |              |   |   |   |   |
| 2.3 | They are consistent with contents.                                  |              |   |   |   |   |
| 3   | Contents  |              |   |   |   |   |
| 3.1 | They are consistent with learning purposes.                         |              |   |   |   |   |
| 3.2 | They are consistent with learning skill.                            |              |   |   |   |   |
| 4   | Learning Activities   |              |   |   |   |   |
| 4.1 | They are consistent with learning purposes.                         |              |   |   |   |   |
| 4.2 | They are consistent with learning skill.                            |              |   |   |   |   |
| 4.3 | They are consistent with the development of self-regulated learning |              |   |   |   |   |
| 5   | Learning Media  |              |   |   |   |   |
| 5.1 | They are consistent with learning activities.                       |              |   |   |   |   |
| 5.2 | They are suitable for the group of students.                        |              |   |   |   |   |

| No. | Contents                                      | Measurements |   |   |   |   |
|-----|---|--------------|---|---|---|---|
|     |   | 5            | 4 | 3 | 2 | 1 |
| 6   | Evaluation                                    |              |   |   |   |   |
| 6.1 | They are consistent with learning purposes.   |              |   |   |   |   |
| 6.2 | They are consistent with learning skill.      |              |   |   |   |   |
| 6.3 | They are consistent with learning activities. |              |   |   |   |   |

**Comment**

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### The Quality Evaluation of Lesson Plans by the Experts

In each item, the experts are asked to determine the suitability of lesson plans as following scores:

The score = 1, if the suitability of lesson plans is very low.

The score = 2, if the suitability of lesson plans is low.

The score = 3, if the suitability of lesson plan is fair.

The score = 4, if the suitability of lesson plans is much.

The score = 5, if the suitability of lesson plans is very much.

| No. | Contents                                      | Measurements |   |   |   |   | Mean<br>( $\bar{X}$ ) | Suitability<br>Level |
|-----|---|--------------|---|---|---|---|-----------------------|----------------------|
|     |   | 5            | 4 | 3 | 2 | 1 |                       |                      |
| 1   | Essences                                      |              |   |   |   |   |                       |                      |
| 1.1 | They are consistent with learning purposes.   | 2            | 1 | 0 | 0 | 0 | 4.67                  | Very Much            |
| 1.2 | They are consistent with contents.            | 2            | 1 | 0 | 0 | 0 | 4.67                  | Very Much            |
| 2   | Learning Purposes                             |              |   |   |   |   |                       |                      |
| 2.1 | They are consistent with learning activities. | 2            | 0 | 1 | 0 | 0 | 4.33                  | Much                 |
| 2.2 | They are consistent with learning media.      | 2            | 0 | 1 | 0 | 0 | 4.33                  | Much                 |
| 2.3 | They are consistent with contents.            | 2            | 0 | 1 | 0 | 0 | 4.33                  | Much                 |
| 3   | Contents                                      |              |   |   |   |   |                       |                      |
| 3.1 | They are consistent with learning purposes.   | 2            | 1 | 0 | 0 | 0 | 4.67                  | Very Much            |
| 3.2 | They are consistent with learning skill.      | 2            | 1 | 0 | 0 | 0 | 4.67                  | Very Much            |
| 4   | Learning Activities                           |              |   |   |   |   |                       |                      |
| 4.1 | They are consistent with learning purposes.   | 3            | 0 | 0 | 0 | 0 | 5.00                  | Very Much            |
| 4.2 | They are consistent with learning skill.      | 3            | 0 | 0 | 0 | 0 | 5.00                  | Very Much            |

