

**EFFECTS OF ORACY BUILDING INSTRUCTION VIA
BLENDED LEARNING ENVIRONMENT ON EIL
STUDENTS' METACOGNITIVE AWARENESS**



**A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in English as an International
Language**

Inter-Department of English as an International Language

GRADUATE SCHOOL

Chulalongkorn University

Academic Year 2019

Copyright of Chulalongkorn University

ผลการสอนของการสร้างทักษะการพูดและการฟังผ่านการเรียนแบบผสมผสานต่อความตระหนักรู้
ในการรู้คิดของผู้เรียนภาษาอังกฤษเป็นภาษานานาชาติ



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ สหสาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2562

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title EFFECTS OF ORACY BUILDING INSTRUCTION
VIA BLENDED LEARNING ENVIRONMENT ON
EIL STUDENTS' METACOGNITIVE AWARENESS
By Miss Kusuma Bangkom
Field of Study English as an International Language
Thesis Advisor Assistant Professor PORNPIMOL SUKAVATEE, Ph.D.

Accepted by the GRADUATE SCHOOL, Chulalongkorn University in
Partial Fulfillment of the Requirement for the Doctor of Philosophy

..... Dean of the GRADUATE
SCHOOL
(Associate Professor THUMNOON NHUJAK, Ph.D.)

DISSERTATION COMMITTEE

..... Chairman
(Assistant Professor APASARA CHINWONNO, Ph.D.)

..... Thesis Advisor
(Assistant Professor PORNPIMOL SUKAVATEE,
Ph.D.)

..... Examiner
(Assistant Professor Maneerat Ekkayokkaya, Ph.D.)

..... Examiner
(Associate Professor SUMALEE CHINOKUL, Ph.D.)

..... External Examiner
(Assistant Professor Pattamawan Jimarkon Zilli, Ph.D.)

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

กุสุมา บังคม : ผลการสอนของการสร้างทักษะการพูดและการฟังผ่านการเรียนรู้แบบผสมผสานต่อความตระหนักรู้ในการรู้คิดของผู้เรียนภาษาอังกฤษเป็นภาษานานาชาติ. (EFFECTS OF ORACY BUILDING INSTRUCTION VIA BLENDED LEARNING ENVIRONMENT ON EIL STUDENTS' METACOGNITIVE AWARENESS) อ.ที่ปรึกษาหลัก : ผศ. อ.พรพิมล สุขะวาที

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) พัฒนาการสอนการสร้างทักษะการพูดและการฟังผ่านสภาพการเรียนรู้แบบผสมผสาน (2) ศึกษาผลของการสอนที่มีต่อความตระหนักรู้ในการรู้คิดของผู้เรียน (3) ศึกษาผลของการสอนที่มีต่อทักษะการพูดและการฟังของผู้เรียน (4) ศึกษาทัศนคติของผู้เรียนต่อการสอนการสร้างทักษะการพูดและการฟังผ่านสภาพการเรียนรู้แบบผสมผสาน กลุ่มตัวอย่างประกอบด้วย นักเรียนจำนวน 29 คน การทดลองใช้เวลาทั้งสิ้น 15 สัปดาห์ การเก็บข้อมูลใช้การรวบรวมเชิงคุณภาพและเชิงปริมาณ ผลการวิจัยพบว่า (1) ความสามารถในการตระหนักรู้ในการรู้คิดของผู้เรียนภายหลังการเรียนรู้โดยใช้การสอนการสร้างทักษะการพูดและการฟังผ่านสภาพการเรียนรู้แบบผสมผสานเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (2) ความสามารถในการพูดและการฟังภายหลังการเรียนรู้โดยใช้การสอนการสร้างทักษะการพูดและการฟังผ่านสภาพการเรียนรู้แบบผสมผสานเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (3) ผู้เรียนมีทัศนคติเชิงบวกต่อการสอนการสร้างทักษะการพูดและการฟังผ่านสภาพการเรียนรู้แบบผสมผสาน การศึกษาในครั้งนี้ชี้ให้เห็นว่าการสอนการสร้างทักษะการพูดและการฟังผ่านสภาพการเรียนรู้แบบผสมผสานช่วยพัฒนาประสิทธิภาพทางการเขียนและทางการคิดของผู้เรียนและให้ข้อมูลเชิงลึกที่เป็นประโยชน์สำหรับนักเรียน, ผู้สอนสถาบันการศึกษาในการสอนทักษะการพูดและการฟังภาษาอังกฤษ



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา 2562

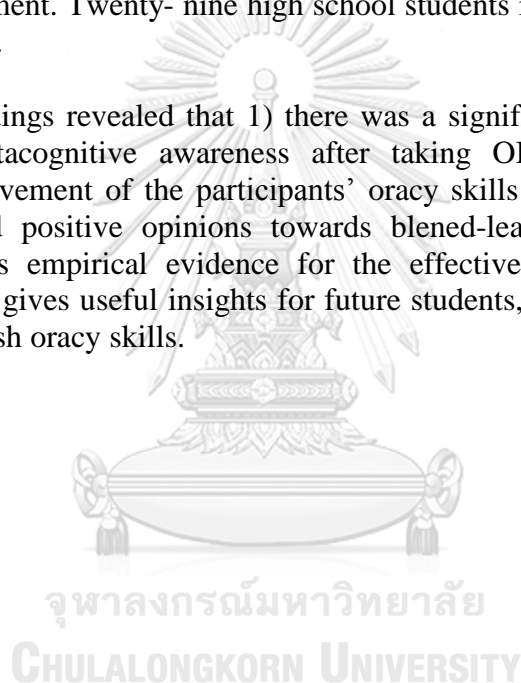
ลายมือชื่อนิสิต
ลายมือชื่อ อ.ที่ปรึกษาหลัก

5987754120 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
 KEYWORD ORACY BUILDING INSTRUCTION, BLENDED-LEARNING
 D: ENVIRONMENT, METACOGNITIVE AWARENESS, ORACY
 SKILLS

Kusuma Bangkom : EFFECTS OF ORACY BUILDING INSTRUCTION
 VIA BLENDED LEARNING ENVIRONMENT ON EIL STUDENTS'
 METACOGNITIVE AWARENESS. Advisor: Asst. Prof. PORNPIMOL
 SUKAVATEE, Ph.D.

The study aim (1) to develop oracy skills instruction in a blended-learning environment, (2) to investigate the effects of students' metacognitive awareness after implementing the oracy building instruction via blended-learning environment, (3) and to investigate the students' opinion towards using blended-learning environment. Twenty- nine high school students in Rayong were chosen as the sample group.

The findings revealed that 1) there was a significant improvement of the participants' metacognitive awareness after taking OBIBLE, 2) there was a significant improvement of the participants' oracy skills after taking OBIBLE, 3) the students had positive opinions towards blended-learning environment. This research provides empirical evidence for the effectiveness of blended-learning environment and gives useful insights for future students, teachers, and institutions in teaching English oracy skills.



Field of Study:	English as an International Language	Student's Signature
Academic Year:	2019
		Advisor's Signature
	

ACKNOWLEDGEMENTS

Father God, thank you for this research study. For years since You have given me wisdom and knowledge to complete this work. By faith, I have come this far with my strength and supports from people who are involved with the study. I would like to express my deep gratitude towards my compassionate advisor, Assistant Professor Dr.Pornpimol Sukavatee, who has always been there for me. She, who has believed in me, with our numerous meetings, useful comments, and kind words to comfort me during the ups and downs, has enlightened me to fully commit myself in educational research and enter an academic profession.

In addition to my professor, I would like to thank the rest of my thesis committee: Assistant Professor Dr.Apasara Chinwonno, Assistant Professor Dr.Maneerat Ekkayokkaya, Associate Professor Dr. Sumalee Chinokul, and Associate Professor Dr.Pattamawan Jimarkon Zilli for the most insightful comments to make this work more meaningful. Their time and comments dedicated to me are highly appreciated and have widened my research from many perspectives.

I would also like to thank the experts who helped validate the research instruments. With their screen and comments, this research can collect data successfully. Besides, I would like to thank all my Taksin students who attentively participated in this study.

I thank my EIL batch 15 especially Mr. Danai Wongsa, and Mrs. Poranee Pureesitr.

Finally, thanks be to my family, who are everything for me on this earth, their encouragements and support have always been my inspiration to complete the degree. This accomplishment is possible because of them. I believe that this incredibly made them proud, especially my beloved father.

Kusuma Bangkom

TABLE OF CONTENTS

	Page
ABSTRACT (THAI)	iii
ABSTRACT (ENGLISH).....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	xii
LIST OF FIGURES	xiv
CHAPTER I INTRODUCTION.....	1
Research Title in English and Thai.....	1
1. Background of the Study	1
1.1 Introduction.....	1
1.2 Research Questions.....	10
1.3 Research Objectives.....	10
1.4 Statement of Hypothesis.....	11
1.5 Scope of the Study.....	12
1.6 Definitions of Terms.....	12
1.7 Significance of the Study.....	14
CHAPTER II LITERATURE REVIEW	15
2.1 Oracy: Its Importance, Characteristics and Assessment Framework	15
2.2 Metacognitive Awareness on Speaking.....	25
2.3 The relationship of metacognitive experience, metacognitive knowledge and strategy use	30
2.4 Listening Characteristics	32
2.4.1 Active Listening	33
2.4.2 Key Metacognitive Processes in Listening	35
2.4.3 MALQ Questionnaire.....	38
2.4.3.1 The Five Factors	39

2.5 Research Studies on Metacognition in Listening Skill and Implication to Apply in Speaking Skill.....	41
2.6 Embedding Metacognitive Awareness Activities in Stages of Oracy Building Instruction.....	42
2.7 Building Oracy Strands in Each Stage of Teaching with Metacognitive Awareness Activities	49
2.8 Development of Oracy Tasks and Teaching From Past to Present.....	53
2.9 Oracy in EIL Context.....	56
2.10 Oracy Instruction and Its Positive Impacts and Challenges in ESL and EIL Contexts.....	58
2.10.1 Related Research and Studies.....	61
2.11 Oracy Instruction and Task Design	62
2.11.1 Oracy Tasks.....	64
2.11.1.1 Debate.....	64
2.11.1.2 Presentation	65
2.11.1.3 Role Play	66
2.12 Blended Learning.....	67
2.12.1 Technology Tools in Blended-Learning: Google Classroom.....	69
2.12.2 Blended Course Design: Parallel or Isolated-Content Distribution	70
2.12.2.1 Related Research and Studies.....	72
2.12.3 Exploring and Measuring Improvement of Oracy Skills in Blended Learning Environment.....	73
2.12.3.1 Presentation task.....	75
2.12.3.2 Semi-Scripted Role Play	79
2.12.3.3 Debate.....	82
2.12.3.4 Pre- and Post-Test Task.....	85
CHAPTER III RESEARCH METHODOLOGY	91
3.1 Introduction.....	91
3.2 Research Design	91
3.3 Population and Participants	92
3.4 Stages of Research.....	93

3.5 Research Instruments	121
3.5.1 English Oracy Skills Test	122
3.5.2 English Oracy Unit Tasks.....	123
3.5.3 The Inventory of Metacognitive Awareness in Oracy Skills Questionnaire .	123
3.5.4 Blended-Learning Questionnaire	124
3.5.5 Blended-learning Semi-Structured Interview Questions.....	125
3.5.6 Stimulated Recall Interview	125
3.5.7 Speaking and Listening Diary	126
3.6 Data Analysis	126
3.7 Summary	129
CHAPTER IV FINDINGS	130
4.1 Introduction.....	130
4.2 The Effects of OBIBLE on Learner’s Metacognitive Awareness	131
4.2.1 Results from the Pre- and Post-Questionnaire of Metacognitive Experience	131
4.2.2 Results from the Stimulated Recall Interview of Metacognitive Experience	133
4.2.3 The Relationship Between Results from Questionnaire and Interview .	139
4.2.4 Results from the Pre- and Post-Questionnaire of Metacognitive Knowledge.....	141
4.2.5 Results from the Stimulated Recall Interview of Metacognitive Knowledge.....	149
4.2.6 Results from Metacognitive Awareness of Strategic Knowledge.....	158
4.2.7 The results of the interview on strategies for specific types of speaking tasks	159
4.2.8 Results from the English Oracy Skills Test Scores	163
4.2.9 Results from the Comparison of the Oracy Strands from 3 Oracy Unit Tasks: Presentation, Semi-Scripted Role Play and Debate	165
4.2.10 Results from the Stimulated Recall Interview of Strategy Use.....	167
4.2.11 Results from Speaking and Listening Diary.....	171

4.2.12 The Results of Stimulated Recall Interview, Self-reflection and Numbers of Strategies Use in Each Task.....	174
4.3 The Effects of OBIBLE on Learner’s Oracy Skills.....	174
4.3.1 Results from the Comparison of the First and Second Unit Tasks	175
4.3.2 Results of Listening Comprehension	177
4.3.3 Result of Metacognitive Awareness Focusing on Listening Skill	178
4.4 Students’ Perceptions Towards Blended-Learning	182
4.5 Summary.....	196
CHAPTER V CONCLUSIONS AND RECOMMENDATION	197
5.1 Summary of the Study	197
5.2 Summary of the Findings.....	199
5.2.1 Improvement of Metacognitive Experience	199
5.2.2 Improvement of Metacognitive Knowledge: Person Knowledge, Task Knowledge and Strategic Knowledge	200
5.2.3 Improvement of Strategy Use: Language Development and Language Use	201
5.2.4 Improvement of Oracy Skills	202
5.2.5 The Students’ Perceptions towards Blended-Learning Environment	202
5.3 Discussions	202
5.3.1. The Development of Students’ Metacognitive Awareness after Implementing OBIBLE	203
5.3.1.1 Metacognitive Experience	204
5.3.1.2 Metacognitive Knowledge	206
5.3.1.2.1 Person Knowledge	207
5.3.1.2.2 Task Knowledge	208
5.3.1.2.3 Strategic Knowledge.....	210
5.3.1.3 Strategy Use:	213
5.3.1.3.1 Language Use	213
5.3.1.3.2 Language Development.....	214
5.3.2 The Development of Students’ Oracy Skills after Implementing OBIBLE ..	215

5.3.2.1 The Development of Speaking Skill.....	215
5.3.2.2 The Development of Listening Skill	218
5.4 Perceptions Towards Blended-Learning Environment and Its Effectiveness ..	221
5.5 Pedagogical Implications.....	223
5.5.1 Implications and Recommendations for Instructors.....	224
5.5.1.1 Implications and Recommendations for the Integration of Oracy Building Instruction.....	224
5.5.1.2 Implications and Recommendations for Blended-Learning Environment	227
5.6 Limitations of the Study	228
5.7 Recommendations for Future Study	228
REFERENCES	230
Appendices.....	246
Appendix A: A learner’s self-observation sheet on speaking development.....	247
Appendix B: Thinking about the overall structure of a spoken text of genre.....	247
Appendix C: A pre-task planning guide for a giving talk	248
Appendix D: A pre-task planning guide for participating in a discussion	248
Appendix E: Oracy assessment template.....	249
Appendix F: Oracy multi-trait analysis rubric score	250
Appendix G: Blended-learning questionnaire	255
Appendix H: Course lesson plan & Unit lesson plans.....	258
Appendix I: Planning a unit of work using seven stages of the speaking-teaching cycle. (Goh & Burns, 2012)	284
Appendix J: Oracy components and modes of delivery lesson plan guideline	289
Appendix K: Listening 3-column answer form	295
Appendix L: Metacognitive Awareness Listening Questionnaire (MALQ)	296
Appendix M: Oracy skills pre-test and post-test	298
Appendix N: Inventory of Metacognitive Awareness in Oracy Skills Questionnaire.....	301
Appendix O: Lesson plan IOC	306
Appendix P: Blended-learning questionnaire IOC	307

Appendix Q: Inventory of Metacognitive Awareness in Oracy Skills IOC	308
Appendix R: Stimulated Recall Interview IOC	309
Appendix S: Pre- and Post-test assessment criteria IOC table	310
VITA.....	311



LIST OF TABLES

		Page
Table 1	Oracy four strands by School 21 and Cambridge University (2014).....	17
Table 2	Metacognitive strategies and learning objectives in L2 speaking development.....	28
Table 3	Stages of Instruction and Underlying Metacognitive Processes for Generic Listening Activities.....	38
Table 4	Metacognitive awareness activities in oracy building instruction..	43
Table 5	Thinking about speaking at the beginning of a new term.....	45
Table 6	Raising awareness of task knowledge in pre-task planning.....	46
Table 7	Speaking and listening diary.....	48
Table 8	Oracy characteristics and examples of tasks across different scholars.....	55
Table 9	Twelve Keys to Developing EIL Oracy.....	59
Table 10	Task features.....	63
Table 11	Presentation task assessment form for teacher.....	77
Table 12	Presentation task assessment form for student.....	78
Table 13	Semi-scripted role play task assessment form for teacher.....	80
Table 14	Semi-scripted role play task assessment form for students.....	81
Table 15	Debate task assessment form for teacher.....	84
Table 16	Debate task assessment form for students.....	85
Table 17	Pre- and post-test assessment form for teacher.....	86
Table 18	Oracy tasks assessment via blended environment.....	88
Table 19	Stages of research.....	94
Table 20	Lesson plan showing oracy strands and metacognitive process instruction.....	96
Table 21	Topics and functions on online platform.....	101
Table 22	Metacognitive awareness measurement method.....	106
Table 23	Metacognitive knowledge about second language speaking questionnaire.....	108
Table 24	Revised blended-learning questionnaire IOC.....	113
Table 25	Revised the Inventory of Metacognitive Awareness IOC.....	115
Table 26	Pearson Correlation Coefficient of inter-rater reliability.....	119
Table 27	Pearson Correlation Coefficient of inter-rater reliability.....	119
Table 28	Areas of perception in blended-learning.....	125
Table 29	Research questions and data analysis.....	128
Table 30	Students' metacognitive experience before and after the course...	132
Table 31	Metacognitive experience behaviours found in stimulated recall interview.....	135

	Page
Table 32	Students' metacognitive knowledge before and after the course... 142
Table 33	Metacognitive knowledge mean score of pre- and post-course..... 147
Table 34	Metacognitive knowledge behaviours found in stimulated recall interview..... 152
Table 35	Percentage of strategies used in each unit task..... 159
Table 36	Entry reports of students' answer on speaking and listening strategies..... 160
Table 37	Scores from English oracy skills tests and oracy unit tasks..... 164
Table 38	Paired samples t-test between the pre-test and post-test of oracy skills..... 165
Table 39	The mean score and S.D. for the three unit tasks..... 166
Table 40	Entry reports of the students answer open-ended question 8 in the interview..... 167
Table 41	Percentages of oracy strands and strategies mentioned in speaking and listening diary..... 172
Table 42	Mean Score and SD of each unit task..... 175
Table 43	3-entry listening scores of the 3 units..... 177
Table 44	The results of MALQ items in questionnaire..... 178
Table 45	The four perception areas of blended-learning questionnaire..... 183
Table 46	Descriptive statistics result of the questionnaire..... 183



LIST OF FIGURES

	Page
Figure 1 Metacognitive awareness in second language learning.....	26
Figure 2 Listening 3-entry answer template for online task.....	47
Figure 3 Oracy Skills Teaching Cycle.....	53
Figure 4 Research Framework.....	89



CHAPTER I

INTRODUCTION

Research Title in English and Thai

EFFECTS OF ORACY BUILDING INSTRUCTION VIA BLENDED LEARNING ENVIRONMENT ON EIL STUDENTS' METACOGNITIVE AWARENESS

ผลของการสอนการสร้างทักษะการพูดและการฟังผ่านการเรียนรู้แบบผสมผสานต่อความตระหนักรู้ในการรู้คิด
ของผู้เรียนภาษาอังกฤษเป็นภาษานานาชาติ

1. Background of the Study

1.1 Introduction

Oracy skills: speaking and listening skills, are as important as other fundamental skills: numeracy and literacy (Millard & Menzies, 2016). It should be taught to all children at the very young age for their benefit in learning through their talk as highlighted in the National Curriculum Review, the Cambridge Primary Review stated *“the importance of high quality talk as fundamental to effective learning and teaching”* (Alexander, 2011). Similar vein is also raised in Singapore, where English is used as a medium in classes. The students are required to use their second language (L2) to acquire the knowledge (Goh, 2014). Inevitably, oracy skills are necessary. Further vision was also paid in longer term that oracy is not only useful in knowledge gaining, but also is required in working life (Wilkinson, 1965). The term oracy was first coined by Wilkinson (1965) in England when he realised that children can learn through their talk. In other words, children will acquire a particular knowledge if they can spell out. Consequently, oracy skills were urged to be

embedded in every subject (Wilkinson, 1965) and were the priority to develop before literacy. Then this term was expanded to the United States of America (US), and English as a Second Language (ESL) countries such as Singapore (Goh, 2014). Goh (2014) found that students who can speak English fluently have huge advantage in learning new knowledge compared to ones who cannot. Therefore, building oracy plays an important role in learning. However, in many research studies, oracy skills are often seen as two separated skills: speaking and listening, and conducted individually.

Speaking and listening are the two major skills in communication, which former is a productive skill and the latter is a receptive skill. Firstly, speaking is considered as one of the most difficult skills in communication (Brown & Yule, 1983; Zaremba, 2006; Brown, 2014) because it does not allow learners much time for processes of conceptualising, formulating, articulating, self-monitoring and negotiating (Thornbury, 2007). Similar vein is analysed by Brown (1994). He generated four features which make speaking difficult: contractions and vowel reductions, slang and idioms, stress and intonation, and interaction with the other speaker. Therefore, repetitions, pauses, incomplete sentences, hesitations or fillers are likely to be unavoidable. Besides, gestures, intonation, stress and thinking pauses are elements involved in speaking that cannot be ignored (Nombre, Segura & Junio, 2012). Requiring so much effort to produce, speaking skill is demanding for students of English as a Foreign Language (EFL).

There were some studies suggested that Thai students have lower speaking proficiency (Wongsothorn, 2003; Khamkhen, 2010). Speaking is a problem for Thai students. Many research studies found that unfavourable circumstances are involved

with low ability in speaking (Atagi, 2011; Wongsothorn, 2003; Khamkhien, 2010). They are the consequence of large-class size, low ability teachers and shyness of the students (Khamkhien, 2010). At Taksin school also goes the similar vein. Wongsothorn (2003: 449-450) listed problems which hinder the communicative English class: inadequate supply of trained teachers in language and IT, the diversity in the interpretation of the same curriculum, lack of language models (especially in rural areas), difficulty of meeting the set standards, and a new evaluation system is needed to meet the new requirements. Other survey which was done by Chulalongkorn University Academic Service Centre (2000) identified the following difficulties in developing education in primary and secondary schools in accordance with the 1999 Education Act: *'an overabundance of curriculum content; students inadequately pre- pared for the level at which they studied; teachers inadequately prepared and an overload of responsibilities; inadequate materials and equipment; insufficient budgets; large class sizes; inadequate assessment including an over-reliance on multiple choice tests; and students being unable to transfer the skills learned in the classroom to other situations. Concerned as the most difficult skill, speaking is promoted in the classroom.'* (cited in Baker, 2008: 137-138). Moreover, Chuanchaisit (2009) mentioned that different cultures: risk- avoidance and risk-taking can affect speaking ability. In other words, students from risk-avoidance culture are more likely to achieve lower speaking ability compared to students who come from risk-taking culture. Therefore, to Thai culture, loss of face by making mistakes is unfavourable, the Thai students are likely to apply risk- avoidance strategy to maintain the conversation, while the research found that risk- taking achieved more because they can communicate naturally with no fear of making mistakes.

From the aforementioned problems in English speaking classrooms, it seems that not only external circumstances like large class sizes, monolingual culture, overload work of teachers and inadequate assessment play a major role, but also do the personal issues such as losing face culture and unable to transfer skill learned to students' real-life situations.

Speaking naturally often requires listening at the same time when two-way communication is needed, and studies revealed listening as a challenging language skill because it requires a comprehension within a short time allowed (Wattthajarukiat et.al, 2012). Thai students also find listening demanding (Jaiyai, Torwong, Usaha, Danvirattana, Luangthingkam & Piyadamrongchai, 2005). Moreover, it is used most in language learning (Nunan, 1998; Mendelsohn, 1994). Wattthajarukiat's study stated components which make listening difficult for EFL students, namely, 'the key language' and 'language related factors'. The key language includes vocabulary and grammar rules and language related factors are speech rate, and topic familiarity. Therefore, students should be active and use listening strategies so called 'active listening' when they listen to spoken text in L2. Vandergrift (2006) has viewed five factors in active listening: problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention. These five functions can distinguish higher level students from the lower ones. The study showed that the former will use less mental translation. Similarly, O'Malley (1989) stated that effective L2 listeners are the group who could apply strategies while the lower ones tended to interpret word by word. Obviously, teaching students to be active while they are listening is necessary. Active listening, however, is comprised of 3 stages where the students are asked to listen to the same texts for 3 times (Vandergrift & Goh,

2012). Therefore, it inevitably takes class time and careful plan to teach. In contrast, teaching listening skill is ignored in language classroom (Matsumoto, 2008; Osada, 2004). This could be the result of backwash effect where there is no listening both in the entrance and school examinations, or teachers thought that students can acquire the skill automatically (Bano, 2017). Due to these condition and perception, teachers tend not to highlight this skill in class and students do not have a chance to practise in the monolingual culture.

Not only the cognitive load that EFL learners inevitably need to experience in acquiring and performing these two skills, the limited opportunity to expose to the target language environment is also another important hindrance (Wiriyachitra, 2013). Sohmani (2013) has highlighted that Yemeni students are taught in the large classes where teacher is the centre of the lessons, consequently, the students could not reach their expected language competency merely memorised and recalled what they heard. Therefore, teaching these two skills have been emphasised by several studies to improve the EFL students' communicative ability. However, many studies have been paid attention to either speaking or listening skills (so called segregated approach (Astorga-Cabezas, 2015)), not the integrated one. In addition to that, the studies are titled as improving oral communication, speaking, and/ or listening skill. Consequently, many people are familiar with these terms and might perceive that these two skills could only be separately improved. Oxford (2001), on the other hand, stated that communication using speaking and listening occurs naturally. Therefore, this research will focus on the two skills: speaking and listening and will group these under the term 'oracy'.

Oracy consists of 4 strands: physical, linguistic, cognitive, and social and emotion (Cambridge). They believe that students who can communicate effectively can demonstrate these 4 outputs for some extent. The physical strand refers to body language and voice control. The linguistic strand refers to the correct use of grammar and vocabulary which is suitable for a particular context. The cognitive strand refers to the way they organise and choose related information in their talk, as well as be prepared of being asked to clarify their points with the understanding of listeners' ground. Lastly, social and emotion strand refers to the extent of listeners' understanding. If the students are able to apply all oracy outputs, they are considered as a competent communicators, who are likely to success in expressing themselves.

From the two mentioned oracy in both contexts: first language and ESL, scholars (McKay & Brown, 2016) suggested oracy in the broader sense, namely English as an International context (EIL), in which English is listened and spoken by both Native Speaker (NS) and Non-Native Speaker (NNS) around the world. Oracy in EIL context seems to be different from either oracy in first language or ESL context, and considers several terms: non-native English learners' chances in using English communication, intelligibility, fluency and motivation. Starting with learners' chances in using English, Mondared and Safarzadeh (2014) suggested that there are more opportunities for NNS to communicate with NNS than the NS with NNS. Therefore, fluency in EIL context may have some differences from traditional speaking fluency, where native-like pronunciation is not focused rather more attention is paid to strategies in communication such as negotiating for meaning. Secondly, intelligibility is highlighted in EIL context. Munro and Derwing (1995b) pointed that NNS can promote their intelligibility as long as their communication has these three key terms

namely, *intelligibility*: ‘the extent to which an utterance is actually understood’, *Comprehensibility*: ‘listeners’ perceptions of difficulty in understanding particular utterances’, and *Accentedness*: ‘how strong the talker’s foreign accent is perceived to be’. Lastly, motivation in using the target language is related to the sense of the language ownership. Students should feel that they can contribute their thoughts and cultures to the international level without any limit linguistic competence or different accents. As Matsuda (2003) has said:

“Teaching inner-circle English in Japan neglects the real linguistic needs of the learners, eclipses their education about the history and politics of English, and fails to empower them with ownership of English.” (p.721)

Having described about the use of English within EIL countries, it is clear that English oracy in EIL context is most often used with NNS and requires listening comprehension and understandable accent to be able to communicate to show their intelligibility. Not only the skills itself that students in EIL context should be excelled, but also should local culture of learning and local varieties of English be respected (McKay & Brown, 2016). The similar view of English varieties respect is highlighted by other scholar as Matsuda (2003) stated that *“Even if one variety is selected as a dominant target model, an awareness of different varieties would help students develop a more comprehensive view of the English language.”*. Inevitably, students learning English as an international language would have more cognitive load in communication since they need to monitor their communication strategies, yet have to aware of varieties of culture and English. To this point, it seems that a communication class is demanding to the extent that skills and English varieties of different cultures presenting is needed. In this study EIL context is also promoted to students so that

they will have an awareness of English varieties in different countries. In addition, communicative activities in class will be assessed through EIL perspective of intelligibility.

To be able to improve oracy skills in EIL students, metacognitive awareness is one of the effective tools. Many scholars have put their interest in researching effects of metacognition in speaking and listening skills. Take the study of Ghapanchi (2012) as an example. The researcher found that the more language learners possess language knowledge, metacognitive knowledge, strategy use, the more proficient they are in oracy skills. In other words, knowledge in the target language together with metacognition would enable learners to communicate interactively. In addition to that, there was a research paper indicates that speaking proficiency is highly related to metacognitive knowledge: the knowledge in person, task, and strategy, while listening comprehension has a positive relationship with vocabulary knowledge (Ghapanchi, 2012).

Despite the limitations of oracy skills teaching in classroom, because it requires time and practices, blended-learning is considered as another approach to resolve the problems. As blended learning can promote self-learning, it can save the class time. In Sokol et., al. (2013) study, the aim of the paper is to research the effectiveness of general English in a blended learning course for high school student in Latvia. The objective of the course is to promote thinking skill to the students via self grammar learning and providing more practice time in class. The findings are that the students have more motivation and deeper understanding when creating test for their own, and learning autonomy increases. However, there are some negative comments from the students that online tasks required more concentration than in-

class tasks and technological problems caused their frustration. Similar vein is also applied in Banditvilai 's (2016) study where she found that blended-learning can help students improve their English skills in business communication course. The three skills: listening, reading and writing were very well received. Speaking, however, was found to be the least improve from the research. This suggests that speaking still needs face-to-face interaction, while other skills can be implemented online. Therefore, it can be said that blended-learning approach has some benefits for language teaching and learning, but it needs a careful design (Poon, 2013).

The studies of 'oracy' in EIL context have not yet reached by a number of research, especially in Thailand. Many research studies, yet have been devoted to the terms 'speaking' or 'oral communication' as explained above. However, *"the terms 'speaking and listening' or 'communication skill' in communicative English teaching approach have become devalued by casual use and should be replaced by terms that signal the emphatic step change in thinking and practice that is needed."* (cited in Alexander, 2012). 'Oracy' is the term which shall be used in this research to make it connote as significant skills as literacy.

Having stated in the introduction regarding the characteristics, importance and teaching approach of oracy, it is clear that there is a tremendous need to find a way to improve the skills for Thai learners despite time and class size constraints, and students' culture characteristic. In this research will explore the effects of oracy building instruction via blended learning environment on EIL Students' oracy skills, which is believed to be one potential way that can contribute to the field to solve the needs.

1.2 Research Questions

1. What are the effects of oracy building instruction via blended-learning environment (OBIBLE) on EIL students' metacognitive awareness?

1.1) metacognitive experience;

1.2) metacognitive knowledge, and

1.3) strategy use

2. How does the students' oracy skills improve?

2.1) speaking skill

2.2) listening skill

3. What are the students' perceptions towards the oracy building instruction via blended-learning environment (OBIBLE)?

3.1) perception towards face-to-face learning mode, and

3.2) perception towards online learning mode

1.3 Research Objectives

The purposes of this study are

1. To investigate students' metacognitive awareness improvement after implementing the oracy building framework instruction via blended-learning in three dimensions

2. To investigate students' oracy skills improvement after implementing via blended-learning.

3. To explore students' perceptions whether the blended-learning approach can help promote their oracy skills in two different modes of learning delivery:

3.1) perception towards face-to-face learning mode, and

3.2) perception towards online learning mode

1.4 Statement of Hypothesis

Zumor et. al (2013) found that blended-learning environment provides opportunities for employing indirect language learning strategies such as metacognitive strategies, affective strategies, and social strategies. In addition to that, reading and vocabulary are extensively improved via online.

Ghapanchi (2012) revealed that linguistic knowledge, metacognitive knowledge and metacognitive strategy use contributed significantly in speaking improvement. Listening, however, heavily relies on language knowledge and strategy use.

Banditvilai 's (2016) found that blended-learning can help students improve their English skills in business communication course. The three skills: listening, reading and writing were very well received.

Chang (2013) and Al-Alwan et., al (2013) have explored the correlation between listening comprehension and metacognitive strategies used. The result found in the former was that problem-solving, directed attention and personal knowledge are positive factors affecting students' listening, while mental translation was negative. The latter, on the other hand, claimed that problem-solving, planning and evaluation, and directed attention have a significant relationship with the listening comprehension, while directed attention and personal knowledge cannot explain the comprehension. The hypotheses of this study are as follows:

Hypothesis: The means of students' oracy skills *post-test scores* is significantly higher than *that of pre-test scores* after taking oracy building instruction via blended-learning environment at $p < 0.05$.

1.5 Scope of the Study

The population in this study are grade 9 students from Taksin school Rayong. All of them share the same background of English. They also studied two English courses: fundamental English and English for reading and writing in this term. The study consists of three variables. The independent variable was oracy building instruction via blended-learning environment. The two dependent variables were students' metacognitive awareness, and oracy skills. The data were collected using the following research instruments and methods: oracy skills pre-test and post-test, video records of students' three tasks: presentation, semi-scripted role play and debate, Inventory of Metacognitive Awareness in Oracy Skills Questionnaire, students' opinion about blended-learning approach, students' self-reflection journal, and semi-structured interviews on task performances and blended-learning.

1.6 Definitions of Terms

'Oracy building instruction' in this research means the oracy teaching framework which includes metacognitive awareness activities, the four strands of oracy (School 21 and Cambridge, 2014): physical, cognitive, linguistic and social and emotion, and active listening process (Vandergrift, 2012). The framework is adapted from Goh and Burns' (2012) speaking cycle model which includes seven stages.

First stage is focusing learners' attention on speaking/ listening planning and predicting. Second stage is providing input and/ or guiding planning/ listening practice according to pedagogical sequence. Third stage is conducting oracy tasks. Forth stage is focusing on language/ discourse/ skills/ strategies and discussing learning problems occurred. Fifth stage is repeating oracy task. Sixth stage is directing learners' reflection on learning, and seventh stage is facilitating feedbacks on learning. The model is conducted via blended-learning approach.

'Metacognitive awareness' means knowledge and condition about cognitive phenomena (Flavell, 1979) in speaking and listening skills. There are three dimensions of metacognitive awareness: experience, knowledge (person, task, and strategies), and strategy use (language use and language development). These elements were embedded in both oracy unit tasks and active listening activities which allow students to practise using three strategies: planning, monitoring and evaluating. The metacognitive process conducted in this research are in both face-to-face and online modes.

'Blended learning' means a combination of face-to-face and online teaching. In this research, the oracy building framework is conducted within blended-learning approach. The stages 1: focusing learners' attention on oracy skills planning and predicting, and 3: conducting oracy skill tasks are delivered in face-to-face mode, stages 2: providing input, 4: giving feedback on first performance, 6: directing learners' reflecting on learning and 7: facilitating feedback on learning are done in both modes and stage 5: repeating tasks is only conducted online.

'Oracy building instruction in blended environment' means the oracy building framework, in which is conducted in two modes: in-class and online. There are five

stages of oracy building framework: 2 (providing input and giving guideline), 4 (giving feedback and revising the first performance), 5 (repeating tasks), 6 (directing learners' reflecting on learning) and 7 (facilitating feedback on learning) are done online.

'EIL students' means Thai students who learn English as a Foreign Language and use English as an International Language where non-native speakers are using varieties of English to communicate with both native and non-native speakers.

1.7 Significance of the Study

This study aims to build up metacognitive awareness via the process of oracy skills instruction in blended learning environment. The findings of this study are significant in several ways. Firstly, in terms of theoretical significance, the findings will not only contribute to the understanding of the effects of metacognitive awareness on oracy skills but also blended-learning approach on the skills. Moreover, the developed oracy skills teaching framework, as a contribution to instruction method, can also suggest an implication of oracy skills teaching. This framework, one of the core formulations of the study, has been developed to combine speaking and listening skills teaching in one structure. The components of the framework has been suggested by scholars to improve students' oracy skills. It has the potential to resolve time and class size limitation in a communication class.

Finally, students' reflections regarding the course implementation will provide valuable information for any teachers who wish to conduct the framework.

CHAPTER II

LITERATURE REVIEW

In order to conduct the study, related theories and research studies are explained and discussed in this chapter. There are oracy assessment framework, metacognitive awareness in oracy skills, review of metacognitive awareness research and studies, process of metacognitive awareness assessment in this research, oracy in EIL context, tasks design and blended-learning which are underlying this research and each of them will be thoroughly discussed, respectively.

2.1 Oracy: Its Importance, Characteristics and Assessment Framework

“Oracy has been coined to refer to listening and speaking skills required in first language educational contexts” (Wilkinson, 1965, cited in Goh, 2014: 2). Oracy does not only help the students in building confidence, but it also does help create accuracy in speaking. It is believed that the students can learn through their talk (Alexander, 2012; Goh, 2014; Lofty, 1996). It does not only refer to learning through speaking skill but also does concern listening. To explain, students considered having a competent oracy skills can convey the meaning of their talk while listening to their audience. Barnes (1988) believed that combining these two skills: listening and speaking will help develop communicative competence and learn the subject matter. Similar view is also applied for other informal academic content that also takes place through spoken language because of the television, radio, the internet and other ICT channels (Goh, 2014).

Based on this concept, English as a Second Language (ESL) classroom also applies it as a tool to help students participate in communicating (Goh, 2014; Alexander, 2012). If the students can express themselves or ask questions in class, they can learn more effectively. In EFL context, however, English oracy skills are still challenging for teachers to teach because of large-class size, low ability teachers and shyness of the students (Khamkhien, 2010). There are attempts to develop students' oracy skills but a lot of research was conducted in the lights of improving either speaking or listening skill, and many were named as 'oral communication'.

While many scholars tried to give the definition of 'oral communication', there is still no concrete definition. Syakur (1987) said that oral communication has to include five components: comprehension, grammar, vocabulary, pronunciation and fluency. Later in 1998, the term did not refer to only verbal components suggested by the previous scholar, but it includes non-verbal aspect (Chaney, 1998): body language. Finally, the term has been revised by Adler & Rodman (2006) stated that oral communication is a social systemic, in which covers multi-dimensions nature of interaction between speakers and listeners. CEFR (2001:90) has set the abilities of oral communication that if a speaker can communicate, he/she must be able to:

- a) plan and organise (cognitive skills);
- b) formulate a linguistic utterance (linguistic skills), and
- c) articulate the utterance (phonetic skills)

Considering the above mentioned oral communication definitions, it seems that oral communication requires cognitive skills in planning, linguistic competence in structuring their correct sentences, phonetic skills to speak clearly, and body language to convey message through underlined non-verbal communication.

From the descriptions of the two terms, it seems to perceive that the two has similar communicative components: linguistic, non-verbal, interaction, and pronunciation. However, oracy seems to give a broader sense of acquiring the two skills: listening and speaking to use in achieving daily communication and learning, while oral communication rather seems to only be related to direct learning to speak. Therefore, embedding oracy in day-to-day basis activities through several strategies such as modelling, setting clear expectations, encouraging pupils to interact with one another, and providing regular feedback on what pupils say, and how they say it (Millard & Menzies, 2016), can already promote oracy to the students. In order to practise oracy correctly, the oracy four strands have been generated by School 21 and Cambridge University (see Table 1):

Table 1: Oracy four strands by School 21 and Cambridge University (2014)

Physical	Linguistic
Voice	Vocabulary
- Fluency & Pace of speech	- Appropriate vocabulary choice
- Tonal variation	Language
- Clarity of pronunciation	Register
- Voice projection	- Grammar
Body language	Rhetorical techniques
- Gesture & posture	- Rhetorical techniques such as metaphor, humour,
- Facial expression & eye contact	irony & mimicry

Cognitive	Social & Emotional
Content	Working with others
- Choice of content to convey meaning & intention	- Guiding or managing interactions
- Building on the views of others	- Turn-taking
Structure	Listening & responding
- Structure & organisation of talk	- Listening actively & responding appropriately
Clarifying & summarising	Confidence in speaking
- Seeking information & clarification through questions/ ing	- Self assurance
- Summarising	- Liveliness and flair
Reasoning	Audience awareness
- Giving reasons to support views	- Taking account of level of understanding of the audience
- Critically examining ideas & views expressed	

From table 1, it can be seen that oracy does not only give its importance to physical (body language), linguistic, and cognitive components, as also in oral communication, but also does it highlight social and emotional strand where the students are required to support each other in the roles of good speaker and good listener.

2.1.1) Description of the Specific Items in the Skills

Framework

School 21 and Cambridge University (2014) have established the description of each oracy strand is as follows:

1. Physical: voice

a) Fluency and pace of speech

Speaker will speak at a speed that allows listeners to comprehend what is said while avoiding excessive pausing or hesitation.

b) Tonal variation

Speaker will use different volume and pitch to emphasise the meaning of their speech.

c) Clarity of pronunciation

Speaker will pronounce words clearly and precisely, without muttering or slurring them. In so doing, the speaker will be understood by their audience. The ways in which the speaker pronounces words are also reflecting their identities: geographical and social origins. Therefore, there is no single 'correct' accent as long as they are understood in a given situation.

d) Voice projection

The speaker should speak loudly enough to be heard by the audience. Therefore, a good speaker would not whisper when giving a presentation to a whole class, or shout in a group discussion.

2. Physical: body language

a) Gesture and posture

Speaker can use gesture appropriately and naturally to enhance the meaning of their talk in a given situation. It should not be either exaggerated or distracting. There should also be an evidence of engagement between the speaker and listener through posture. For example, the speaker has an 'open' and 'upright' position when giving a formal presentation.

b) Facial expression and eye contact

The speaker and listener can show their communicating engagement through their facial expression and eye contact. In so doing, they can maintain a good interpersonal communication in any situation.

3. Linguistic: appropriate vocabulary choice

A speaker's choice of suitable and varied vocabulary affects his/her spoken presentations or group discussions. In some cases, this will also mean relevant and appropriate technical term use.

4. Linguistic: language variety

a) Register

Speaker choice of language is suitable for the social situation. To explain, the speaker can choose appropriate language in accordance with the formality. For instance, in a group discussion with their classmates, they can use casual words. In role plays, speaker can adapt their tone based on the character they play. On the other formal situation, giving presentation as an example, speaker should avoid slang terms or casual humour.

b) Grammar

The grammatical correctness of speech is often a matter of public debate, but that debate is rarely well informed. There is often confusion between what is grammatically correct and what is correct in Standard English, with no account taken of what may be correct within a regional dialect (regional 3 dialects are, somewhat unfortunately, known as 'non-standard' varieties). It is also sometimes asserted that children should 'always speak in complete, grammatical sentences', when it is not normal for any speakers to do this consistently.

Assessing the correctness of a student's grammar is likely only to be relevant in formal public speaking situations (as opposed to, say, talk during group work), as the usual expectation in such situations is that Standard English grammar will be used. Of course, in some role play/drama situations, the use of Standard English grammar might well be inappropriate. There will be some situations, such as formal presentations, in which Standard English will be most appropriate, whereas in other situations another dialect or variety may be more appropriate (e.g. amongst peers or other members of a local community). A speaker may be able to use more than one dialect or varieties of English – for example, a regional variety as well as Standard English. In drama or other performance situations, a speaker may demonstrate their skill and language awareness by switching dialects.

5. Linguistic: structure and organisation of talk

A skilled speaker will know different language designed for different types of speaking genre. For instance, a 'lecture' is for delivering information to an audience, a 'debate' is for persuading and reconciling different opinions, a 'play' is for the theatrical presentation of a story, and a 'team discussion' is for expressing and finding a solution to a given situation. Not only they can adapt themselves to these conventions, they can also organise and select relevant content to make their talk clear to understand.

6. Linguistic: rhetorical techniques such as metaphor, humour, irony and mimicry

Besides being adaptive to a talk genre, good speakers are likely to use other devices such as metaphor, simile, anecdote, and jokes to build rapport with their listeners and make their talk more meaningful. In addition, repeating important words for emphasis and offering short lists are also included.

7. Cognitive: content

a) Choice of content to convey meaning and intention

An effective speaker will have an ability to select relevant and interesting content for his/her listeners and make it communicative to them.

b) Building on the views of others

A skilled speaker will not only contribute their opinions based on their thoughts, but will also draw upon others' previous say to develop mutual understanding.

8. Cognitive: clarifying and summarising

a) Seeking information and clarification through questions

Not only a skilled speaker will provide information clearly in the talk, but will also ask well-designed questions to seek relevant information from the listeners.

b) Summarising

A clear summary is important in a presentation or a discussion. An effective speaker should be able to summarise the main points of a presentation, points that have been agreed in a discussion, and questions that are raised in a debate.

9. Cognitive: self-regulation

a) Maintaining focus on task

This simply means the demonstrated ability to concentrate on what needs to be done and avoid distractions.

b) Time management

Effective speakers do not misuse the time available to them. For example, they will ensure that they keep to the allocated time when making a speech, avoid taking turns that are too long in a conversation, and manage the time available in a group discussion to ensure that it reaches a conclusion.

10. Cognitive: reasoning

a) Giving reasons to support views

The key issue here is that, whether in presentational talk or in discussion, a speaker is able to explain and justify their points of view clearly and effectively in words.

b) Critically examining ideas and views expressed

The focus here is on how well a speaker is able to use language to test ideas and opinions, in a way which is constructive but not aggressive.

11. Cognitive: taking account of level of understanding of the audience

An important aspect of using spoken language effectively is judging what your listeners already know, or do not know, about the topic being dealt with. Thus, a speaker has to judge what knowledge a listener can be assumed to have – such as knowledge of the local geography of an area if someone has asked for directions, or of the technical language of computing if someone has asked for help with setting up their laptop. Making that assumption would only be justifiable if the speaker had good evidence that such knowledge was held in common. But equally, including basic information about a topic in a speech to an audience of experts on that topic would demonstrate a poor judgement of the level of understanding of that audience.

12. Social & emotional: working with others

a) Guiding or managing the interactions

This refers to a speaker's ability to enable a conversation, discussion or debate to continue by making appropriate contributions using suitable strategies to encourage others to contribute. So a speaker could draw the attention of participants in a discussion to the aims of the task in hand, encourage other speakers to take a turn, and so on. They may act as the chair of a meeting, or as 'devil's advocate' in a discussion.

b) Turn-taking

Especially in group discussions, skilled speakers will act sensitively in taking turns to speak and allowing sufficient opportunities for others to do so.

13. Social & emotional: listening actively and responding appropriately

This refers to a speaker's skill in showing that they are attending and listening to what other speakers have said. It also includes a speaker's ability to provide appropriate and clear answers, within the limits of their knowledge, to any reasonable questions posed.

14. Social & emotional: confidence in speaking

a) Self-assurance

Assessing the quality of a person's use of spoken language should take account of their effectiveness in not seeming nervous in any specific kind of talk situations. They may well be feeling quite apprehensive but are able to manage their feelings so that it does not show. This skill includes the ability to cope with being questioned or interrogated, or to deal with heckling, disputes, emotional conflicts, lack of cooperation, and so on.

b) Liveliness and flair

This skill is most relevant to presentational talk and drama activities. It represents the extent to which a speaker is able to show enthusiasm and imagination to achieve a distinctive and effective use of talk.

As mentioned earlier that oracy consists of speaking and listening skills. Having oracy skills framework explained, listening skill will be discussed in the next section to thoroughly described how the skill can be improved separately preceding

metacognition in developing oracy skills, oracy in EIL context and how to design oracy tasks and blended learning.

2.2 Metacognitive Awareness on Speaking

Flavell (1979) stated that metacognition is the “knowledge and condition about cognitive phenomena” (p.906). There are three forms of metacognitive knowledge: person knowledge, task knowledge and strategic knowledge. Person knowledge means learner’s general understanding of how learning takes place and how factors such as age, aptitude, motivation, cognitive and learning style can affect language learning. It is believed that metacognitive awareness can help develop students’ cognition as well as promote further cognitive development where they will amend themselves to classroom instruction and participate actively in managing their own learning (Marzano et al. 1988). On the other hand, if the teacher understands students’ metacognition, it will not only help him/her to appreciate students’ approach to learning, but also offer the insights into individual students’ learning styles and abilities (Rubin, 2001). Consequently, this will help the teacher realise the needs of the students in a focused manner (Goh & Burns, 2012).

There are three dimensions of metacognition awareness: experience, knowledge, and strategy use which is believed to be a refined perspective from the others in the field of education and second language learning (Borkowski 1996; Flavell 1979; Wenden 1991) Students should be able to demonstrate these three dimensions through their speaking (Goh & Burns, 2012). Figure 1 shows the overall of metacognitive awareness in Second language learning.

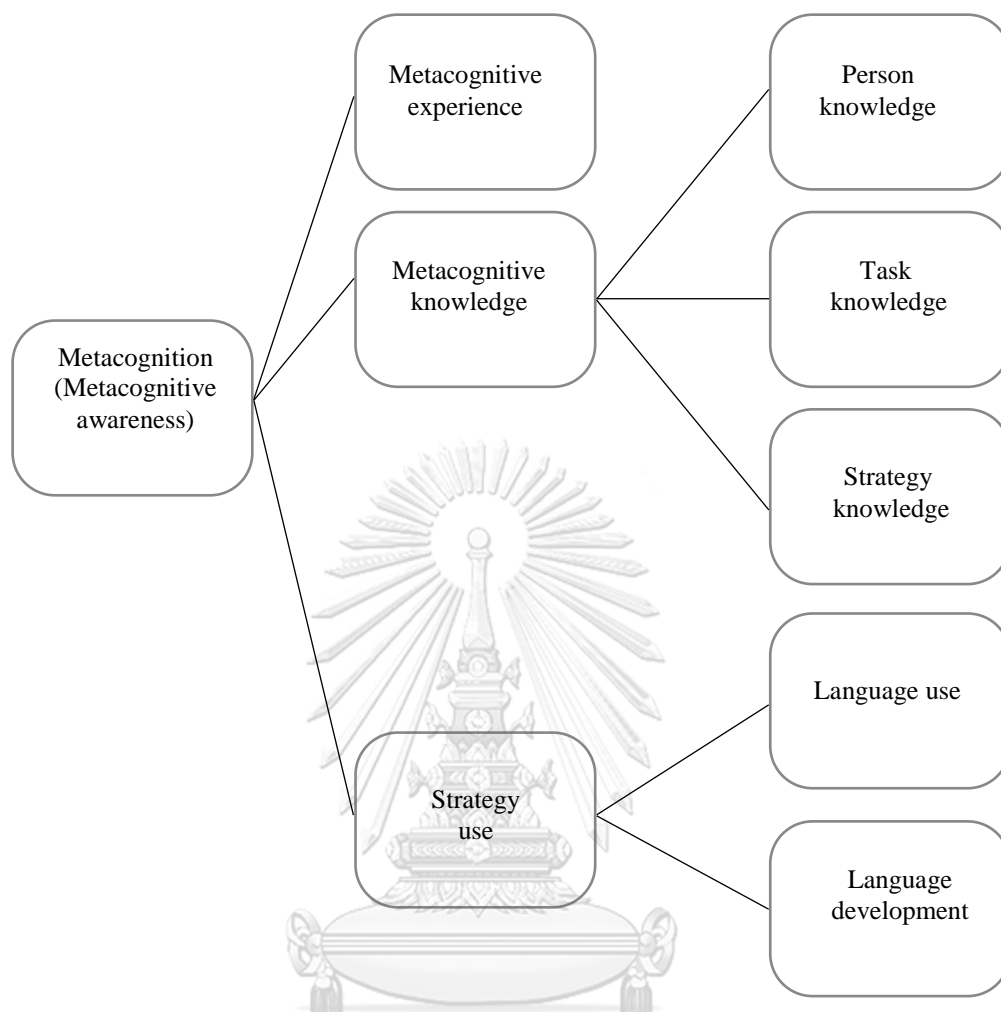


Figure 1: Metacognitive awareness in second language learning (Vandergrift & Goh, 2012)

Firstly, “metacognition can take the form of a cognitive or affective experience” (Flavell, 1979, cited in Goh & Burns, 2012). To explain, one could feel the need of the learning demand at the very moment it occurs. For example, a non-native speaker may recognise the need of a word at the time of speaking. However, metacognitive experiences last shortly and are easily forgotten if nothing is done as a result of them. In this case, if the speaker may use communication strategy such as circumlocution to say that he or she does not know that word in English, the communication is likely to be further with the help of the listener. In contrast, if the speaker decide not to explain or keep quiet, the communication is likely to stop.

Secondly, metacognitive knowledge can be presented through the way they structure their talk. In addition to that, students know what is needed to achieve their task and how to become an effective speaker. Not only do students know the gaps to overcome and strategies to achieve the task, they also know their learning styles and how to adjust them that yield a better result. These three knowledge are called as task, strategy, and person dimensions (Borkowski 1998).

Lastly, metacognition can be shown by the strategies use to solve problems or enhance learning in a particular task (Goh & Burns, 2012). In the case of second language speaking, learners may show their skills in coping with difficulties, and structuring and managing discourse. According to Cohen (1998), strategies for language use are different from strategies for language learning. *“Strategies for speaking consist of those used during spoken interactions (language use), and those used for general speaking development and specific speaking task (language learning). Speaking strategies that can facilitate speaking performance during spoken interactions comprise communication and discourse strategies. Strategies for language learning comprise of self-management strategies that assist learners in their speaking development.”* (cited in Goh & Burns, 2012). In other words, students need to manage these strategies, in which are beneficial to their speaking, within the three functions of planning, monitoring and evaluating as suggested by Brown (1978).

Planning strategies are believed to help students set learning objectives and think of how those objectives can be accomplished. Monitoring strategies make learners review and revise their progress during their speaking whether or not those strategies are effective. Finally, evaluating strategies will help learners decide if their

plan of speaking development would be successful. The details of each strategy are proposed below:

Table 2: Metacognitive strategies and learning objectives in L2 speaking development (Goh & Burns, 2012)

	General development	Task specific
Planning	<ul style="list-style-type: none"> • Set personal goals, and develop an appropriate action plan for my speaking development. • Identify areas of speaking competence that require deliberate effort on my part. • Seek opportunities to practise my speaking skills and improve my pronunciation. 	<ul style="list-style-type: none"> • Preview requirements of the task and task outcomes. • Review or prepare language and content I will need for the speaking task. • Identify communication and discourse strategies that can facilitate my interaction or speech.

	General development	Task specific
Monitoring	<ul style="list-style-type: none"> • Reflect on my speaking development at appropriate junctures in the plan. • Determine whether my short-term goals have been achieved and how far away I am from long- term goals. • Check and see if I am still making the same mistakes, or have the same affective problems, after a period of study. 	<ul style="list-style-type: none"> • Check my overall performance during a speaking task. • Check the appropriateness and accuracy of what I say during a speaking task. • Correct my use of language when speaking. • Recognise any negative emotions during speaking.

	General development	Task specific
Evaluating	<ul style="list-style-type: none"> • Assess my progress over a period of time against some external measures, e.g., test performance. • Assess the effectiveness of my learning and practice methods. • Assess the appropriateness of my learning goals and plans. • Identify problem areas that I still need to work on. 	<ul style="list-style-type: none"> • Check the appropriateness and accuracy of what I have said when the task is over. • Decide whether the strategies I selected and use for completing a task have been useful. • Assess my overall success at a task.

2.3 The relationship of metacognitive experience, metacognitive knowledge and strategy use

Metacognition in learning process consists of the three facets: metacognitive experience, metacognitive knowledge and strategy use (Goh & Burns 2012). Metacognitive experience or ‘online monitoring of cognition’ (Efklides, 2009) is the interface between the person and the task. It happens when the students perform the task and they feel they need the knowledge. Metacognitive experience (ME) consists of two facets: metacognitive of feelings and metacognitive of judgment as Efklides stated: “*Examples of metacognitive feelings are: feeling of knowing and its related <<tip-of-the-tongue>> phenomenon, feeling of familiarity, feeling of difficulty, feeling of confidence and feeling of satisfaction. Examples of metacognitive*

judgments/ estimates are: judgment of learning, estimate of effort expenditure, estimate of time needed or expended, estimate of solution correctness. Also, episodic memory judgments such as Know/Remember/Guess, source memory (where, when, and how we acquired a piece of information), or estimates of frequency and recency of memory information are part of ME persons have with respect to parameters of information stored in memory.” (cited in Efklides, 2009, pp. 78).

There is an interlink between metacognitive experience and metacognitive knowledge. It is believed that if one has a good metacognitive knowledge, they will be able to satisfy with their metacognitive experience. In other words, if they feel they can do a particular communicative task smoothly, they will feel successful, otherwise they will feel the opposite. Therefore, confidence in their knowledge to do a particular task is paramount of importance. To build up their confidence, the students should get appropriate support to raise their metacognitive knowledge: person knowledge, strategy knowledge and task knowledge. Furthermore, metacognitive experience and strategy use can influence each other. To explain, metacognitive experience would be reduced if they apply adequate strategy use. In other words, if the students often tackle their conscious language communication by the five process: planning, selecting, monitoring, orchestrating and evaluating, they should be able to control their performance at the time of communication, in which resulting to a smooth conversation.

To summarise, the three metacognitive awareness aspects cannot be occurred by one without the others. These should be introduced as a set. However, this is the framework explaining how metacognition can help students improve their oracy

skills. Next section will talk about listening skill characteristics and how metacognition can be embedded.

2.4 Listening Characteristics

The International Listening Association (ILA; 2012) defines listening as, ‘the process of receiving, constructing meaning from and responding to spoken and/or nonverbal messages’. It seems that there are two processes occur when we listen: receiving and constructing meaning are processed in one’s cognition while responding are shown as the listening outcomes. Buck (2001) has reviewed listening as the two-stage process across scholars. Firstly, Rivers (1966) explained that listening contains ‘recognition level’, where listeners identify words and phrases in sentence structures and their relationships, and the ‘level of selection’, where listeners seek the message and gist conveyed in words that they select from their listening. Similar vein is also explained by Carroll (1972), who suggested that listening has two stages. First stage is called *the apprehension of the linguistic information contained in the message, and the second one is the application of that linguistic to the wider communicative context* (cited in Buck 2001). For Clark and Clark (1977) claimed the two stages of listening: first, ‘construction process’ occurs when listeners construct an interpretation of a sentence, and the second, ‘utilisation process’ occurs when listeners use their interpretation to understand the intention of the speaker to say that. However, they pointed that the two stages may not be very clear nor be sequential since listeners might not be able to infer the meaning of the propositions without being aware of the speaker’s purpose in using them. Inevitably, these two stages interact and influence each other. The other scholar, Oakeshott-Taylor (1977) proposes a distinction

between the difference of the length of text section, in which affects the perception. The terms are ‘micro-comprehension’ which refers to the perception of a short section of text, while ‘macro-comprehension’ refers to the understanding of text’s totality.

Apparently, listening is an active skill which requires listeners to construct the meaning based on their background knowledge before responding to the speakers either in verbal or non-verbal form. In addition to the skill itself, learners have to learn strategies in which will enable them to comprehend the message heard and make a respond appropriately. The listening strategy that might help gain the skill is called ‘active listening’.

2.4.1 Active Listening

Active listening is considered as an important skill in constructing positive relationship between the listener and the speaker. Pearson et., al (2006) described active listening as ‘involved listening with a purpose’. In addition to this, O’Malley, Chamot, and Kupper (1989) present the definition of listening as “listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirement” (p.19). Thus active listening requires goal and strategies of listening to comprehend the meaningful gists conveyed in the message with the use of background knowledge. Rost (2011) has suggested abilities of effective listeners. They need to have ‘ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication’ (cited in Gilakjani and

Ahmadi (2011) p. 978). These abilities make active listening sound complicated, however, there are strategies that might help active listening occur as in many research studies have been proposed.

Weger et.,al (2014) has defined active listening in three parts: 1) demonstrate moderate to high nonverbal involvement, 2) reflect the speaker's message using verbal paraphrasing, and 3) may include asking questions that encourage speakers to elaborate on his or her experiences. In the study, they conducted a comparative research across three listening responses: active listening, giving advice and enacting simple acknowledgement. The result revealed that active listening led to positive result in a response strategy compared to the others. Active listening is considered as a social support skill because it shows the understanding of the speaker's thoughts and feelings. However, there are no differences in terms of communication satisfaction and social interaction where the speakers in both situations feel that active listening and giving advice led to conversation satisfaction, in which resulting in levels of involvement, and interest, in which resulting in levels of social interaction. Similar thoughts have been applied to Louw et., al (2012) which their study suggested that semi-structured interview can help promote active listening functions: opening, probing, paraphrasing, evaluating, clarifying understanding and repeating key words. Within the six functions, paraphrasing is the most difficult one according to the research finding.

From the above-mentioned paragraph, it is clear that active listening requires strategies to achieve, and listeners are asked to be active. Not only oracy four strands was created to help improve oracy skills instruction, there is also building

metacognition, in which many scholars have found its effects to speaking skill. Next section, metacognition aspect will be reviewed.

2.4.2 Key Metacognitive Processes in Listening

Goh & Vandergrift (2012) has proposed the synchronised metacognitive processes and stages of listening instruction. They believe that these processes, which might not occur in linear order, and stages will help promote greater listening comprehension. In this section, these processes and stages will thoroughly be discussed following by research studies based on this framework be supported.

In listening skill, metacognitive process has been proposed by Goh & Vandergrift (2012) that metacognitive process includes four processes: (1) planning for the activity; (2) monitoring comprehension; (3) solving comprehension problems; and (4) evaluating the approach and outcomes (see Table 2). Each process can help develop their listening ability since listeners are engaged throughout the processes. Starting from planning, at this stage, learners are prepared to listen. They will question themselves of what they are going to listen and what they are expected to do. In so doing, purposes of listening have been set. Secondly, monitoring comprehension, after the first listening is done, listeners can monitor their comprehension by checking their predictions and revise if necessary. Listeners can also assess their levels of comprehension and determine if their approach is working or not. Thirdly, solving comprehension problems, this stage will occur after the second listening. Listeners will revise their predictions and make inferences about the meaning of problematic chunks with elimination of confident area of information. They will also ask for clarification if allowed. Fourthly, evaluating the approach and

outcomes, this stage occurs after the third listening. This process will allow listeners to reflect on difficulties which they have encountered and to confirm if their problem-solving efforts were successful. They will also make a judgement on their strategies adjusted during their listening whether it was effective.

To build up these processes to happen, three listening activities can be provided. Firstly, context providing is the stage where the teacher explains the topic, text genre, and any relevant cultural information. The teacher may use statements as ‘You will be listening to an interview with a doctor about his job in Thailand.’ or ‘You will be listening to a dialogue between two friends on Monday morning in the school hallway before class begins.’ (cited in Goh & Vandergrift, 2012, pp. 109). In so doing, students can use text knowledge to predict organisation of the information, and knowing topic will help them predict the information which they might hear. However, to successfully comprehend their listening, the text must be appropriate to their age level and life experience.

In Goh & Vandergrift (2012) suggested five listening stages and activities of each one (see Table 3). Starting with pre-listening - planning/ predicting stage, teacher can guide the students to discuss by writing questions on the board and students answer on the paper. The given paper can be a blank one or template illustrating the three columns: (1) initial predictions; (2) first listen; and (3) second listen. Importantly, the students should note key words that they might hear. These can be their reference as they listen and verify their prediction. During the discussion, teacher can gradually withdraw from the talk by allowing the students talk in pair or in group. In so doing, they can develop their learning autonomy in real-life listening. Secondly, first verification stage, students will have a chance to check if their prediction was

correct or they can revise their answer after a discussion with their partner. Noting that the more they disagree with each other's answers, the more motivation in listening for the second time will increase. Thirdly, second verification stage will allow students to revise and add more information. The teacher can have a role here to lead the students to discuss the main points of the text after they have gain some understandings from the two listening. Last final verification stage, students will fix their difficult areas of the text after the first two discussions. The teacher can particularly pinpoint the sound which seemed impossible to understand. After the three times listening to the text have completed, it comes to the reflection and goal-setting stage where students can internalise their success and points to improve in their listening. They might have to share this time listening experience and state how they could improve for next time.

Table 3: Stages of Instruction and Underlying Metacognitive Processes for Generic Listening Activities (From Vandergrift, 2004)

Pedagogical Stages	Metacognitive Processes
1. Pre-listening - Planning/ Predicting stage After learners have been informed of the topic and text type, they predict the types of information and possible words they may hear.	1. Planning
2. First listen - First verification stage a. Learners verify their initial hypotheses, correct as required, and note additional information understood. b. Learners compare what they have understood/ written with a partner, modify as required, establish what still needs resolution, and decide on the important details that still require special attention.	2a. Monitoring and evaluation 2b. Monitoring, evaluation, and planning
3. Second listen - Second verification stage a. Learners verify points of earlier disagreement, make corrections, and write down additional details understood. b. Class discussion in which all class members contribute to the reconstruction of the text's main points and most pertinent details, interspersed with reflections on how learners arrived at the meaning of certain words or parts of the text.	3a. Monitoring, evaluation, and problem-solving 3b. Monitoring, evaluation, and problem-solving
4. Third listen - Final verification stage Learners listen specifically for the information revealed in the class discussion which they were not able to make out earlier. This listen may also be accompanied by the transcript of all or part of the text.	4. Monitoring and problem-solving
5. Reflection and goal-setting stage Based on the earlier discussion of strategies used to compensate for what was not understood, learners write goals for the next listening activity.	5. Evaluation and planning

2.4.3 MALQ Questionnaire

MALQ is the model developed by Vandergrift (2006). The five-factor model: planning and evaluation, problem-solving, mental translation, person knowledge, and directed attention is originally developed from four- and six- factor models. The procedures of validation were conducted with a large sample respondents (N = 966) from different countries. Each factor was thoroughly analysed through the confirmatory factor analysis (CFA) and exploratory factor analysis (EFA). The result

found that the five-factor model shows the reliable results in which correlations among the factors ranged from .09 to .57, with problem-solving and attention showing the strongest relationship, $r = .57$, and planning and person knowledge showing the weakest relationship, $r = .09$. Not only the factor was validated, the correlation between the MALQ test and listening comprehension was also measured. *“The correlation coefficient obtained was significant, $r = .36$, $p > .001$, confirming the relationship between listening comprehension ability and metacognitive awareness of the process underlying successful L2 listening.”**The results of this regression analysis suggested that metacognition significantly predicted participants’ listening scores, $F = 65.74$, $p < .001$, with the R^2 value of 0.129. This indicated that about 13% of the variance in listening performance could be explained by metacognition.”* (Vandergrift, 2006, pp.449)

Since there were statistical tests that used more than 900 respondents from various countries, it seems that this tool has high reliability and factorial validity. Therefore, it is recommended for researchers, teachers and students to use this questionnaire for their benefits. Researchers and teachers can use this form to collect data as a pretest and post-test of students’ metacognition in listening and analyse or diagnose students’ listening metacognition. In addition, students can raise their awareness of listening metacognition while answering the questionnaire.

2.4.3.1 The Five Factors

Problem-solving represents the strategies which listeners use when they have to guess at the answers. Sub-items are *“using known words to deduce the meaning of unknown words, using the general idea of a text to deduce known words, using one’s*

experience and general knowledge in interpreting the text, adjusting one's interpretation upon realising that it is not correct, monitoring the accuracy of one's inferences for congruency with the developing interpretation, and comparing the developing interpretation with one's knowledge of the topic." (Vandergrift, 2006, pp.450).

Planning and evaluation represents the strategies which listeners use to prepare themselves for listening, and to evaluate the results of their listening efforts. There are four items in this factor: *"having a plan for listening, thinking about similar texts as a guide for listening, having a goal in mind while listening, and evaluating the strategic effectiveness of one's listening efforts.*" (Vandergrift, 2006, pp.450)

Mental translation represents the three strategies which all tap automatic translation. All these three demonstrate unskilled listening behaviour. Students at beginning level tend to use these (Eastman, 1991).

Person knowledge represents *"listeners' perceptions concerning the difficulty presented by L2 listening and their self-efficacy in L2 listening"* (Vandergrift, 2006 pp.451). This factor will compare learners' perceived difficulty level with the other three language skills, their L2 listening linguistic confidence, and level of anxiety when listening in L2.

Directed attention represents strategies that listeners use to concentrate and to stay on task.

Having reviewed the metacognition in listening skill teaching framework, next section research studies based on metacognition in listening skill will be discussed preceding suggestion in building metacognition in speaking skill.

2.5 Research Studies on Metacognition in Listening Skill and Implication to Apply in Speaking Skill

According to Flavell (1976), metacognition is ‘one’s knowledge concerning one’s own cognitive processes and products or anything related to them’, and the capacity for “*active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective*” (pp.232). In addition, it also includes actual feelings of struggling during a task. Therefore, Goh & Hu, 2013 (pp.2) has said metacognition includes two important components: “*knowledge about cognition and control of cognition, thus encompassing the dimensions of knowing and doing.*”

Goh (1997) examined daily study journal of Chinese students learning English as a second language (ESL), and found that the students have a high degree of metacognitive awareness. They realised that the problems that they experienced are depending on “*individual and environmental differences, the cognitive demands of L2 listening, and the factors that affect listening.*” Later in the year 2000, Goh has done another research by surveying students’ strategies applied in listening comprehension. She revealed that skilful listeners have a higher degree of awareness of their listening problems. The similar view was also given by Zhang (2001), she found that students with strategies, they can get overall meaning of the text, pay attention to details, and concentrate on a listening task even though it is difficult.

In summary, if the students have metacognition, they should be able to monitor themselves during their speaking, and metacognition can affect their process of thinking: cognition. Therefore, it seems to practicable that guiding the students to have metacognition in their speaking will lead to better quality in speech. Finally, to

assess whether the students have the metacognition, one of oracy assessment criteria: cognitive can be used through stimulated recall. As we can see that metacognition can help improve students' oracy skills, next section will discuss how the oracy building instruction can be generated with the emphasis on practical metacognitive awareness activities.

2.6 Embedding Metacognitive Awareness Activities in Stages of Oracy Building Instruction

In this research, the oracy building instruction has been adapted based on Goh & Burns' (2012) speaking teaching model (see figure 3). This teaching cycle has been viewed as a strong teaching method which metacognition is significantly highlighted in addition to speaking skill *“Not only does it incorporate aspects of both indirect and direct approaches, but it also includes a heavy focus on pre-task planning, task repetition, and metacognition to help guide and regulate these processes.”* (Thomas, 2019, pp.137). He further explained that the purpose of pre-task planning is to lessen the cognitive demands of free speech, allowing learners to focus on aspects of articulation and self-monitoring. Secondly, task repetition allows learners to improve upon the first performance by automatizing and reusing previously produced speech, reducing the attentional resources required to formulate utterances. Finally, metacognition which is the focus of the cycle could enable students to become aware of one's own knowledge of self, task, and strategies to control and manipulate the cognitive processes of planning, monitoring, and evaluation.

There are seven stages of the instruction: focus learners' attention on speaking and listening, provide input and/ or guide planning, conduct speaking tasks, focus on language/ discourse/ skills/ strategies, repeat speaking tasks, direct learners' reflection on learning, and facilitate feedback on learning. Metacognitive awareness activities can be embedded in the stages of teaching. Goh & Burns (2012) have proposed stages 1, 2 and 6 to highlight metacognitive awareness activities for speaking skills. In addition to that, modes of providing metacognitive awareness activities will be done via the blended-learning environment to suit the research objectives. The table below shows the outline how metacognitive awareness on speaking and listening could be embedded in each stage of oracy building instruction.

Table 4: Metacognitive awareness activities in oracy building instruction

Stage of teaching	Activities	Mode of learning	Tools/ materials
1. Think about the speaking and listening skills in general & attend to the speaking task	<ul style="list-style-type: none"> • set their objectives or goals for a unit task • write what they know 	face-to-face	Write What They Know' worksheet (Table 5)
2. Preparing for task performing	<ul style="list-style-type: none"> • learn content and do exercises provided in class and online 	face-to-face & online	Raising Awareness Of Task Planning' (Table 6) & 'Listening 3-entry Answer Template for online Task' (Figure 2)
6. Reflecting on speaking	<ul style="list-style-type: none"> • write reflection on the form and post online • talk about their reflection with friends in class 	online face-to-face	Speaking and Listening Diary' (Table 7)

At the first stage, planning strategies will be conducted with two purposes: “to encourage learners to plan for overall speaking and prepare learners to approach the speaking task for the day.” In so doing, learners will have an opportunity to think about two things: speaking skills in general, and speaking skills specifically needed in the speaking task at hand. At this time, students will be asked to think and write a short answer to each question in the prompt (see Table 6). In this research, however, listening skills are also focused on. Therefore, questions related to listening skills are also added. As the research is done in a blended learning environment, face-to-face and online modes are set. At this point, face-to-face is suggested because, not only will students be able to give their reflection, but the overview and objectives of the lesson is also introduced with clear explanation from the teacher. It is recommended that students give feedback on their last term performance if it is the first lesson of the term.

Planning for a new term and managing your progress

If students are about to begin a new term, it will be useful for you to take stock of what they have learned and make new plans. Research tells us that it is important for them to take time to think about their own learning, and find ways of managing it. The questions below are meant to help them in their reflection and planning.

Table 5: Thinking about speaking at the beginning of a new term (adapted from Goh & Burns, 2012)

<p>Part 1: Thinking back</p> <p>What did you find most enjoyable in your last English course?</p> <p>What speaking and listening skills did you learn?</p> <p>What kind of speaking activities did you find most useful for your speaking development?</p> <p>Are you satisfied with the progress you have made?</p> <p>Do you think the methods you adopted for practicing speaking and listening were useful?</p> <p>What are some areas of speaking and listening that you still need to work on?</p> <p>Part 2: Thinking forward</p> <p>What goals for speaking and listening you have for this new term? Why are they important?</p> <p>How do you plan to achieve your goals?</p> <p>Whose help do you need to carry out your plan? How would you involve them?</p> <p>What are two dates during this term you will be spending time checking on your progress? Write them down.</p> <p>How will you know that you have made any progress?</p>
--

At the second stage: providing input on the language, students will be asked to think of their goals and action plan for an assigned task. The questions are created to make students realise their needs as well as make their goals explicit. There are two parts of the questions: defining the goal and the action plan (see Table 6). To answer the questions, the students need to write the goal and the action plan and submit them to the teacher.

Table 6: Raising awareness of task knowledge in pre-task planning
(adapted from Goh & Burns, 2012)

<p>Preparing for a chosen job presentation</p> <p>Part 1: Defining the goal</p> <p>What is the aim of this presentation?</p> <p>What am I expected to explain?</p> <p>What objectives do I want to achieve?</p> <p>Part 2: Action plan</p> <p>What are some things I know about poster presentation that I can apply to the new task?</p> <p>To achieve the objectives for this task, what do I need to do?</p> <p>What questions would I likely to be asked? Do I have answers for these questions? If not, what can I do to prepare for them?</p> <p>What difficulties would I likely face? What strategies can I use to manage these difficulties?</p>
--

After students have stated their aims and action plans, they are then introduced to activities or tasks that will enable them to achieve their targets at the end of the lesson. Since this research is conducted in a blended-learning environment, input such as vocabulary and grammar will be provided both face-to-face and online. In class, the students will practise oracy skills individually, in pairs and in groups. It is important that active listening exercises be done where students are requested to listen to each recording three times and monitor their answers through the five stages of listening: predicting/ planning stage (pre-listening), first verification stage (first

listening), second verification stage (second listening), final verification (third listening), and reflection and goal-setting stage (see Table 3).

For the online platform, Google classroom will be used to post related video clips which allow students to practise their EIL oracy skills and increase their language knowledge of grammar and vocabulary. Students can study and post their assignments online. To keep the students on track, they are given worksheets to complete and submit in class.

Listening 3-entry answer worksheet template		
Instruction: Write your answers on the table while or after each listening time		
First listening	Second listening	Third listening
1	1	1
2	2	2
3	3	3
4	4	4
Reflection:		

Figure 2: Listening 3-entry answer template for online task

Stage 6: Reflecting on speaking and listening

Students will reflect on their performance after completing their unit tasks: Stage 3 and activities. At this point, they have done their work both in face-to-face mode and online mode. The reflections template has been adapted from what Goh & Burns (2012) has suggested in the sense that the reflection template in this research includes four oracy outputs and listening skills. There are six major questions asking their oracy skills learning in a week. Synthesised from Goh & Burn's (2012) version, however, question d. is divided into four sub questions to inquire about their four

oracy outputs (see Table 7). Although this reflection will be in written a form and posted online, students can use this as their script to say in group in the classroom.

Table 7: Speaking and listening diary

<p>Speaking and Listening diary Write down your thoughts about your learning experience this week. Here are some questions to help you get started.</p> <ol style="list-style-type: none"> 1. What did you learn to do this week in your communication class? 2. Why or why not the activities were useful for helping you improve your speaking and listening? 3. Did you have any problems? What were they? If you did, what did you do to help you cope? What did you learn about speaking? <ol style="list-style-type: none"> a. What useful body language and pronunciation did you learn? (physical) b. What useful expressions/ grammar/ vocabulary did you learn? (linguistic) c. What skills/ strategies/ task organisation did you learn? (cognitive) d. Did you feel confident and supported by your peers? (social and emotional) 5. What did you learn about listening? <ol style="list-style-type: none"> a. What useful listening strategy did you learn? b. How did planning guide help you in listening? c. How did the pronunciation that you learned help your listening? d. What did you do with the listening 3-entry answer sheet? 6. Do you feel confident that you can apply what you have learned to do the same things again later on? 	<p>Teacher's response:</p>
--	----------------------------

Having explained on how metacognitive awareness activities could be embedded in the three stages: stages 1, 2 and 6 of oracy building instruction, the full cycle of the instruction stages should be proposed in the following section.

2.7 Building Oracy Strands in Each Stage of Teaching with Metacognitive Awareness Activities

Stage One: Focus on students' attention on speaking should be done face-to-face to make sure that the students understand the expected outcome of the unit and to ground the knowledge before embarking to the next stage of learning. At this stage, to support the physical strand, the learners will learn pronunciation of vocabulary in the unit. Drilling minimal pairs to focus on words' meaning (Larsen-freeman, 1990) will be highlighted. For cognitive strand, the students will be asked to fill out an observation form to increase their metacognition before performing the task (Goh & Burns, 2012). For the linguistic strand, the students will be asked questions related to their background knowledge, which will accumulate with the new knowledge to motivate their learning and reinforce their memorisation (Ellis and Girard, 2002). Lastly, for the social and emotional strand, the students will be asked to answer each other about the topics if they have experiences to share. In so doing, they are encouraged to support each others' contents that they are going to learn. Also, thinking of their audience of the unit final task (Halliday et al., 1994) will prepare them to set the purpose for speaking. Students will be asked to complete Inventory of Metacognitive Awareness in Oracy Skills Questionnaire (see Appendix N) to measure their metacognitive awareness in speaking and listening skills. In addition to this, the students will be introduced to unit commutative task which they are expected to experience. Questions are asked to stimulate their background knowledge and raise their awareness in using speaking and listening strategies.

Stage Two: Providing input or guide planning should be done both in face-to-face and online modes. In so doing, integrated media in supporting learning can occur

(Gregersen, 2007). For face-to-face mode, students will be required to observe body language and pronunciation in terms of intonation from the clips and practise with friends. In so doing, their physical strand is developed. Secondly, for the cognitive strand, they will be asked to answer questions related to the unit content. The questions can be sequentially ordered according to Bloom taxonomy (1956). For linguistic input, students will be required to study two modes, online and face-to-face, to fully gain knowledge of the unit. For in-class learning, the teacher could help elicit the content as eliciting is an important function of a teacher (Fisher, 2005). Importantly, comprehensible input (Kraschen, 1986) and authentic material are suggested (Hill & Flynn, 2006). Therefore, it is important that the teacher prepare tasks which are challenging and reflecting the real use of the target language. For online learning, grammar exercises, reading passages and listening recordings can be provided for student self-study. With a study guideline provided by the teacher, students will use it during their self study. Lastly, for the social and emotional strand, pair and group work in class can help students grow confidence by speaking and listening to each other. In addition to that, they can give feedback to each other's work online as well. To raise their speaking metacognition, the students will be required to complete 'Raising Awareness of Task knowledge in Pre-Task Planning' (see Table 6). In so doing, the students will realise their knowledge needed to achieve the task and be able to establish their own learning practice. Active listening activities are practised both in class and at home. Listening activities will be arranged in accordance with key metacognitive process (Goh & Vandergrift, 2012). In class, students will have chances to discuss with their peers during the practice at home,

however, they will be provided a worksheet, in which 3-entry-answer columns are outlined (see Figure 2), to complete. Also, a listening diary is individually recorded.

Stage Three: Conduct speaking task. The students must perform their oracy skills by speaking and listening to one another. This can be done as a whole class listens to one presenter or in small groups. The representative group of students will be recorded to see the progress after the course. At this stage, the students are expected to perform their oracy skills through the four strands and active listening. They will also be able to monitor themselves whether they use speaking strategies.

Stage Four: Focus on language/ discourse/ skills can be done both face-to-face and online. For the physical strand, the teacher can show some video clips and point out the body language and intonation again. Then, the students can have a short reflection of their own performance and see (or take note) if it was acceptable. For the cognitive strand, the teacher can help students revise their script via guiding plan. For the linguistic strand, the teacher can elicit correct form and vocabulary again with model answers without pinpointing errors of students (Lightbrown & Spada, 2006). Lastly, for the social and emotional strand, students reflect with each other about the interaction they had while performing the task. For active listening, the students will raise up the difficulties that occurred and suggest solutions to the problem. Revising and reflecting at this stage will not only improve performance, but also will develop students' metacognitive oracy skills.

Stage Five: A repeat speaking task is suggested to conduct online to save the class time. In accordance with the knowledge gained after performing and eliciting a correct way of performing a task, the students are encouraged to repeat the same task again outside class with a new partner or a different group. They can have their work

recorded and submitted online to the teacher. Feedback can be given by the teacher and peers online to develop their future work. At this stage, their oracy four strands are being practised, their speaking strategies are anticipated to be revised, and their active listening is expected to repeat.

Stage Six: Students' reflecting on their learning is advised to do in face-to-face mode and online. In class, the teacher can ask the students about the criteria to give themselves feedback to clarify the meaning of each one, so that they know what to write (Topping, 2005). This will allow students to practise their cognition. Secondly, for the linguistic strand, a comparison between the language gap of L1 and L2 can be done to emphasise the culture and language differences. For the physical strand, the students are encouraged to say their opinion using polite gestures and tones of voice. To encourage their social and emotional strand, the teacher should guide the students to publish their work to the real audience. Moreover, the students will be asked to complete their 'Speaking and Listening Diary' (see Table 7) to reflect their oracy skills acquired from the unit.

Stage Seven: Facilitate feedback on learning can be done online by asking the students to write online. Students are provided with feedback topics. For the linguistic strand, the students will be taught how to use effective language rather than using rubber stamp (Lee, 2011) which does not reflect their real ability. For the social and emotional strand, the students are motivated to use affective feedback (Nelson & Schunn, 2009) to encourage each other.

As the thorough explanation of oracy teaching cycle has been discussed, the following is the figure to demonstrate what and how each teaching step is going to be conducted.

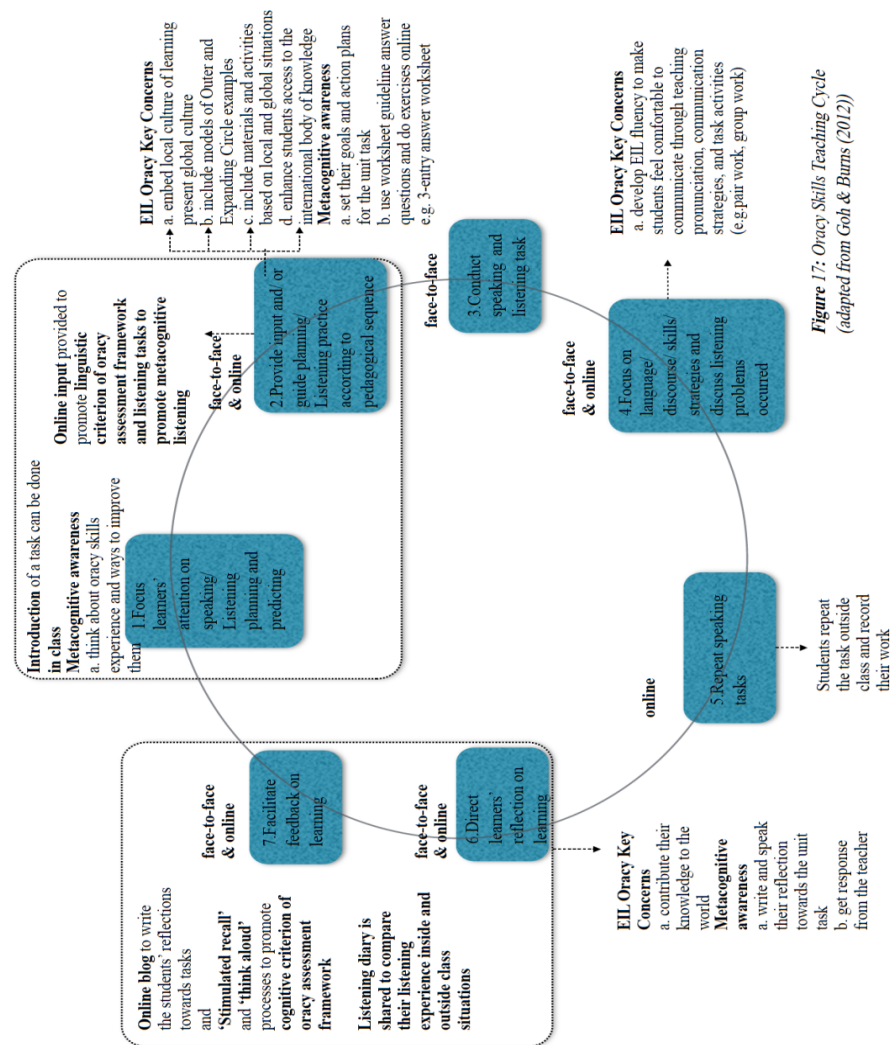


Figure 17: Oracy Skills Teaching Cycle (adapted from Goh & Burns (2012))

Figure 3: Oracy Skills Teaching Cycle (adapted from Goh & Burns (2012))

CHULALONGKORN UNIVERSITY

2.8 Development of Oracy Tasks and Teaching From Past to Present

Wilkinson (1965) was the first one who coined the term. Later it was practised in British education policy. In 1975, Human Resources Research Organisation in Alexandria, America was conducting a research to see the effectiveness of oracy instruction on the oracy skills of primary students in River Rouge Public school. The procedure of the research was training teachers to practise special designed tasks to promote oracy. They divided types of task into five categories:

- a) Naming objects and events

- b) Elaborated description of objects and events
- c) Ordering and relating information about objects and events
- d) Classifying information about objects and events

The social use of language (Melching, William H. et al., 1975, p. 11)

It can be seen that oracy has been an underline rationale in classroom practice to help students master in both listening and speaking skills, to eventually acquire literacy skills: reading and writing (Wilkinson, 1965; Melching et al, 1975, and Millard and Menzies, 2016). To this light, it has been a long development, despite decades since the term was coined, to make oracy explicit to classrooms through a clear instruction. Recently, since 2015, School 21 and University of Cambridge have set Oracy Skills Framework (see Table 1) to identify strengths and weaknesses of students' oracy skills in order to progress their ability (Chone, et al. 2017).

However, from the above mentioned, oracy has been practised in English native speaker countries: England and America, where every student speaks English as a medium.