| No. | Contents  | Measurements |   |   |   |   | Mean<br>( $\bar{X}$ ) | Suitability<br>Level |
|-----|---|--------------|---|---|---|---|-----------------------|----------------------|
|     |   | 5            | 4 | 3 | 2 | 1 |                       |                      |
| 4.3 | They are consistent with the development of self-regulated learning | 3            | 0 | 0 | 0 | 0 | 5.00                  | Very Much            |
| 5   | Learning Media  |              |   |   |   |   |                       |                      |
| 5.1 | They are consistent with learning activities.                       | 3            | 0 | 0 | 0 | 0 | 5.00                  | Very Much            |
| 5.2 | They are suitable for the group of students.                        | 3            | 0 | 0 | 0 | 0 | 5.00                  | Very Much            |
| 6   | Evaluation  |              |   |   |   |   |                       |                      |
| 6.1 | They are consistent with learning purposes.                         | 2            | 0 | 1 | 0 | 0 | 4.33                  | Much                 |
| 6.2 | They are consistent with learning skill.                            | 2            | 1 | 0 | 0 | 0 | 4.67                  | Very Much            |
| 6.3 | They are consistent with learning activities.                       | 2            | 1 | 0 | 0 | 0 | 4.67                  | Very Much            |

**APPENDIX K The Students' Average Scores from Tests of Speaking Skill in the  
Context of English as a Lingua Franca**

| N = 20        | Scores from the Tests |   |   |                       |   |   |
|---------------|-----------------------|---|---|-----------------------|---|---|
|               | Pre-Test (10 Points)  |   |   | Post-Test (10 Points) |   |   |
|               | 1                     | 2 | 3 | 1                     | 2 | 3 |
| Student no.1  | 5                     | 5 | 3 | 7                     | 7 | 6 |
| Student no.2  | 5                     | 5 | 5 | 7                     | 7 | 7 |
| Student no.3  | 4                     | 3 | 4 | 7                     | 6 | 6 |
| Student no.4  | 6                     | 5 | 4 | 7                     | 6 | 7 |
| Student no.5  | 3                     | 3 | 3 | 6                     | 7 | 7 |
| Student no.6  | 3                     | 3 | 3 | 6                     | 6 | 7 |
| Student no.7  | 5                     | 5 | 5 | 8                     | 8 | 7 |
| Student no.8  | 5                     | 5 | 5 | 7                     | 7 | 7 |
| Student no.9  | 6                     | 5 | 5 | 8                     | 7 | 8 |
| Student no.10 | 4                     | 5 | 3 | 7                     | 6 | 6 |
| Student no.11 | 5                     | 5 | 5 | 8                     | 7 | 8 |
| Student no.12 | 5                     | 5 | 3 | 7                     | 7 | 6 |
| Student no.13 | 5                     | 5 | 5 | 7                     | 7 | 7 |
| Student no.14 | 5                     | 4 | 3 | 8                     | 7 | 7 |
| Student no.15 | 4                     | 4 | 4 | 7                     | 6 | 7 |
| Student no.16 | 5                     | 5 | 4 | 7                     | 7 | 7 |
| Student no.17 | 5                     | 4 | 5 | 7                     | 7 | 7 |
| Student no.18 | 6                     | 5 | 5 | 8                     | 7 | 7 |
| Student no.19 | 6                     | 5 | 5 | 7                     | 7 | 7 |
| Student no.20 | 5                     | 5 | 5 | 8                     | 8 | 8 |

## BIOGRAPHY

|                              |   |
|------------------------------|---|
| <b>NAME</b>                  | Ditthawat Thongsook   |
| <b>DATE OF BIRTH</b>         | 13 May 1983   |
| <b>PLACE OF BIRTH</b>        | Nonthaburi  |
| <b>INSTITUTIONS ATTENDED</b> | 2012: M.A. in English and Communication Ubon Ratchathani University<br>2005: B.A. in Public Administration Suansunandha Rajabhat University   |
| <b>HOME ADDRESS</b>          | 243/14, Moo.4, That Phanom, Nakhon Phanom, 48110  |
| <b>PUBLICATION</b>           | Ditthawat Thongsook and Sukanya Kaowiwattanakul. (2022). The Effects of Blended Learning Model on EFL Students' Self-Regulated Learning. <i>Journal of Social Academic</i> , 15(2), 40-59.<br>Ditthawat Thongsook, Sukanya Kaowiwattanakul. (2024). The Effects of Blended Learning Model on EFL Students' Speaking Skills in the Context of English as a Lingua Franca. <i>INTHANINTHAKSIN JOURNAL</i> , 19(1), 171-197. |
| <b>AWARD RECEIVED</b>        | -   |