Consequently, oracy can be embedded in every subject and school activities such as assembly. Whether or not oracy in English can be promoted in English as a Second Language (ESL) and English as a Foreign Language (EFL) countries, where students already acquire their mother tongues not English, is definitely questionable. Goh (2012) has suggested ways in which speaking can be taught English language classroom to elicit students' speaking skill, yet concern social and emotional, and metacognition during a task. She has created the speaking teaching cycle to achieve oracy instruction. However, the context that she is using the strategies is in Singapore, where people use English as a second language. To EFL context, research about English oracy is limitedly discovered by the research. To give a precise oracy development by scholars, the table below has been created.

Table 8: Oracy characteristics and examples of tasks across different scholars

Wilkinson (1965)	Voice 21 (2016)	Goh (2012)
<p>Oracy characteristics</p> <ol style="list-style-type: none"> 1. group discussion 2. situation that can elicit 'living' spoken language (compulsory) 3. 'blend oracy' in every subject 4. 'not' reciting a poem 5. self-relevance in task 6. talk in depth, objective and reciprocity 7. listen to each other 8. teacher as a guide to guide ideas 9. hints can be useful for young children 	<p>Oracy characteristics and assessment</p> <ol style="list-style-type: none"> 1. oracy in every lesson 2. explicitly teach oracy - get the students familiarised with oracy 3. do a small group task (this stage focuses on two oracy strands: physical and social & emotional) 4. explore range of language (formal and informal in different situations: linguistic strand) 5. students collect their work through e-portfolio and tell their success story of oracy 6. assessment using clear rubric pretest-posttest 7. clearly set compulsory tasks (3 tasks) and optional tasks (6 tasks) 	<p>Speaking teaching strategies that help promote oracy</p> <ol style="list-style-type: none"> 1. group learning tasks 2. holistic approach of teaching speaking 3. focus on both listener and speaker strategies 4. contextualised and decontextualised talks 5. promote through subjects 6. Information gap tasks 7. discussion 8. monologic task e.g. presentation

From the table, it can be seen that the scholars have agreed to the definition of the oracy in terms of the way in which oracy can be carried: through tasks and between speaker and listener. From early days, Wilkinson (1965) seemed to realise the importance of learning through talking with the assistance from the teacher if necessary, and oracy can be embedded in every lesson. Later on, other scholars and organisations such as Voice 21 and Goh have also noticed its importance and wanted to promote the skills to students via assessment criteria and holistic approach on teaching speaking, respectively. The oracy four strands have been developed by Voice 21 and Cambridge University to create a standard checklist for teachers and schools so that the term has become clear and distinct from oral communication because of its social and emotional strand (see Table 1). However, Goh's teaching context is different. Both Wilkinson and Voice 21 are where students and teachers speak English as their mother tongue, on the contrary, Goh is in ESL context, therefore, it is more likely to be more difficult than the other two to promote oracy skills in countries where English is not their first language. However, the scholar believes that if teachers design tasks and conduct speaking lessons carefully, challenges might be diminished.

2.9 Oracy in EIL Context

From the two mentioned oracy in both contexts: first language and ESL, scholars (McKay & Brown, 2016) suggested oracy in the broader sense, namely English as an International context (EIL), in which English is listened and spoken by both Native Speaker (NS) and Non-Native Speaker (NNS) around the world. Oracy in EIL context seems to be different from either oracy in first language or ESL context

and to consider several terms: non-native English learners' chances in using English communication, intelligibility, fluency and motivation. Starting with learners' chances in using English, Mondared and Safarzadeh (2014) suggested that there are more opportunities for NNS to communicate with NNS than the NS with NNS. Therefore, fluency in EIL context may have some differences from traditional speaking fluency, where native-like pronunciation is not focused rather more attention is paid to strategies in communication such as negotiating for meaning. Secondly, intelligibility is highlighted in EIL context. Munro and Derwing (1995b) pointed that NNS can promote their intelligibility as long as their communication has these three key terms:

- a) Intelligibility: 'the extent to which an utterance is actually understood'
- b) Comprehensibility: 'listeners' perceptions of difficulty in understanding particular utterances'
- c) Accentedness: 'how strong the talker's foreign accent is perceived to be'

Similar thought is also given by Sharifian (2014) from stating that 'The approach of Teaching English as an International Language (TEIL) focuses not only on the development of learner's "*linguistic and communicative skills, but more importantly (on) intercultural communication skills, in a systematic way, which are necessary for successful communication between users from various cultural backgrounds.*" (p. 41).

Marlina (2014) has also given a clear definition of EIL pedagogy "*teaching EIL or EIL pedagogy means the act of professionally guiding students from all Kachruvian circle to 1) gain knowledge and awareness of the pluricentricity of English and the plurilingual nature of today's communication; 2) inspire students to give equal and legitimate recognition of all varieties of English; and 3) develop the ability to negotiate and communicate respectfully across cultures and Englishes in today's*

communicative settings that are international, intercultural, and multilingual in nature.”

Next section will focus on how oracy teaching can be conducted in ESL and EIL contexts.

2.10 Oracy Instruction and Its Positive Impacts and Challenges in ESL and EIL Contexts

Goh (2014) proposed that listening and speaking should be directly taught through well-structured lessons and metacognitive activities so that learners can observe their own learning processes, so called ‘metacognitive’, and examine their own linguistic knowledge in successful completion of oracy learning tasks. Brice & Montgomery (1996, cited in Goh and Burns 2012, p.22) stated that *“many ESL learners in classes, students who do not have English as their dominant language tend to initiate few conversations, make fewer requests, and listen less actively, thus causing them to be less effective at cooperative learning tasks.”* Furthermore, when the students cannot communicate in their daily conversation, they will tend to be disadvantaged in schools where they also cannot demonstrate the ‘mainstream’ language which is involved academic discourse (Corson 2001; Cummins 2000). Therefore, it is important that second language learners develop their speaking skills in order to use spoken English effectively in various contexts of learning (Goh & Burns 2012). There are possibilities in successful oracy teaching. Firstly, it is the responsibility of the teacher to carefully design the lesson to elicit students’ oracy competency (Goh, 2014). To achieve this, the teachers are required to be skilful in questioning (Vaish, 2013) even the result might be contrasted. Teachers do not only plan the content of the lesson, but also create tasks, in which require students to speak. There are

8 aspects of oracy work by Baddeley et al. (1993) to concern while designing a task: the learning environment, the task, organising groups, types of talk, ground rules for talk, the role of the teacher, reflection, and valuing talk. In addition, the two different kinds of talk: specific subject and generic talk (Alexander, 2012) should be identified and put in the lesson plan. Firstly, specific subject talk is related to the subject being taught and which makes scientific talk different from mathematics talk. Secondly, generic talk can be applied to all subjects, especially the teaching of English. Therefore, the teachers need to be aware and make the balance of their talk to cover the two kinds of talk in their lessons.

Having explained oracy instruction in native and ESL countries, oracy in EIL context may include a number of different aspects to consider. In Brown (2012) suggested 12 keys to develop students' oracy as English as an International Language (EIL). He has grouped these keys in 3 categories: Establish EIL Intelligibility Standards, Provide EIL motivation, and Develop EIL fluency (see the Table 9).

Table 9: Twelve Keys to developing EIL oracy (inspired by Brown 2012, pp.155-156)

Establish EIL Intelligibility Standards

1. Respect the local culture of learning and promote a sense of ownership and confidence in the local varieties of English
2. Provide students with awareness of linguistic and cultural differences in the various contexts in which English is learned and used.
3. Include models of Outer Circle and Expanding Circle users of English so students realise that English does not belong exclusively to the Inner Circle.
4. Use 'global appropriacy and local appropriation' (Alptekin, 2002, p.63) to help learners be 'both global and local speakers of English' (Kramsch & Sullivan, 1996, p.211) who can function both at home in their national culture as well as internationally.

Provide EIL Motivation

1. Include successful bilinguals as English language and pedagogic models.
2. Include materials and activities based on local and international situations that are recognisable and applicable to the students' everyday lives, pertaining to both NS-NNS and NNS-NNS interactions.
3. Support learning English efficiently and help students feel better about their English learning.
4. Enhance students' access to the international body of knowledge in English.

Develop EIL Fluency

1. Furnish students with strategies for handling linguistic and cultural differences in the various contexts in which English is learned and used.
2. Foster English language and cultural behaviours that will help students communicate effectively with others and achieve friendly relations with English speakers from any culture.
3. Help students achieve intelligibility when they are among other English speakers.
4. Enhance students' capacity to contribute to the international body of knowledge in English.

From the EIL keys table, Brown (2012) suggested oracy tasks should concern the three actions: establish EIL intelligibility standards, provide EIL motivation and develop EIL fluency. Firstly, establishing EIL intelligibility is done to promote respect for local and global English as well as increase confidence in the students to be content distributors of their own. The activities suggested are to provide news stories, short subject videos or lecture by people from Outer Circle countries. Secondly, providing EIL motivation could be done by showing success non-native English speakers to the students. In the same token, the students will have opportunity to expose to various English accents. This will finally enable them to familiar with English varieties and improve their listening competence. Internet is a high potential source to provide the materials. Lastly, developing fluency can be done by teaching

the students strategies for repairing breakdowns in communication and culture differences awareness. The students can learn these through task-based activities in pair or group work, however, this requires a lot of practice until they feel comfortable to communicate naturally. Moreover exchanging knowledge and experiences will indirectly motivate them to use English especially with people from different cultures and languages. It is worth to mention that providing foreign speakers in monolingual class might be challenging. Consequently, the teacher needs to plan carefully when to invite the speakers or design compatible tasks where students can communicate with foreigners such as interview task.

2.10.1 Related Research and Studies

The effects of using EIL tasks have not been done much in the field. However, there is an EIL task conducted by Lee et., al. (2017) who has suggested that the videoconference-embedded classroom (VEC) is beneficial for raising EIL awareness. The researcher provided opportunity for 21 Japanese students to have conferences regarding EIL concept with scholars from Japan, Hong-Kong, South Korea, Indonesia and Japan. The research had divided into 3 phases: pre-, during- and post-videoconferencing, for 11, 2 and 1 week(s), respectively. The first 11 weeks, the students were assigned to read EIL articles and discussed in group and prepare themselves to participate in the conference. During the conferences, the students had an opportunity to listen to presentations from the scholars and discussed the EIL matters with them. For the last week, the students were asked to give feedback of the course. The result showed that more than 81% gained positive EIL perception. They said that they felt they understand more and belong to EIL context because they have experienced the talks from different people from different cultures. The implication of

this research was that if we want students to realise their stand in EIL, we should provide them opportunity to contact or expose to non-native English speakers.

2.11 Oracy Instruction and Task Design

Focus of oracy instruction is not the same as oral communication. While oral communication aims at student's talk, oracy covers more than that. Oracy does not only focus on student's speaking skill, but it focuses on learning environment, in which exchanging knowledge through speaking is provided. To explain, oracy skill can be obtained naturally through classroom talk not only when oral communication task is required. Therefore, classroom atmosphere should be relaxing to lower students' affective filter so that they would be more outspoken. Consequently, sequencing speaking tasks based on its difficulties is important. In so doing, the students will be gradually developing their speaking. To achieve this, tasks should be set based on task characteristics.

Task-based learning and teaching is considered as one of the communicative teaching approaches which is believed that the learners can acquire the target language when the task is meaningful (Hiep, 2007). Many researchers, including; Ellis, (2003), Nunan, (1989), Prabhu, (1987), Skehan, (1998), defined tasks in the Second Language Acquisition (SLA) and pedagogy literature in different ways, but they agree that a significant feature of tasks is their focus on 'communication of meaning.' (McDonough and Chaikitmongkol, 2007). It is therefore the key idea of task-based learning is that allows learners to use the target language to carry out a particular task. Not only achieving the task implies the success of using the target language, but also does the target language used during the process. However, to

enable the students to achieve a particular task, several task characteristics are concerned as Ellis (2003, pp. 21) suggested as follow:

Table 10: Task features by Ellis (2003) (source: Eillis, R. (2003). Task-based language learning and teaching: Oxford: Oxford University Press, p. 21)

Design feature	Description
1. Goal	The general purpose of the task, e.g. to practise the ability to describe objects concisely; to provide an opportunity for the use of relative clauses.
2. Input	The verbal or non-verbal information supplied by the task, e.g. pictures; a map; written text.
3. Conditions	The way in which the information is presented, e.g. split vs. shared information or the way in which it is to be used, e.g. converging vs. diverging.
4. Procedures	The methodological procedures to be followed in performing the task, e.g. group vs. pair work; planning time vs. no planning time.
5. Predicted outcomes: Product	The 'product' that results from completing the task, e.g. a completed table; a route drawn in on a map; a list of differences between two pictures. The predicted product can be 'open', i.e. allow for only one 'correct' solution.
Process	The linguistic and cognitive processes the task is hypothesised to generate.

Next section, the three tasks, which presumably help students' oracy skills will be proposed.

2.11.1 Oracy Tasks

2.11.1.1 Debate

Debate activity is claimed by Lubetsky, LuBeau & Harrington (2000) as a “*sophisticate form of immediate, interactive communication...(which) assumes a high level of discourse skill*”. It is considered as a demanding task since it involves both active and critical listening, and high level of linguistic competency and critical thinking (Lieb, 2007). There are several research studies showed that debate is beneficial to language learning in terms of critical thinking and speaking skill (Iman, 2017), linguistic competency, and active and critical listening skill (Lieb, 2007). Iman’s study (2017) with grade 10th students in Islamic Senior high schools MAN 3 Palembang suggests that a skillful debater should not only know how to search information and construct arguments, but also should be able to present and refute the opponents’ arguments.

However, teaching debate may have cultural issue to concern: Asian students are more accustomed to a harmonious, and group-oriented communication style (Lieb, 2007). Consequently, direct refutation might be found difficult. To prevent this circumstance, materials supporting critical thinking and polite argumentation expressions should be provided. In so doing, students will feel more comfortable and confident in their different ideas as Day (2003) suggested that East Asian students are in fact open to new and different ways of thinking.

As debate contains such advanced skills in critical thinking and linguistic competency, it should be taught after students are experienced other less complicating oral communication tasks, presentation and interview, for example.

2.11.1.2 Presentation

Presentation task is considered as a sufficient oral communication task that can help improve oracy skills. It does not only require a speaker but also does require an active listener to make this task successful (Chiu, 2004; Ross, 2007). There are five benefits of a presentation task listed by Brooks & Wilson, 2014: a) They are student-centred; b) They require the use of all four language skills; c) They provide students with realistic language tasks; d) They have value outside the language classroom, and e) They improve students' motivation.

In EFL settings, however, presentation task should be inevitably well-prepared in order to enable students to achieve the goal. From Chiu (2004) study found that 'the presenters stumbled through their long and formally written presentation speeches, while the rest of the class would try hard to stay awake.' (p. 32, cited in Brooks & Wilson, 2014). Jordan (1997) is concerned as he stated that L2 presenters who 'lack the core fluency' required to give an effective presentation, and did not get taught the skills, they are unlikely to achieve their goal. Therefore, the teacher should be well-prepared in arranging activities and scaffolding the students to the level that they are fully filled with all the skills they need for their presentation.

Brooks and Wilson (2014) has proposed a framework for presentation teaching:

a) setting up the presentation class: the teacher needs to think of presentation class that allows necessary activities to happen which include giving content for presentation, building up presentation length, scaffolding with pedagogical tasks that beneficial to the students' presentations, setting up assessment criteria so that the students will be clear about their goal, and reflecting on their own works;

b) organisation of presentations: giving example presentation will help students understand genre of presentation they are expected to do (Hovane, 2009 in Brooks and Wilson, 2014). Then analysis of stages of the presentation of that genre will be useful for them to organise their own presentation;

c) presentation skills: this activity is very important to the students. If this is not introduced properly, the students will feel that they are dumped into the sea, struggle to survive (King, 2002, cited in Brooks and Wilson, 2014). Therefore, micro skill such as vocabulary and grammar related to the presentation should be taught appropriately, and communication skills e.g. word stressing, repetition, chunking and paraphrasing should be excelled before giving the real presentation;

d) the use of visual aid: this will help reduce stress for both speakers and listeners (Lambert, 2008 in Brooks and Wilson, 2014) so the presentation is more likely to easier to comprehend. Moreover, creating visual aid can be a cooperative task where weaker students may be motivated to participate and become a valuable member of the team.

e) performing self reflections: after a presentation, students should see their own work via strength and weakness on for example, eye contact, volume and clarity of their voices, and postures and their movements during the presentation.

2.11.1.3 Role Play

Role play is a kind of activity that requires students to perform their speaking and listening skills in a given situation. the benefits of using role play in a language classroom is that it can increase ‘student’s enthusiasm, self-confidence, and empathy, and encourage critical thinking’ (Alabsi, 2016, pp. 229). It is also encouraging students to use natural expressions, intonations of native speakers, and gestures

through more authentic situations (Sasaki, 1998). Two types of role play: scripted and non-scripted were conducted in Rodpradit (2014) study. They have found that non-scripted role play can help improve speaking skill more than the scripted one. However, in terms of vocabulary, the scripted one did better because the students had time to prepare so they could include words learned in their dialogue. Therefore, in the light of fluency, role play should be done spontaneously, while accuracy and wider vocabulary use, the activity should be done with the script. To balance these two aspects, the role play activity should allow students to prepare key points namely, phrases and vocabulary, and leave a flexibility for an improvisation by partner random at the time of the role play.

Having discussed about the concept of oracy in EIL context, task design, and problems of Thai language class limitations, it is obvious that skills instruction cannot be completely done in class. To be able to promote Therefore, blended-learning approach is considered to be an effective way to help with teaching oracy skills. Next section, blended-learning approach will be thoroughly discussed in terms of its definition, the designs and platforms to be used in this research, and related studies.

2.12 Blended Learning

Inevitably, English learners these days are using technology as a useful tool of their learning. There have been research about mobile learning, blogging, and youtube (Kern, 2013). It is believed that these tools can promote the authentic use of the language which is changing all the time, especially when teaching professionals for a specific purpose (Kern, 2013), in which the needs often more than the grammar itself. For this reason, books may not be more adaptive.

Hockly and Clandfield (2010) work with technology in classroom and suggest ways to implement online sites in language teaching. In ‘Teaching Online: Tools and techniques, options and opportunities’, they enlighten the audience in many aspects of using technology according to skills, learners’ competencies, assessment, and stages of the lesson namely introduction, practising, and ending the course or lesson.

Online learning alone may not be the best option for English learning. Firstly, some may argue that online information is not accurate for some extent since anonymous writers on websites are vary. Therefore, the teachers need to spend their time looking for suitable and credible sites for the students to surf. Secondly, two-way communication is needed when feedback is required. Therefore, blended- learning should be done appropriately (Sharma, 2010). There should be the balance between interactive and self-learning activities.

Definitions of blended learning (BL) are vary (Sharma, 2010). He gives three main relevances: a combination of face-to-face and online teaching, a combination of technologies, and a combination of methodologies. In this research will do the experiment in the light of the first definition: a combination of face-to-face and online teaching. Nickly Hockly and Lindsay Clandfield suggest the ways in which blended learning can be done in four formula: mainly face-to-face where 70% of teaching is face-to-face and 30% online, half-and-half where face-to-face and online equally take 50%, mainly online where face-to-face is done 20% and online 80%, and fully online where online is 100% practised in learning process.

Whilst there are a lot of technology using for English learning today, the balance between face-to-face is paramount of importance. There has been a great number of blended-learning programme in the market to surf the different needs and

learning styles of the students, but not so many has analysed or closely monitored its effectiveness, yet. Therefore, in this research, we will discover how technology could precisely compliment language learning which becomes more dynamic in terms of international usage on websites and flexibility in time management.

2.12.1 Technology Tools in Blended-Learning: Google Classroom

Google classroom was used in this research. Google classroom has been reviewed in many research studies and was found as easy to use (Grgurovic, 2011). Google classroom can promote collaboration between then students (Keeler, 2014). Janzen (2014) has pointed 6 benefits of using Google classroom:

- a) It is easy to use. In addition to variety of communication means, teacher can track and deliver assignment through announcement, email and push notifications features.
- b) It saves time. There are document formats provided on Google: docs, slides and spreadsheets. As a result, students can finish their tasks in one place.
- c) It is cloud based. Students can save their work on cloud and can open their work anywhere with different computers. Therefore, it is quite convenient not to bring external drive everywhere.
- d) It is free. Students can join by adding the classroom code.
- e) It is flexible. It requires only internet signal to access.
- f) It is mobile-friendly. Students can surf it on their mobile phones. Therefore, they can learn anytime and anywhere.

A research conducted by Iftakhar (2016) also reported positive findings of using Google classroom. Students survey revealed that the application is easy to use with unlimited storage for the uploaded data. Moreover, commenting on peers'

presentations posted there was intriguing. However, there were negative comments on it, namely, strong internet connection and dishonesty. Some students mentioned that uploading document on Google classroom somehow needs a strong internet connection, otherwise, it is slow to complete. Secondly, 22 per cent of students said that they found dishonesty by copied and pasted friend's answers in doing an assignment. Lastly, some students felt overwhelmed when first introduced to the tool as they needed a training to discover features that they can use.

From the research studies about the pros and cons of the tool, this research has tried using Google classroom as a platform for the teacher to announce, make slides and upload example task and other information.

2.12.2 Blended Course Design: Parallel or Isolated-Content Distribution

This course syllabus design has adopted framework suggested by Graves (2016). The considered components are Guiding principles, Contextual factors, Learner's needs, Goals and objective, Scope and sequence, and Assessments and evaluations. Since this course is a blended course, there is an extra point to consider in addition to Graves' which is Determining teaching methodology and the use of technology (Chen, 2017).

Blended course could be designed in isolated content distribution or parallel distribution (Grgurovic, 2011). The example of a blended course delivered as isolated content distribution is the work from Adair-Hauck et al. (1999) where they put reading and vocabulary practice in online mode and speaking was only practised in face-to-face mode. Another blended course from Barr et al. (2005) and Banardos

(2006), on the contrary, have designed parallel distribution course where both modes allow students to only practise speaking.

In this research, the design is parallel distribution because the purpose of the course is to develop particular skills: listening and speaking. In so doing, the students will have a lot of opportunities to practise those skills. Oracy components: physical, cognitive, linguistic, and social and emotion in both delivery modes is the core of the course designing. Face-to-face mode will be devoted for interaction whether students do group work or pair work. Linguistic component is also taught prior to doing tasks online. For online mode, it is necessary that students be confident and encouraged to use the platform, otherwise they will feel demotivated and do not want to learn by themselves. Peachy (2013) has proposed issues to consider when designing a blended course which are:

- a) Importance of tasks: online tasks should not be solely passive because this type of tasks will tire the learners. Interaction or reflection will engage learners in deeper learning. In addition, the tasks should be relevant and applicable to the working context of learners.
- b) Generating peer-to-peer interaction: this is based on connectivism idea by Siemen (2004) in believing that people can learn by connecting special information together with their peers in stead of much relying on tutor's help.
- c) Using freely available technology: free and open web-based will allow students access the same tools.
- d) Open content: the same contents e.g. online journals and blogs should be available equally for all students.

e) Flipping the paradigm: students should come to face-to-face session with the full understanding of online materials learned.

From the above mentioned about the issues, websites used in this course is Google classroom, a free webpage that allows students to have synchronous and asynchronous communication.

As mentioned in the lesson plan (see Appendix H&J), we can see that students are asked to speak either in face-to-face mode or online mode as this course is focused on speaking skill. Pair and group discussions are highlighted in face-to-face class since it was proved that these activities can help promote L2 using (Sun, 2012). However, exercises to reinforce student's linguistic competence are mostly done online to save the class time. For cognitive component, the students are required to state or present their opinion in a group discussion in face-to-face mode, and write their argument online. Later on, teacher and classmates can give feedback online regarding the writing. This is also practised for physical component where body language is practised in class while pronunciation is recorded online. Online platform is not only a place where students can find course material, but also it is a place where students can produce and show their work.

2.12.2.1 Related Research and Studies

Related research studies are done in global level and local level. The effectiveness of blended learning in Adair-Hauck (2000) could help improve French language learners in their writing and reading in the achievement test but not speaking and listening skills. However, in Chenoweth and Murday (2003), the research yielded a different result. It showed that only writing skill had significantly improved while

the other three skills had no significance of development. This may be because of the effects of online writing task assignment, where the experimental group was assigned to correspond with their peers via emails and discussion board meeting. From the two research results, it seems that blended learning could benefit writing skill but others are still in doubt. In contrast, the research by Young (2008) in a redesigned Spanish course using blended learning approach could improve university students' the language skills especially speaking skill. From the data, students in experimental group got higher Stimulated Oral Proficiency Interview (SOPI) score compared to the comparison group.

After this research has reviewed oracy tasks in EIL context together with blended learning method, the way to explore and measure improvement of the oracy skills in both modes: face-to-face and online will be discussed in the next section.

2.12.3 Exploring and Measuring Improvement of Oracy Skills in Blended Learning Environment

This section aims to study the effects of using oracy building instruction via blended learning environment in EIL context. Modes of measurements will be conducted both in face- to-face and online settings. There will be two assessment forms: one for the teacher and the other for students. Assessments from the teacher will be scored in class immediately after the performance, whereas self-assessment gathered from the students will be assigned to be completed online after the second performance is recorded outside the class. The assessment forms are suggested by the University of Cambridge and are being adapted to be specifically used in this research

so that it will suit the research purposes and context. Thorough information about the forms will be discussed in each task design in the following section.

There are two types of tasks designed to measure students' oracy skills: pre- and posttest task and assessments for learning task (AfL). Firstly, the pre- and posttest task was adapted from Cambridge ESOL test. The purpose of the test is to examine the students' oracy skills progress. The test will be administered at the beginning and the end of the course. Secondly, the AfL tasks, the three oracy tasks are designed to explore the students' progress in presentation, semi-scripted role play and debate. These three tasks were recommended by the faculty of education from University of Cambridge (2014).

In this section, each task design will be discussed in terms of task objectives, assessment criteria based on oracy four strands, and EIL characteristics. The discussion will illustrate first the recommendation from Cambridge followed by the adaptation to suit this research. In addition to the assessment form, the multi-trait analysis rubric score has been generated as a reference to give a score. The rubric is a multi-trait rubric form which is used to provide diagnostic feedback to learners. It is different from an analytical rubric in terms of detail giving. In other words, while an analytical rubric gives more generic dimensions of language production, a multi-trait one focuses on specific features of language production (Ayhan & Turkyilmaz, 2015). The item consists of four criteria: physical, cognitive, linguistic, and social and emotion. The listening comprehension score is adapted from Willard Alternative HS Programme. The criteria of active listening consist of 2 items: listening comprehension, and making connection and asking questions. Each criterion has its

sub-items and each item has its scores ranging from 1 to 5. The description of each item has been listed in the literature review (see Appendix B).

2.12.3.1 Presentation task

Cambridge University (2014) has proposed objectives and assessment criteria for a presentation task. They suggested that *“the presentation task should provide students’ opportunity to present information, viewpoints and ideas appropriately for a specific audience. Within any presentation task the students should have the opportunity to show how well they can:*

control the fluency and pace of their speech

project their voice and vary their tone

use gesture, posture and eye contact

use appropriate vocabulary

organise talk content to convey meaning

manage time

take account of the level of understanding of the audience, where this is appropriate to the activity

use metaphor, humour, irony, mimicry and other rhetorical devices

display self-assurance, liveliness and flair in speaking”

2.12.3.1.1 Oracy Outputs Assessment in EIL Scope

For the presentation task, firstly, students will be assessed the physical output in terms of fluency and pace of speech, tonal variation, clarity of pronunciation, voice projection, gesture and posture, and facial expression and eye contact. As in EIL

context, the fluency and pace of speech will be evaluated based on EIL fluency perspective suggested by McKay and Brown (2016) which includes contextually appropriate use of intonation, word stress, utterance stress, transition, assimilation, ellipsis, pauses, appropriate speech rate, fillers, and so forth. The teacher will have to be aware of these elements while assessing the students. In other words, the students are not expected to sound like a native speaker, yet could keep their speaking flow. Then, tonal variation is considered. The students need to show their emphasis on information by giving different tones. In addition, students should speak loud enough to be heard clearly by the audience not murmuring. Gesture and posture should be properly shown with facial expression and eye contact. Secondly, for linguistic output, the students are expected to choose correct vocabulary choice. In addition to words, sentence structures and organisation should be correctly and logically sequenced. More than that, rhetorical techniques such as metaphor, humour, irony and mimicry should represent according to Thai culture so that their presentation will be enriched and show their own local identity. Thirdly, for the cognitive output, the students will be assessed on their choice of content to convey the meaning, time management, and taking account of the level of understanding of the audience. For content selection, students are expected to have reasons and use their analytical thinking to choose a particular topic to present. They are encouraged to present their own identity or local culture so that they would feel the sense of being a content owner, in which is important in EIL perspective. For time management, students are asked to keep their presentation in time. To achieve this goal, a lot of practices are considerable. For taking account of their audience's level of understanding, the speaker should consider giving background of the presentation where necessary.

Lastly, for social and emotional criterion, students are expected to be able to show self-assurance by showing their confidence in speaking and answering questions. Even they do not know answers of some questions, they should not be nervous. For liveliness and flair, students are expected to be enthusiastic while speaking.

Table 11: Presentation task assessment form for teacher

Teacher assessment for presentation task

Oracy strand	
Physical	
1 a) fluency and pace of speech	
1 b) tonal variation	
1 c) clarity of pronunciation	
1 d) voice projection	
2 a) gesture and posture	
2 b) facial expression and eye contact	
Linguistic	
3 appropriate vocabulary choice	
5 structure and organisation of talk	
6 rhetorical techniques, such as metaphor, humour, irony and mimicry	
Cognitive	
7 a) choice of content to convey meaning and intention	
9 b) time management	
11 taking account of level of understanding of the audience	

Oracy strand	
Social & Emotional	
14 a) self-assurance	
14 b) liveliness and flair	
Overall assessment	

* added criteria specifically for this research

Table 12: Presentation task assessment form for student

Self assessment

Name	
I talked at a speed which allowed listeners enough time to understand what I was saying.	
I spoke loudly enough and changed my tone of voice when necessary.	
I chose the right words for my subject.	
I organised the content well.	
I used gesture, posture and eye contact to support what I was saying.	
I managed the timing of my talk.	
I thought about whether the audience was understanding what I was saying and tried to make my talk appropriate for them.	
I used metaphor, humour, mimicry or other ways of speaking to get the audience interested.	
I was confident and lively when I spoke.	
* I used grammar and expressions learned from the lesson.	
* I showed local content in my role play.	

2.12.3.2 Semi-Scripted Role Play

Cambridge University (2014) has suggested that “*within any role play task the students should have the opportunity to show how well they can:*

use their voice with appropriate tone and projection for the role

use gesture, posture, facial expressions and eye contact

talk in an appropriate style for the role

take account of the audience response

listen to other people playing roles and respond appropriately

display self-assurance, liveliness and flair in speaking

2.12.3.2.1 Oracy Outputs Assessment in EIL Scope

For the semi-scripted role play task, the students will be assessed their oracy outputs: physical, linguistic, cognitive, and social and emotional strands. Firstly, for physical output, the students will be scored in terms of tonal variation, voice projection, gesture and posture, and facial expression and eye contact. For tonal variation, students are expected to show they can use different volume and pitch to emphasise the meaning of their role script. For voice projection, students are asked to speak loud enough in order to be heard by the audience. Furthermore, gesture and posture are assessed to see if students use gesture naturally and appropriately suitable for their role. Next, facial expressions and eye contact is considered. They are expected to show their communicating engagement through their facial expression and eye contact. Secondly, linguistic output, the students will be assessed for linguistic output using two criteria: register and grammar. For register, the students will need to be able to adapt their tone and choose appropriate language based on the character they play. In addition to that, since grammar is an essential content taught in

the lesson, the students will be expected to use appropriate sentence structures, expressions and word choice related to their role play.

Thirdly, cognitive output will focus on how students can maintain focus on task and take account of the level of understanding of the audience. Students who can keep their focus on task will be able to show what should they do or avoid to do during their role play without being distracted. Besides focusing on task, they are expected to take account of the level of understanding of the audience by providing background knowledge so that the audience can understand their role play. Next, for social and emotional output, the students will be assessed on the three criteria: listening actively and responding appropriately, self-assurance and liveliness and flair. For listening actively and responding appropriately criterion, students are expected listen to questions from the audience and give respond to the questions properly. For self-assurance, sign of confidence when speaking is observed. Lastly, liveliness and flair will be scored if the students use their imagination to make their role play distinguishable.

Table 13: Semi-scripted role play task assessment form for teacher

Teacher assessment for semi-scripted role play task

Oracy strand	
Physical	
1 b) tonal variation	
1 d) voice projection	
2 a) gesture and posture	
2 b) facial expression and eye contact	
Oraacy strand	
Linguistic	
4 a) register	

Oracy strand	
*4 b) grammar	
Cognitive	
9 a) maintaining focus on task	
11 taking account of level of understanding of the audience	
Social & Emotional	
13 listening actively and responding appropriately	
14 a) self-assurance	
14 b) liveliness and flair	
Overall assessment	

* added criteria specifically in this research

Table 14: Semi-scripted role play task assessment form for students
Self assessment

Name	
I was able to use my voice with appropriate tone and projection for the role.	
I used gestures, posture, facial expression and eye contact.	
I used the kind of language and speech that suited the role I was playing.	
I took account of the response of the audience.	
I listened to other people playing roles and responded appropriately.	
I was confident and lively when I spoke.	
* I used grammar and expressions learned from the lesson.	

Name	
* I showed local content in my role play.	

2.12.3.3 Debate

Cambridge University (2014) has suggested *that “debating tasks should give the class the opportunity to present persuasive arguments, ask questions of others and answer questions appropriately. Within any debate task the students should have the opportunity to show how well they can:*

talk fluently and at a suitable pace

speak clearly and project their voice effectively

use facial expression and eye contact to communicate

use appropriate vocabulary and style of talk

structure their talk well and choose content that is appropriate

use metaphor, humour and other rhetorical devices

seek information and clarification through asking questions, and summarise ideas

give reasons to support their views and critically examine the views expressed by others

not make their talk too simple or too complicated for others to understand

listen carefully and respond appropriately to others”

2.12.3.3.1 Oracy Outputs Assessment in EIL Scope

Each oracy output: physical, linguistic, cognitive, and social and emotional will be assessed. First, the physical output will be scored in terms of fluency and pace of speech, clarity of pronunciation, voice and projection and facial expression and eye contact. The fluency and pace of speech, however, will be evaluated based on the EIL

fluency perspective suggested by McKay and Brown (2016) which includes contextually appropriate use of intonation, word stress, utterance stress, transition, assimilation, ellipsis, pauses, appropriate speech rate, fillers, and so forth. The teacher will have to be aware of these elements while assessing the students. Secondly, for linguistic output, vocabulary choice, register, grammar, structure and organisation of talk, and rhetorical techniques such as metaphor, humour, irony and mimicry will be assessed. It is worth noting that the grammar is not suggested by Cambridge because it is believed that debate is rarely well informed. On the contrary, grammar is actually essential and plays an important part, in which it cannot be ignored, in an English class of non-native speakers since they need to know how to make word choices and construct sentences grammatically correct. In this research, with no exception, grammar used in debate will be taught before conducting the task. Therefore, grammar (4b) criterion is also added in the assessment. Thirdly, cognitive output, choice of content to convey meaning and intention, building on the view of others, seeking information and clarification through questions, summarising, giving reasons to support views, critically examining ideas and views expressed, and taking account of the level of understanding of the audience will be assessed. Noting that building on the views of the other criterion is added in this research since it is one of the skills used in debate (Alasmari & Ahmed, 2013). In other words, students need to consolidate the logical arguments from members of the same team. Lastly, social and emotional criteria, the students will be assessed on their listening and responding appropriately. In a debate, unavoidably, participants need to listen to and support their team members while trying to comprehend and challenge the opponent's ideas. The last criterion: listening actively and responding appropriately will be assessed by their

comprehension and making connections of what they heard. If they can understand the spoken text, they should be able to illustrate through their summary, link what is heard to their speaking and question back if they have to.

Table 15: Debate task assessment form for teacher

Teacher assessment for debate task

Oracy skill	
Physical	
*1 a) fluency and pace of speech	
1 c) clarity of pronunciation	
1 d) voice projection	
2 b) facial expression and eye contact	
Linguistic	
3 appropriate vocabulary choice	
4 a) register	
*4 b) grammar	
5 structure and organisation of talk	
6 rhetorical techniques, such as metaphor, humour, irony and mimicry	
Cognitive	
7 a) choice of content to convey meaning and intention	
*7 b) building on the views of others	
8 a) seeking information and clarification through questions	
8 b) summarising	
10 a) giving reasons to support views	
10 b) critically examining ideas and views expressed	
11 taking account of level of understanding of the audience	
Social & Emotional	

Oracy skill	
*13 listening actively and responding appropriately	
Overall assessment	

* added criteria specifically in this research

Table 16: Debate task assessment form for students

Self assessment

Name	
I spoke fluently and not too fast or slow.	
I spoke clearly and loudly enough so that everyone could hear.	
I used facial expressions and eye contact to help people understand what I was saying.	
I chose the right words to make my argument.	
I spoke in a way that was right for a debate and use humour or other ways to get others interested in what I was saying.	
I asked good questions to find out more information.	
I gave reasons to support my ideas.	
I thought about how to talk so that others would understand clearly what I was saying.	
* I showed local content in debate.	

* added criteria specifically in this research

2.12.3.4 Pre- and Post-Test Task

The English oracy skills pre-test and post-test will be conducted: before and after the course instruction to see the student's progression. The test is adapted from Cambridge ESOL's test since *"it is suitable for level-based tests and allowed for different types of interaction between the participants; the multi-part test is designed to elicit types of talk*

(question/ answer, long turn, collaborative discussion) and so generate a broad and rich sample of language for assessment purposes.” (cited in Taylor pp. 56) There are four parts of the test. In the first part, the students are asked to introduce themselves and talk about their leisure activities. They have to give answers one by one. Second part is a monologue where students have to talk about two activities. Each student will be given two pictures and then have to prepare the talk for one minute over an activity that they choose with given reasons. After that, they have to give a talk for two minutes. The third part is called ‘discussion’ part. The candidates are asked to discuss which free time activities they should do and why. They can use photos given as a prompt from the previous part. Finally, the last part is ‘role-play’. The students will be given a different role card. They have two minutes to read their role card and prepare their talk. The role card asks each student to choose one preferable activity and try to invite the other student to do it together. The role card also gives the students useful expressions to apply. They have three minutes to perform.

The assessment of the task includes all areas of oracy outputs: physical, linguistic, cognitive, and social and emotional (see Table 17). The assessment criteria will include all oracy specific items.

Table 17: Pre- and post-test assessment form for teacher

Oracy strand	
Physical	
1 a) fluency and pace of speech	
1 b) tonal variation	
1 c) clarity of pronunciation	
1 d) voice projection	
2 a) gesture and posture	
2 b) facial expression and eye contact	

Oracy strand	
Linguistic	
3 appropriate vocabulary choice	
4 a) register	
*4 b) grammar	
5 structure and organisation of talk	
6 rhetorical techniques such as metaphor, humour, irony and mimicry	
Cognitive	
7 a) choice of content to convey meaning and intention	
7 b) building on the views of others	
8 a) seeking information and clarification through questions	
8 b) summarising	
9 a) maintaining focus on task	
10 a) giving reasons to support views	
10 b) critically examining ideas and views expressed	
11 taking account of level of understanding of the audience	
Social & Emotional	
12 a) guiding and managing the interactions	
12 b) turn-taking	
13 listening actively and responding appropriately	
14 a) self-assurance	
14 b) liveliness and flair	
Overall assessment	

As the assessment and EIL oracy tasks have been thoroughly explained and discussed, the framework of all tasks and modes assessment shall be provided. The Table 18 does not only show the oracy tasks assessment via blended environment but also illustrate method of assessment and data type.

Table 18: Oracy tasks assessment via blended environment

Task	Mode of assessment	Method of assessment	Types of data and analysis
1. Pre-test and post-test task	Face-to-face	Pre-test and post-test task score	Quantitative/ descriptive statistics
2. Presentation	Face-to-face	Presentation task score	Quantitative/ descriptive statistics
	Online	Presentation task score Students' self-assessment	Quantitative/ descriptive statistics
3. Semi-scripted role play	Face-to-face	Semi-scripted role play task score	Quantitative/ descriptive statistics
	Online	Semi-scripted role play task score Students' self-assessment	Quantitative/ descriptive statistics
4. Debate	Face-to-face	Debate task score	Quantitative/ descriptive statistics
	Online	Debate task score Students' self assessment	Quantitative/ descriptive statistics

After the related theories, recent studies and oracy teaching framework are discussed and proposed, the research framework is generated (see Figure 4) before embarking on research methodology in Chapter 3.

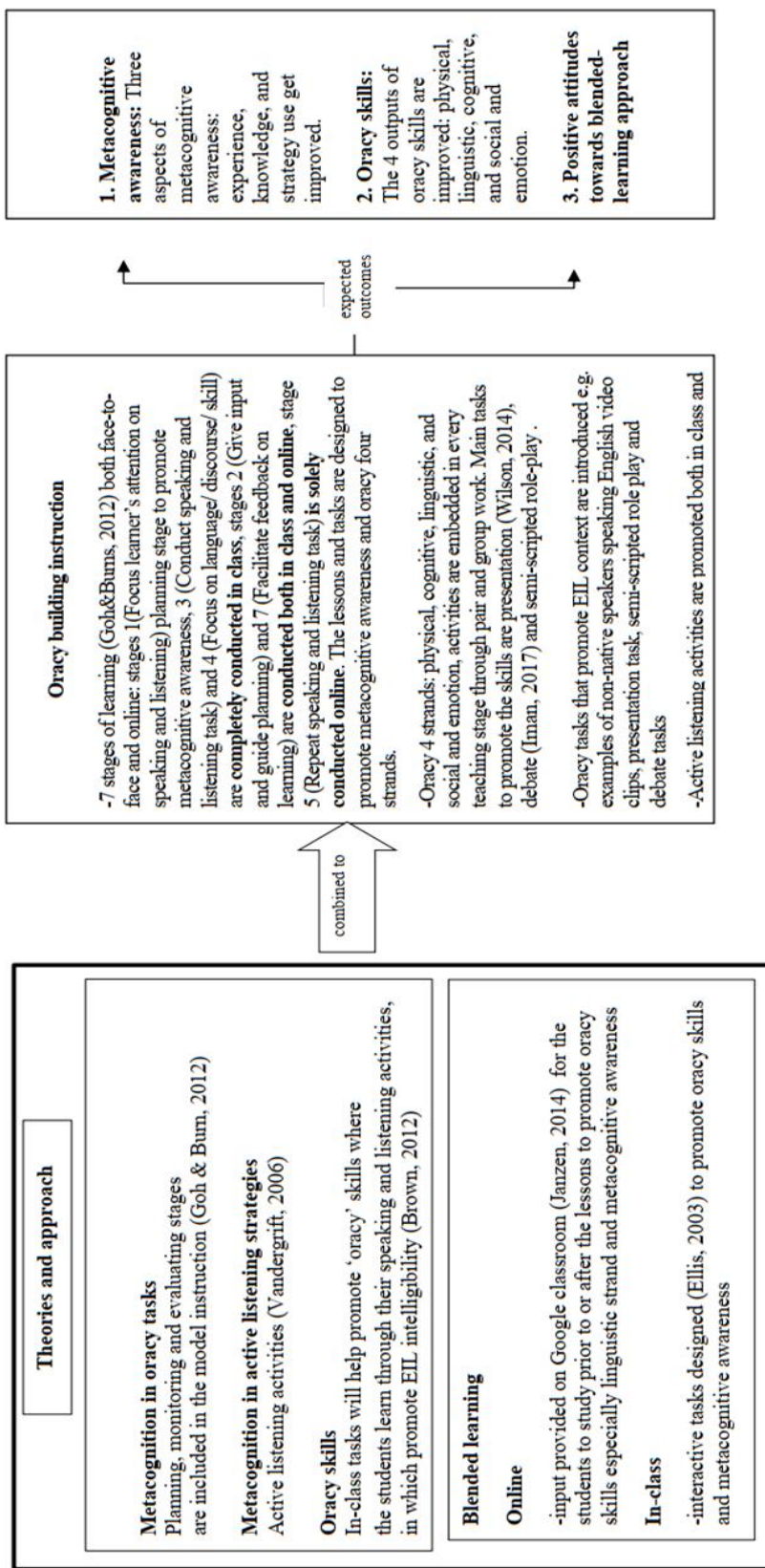
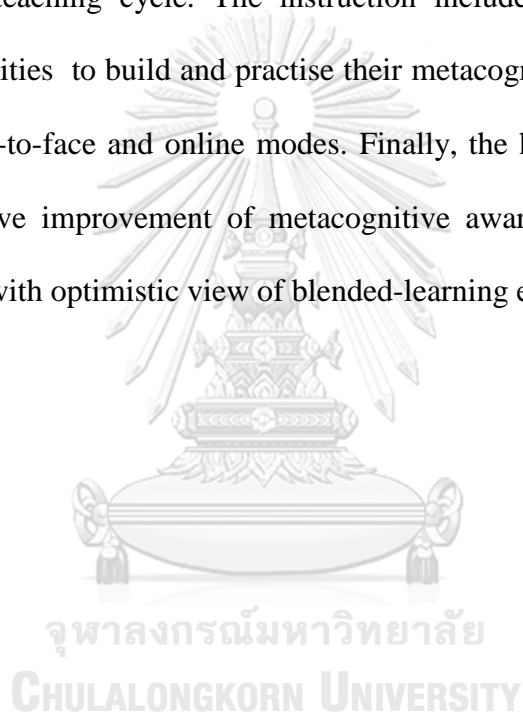


Figure 4: Research Framework

From figure 4: research framework could be described this study in three stages. Firstly, the figure shows the highlighted theories in this research: metacognitive awareness and oracy skills. These are aspects which the study aims to improve in students. The aspects then are promoted in the environment of blended-learning where two learning modes: face-to-face and online are offered. Integrated in one learning approach, the oracy building instruction is generated based on Goh (2012) speaking teaching cycle. The instruction includes seven stages providing students' opportunities to build and practise their metacognitive awareness and oracy skills both in face-to-face and online modes. Finally, the hypotheses of the research suggest the positive improvement of metacognitive awareness and oracy skills of students together with optimistic view of blended-learning environment.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

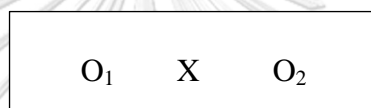
This research employed one-group design to discover the effects of oracy building framework via blended learning environment on EIL students' metacognitive awareness and oracy skills (OBIBLE). The stages of research in relation to objectives and method, population and samples, research instruments, and data collection and analysis will be explained.

3.2 Research Design

The aims of this study are to develop a blended English communication instruction using blended learning approach that promote metacognitive awareness in L2 speaking and listening skills, and to investigate students' perceptions towards the developed English instructional model. This research is a quasi-experimental research which two main phases of the study including the course creating and the development of communicative tasks both in-class and online activities, and the implementation and evaluation of the developed materials in which the oracy four strands and active listening are embedded.

First the oracy instruction using blended-learning approach was designed as a treatment of this study. To gather the students' metacognitive awareness improvement in speaking and listening ability, the oracy three tasks were designed: presentation, non-scripted role-play, and debate from the different three units of the coursebook. Oracy skills pre-test was designed to collect students' pre-test score, and the

Inventory of Metacognitive Awareness in Oracy Skills Questionnaire, in which was created based on Metacognitive knowledge about second language speaking and MALQ questionnaires, was conducted to gather the students' speaking and listening metacognitive awareness as in quantitative data form. Later in the implementation phase, the scores were collected and analysed to provide the evidence of the oracy instruction via blended-learning environment. Hence, the one-group pretest and post-test design was used to explore oracy skills (Edmonds and Kennedy, 2013). The following figure shows the diagram of the research design for investigating students' oracy skills ability.



X means the oracy instruction using blended-learning approach

O means pretest and post-test

After the students' oracy skills had been explored, the student's opinion towards blended-learning approach questionnaire was distributed to gather the level of satisfaction of using blended-learning approach.

3.3 Population and Participants

Population

The population of this study was 500 students grade 9 students who studied communicative English course, which is an elective course at Taksin school. This course is an elective course offered in the first and second term of every academic year. The aim of the course was to provide students opportunity to practise English

communication skills emphasising on speaking and listening skills. The class met twice a week for 2 hours. The students' age range is 14-15 years old.

Participants

The participants in this study were 29 students from total population. In addition, these students shared the same English learning background since they also had other two English courses: fundamental English and English for reading and writing to study in that term. Their English proficiency level was pre-intermediate level assessed by the teacher who had taught them the term before. After the pre-test, students were divided into 3 groups according to their pre-test scores: low,- mid-, and high-proficiency levels, and labelled as L, M, and H, respectively through the study.

3.4 Stages of Research

There are two phases in this research. The first phase consists of two stages: creating instruction, and development, and in-class and online tasks validation. The second phase consists of implementation and evaluation. The detail of each phase is explained as follows:

Table 19: Stages of research

Research phases	Stages
Phase 1: The development of course instruction and tasks	Stage 1: Exploring and studying the basic concepts and related documents
	Stage 2: Constructing the instructional manual, lesson plans, and instruments
	Stage 3: Validation of the instructional manual, lesson plans, and instruments
	Stage 4: Pilot the instruction
	Stage 5: Revising the lesson plans and instruments
Phase 2: The implementation and evaluation plan	Stage 6: The implementation of the developed in-class and online speaking tasks
	Stage 7: The evaluation of the in-class and online speaking tasks

Phase 1: The Development of Course Instruction and Tasks

Stage 1: Exploring and studying the basic concepts and related documents

The aims of this stage were to explore and gather information from related theories and research studies underlying oracy skills. The concepts and theories that the researcher explored are:

3.4.1 Importance of oracy skills

Oracy is the term that has been emphasised in British curriculum. The ambition to develop students' oracy skills has been developing in three different contexts: native, ESL and EFL. The studies are most titled as speaking or listening skill.

3.4.2 Oracy in EIL context

Oracy skills in EIL context has its difference from native and ESL contexts. As highlighted in chapter 2, oracy skills of non-native students are expected to show their intelligence through their comprehensible speaking and active listening. To motivate students' use of their English, contributing their works to public place e.g. website is recommended.

3.4.3 Oracy instruction

Oracy assessment framework created by Cambridge University consists of four components: physical, cognitive, linguistic and social and emotion were deployed as a guideline. Constructing lesson plans and activities using oracy assessment framework as well as speaking teaching cycle suggested by Goh & Burns (2012) ensured that metacognition was promoted as the approach has put a heavy focus on pre-task planning, task repetition (Thomas, 2019). As a result, the students' oracy skills should be improved accordingly.

3.4.3.1 Oracy Instruction and Material Design

The process of creating the instruction was managed in four steps. The first step was reviewing and analysing the literature on theories and frameworks which are oracy four strands (see Table 1), blended-learning approach, and the school coursebook for developing the course design. The second step was designing a course lesson plan with prospected activities and tasks. The third step was designing inside classroom tasks based on Ellis (2003) tasks' characteristics and steps of doing it suggested by Willis (2007) within speaking teaching cycle by Goh & Burns (2012). The fourth step was creating online input, in which supplemented with tasks in the

classroom and coursebook. Following are the course lesson plan (see Table 20), sample lesson plan by Goh & Burns (2012) and stages of speaking teaching cycle in which blended and oracy four strands were integrated (Appendix J).

After the course lesson plan has been proposed, the oracy teaching cycle (see figure 3) should be explained in order to see how teaching stages should be done in the integration of oracy assessment framework, blended-learning approach, and EIL oracy key concerns.

Table 20: Lesson plan showing oracy strands and metacognitive process instruction

Stages (time)	Activities	Metacognitive awareness/ Oracy strands	Modes of delivery	Resources/ Materials
Stage 1 (DAY 1): Focus learners' attention on oracy skills	a) Students write responses to questions about oracy skills learning experience b) Students answer questionnaire c) Teacher tells the students that this unit they will learn and do: how to give a short presentation comparing two things listening to talks about jobs d) Students complete a unit task preparation worksheet e) Teacher states the task expectation and shows the task rubric score	Metacognitive awareness	face-to-face	Worksheet 1&2 (Appendix A&B) Inventory of Metacognitive Awareness in Oracy Skills Questionnaire
	Task: present their idea about job they want to have			

<p>Stage 2 (DAY 1):</p> <p>Give input and guide planning</p>	<p>a) Students sit in group and list some jobs that they know and brainstorm responsibilities of each job</p> <p>b) Students practice pronunciation (p.12)</p> <p>c) Students learn gerund phrases as subject (p.9)</p> <p>d) Students listen to career choices discussion, and ask and answer each other if they agree or disagree (p.9)</p> <p>e) Students practice ‘giving reasons’ using phrases like ‘In my opinion...’</p> <p>f) Teacher introduces ‘back channeling’ strategy (i.e. strategy of showing the others if they are listening by using verbal and non-verbal e.g. uh-huh, oh, really?) to the students.</p> <p>g) Students practice saying opinions to each other while the listeners practice ‘back channeling’ strategy</p> <p>h) Teacher gives students some pairs of things and let the students in pair compare about it</p> <p>i) Students learn comparative adjective</p> <p>j) Students prepare their main task in completing: Which job do I choose? What are the advantages and disadvantages of this job compared to the other? What questions can be asked about my talk?</p> <p>k) Students talk about a career they would like to have, other students use back channeling strategy and ask some follow-up questions</p> <p>HW: students do ex. 6 p.10, listening to conversation (ex.7, p.11) and do word power ‘suffixes’ ex. 4 p.10</p>	<p>a) linguistic</p> <p>b) physical</p> <p>c) linguistic</p> <p>d) social and emotion</p> <p>e) linguistic and cognitive</p> <p>f) metacognitive awareness, cognitive</p> <p>g) social and emotion</p> <p>h) social and emotion, linguistic, physical, cognitive, metacognitive awareness</p> <p>i) linguistic</p> <p>j) linguistic, cognitive, metacognitive awareness</p> <p>k) physical, linguistic, cognitive, social and emotion, metacognitive awareness</p> <p>linguistic</p>	<p>face-to-face</p> <p>online</p>	
---	--	--	-----------------------------------	--

<p>Stage 2 (DAY 2): Give input and guide planning</p>	<p>Task :compare 2 jobs they might have and why they choose that one</p>			
	<p>a) [INTRO] Students sit in group and watch a presentation VDO (uploaded on Google Classroom) answer questions in presentation organization: introduction, body and conclusion expressions use in each part of a presentation body language (These are done by teacher demonstrating)</p> <p>b) Students practise body language</p> <p>c) Students look at pairs of jobs then compare in 3 respects: money, security and stressfulness</p> <p>d) Teacher elicits comparative structures (ex.8 p.11)</p> <p>e) Students listen to an audio programme and write down their answer in 3-entry answer sheet (ex.10 p.12)</p> <p>f) [ASSESSMENT] Student compare 2 jobs</p> <p>HW :students do ex.13 p.13 reading and answer questions, students prepare their presentation for next class</p>	<p>a) metacognitive awareness, cognitive, linguistic, physical</p> <p>b) physical</p> <p>c) cognitive</p> <p>d) linguistic</p> <p>e)metacognitive awareness</p> <p>f) metacognitive awareness, cognitive, linguistic, physical</p> <p>linguistic</p>	<p>face-to-face</p> <p>online</p>	<p>3-entry listening answer sheet</p> <p>planning worksheet</p>

Stage 3 (DAY 3): Conduct oracy task	Task : students give a short presentation saying why they choose a job not the other one			
	a) Students sit in a group of 4 b) [INTRO] Teacher discusses the task assessment criteria again c) Students in group, take turn to give their presentation (3 minutes each), while the listeners ask at least 1 follow-up question	b) metacognitive awareness c)physical, linguistic, cognitive, social and emotion	face-to-face	Assessment criteria
Stage 4 (DAY 3): Focus on language/ skills/ strategies	a) Teacher asks the students to watch a presentation VDO again b) Teacher asks the students to reflect and revise their own work in three areas: language use (vocabulary and grammar) presentation procedures and phrases body language and pronunciation	b) metacognitive awareness, physical, linguistic, cognitive, social and emotion	face-to-face	VDO Planning worksheet
Stage 5 (DAY 3): Repeat speaking task	Students perform the task again in group and post their recording online: Google classroom	metacognitive awareness, physical, linguistic, cognitive, social and emotion	online	Google Classroom
Stage 6 (DAY 4): Direct learners' reflecting on learning	Task: students can tell the differences of L1 and L2 presentation			
	a) [INTRO] Students complete the speaking and listening diary b) [ASSESSMENT] Students are asked to compare and contrast presentation procedure and comparative in L1 and L2	metacognitive awareness	face-to-face	Speaking and listening diary (Table 7)

Stage 7 (DAY 4): Facilitate feedback on learning	a) Teacher gives comment (paper form) b) Students give comment to each other in group (verbally) c) Students reflect on their performance and strategies use HW :Students give feedback to their friend’s work online	metacognitive awareness	face-to- face online	Self-assessment (Table 12)
---	--	----------------------------	--	-------------------------------

From table 20, it could be seen that lesson plan covers 7 stages of oracy teaching cycle. The first day, the students were introduced to the unit and the unit task. They then had to write a planning guide worksheet where they had to state the objective of the unit task, what they had known which would be beneficial for their task performance, what they felt they needed to learn before performing the task, how could they achieve the task. On the second stage, students were supported by linguistic knowledge such as vocabulary and grammar both in-class and online. In-class activities at this stage were also authentic tasks where they were required to use the target language interactively. Online activities were supplied and most of them were emphasised on grammar and words. In so doing, everyone could learn at their own pace. At stage 3, students had to perform the unit task in class. They were also asked to record their performance. Stage 4, the teacher gave feedback to the first performance either in class or individually online, and the students had to revise accordingly. Then at stage 5, students had to perform again online and send the recording to the teacher. Stage 6, students were asked to give feedback on their own performance and unit learning using oracy stands as a guideline. Also comparison between language gap of L1 and L2 can be done to emphasise the culture and language difference. Lastly, stage 7, students were required to write their self-reflection either in class or online.

3.4.3.2 The Characteristics of Blended-Learning

Blended-learning approach has an advantage in promoting self-learning autonomy and providing opportunities for the students to practise and build their learning community online. It is proved to have benefits in complementing face-to-face lessons. However, it needs to be done in a good balance and interesting for the students to feel motivated to learn. The blended-learning model was designed as in asynchronous form where students could learn at their convenient time. Each unit consists of five modules: pronunciation, vocabulary and grammar exercises, listening comprehension, unit task examples, and unit feedback. Each module serves the objectives and as below:

Table 21: Topics and functions on online platform

Part	Name	Function
1	Pronunciation	Help students learn how to pronounce unit highlighted words clearly with confidence.
2	Vocabulary and grammar exercises	Provide students with vocabulary and grammar with contexts for task production.
3	Listening comprehension	Provide students listening exercises to practise active listening strategy by listening 3 times and complete the worksheet.
4	Unit task examples	Help students analyse examples of using unit vocabulary and grammar in order to produce their task performance.
5	Unit feedback	Help students analyse effective and ineffective strategies used in task performance, and as a result improve plans for future learning.

3.4.3.3 The Oracy Tasks Design

Oracy skills instruction is constructed based on oracy assessment criteria using several speaking and listening tasks to give the students' opportunity to perform their oracy skills. The three tasks: presentation, semi-structure role play and debate were designed to evaluate students' language development. Presentation was aimed to assess students' monologue speaking where organisation and fluency were focused and not so many interactions required. Semi-scripted role play was more interactive where students had to understand the given role and situation before performing in a time limit. This task is more challenging in terms of listening in which students had to write what they understood in the form. Lastly, debate was the most complicated task, which students had to use critical thinking and listen carefully at the same time. Students were not only active in listening, but also they were active in generating ideas to oppose.

Stage 2: Constructions of Lesson Plan and Research Instruments

3.4.4 Lesson Plans

The lesson plans were tailored according to the coursebook to assess students' oracy skills. The oracy four strands are embedded in every lesson (see Appendix H) within the oracy building instruction (see Figure 3). There are three unite tasks: presentation, role-play, and debate as the main tasks in different units. The constructs of the oracy tasks employed Micro- and Macro skills of speaking from Brown (2007). The micro skills refer to shorter or smaller chunks in speaking production, while macro skills refer to longer or bigger chunks in speaking performance. The students either performed the tasks in group or individually in each lesson. The students'

performance later were evaluated by using oracy assessment strands (see Appendix F). The categories for assessing include physical, cognitive, linguistic, and social and emotion.

Then the oracy tasks were validated by three experts in teaching English as an international language field. The experts will be asked to check in the Item-Objective Congruence (IOC) to evaluate the validity of the oracy tasks. In relation to the reliability, the inter-rater consistency was employed to evaluate the reliability of the oracy tasks.

3.4.5 English Oracy Skills Test

The test is designed to assess the students' oracy skills. The test is adapted from Cambridge ESOL in terms of test procedures (see Appendix M). The test construct is to assess students' speaking based on Fulcher (2003): language competence, strategic capacity, textual knowledge, pragmatic knowledge and sociolinguistic knowledge. Also listening is tested. The listening construct is to assess students' spoken language comprehension.

3.4.6 Oracy Assessment Framework Rubric Score

The rubric is generated according to the oracy strands: physical, linguistic, cognitive, and social and emotion (see Appendix E&F). The score is rated 1-5, 1 is the least and 5 is the most. The listening skill assessment is also included in the rubric.

3.4.7 Metacognitive Awareness Measurement

Haukas (in Haukas, Bjorke and Dypedahl, 2018) has reviewed several ways of conducting metacognition studies. The researcher stated that self-report questionnaire is probably the most commonly used as the research instrument. Besides, it is designed to measure metacognition in different areas with different participants. For example, the Metacognitive Awareness Inventory (MAI) was created to measure adults' metacognition in general by Schraw and Dennison (1994). Then this questionnaire was modified to quantify children's metacognition, Jr.MAI (Sperling et al. 2002). Furthermore, the Strategy Inventory of Language Learning (Oxford, 1990) is generally applied in research studies to measure metacognition in language learning in general. On the other hand, other questionnaires have been initiated to be used in specific contexts and learning tasks e.g. the Metacognitive Awareness Listening Questionnaire (Goh, 2017; Vandergrift, Goh, Mareschal, and Tafaghodari, 2006) and the Metacognitive Awareness of Reading Strategies Inventory (Mokhrati and Reichard, 2002).

Self-report questionnaires include statements or questions concerning participants' knowledge, beliefs and/or activities during learning or teaching. Typically, the respondents are asked to indicate on a Likert scale how often they perform a learning or teaching activity to what extent they agree with a certain statement.

Dinsmore, Alexander, and Laughlin (2008) said *“emphasise the value of triangulation when doing research on metacognition, since an analysis of different data types from the same participants may give deeper and more valid insights into the phenomenon of metacognition than each instrument alone.”* (cited in Haukas,

Bjorke and Dypedahl, 2018). To make this research valid and meaningful, all mentioned research instruments: questionnaire, self-reflection and task performance will be used to gather data both quantitative and qualitative.

There are two phases of measuring students' metacognition: one is during- and after- unit learning and the other is before-and after-course learning. Starting with during- and after-unit learning, students were asked to write three-entry listening diary (see Figure 2) when they did listening exercises both in- and outside class. This data was analysed as quantitative to see the mean score of correct answer from first, second and third listening. Furthermore, self-reflection (see Table 7) for each task was used to assess strategy use in speaking. The data was coded into two categories: oracy strands and strategies. Moreover, stimulated recall was done to explore students' reflection on their unit task. This was done one week after they finish the unit. Lastly, Inventory of Metacognitive Awareness in Oracy Skills Questionnaire was conducted to assess students' metacognitive awareness in oracy skills. This questionnaire is adapted from Goh and Burns (2012) and Vandergrift (2006) to measure students' metacognitive awareness in oracy skills (see the details in chapter 2). The data was gathered and analysed quantitatively using 6-Likert scale. To triangulate this data, each task performance: presentation, semi-scripted role play and debate was recorded and scored by the two teachers (inter-rater) using assessment forms (see Table 11 & 13 & 15) in accordance with four-oracy-strand assessment.

Before- and after-course learning measurement on metacognitive awareness, there will be two activities to conduct. Firstly, Inventory of Metacognitive Awareness in Oracy Skills Questionnaire was used to explore students' metacognitive awareness

in oracy skills. Eventually, pre- and post- oracy skills tests were assessed by the teacher to compare the level of metacognitive awareness before and after the course.

Below is the table showing how and what data type will be collected and analysed.

Table 22: Metacognitive awareness measurement method

During- and after-unit	Metacognitive awareness/skill	Type of data and analysis	Before and After Course	Metacognitive awareness/skill	Type of data and analysis
1. Three-entry listening diary	Listening skill	Quantitative	1. Inventory of Metacognitive Awareness in Oracy Skills Questionnaire (see appendix N)	Listening skill	Quantitative (6-Likert-scale)
2. Speaking and listening diary	Metacognitive knowledge and strategy use	Qualitative/coding (NVivo)	2. Inventory of Metacognitive Awareness in Oracy Skills Questionnaire	Metacognitive knowledge in speaking skill: person knowledge, task knowledge and strategy knowledge	Quantitative (6-Likert-scale)
3. Stimulated recall (interview)	Metacognitive knowledge in speaking skill: person knowledge, task knowledge and strategy knowledge	Qualitative/coding (NVivo)	3. Pre- and post oracy skills test	Strategy use (language use)	Quantitative (oracy skills assessment see Table 17)

During- and after-unit	Metacognitive awareness/skill	Type of data and analysis	Before and After Course	Metacognitive awareness/skill	Type of data and analysis
4. Unit oracy tasks: Presentation Semi-scripted role play Debate	Strategy use (language development)	Quantitative (oracy skills assessment see Table 11, 13 & 15)			

After the measurement method has been generated, the inventory research questionnaire has been orchestrated. The questionnaire is aimed to answer the research questions 1.1 on metacognitive awareness in second language learning (Vandergrift & Goh, 2012) in improving students' oracy skills. In Table 23 illustrates metacognitive knowledge in second language speaking questionnaire which covers person knowledge, task knowledge, and strategic knowledge. In this research, however, this was included in the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire (see Appendix N) as one of the metacognitions. There were other aspects orchestrated in the questionnaire: metacognitive experience and metacognitive awareness in listening questionnaire (MALQ). As a result, the questionnaire could completely give the two facets of metacognition: experience, and knowledge. For strategy use, another aspect of metacognitive awareness, could be analysed by oracy task performance scores, and pre- and post-test scores.

Table 23: Metacognitive knowledge in second language speaking questionnaire (adapted from Goh & Burns 2012)

Metacognitive knowledge	1 totally disagree	2 quite disagree	3 disagree	4 quite agree	5 agree	6 totally agree
<p>Person Knowledge Knowledge of the cognitive and affective factors that facilitate one's speaking performance and overall speaking development</p> <p>a. Self-concepts and self-efficacy about speaking:</p> <ul style="list-style-type: none"> • I must try not to feel so stressed each time I have to speak in front of a big group of audience in English. (+) • I think I'll be able to speak like a native speaker one day. (-) • I need to think a lot before I say something. (-) <p>b. Problems related to L2 speaking, reasons, and possible solutions:</p> <ul style="list-style-type: none"> • My problem is not having the words to express some meanings in English. (-) • I should learn to speak more appropriately in formal situations like presentations. (+) • If I ask the speaker for clarification, I will have more time to think about my reply. (+) 						

Metacognitive knowledge	1 totally disagree	2 quite disagree	3 disagree	4 quite agree	5 agree	6 totally agree
<p>Task knowledge Knowledge about the nature and demands of a speaking task, how to approach the task, and when deliberate effort required.</p> <p>a. Mental, affective, and social processes involved in speaking:</p> <ul style="list-style-type: none"> • You need to think about what to say and how to say it at the same time. (+) • It's important to be relaxed when you speak. (+) • I need to work with my listener during a conversation/ presentation/ debate so we can understand what we are both trying to say. (+) <p>b. Differences between spoken written discourse:</p> <ul style="list-style-type: none"> • If I speak the way I write, I might sound "bookish" and unnatural. (+) • Speech isn't like writing, which can have many neat and complete sentences. (+) • Telling a story is a bit different from writing one. (+) <p>c. Skills for second language speaking:</p> <ul style="list-style-type: none"> • It is important to know how to organise a story when you have to retell it. (+) • Having the right intonation when speaking is useful. (+) • When I'm in a group discussion, I need to know how to disagree politely. (+) <p>d. Cultural and social differences of speakers:</p> <ul style="list-style-type: none"> • I must be careful when speaking English to people from other cultures so that I will not sound rude to them. (+) • I was told that in the U.K., it is OK to start a conversation about weather. (+) • In my country, you mustn't call people older than you by their first names. (+) <p>e. Factors that influence speaking:</p> <ul style="list-style-type: none"> • I need to know enough about the content to talk about it. (+) • We speak the way our friends and other people in our society speak. (+) • I should speak English to everyone I meet and not be embarrassed. (+) <p>f. Ways of improving overall speaking development:</p> <ul style="list-style-type: none"> • I need to get some foreign friends so I can practise my speaking with them. (+) • I should learn how different types of speech are organised. (+) <p>I need to learn to speak naturally and not repeat sentences that I write down. (+)</p>						

Metacognitive knowledge	1 totally disagree	2 quite disagree	3 disagree	4 quite agree	5 agree	6 totally agree
<p>Strategic knowledge Knowledge about effective strategies for different types of spoken interaction, strategies for specific speaking tasks, and strategies that may not be useful.</p> <p>a. Strategies for managing communication and discourse:</p> <ul style="list-style-type: none"> • If you don't have the English word, you should use other words to explain yourself and express the same meaning. (+) • I learned many useful phrases that I can use in my conversations. (+) • If I don't understand, I can always ask someone. (+) <p>b. Strategies for specific types of speaking tasks:</p> <ul style="list-style-type: none"> • If I have to do pair work, I need to remember how to ask my partner to give better explanations. (+) • For talks, I always prepare an outline with a proper introduction and conclusion. (+) • In group discussion, it is always useful to know how to disagree politely. (+) <p>c. Ineffective strategies:</p> <ul style="list-style-type: none"> • When I don't know some key words, I will keep quiet, but I know this isn't good. (+) • Memorising the entire speech is not useful because I may get stuck on one part and won't be able to go on. (+) 						

CHULALONGKORN UNIVERSITY

3.4.8 Blended-Learning Questionnaire & Semi-Structured

Interview Questions

Blended-learning questionnaire was adapted from Mackey & Gass (2005). The questionnaire consists of 19 items. The questionnaire could elicit students' opinions whether blended-learning approach benefits their speaking and listening skills (see Appendix G).

3.4.9 MALQ Questionnaire

The MALQ questionnaire was brought from Vandergrift (2006). The aim of the questionnaire is to analyse students' metacognition applying while listening. There are 21 items under 5 functions: planning - evaluation, directed - attention, person knowledge, mental translation, and problem - solving, various in numbers as 5, 4, 3, 3 and 6, respectively. The questionnaire items are scaled from 1 to 6 (1 = the least, and 6 = the most). This questionnaire was included as a part of the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire.

Stage 3: Validation

The Lesson plan, Blended-learning questionnaire, Inventory of Metacognitive Awareness in Oracy Skills Questionnaire, Oracy pre-and post-test and assessment criteria, and Semi-structured interview questions for stimulated recall interview were validated by the six experts: three for the lesson plan and another three for the other instruments before implementing in the classroom. The experts were asked to assess the research instruments and write their opinion using the IOC form (Item-Objective Congruency Index). Data received were analysed by Mean and standard deviation. The calculations were done based on the formula preceding. If the IOC is higher than or equal to 0.50, it means that the item is congruent. On the other hand, if the IOC is less than 0.50, it means that the item is inappropriate. As the experts were asked to comment on each item, the researcher was able to revise the inappropriate ones accordingly.

$$\text{IOC} = \frac{\text{R}}{\text{N}}$$

IOC means the index of congruence

R means total score from the experts

N means number of experts

3.4.10 The Validation of Lesson Plan

After the lesson plan had been constructed, it was sent to three experts to review and suggest ways in which the lesson plan could be improved to implement effectively. The lesson plan was given IOC overall score of 0.758 which indicates that the lesson plan is matched with the research objectives and valid (see appendix O). The only incongruent item was 2.2: the activities are matched with the lesson objectives. The experts agreed that the activities were not enough and was not elaborate in terms of examples of task, teacher instructions and evaluation of each task, and online activities were not clearly illustrated. In accordance to these comments, the revisions were done (see appendix H).

In terms of in-class activities, one expert suggested that each activity should be thoroughly explained in the lesson plan e.g. activities procedures, evaluations and delivery platforms. As a result, the researcher added the activities details in the form of activity worksheets. In addition to that, one expert commented on the sequence of the lesson and divided activities into different phases: warm-up, and summary and evaluation. From this comment, the researcher labelled these in the lesson plan.

3.4.11 The Validation of Research Instruments

3.4.11.1 Blended Learning Questionnaire IOC

After the blended-learning questionnaire had been created, it was sent to three experts to comment and evaluate whether or not the questions are acceptable (see appendix P).

The translation was the primary issue as the IOC result was less than 0.5. Consequently, the revision was made to several items according to the experts' suggestions. The revisions to both Thai and English versions were made as follows:

Table 24: Revised blended-learning questionnaire IOC

Question	Original version	Revised version
4	I wanted to learn the course at the beginning.	I wanted to learn the course <i>from</i> the beginning.
5	I often participate in the course both face-to-face and online.	I often <i>participated</i> in the course both face-to-face and online.
6	I have experienced a lot in using technology for learning in this course.	I have <i>more</i> experienced a lot in using technology for learning in this course.
12	I can work and get support from them while learning online.	I can work and get support from <i>friends</i> while learning online.
14	Online learning helped my pronunciation.	Online learning helped <i>me improve</i> my pronunciation.
16	Online assignments gave me knowledge and ideas for my unit speaking task in class. การเรียนออนไลน์ช่วยพัฒนาความรู้และให้แนวคิดในการเตรียมการพูดในชั้นเรียน	Online assignments gave me knowledge and ideas for my unit speaking task in class. การเรียนออนไลน์ช่วยให้เตรียมกิจกรรมการพูดในห้องได้ดีขึ้น
17	Online listening exercises helped practise my listening skill.	Online listening exercises helped <i>me improve</i> my listening skill.

In addition to the translation, the double barrelled question was made to two separated questions:

Question 11

[Original version]: Question 11: I enjoyed learning both face-to-face and online.

[Revised version]: Question 11: I enjoyed learning face-to-face.

Question 12: I enjoyed learning online.

Lastly, there were suggestions from one expert in swapping the two questions to make the sequence easier to understand: question 6: *“I have more experienced a lot in using technology for learning in this course.”*, and question 7: *“I have had some knowledge about blended learning before taking this course.”*. Therefore, it is now the two questions are reordered accordingly and are now put in order 7 and 8, respectively.

3.4.11.2 Inventory of Metacognitive Awareness in Oracy Skills Questionnaire IOC

From the recommendation, most items were targeted in answering the research questions (see appendix Q). However, there were some questions which were problematic such as double-barreled or mismatched translation. For example, item 2.2: *“The sequence of questions are well grouped and not] complicated”*, and item 2.3: *“The questions are correctly translated and easy to understand”* were evaluated as incongruent at the IOC score 0 and -0.333, respectively. Therefore, the questionnaire was revised in terms of translation, ordering and deleting as follows:

In terms of the translation, there were 14 items: 1-4, 7-9, 11, 13, 19, 23, 30-31 and 33 that the sentences in Thai were not matched with English. Therefore, the

revision was made to either English sentence as seen in *italic*, or Thai sentences, as seen in **bold**. The table below shows how these were rewritten.

Table 25: Revised the Inventory of Metacognitive Awareness IOC

Question	Original Version	Revised version
1	<p>During the tasks, I could remember situations when I was struggling with forgotten words (it's just tip of the tongue) very well.</p> <p>ฉันจำประสบการณ์ที่คิดคำหรือประโยคภาษาอังกฤษไม่ออกในขณะที่สื่อสารได้ดี</p>	<p>During the tasks, I could remember situations when I was struggling with forgotten words (it's just tip of the tongue) very well.</p> <p>ฉันจำประสบการณ์ที่คิดคำเป็นภาษาอังกฤษไม่ออกในขณะที่สื่อสารได้ดี</p>
2	<p>I often came back to find out the forgotten words after the tasks. ฉันกลับมาหาคำ หรือหลักไวยากรณ์ที่ใช้ในสถานการณ์นั้น</p>	<p>I often came back to find out the forgotten words <i>or grammar</i> after the tasks.</p> <p>ฉันกลับมาหาคำ หรือหลักไวยากรณ์ที่ใช้ในสถานการณ์นั้น</p>
3	<p>I feel I can make use of vocabulary and structures learned in class during the second performance.</p> <p>ฉันรู้สึกว่าคุณสามารถนำคำหรือประโยคที่เรียนมาใช้ได้ดีขึ้นในการทำกิจกรรมครั้งที่ 2</p>	<p><i>I could make use of vocabulary or structures learned in class during the next performance.</i></p> <p>ฉันรู้สึกว่าคุณสามารถนำคำหรือประโยคที่เรียนมาใช้ได้ดีขึ้นในการทำกิจกรรมครั้งต่อไป</p>
4	<p>I feel more confident as I use the strategies to achieve the task target.</p> <p>ฉันรู้สึกมั่นใจมากขึ้นเพราะฉันรู้กลวิธีในการทำกิจกรรมให้สำเร็จ</p>	<p><i>I felt more confident as I used the strategies to achieve the task target.</i></p> <p>ฉันรู้สึกมั่นใจมากขึ้นเพราะฉันได้ใช้กลวิธีในการทำกิจกรรมให้สำเร็จ</p>
7	<p>My problem is not having the words to express some meanings in English.</p> <p>ปัญหาของฉันคือฉันไม่มีคลังคำศัพท์มากพอที่จะสื่อสารความคิดของตนเองได้</p>	<p>My problem is not having <i>enough vocabulary repertoire</i> to express some meanings in English.</p> <p>ปัญหาของฉันคือฉันไม่มีคลังคำศัพท์มากพอที่จะสื่อสารความคิดของตนเองได้</p>

Question	Original Version	Revised version
8	<p>If I ask the speaker for clarification, I will have more time to think about my reply.</p> <p>หากฉันขอให้ผู้ถามอธิบายคำถามอีกครั้ง จะทำให้ฉันมีเวลาในการคิดคำตอบมากขึ้น</p>	<p>If I ask the speaker for clarification, I will have more time to think about my reply.</p> <p>ฉันรู้ว่าหากฉันขอให้ผู้สนทนาอธิบายคำถามอีกครั้ง จะทำให้ฉันมีเวลาในการคิดคำตอบมากขึ้น</p>
9	<p>You need to think about what to say and how to say it at the same time.</p> <p>ฉันต้องคิดคำที่จะใช้และพูดออกมาในเวลาเดียวกัน</p>	<p>I need to think about what to say and how to say it at the same time.</p> <p>ฉันต้องคิดคำที่จะใช้และพูดออกมาในเวลาเดียวกัน</p>
11	<p>Speech isn't like writing, which can have many neat and complete sentences.</p> <p>ฉันรู้ว่าภาษาพูดกับภาษาเขียนไม่เหมือนกัน ซึ่งภาษาเขียนจะปราณีตและต้องเป็นประโยคสมบูรณ์เสมอ</p>	<p>Speech isn't like writing, <i>which has many neat and complete sentences.</i></p> <p>ฉันรู้ว่าภาษาพูดกับภาษาเขียนไม่เหมือนกัน ซึ่งภาษาเขียนจะปราณีตและต้องเป็นประโยคสมบูรณ์เสมอ</p>
13	<p>It is important to know how to organise a story when you have to retell it.</p> <p>เราต้องมีการเรียบเรียงเรื่องราวให้ดีขึ้นนำไปเล่าต่อ</p>	<p>It is important to know how to organise a story when you have to retell it.</p> <p>การเรียงลำดับเรื่องราวก่อนเล่าขึ้นมีความสำคัญ</p>
19	<p>I should learn how different types of speech are organised.</p> <p>ฉันควรจะเรียนรู้รูปแบบการพูดต่างกันไป ตามจุดประสงค์และการเรียบเรียงเนื้อหา</p>	<p>I should learn how different types of speech are organised.</p> <p>ฉันควรจะเรียนรู้ประเภทของการพูดและการเรียบเรียงเนื้อหาต่างกันไปตามจุดประสงค์</p>
23	<p>For talks, I always prepare an outline with a proper introduction and conclusion.</p> <p>ทุกๆการนำเสนอ ฉันมักเตรียมบทนำและสรุปไว้อย่างดีเสมอ</p>	<p>For talks, I always prepare an outline, <i>which includes proper introduction, body and conclusion.</i></p> <p>ทุกๆการนำเสนอ ฉันมักเตรียมเค้าโครงการพูดที่ประกอบไปด้วยบทนำ เนื้อหา และสรุปไว้อย่างดีเสมอ</p>

Question	Original Version	Revised version
30	I listen, I quickly adjust my interpretation if I realise that it is not correct. ขณะฟังฉันสามารถปรับการแปลความได้ อย่างรวดเร็วหากรู้ว่ามีความผิดพลาดเกิดขึ้น	<i>While listening</i> , I quickly adjust my interpretation if I realise that it is not correct. ขณะฟังฉันสามารถปรับการแปลความทันทีหาก รู้ว่ามีความผิดพลาดเกิดขึ้น
31	I translate into Thai in my head as I listen. ฉันแปลสิ่งที่ฟังจากภาษาอังกฤษเป็นภาษา ไทยในหัว	I translate <i>the message</i> into Thai in my head as I listen. ฉันแปลสิ่งที่ฟังจากภาษาอังกฤษเป็นภาษาไทยใน หัว
33	When my mind wanders, I recover my concentration right away. ถ้าฉันเริ่มไม่มีสมาธิกับสิ่งที่ฟัง ฉันจะดึงสติ กลับมาทันที	When my mind <i>starts to</i> wanders, I recover my concentration right away. ถ้าฉันเริ่มไม่มีสมาธิกับสิ่งที่ฟัง ฉันจะดึงสติ กลับมาทันที

Secondly, there were suggestions in separating double barrel questions into two sub-question: questions 18 and 25. Therefore the two questions, are divided as follows:

Question 18:

[Original version]: “I should speak English to everyone I meet and not be embarrassed.”

ฉันไม่ควรอายที่จะพูดภาษาอังกฤษ

[Revised version]: “I should speak English to everyone I meet.”

ฉันควรพูดภาษาอังกฤษกับทุกคน

Question 19: “I should not be embarrassed when I speak English.”

ฉันไม่ควรอายที่จะพูดภาษาอังกฤษ

Question 25:

[Original version]: “When I don’t know some key words, I will keep quiet, but I know this isn’t good.”

เมื่อนั้นคิดคำที่จะพูดไม่ออก ฉันจะเงียบ แม้จะรู้ว่านั่นเป็นวิธีการสื่อสาร

ที่ไม่ดีก็ตาม

[Revised version]: “When I don’t know some key words, I keep quiet.”

ถ้าฉันคิดคำที่จะพูดไม่ออก ฉันจะเงียบ

Question 26: “I know it’s not good to keep quiet while interacting.”

ฉันรู้ว่าการเงียบขณะสื่อสารเป็นสิ่งที่ไม่ดี

Lastly, one expert commented on a repetitive question: question 12. As a result, the revised version did not include this item. Having revised the questionnaire, the final format consisted of 37 questions.

3.4.11.3 Semi-Structured Interview for Stimulated Recall

Interview IOC

After the questions were formed, they were sent to evaluate by three experts. The result of the IOC is 0.945 which infers that the questions are acceptable. There was no item which was scored below 0.6. As a result, no revision was made to the interview questions. The IOC result is illustrated in appendix R.

3.4.11.4 Oracy Pre-and Post-test and Assessment Criteria

IOC

After the oracy pre-and post test and assessment criteria had been created, they were sent to three experts to comment and evaluate. The result of the IOC is 0.926

which infers that the test is appropriate. There was no item which was scored below 0.6. Consequently, no revision was made to the test (see appendix S).

3.4.11.5 Reliability of two inter-raters

In addition to the research instrument IOC, two inter-raters ascertained the reliability of the results of pre- and posttests. The inter-rater reliability was examined using Pearson Correlation Coefficient.

Table 26: Pearson Correlation Coefficient of inter-rater reliability

Raters	r
R1 + R2	.992

As shown in Table 26, the overall result of the Pearson Correlation Coefficient of Interrater Reliability was .992 from pre-test grading. The correlation values imply that the scores marked by the two raters are consistent.

The two interrater also ascertained the reliability of the results of students' posttest.

Table 27: Pearson Correlation Coefficient of inter-rater reliability

Raters	r
R1 + R2	.969

As shown in Table 27, the overall result of the Pearson Correlation Coefficient of Interrater Reliability was .969 from posttest grading. The correlation values imply that the scores marked by the two raters are consistent.

Stage 4: Pilot the Instruction

After the lesson plans, activities, and tasks were verified by the three experts, the pilot study was conducted two weeks prior to the main study to see the effectiveness and unforeseen problems of the instruments.

The pilot instruction was done term 2, academic year 2018 with 30 students in grade 9 at Taksin School. They shared the same English background as they had been studying in the same class for 2 years. They had taken English for communication, basic English and English reading and writing courses before taking this course. The period of teaching was three weeks, 2 lessons in a week, 50 minutes a lesson. The pre-test and lesson plan of the first unit: Working from 9 to 5 were conducted. Blended-learning approach was used within these two weeks. The students were asked to use Gogole Classroom and Line Application during the study. The activities were tried and adjusted according to the level of the students. The justification of activities and lesson plan will be discussed in the following section: revising the lesson plans and instruments.



Stage 5: Revising the Lesson Plans and Instruments

After the pilot study had been done, the pre- and post-test was revised. In terms of pre- and post-test adjustment, parts 2 (comparison), 3 (discussion) and 4 (role play) of the test were revised. Firstly, the test time was over consuming because the students spent too much time in thinking of two hobbies for the comparison. Consequently, the researcher asked them to compare the one they like, in which they had stated from the first part, with the other one from the researcher's choice. Secondly, the instructions of parts three and four of the test were too difficult for the

students to understand within the time limit, therefore, the researcher had to translate the task direction into first language. Secondly, the lesson plan was revised to match the ability of the students. Since they were at slightly lower intermediate level, the input in the first and second lessons were strongly recommended to extend into 3-4 lessons prior to the unit task performance (see appendix O for the revised lesson plan).

Phase 2: The Implementation and Evaluation Phase

Stage 6: The Implementation of the Developed In-Class and Online Oracy Tasks

The scores from in-class tasks performance were collected. The pre-test was assigned to the first class and the scores were collected and later were used to compare with the post-test. During the implementation time, the students were also asked to study online materials by themselves and records of hours study online were saved on the website.

Stage 7: The Evaluation of Oracy Tasks

This stage is aimed to answer the two research questions. The table below is created to illustrate how each research question can be answered by using which instrument, types of data and how the data were analysed.

3.5 Research Instruments

3.5.1 English Oracy Skills Test

3.5.2 English Oracy Unit Tasks

3.5.3 The Inventory of Metacognitive Awareness in Oracy Skills Questionnaire

3.5.4 Blended-learning questionnaire

3.5.5 Semi-structured interview questions towards blended-learning

3.5.6 Stimulated Recall Interview (SRI)

3.5.7 Speaking and Listening Diary

3.5.1 English Oracy Skills Test

The English oracy skills pre-test and post test (see Appendix M) were conducted twice: before and after the course instruction to see the progression. The test is adapted from Cambridge ESOL's test since *“it is suitable for level-based tests and allowed for different types of interaction between the participants; the multi-part test is design to elicit types of talk (question/ answer, long turn, collaborative discussion) and so generate a broad and rich sample of language for assessment purposes.”* (cited in Taylor pp. 56) There are four parts of the test. First part, the students are asked to introduce themselves and talk about their leisure activities. They have to give answers one by one. Second part is monologue where students have to talk about 2 activities. Each student will be given 2 pictures and then have to prepare the talk for 1 minute over activity that they choose with reasons. After that, they have to give a talk for 2 minutes. The third part is called ‘discussion’ part. The candidates are asked to discuss which free time activities should do and why. They can use photos given as a prompt from the previous part. Finally, the last part is ‘role-play’. The students will be given a different role card. They have 2 minutes to read their role card and prepare their talk. The role card asks each student to choose one preferable activity and try to invite the other to do it together. The role card also gives the students useful expressions to apply. They have 3 minutes to perform. After the raters finished rating the students, inter-raters reliability was checked by using Pearson

Correlation. The results were .992 and .969. Therefore, it could be said that the scores were reliable.

3.5.2 English Oracy Unit Tasks

The English Oracy Unit Tasks are presentation, semi-scripted role play, and debate. They are difficulty sequential tasks. In other words, presentation is the least complicated, which is introduced in the first unit and debate is the most complicated one, which is presented in the third unit. Cronbach's alpha for the two scores of each task were .515, .616, .996, .958, .929, and .928 ($p < 0.0005$) for first and second performance of presentation, semi-scripted role play and debate, respectively.

3.5.3 The Inventory of Metacognitive Awareness in Oracy Skills Questionnaire

This questionnaire was particularly invented to explore students' metacognitive awareness in terms of metacognitive knowledge and metacognitive in active listening skill. The questionnaire consists of two main parts: speaking and listening to examine students' metacognitive level. The first part is adapted from metacognitive knowledge about second language speaking questionnaire by Goh & Burns (2012) and the second part is partly adopted from metacognitive awareness listening questionnaire (MALQ) by Vandergrift (2006). The questionnaire is a 6-Likert scale, and partly selected from the original framework.

3.5.3.1. Metacognitive Knowledge about Second Language Speaking Questionnaire

The questionnaire is adapted from Goh & Burns (2012) for students to rate themselves in 6-point Likert scale: totally disagree, quite disagree, disagree, quite agree, agree and totally agree. It is important to note that the 6-point Likert scale is

applied to avoid neutral point resulting in respondents could not hedge (Vandergrift et. al, 2006). There are marks plus (+) and minus (-) to guide the researcher to know if that characteristic is considered as a positive or negative trait. The purpose of using this questionnaire is to give the research quantitative data in analysing students' metacognitive awareness while performing oracy tasks. The questionnaire will be used five times: two times after the pre- and post- task and after the three unit tasks.

3.5.3.2. Metacognitive Awareness Listening Questionnaire

The MALQ questionnaire from Vandergrift (2006) was included as part of the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire, and was conducted before and after the course instruction to see the differences of levels of awareness. To analyse the score of metacognition in listening, one-sample t-test was conducted to calculate the mean by using SPSS software. There are five factors indicated in the questionnaire: problem-solving (6 items), planning and evaluation (5 items), mental translation (3 items), person knowledge (3 items), and directed attention (4 items).

3.5.4 Blended-Learning Questionnaire

Questionnaire is a form of quantitative survey (Mackey & Gass, 2005). This blended-learning questionnaire was conducted to gather students' opinions towards blended-learning approach. The questionnaire consists of 19 items. The questionnaire was conducted to elicit students' opinions whether blended-learning approach benefits in 4 areas: background of blended-learning, engagement, outcome, and convenience. Items 1, 2, 4 and 8 determine whether students had some background on blended-learning approach. Items 5, 6 and 14 determine the engagement during the course.

Items 3, 7, 10-13 and 16-22 determine the outcome of the learning. Lastly, items 9 and 15 determine the convenience of the approach. Below is the item and its measurement.

Table 28: Areas of perception in blended-learning

Areas of perception	Question items
Background of blended-learning	1, 2, 4, and 8
Engagement	5, 6 and 14
Outcome	3, 7, 10, 11, 12, 13, 16-22
Convenience	9 and 15

3.5.5 Blended-learning Semi-Structured Interview Questions

In addition to the questionnaire, the students' perception towards blended-learning environment was also interviewed in order to gain the more insightful data. The interview was followed a week later after the questionnaire was conducted. The focused group was called to give the information. The questions were semi established, so that there would be room for other probable questions.

3.5.6 Stimulated Recall Interview

The students' performances were recorded on the VDOs. They were interviewed to elicit their thoughts when they were performing the task. Stimulated Recall Interview (SRI) 'gives *participants a chance to view themselves in action as a means to help them recall their thoughts of events as they occurred.*' (cited in Nguyen, N., et al., 2013). The SRI requires VDO taping students during their performing, later 9 students, in which were grouped in 3 different levels: low-, mid-, and high-proficiency, were asked questions after watching their own work. The

questions are open-end probes, in which will help the students remain focus on the issues. The suggested questions are a) What were your thoughts of doing this activity? b) What were you thinking when you decided to do this? and c) Why did you decide to do that?

3.5.7 Speaking and Listening Diary

In addition to the interview, students' Speaking and Listening Diary was collected to check if the students applied strategies or knowledge gained in their tasks. It is believed that self-reflection, in a form of diary, could help students recall their actions in task planning, performance, and evaluation. The diary is completed after every unit task. The students were asked to complete 3 times. The key coding for the diary is related to metacognitive awareness: experience and knowledge, and oracy strands: physical, linguistic, cognitive, and social and emotional. The diary was analysed qualitatively by using NVivo programme to answer research question 1.

3.6 Data Analysis

The analysis of the research was divided according to data types: quantitative and qualitative data. To answer research question one regarding metacognitive experience and knowledge, the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire was analysed quantitatively using SPSS to find the means and standard deviation. In addition to that, interview data was transcribed, coded and categorised by the researcher using NVivo (Jacob & Davidson, 2008). In addition to that, speaking and listening diary was collected, coded and categorized by the researcher using NVivo to complement metacognitive knowledge findings. Regarding strategy

use, and improvement of oracy skills, the quantitative analysis, scores of oracy pre- and posttests, and unit oracy tasks were collected and analysed by SPSS to find the means and standard deviation, relationship, and reliability using the following statistics: the Pearson Correlation Coefficient, and the Cronbach's Alpha Internal Consistency. Secondly, the metacognition in listening questionnaire was collected and analysed to see the factors in which learners used during their listening. Despite the suggested 30 participants in other studies (Fraenkel & Wallen, 2000; Wongwanich & Wiratchai, 2003), sample t-test could be used to compare two means since "*t-test assumes that the criterion measure scores are normally distributed, and that both groups also have equal variation in terms of the criterion measure.*" (cited in Drew et., al, 2008, p. 313). Therefore, it is more flexible in numbers of participants e.g. n = 12 to 30 or above (Drew et., al 2008). The qualitative data was transcribed, coded and categorised by the researcher using NVivo (Jacob & Davidson, 2008). The table below shows the research questions and data analysis methods.

Table 29: Research questions and data analysis

Research questions	Instrument	Types of data	Analysis
1. What are the effects of oracy building instruction via blended-learning environment on EIL students' metacognitive awareness?	The Inventory of Metacognitive Awareness in Oracy Skills Questionnaire	Quantitative	Descriptive Statistics
1.1) Metacognitive experience;	Stimulated-Recall Interview	Qualitative	content-analysis
1.2) Metacognitive knowledge, and	The Inventory of Metacognitive Awareness in Oracy Skills Questionnaire	Quantitative	Descriptive Statistics
	Stimulated-Recall Interview	Qualitative	content-analysis
	Speaking and Listening Diary	Qualitative	content-analysis
1.3) Strategy use.	English Oracy Skills Test	Quantitative	Descriptive Statistics
2. What are the effects of oracy building instruction via blended-learning environment on EIL students' oracy skills?	Unit Oracy Tasks	Quantitative	Descriptive Statistics
2.1) Speaking skill, and	English Oracy skills Test	Quantitative	Descriptive Statistics
2.2) Listening skill	Unit Oracy Tasks		Descriptive Statistics

3 What are the students' perceptions towards the oracy building via blended-learning instruction?			
3.1) perception towards face-to-face learning mode, and 3.2) perception towards online learning mode	Blended-learning questionnaire Semi-structured interview	Quantitative Qualitative	Descriptive Statistics content analysis

3.7 Summary

The aim of this research is to explore the extent to which OBIBLE could enhance students' metacognitive awareness and oracy skills via blended-learning environment, the effectiveness of the course, and the opinions of students towards this particular teaching instruction. As such, this research employed a quasi experimental design, which applied both quantitative and qualitative analysis to answer the research questions on the effects of OBIBLE on Thai junior high school students' metacognitive awareness and oracy skills. The research method was designed to answer three research questions using pre- and posttest, oracy tasks scores differences for each individual. Questionnaire of Likert scale, speaking and listening diary, and focus group interview were conducted to gather data regarding their metacognitive awareness during the task performances and perceptions towards blended-learning approach. The key research instruments used in this study were pre- and post-test communicative task, oracy unit task scores, the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire, Blended-Learning Questionnaire, focus group interview questions, and speaking and listening diary.

CHAPTER IV

FINDINGS

4.1 Introduction

This chapter presents the findings of the main study according to the two research questions mentioned in chapter one. The research questions were answered by examining the qualitative and quantitative data. The findings were investigated based on the metacognitive awareness levels, oracy skills, and perceptions towards blended-learning approach after completing the oracy building instruction via blended-learning environment (OBIBLE). This chapter consists of 5 parts.

The first part of this chapter examines the effects of the OBIBLE on students' *metacognitive experience*. In order to answer research question 1.1), the analysis of questionnaire and interview were presented.

The second part of the chapter demonstrates the effects of OBIBLE on students' *metacognitive knowledge*. In order to answer research question 1.2) the analysis of questionnaire, interview, and students' speaking and listening diary were presented.

The third part of the chapter presents findings of students' *strategy use*, which is one of metacognitive awareness aspects and divided into two subcategories: language use and language development. Analysis of interview, oracy unit task scores displayed in each oracy strand, English oracy skills tests and students' speaking and listening diary were showed to answer research question 1.3).

The fourth part of the chapter presents results of students' oracy unit task scores and three-entry listening scores. Analysis of the scores was demonstrated to answer research question 2.

Finally, the fifth part of the chapter explores the perception towards face-to-face and online learning modes. In order to answer research question 3), the analysis of questionnaire and interview were presented.

4.2 The Effects of OBIBLE on Learner's Metacognitive Awareness

Research Question 1: What are the effects of oracy building instruction via blended-learning environment on EIL students' metacognitive awareness?

1.1) Metacognitive experience;

1.2) Metacognitive knowledge, and

1.3) Strategy use

Hypothesis: After having engaged in the treatment, students will give themselves higher scores in the second questionnaire showing positive attitude towards metacognition than in the first one.

The next section will show the results of research questionnaire, and stimulated recall interview in relation to metacognitive experience.

4.2.1 Results from the Pre- and Post-Questionnaire of Metacognitive

Experience

Metacognitive experience

Metacognitive experience refers to feelings and judgement while performing a particular task. Experience of feeling and judgement could be tackled by asking the students' reflection toward their performance to see if they could recall their feeling

and solution when problems occurred. In order to answer this research question, the two research instruments were used, namely the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire and stimulated recall interview. The comparison of the questionnaire pre- and post-course was presented quantitatively and selected interview answers showing students' metacognitive experience were displayed as a qualitative value. The 6-Likert scale questionnaire was conducted to explain the level of the agreement or disagreement avoiding neutral opinion answers. The scales were interpreted in 6 ranges: 1.00-1.49 means strongly disagree, 1.50-2.49 means disagree, 2.50-3.49 means quite disagree, 3.50-4.49 means quite agree, 4.50-5.49 means agree, and 5.50-6.00 means strongly agree.

In the questionnaire, items 1-4 were constructed in order to investigate the students' metacognitive experience. The data from the questionnaire (Questions 1-4) showed the findings related to the students' metacognitive experience before and after the course.

Table 30: Students' metacognitive experience before and after the course

Questionnaire items	Mean (before)	S.D. (before)	Mean (after)	S.D. (after)	Meaning
1. During the tasks, I could <i>remember</i> situations when I was struggling with forgotten words (it's just tip of the tongue) very well.	3.79	1.207	4.62	1.049	agree
2. I often <i>came back to find out</i> the forgotten words or grammar after the tasks.	3.59	1.806	4.28	1.131	quite agree
3. I could <i>make use of vocabulary</i> or <i>structures learned in class</i> during the next performance.	4.45	1.088	4.90	1.012	agree

Questionnaire items	Mean (before)	S.D. (before)	Mean (after)	S.D. (after)	Meaning
4. I <i>felt more confident</i> as I used the strategies to achieve the task target.	4.24	0.730	4.86	0.990	agree
Mean	4.017	0.396	4.665	0.284	agree
1.00-1.49 = strongly disagree	1.50-2.49 = disagree				
2.50-3.49 = quite disagree	3.50-4.49 = quite agree				
4.50-5.49 = agree	5.50-6.00 = strongly agree				

Table 30 shows that the level of students' metacognitive experience is higher from the beginning of the course. The mean scores of the questions which were higher than 4.50 (items 1, 3 and 4) at the end of the course indicated that students agreed that they could remember situations where they could not come up with a particular word or a sentence, also later they came back to search for those problematic parts (question 2, mean 4.28, SD 1.13). Furthermore, they agreed that they could make use of vocabulary and structures learned in class (question 3, mean 4.90, SD 1.01). Lastly, they agreed at the end of the course that they felt more confident because they used strategies to achieve the task target (question 4, mean 4.86, SD 0.99).

In addition to the questionnaire, stimulated recall interview was conducted to obtain qualitative data to triangulate the research result. Following section will display the interview result via verbal protocol.

4.2.2 Results from the Stimulated Recall Interview of Metacognitive Experience

Stimulated recall interview was done with three groups of students: low-, medium-, and high-proficiency students, in which each group the result consisted of

three students to explore the students' metacognitive experience while doing the three unit tasks. The four questions were 1) How did you feel when you perform the task? 2) Did you forget some words or sentence structures? 3) How did you manage to solve the problem? and 4) Could you perform better the second time?

The interviews were conducted three times after each unit task: presentation, semi-scripted role play and debate. The focus group interview was done by the researcher and recorded to transcribe after the session finished. Two raters - the researcher and a Thai teacher of English, who has experienced in teaching English - were assigned to interpret and code samples' verbal protocol reports. The content analysis of students' reflections towards their three-unit tasks: presentation, semi-scripted role play, and debate was employed. Below is the table representing interview questions and behaviours in which demonstrate metacognitive experience.

Table 31: Metacognitive experience behaviours found in stimulated recall interview

RQ 1.1 Metacognitive experience behaviours	Stimulated recalled Interview	Results and No. of entry report		Example (from each oracy unit task)
1. remember their difficulties during the performance 2. come back and check their work 3. make use of words and grammar learned in class 4. feel more confident	1. How did you feel when you performed the task?	negative feelings: nervous, anxious and depressed	21	<i>"I was anxious because I'm not good at speaking."</i>
		positive feelings: confident and excited	6	<i>"I was feeling fun because I could be both police and the thief."</i>
	2. Did you forget some words or sentence structures?	Yes	24	<i>"I forgot some sentences then I just used the other sentences. I had the script so I used it quite a lot. I was more on reading like 80% in debate task."</i>
		No	3	<i>"No, because I understood what I was going to say."</i>
	3. How did you manage to solve the problem?	negative behaviours: stopped speaking, memorized the script	15	<i>"I went back and recited the script again and re record it."</i>
		positive behaviours: improvisation, circumlocution, synonyms	27	<i>"I tried other words that I know that might not be exactly the same as the teacher taught in the lesson."</i>
	4. Could you perform better the second time?	positive behaviour: confidence	27	<i>"It was better because I was more confident and can flow my talk."</i> <i>"It was better because I was practising pronunciation and putting myself in that character."</i>

From the table, there are four main behaviours suggesting if students had this metacognitive awareness: remembering difficulties during the performance, coming back and checking their work, making use of language and grammar learned, and lastly feeling more confident at the second performance. These four characteristics will be explained with the supports from the verbal protocols.

Firstly, remembering what they did, the coding is analysed using positive and negative affective factor. Positive feeling refers to any positive feelings or thoughts about the task such as excited, confident, and well-prepared. Negative feeling refers to any negative feelings or thoughts such as nervous, stressed, and depressed. It was found that negative feelings were more frequent reported at 21 entries, while the positive ones were mentioned 6 times (see table 31). In addition to that, most students were able to recall their lost part in while performing as of 24 entries, in which far more outweigh the ones who reported no forgotten part – 3 entries.

In this part, verbal protocol report on metacognitive experience is displayed. The findings were revealed that the students from low- and mid- level of proficiency could remember their experience of feelings in which most of them were anxiety, nervousness and depression. On the other hand, two of high-level proficiency students were more confident (see verbal protocol report 1).

Verbal protocol report

Verbal protocol report 1

LI : “รู้สึกตื่นเต้นครับ ไม่เคยได้อัดวิดีโออะไรแบบนี้ ไม่ค่อยมั่นใจในตัวเอง”

“I was nervous because I have never recorded on videos like this. I wasn't confident in myself.”

(Negative feeling)

M3: “รู้สึกกดดัน เพราะเวลามีจำกัด ”

“I was depressed because of the time limit.”

(Negative feeling)

H1: “รู้สึกว่าจะทำได้ยูครับ เพราะที่ผ่านมามีเคย *role-play* เป็นภาษาไทยทำให้มีประสบการณ์ ”

“I felt confident at some extent because I have done role plays in Thai, so I had some experience.”

(Positive feeling)

Secondly, coming back and checking their work was mentioned in the interview. Take the answers from mid- and high-proficiency students as examples:

“For the first round, I hadn’t prepared much. I only prepared a little. But for the second round, I prepared a lot and I wanted to speak more than 2 minutes.” (M2)

“I think it was better. Before the second performance, I had realised my mistakes from the first performance, so I fixed it at the second time.”(H1)

“I carefully planned my talk. For the second round, I also planned for my team and brought some pictures. I practiced by reciting my script.” (H3)

(answers from the debate task)

Thirdly, making use of vocabulary and grammar learned in class was also mentioned as using scripts when the students got asked how they solved the problems during their performance (interview question 3). There were 15 entries reported of stopping communicating or reciting the script again, which mostly found in lower level students, while 27 entries were of those who tried synonyms or improvisation (see verbal protocol report 2).

Verbal protocol report 2

L1: “แก้ปัญหาโดยการ แอบเหลือบไปมองสคริปต์ครับ ”

“I resolved the problem by glancing the script.”

M1: “ถ้าไม่ใช่คำศัพท์คล้ายๆกันก็บอกให้เพื่อนพูดอีกทีแล้วคิดคำศัพท์ หรือบางทีก็หยุดไปเลย ”

“I was either trying synonyms or asking my friend to say again and tried to come up with the word. Otherwise, I would just stop.”

M3: “คิดคำอื่นแล้วพูดออกมาแทน ”

“I thought of other words instead.”

H1: “พยายามจะดูแต่ถ้าเป็นคำที่ง่ายก็ใช้คำอื่นแทน ”

“I tried to look at the script but if it was an easy word, I would just used other words instead.”

H2: “ก็ลองพูดไปก่อน ”

“I just tried saying something.”

H3: ก็เอาคำศัพท์คำอื่นค่ะที่เหมือนกันแต่อาจจะไม่เหมือนเป๊ะๆมาใช้แทนที่ครูสอนค่ะ

“I tried other words that I know that might not be exactly the same as the teacher taught in the lesson.”

Finally, feeling more confident when repeating the task was frequently reported as 27 entries. It could be said that all of students were certain that they could do the second performance better than the first time (see verbal protocol 3).

Verbal protocol report 3

L1: “ดีกว่าครับ ก็มีความมั่นใจและพูดลื่นไหลขึ้น ”

“It was better because I was more confident and can flow my talk.”

L2: “ทำดีขึ้นค่ะ รอบแรกตื่นเต้นแต่รอบสองอ่านได้ลื่นไหลขึ้น ”

“I could do it better. The first round I was nervous but the second time, I was able to read better.”

L3: “รู้สึกว่าจะดีขึ้นค่ะ เพราะได้ถามเพื่อนว่าต้องทำยังไง แล้วก็ออกท่าทาง ”

“I felt I could do it better because I was asking my friends and used body language.”

M3: “ดีขึ้นค่ะเพราะว่าได้ฝึกสำเนียงและรู้ว่าตัวเองเป็นตัวละครนั้น ”

“It was better because I was practising pronunciation and putting myself in that character.”

H3: “สามารถพูดได้โดยที่เหมือนกับว่าเรามั่นใจที่จะพูดเพราะว่าหนูศึกษาเนื้อหาให้ดีเหมือนว่าเปิดดูแล้วพอดิเรามีประเด็นนี้ที่ฝ่ายนั้นพูด ”

“I could confidently perform in the debate because I had studied the content appropriately. And at that time, the opponent was just saying things that I had prepared prior to the performance.”

From the interview, it is suggested that students had metacognitive experience in feeling and judgement because they could recall it and remembered how they solved the problems. After both of quantitative and qualitative data were presented, the next section will relate the results to see their relationship.

4.2.3 The Relationship Between Results from Questionnaire and Interview

Table 30 shows that students' metacognitive experience was higher in terms of *feeling* and *judgement*. Before the course, the mean score of how much they could

remember their past experience on communication mistake was 3.79 (SD = 0.730), by the end of the course, it was risen to 4.62 (SD = 0.990). Similar to the interview where all of them reported that they forgot some words or sentences during the performance (see the Verbal protocol report 1). Furthermore, the mean score of metacognitive experience of judgement was higher at the end of the course at 4.28 (SD = 1.31), while the mean before the course was 3.59 (SD = 1.806). Similarly, from the interview, it can be said that students came back to search for the words or sentences they forgot. In addition, more students could make use of the vocabulary and structures learned in class with the higher mean score at 4.90 (SD = 1.012) at the end from 4.45 (SD = 1.088) at the beginning of the course. This demonstrates that students agreed that they could make use of the target language learned in class. In the interview, however, there were mixed feelings of the solutions they had. While L1 and L2 needed the script to help them at the spot, L3 and M1 were trying to use other words that their friends might understand. Moreover, H3 was trying to use synonyms if her partner could not comprehend her when she used words learned from class. This also links to confidence level of the students when interviewed. Ultimately, for questionnaire item 4: "I felt more confident as I used the strategies to achieve the task target.", the mean score of the after course was higher than the mean score of the before course: 4.24 (SD = 0.730) and 4.86 (SD = 0.990), respectively. This could be interpreted that the students agreed that they were more confident in performing the task for the second time. This is also demonstrated though the stimulated recall interview where all of them said that they were more confident in terms of fluency and accuracy.

In summary, from the quantitative data and qualitative data results, students had higher level of metacognitive experience in using L2 in their communication. Next section, metacognitive knowledge will be reported in three sub sections: person knowledge, task knowledge, and strategic knowledge.

4.2.4 Results from the Pre- and Post-Questionnaire of Metacognitive

Knowledge

Metacognitive knowledge

Metacognitive knowledge refers to the three aspects of knowledge, namely person knowledge, task knowledge, and strategic knowledge that students know what is needed to achieve their task and know how adapt their learning style to become an effective speaker. To measure the level of the metacognitive knowledge, 6-Likert scale of the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire and stimulated recall interview were conducted. The questionnaire was completed at the beginning and the end of the course, and the interview with the focus group was carried three times after the unit task. In this section, the results of the questionnaire and interview will be displayed.

In the questionnaire, question items 5-27 were constructed in order to investigate the students' metacognitive knowledge. The positive items were marked plus (+), and the negative items were marked minus (-) and were converted in scores before calculating the means. However, the original question sentences were kept and displayed in the result table. The scales were interpreted in 6 ranges: 1.00-1.49 means strongly disagree, 1.50-2.49 means disagree, 2.50-3.49 means quite disagree, 3.50-4.49 means quite agree, 4.50-5.49 means agree, and 5.50-6.00 means strongly agree.

The results showed that students gained higher metacognitive knowledge in two categories: task and strategic knowledge at the mean scores of 5.02 (SD = 0.46), and 4.71 (SD = 0.55), respectively. These can be interpreted that the students agreed that they had appropriate knowledge about the tasks and strategies to achieve them. However, the mean score of person knowledge was lower from 3.65 (SD = 1.27) to 3.64 (SD = 1.48). This means that the students felt that they had to think and know enough vocabulary to perform the tasks. The following is the table of mean score of metacognitive knowledge.

Table 32: Students' metacognitive knowledge before and after the course

Question items	Types of knowledge	Mean (pre)	SD (pre)	Mean (post)	SD (post)	Meaning
5. I must try not to feel so stressed each time I have to speak in front of a big group of audience in English. (+)	Person	4.66	0.90	5.10	0.86	agree
6. I don't need to think a lot before I say something. I need to think a lot before I say something. (original)		2.45	1.24	2.00	1.17	disagree
7. I have enough vocabulary repertoire to express some meanings in English. My problem is not having enough vocabulary repertoire to express some meanings in English. (original)		4.34	1.40	2.79	1.32	quite disagree

Question items	Types of knowledge	Mean (pre)	SD (pre)	Mean (post)	SD (post)	Meaning
8. I know that if I ask the speaker for clarification, I will have more time to think about my reply. (+)		4.83	1.23	4.66	0.94	agree
	Mean	3.65	1.27	3.64	1.48	quite agree
9. I need to think about what to say and how to say it at the same time. (+)	Task	4.21	1.24	4.48	1.09	quite agree
10. I need to work with my interlocutor during a conversation so we can understand what we are both trying to say. (+)		4.79	1.15	5.17	0.89	agree
11. Speech isn't like writing, which has many neat and complete sentences. (+)		4.48	1.33	5.07	0.88	agree
12. It is important to know how to organise a story when you have to retell it. (+)		4.76	1.22	5.31	0.76	agree
13. Having the right intonation when speaking is useful. (+)		4.48	1.33	5.38	0.86	agree
14. I must be careful when speaking English to people from other cultures so that I will not offend them. (+)		4.79	1.26	4.97	0.91	agree

Question items	Types of knowledge	Mean (pre)	SD (pre)	Mean (post)	SD (post)	Meaning
15. I was told that different countries use different greeting expressions. (+)		5.14	1.13	5.28	1.07	agree
16. I need to know enough about the content to talk about it. (+)		4.34	1.17	4.97	1.02	agree
17. I should speak English to everyone I meet. (+)		3.41	0.91	3.86	1.33	quite agree
18. I should not be embarrassed to speak in English. (+)		4.76	0.87	5.31	0.89	agree
19. I should learn how different types of speech are organised. (+)		4.93	0.84	4.97	0.87	agree
20. I need to learn to speak naturally and not repeat sentences that I write down. (+)		4.90	1.01	5.52	0.63	strongly agree
	Mean	4.58	0.45	5.02	0.46	agree
21. If you don't have the English word, you should use other words to explain yourself and express the same meaning. (+)	Strategic	4.90	1.21	5.17	0.97	agree
22. I learned many useful phrases that I can use in my conversations. (+)		4.21	1.32	4.90	0.90	agree

Question items	Types of knowledge	Mean (pre)	SD (pre)	Mean (post)	SD (post)	Meaning
23. In the presentation, I always prepare an outline which includes proper introduction, body and conclusion. (+)		3.97	1.05	4.41	1.12	quite agree
24. In group discussion, it is always useful to know how to disagree politely. (+)		4.55	1.06	4.55	0.91	agree
25. When I don't know some key words, I don't keep quiet.		3.66	1.63	3.69	1.58	quite agree
When I don't know some key words, I keep quiet. (original)						
26. I know it's not good to keep quiet while interacting. (+)		5.10	0.90	5.34	0.67	agree
27. Memorising the entire speech is not useful because I may get stuck on one part and won't be able to go on. (+)		4.34	1.37	4.90	1.01	agree
Mean		4.34	0.59	4.71	0.55	agree
1.00-1.49 = strongly disagree		1.50-2.49 = disagree				
2.50-3.49 = quite disagree		3.50-4.49 = quite agree				
4.50-5.49 = agree		5.50-6.00 = strongly agree				

Considering each item of the questions, most positive items were scored higher, and negative items were scored lower after the course finished. However,

there was one positive item: 8 was scored lower at the mean scores of 4.66 (SD = 0.94). Next section will illustrate the result of the categories of each metacognitive knowledge aspect.

Metacognitive knowledge is classified in three different aspects: person, task, and strategic. Nevertheless, each aspect refers to several categories. Firstly, person knowledge refers to self-concepts and self-efficacy about speaking. Secondly, task knowledge refers to self-concepts and self-efficacy about speaking. Secondly, task knowledge includes six categories which are mental, affective, and social processes involved in speaking, differences between spoken and written discourse, skills for second language speaking, cultural and social differences of speakers, factors that influence speaking, and ways of improving overall speaking development. The table below shows the mean score and SD of each category.

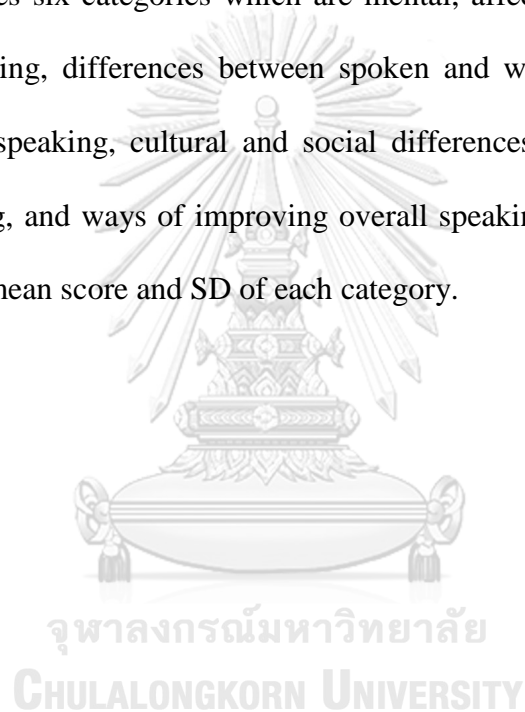


Table 33: Metacognitive knowledge mean score of pre- and post-course

Metacognitive knowledge	Sub categories	Pre-course		Post-course		Meaning
		Mean	SD	Mean	SD	
Person knowledge	a. Self-concepts and self-efficacy about speaking	3.56	1.56	3.60	2.12	quite agree
	b. Problems related to L2 speaking, reasons, and possible solutions	3.75	1.53	3.73	1.32	quite agree
	Total	3.65	1.27	3.64	1.48	quite agree
Task knowledge	a. Mental, affective, and social processes involved in speaking	4.50	0.410	4.83	0.49	agree
	b. Differences between spoken and written discourse	4.48	1.33	5.07	0.88	agree
	c. Skills for second language speaking	4.62	0.20	5.36	0.05	agree
	d. Cultural and social differences of speakers	4.97	0.25	5.13	0.22	agree
	e. Factors that influence speaking	4.17	0.69	4.71	0.76	agree
	f. Ways of improving overall speaking development	4.92	0.02	5.25	0.39	agree
	Total	4.58	0.45	5.02	0.46	agree
Strategic knowledge	a. Strategies for managing communication and discourse	4.55	0.49	5.04	0.19	agree
	b. Strategies for specific types of speaking tasks	4.26	0.41	4.66	0.35	agree

Metacognitive knowledge	Sub categories	Pre-course		Post-course		Meaning
		Mean	SD	Mean	SD	
Person knowledge	a. Self-concepts and self-efficacy about speaking	3.56	1.56	3.60	2.12	quite agree
	b. Problems related to L2 speaking, reasons, and possible solutions	3.75	1.53	3.73	1.32	quite agree
	Total	3.65	1.27	3.64	1.48	quite agree
	c. Ineffective strategies	4.26	0.88	4.64	0.85	agree
	Total	4.34	0.59	4.71	0.55	agree

Firstly, person knowledge, the total mean score of the post-course questionnaire was slightly lower than the pre-course, 3.64 (SD = 1.27) and 3.65 (SD = 1.48), respectively. It could be said that students had lower person knowledge after the course. To explain, although the mean of self-concepts and self-efficacy was higher at the end of the course at 3.56 (SD = 1.56) than 3.60 (SD = 2.12) from the beginning, the problems related to L2 speaking were perceived lower at the post-course stage than the pre-course stage at 3.73 (SD = 1.32) and 3.75 (SD = 1.53), respectively. Secondly, task knowledge category got higher mean score at the end of the course than at the beginning of the course, 4.58 (SD = 0.45) and 5.02 (SD = 0.46), respectively. All aspects of task knowledge got higher mean at the end of the course: mental, affective, and social processes involved in speaking (mean = 4.83, SD = 0.49), differences between spoken and written discourse (mean = 5.07, SD = 0.88), skills for second language speaking (mean = 5.36, SD = 0.05), cultural and social differences of speakers (mean = 5.13, SD = 0.22), factors that influence speaking

(mean = 4.71, SD = 0.76), and ways of improving overall speaking development (mean = 5.25, SD = 0.39).

For strategic knowledge, the total mean scores of the post-course and the pre-course questionnaire were 4.71 (SD = 0.55) and 4.34 (SD = 0.59), respectively. This means that the students had higher metacognitive awareness in strategic knowledge. All aspects of the strategic knowledge got higher mean score at the end of the course, namely strategies for managing communication and discourse (mean = 5.04, SD = 0.19), strategies for specific types of speaking tasks (mean = 4.66, SD = 0.35), and ineffective strategies (mean = 4.64, SD = 0.85).

After the quantitative result of the questionnaire has been displayed, next section, the result of the qualitative data about metacognitive knowledge will be revealed.

4.2.5 Results from the Stimulated Recall Interview of Metacognitive Knowledge

In addition to quantitative data collected by the questionnaire, qualitative data were gathered through stimulated recall interview to explore the students' metacognitive knowledge while doing the three unit tasks. The focus group students were interviewed. The four questions were 1) Did you plan carefully before performing the task? How? 2) What did you know before performing the task? Was it enough to achieve the task target? 3) How did you manage to solve the problem? and 4) Could you perform better the second time?

The stimulated recall interviews were conducted three times after each unit task: presentation, semi-scripted role play and debate. The focus group interview was

done by the researcher and recorded to transcribe after the session finished. In the stimulated recall, the participants showed their memory on their task preparation. The findings were presented based on elements of metacognitive knowledge: person knowledge, task knowledge, and strategic knowledge.

Regarding the **first category: person knowledge**, behaviours showing that students had the awareness are planning their task and knowing their gap. After the interview, there were some evident illustrating that students were aware the importance of preparation and their gaps. Results from the interview question 5 suggested that students tried to understand task requirements and knew what they needed to prepare. From table 33 there were 18 entries of verbal protocol showed that the students tried to understand demands and 27 entries suggested how they prepared. From verbal protocol 4, lower level students were well attended in preparing the script and pronunciation, while mid- and higher level were more focused on content and organisation. There were also some evidence suggested that mid- and higher level students did not manage to prepare their linguistic strand.

Secondly, **task knowledge** can be examined through six actions: thinking of what they wanted to say, knowing the differences between the spoken and written discourse, making their talk comprehensible by organizing and using intonations, showing the awareness of different English use in different countries, performing task confidently, and making their speaking natural. From table 31, there were 3 entries indicating that students thought of what they wanted to say (social processes involved in speaking). Furthermore, there were 3 entries mentioned about difference between spoken and written discourse when they realized that they need to speak more fluently with the accuracy. Moreover, 16 entries of the answers mentioned about skills for

second language speaking where they had to organize and use intonations. Most metacognitive awareness aspect mentioned by the students is factors that influence speaking. There were 20 times when students mentioned about necessary skills or factors in second language speaking: vocabulary, grammar, pronunciation and organization. Finally, there were two times when students mentioned about ways of improving overall speaking (see verbal protocol 5).

Finally, for **strategic knowledge** refers to strategies for managing communication and discourse, differences between spoken and written discourse, and ineffective strategies. To begin with, strategies for managing communication and discourse mean general strategies that speakers can use to flow the talk e.g. asking for repetition, circumlocution, and useful phrases to ask when they do not understand. There were 15 entries mentioning about those strategies when the students were asked about strategies they used during the performances. Furthermore, strategies for specific types of speaking tasks refers to the knowledge of specific strategies that can be used in a particular task. There were 14 times when students mentioned or named of the strategies learned in class for tasks. Lastly, ineffective strategies refers to the understanding that some strategies are not proper in an interactive communication e.g. keep quiet or reciting from the script. There were 9 entries mentioned about those ones.

Table 34: Metacognitive knowledge behaviours found in stimulated recall interview

Metacognitive knowledge behaviours	Stimulated recalled Interview	Results and No. of entry report		Example
Person knowledge 1. plan their task 2. know their gap	5. Did you plan carefully before performing the task? How?	understanding of task demands	18	<i>"I planned the content, we should search for the information. If we are in the oppositional team, so we should be able to disagree with them."</i>
		understanding gaps between the task demand and background knowledge	27	<i>"I wrote a script and recited until I could memorise it. I was searching on the internet to know how to write and how to pronounce."</i>
Task knowledge 1. think of what they say while interacting with the interlocutor 2. know the difference of spoken and written forms 3. make their talk comprehensive by using intonations and good organization *4. show that they were aware of difference of English use in different countries	6. What did you know before performing the task? Was it enough to achieve the task target?	mental, affective, and social processes involved in speaking	3	<i>"For speaking, I just said what popped up in my mind and then said it as a sentence."</i>
		differences between spoken and written discourse	3	<i>"I think it was enough. I just needed to put it in correct grammar and speak more fluently."</i>
		skills for second language speaking	16	<i>"I used different intonations to indicate that it was the question or my opinion or something that I really wanted to know."</i>
		*cultural and social differences of speakers	0	

5. perform the task confidently 6. make their speaking tasks sound natural		factors that influence speaking	20	<i>“When I got the topic, I had some ideas to talk about it and I needed to organised those ideas to make it comprehensible.” “I used vocabulary, accents and word stress.”</i>
		ways of improving overall speaking development	2	<i>“It was enough because I just did what the teacher said and I got better.”</i>
Strategic knowledge 1. know communicative strategies 2. know specific strategies to achieve the task	7. What strategies did you use during the task performance? What was effective and what was not?	Strategies for managing communication and discourse	15	<i>“For listening, if I didn’t understand my friend, I would ask her to say it in another words.”</i>
		Strategies for specific types of speaking tasks	14	<i>“I used sequencing talk, back channelling and asking for repetition: again please.”</i>
		ineffective strategies	9	<i>“I couldn’t remember. I memorised the script and then spoke.”</i>

* no entries appeared

Verbal protocol report 5

L1: “ไม่มากพอครับ ก็ขาดคำศัพท์และการออกเสียงคำยังไม่ถูกต้อง”

“Not really enough. I was lacking of vocabulary and I didn’t know how to pronounce words.”

(Factors that influence speaking, and skills for second language speaking)

L2: “ไม่ค่อยพอเท่าไร ความมั่นใจ จำคำศัพท์ได้ไม่ค่อยเยอะ แล้วก็พูดผิดๆ พวกกลยุทธหนุกก็พอเข้าใจอยู่”

“Not really enough. I wasn’t confident. I couldn’t remember vocabulary and still made mistake while speaking. I understood strategies.”

(Factors that influence speaking, and skills for second language speaking)

M2: “ที่ขาดไปน่าจะเป็นเรื่องเกี่ยวกับการพูด เสียงสูง-ต่ำยังไม่ดีพอ ”

“I still lack of intonation knowledge.”

(Skills for second language speaking)

H1: “ในหัวข้อที่ได้มาตอนนั้นคิดว่ามากพอแล้วครับ พอได้หัวข้อก็มีไอเดียเพิ่มขึ้น มาคิดว่ามีมากพอยู่ครับ เหลือเอามาจัดเรียงให้มันได้ใจความ ”

“I think it was enough. When I got the topic, I had some ideas to talk about it and I needed to organised those ideas to make it comprehensible.”

(Factors that influence speaking, and skills for second language speaking)

H2: “เพียงพอค่ะ เพราะครูบอกก็ไปทำตามมันก็ดีขึ้น ”

“It was enough because I just did what the teacher said and I got better.”

(Ways of improving overall speaking development)

H3: “น่าจะเพียงพอค่ะ เหลือแค่การเรียง *grammar* ให้ถูก และพูดให้ *flow* กว่านี้ ”

“I think it was enough. I just needed to put it in correct grammar and speak more fluently.”

(Factors that influence speaking, Ways of improving overall speaking development)

Next, there were some evidence gained from the interview that students applied some strategies to their tasks. However, there were only a few times when the students addressed the names of the strategies they used for interview question 7: What strategies did you use during the task performance? What was effective and what was not? Many could explain specifically what they used but could not manage

to recall the names of the strategies. There were also some answers from lower-level students who mentioned that they did not use the strategies, but memorised the script and perform.

Verbal protocol report 6

L1: “อ้อ.....จำไม่ได้ซะครับ ผมจำสคริปต์เอาแล้วก็พูด ”

“I couldn’t remember. I memorised the script and then spoke.”

(Ineffective strategies)

L2: “ก็ถ้าหนูไม่เข้าใจที่เพื่อนพูดก็จะพูดว่า *again please* ”

“If I didn’t understand, I would say again, please.”

(Strategies for managing communication and discourse)

L2: “ก็พูดมีเสียงสูงต่ำ ถ้าเป็นการฟัง ก็ฟังเค้าให้เข้าใจว่าเค้าพูดว่าอะไร แต่ที่จริงหนูก็ไม่ค่อยได้ยินเค้า

แต่แบบต้องไปใกล้ๆเค้าถึงได้ยิน หนูนั่งมองหน้าเค้าแล้วพยักหน้าให้รู้ว่าหนูกำลังฟังเขาอยู่ ”

“I used intonation in my speaking. For listening strategies, I tried to understand what they were saying. However, I didn’t really hear them so I had to move a bit closer to them so that I could hear. I was looking at them and nodding my head to signify them that I was listening.”

(Strategies for managing communication and discourse)

L3: “*speaking* ก็ใช้คำที่เราคิดได้ในขณะนั้นแล้วเราก็เอามาเรียงประโยค ”

“For speaking, I just said what popped up in my mind and then said it as a sentence.”

(Strategies for managing communication and discourse)

M1: “ก็ฟังเนื้อหาสำคัญ และพูดที่เราเข้าใจ ได้บทมาก็สรุปที่เราเข้าใจอีกทีนึงครับ เพื่อนจะได้เข้าใจงายด้วย ”

“I listened for main idea and said what I understood. I also summarised my content for it would be easy to understand.”

(Strategies for managing communication and discourse)

M1: “ก็พวกคำศัพท์ มีการใช้สำเนียงในการพูด แล้วก็มีการพูดเน้นคำ”

“I used vocabulary, accents and word stress.”

(Strategies for managing communication and discourse)

M2: “การพูดเรียงลำดับครับ ได้ใช้ *back channelling*, *asking for repetition again please.*”

“I used sequencing talk, back channelling and asking for repetition: again please.”

(Strategies for specific types of speaking tasks)

M3: “ถามเพื่อนให้เพื่อนพูดอีกรอบถ้าเราไม่เข้าใจ ถามคำถามว่าเกิดอะไรขึ้นมีใครเป็นอะไร ชิ่งไงบ้าง”

“I asked my friend to say again if I didn't understand. I asked my friend what happened, who, how.”

(Strategies for specific types of speaking tasks and strategies for managing communication and discourse)

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

H1: “เกี่ยวกับการฟังคนอื่นให้เข้าใจ เกี่ยวกับการถาม ถ้าเกิดไม่เข้าใจให้เขา อธิบายอีกรอบการพูดเน้นคำศัพท์ที่ทำให้คนอื่นเข้าใจง่าย”

“In relation to listening, I tried to understand the others and if I don't understand them, I would ask them to explain again. For speaking, I stressed some words to make it easier to understand.”

(Strategies for managing communication and discourse)

H2: “การฟังก็ถ้าเราไม่เข้าใจความหมายให้เพื่อนพูดคำอื่นที่ความหมายเหมือนกัน ”

“For listening, if I didn’t understand my friend, I would ask her to say it in another words.”

(Strategies for managing communication and discourse)

H2: “ก็พวกแบบแกรมม่าของบทนี้ที่ครูบัวสอน แล้วยังเรียงประโยคให้มันถูกต้อง”

“Like grammar that you taught us in class, and I had to put it in the sentences in the correct order.”

(Strategies for specific types of speaking tasks)

H3: “การพูดโดยใช้โทนเสียงที่ต่างกันค่ะ เพื่อที่จะได้แสดงว่าอันนี้เป็นคำถาม อันนี้เป็นความคิดเห็นอันนี้เป็นว่าเราต้องการอยากรู้อันจริงๆ ”

“I used different intonations to indicate that it was the question or my opinion or something that I really wanted to know.”

(Strategies for managing communication and discourse)

In accordance with the interview result, it could be summarised that students could recall their metacognitive knowledge. It seemed that lower-level students felt the need of physical strand: pronunciation and linguistic strand: vocabulary, while mid- and higher-level students considered more on cognitive strand: content and organisation, and social and emotion strand: taking interlocutor as an importance. Lastly, even strategies names were not frequently articulated, the students could give some examples of them.

In conclusion, from the survey and interview results, there were links between the two data of metacognitive knowledge to confirm that students had higher metacognitive awareness of their personal learning style, task demands, and strategies

required in communications. However, to confirm whether or not the students actually knew the specific strategies highlighted in the three oracy tasks, their second performance of each task was analysed to locate such strategies and calculate in percentages displaying in the next section.

4.2.6 Results from Metacognitive Awareness of Strategic Knowledge

Strategic knowledge is one of the metacognitive knowledge. Not only does it show how much the students know strategies for managing communication and discourse, also it shows how students could apply speaking and listening strategies taught in second performance of each unit task. To be able to tackle this, second performance was replayed and noted where target strategies were applied. The researcher counted the time when either of strategy was used. There were six strategies highlighted in the three units: sequencing talk, asking for clarification, exemplification, back channelling, asking for repetition, and paraphrasing, in which the first three strategies are speaking, and the others are listening.

The results of times when the students used the strategies are presented as follows:

Table 35: Percentage of strategies used in each unit task

Speaking and listening strategies	Presentation task (unit 1)	Semi-scripted role play (unit 2)	Debate (unit 3)
Sequencing talk	11.37%		6.89%
Back channelling	7.24%	6.89%	
Asking for clarification		16.20%	
Asking for repetition		1.03%	
Exemplification			17.24%
Paraphrasing			1.03%
<hr/> N = 29 % = $\frac{\text{average times of strategy use}}{N} \times 100$			

From the table, it can be seen that exemplification was mostly used in debate task at the average of 17.24% in the students' performance, and the second one is asking for clarification strategy which was used in semi-scripted role play task at the average of 16.20% in the task. In addition to that, sequencing talk and back channelling were sometimes used in presentation task at the average of 11.37% and 7.24%, respectively. However, the lowest listening strategies used in the tasks were asking for repetition and paraphrasing, in which were averagely used at 1.03% in the tasks. This means that some students did not use the two strategies.

4.2.7 The results of the interview on strategies for specific types of speaking tasks

As we can see that the most used strategy is exemplification at the average of 5 times in each performance. Similarly, from the interview, the students were saying that they had used the strategy.

Table 36: Entry reports of students' answer on speaking and listening strategies

Strategies	No. of entry Reports
Speaking	
Sequencing talk	4
Asking for clarification	5
Exemplification	6
Listening	
Back channelling	3
Asking for repetition	5
Paraphrasing	1

N = 29

Question 7 (Unit 3): What strategies did you use during the task performance?

What was effective and what was not?

Verbal protocol report 7

L3: “การพูดก็จะเป็นการยกตัวอย่าง statistics แล้วก็ expert’s opinion ค่ะ”

“For speaking strategies, I used exemplification by saying statistics and expert’s opinion.”

M2: “การยกตัวอย่าง เรียงลำดับ และการ paraphrase”

“I used examples, sequencing talk and paraphrasing.”

The second most used speaking strategy is asking for clarification. Some students also reported that they applied the strategy in their performance. However, there were some students stated the wrong strategy. There was a confusion between asking for clarification, which is a speaking strategy, and asking for repetition, which is a listening strategy (see Verbal protocol report 9 from students L3 and M2).

Question 7 (Unit 2): What strategies did you use during the task performance?

What was effective and what was not?

Verbal protocol report 9

M3: “ถามเพื่อนให้เพื่อนพูดอีกรอบถ้าเราไม่เข้าใจ ถามคำถามว่าเกิดอะไรขึ้นมีใครเป็นอะไร ยังไงบ้าง”

“I asked my friend to say it again if I didn’t understand. I also asked what happened, and who were injured.”

H1: “การพูดใช้การถามคำถาม และก็การฟังมีการใช้ *back channelling* ครับ จากการทำส่งนั้น พูดแล้วก็มี การตอบรับครับ”

“For the speaking strategy, I used asking questions and for listening strategy, I used back channelling. I listened and responded to them.”

L3: “ใช้ *again please* ค่ะ ตอนที่ฟังเพื่อนไม่รู้เรื่อง หรือไม่ได้ยินค่ะ”

“I used again please when I didn’t understand or couldn’t hear them.”

M2: “ได้ใช้ *asking for repetition* ถามให้อีกฝ่ายพูดอีกครั้ง”

“I used asking for repetition.”

The third most used speaking strategy was sequencing talk. There were also report from the students that they had used the strategy.

Question 7 (Unit 1): What strategies did you use during the task performance?

What was effective and what was not?

Verbal protocol report 10

M3: “ลำดับ *first, second, third* การเปรียบเทียบ”

“Sequencing talk like first, second, third, and comparison.”

H3: “ใช้ *sequencing talk* ที่เป็นคำว่า *first, second, third* ค่ะ เป็นการเรียงลำดับ หรือไม่ก็ใช้ภาษามือค่ะ เช่น ถ้าหนึ่งชูนิ้วชี้ขึ้นมาหนึ่งค่ะ”

“I used sequencing talk like first, second, third. Also I used gesture to signify the order for example, I showed one finger when I meant the first.”

However, there were some evidence suggesting that students did not know what strategies were, therefore, they gave some answers in which are not communicative strategies (see verbal protocol 8).

Verbal protocol report 8

L3: ใช้ค่ะ ใช้คำที่เราทราบแล้วก็เอามาเรียบเรียงเป็นประโยค

“I have used the strategies and I used words that I know, then I strung them as sentences.”

L3: การฟังก็พยายามจับใจความ ส่วนการพูดก็พยายามศึกษาว่าถ้าเราได้บทอะไรก็ต้องทำความเข้าใจ

“For listening, I was trying to get the main idea. For listening, I tried to understand the role that I got.”

L2: ก็พูดให้มันมี เหมือนแย้งเค้าอะค่ะ

“The strategy that I used was disagreeing.”

H2: การพูดก็มีการฝึกอ่าน เหมือนอย่างคำศัพท์ไหนยากๆมันอ่านว่ายังไงบ้างอะค่ะ ส่วนการฟัง ส่วนใหญ่ก็เป็นการจับประเด็นของฝั่งตรงข้ามเพื่อที่จะได้หาข้อขัดแย้งของฝั่งตรงข้ามได้อะค่ะ

“For speaking, I practised pronouncing difficult vocabulary that I didn't know how to read. For listening, I tried to listen for the main idea which the opponents tried to say, and then I disagreed with them.”

4.2.8 Results from the English Oracy Skills Test Scores

Strategy use refers to language use and language development. The former is the actual language use in an unplanned communication, while the latter is the focused language use in a particular unit task for students to improve their language skills. Consequently, students can prepare and script for their performance. The table 36 compares the difference of the two: one is focused on the two-time unplanned performance of English oracy skills test, while the other is focused on unit task development divided into four oracy strands. Overall, there was the improvement of language use and language development. It is clear that language use got improved at the mean score of 40.00 (SD = 12.65) to 61.65 (SD = 7.77) from pre- and post -test of English oracy skills test, respectively. In addition to that, each strand of unit oracy tasks got higher mean score at the second performance. The inter-rater reliability was calculated using Pearson Correlation Coefficient. Pearson Correlation Coefficient for the pre-test and post-test scores were .992 and .969 ($p < 0.0005$). The results are presented as follows:

Table 37: Scores from English oracy skills tests and oracy unit tasks

English Oracy Skills Test	Language Use		Oracy Unit Tasks	Language development		
	Mean	SD		Improvement of the oracy 4 strands	1 st performance	2 nd performance
Pre-test	40.00	12.65	presentation	Improvement of the oracy 4 strands	11.34	14.72
				Physical	4.52	5.41
			Linguistic	8.17	9.28	
			Cognitive	4.66	5.00	
Post-test	61.65	7.77	role play	Improvement of the oracy 4 strands	9.66	11.83
				Physical	4.55	5.55
			Linguistic	5.48	6.31	
			Cognitive	7.97	9.66	
Post-test	61.65	7.77	debate	Improvement of the oracy 4 strands	9.55	12.17
				Physical	11.10	14.48
			Linguistic	15.76	20.93	
			Cognitive	2.00	3.00	

Strategy Use

Language Use

Table 38 indicates that the mean of students' oracy skills post test score was higher than the mean of pre-test score. The mean of pre-test score was 40.00, while the mean of post-test score was 61.65. The results revealed that there was a significant difference between the pre-test and post-test mean scores of the students' oracy skills in the oracy proficiency test at a 0.05 level of significance ($p < 0.05$).

Table 38: Paired samples t-test between the pre-test and post-test of oracy skills

Oracy skills	Pre-test		Post-test		t-test	Sig (2-tailed)
	Mean	SD	Mean	SD		
	40.00	12.65193	61.65	7.7703	11.118	0.000

4.2.9 Results from the Comparison of the Oracy Strands from 3 Oracy

Unit Tasks: Presentation, Semi-Scripted Role Play and Debate

Strategy use

Language development

To be able to answer whether the students had higher metacognitive awareness in strategy use, **language development** in each task was evaluated by using score of each oracy strand. The reliability of the two raters: the researcher and the non-native English teacher was calculated using Cronbach's alpha. Cronbach's alpha for the two scores of each task were .515, .616, .996, .958, .929, and .928 ($p < 0.0005$) for first and second performance of presentation, semi-scripted role play and debate, respectively. The mean scores of each oracy strand from the three unit tasks are displayed as follows:

Table 39: The mean score and S.D. for the three unit tasks

Unit tasks	Oracy strands	First (1st) performance		Second (2nd) performance	
		Mean	SD	Mean	SD
Presentation	Physical	13.34	1.895	14.72	2.153
	Linguistic	4.52	.829	5.41	.867
	Cognitive	8.17	.928	9.28	1.066
	Social and emotion	4.66	1.173	5.00	.886
Semi-scripted role play	Physical	9.66	1.758	11.83	1.713
	Linguistic	4.55	.870	5.55	.827
	Cognitive	5.48	1.214	6.31	1.137
	Social and emotion	7.97	1.742	9.66	1.610
Debate	Physical	9.55	1.502	12.17	1.91
	Linguistic	11.10	1.012	14.48	.986
	Cognitive	15.76	.739	20.93	.998
	Social and emotion	2.00	.000	3.00	.000

Overall, scores of each oracy strand were higher at the second performance. For presentation task, the highest mean score was from physical strand (mean = 14.72, SD = 2.153), while social and emotion strand got the lowest mean at 5.00 (SD = .886). Similarly, physical strand also got the highest mean at 11.83 (SD = 1.713) for semi-scripted role play task, whereas linguistic strand got the lowest mean at 5.55 (SD = .827). For debate task, on the other hand, cognitive strand got the highest mean at 20.93 (SD = .998), and social and emotion got the lowest mean at 3.00 (SD = .000) for the second performance.

After discussing the quantitative data on scores of each oracy task, next section, the interview result on strategy use will be revealed.

4.2.10 Results from the Stimulated Recall Interview of Strategy Use

To triangulate the research result, the stimulated recall interview was conducted and transcribed. The questions related to metacognitive knowledge were items 8-10.

Table 40: Entry reports of the students answer open-ended question 8 in the interview

Question 8: Did you find the improvement from the first and second task performance? What was that?	
Theme	No. of entry Reports
Improved	27
Not improved	0
Effective strategies	13
Ineffective strategies	5
Total	45

N = 27

From the table, it could be said that all students accepted that their second performance was better than the first one. The interviews were recorded and transcribed as shown in Verbal protocol report 9.

Verbal protocol report 9

L1: “รอบสองดีขึ้นครับ เริ่มรู้สึกมั่นใจมากขึ้น การถามตอบกับเพื่อนที่ลื่นไหล แล้วก็เข้าใจกันมากขึ้น”

“The second time was better. I felt more confident. Questioning and answering with friends were smoother and we understood each other more.

L2: “ดีขึ้นค่ะ เพราะได้กลับไปทบทวนใหม่”

“It was better because I went back to revise it.”

L3: “ที่รอบแรกตื่นเต้นแต่รอบสองอ่านได้ลื่นไหลขึ้น ”

“The first time was nervous but I could read better at the second time.”

M1: “มีบทมากขึ้นแล้วก็มีคำศัพท์เดิมมากขึ้น เขียนให้มันสมบูรณ์ ”

“I obtained longer script and more vocabulary. I was writing a complete one.”

M2: “ที่เตรียมเนื้อหาดีกว่ามีเวลาเตรียมตัวเยอะกว่า แล้วก็เพราะผมไปศึกษาคำศัพท์และโครงสร้างประโยคต่างๆมาเพิ่ม ”

“There was more time for the second performance preparation so I got more content to say. In addition to that, I was going back and studied more on vocabulary and sentence structures.”

M3: “พูดไม่ติดขัดเหมือนรอบแรก ไม่ลืมนิยาม รู้เหตุการณ์ต่างๆ รู้ว่าต้องถามยังไง ”

“I didn’t get stuck and read the script like the first round. I knew what the situation was so I knew how to question.”

H1: “รอบที่สองเนื้อหาเยอะกว่าเดิมและตรงประเด็นมากกว่าเดิม ”

“I got more information at the second performance and got to the point.”

H2: “มีการวางแผนให้คำพูดลื่นไหลมากขึ้น ”

“I planned the task so I could talk more fluently.”

H3: “เรื่องการเตรียมตัวกับเพื่อนคะ ว่าพูดให้เราช้าๆ แล้วก็พูดให้เพื่อนเข้าใจ แล้วก็เข้าใจที่เพื่อนพูด ”

“I was planning with my friends. We agreed to talk slower so we could understand each other.”

Question 9: Did you regular monitor yourself whether you plan, select the strategy, use the strategy and evaluate the strategy?

Verbal protocol report 10

L1: “เช็คครับ ทำได้ไม่ดีก็มีหลายเรื่องครับ อย่างเช่นการพูดก็พูดไม่มีเสียงต่ำสูง พอรอบสองก็มีเพิ่มเสียงต่ำเสียงสูง และก็มีการพูดขยายความที่ชัดเจนมากขึ้น ”

“I checked. I did a lot of mistakes in the first performance like no intonations. So I tried to use intonations in the second round and tried to explained more.”

L2: “ออกท่าทาง แล้วหนูก็ไปเสิร์ชในเน็ตว่าต้องเขียนยังไงต้องพูดยังไง ”

“I acted out and searched for more information on how to write and how to say.”

L3: “พยายามจับใจความที่เพื่อนพูดได้ผลค่ะ ”

“Focusing on what my friend said was effective.”

M1: “กลยุทธ์ที่ได้ผลก็เป็นพวกสำเนียงแล้วก็มีกร *paraphrase* ”

“The strategies that work were pronunciation and paraphrasing.”

M2: “รอบสองก็มีการพูดเกี่ยวกับเรียงลำดับที่รอบแรกไม่มี ”

“I used adverb of sequence at the second performance which I didn't use it at the first performance.”

M3: “การพูดเป็น *order* ได้ผลค่ะเพราะว่ามันเป็นเชื่อมประโยค ”

“Sequencing talk was effective because it linked your sentences together.”

H1: “ส่วนที่บกพร่องในรอบแรกคิดว่าจะเป็นการถามคำถามที่ยังจะมีติดขัดอยู่บ้างทำให้ยากในการสื่อสารก็ได้กลับไปฝึกในการถาม ”

“I wasn't able to question properly in the first round so that was why it was difficult to communicate. Then I went back and practised more.”

H2: “รอบที่สองได้ถูกเล่นให้คำมันดูดีขึ้น เช่น *I don't like* เป็น *I don't like but...* แบบนี้อ่ะค่ะ ”

“I put more decorations from ‘I don’t like...’ to ‘I don’t like but....’ something like that.”

H3: “ที่เปลี่ยนอาจจะเป็นความรู้สึกที่เป็นคำรวมและความรู้สึกที่เป็นผู้ประสบภัยมากขึ้น เพราะถ้าเราสื่ออะไรไป มันจะออกมาเป็นเสียง และทำให้มันดูเหมือนจริง เปลี่ยน grammar ใช้ที่มันดีกว่าและถ้าไม่เข้าใจอันไหน ก็ถามเพื่อนไปเลยละ”

“The thing that I changed may be the feeling when I played the police and the victim roles because the voice we made conveyed the meaning. And I made it look real. I also changed some grammar to make it better, and if I didn’t understand anything, I’d just ask my partner.”

Question 10: *Is it anything to revise from the two times performance?*

Verbal protocol report 11

L1: “รอบสามน่าจะดีขึ้นครับ ก็จะเตรียมความพร้อมให้มากกว่านี้พวกเนื้อหา และการพูดออกเสียง”

“The third round might be better. I would prepare more in terms of content and pronunciation.”

L2: “เรื่องการออกเสียงก็ออกเสียงให้มันชัดเจนและทำเวลาให้ดีขึ้นกว่าเดิม”

“I would work on pronunciation and time management.”

L3: “รอบสามอาจจะรู้สึกว่าการคัดค้านกว่าเดิม”

“The third time might be more depressed.”

M1: “อาจจะฟังเพื่อนให้ชัดขึ้นครับ”

“I would try to listen to my friends.”

M2: “ตอบคำถามได้ชัดขึ้น พูดให้ชัดขึ้นครับ”

“I might be able to answer the questions well, and I would speak better.”

M3: “แก้เรื่องสำเนียงและคำศัพท์บางคำที่อ่านผิด”

“I would revise my accent and pronunciation of some words that I was wrong.”

H1: “พยายามดูตัวประโยคให้กระชับเข้าใจง่ายขึ้น ครั้งแรกอาจเข้าใจยาก ความหมายผิดก็เอามาปรับแก้ครับ”

“I would look for concise sentences. My first performance might be difficult to understand or I used the wrong words.”

H2: “อาจจะพูดได้คล่องเลยล่ะ เพราะชอบดูหนังเลยได้ฟังสำเนียง”

“I might be able to speak fluently because I like watching movie, that’s how I listen to accents.”

H3: “แก้ไขบทละหนึ่ง สองเป็น *grammar* สามเป็นสำเนียง สี่การเงินกลิ้ง”

“I would revise content, grammar, pronunciation and camera panicking management.”

In conclusion, after revealing the results of the interview, it can be said that the students were able to demonstrate how they applied the strategies taught in the course to their performance as it was also illustrated in their performance video records. Moreover, in order to identify which strategies and oracy strands students were aware the most, self-reflection was created to elicit these areas. Next section, the results from students’ unit journal will be discussed.

4.2.11 Results from Speaking and Listening Diary

In order to measure the students’ strategy use, the speaking and listening diary was created for the students to demonstrate whether they had applied speaking or listening strategies to the tasks. The three main speaking strategies are sequencing the

talk, asking for clarification and exemplification. The three main listening strategies are back channelling, asking for repetition and paraphrasing.

The diary entries were collected after each task and coded by NVivo. The coding schemes are divided into two: oracy strands, and strategies. Oracy strands are subcategorised as physical, cognitive, linguistic, and social and emotion. Strategies are divided into two sub categories: listening and speaking strategies. Listening strategies are back channelling, asking for repetition, and paraphrasing, and speaking strategies are sequencing talk, asking for clarification, and exemplification. In addition to the two schemes, irrelevant or general solutions or strategies were also coded. The result is as follows:

Table 41: Percentages of oracy strands and strategies mentioned in speaking and listening diary

Coding items/ percentages of writing	Unit 1 (presentation task)	Unit 2 (semi-scripted role play task)	Unit 3 (debate)
Oracy strands			
physical strand	89.66%	86.20%	75.86%
linguistic strand	41.38%	93.10%	48.27%
cognitive strand	13.79%	34.48%	55.17%
social and emotion strand	37.93%	89.66%	79.31%
Strategies	Sequencing talk and back channelling	Asking for clarification and asking for repetition	Exemplification and paraphrasing
Speaking strategies	0	3.44%	31.03%
Listening strategies	34.48%	34.48%	27.58%

Coding items/ percentages of writing	Unit 1 (presentation task)	Unit 2 (semi-scripted role play task)	Unit 3 (debate)
Irrelevant strategies	13.79%	0	3.44%
General solutions/ suggestions	34.48%	34.48%	13.79%

As we can see from the table speaking strategy which was most mentioned is exemplification at the percentage of 31.03% while none of the students mentioned about sequencing talk in the first unit, and only one student wrote the speaking strategy: asking for clarification in the second unit. For listening strategies, more students: 10 or 34.48% of students mentioned about back channelling and asking for repetition, in units 1 and 2, respectively, while 8 students mentioned about paraphrasing in the third unit.

There were irrelevant strategies stated in these 3 units such as *asking the others to slow down, using synonyms to get the meaning across* when the interlocutor did not understand, and *taking notes*. Those mentioned strategies were not introduced in class but the students managed to use them in the first and third tasks. General solutions were another record found in the speaking and listening diary such as practising many times, asking friends or teacher for help when they did not understand, learning more about the unit vocabulary, and watching educational video clips.

4.2.12 The Results of Stimulated Recall Interview, Self-reflection and Numbers of Strategies Use in Each Task

To triangulate the research result, the relationship among the data obtained from interview, self-reflection and task performances is analysed. To start, most students used exemplification strategy, at the mean score of 5.0 times in their performance which could also be tracked from their speaking and listening diary analysed by NVivo where 9 students mentioned about it. Similarly, from the interview, that L2 and M2 said that they used exemplification for instance their experience, expert's view and statistics to support their argument in the debate task. Secondly, asking for clarification was the second most use strategy in semi-scripted role play task at the mean score of 4.7. This also was proven by the diary where 1 student named the strategy, and another could give the exact question sentences demonstrated this strategy use e.g. *“Who were you with?”* and *“Where were you?”*. Similar to the interview, when M3 and H2 said that they were giving examples of several questions in their role play to seek more information. Thirdly, sequencing talk, was a speaking strategy which was used at the mean score of 3.3 in the presentation task. In addition to that, there were some students mentioned about the strategy. Take M3 as an example which the response was neither of the strategy name nor example of the words, strategy phrases or sentences were shown in their diary.

4.3 The Effects of OBIBLE on Learner's Oracy Skills

Research Question 1.2: **How does the students' oracy skills improve?**

Hypothesis: After having engaged in the treatment, students will achieve higher scores in the second performance than in the first performance.

4.3.1 Results from the Comparison of the First and Second Unit Tasks

To be able to answer research question 2) How does the students' oracy skills improve?, the scores for the three tasks were collected. The students were asked to perform each task twice. The rubric score for each task was generated (see appendix F) based on oracy strands to be the guideline. The inter-rater reliability could be assessed by correlating the marks given by the two raters: the researcher and a non-native English teacher, who has experience in English teaching. The data analysis from the scores showed that Cronbach's alphas for the unit tasks both first and second performances were .515, .616, .996, .998, .929, and .928, for presentation, semi-scripted role play and debate, respectively. The mean score and SD were displayed in the table below.

Table 42: Mean Score and SD of each unit task

Oracy tasks	Average 1 First (1st) performance		Average 2 Second (2nd) performance		t-test
	Mean	SD	Mean	SD	
Presentation	30.5	2.4275	33.86	2.4528	7.327
Semi-scripted role play	28.6	5.3924	34.27	4.1973	6.615
Debate	38.259	2.9082	50.776	4.1696	19.032

sig (2-tailed) .000

This table presents a descriptive statistic of the two samples in this paired sample t-test analysis. Average 1 represents an average of the participants' first presentation scores and Average 2 represents an average of the participants' second presentation scores (N = 29). It can be observed that the participants' average second

performance score ($M = 33.862$, $SD = 2.452$) appears to be higher than the first performance ($M = 30.5$, $SD = 2.427$). It can also be observed from the standard deviation that the participants' second performance scores seems to be slightly more dispersed than their first performance scores ($SD = 2.452$ and 2.427 respectively).

For semi-scripted role play, the participants' average second performance score ($M = 34.276$, $SD = 4.197$) appears to be higher than the first performance ($M = 28.603$, $SD = 5.392$). It can also be observed from the standard deviation that the participants' second performance scores seems to be less dispersed than their first performance scores ($SD = 4.197$ and 5.392 respectively).

For debate task, the participants' average second performance score ($M = 50.776$, $SD = 4.1696$) appears to be higher than the first performance ($M = 38.259$, $SD = 2.9082$). It can also be observed from the standard deviation that the participants' second performance scores seems to be more dispersed than their first performance scores ($SD = 4.1696$ and 2.9082 respectively).

This demonstrates the result of paired samples t-test scores between the participant's first and second performance scores. It has been found in this paired sample t-test that the difference between pre-test and post-test scores of the participants seems to be significant in these three tasks; $t(28) = 7.327$, 6.615 , and 19.032 $p < 0.001$, respectively.

In summary, from the higher score of the second performance of each task, it can be concluded that students' speaking and listening skills have been improved significantly. The hypothesis was accepted that after having engaged in the treatment, students would get higher score in each oracy task. Next section, listening score will be illustrated to fully answer the research question.

4.3.2 Results of Listening Comprehension

In order to answer research question 1.2: How does the students' oracy skills improve?, the 3-entry listening activity was assigned for six times in three units: three times in class and another three times as an online homework to measure the improvement of the students' listening skill. The score was given ranging from 1 to 4, to explain, 1 means the answer of the third listening got fewer correct items than the first or second listening, 2 means the answer of the third listening was not correct and was similar to the first or second listening, 3 means the answer of the third listening got more correct answers than the first or second listening but still got some incorrect answers, and 4 means the answer of the third listening got correct answers than the first or second listening and all were correct.

Table 43: 3-entry listening scores of the 3 units

Unit	Mean	SD
Unit 1 In-class task	2.45	1.00
Online	3.14	0.97
Unit 2 In-class task	3.32	1.53
Online	2.72	0.69
Unit 3 In-class task	3.03	0.72
Online	3.44	0.84

From the table, the mean scores of unit 1, 2, and 3 were 2.45 (SD = 1.00), 3.32 (SD = 1.53), and 3.03 (SD = 0.72), respectively. The scores of listening homework of unit 1, 2 and 3 were 3.14 (0.97), 2.72 (0.69), and 3.44 (SD = 0.84), respectively. It is clearly seen that scores of homework listening tasks from units 1 and 3 were higher than tasks done in class. However, unit 2 was different where the in-class listening

task got higher mean than the one did online. In general, students achieved the highest score in the last unit.

After the listening scores have been revealed, Metacognitive Awareness in Listening Questionnaire (MALQ) embedded in Inventory of Metacognitive Awareness in L2 Speaking and Listening of this research will be revealed in the next section.

4.3.3 Result of Metacognitive Awareness Focusing on Listening Skill

In order to triangulate the research result, the questionnaire was conducted to see if the listening score is related to the metacognition. The table below shows the survey results of pre- and post-course questionnaire gained from the students. The questions, which were a part of the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire, were taken from Metacognitive Awareness Listening Questionnaire (MALQ) to assess the students' listening five factors: planning and evaluation, problem solving, mental translation, directed attention, and person knowledge.

Table 44: The results of MALQ items in questionnaire

Question items	Five-factor model	Mean (pre)	S.D. (pre)	Mean (post)	S.D. (post)	Meaning
28. Before I start to listen, I have a plan in my head for how I am going to listen.	Planning and evaluation	3.79	1.424	4.45	1.213	quite agree
29. After listening, I think back to how I listened, and about what I might do differently next time.		4.45	0.985	5.00	0.886	agree

Question items	Five-factor model	Mean (pre)	S.D. (pre)	Mean (post)	S.D. (post)	Meaning	
		Mean	4.12	0.446	4.725	0.388	agree
30. I use the words I understand to guess the meaning of the words I don't understand.		4.76	1.023	4.83	0.886	agree	
	Problem solving						
31. While listening, I quickly adjust my interpretation if I realise that it is not correct.		3.76	1.215	4.24	0.988	quite agree	
		Mean	4.26	0.707	4.535	0.417	agree
*32. I don't translate the message into Thai in my head as I listen.		3.86	1.481	4.59	1.181	agree	
[original] I translate the message into Thai in my head as I listen.							
	Mental translation						
*33. I don't translate key words into Thai as I listen.		3.52	1.430	4.48	1.122	quite agree	
[original] I translate key words into Thai as I listen.							
		Mean	3.69	0.240	4.535	0.077	agree
34. When my mind starts to wanders, I recover my concentration right away.	Directed attention	4.21	1.424	4.55	0.910	agree	

Question items	Five-factor model	Mean (pre)	S.D. (pre)	Mean (post)	S.D. (post)	Meaning
*35. When I have difficulty understanding what I hear, I don't give up and don't stop listening. [original] When I have difficulty understanding what I hear, I give up and stop listening.		3.21	1.590	4.14	1.457	quite agree
	Mean	3.71	0.707	4.345	0.289	quite agree
*36. I don't feel that listening comprehension in English is a challenge for me. [original] I feel that listening comprehension in English is a challenge for me.	Person knowledge	5.00	1.000	5.17	0.848	agree
37. I don't feel nervous when I listen to English.		3.45	1.478	3.72	1.486	quite agree
	Mean	4.225	1.096	4.445	1.025	quite agree

*items 32, 33, 35 and 36 were reverse-coded prior to scoring.

In general, all five factors gained higher mean score after the treatment. Questions 28 and 29 aimed at assessing students' planning and evaluation of the listening task. The mean score at the end of the course (mean = 4.725, SD = 0.388) was higher than the beginning of the course (mean = 4.12, SD = 0.446). Secondly, questions 30 and 31 aimed at assessing students' problem solving skill while listening. The mean score of the post course (mean 4.535, SD = 0.417) was higher than the pre course stage (mean = 4.26, SD = 0.7071). It could be interpreted that

students agreed that OBIBLE helped them plan and evaluate, and improved their problem-solving skill in their listening comprehension.

Questions 32 and 33 aimed at assessing students' mental translation, however, the result of the post-course mean scores were slightly higher. These two questions were reverse-coded prior to scoring. Question 32: 'I translate the message into Thai in my head as I listen.', the mean score of the pre-course was 3.86 (SD = 1.481) while the post-course mean score was 4.59 (SD = 1.181), interpreted as quite agree to agree, respectively, which means that the students translated more while listening. For question 33: 'I translate key words into Thai as I listen.', the mean score of the pre-course questionnaire was 3.52 (SD = 1.430) while the mean score of the post-course was 4.48 (SD = 1.122), interpreted as quite agree. It could be said that students translated into L1 more while listening.

Questions 34 and 35 aimed at assessing students' directed attention, whether or not the students could stay focused on the task. Question 34: 'When my mind starts to wanders, I recover my concentration right away.', the mean scores of the pre-and post- course were slightly increased from 4.21 (SD = 1.424) to 4.55 (SD = 0.910), interpreted as quite agree to agree. However, the mean scores of question 35: 'When I have difficulty understanding what I hear, I give up and stop listening.', were higher from 3.21 (SD = 1.590) to 4.14 (SD = 1.457), interpreted as quite disagree to quite agree. This means that the students were giving up when the task was difficult.

Questions 36 and 37 aimed at assessing person knowledge. The mean score of the post course (mean = 4.445, SD = 1.025) was higher than the pre course (mean = 4.225, SD = 1.096), interpreted as quite disagree to quite agree. Therefore, it could be said that even the listening task was challenging, they felt less nervous.

In summary, students have higher metacognitive awareness in listening after the course in all factors despite the higher mean of translation. Having illustrated the research results of the research question 1, result of the research question 2 will be followed in the next section.

4.4 Students' Perceptions Towards Blended-Learning

Research Question 2: “What are the students’ perceptions towards the oracy building via blended-learning instruction?”

Blended questionnaire and semi-structured interview were done to collect the data to examine students’ perceptions toward blended learning environment. The perceptions were assessed in 4 areas (see table 12): background in blended-learning environment (Q1, 2, 4, and 8) convenience afforded by blended-learning (9 and 15), engagement in the blended-learning course (Q5, 6 and 14), and views on learning outcomes (Q3, 7, 10, 11, 12, 13, 16-22). A series of 22 questions were generated in 4-Likert-scale questionnaire type to gather students’ opinions after the course. The scores were interpreted into 4 levels: 1.00-1.49 means disagree, 1.50-2.49 means quite disagree, 2.50-3.49 means quite agree, and 3.50-4.00 means agree. Each mean score of single question is displayed in table 12.

Table 45: The four perception areas of blended-learning questionnaire

Areas of perception	Question items	mean	SD
1. Background of blended-learning	1, 2, 4, and 8	3.05	0.19551
2. Engagement	5, 6 and 14	3.29	0.42771
3. Outcome	3, 7, 10, 11, 12, 13, 16-22	3.30	0.17695
4. Convenience	9 and 15	2.81	0.26870

Table 46: Descriptive statistics result of the questionnaire

Questionnaire items	Mean	SD	Meaning
1. I liked using computers or other online technology to help me learn English.	3.17	0.658	quite agree
2. I liked to learn English communication (speaking and listening).	3.14	0.581	quite agree
3. I think the teacher taught the course effectively.	3.69	0.471	agree
4. I wanted to learn the course from the beginning.	3.14	0.789	quite agree
5. I often participated in the course face-to-face.	3.79	0.412	agree
6. I often participated in the course online.	3.07	0.704	quite agree
7. I have more experienced a lot in using technology for learning in this course.	3.38	0.622	quite agree

Questionnaire items	Mean	SD	Meaning
8. I have had some knowledge about blended learning before taking this course.	2.76	0.636	quite agree
9. I had no difficulties in learning online.	2.62	0.820	quite agree
10. Learning online helped me learn by myself.	3.28	0.751	quite agree
11. Learning online is useful.	3.34	0.769	quite agree
12. I enjoyed learning face-to-face.	3.31	0.806	quite agree
13. I enjoyed learning online.	2.93	0.842	quite agree
14. I can work and get support from friends while learning online.	3.03	0.680	quite agree
15. My group work ran smoothly online.	3.00	0.598	quite agree
16. Online learning helped me improve my pronunciation.	3.10	0.673	quite agree
17. Online learning helped me plan my speaking task.	3.31	0.660	quite agree
18. Online assignments gave me knowledge and ideas for my unit speaking task in class.	3.24	0.786	quite agree
19. Online listening exercises helped me improve my listening skill.	3.28	0.528	quite agree
20. Online listening exercises exposed me to various English accents.	3.48	0.634	quite agree

Questionnaire items	Mean	SD	Meaning
21. Online listening exercises helped me plan my listening task in class.	3.34	0.670	quite agree
22. Online listening tasks helped me understand listening strategies.	3.28	0.751	quite agree
Mean	3.21	0.266	quite agree

Table 46 shows that students had positive opinion towards blended-learning environment (mean = 3.21, SD = 0.266). The questions with score higher than 3.50 (question 3 and 5) indicated that students strongly agree that the teacher taught the course effectively, and they often participated face-to-face lessons. Students also agree that blended environment provided them opportunities to practise oracy skills both in and outside class despite no experience in blended-learning method (mean = 2.76, SD = 0.636). They agreed that online learning helped them generate ideas for in-class speaking tasks (question 17 and 18) with the mean scores of 3.31 (SD = 0.660), and 3.24 (SD = 0.786), respectively. In addition to speaking skill, students agree that online platform could promote various English accents (question 20) at the mean score of 3.48 (SD = 0.634), and helped them plan their in-class listening tasks (question 21) at the mean score of 3.34 (SD = 0.670).

Considering the perception of each area, outcome gained the highest mean at 3.30 (SD = 0.17695) which means that students had a positive perception that blended-learning environment is beneficial for them in learning the skills. It either helped them understand the contents or prepare for the tasks. Secondly, engagement

got the mean score at 3.29 (SD = 0.42771) which means that the students frequently participated both in face-to-face and online modes. Furthermore, background of blended-learning method gained the mean score at 3.05 (SD = 0.19551) which means that students had some experience in using technology for learning and wanted to learn this course, however, they did not have much understanding in blended-learning method (as the mean score for this question item is 2.76, SD = 0.820). Lastly, students scored convenience the lowest at the mean score of 2.81 (SD = 0.26870), and this means that students had some difficulties in online learning and found it difficult to manage group work online.

In summary, it can be concluded that students have positive perceptions towards blended-learning environment in terms of background, convenience, engagement, and outcome of using this method in their English learning.

Apart from quantitative data analysis, qualitative data was collected to explore the opinions towards blended learning environment. Students reported that online learning was useful in terms of completing and submitting work and communicating (see verbal protocol 13).

Verbal protocol report 13

Question: How do you find online activities?

L3: “ก็โอเคดีค่ะ แบบจากปกติที่เรียนแต่ในห้อง ก็สนุกดีค่ะ ใช้งานง่าย แต่ก็มึนงงบ้างว่ามันใช้ยังไงประมาณ 2 สัปดาห์”

“It was okay. In the past, we only had face-to-face class. The application was easy to use although it was confusing for the first two weeks.”

H3: “โอเค เพราะว่าสะดวกขึ้น ไม่ต้องมารอ ส่งงานง่ายไม่ต้องรอคิวส่ง”

“It was okay in terms of submitting the homework. I don’t have to queue up.”

M3: ค่ะ พอที่จะทำได้ ตอนที่ไม่ว่าใจก็ถามเพื่อน

“It was good. I could manage, and when I don’t understand, I would ask my friends.”

H1: “คิดว่าไม่ได้แย่มากหรอก ใช้ได้อยู่ครับ เอาไว้ติดต่อส่งงาน ”

“It wasn’t bad, it’s okay. I used it for sending homework.”

H2: “ค่ะ เพราะครูเป็นครูคนแรกที่ทำให้ใช้แอปนี้ครั้งแรก สะดวกดี ใช้ไม่ยาก ง่ายนิดเดียว ”

“It was good. You were the only one who had us use this application. It was easy to use, not difficult.”

M2: “ก็ดีครับ ไม่ต้องใช้สมุดจด สะดวกดี ”

“It was good for note taking. We didn’t have to use our notebook. It was convenient.”

M3: “สะดวกดี ทำตอนไหนก็ได้ ไม่ต้องวิ่งไปส่ง และไม่หาย ”

“It was convenient. You could do your work anytime. You didn’t have to run to the teacher’s room to send your work, and it won’t get lost.”

In addition to the convenience of the online platform, the students provide some examples of activities that helped them learn in class (see verbal protocol report 14).

Verbal protocol report 14

Question: How does it help you learn in class? Give specific examples.

H3: “ช่วย เพราะครูจะแทรกเนื้อหาในใบงานมา ออกมาแล้วลืม กลับไปทบทวนได้ เช่น strategies ที่

เขียนส่งคลิปติเบตที่มีทำให้เรารู้ว่าต้องพูดอะไรบ้าง”

“It helped because you would provide us contents on the worksheet. When the class was over, we could go back and review it again, for example, the strategies worksheet, and debate video clip, which made me know what to speak.”

M3: “เหมือนกับเป็นแบบฝึกหัดที่ทำให้เราเข้าใจในห้องมากขึ้น เช่น พวกการ *role play* การสนทนา ช่วยให้เราเข้าใจที่จะสนทนา”

“It was like an exercise that made us have more understanding in class, for example the dialogue of role play, which helped us understand it.”

H1: “เวลาตอบมีเวลาทบทวนก่อนที่จะส่งคำตอบ เช่นเกี่ยวกับการเปรียบเทียบอาชีพ ข้อดี ข้อเสีย การเตรียมพร้อมก่อนเข้าชั้นเรียน”

“It provided us extra time to review before we submitted our work such as the comparison task between the two jobs. It helped me prepare myself before class.”

L1: “ที่ครูให้ดูวิดีโอ ได้ฝึกการฟังกับการจับใจความ ผมว่ามันก็ช่วยใน เออ...ไปงานมันช่วย แต่มีโลกเพื่อนบ้าง ไขว่ก่ลทรานสเลทช่วยก่อน”

“When you assigned us the video, I had a chance to practise my listening comprehension. I guess it helped. Hm...worksheet was also helpful, but I sometimes copied from my friends and also used Google Translate.”

L3: “ช่วยนะละ แบบพวกเรื่อง *stories* ต่างๆ *Role play*”

“It helped in terms of stories and role play.”

MI: “ดีครับ ที่ให้ฟัง 3 รอบ แล้วก็มาตอบคำถาม แล้วก็มาตอบคำถามที่เป็นเลือกข้อดี กับดูคลิปแล้วตอบข้อดีง่ายกว่า เพราะบางทีคลิปฟังไม่รู้เรื่อง”

“It was good. The 3-entry listening activities helped my listening comprehension practice. However, the multiple choices form was easier because somehow I couldn’t catch up with the video clips.”

H2: “ก็ช่วยให้เราพิมพ์งานได้ไวขึ้น ทำให้การเรียนในห้องเพิ่มขึ้นมัยหรือคะ อันนี้วีดีโอคลิปเชอร์มาก็ช่วยเรียนรู้คำศัพท์ ฝึกสำเนียงได้”

“It helped me type faster. In terms of assisting in-class learning, I think video clips helped me learn vocabulary and practise my accent.”

In terms of oracy skills, students suggested that they could improve the skills via online platform. There are different aspects they learned from online such as pronunciation, content and fluency. However, a low-level student found it was not helpful for speaking skill since he still could not improve the skill via online. In addition to speaking skill, students could improve their listening skill through 3-entry listening homework where they had to listen to one recording for three times and complete the worksheet. Some of them reported that they listened until they understood at home and they could prolong their concentration more at home (see verbal protocol report 15).

Verbal protocol report 15

Question: How does it help you learn listening/ speaking?

H3: “สามารถได้สำเนียงที่คล้ายๆกัน เปรียบเทียบสำเนียงตัวเองกับคนอื่นที่เป็น

ตัวอย่างโน้น สำหรับ 3-entry listening ทำทายว่าจะฟังทันไหม สองสามครั้ง”

“I could get similar accents and compared my accent to theirs. For the 3-listening activity, it was challenging whether I could get it within 2-3 times listening.”

H1: “พัฒนาการพูดมากกว่า ช่วยในเรื่องการเขียนสคริปต์ ส่วน *listening* ช่วยการจับใจความ เพราะมีสมาธิมากกว่าตอนอยู่ที่บ้าน ฟังครบสามครั้งเลย ให้แน่ใจเลยดีกว่า”

“It helped me improve my speaking skill in terms of preparing the script. For listening, it helped my listening comprehension because I had more concentration when listening at home. I listened 3 times to really make me certain about the answers.”

M3: “การฟังทำให้แบบเราเข้าใจความหมายของศัพท์ เราสามารถฟังซ้ำใหม่ได้ หากความหมาย ส่วนของการพูด ช่วยในเรื่องสำเนียง”

“It helped me in understanding vocabulary. I could repeat the tracks and looked up the meaning of some words. For speaking, it helped me improve my accent.”

M2: “เหมือนฝึกตัวเองก่อนมาทำในชั้นเรียน คนที่ไม่ได้เข้าก็จะไม่รู้ แล้วก็มาถามหนู *listening* บนออนไลน์ พวกคลิปเสียงเป็นประโยชน์ *3-entry listening* หนูฟังสองรอบ เพราะหนูเกทแล้ว รอบแรกอะไรก็ไม่รู้

รอบสองก็เข้าใจเลย ฟังที่บ้านมีสมาธิมากกว่า ด้านการพูดก็จะเป็น ที่ครูบัวให้อัดเสียงการออกเสียงคำ ช่วยการเตรียมเนื้อหาจากตัวอย่างที่ครูส่งมา”

“It was like an exercise that prepared me before coming to class. For those who didn’t go online, they wouldn’t understand it and then they came to ask me. For the listening tasks, there were some useful clips. For the 3-entry listening task, I listened only 2 times because I already got it. The first listening was confusing, but the second time was clear. I had more

concentration at home when I listened though. For speaking skill, when you asked us to record ourselves in pronouncing words, it helped us prepare for the task from the example you gave.”

L1: “ช่วยเรื่องการฟัง ได้หัดฟัง การพูด ผมฟังไปแต่ก็พูดเหมือนเดิม”

“It helped my listening skill, but I still speak the same even I’d listened to the recording.”

H2: “สำหรับการฟังแรกๆ ก็งง หลังๆก็สามารถจับคำศัพท์ได้ การพูดได้ฝึกสำเนียง ไม่เป็นสำเนียงไทย”

“For listening skill, the first listening was confusing, but later I could get some vocabulary. For speaking skill, I could practise my accent not to sound so Thai.”

L3: “ช่วยการฟังอยู่ค่ะ คือแบบว่าฟังจนกว่าจะเข้าใจ พอมาเรียนในห้องก็ง่ายขึ้น

การพูดไม่เท่าไรหรอก ส่วนใหญ่จะได้การฟังมากกว่า”

“It helped my listening. I could listen as many times as I wanted until I understood. Then it made easier for my study in class. But for the speaking skill, I don’t think it really helped.”

Not only were the skills focused reported to be improved, types of online activities were asked to explore whether students had activities to suggest for better online platform. The results revealed that students wished to see more interactive online activities e.g. online chatting or partner interviewing, and listening then write the answers. In addition to that, games and quizzes were recommended (see verbal protocol report 16).

Verbal protocol report 16

Question: What kind of activities should online provide?

H1: “ถ้าให้ดีควรจะมีการทดสอบกับเพื่อนบนนั้นได้เลย”

“You could have us test online with our classmates.”

H3: “ส่งสอบพูดออนไลน์ ช่วยคนที่ไม่กล้า ไม่ประหม่า”

“You could ask us to send our speaking clip online so that it could help unconfident people not to feel nervous.”

L3: “กิจกรรมพวกเกี่ยวกับคำศัพท์ เพื่อที่สามารถจะได้เตรียมก่อนเข้าห้องเรียน ตอนเข้าห้องเรียนไม่สามารถนำมาดูได้”

“Activities related to vocabulary may help prepare ourselves before getting into class, and we could look it up when we studied in class.”

M3: “กิจกรรมพวกที่มันเป็นคลิปเสียงเยอะๆ ให้ครูเอาระดามาเขียนตอบ เหมือนกับเนื้อหาของบทที่ 2 ที่ครูให้ มานั่งสนุกและได้ความรู้ คลิปดีเบตก็สนุก”

“Clips full of speaking with worksheet like unit 2 that you gave and debate clips were educational and fun.”

L1: “ทำไรดี อาจจะเป็นการ ชั่งใจดีแบบ ครูให้แบบ อย่างเช่นครูให้โทรสัมภาษณ์กับเพื่อนมันจะทำให้สนุกคินะ”

“Hm... What should we do? I think telephone interview with friends will be fun.”

L3: “น่าจะมึ quiz มาให้เล่น มีเกมแบบนี้อะคะ”

“I think we should have some quizzes and games something like that.”

After asking about the suggestions for online activities, the students were asked if they frequently joined the online session. The results revealed that high and mid-level students agreed that they often went online while there were mixed feelings

amongst the lower level ones either frequently participated or sometimes activated (see verbal protocol report 17).

Verbal protocol report 17

Question: Did you join every time?

H3: “เข้าเกือบทุกครั้ง นอกจาก *technical problem* เลยไม่ได้เข้า ”

“I joined almost every time unless there was a technical problem.”

H1: “เข้าไปทำกิจกรรมทุกครั้ง ประมาณ 10 นาที เข้ากลับไปฟัง *track* เก่าๆด้วย ”

“I participated every time, about 10 minutes for each time. I also went back to the old recordings.”

H2: “ก็เข้าทุกครั้ง เหมือนมีงานเข้ามา ก็เข้าไปทำได้เลย ”

“I joined every time, like when there was an assignment notification, I would just log in right away.”

M1: “ก็เข้าบ่อยนะครับ มีบางสัปดาห์ที่ทำไม่ทัน ก็ส่งเข้าไป ”

“I often participated, but there were some weeks which I submitted the work late.”

M3: เข้าทุกครั้ง มีปัญหาตอนส่งคำตอบ *capital letters* จากถูกเช็คว่าผิด

“I logged in every time. There was a problem with capital letters settings where I should get it correct, it was wrong then.”

M2: “เข้าไปทำทุกครั้ง บางครั้งมีลืมแล้วมันเตือนขึ้นมา ก็มึนง แต่ก็ทำ ”

“I logged in every time. There were sometimes that I forgot though. There were also some confusion but I still could manage.”

L1: “ก็ไมบ่อย บางครั้งก็ลืม เลยกำหนดครูส่งไปแล้ว ”

“No, not many times. I sometimes forgot and it was overdue.”

L3: “ก็เข้าทุกครั้งทีครูสั่งมา ได้เก็บงานหมด ”

“I participated every time and did all the assignments.”

After the questions regarding online session were asked, question regarding in-class session was enquired. The answers from the three groups revealed that face-to-face session was more productive because they could ask the questions immediately (see verbal protocol report 18).

Verbal protocol report 18

Question: How do you find face-to-face class?

L1: “การเรียนในห้องมีเข้าใจบ้างไม่เข้าใจบ้าง เรียนในห้องได้เยอะกว่า แต่กูก็ช่วย ”

“In class learning might cause understanding or confusion. However, I gained more in class but Google did help.”

L3: “คือยู่ง่ะ ได้พอๆกับออนไลน์แต่ต้องหาคำตอบเอง แต่ในห้องครูแนะแนวได้มากกว่า ถามครูได้ ”

“It was good. I learned things in class by myself and I could ask the teacher too.”

M2: “ก็ดีคือถ้ามีปัญหาที่ถามครูได้เลย ”

“It was good. I mean when I had a problem, I could ask the teacher immediately.”

H3: “ช่วยพัฒนาทักษะ ในห้องได้ทักษะมากกว่า เราได้เจอกับครูตัวต่อตัว ทำให้เราถามได้ละเอียดมากขึ้น ”

“It helped me improve the skills more in class because we could ask the teacher in detail.”

Last question was asked to discover if the students had a preferred style of learning: in-class or online. Most of them chose in-class session because they could ask questions when they had and to help them resolve problems (see verbal protocol 19).

Verbal protocol report 19

Question: Compare between the two, which one would you choose? Why?

M2: “เรียนออนไลน์ครับ ไม่จำเป็นต้องอยู่ในห้อง เรียนที่ไหนก็ได้ มีปัญหาที่เขทถามได้โดยสามารถเรียน
ทักษะการฟังกับพูดได้เกือบเท่ากัน วิธีโอคอลลได้”

“I prefer online because we don’t have to go to class. We can learn any place. In case we have problem, we could chat the teacher. Therefore, we could learn listening and speaking skills through video call. It works similar way when we learn in class.”

L1: “ผมเลือกในห้องละกันครับ ถ้าเกิดสงสัยอะไรก็ถามได้เดี๋ยวนั้น แต่ผมก็ไม่กล้าถาม”

“I think I would choose in class learning because I could ask the question immediately. However, I was shy to ask.”

L3: “แบบในห้องละ เพราะว่าการออนไลน์คือเราต้องอ่านอะไรเอาเอง แต่ในห้องเราถามครูได้เลย”

“Face-to-face learning because we had to read by ourselves while we could ask the teacher right away when we learn in class.”

H3: “เลือกเรียนในห้องดีกว่า เพราะใกล้ชิดครูมากกว่า แก้ปัญหาได้โดยตรง”

“I would choose face-to-face learning because we could approach to the teacher and the teacher could help us solve the problem directly.”

4.5 Summary

On the whole, this chapter presents the findings of all research questions which correspond with the effectiveness of OBIBLE instruction on students' metacognitive awareness in oracy skills, speaking and listening abilities, and perceptions towards the blended-learning approach. Overall, students' metacognitive awareness gained statistically significant higher mean scores in terms of metacognitive experience, person task knowledge, strategic knowledge, strategy use. Person knowledge, however, gained a mere lower mean score. The second research question was answered by the higher mean score of oracy tasks, in which indicates that students oracy skills were improved. Lastly, the third research question was revealed by the questionnaire and interview data on students' perceptions towards blended-learning approach. The four perception areas were scored as agree to the extent that the approach was positive to their language learning. The thorough discussions of each research question will be deliberated in the next chapter.

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

This chapter consists of four parts that summarise the study, discuss of findings, present the implications of the findings, and offer recommendations for future research.

5.1 Summary of the Study

The current study was done to investigate the effects of oracy building instruction via blended environment on students' metacognitive awareness. There are two research questions: 'What are the effects of oracy building instruction via blended-learning environment on EIL students' metacognitive awareness?', and 'What are the students' perceptions towards the oracy building via blended-learning instruction?'

Oracy instruction steps were brought from Goh and Burns (2012) which consists of seven stages: introduction, input, first performance, correction and feedback, second performance, feedback, and reflection. This teaching cycle is believed to help promote metacognitive awareness for students because activities embedded in stages require students to plan, monitor, and evaluate, in which are the keys of being aware of one's learning.

Blended learning environment was carried in this study since it is believed as an effective method of delivery that can provide more practice time for the students to learn on their own. Also, class materials and useful media such as videos and recordings could be retrieved and played as many as they wanted. In so doing, the

class time could be fully devoted for interactive activities e.g. communicative activities and strategies teaching.

OBIBLE was carried within 13 weeks organised according to unit themes which are Working from 9 to 5, What happened?, and A law must be passed!. 'Interchange 3' course book was used throughout the study as a compulsory material. The first unit was conducted for 2 weeks, the second one was extended to 3 weeks, and the last unit was completed in 4 weeks. There were three main tasks for each unit: presentation, semi-scripted role play and debate, respectively. The students were asked to perform these tasks twice within the teaching cycle.

This study used single group experimental research. The students were in Mattayom 3 or grade 9 students from Taksin High School Rayong. There were 29 of them: 17 male and 12 female students.

The pretest and post-test was exactly the same and adapted from Cambridge ESOL speaking test. The objective of the test is to measure students' speaking and listening skills. The pretest was conducted a week prior to the course and post-test was done a week after the course had finished. There test consists of 4 parts: self introduction, short question and answer, short presentation, and discussion. The students were asked to pair up with their partner freely, but they were asked to be paired with the same partner both pre- and posttest.

The pretest is followed by the 12-session OBIBLE programme was included to improve students' oracy skills. Google classroom was used to provide contents online for the students to practise at their own convenience.

5.2 Summary of the Findings

The findings of the study can be summarised in three aspects: 1) the students' metacognitive awareness; 2) the students' oracy skills, and 3) the students' opinion towards blended-learning instruction. The improvement of metacognitive awareness could be described in three different aspects, namely, metacognitive experience, metacognitive knowledge, and strategy use.

5.2.1 Improvement of Metacognitive Experience

After implementing OBIBLE, student's metacognitive experience was higher signified by the significantly higher mean score from the questionnaire and verbal protocol report from the interview. In terms of metacognitive of feeling, it seemed that students could remember their emotional responses while performing the tasks. Most of them, especially lower level one had negative feelings such as anxiety, nervousness, and depression before the first performance, whereas some from higher level reported their positive feelings e.g. confident and excited. Similar vein has been found from other research studies suggested that level of confidence has a positive relation to proficiency. Having done the first performance, the students then gained more confidence. As found in Goh and Burns (2012), it is advisable that English tasks should be conducted more than one time in order to increase student's self reliance. Therefore, it could be said that negative affective factor could influence students speaking a target language, but once they are familiar with the tasks, they could feel more comfortable. It is believed that if they have enough input, they should be able to feel less anxious while communicating.

In terms of metacognitive of judgement, there were evidence suggesting that students went back and learned some vocabulary and grammar structures prior to their second performance. In addition to that, they were certain that they could apply their revised content to the task. As a result, the score of second performance across the three tasks were higher than the first one. Interestingly, it is found that competent students could remember detail or give specific areas of revised content, while the less competent ones failed to address about it.

5.2.2 Improvement of Metacognitive Knowledge: Person Knowledge, Task Knowledge and Strategic Knowledge

The student's metacognitive knowledge was analysed by using both quantitative and qualitative data from the Inventory of Metacognitive Awareness in Oracy Skills Questionnaire and focus group interview. The quantitative data derives from the questionnaire, where the students rated themselves higher by the end of the course of the mean score of 5.02 (SD = 0.46) under the 6-Likert Score scale. Since the average score was in the range of 4.50-5.49, it indicates that the students had metacognitive knowledge.

As for the qualitative data, it was obtained by the interview and self-reflection. The answers reveal that students had some knowledge regarding task, and strategies. However, some students could not elaborate on strategies they used. Oftentimes they said they used it but they could not give an example or the name of the strategies, especially lower level students. Likewise, some students gave examples of the strategies, but actually they were not. In other words, they misunderstood or did not

know the strategies truly. Similarly, the evidence found in self-reflection where less than 50% of the notes reflected on strategies.

In summary, despite the decreasing of person knowledge level, task and strategic knowledge were increasing. This might be because students realised the bigger gap between their background knowledge and tasks to achieve. That was why they felt they learned and gained a lot before performing more demanding task such as debate.

5.2.3 Improvement of Strategy Use: Language Development and Language Use

Student's improvement of strategy use was analysed in two aspects: language use and language development. The former was examined by students' pre- and post-test scores, in which the post-test score was significantly higher than the pre-test. The descriptive statistics showed that the mean score of post test was 61.65 (SD = 7.770), while the mean score of pre-test was 40 (SD = 12.651) This sample T-test suggested that students' oracy skills were improved after the course. This signifies that students language development has been progressed within the term. Besides the language development was analysed by investigating speaking and listening strategies, and target language used in the three unit tasks. There were evidence demonstrating that students applied those strategies and specific task language in their task performances. Those are proven by the higher score of the three tasks.

5.2.4 Improvement of Oracy Skills

The students' speaking and listening skills were significantly improve after the course. As for the quantitative data showed that students' oracy three tasks scores were increased at the second performance of each task. Also the higher score in post-test than the pre-test was significant. However, listening comprehension was not considerably improved as the scores were fluctuated and were not gradually increasing as time passed in both learning modes: face-to-face and online.

5.2.5 The Students' Perceptions towards Blended-Learning Environment

The result of the questionnaire suggested a positive attitude towards blended learning in all four perception areas: background, engagement, outcome, and convenience. Students often participated the two platforms: face-to-face and online. They found the two platforms complemented each other. While face-to-face mode allowed them to ask questions instantly, online mode helped them prepare for the communicative tasks. For qualitative data, the focus group interview was done to gather students' opinions towards blended-learning environment. The interview was recorded and transcribed. The students have expressed their positive thinking about the blended-learning environment, specifically videos posted and worksheet which they could experience different accents and review by themselves at anytime.

5.3 Discussions

The study is conducted to assess the impact of oracy building instruction via blended-learning environment on EIL students' metacognitive awareness and oracy skills. The discussion in relative to this study is based on the following three aspects

of findings: 1) the development of students' metacognitive awareness after implementing OBIBLE; 2) the development of students' oracy skills after implementing OBIBLE, and 3) the students' perception towards blended-learning instruction.

5.3.1. The Development of Students' Metacognitive Awareness after Implementing OBIBLE

This study has employed the speaking teaching cycle from Goh & Burns (2012) as stages of instructing. There are seven stages in which metacognitive awareness is embedded, and conducted under blended-learning environment. Stage one is objective setting, where students had to know what they were going to do and realised their gaps in class. Stage two is teaching, where students were introduced vocabulary, useful expressions, and structures to construct their own work. This stage was done both in class and online. Stage three is first performance, where students had to perform their task in class within the time limit. Stage four is feedback and corrections from the first performance so they could revise their work for the second performance. This stage could be either done in class or online. Stage five is for the second performance, where they had to perform the same task again online. Stage six is feedback, where students had to write their own reflection, and this stage could be done either in class or online. Finally, stage seven is publish their work and give feedback to their peers. After implementing OBIBLE, the metacognitive awareness was scored higher and their oracy skills were improved. This leads onto the next 3 key components of the discussion: 1) the improvement of metacognitive experience, 2) the improvement of metacognitive knowledge, and 3) the improvement of the strategy use. The data supported will be brought from qualitative and quantitative ones.

5.3.1.1 Metacognitive Experience

Metacognitive experience consists of the two facets: metacognitive of feelings and metacognitive of judgements (Efklides, 2009). Firstly, metacognitive of feelings determine whether the students feel confident or not to perform the tasks. Students who could recall most of the activities are likely to be students from the higher level. The quantitative results showed that students could tackle their metacognitive of feelings better after the implementing of OBIBLE, when they could recall their problems during the task performances and come back to find out what they had forgotten during the task. It is believed that students who could remember what they were doing and tried to fix their problem have higher chances in improving their skills.

After implementing OBIBLE, student's metacognitive experience was improved, signified by the significantly higher mean score from the questionnaire and verbal protocol report from the interview. In terms of metacognitive of feeling, it seemed that students could remember their emotional responses while performing the tasks. Most of them, especially lower level students, had negative feelings such as anxiety, nervousness, and depression before the first performance, whereas some from the higher level reported positive feelings such as confident and excited. A similar vein has been found from other research studies suggesting that the level of confidence has a positive relation to proficiency (Cetinkaya, 2005). Having done the first performance, the students then gained more confidence. As found in Goh & Burns (2012), it is advisable that English tasks should be conducted more than one time in order to increase the student's self reliance. Even though the negative affective

factor could influence students speaking a target language, they could feel more comfortable if they are familiar with it.

In terms of metacognitive of judgements, there was evidence suggesting that students went back and learned some vocabulary and grammar structures prior to their second performance. In addition to that, they were certain that they could apply their revised content to the task. As a result, the scores of the second performance across the three tasks were higher than the first one. Interestingly, it is found that competent students could remember detail or give specific areas of revised content, while the less competent students failed to address it. This is also seen in Rosa and O'Neil (1999), and Leow (2000) studies that students who could show understanding of targeted language structure could outperform the students who only were noticing it.

For the qualitative data, there were some answers that demonstrated that the students could not think of words or sentences while performing the tasks, and they could not specifically mention those forgotten words or sentence structures, for example, "I forgot. I forgot some content words, but not many. For example.....", "When I was the police, I often forgot. I forgot the vocabulary because they were quite similar and were in wrong order.". On the other hand, there were some students who could remember all of the script because they had prepared well before the task, especially students from mid and high proficiency levels.

Secondly, in terms of metacognitive of judgements, which shows the students' solutions after they experienced the problem, the mean score at the end of the course was higher than at the beginning. This means that the students could make use of vocabulary and sentence structures in their second performance. Consequently, it could be said that they had gone back to revise their work from the first performance

and made it better in the second performance. This result also agrees with question 4 where they rated themselves a slightly higher level of confidence when performing the second time. In addition to the quantitative data, the focus group interview answers revealed similar ideas. There were answers stating that the students had negative feelings before performing the tasks such as nervousness, anxiety, and depression. Lacking of experience and knowledge were reported to be the main reason for those negative feelings. Similar studies also establish this discovery that the students who lack knowledge would also have a higher negative metacognitive experience (Efklides, 2009). Therefore, it could be claimed that metacognitive experience and metacognitive knowledge are linked to each other.

For qualitative data, there were reports from lower level students that they tended to memorise and had the scripts ready to look for when performing the tasks while the higher level would think of synonyms or say something to make the conversation flow. Therefore, it could be said that lower level students had a limitation in improvisation, and this resulted in a communication break down (Leong & Ahmadi, 2017), whereas higher level students could continue their speaking without stopping in the middle of their speech.

5.3.1.2 Metacognitive Knowledge

Metacognitive knowledge means that students know what is needed to achieve their task and how to become an effective speaker. It consists of three facets: person knowledge, task knowledge and strategy knowledge. In this section, each facet will be thoroughly discussed with quantitative and qualitative data support. The themes in the discussion are brought from the Inventory of Metacognitive Awareness in Oracy Skills questionnaire.

5.3.1.2.1 Person Knowledge

Person knowledge is the knowledge of the cognitive and affective factors that facilitate one's speaking performance and overall speaking development which consists of two facets: self-concepts and self-efficacy about speaking, and problems related to L2 speaking, and reasons and possible solutions, which will be discussed quantitatively and qualitatively in this section.

Overall mean score of person knowledge was lower at the end than at the beginning of the course: 3.64 (SD = 1.48), and 3.65 (SD = 1.27), respectively. A mere 0.01 decrease is difficult to clearly summarise that students had a lower person knowledge level. Nonetheless, this may imply that the students realised their gaps in the three tasks so they rated themselves lower in self-concepts and self-efficacy about speaking. They disagreed to the question that they did not need to think a lot before they said something. The mean score of the question was lower from 2.45 (SD = 1.24) to 2.00 (SD = 1.17). It could be explained that because of the cognitive load they had, they felt stressed at different levels according to the task complexity (Révész et al., 2016; Sasayama, 2016). To support this claim, the result of problems related to L2 speaking, and reasons and possible solutions should be discussed. As it is showed in another question, where they disagreed that they had enough vocabulary repertoire to express some meanings in English, the mean score of this question was lower from 4.34 (SD = 1.40) to 2.79 (SD = 1.32) by the end of the course. This significant decrease suggests that students were actually weak in vocabulary and they knew it. Concerning the qualitative data from the focus group interview, the students reported that they had problems with vocabulary and grammar structures, especially amongst the lower level students. In addition to that, the students seemed not to know that

asking for clarification could buy their thinking time as mean score of the question: “I know that if I ask the speaker for clarification, I will have more time to think about my reply.”, was lower from 4.83 (SD = 1.23) at the beginning of the course to 4.66 (SD = 0.94) at the end of the course. Together with the interview, a student reported that she asked for repetition when she did not understand: “If I didn’t understand, I would say again, please.”. In conclusion, while students tried not to be pressured from their cognitive load, the lack of linguistic knowledge and strategies could possibly hinder them.

5.3.1.2.2 Task Knowledge

Task knowledge is the knowledge about the nature and demands of a speaking task, how to approach the task, and when deliberate effort is required. This consists of six facets: mental affective and social processes involved in speaking, differences between spoken and written discourse, skills for second language speaking, cultural and social differences of speakers, factors that influence speaking, and ways of improving overall speaking development. From the interview, it is probable that higher level students tried to work with their interlocutor and made their reading like speaking. Moreover, they tended to aim at how to achieve the task rather than paying attention to vocabulary or sentence structures. In other words, higher level students would work in an up-down process, where the lower level student would work from the bottom-up. As a result, when they are assigned the work, students in the higher level would think of content and how to accomplish the task, while students in the lower level would work with words and pronunciation (Thornbury, 2005). This study also discovered the same result and is the major part of metacognitive knowledge.

To begin with, mental affective and social processes involved in speaking, students agreed that they needed to think about what to say and how to say it at the same time with the higher mean score from 4.21 (SD = 1.24) at the beginning of the course to 4.48 (SD = 1.09) at the end of the course. This could be implied that the students had more cognitive load while performing the task. This could be because of the complexity of the tasks, which were sequentially difficult throughout the term. This was why they found it more challenging. When students felt the burden of the task they tried to communicate with each other. This shows that the students kept their conversation going even when it was difficult for them. Secondly, students had more awareness of the differences between reading and speaking. The qualitative data suggested that many students wrote their script and recited it during the task performance, but many of them reported that they tried to make it more like speaking by not looking at the paper. They expected to sound more natural. From the evidence, it could be concluded that students had an attempt to improve their pronunciation (physical strand) even their content (cognitive strand), and grammar and vocabulary (linguistic strand) were not yet mastered.

Thirdly, skills for second language speaking, the mean score rose from 4.62 (SD = 0.20) to 5.36 (SD = 0.05). This implies that students were more aware of their task knowledge. The two knowledge aspects asked in the questionnaire were intonation and organisation, in which from the focus group interview students also mentioned this about them. In the light of factors that could influence their performance, students had a higher score than the mean score. Not only did they realise the skills needed in the task, they could also analyse the gaps they had, such as inappropriate knowledge, and negative affective factor such as shyness. However,

higher level students reported more on content and organisation they lack or may improve, while lower level students had more concern about vocabulary and pronunciation.

Fourth, factors that influence speaking, as negative feeling such as shyness and appropriate content play a major role in L2 communication. Students had more awareness in these issues as suggested by the questionnaire result and interview. Most students reported that they felt unconfident before doing the first performance. However, there were some high-level students who were excited to try their skills. From the verbal protocol report, it is suggested that all students were searching and preparing their information or script before performing the task.

Lastly, ways of improving overall speaking development, not reading the script and learning different organisations of different types of speech are considered to be the ways of speaking skill improvement. (The previous sentence doesn't seem right) Many students have to memorise the script, especially amongst the lower level ones. They found it challenging by not having any written form available during the task performance. However, high proficiency students also used the script in the debate task where they needed long and specific contents.

5.3.1.2.3 Strategic Knowledge

Strategic knowledge means the knowledge of effective strategies for general communication or specific speaking tasks as well as ineffective strategies. The study found that higher level students tend to know more of them and could apply them in their tasks, while the lower level students may know some of them but could not use what they know in their communicative tasks, and even used ineffective strategies instead such as memorising the script. First and foremost, the quantitative data shows

that strategies for managing communication and discourse, and the level of awareness in these strategies gained a higher mean score. In the qualitative data it was found that higher level students knew more of them than lower level students. A similar finding also displayed by past papers was that more competent second language speakers have strategies for managing communication and discourse such as using synonyms or phrases. Interestingly, most students were aware of pronunciation and intonation, and considered those as a strategy but in actuality they are skills. They referred to these elements frequently both from the interview and self-reflection. Secondly, strategies for specific types of speaking tasks were more often used by the higher-level students. From the score of the three tasks performances, higher level students could make use of the specific strategies in their task. Surprisingly, many students from all levels mentioned in the interview or self-reflection about paraphrasing, which is the listening strategy taught in the third unit, but in practice, many students from the lower level did not apply it at all. Ineffective strategies such as memorising or reciting the script were mentioned more often by lower level students.

Thirdly, considering skills for second language speaking, it seems that all the students knew the strategies such as good organisation and correct intonation. However, from the performances, the higher-level students could apply the strategies significantly better than the lower level students. Therefore, it could be claimed that even though the students know the strategies, they might not be able to use it, especially students who are not competent enough. As a result, it is suggested that strategies should be explicitly emphasised. In so doing, students will know what they are expected to achieve at the end. To support this claim, the self-reflection written by the students were analysed and it was found that only a few students stated clear unit

objectives in units 1 and 2. Then the researcher had to restate the objectives of the task in unit 3 to draw the attention to the goal of the task more often compared to the first two units. Finally, two-thirds of the students could write the correct objective.

From the above mentioned, knowing objectives and strategies is beneficial for students to establish their action plan to achieve the task. However, to apply those strategies is far more important since it will determine their successfulness, despite their prerequisite level. For example, one student from mid-level could outperform the debate task without stating the correct objective. She wrote the correct action plans and applied all strategies required in her performance. On the contrary, some students who could state the correct objective, could not state their strategic action plans but simply wrote general solutions e.g. asking the teacher or studying more vocabulary.

It is apparent that, knowing the objective was not enough to reassure that students, specifically lower level students, will be able to achieve their task target. What is more important is they know 'how' to achieve it or could imagine what they are going to do. Many students knew their weaknesses and intended to resolve it, however, they did not truly understand how they could master a particular task within a limited time. Many reflections from the students showed their lack of grammar and vocabulary, however, they did not explicitly explain how they were going to resolve the problems. Despite their task performance, their awareness was generally improved.

5.3.1.3 Strategy Use:

Strategies use is one of metacognitive awareness elements which consists of language use and language development. It is worth mentioning that strategies use is different from strategic knowledge, in which the former is actual interaction in task performance while the latter is knowledge of general and specific strategies. The discussion in this section will be divided into two sections to discuss each of the element. Before embarking on the discussion, definition of the strategies use is worth restating.

Strategies use refers to speaking strategies that can facilitate speaking performance during spoken interactions comprise communication and discourse strategies (Goh & Burns 2012). Other scholar has put it another way in defining that strategies use also means general skills through which learners manage, direct, regulate, guide their learning i.e. planning, monitoring and evaluating (cited in Wanden, 1988). In this research, to be able to tackle these elements, strategies use will be analysed by using the three tasks performance, and pre- and post-test. Language development will be analysed from the three tasks performance each of which students performed it twice, and language use will be analysed by the pre- and posttest.

5.3.1.3.1 Language Use

Language use means strategies for spoken interactions communication and discourse. The higher score of the post-test indicates that students language use was improved in all four oracy strands. In physical strand, students could pronounce words clearer and used intonation more correctly. For linguistic strand, students could

applied some grammar structures learned in class to the task. They could select proper words and construct their sentences grammatically correct. Thirdly, for cognitive strand, students could focus on what they were going to say as well as organise their talk well. In addition, they could improvise their ideas built up on the other's. Lastly, for social and emotion strand, students could work well with their partner and showed the sign of listening by having eye contact, asking for repetition, and nodding their head. It is found that students were more fluent and accurate in using the target language. Finally, most students could apply general and specific task strategies in their performance.

5.3.1.3.2 Language Development

Language development means general and task-specific strategies use. It is believed that L2 students should be trained on how to use strategies because these strategies will help them overcome their anxiety or other psychological barriers (MacIntyre and Noels, 1994). Not only should strategies themselves be introduced, but also how to apply them should be highlighted. The process of applying those strategies are planning, monitoring and evaluating both in general and specific tasks. In this study, it seems that students have more knowledge in general strategies - clear pronunciation and organisation, but not the ones applied in unit tasks. It is obvious that lower-level students could not apply taught strategies to the unit tasks because of their limited vocabulary, and strategic knowledge. Similarly, Liu and Jackson (2008) found that vocabulary is one of the big obstacles that hinder Chinese students' second language speaking skill. This was also found in Hauck (2001) study that a rich knowledge base has a positive connection with strategy use. In other words, without

appropriate knowledge in L2 speaking, learners may fail to apply strategies in their speaking. It is worth mentioning here that even though high-level proficiency students could not perform the tasks without script, they had shown that they included those strategies in.

5.3.2 The Development of Students' Oracy Skills after Implementing OBIBLE

OBIBLE has offered interactive tasks in class: presentation, semi-structured role play, and debate. The three tasks demanded the students to speak and listen at the same time. The students were expected to apply general and specific strategies in their tasks. The development of speaking and listening skills are described separately in this section. The speaking skill will be discussed based on oracy strands: physical, linguistic, cognitive, and social and emotion. The listening skill will be discussed based on social and emotion strand, MALQ, and listening comprehension.

5.3.2.1 The Development of Speaking Skill

After the implementation of OBIBLE, the students' speaking skill was improved in the oracy four strands: physical, linguistic, cognitive, and social and emotional. This section will discuss to what extent the four strands have been improved. First of all, physical strand is considered as the most noticeable area for students to improve as they frequently mentioned it in the interview and self-reflection (speaking and listening diary), as well as that this strand scored higher in the second performance of the three tasks. As Hoover and Gough (1990) explained that oracy skills are cognitive components which could help aid reading comprehension. Furthermore decoding words and skill in accessing word's meaning

effortlessly would benefit comprehension. To put these together, pronunciation, which is one of the components in physical strand, is significantly important because it is the fundamental element of listening comprehension, and if one could understand what is heard, the person could give a proper response to the interlocutor. To explain, if one could notice the sound from listening, it would enable the person to speak. Building up from the oracy skills, reading comprehension could be later mastered. Obviously, this study found that lower level students were trying to master this strand, to be able to pronounce unknown words, while higher level students wanted to have a clear pronunciation and intonation to be able to convey the message more effectively. Consequently, instead of focusing on task achievement, lower level students were struggling with unfamiliar vocabulary (Thornbury, 2005). When they sometimes failed to recognise the sound or did not know the meaning of the word, they could not manage to achieve the task target, especially the students who also did not know communicative strategies.

In terms of linguistic strand, grammar and vocabulary, students agreed that they gained new words and sentence structures from each unit, however, it seemed not enough to confidently perform the task. To support this claim, students eventually realised how much they did not know before performing the tasks, and that was why they scored their metacognitive knowledge lower than at the beginning of the course. Despite the difficulties, students were able to perform the three tasks with the aid of scripts, especially the debate task where most of them were reciting what they had written. However, the higher level students could apply specific vocabulary and sentence structures learned from the unit reasonably well. On the contrary, lower level students tended to memorise the script and struggled with new vocabulary. It is worth

noting that as some scholars emphasised that linguistic knowledge requires a long time to process (De Jong et. al, 2012), it is not appropriate here in saying that students had acquired grammar and vocabulary from the course permanently.

For cognitive strand, it seemed that all the students were more focused at the second performance of each oracy task. They could select and organise contents they wanted to say in presentation and semi-scripted role play tasks better in the second performance. In addition to that, students could support and explain their thoughts thoroughly in the debate task. A similar vein was discovered by Lieb 2007 and Iman, 2017 where the debate task is considered as a task which could promote reason giving. To this light, students are required to speak longer than usual with the use of examples, explanations, statistics, and experts' opinions in the task. Nonetheless, for low and intermediate level students, the task could be too challenging since they had to construct long and complex sentences. For that reason, lower level students needed scripts throughout the performance and could not improvise their speaking in a limited amount of time. For higher level students, difficult tasks could draw their attention away from form, and hence less accuracy and fluency (Skehan, 2001). As a result, it is important to mark here that challenging tasks, in which cognitive aspect is highly demanded, such as debate require more time to practice especially for lower level students in order to achieve the task target; otherwise, it would be an occasion when the task is poorly achieved, and students' motivation is reduced.

For social and emotional strand, they worked well with their partner in the second performance as suggested by the higher score in the social and emotional strand. Importantly, semi-scripted role play could promote social and emotional strand the most. As semi-scripted role play required students to listen and complete the form,

they inevitably had to listen to their friend attentively for the missing information. It is a form of a gap filling task where Buck (2001) found it suitable for listening practices because it combines bottom-up and top-down fluency. In contrast, such monologue tasks, like debate and presentation, can only assess the top-down fluency which students have to listen for the main idea and comprehend the messages. Once they were familiarised with the task requirements, they felt more cooperative with their interlocutor. Otherwise, they struggled with what they wanted to say. It is frequently addressed that incompetent L2 users would pay more attention to what they were going to say rather than thinking about the listeners.

In summary, it could be said that pronunciation, intonation and body language were aspects that could be improved the fastest, while the social and emotional strand needed more time. This might be because students often needed more effort in thinking of what to say, and then they did not fully pay attention to what they were listening to. This depended on task type. Semi-scripted role play, for instance, required active listening skill more than any other tasks and it received the highest mean score of the social and emotional strand across the three tasks.

5.3.2.2 The Development of Listening Skill

Listening Strategies

Listening strategies were improved after the implementing of OBIBLE. Firstly, the students' listening at the second time of performance received a higher score which shows that the students could apply listening strategies to their communication. The three different tasks required different listening strategies: back channelling, asking for repetition, and paraphrasing. Among the three, back

channelling was the easiest, where they had to say something to show that they were listening to the speaker. It is considered as the easiest in listening strategies yet perceived differently by Thai people who keep quiet while listening. Because of its simplicity, this strategy was the most used by the students. In the same vein, asking for repetition in semi-scripted role play was also found useful in the task, where students used it quite often to be able to complete the police form. This strategy seemed to be the most successful because the students were requested to write down what they heard in the police form. It is suggested that 'listen then write' or so called interactive activities could draw students' attention more with great fun and meaningful interaction (Namaziandost, Esfahani, Nasri, & Mirshekaran, 2018). In contrast, paraphrasing was least used by the students because it was the most challenging.

Strategies and Listening Comprehension

The 3-entry listening activity was assigned to assess students' listening comprehension and practiced their active listening skills by allowing them to stay focused for three times paying attention to each listening task. The results showed that there was no significant relationship between metacognitive strategies and listening comprehension. In other words, despite the three times listening, comprehension was not always improved. This may be explained through the two listening strategy theories: metacognitive strategies, and cognitive strategies. Metacognitive strategies means controlling learning through planning, monitoring and evaluating the learning activity (Ratebi, 2013), where students have to plan prior to their listening, stay focused on what they miss from the first listening and listen again

for the third time, then evaluate whether they could comprehend the story. This is also called active listening process (Goh & Burns, 2012). Another is cognitive strategies which refer to strategies to obtain knowledge and understanding of linguistic systems, for example, learners' abilities in understanding the meaning of words from contexts or linking new information with existing schema (Huy, 2015). In this study, students did not get a higher score as time went by. Instead they seemed to have a problem with unknown words, and speed of the recording (Azmi Bingol, Celik, Yidliz, and Tugrul Mart, 2014). This confirms the findings of H.Mecartty (2000) that listening comprehension relies heavily on lexical and grammar knowledge. When the two issues are applied in a listening task, students are more likely to get confused and not understand what they listened to.

In addition to issues that might affect listening comprehension, modes of listening were experimented with to see whether face-to-face or online were more influencing students' performance. From the interview, more students said that they could focus more when listening at home, because they could control the atmosphere where there was no interruption. It did not necessarily mean that listening comprehension would be improved by how much they tried to focus on the task. It depended more on trying not to translate word by word or keywords. In the next section, listening and translation will be discussed.

Listening and Translation

From the Metacognition on Active Listening Questionnaire (MALQ), the results reveal that students used more translation in their listening comprehension, either word by word or key words. This could be because of the limitation of their vocabulary and unfamiliar context. However, it is interesting to see that they are less

nervous compared to the results of the mean score at the beginning of the course. This may be explained by the idea that students were familiar with listening activities but not yet enough to fully comprehend the meanings. It is predicted that with a longer period of time and practice, students will be able to improve their listening comprehension skill.

5.4 Perceptions Towards Blended-Learning Environment and Its Effectiveness

The results from the questionnaire and focus group interview consists of positive results of the students that have participated in the Oracy Building Instruction via Blended-learning Environment (OBIBLE) programme. Overall, it seems that students had a positive attitude towards the blended-learning method. Both quantitative and qualitative data show that it could help improve students' oracy skills and learning process. There are four areas of blended-learning perceptions which will be discussed in this section: background of blended learning, course engagement, learning outcome, and convenience. After the four perceptions have been discussed, the recommendation of using the blended-learning environment will be displayed.

Firstly, background in blended-learning, it was found that students liked using the computer in helping them learn and wanted to study this course at the beginning. However, the study found evidence of students with no experience in the blended-learning method or Google Classroom as an online platform before taking this course. Fortunately, the students found the application easy to use despite having no experience (Beaumont, 2018). As suggested by Tawil (2018) that online platform has a great influence on learning and teachers should be able to apply them simply enough to help learners learn effortlessly.

Considering the use of engagement, students mentioned that they often participated in both face-to-face and online sessions. Students from all levels mentioned that they tried to finish all the assigned tasks. However, some evidence suggested that students did the online work late because of technical problem or they forgot. A similar result has been found in other studies claiming that without a teacher, students might lose their attention or ignore the tasks easily (Moore & Kearsely, 2011). For this reason, as it is suggested in a Kintu, Zhu, and Kagambe (2017) study that teachers should have concern about the connectedness issue by providing balance interaction between teachers, students, and peers when using this delivery method. Similar to the findings in this study it was also found that students wanted more interactive activities in online mode such as real-time chatting or video call, where they could see their friends or the teacher.

For the use of outcome, it is suggested that students from mid and high levels benefitted from this teaching approach. They found that the online platform could enable them to prepare for the communicative tasks in the use of content to talk about as well as improve their oracy skills in terms of pronunciation and listening comprehension, in which they challenged themselves in the 3-entry listening activity. On the other hand, lower level students found the online platform helped them learn new vocabulary and improve listening skill, but not speaking skill. It is argued in Young (2008) that blended-learning could help improve university students' speaking skill, however, in this study, it might be questionable whether it is suitable for all levels. It is suggested here that lower level students might need more support while learning online to achieve the learning objectives. The probe question used in the interview entails that lower level students used Google Translate during their online

learning to help them complete the task. Therefore, to aid students' performance, more preparation activities such as vocabulary or expressions should be provided. In so doing, this might motivate them to engage more and be willing to reach for the task target as suggested in Banditvilai (2016) in which students with positive attitude towards the approach are most likely to put their effort into blended learning.

Lastly, convenience was the area investigated by whether students found blended-learning as a suitable approach. They agreed that the online platform was convenient in terms of retrieving data, submitting their work, and repeating learning activities like listening comprehension. As mentioned, students used the online platform as an available resource of information for their task preparation or practicing their oracy skills, especially for mid and high proficiency students. However, many students reported that they preferred the face-to-face mode when it comes to questions. They liked that they could ask questions immediately in class.

5.5 Pedagogical Implications

According to the results of the study, the Oracy Building Instruction via Blended-Learning Environment (OBIBLE) is portrayed and characterised as an approach that can improve and increase metacognitive awareness and oracy skills among the students from Thai public school. Thereby, integration of this course is highly recommended. The following suggestions are derived from research findings for instructors who wish to adopt OBIBLE in their Communicative English course.

5.5.1 Implications and Recommendations for Instructors

As indicated by the research questionnaire, interview, speaking and listening diary, and pre- and post-test, OBIBLE is recommended to instructors who are conducting or going to have their communicative English courses.

5.5.1.1 Implications and Recommendations for the Integration of Oracy Building Instruction

As aforementioned, Oracy Building Instruction seems possible to improve students speaking and listening skills. The seven stages of teaching suggested by Goh and Burns (2012) were adaptable to a particular class condition. In this study, this cycle was modified in two modes of delivery: face-to-face and online. Therefore, practice time constraint was diminished. In addition to the delivery modes, recommendation for each stage teaching will be elaborated in this section.

First stage (introducing and establishing unit objectives), this stage is advised to be done in class so that students would have clear understanding because they can express any concerns in the presence of the teacher. Moreover, objectives, expectations of unit task, and score criteria should be clearly stated. Ultimately, students will be able to write their action plans or analyse their gap after realising the goals. Noting that planning worksheet could be spoiled if students simply recite or copy the instructor's words. Action plan, therefore, is necessary to confirm whether the students know what they are going to do. Furthermore, score criteria should be thoroughly explained, so the students will understand what they are expected to do. However, the criteria should be written in simple words so that will not be confusing. Applying interesting way to explain the rubric might be an effective way to draw

students' attention such as placing 1-3 stars stickers depending on their level of confidence, on each assessment criterion while explaining would not only help them understand, but also raise their awareness in their goal setting.

Second stage (providing input), this stage is highly suggested to be done in two platforms: face-to-face and online. In terms of in-class activities, interactive ones will fully provide students opportunities to practice the skills. As found in the study, classroom was the important occasion when students had to be active. On the contrary, grammar and vocabulary exercises should be supplied online. This is because each student learns with different pace, and they have different strengths and weaknesses. Most importantly, despite challenging linguistic knowledge required by the task, speaking and listening strategies are necessary. Students will likely need those in their performance. The problem, particularly in this research, was students could not learn such strategies by product, they need them to be taught explicitly. Therefore, strategies have to be highlighted and practised appropriately.

Third stage is the performance. This stage could cause high tension to the students, especially to unprepared one. In a big-class size, teacher has to be a facilitator, walking and helping when is needed. Lower-level students might have problems in comprehending the task instruction, therefore, teachers have to be certain that they understand what is required, otherwise, the task will be badly spoiled and unsuccessful. After this stage, the instructor should have some time to give feedback.

Stage four: revising the task. As students had finished their first performance, the teacher should gather some major mistakes to correct in front of the class. There are four oracy strands to remember: physical, linguistic, cognitive, and social and emotion. Each strand should be equally mentioned. In Thai teachers classroom, many

might pay more attention to linguistic strand, which grammar and vocabulary play an important role, however, in EIL context, fluency is significant.

Stage five: redoing the task is highly recommended to assign as a homework because students should have some time to revise and reflect their first work. Also teacher may have to give feedback for individuals which the more detail, the better will become. Students might have to send some script or planning worksheet to the instructor again if needed. Worth to note that there were many occasions where students did not improve their work, so the teacher should not ignore that. There should be some positive encouragement such as compliment for good work or polite yet effective feedback for them to redo again for the third or fourth time.

Stage six: guiding feedback and comparing L1 to L2, students should be guided to give score to themselves or learn from their peers' masterpiece. They could reflect their thoughts verbally with their friends as it is easier than written form. This could be done in class so that teacher could also highlight differences of L1 and L2 used in the unit task. In so doing, the students will have an awareness of language differences and they will be able to recognise by themselves in the future.

Stage seven, giving feedback about themselves, this activity requires the students to write what they learned in the unit and told the experience to the teacher. The students should be given a self-reflection form to write in each topic: oracy strands, strategies, successes and what to improve. In so doing, students complete the last stage of metacognitive process where they have to evaluate their strategies use. As a teacher, it is important to read and comment on students' reflection. This is because lower level students or young learners could not deeply reflect themselves

without the help from the teacher. Teacher's comment can also prevent unserious reflection from students who may not want to think internally.

Lastly, teachers should be bilingual as they have to be a role model in using the target language and also explain in L1 where deep understanding is needed such as metacognitive activity.

5.5.1.2 Implications and Recommendations for Blended-Learning Environment

As suggested from the research that despite the time constraint, blended-learning approach could enable a language course to cover learning and practice. In other words, it offers platforms to learn and practice dynamically with flexibility. This approach has been proved to help intermediate-level students or above from many studies. However, there are some doubts on lower-level ones. Similar findings were also found in this study. Lower-level students needed more support, so they required the presence of the teacher. To aid this gap, online activity should be simple to understand so that students would feel more comfortable to participate. Importantly, self-learning could fail if learners do not have enough motivation, therefore, it is suggested that online activities are captivating and interactive. Games, quizzes, online chat, and telephone interview were mentioned as favourable activities from the participants. It seems that even passive skills e.g. listening, active participation is needed. Therefore, it is the instructor's responsibility to establish tasks that might excite the learners.

5.6 Limitations of the Study

This study has been designed to optimise internal and external validity. However, there were some limitations that should be considered when interpreting the findings of this study.

Sample size—The sample size is small because the research is conducted in a classroom setting with 29 students. Consequently, generalisation of the findings should be made with caution.

Research design—This study employed the pre-test/ post-test quasi experimental design and students were required to register for the course as it was a mandatory subject. It was impossible to randomly select the sample from the population.

5.7 Recommendations for Future Study

Further studies could be done on the area with the three recommendation below:

Firstly, specific interactive task types that may improve metacognitive awareness and oracy skills should be investigated. From this study, only three types of tasks: presentation, semi-scripted role play, and debate were done. Due to time limitation, each task was not carried for long enough to see its effectiveness. Such task types that could promote oracy skills and metacognition will be greatly beneficial for future English communicative course.

Secondly, metacognitive awareness should be conducted as a longitudinal study. A short period study might not be able to claim that the metacognitive awareness improvement would be sustainable or consistent. Moreover, to elicit

metacognitive awareness in young learners is perceived as challenging since young age has limited words to express. Therefore, well-grounded questions and simple processes are paramount of importance.

Thirdly, as a result shows that blended learning support intermediate to high level students. They could follow the activities both face-to-face and online with no difficulties, however, for lower level, they needed more help and guidance from the teacher. Therefore, in further studies, there should be an exploration of ways in which teacher or technology could provide such students to feel more engaged to the activities.



REFERENCES

- Adair-Hauck, B., Willingham-McLain, L., & Youngs, B. E. (2000). Evaluating the integration of technology and second language learning. *CALICO Journal*, 17, 269-306.
- Adey & Shayer. (2015). 130, 137-138. In Millard, W. and Menzies, L. 'Oracy: The state of speaking in our schools.' Accessed from <https://cdn.lkmco.org/wp-content/uploads/2016/11/Oracy-Report.pdf>
- Adler, R. B., & Rodman, G. (2006). *Understanding human communication* (Eight Ed.). Oxford: Oxford University Press.
- Alabsi, T. A. (2016) The effectiveness of role play strategy in teaching vocabulary. *Theory and Practice in Language Studies*, 6(2), 227-234.
- Alasmari, Ali & Ahmed, S. S. (2013). Using Debate in EFL Classes. *ELT Journal*. 6, 147-152. doi: <http://dx.doi.org/10.5539/elt.v6n1p147>.
- Alexander, R. J. (2012). Improving Oracy and Classroom Talk in English Schools: Achievements and challenges. *Extended and referenced version of a presentation given at the DfE seminar on Oracy, the National Curriculum and Educational Standards*, 20 February 2012.
- Alexander, R. J. (ed) (2011). Children, their World, their Education: final report and recommendations of the Cambridge Primary Review, Abingdon, Routledge, pp 305-7.
- Al-Alwan, A., Asassfeh, S., & Al-Shboul, Y. (2013). EFL learners' listening comprehension and awareness of Metacognitive Strategies: How are they related. *International Education Studies*, 6(9), 31-39. doi: <http://dx.doi.org>

/10.5539/ies.v6n9p31.

- Al-Sohbani, Y. A. (2013). An exploration of English language teaching pedagogy in secondary Yemeni Education: A case study. *International Journal of English Language & Translation Studies*, 1(3), 41-57.
- Atagi, R. (2011). Secondary Teacher Policy Research: Secondary Teachers in Thailand.
- Ayhan, U., & Turkyilmaz, M. (2015). Key of language assessment: Rubrics and rubric design. *International Journal of Language and Linguistics*, 2(2), 82-92.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Baker, W. (2008). A critical examination of ELT in Thailand: The role of cultural awareness. *RELC Journal*, 39(1), 131-146.
- Baddeley, G., Des-Fiuntain, J., Horner, D., Kemeny, H., Norman, K., Robinson, R., Thomas, C., & Wainhouse, V. (1993). *Teaching talking and learning in key stage four*. York, England: National Curriculum Council.
- Banardos, E. (2006). A blended-learning pedagogical model for teaching and learning EFL successfully through an online interactive multimedia environment. *CALICO Journal*, 23, 533-550. Retrieved from: <https://www.calico.org/memberBrowse.php?action=article&id=105>
- Banditvilai, C. (2016). Enhancing students' language skills through blended learning. *The Electronic Journal of e-Learning*, 14(3), 220-229 available online at www.ejel.org.
- Bano, F. (2017). Towards understanding listening comprehension in EFL Classroom: The case of the Saudi learners. *English Language Teaching*, 10(6), 21.

doi:10.5539/elt.v10n6p21.

- Barnes, D. (1988). The politics of oracy. In M. Maclure, T. Phillips, & A. Wilkinson (Eds.), *Oracy matters: The development of talking and listening in education* (pp. 43-54). Milton Keynes, England: Open University Press.
- Barr, D., Leakey, J., & Ranchoux, A. (2005). Told like it is! An evaluation of an integrated oral development project. *Language Learning & Technology*, 9(3), 55-78. Retrieved from <http://llt.msu.edu/vol9num3/barr/default.html>.
- Brooks, G., & Wilson, J. (2014). Using oral presentations to improve students' English language skills. *Kwansei Gakuin University Humanities Review*, 19 (1), 199-212.
- Brown, G., & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H. D. (1994). *Principle of language learning and teaching*. Englewood Cliffs, NJ: Pentice Hall.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). NY: Pearson Education.
- Brown, J. D. (2012). EIL Curriculum Development. In L. Alsagoff, G.W. Hu, S.L. McKay, & W.A. Renandya (Eds.). *Principles and practices for teaching English as an international language* (pp. 147-167). New York, NY: Routledge.
- Buck, G. (2001). *Assessing listening*. Cambridge: Cambridge University Press.
- Cabezas, E. D. (2015). The relationship between listening proficiency and speaking improvement in higher education: Considerations in assessing speaking and listening. *Higher Learning Research Communications*, 5(2), 34-56.

<http://dx.doi.org/10.18870/hlrc.v5i2.236>

- Çetinkaya, Y. (2005). *Turkish college students' willingness to communicate in English as a foreign language*. (Published Doctoral Dissertation). Graduate School of The Ohio State University, Ohio. Retrieved from https://etd.ohiolink.edu/!etd.send_file?accession=osu1133287531&disposition=inline.
- Chang, C. W. (2013). Metacognitive awareness in English listening: A study of Taiwanese non-English majors. *國立虎尾科技大學學報 [National Year of the Tiger University of Science and Technology]*, 31, 75–90.
- Chaney, A. L. (1998). Teaching oral communication. In: *Grandes K-8*. Boston: Allyn and Bacon, 1998.
- Chenoweth, A. N., & Murday, K. (2003). Measuring student learning in an online French course. *CALICO Journal*, 20, 285-314.
- Chiu, A. S. (2004) The festival presentation: Making classroom presentations interactive and fun. *The Language Teacher*, 28, 8.
- Chone, L. S., Marimuthu, R. A/L., Heng, L. T., & Terng, H. F. (2017). 'Employing Oracy Assessment Toolkit (OAT) As Self-Assessment Of Students' Speaking Skill Progress Through Role Play (RP)'. *International Academic Research Journal of Social Science*, 3(1), 42-47.
- Chuanchaisit, S. (2009). *The effects of English language ability and types of communication strategies on oral communication ability of Thai University students*. PhD. Dissertation: Chulalongkorn University.
- Cohen, A.D. (1998). *Strategies in learning and using a second language*. Essex, U.K.: Longman.

- Corson, D. (2001). *Language diversity and education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the cross fire*. Clevedon, UK: Multilingual Matters.
- Day, R. R. (2003). Teaching critical thinking and discussion. *The Language Teacher*, 27(7), Retrieved January 12, 2018 from <http://www.jaltpublications.org/tlt/articles/2003/07/day>
- Davidson, J., & Jacobs, C. (2008). The implications of qualitative research software for doctoral work: Considering the individual and institutional context. *Qualitative Research Journal*, 8(2), 72–80.
- Drew, C. J., Hardman, M. L., & Hosp, J. L. (2008). *Designing and conducting research in education*. Los Angeles, CA: SAGE Publications.
- Eastman, J. (1991). Learning to listen and comprehend: The beginning stages. *System*, 19(3), 179-187. doi:10.1016/0346-251x(91)90042-n
- Edmonds, W. A., & Kennedy, T. D. (2013). *An applied reference guide to research designs: Quantitative, Qualitative, and Mixed Methods*. London: Sage.
- Efklides, A. (2009). The role of metacognitive experiences in the learning process. *Psicothema*, 21(1): 76-82.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Fisher, R. (2005). *Teaching children to learn*. Cheltenham: Stanley Thornes.
- Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L.B. Resnick (Ed.), *The nature of intelligence* (pp. 231–235). Hillsdale, NJ: Lawrence Erlbaum.

- Foley, J. (2005). English in Thailand. *RELC Journal*, 36(2), 223-34.
- Fraenkel, R. J., & Wallen, E. N. (2000). *How to design and evaluate research in education* (4th ed.). San Francisco: McGraw-Hill.
- Fulcher, G. (2003). *Testing second language speaking*. London: Longman.
- Ghanbari, B., & Ketabi, S. (2011). Practicing a change in an Iranian EFL curriculum: From ivory tower to reality. *Iranian EFL Journal*, 7(6), 9-13.
- Ghapanchi, Z., & Taheryan, A. (2012). Roles of linguistic knowledge, metacognitive knowledge and metacognitive strategy use in speaking and listening proficiency of Iranian EFL Learners. *World Journal of Education*, 2(4). doi: 10.5430/wje.v2n4p64
- Gilakjani, A., & Ahmadi, M. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988. <http://dx.doi.org/10.4304/jltr.2.5.977-988>
- Goh, C. C. (2014). Reconceptualising second language oracy instruction: Metacognitive engagement and direct teaching in listening. *The Asian Journal of English Language and Pedagogy*, 2(1), 1-31.
- Goh, C. C. & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Goh, C. C., & Hu, G. (2013). Exploring the relationship between metacognitive awareness and listening performance with questionnaire data. *Language Awareness*, 23(3), 255-274.
- Gregersen, T. (2007b). Language learning beyond words: Incorporating body language

- into classroom activities. *Reflections on English Language Teaching*, 6(1), 1–15.
- Grgurovic, M. (2011). Blended learning in an EFL class: A case study. *CALICO Journal*, 29(1), 100-117.
- Halliday, W. G., Yore, L. D., & Alvermann, D. E. (1994). The reading-science learning writing connection: Breakthroughs, barriers, and promises. *Journal of Research in Science Teaching*, 31(9), 877-893. <http://dx.doi.org/10.1002/tea.3660310905>.
- Haukas, A., Bjorke, C., and Dypedahl, M. (2018). *Metacognition in language learning and teaching: An overview*. New York: Routledge.
- Hiep, P. 2007. Communicative language teaching: Unity within diversity. *ELT Journal*, 61(3), 193-200.
- Hill, J. & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hockly, N & Clandfield, L. (2010). *Teaching online*. Delta publishing.
- Iman, J. N. (2017). Debate Instruction in EFL classroom: Impacts on the critical thinking and speaking skill. *International Journal of Instruction*, 10(4), 87-108. doi: <https://doi.org/10.12973/iji.2017.1046a>
- Jaiyai, S., Torwong, P., Usaha, S., Danvirattana, A., & Luangthongkam, S., Piyadamrongchai, R. (2005). *The existing situations and problems relating to foreign language teaching and learning in the Northeastern part of Thailand (Educational Region 5)*. The Thailand Research Fund.
- Jordan, R. R. (1997). *English for academic purposes*. Cambridge, England: Cambridge

University Press.

- Kern, N. (2013). 'Technology-integrated English for specific purposes lessons: real-life language, tasks, and tools for professionals' in Gary Motteram. *Innovations in learning technologies for English language teaching*. British Council.
- Khamkhien, A. (2010). Teaching English speaking and English speaking tests in the Thai context: A reflection from Thai perspective. *English Language Teaching Journal*, 3(1), 184-200.
- Kim, H. S. (2015). Using authentic videos to Improve EFL students' listening comprehension. *International Journal of Contents*, 11(4).
- Kintu, M. J., Zhu, C., & Kagambe, E. (2017). *Learner satisfaction and knowledge construction in blended learning*. INTED2017 Proceedings. doi: 10.21125/inted.2017.1269
- Koosha, M., & Yakhabi, M. (2012). Problems associated with the use of communicative language teaching in EFL contexts and possible solutions. *International Journal of Foreign Language Teaching and Research*, 1(2), 63-76.
- Kung, F. W. (2012). Better and newer L2 speaking competence through news broadcasts for Taiwanese EFL learners. *International Journal of Foreign Languages*, 12, 45-62.
- Lee, I. (2011). Feedback revolution: What gets in the way?, 65(1), 1-12.
- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34-41. doi: 10.18869/acadpub.ijree.2.1.34
- Leow, R. P. (2000). *A Study Of The Role Of Awareness In Foreign Language Behavior*.

- Studies in Second Language Acquisition*, 22(4), 557–584. doi: 10.1017/s0272263100004046
- Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly*, 39(3), 369-377.
- Lieb, M. (2007). *Teaching debate skills to intermediate and lower level EFL students*. Retrieved January 12, 2018 from www.tht-japan.org/proceedings/2007/m_lieb73-84.pdf.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned: Oxford handbook for language teachers* (3rd ed.). Oxford: Oxford University Press.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *Modern Language Journal*, 92, 71-86.
- Lofty, J. S. (1996). More than lipservice: Oracy's coming of age in Britain's national curriculum. *English Education*, 28(1), 4-38. National Council of Teachers of English.
- Long, M., & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly Journal*, 26, 27-107.
- Louw, S., Watson Todd, R., & Jimarkon, P. (2011) *Active listening in qualitative research interviews*. Selected Proceedings of the International Conference: Doing Research in Applied Linguistics (pp. 52-61). 21-22 April 2011, Bangkok.
- Lubetsky, M., LeBeau, C., & Harrington, D. (2000). *Discover debate: Basic skills for supporting and refuting opinions*. Medford, Oregon: Language Solutions Incorporated.

- Macdonough, K., & Chaikitmongkol, W. (2007). Teachers' and learners' reactions to a task-based EFL course in Thailand. *TESOL Quarterly Journal*, 41(1) 107-132.
- MacIntyre, P. D., & Noels, K. A. (1994). The good language learner: A retrospective review. *System*, 22, 269-280.
- Marlina, R. (2014). The pedagogy of English as an international language (EIL): More reflections and dialogues. *The Pedagogy of English as an International Language English Language Education*, 1-19. doi:10.1007/978-3-319-06127-6_1.
- Marzano, R. J., Brandt, R. S., Hughes, C. S., Jones, B. F., Presseisen, B. Z., Rankine, S. C., & Suhor, C. (1988). *Dimensions of thinking: A framework for curriculum and instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Matsuda, A. (2003). Incorporating World Englishes in teaching English as an international language. *TESOL Quarterly*, 37, 719-729.
- McKay, S., & Brown, J. D. (2016). *Teaching and assessing in EIL in local contexts around the world*. New York, NY: Routledge.
- Melching, W.H., & Whitmore, P.G. (1975). Skills of primary level students. Final report. Retrieved from <http://files.eric.ed.gov/fulltext/ED119274.pdf>.
- Mendelsohn, D. J. (1994). *Learning to listen: A strategy-based approach for the second language learner*. San Diego: Dominic Press.
- Mercer, N., Warwick, P. & Ahmed, A. (2014). *Developing a Toolkit to assess spoken language skills in the classroom: Final report of a project carried out in partnership with School 21 and funded by the Educational Endowment*

Foundation. University of Cambridge.

Millard, W & Menzies, L. (2016). *Oracy: The state of speaking in our schools* [Report].

Retrieved from [https://cdn.lkmco.org/wp-content/uploads/2016/11/](https://cdn.lkmco.org/wp-content/uploads/2016/11/Oracy-Report-Final.pdf)

Oracy-Report-Final.pdf.

Monfared, A., & Safarzadeh, M. M. (2014). Pronunciation issues and varieties of English from an EIL perspective: A survey of outer and expanding circle learners' beliefs. *International Journal of Applied Linguistics and English Literature*, 3(6), 212-223.

Moore, M. G., & Kearsley, G. (2011). *Distance education: A systems view of online learning* (3rd ed.). Wadsworth: Cengage Learning, (Chapter 2).

Munro, M. J., & Derwing, T. M. (1995b). Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. *Language and Speech*, 38(3), 289-310.

Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal*, 90(2), 151-168.

Namaziandost, E., Rahimi Esfahani, F., Nasri, M., & Mirshekaran, R. (2018). The effect of gallery walk technique on pre-intermediate EFL learners' speaking skill. *Language Teaching Research Quarterly*, 8, 1-15.

Nelson, M. M., & Schunn, C. D. (2009). The nature of feedback: How different types of peer feedback affect writing performance. *Instructional Science*, 37, 375-401. doi:10.1007/s11251-008-9053-x.

Nguyen, H. T., & Tran, N. M. (2015). Factors affecting students' speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8-

17.

Nguyen, N., McFadden, A., Tangen, D., & Beutel, D. (2013). *Video-stimulated recall interviews in qualitative research*. Paper presented at Joint AARE Conference, Adelaide 2013.

Nombre, A. Y., Segura Alonso, R., & de Junio, C. (2012). *The importance of teaching listening and speaking skills*.

Noom-ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*, 6(11), 1339-147. Published by Canadian Center of Science and Education.

Nunan, D. (1989). *Syllabus design*. Oxford: Oxford University Press.

Nunan, D. (1998). *Approaches to teaching listening in language classroom*. In proceedings of the 1997 Korea TESOL Conference. Taejon, Korea: KOTESOL.

Oradee, T. (2012). Developing speaking skills using three communicative activities (Discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity*, 2(6), 533-535.

O'Malley, J. M., Chamot, A. U., & Küpper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10, 418-437. <http://dx.doi.org/10.1093/applin/10.4.418>.

Pearson, J., Nelson, P., Titsworth, S., & Harter, L. (2006). *Human communication* (2nd ed.). Boston, MA: McGraw Hill.

Phaiboonnugulkij, M. & Prapphal, K. (2013). Online speaking strategy assessment for improving speaking ability in the area of language for specific purposes: The case of tourism. *English Language Teaching*, 6(9), 19-29.

- Pham, H. P. Q. (2017). Group Dynamics: Building a Sense of Belonging in the EFL Classroom. In *English Teaching Forum* (Vol. 55, No. 1, pp. 14-21). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Prabhu, N. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Poon, J. (2013). Blended learning: An institutional approach for enhancing students' learning experiences. *Journal of Online Learning and Teaching*, 9(2). [Online], Available, http://jolt.merlot.org/vol9no2/poon_0613.htm.
- Rosa, E., O'Neill, M. D. (1999). Explicitness, intake, and the issue of awareness. *Studies in Second Language Acquisition*, 21, 511–556.
- Ross, E. (2007, July 8). *Are oral classroom presentations necessary? Insights into TEFL*. Retrieved from <http://insights-into-tefl.blogspot.com/2007/07>.
- Rost, M. (2011). *Teaching and researching listening* (2nd ed.). London, UK: Longman.
- Ruangpaisan, S. (2009). *The effects of computer-mediated listening-speaking test tasks on the oral abilities of first-year Buriram Rajabhat University students*. PhD. dissertation: Chulalongkorn University.
- Rubin J. (2001). Language learner self-management. *Journal of Asian Pacific Communication*, 11(1), 2537– 37.
- Sasaki, M. (1998). Investigating EFL students production of speech acts: A comparison of production questionnaires and role plays. *Journal of Pragmatics*, 30(4), 457-484. doi:10.1016/s0378-2166(98)00013-7.
- Sasayama, S. (2016). Is a 'complex' task really complex? validating the assumption of

- cognitive task complexity. *The Modern Language Journal*, 100(1), 231-254.
- Sharifian, F. (2014). Teaching English as an international language in multicultural contexts: focus on Australia. In Marlina, R. & Giri R.A. (Eds), *The Pedagogy of English as an international language: Perspectives from scholars, teachers, and students* (pp.35-46). Springer International Publishing.
- Sharma, P. (2010). Blended learning. *ELT Journal*, 64(4), 456-458.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Sokol, A., Lasevich, E., Jonina, R., & Dobrovolska-Stoian, M. (2013). A thinking-based blended learning course in an upper-secondary school in Latvia. In B. Tomlinson & C. Whittaker (Eds.), *Blended learning in English language teaching: Course design and implementation*: British Council.
- Stryker, S., & Leaver, B. (Eds). (1997). *Content-based instruction in foreign language education: Models and methods*. Washington, D.C.: Georgetown University Press.
- Syakur. (1987). *Language testing and evaluation*. Surakarta: Sebelas Maret University Press.
- Sybing, R. (2016). Structure for fostering discussion skills in the EFL classroom. *アカデミア. 文学・語学編*: *Journal of the Nanzan Academic Society*, (99), 221-229.
- Swain, M, Huang, L., Barkaoui, K., Brooks, L., & Lapkin, S. (2009). Educational Testing Service (ETS). The speaking section of the TOEFL iBT (SSTiBT): Test-takers'

- reported strategic behaviors (TOEFL iBT Research Report No.10). Retrieved from <http://www.ets.org/Media/Research/pdf/RR-09-30.pdf>.
- Tawil, H. (2018). The blended learning approach and its application in language teaching. *International Journal of Language and Linguistics*, 5(4), 47-58, doi:10.30845/ijll.v5n4p6
- Taylor, L. (2006). The changing landscape of English: implications for language assessment. *ELT Journal*, 60(1), 51-60. doi:10.1093/elt/cci081.
- Thomas, N. (2019). Teaching L2 speaking: Recommending a holistic approach. *REFlections*, 26(1), 119-130.
- Thornbury, S. (2005). *How to teach speaking*. Harmer, J. (Ed). London: Longman.
- Thornbury, S. (2007). *How to teach speaking*. Harlow: Pearson Education Limited.
- Topping, K. (2009). Peer assessment. *Theory into Practice*, 48, 20–27.
- Vaish, V. (2013). Questioning and oracy in a reading program. *Language and Education*, 27(6), 526-541. Routledge.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. New York, NY: Routledge.
- Vandergrift, L., Goh, C. C., Mareschal, C. J., & Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire: Development and validation. *Language Learning*, 56(3), 431-462. doi:10.1111/j.1467-9922.2006.00373.x
- Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, 24. doi:10.1017/s0267190504000017.
- Wenden A. L. (1991). *Learner strategies for learner autonomy*. London: Prentice-Hall International.

- Wattthajarukiat, T., Chatupote, M., & Sukseemuang. (2012). An investigation of English listening strategies used by Thai undergraduate students in public universities in the South. *Journal Liberal*, 4(2), 1-17.
- Weger, H., Bell, G. C., Minei, E. M., & Robinson, M. C. (2014). The relative effectiveness of active listening in initial interactions. *International Journal of Listening*, 28(1), 13-31. doi:10.1080/10904018.2013.813234.
- Wilkinson, A. (1965). The concept of oracy. *English in Education*, 2(A2), 3-5. doi: 10.1111/j.1754-8845.1965.tb01326.x
- Wilson, J. & Brooks, G. (2014). Teaching presentation: Improving oral output with more structure. *Proceedings of Classic*, 512-522.
- Wiriyachitra, A. (2003). Thai teachers' role in teaching: Motivating students and guiding their learning. *Thai TESOL Focus*, 16(2), 25-27.
- Wongsothorn, A., Hiranburana., K., & Chinnawongs., S. (2003). English language teaching in Thailand today. In H. W. Kam & R. L. Wong (Eds.), *English language teaching in East Asia today: Changes policies and practices* (pp. 441-453). Singapore: Eastern Universities Press.
- Wongwanich, S. & Wiratchai, N. (2003). *Guidelines for thesis consultant*. Research and Educational Psychology Department. Faculty of Education. Chulalongkorn University.
- Young, D. J. (2008). An empirical investigation of the affects of blended learning on student outcome in a redesigned intensive Spanish course. *CALICO Journal*, 26(1), 160-181.
- Zaremba, A. J. (2006). *Speaking professionally*. Canada: Thompson South-Western.

The emblem of Chulalongkorn University, featuring a central tiered structure topped with a crown, surrounded by a sunburst of rays, all resting on a decorative base.

Appendices

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A: A learner's self-observation sheet on speaking development

Thinking about your experiences in learning to speak a second language

It is important that you spend some time thinking about your own learning processes. It will help you to have better control over how you learn to speak in another language. You will also gradually become less dependent on your teacher. To help you get started, here are some simple questions. Write short responses to each one.

1. When and how did you learn to speak English?
2. What is your main reason for learning to speak English?
3. What did you like most about learning to speak English? Was there anything you did not like?
4. Do you feel nervous or anxious when you speak English?
5. What kind of learning activities do you like for your speaking lessons?
6. What would you like your teachers to do to help you speak English better?
7. What do you think you can do by yourself to improve your speaking ability?
8. If you are usually quiet in class, what can you do to participate more actively?
9. How would you describe your speaking ability right now?
10. Can you list three things about your speaking that you would like to improve?

Appendix B: Thinking about the overall structure of a spoken text of genre

Thinking about the overall structure of a spoken text genre

In the speaking task that you will be doing, you have to speak for about two minutes to your group members on one of the topics listed below. What would you say for each topic, and how would you organise your information differently for each one? Write out your points or ideas for each one clearly.

1. Explain the process of applying for a passport in your country.
2. Compare a place you like with another that you dislike.
3. Narrate your favourite childhood story.

Appendix C: A pre-task planning guide for a giving talk

Explaining a procedure or process: planning and rehearsing

Part 1: Guideline to help you prepare for the task

1. Identify a topic you are interested in or know quite a lot about (e.g., how to make your favourite fruit salad).
2. Write the main points you want to cover in the space provided below:
 - a. _____
 - b. _____
 - c. _____
3. Write down a phrases to an expression you would use to show that you will be moving from Point A to Point B, and then on to Point C.
 - a. _____
 - b. _____
 - c. _____

Part 2: Rehearsal (optional)

Practise giving the explanation. Use the points you have made, and link your ideas by using the signposting words you have just identified. Don't write down everything you want to say, so that you can practise bringing in different points!

Appendix D: A pre-task planning guide for participating in a discussion

Planning for discussion: content and participation

In this lesson, you will be discussing *The best city in the world to live in*. The following guiding questions are meant to help you plan what you can say during the discussion. Write down your answer after each question.

1. Which country will you choose? Jot down three reasons for your choice.

2. When you are giving your reasons, what phrases or expressions will be useful to help you present your views?

3. What would you say to members in your group if they...?
 - a. Disagree with you
 - b. Support your views
 - c. Do not explain themselves clearly
 - d. Make a good point

Appendix E: Oracy assessment template

Circle the score ranging from 1 to 5 (1 = the least, 5 = the most)

<p>1. Physical</p> <p>1a) Voice 1 2 3 4 5</p> <ul style="list-style-type: none"> - Fluency & Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection <p>2a) Body language 1 2 3 4 5</p> <ul style="list-style-type: none"> - Gesture & posture - Facial expression & eye contact 	<p>2. Linguistic</p> <p>2a) Vocabulary 1 2 3 4 5</p> <ul style="list-style-type: none"> - Appropriate vocabulary choice <p>2b) Language 1 2 3 4 5</p> <ul style="list-style-type: none"> - Register - Grammar <p>2c) Rhetorical techniques</p> <p style="text-align: center;">1 2 3 4 5</p> <ul style="list-style-type: none"> - Rhetorical techniques such as metaphor, humour, irony & mimicry
<p>3. Cognitive</p> <p>3a) Content 1 2 3 4 5</p> <p>Choice of content to convey meaning & intention</p> <ul style="list-style-type: none"> - Building on the views of others <p>3b) Structure 1 2 3 4 5</p> <ul style="list-style-type: none"> - Structure & organisation of talk <p>3c) Clarifying & summarising</p> <p style="text-align: center;">1 2 3 4 5</p> <ul style="list-style-type: none"> - Seeking information & clarification through questions/ing - Summarising <p>3d) Reasoning 1 2 3 4 5</p> <ul style="list-style-type: none"> - Giving reasons to support views - Critically examining ideas & views expressed 	<p>4. Social & Emotional</p> <p>4a) Working with others</p> <p style="text-align: center;">1 2 3 4 5</p> <ul style="list-style-type: none"> - Guiding or managing interactions - Turn-taking <p>4b) Listening & responding</p> <p style="text-align: center;">1 2 3 4 5</p> <ul style="list-style-type: none"> - Listening actively & responding appropriately <p>4c) Confidence in speaking</p> <p style="text-align: center;">1 2 3 4 5</p> <ul style="list-style-type: none"> - Self assurance - Liveliness and flair <p>4d) Audience awareness</p> <p style="text-align: center;">1 2 3 4 5</p> <ul style="list-style-type: none"> - Taking account of level of understanding of the audience

Appendix F: Oracy multi-trait analysis rubric score

Criteria	1	2	3	4	5
Physical	The speaker speaks with hesitant pauses and dead air often occurs. The voice was unclear and most words are mispronounced. No sentence tonal variations. The speaker does not use gesture to enhance the meaning of their talk and looks rather nervous with no eye contacts.	The speaker speaks with hesitant pauses. The voice was unclear and many words are found as mispronounced. Monotone is found. The speaker seldom uses gesture to enhance the meaning of their talk. Eye contacts have been seldom made.	The speaker speaks quite smoothly with unstable speed. Many words are pronounced correctly but with some errors. Monotone is often found. The speaker can use gesture to enhance the meaning of their talk but some hesitation is found. Eye contacts have been sometimes made.	The speaker speaks smoothly with a suitable speed and clear voice. Most words are pronounced correctly with some tonal variations of sentences. However, monotone is found. The speaker can use gesture to enhance the meaning of their talk. Also eye contacts have been often made to engage the audiences.	The speaker speaks smoothly with a suitable speed and clear voice. Most words are pronounced correctly and sentences are spoken with different tonal variations. The speaker can use gesture appropriately and naturally to enhance the meaning of their talk. Also eye contacts have been made to engage the audiences.

Linguistic	<p>The speaker can choose correct word choice with a lot of mistakes and provide a very limited variety of vocabulary. The register is addressed appropriately to the audiences, though a lot of errors are found. Grammar is sometimes correctly used but is not suitable for the talk genre. The speaker does not use other devices e.g. metaphor, simile, anecdote, and jokes to build rapport with their listeners.</p>	<p>The speaker can choose correct word choice with some mistakes and provide a limited variety of vocabulary. The register is addressed appropriately to the audiences, though some errors may be found. Grammar is correctly used and suitable for the talk genre, though a number of errors consistently occur. The speaker does not use other devices e.g. metaphor, simile, anecdote, and jokes to build rapport with their listeners.</p>	<p>The speaker can mostly choose correct word choice with some mistakes and provide a quite limited variety of vocabulary. The register is addressed appropriately to the audiences. Grammar is mostly correctly used and suitable for the talk genre, though some errors consistently occur. The speaker limitedly uses other devices e.g. metaphor, simile, anecdote, and jokes to build rapport with their listeners.</p>	<p>The speaker can mostly choose correct word choice with a few mistakes and provide variety of vocabulary. The register is addressed appropriately to the audiences. Grammar is mostly correctly used and suitable for the talk genre, though some errors consistently occur. The speaker uses other devices e.g. metaphor, simile, anecdote, and jokes to build rapport with their listeners.</p>	<p>The speaker can mostly choose correct word choice and provide variety of vocabulary. The register is addressed appropriately to the audiences. Grammar is mostly correctly used and suitable for the talk genre. The speaker uses other devices e.g. metaphor, simile, anecdote, and jokes to build rapport with their listeners. Repeating important words for emphasis and offering short lists are also included.</p>
-------------------	---	--	--	---	---

Cognitive	<p>The speaker cannot choose relevant nor interesting content for their audience. Monologue is often used instead of two-way communication in building view based in their audiences', forming effective questions to seek information, clarifying their thoughts and summarising ideas. The speaker cannot give reasons to support or justify their views. Only short sentences are provided. Time allocation in talking is not appropriate, either too short or too long.</p>	<p>The speaker can choose some relevant but not interesting content for their audience with the understanding of the audiences' background knowledge towards to topic. Two-way communication needs to be made more in building view based in their audiences', forming effective questions to seek information, clarifying their thoughts and summarising ideas. The speaker cannot give reasons to support or justify their views. Time allocation in talking is not appropriate, either too short or too long.</p>	<p>The speaker can choose quite relevant and interesting content for their audience with the understanding of the audiences' background knowledge towards to topic. Two-way communication is seldom made in building view based in their audiences', forming effective questions to seek information, clarifying their thoughts and summarising ideas. The speaker can give reasons to support or justify their views but fails to do occasionally. Also time allocation in talking is appropriate.</p>	<p>The speaker can choose relevant and interesting content for their audience with the understanding of the audiences' background knowledge towards to topic. Two-way communication is sometimes made in building view based in their audiences', forming effective questions to seek information, clarifying their thoughts and summarising ideas. The speaker can often give reasons to support or justify their views confidently. Also time allocation in talking is appropriate.</p>	<p>The speaker can choose relevant and interesting content for their audience with the understanding of the audiences' background knowledge towards to topic. Two-way communication is often made in building view based in their audiences', forming effective questions to seek information, clarifying their thoughts and summarising ideas. The speaker can always give reasons to support or justify their views confidently. Also time allocation in talking is appropriate.</p>
------------------	---	--	---	---	--

<p>Social and Emotion</p>	<p>The speaker hesitates to contribute ideas and cannot encourage the others to speak. Short sentences are often used. The speaker fails to initiate and make themselves convincing. The speaker cannot perform as a talk leader. The speaker is also a quite active listener but may fail to answer in a time limit or does not show signs of listening. The speaker could not show their enthusiasm or imagination in role play.</p>	<p>The speaker hesitates to contribute ideas and cannot encourage the others to speak. The speaker finds it hard to initiate and make themselves convincing. The speaker cannot perform as a talk leader. The speaker is also a quite active listener but may fail to answer in a time limit. The speaker could not show their enthusiasm or imagination in role play.</p>	<p>The speaker can contribute ideas and encourage the others to speak at some level. The speaker may find it hard to initiate and make themselves convincing. The speaker is rarely the talk leader who opens for others to talk sufficiently. The speaker is also a quite active listener who shows sign of listening and can give a response with some delays to questions posed in a time limit. The speaker could not show their enthusiasm or imagination in role play.</p>	<p>The speaker can manage the interaction with the audience by contributing ideas and encouraging the others to speak. Also the speaker can sometimes initiate and make themselves convincing. The speaker is occasionally the talk leader who opens for others to talk sufficiently. The speaker is also an active listener who shows sign of listening and can give a response with some delays to questions posed in a time limit. The speaker could somehow show their enthusiasm or imagination in role play.</p>	<p>The speaker can manage the interaction with the audience by contributing ideas and encouraging the others to speak. Also the speaker can initiate and make themselves convincing. The speaker is prompted to be the talk leader who is open for others to talk sufficiently. The speaker is also an active listener who shows sign of listening and can give a prompt response to any questions posed in a time limit. The speaker could show their enthusiasm or imagination in role play.</p>
----------------------------------	--	--	--	--	--

Listening comprehension	The student is unable to state the main ideas and does nothing to help themselves do so.	The student is able to summarise every few sentences by stating main ideas if prompted by the speaker.	The student is able to summarise every few sentences by stating main ideas. Takes notes if this is helpful.	The student is able to summarise every few sentences by stating main ideas 80% of the time. Takes notes if this is helpful.	The student is able to summarise every few sentences by stating main ideas 100% of the time. Takes notes if this is helpful.
Make connection and ask questions	The student is unable to link what they are hearing to any prior spoken text.	The student links what they are hearing to prior knowledge with the help of the speaker.	The student links what they are hearing to prior spoken text and can ask some questions.	The student links what they are hearing to prior spoken text 80% of the time, build up their ideas on what was said and ask some questions.	The students links what they are hearing to prior spoken text all the time, build up their ideas on what was said and ask some questions.

Appendix G: Blended-learning questionnaire





Instruction: Please tick / the box which is true for you (ให้นักเรียนทำเครื่องหมาย/ ข้อที่เป็นจริง
สำหรับนักเรียน โดยที่


Strongly Disagree = ไม่เห็นด้วยอย่างยิ่ง





Somewhat Disagree = ไม่เห็นด้วย

Somewhat Agree = เห็นด้วย

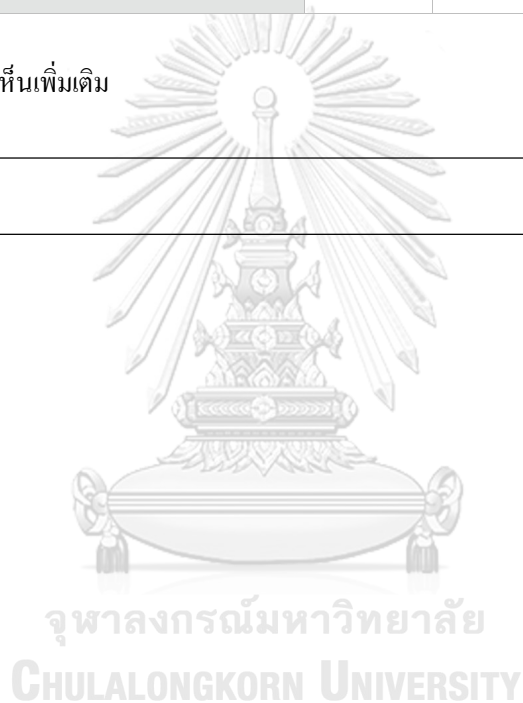
Strongly Agree = เห็นด้วยอย่างยิ่ง)

Items	Strongly Disagree 	Somewhat Disagree 	Somewhat Agree 	Strongly Agree 
1. I liked using computers or other online technology to help me learn English. ฉันชอบใช้คอมพิวเตอร์หรือสื่อออนไลน์ต่างๆในการเรียนภาษาอังกฤษ				
2. I liked to learn English communication (speaking and listening). ฉันชอบเรียนการสื่อสารภาษาอังกฤษ (ทักษะพูดและฟัง)				
3. I think the teacher taught the course effectively. ฉันคิดว่าคุณครูสอนรายวิชานี้ได้อย่างมีประสิทธิภาพ				
4. I wanted to learn the course from the beginning. ฉันอยากเรียนวิชานี้ตั้งแต่แรกแล้ว				
5. I often participated in the course both face-to-face. ฉันเข้าเรียนอย่างสม่ำเสมอ				
6. I often participated in the course online. ฉันเข้าเรียนออนไลน์อย่างสม่ำเสมอ				
7. I have more experienced a lot in using technology for learning in this course. รายวิชานี้ได้เปิดโอกาสให้ฉันเรียนรู้การใช้เทคโนโลยีในการเรียน				
8. I have had some knowledge about blended learning before taking this course. ฉันพอมีความรู้เกี่ยวกับการเรียนแบบผสมผสาน (เรียนในชั้นเรียนและออนไลน์) ก่อนเรียนรายวิชานี้				

Items	Strongly Disagree 	Somewhat Disagree 	Somewhat Agree 	Strongly Agree 
9. I had difficulties in learning online. ฉันประสบปัญหาการเข้าเรียนออนไลน์				
10. Learning online helped me learn by myself. การเรียนออนไลน์ทำให้ฉันเรียนรู้ด้วยตนเอง				
11. Learning online is useful. การเรียนออนไลน์มีประโยชน์				
12. I enjoyed learning face-to-face. ฉันชอบเรียนในชั้นเรียน				
13. I enjoyed learning online. ฉันชอบเรียนออนไลน์				
14. I can work and get support from friends while learning online. ฉันสามารถทำงานและได้รับความช่วยเหลือจากเพื่อนๆขณะเรียนออนไลน์				
15. My group work ran smoothly online. งานกลุ่มที่ทำออนไลน์ดำเนินไปด้วยดี				
16. Online learning helped me improve my pronunciation. การเรียนออนไลน์ช่วยพัฒนาการออกเสียงให้กับฉัน				
17. Online learning helped me plan my speaking task. การเรียนออนไลน์ช่วยในการวางแผนการทำกิจกรรมการพูดให้กับฉัน				
18. Online assignments gave me knowledge and ideas for my unit speaking task in class. การเรียนออนไลน์ช่วยให้เตรียมกิจกรรมการพูดในห้องได้ดียิ่งขึ้น				
19. Online listening exercises helped me improve my listening skill. แบบฝึกหัดการฟังออนไลน์ช่วยพัฒนาทักษะการฟังของฉัน				
20. Online listening exercises exposed me to various English accents. แบบฝึกหัดการฟังออนไลน์ทำให้ฉันได้เรียนรู้สำเนียงภาษาอังกฤษที่หลากหลาย				

Items	Strongly Disagree 	Somewhat Disagree 	Somewhat Agree 	Strongly Agree 
21. Online listening exercises helped me plan my listening task in class. การเรียนออนไลน์ช่วยส่งเสริมการฟังในชั้นเรียนได้ดีขึ้น				
22. Online listening tasks helped me understand listening strategies. แบบฝึกหัดการฟังออนไลน์ ทำให้ฉันเรียนรู้กลวิธีการฟัง				

ข้อเสนอแนะ/ ความคิดเห็นเพิ่มเติม



Appendix H: Course lesson plan & Unit lesson plans

Theme	Face-to-face				Online			
	Physical	Cognitive	Linguistic	Social and Emotion	Physical	Cognitive	Linguistic	Social and Emotion
Pre-test								
1. Working 9 to 5 (1) Introduction of the unit: state the objectives and final task of the unit with rubric score	Pronunciation: pronouncing jobs and words used in back channeling e.g. Really?, Uh, huh, That's interesting etc.	Jobs and responsibilities discussion	Elicit grammar and vocabulary needed for the task i.e. comparison, vocabulary about jobs and responsibilities, gerunds as subject and object	Speaking and listening to each other about what they want to do by using back channeling strategy	Recording themselves pronouncing words introducing in class Send the work on Line application	Write comparative sentences about job they choose	Do exercise provided online regarding grammar and vocabulary used in comparison	Teacher commence on their work on Line application

<p>2. Working 9 to 5 (2)</p>	<p>Students practice body language in giving a presentation</p>	<p>Students watch a video clip presenting about 'Cyber bullying' and reflect on the presentation done by Indian students</p> <p>Students construct and organise their talk in logical sequence</p>	<p>Students learn comparisons structure and presentation signposts: Firstly, next, then, in summary, etc.</p>	<p>Students show their interest by making eye contact while listening to their friends and make questions</p>	<p>Students record their pronunciation and send via Line</p>	<p>Students complete their presentation plan by selecting and sequencing information</p> <p>Students complete the pre-task planning and discussed guide (appendix B)</p>	<p>Students do exercise provided online regarding grammar and vocabulary used in comparison</p>	<p>Teacher comments their work via Line</p>
<p>3. Working 9 to 5 (3)</p>	<p>Students present their work using clear pronunciation and body language</p>	<p>Students present their work with a good evidence to back up their point e.g. comparisons between the job they chose and the one they did not</p>	<p>Students use grammar and vocabulary learned in their oral presentation correctly</p>	<p>Students can engage listener to their presentation with notes and answer the question made from their partner</p>	<p>Students record their presentation as a video clip and post it online</p>	<p>Students post their final presentation online with a good sequence</p>	<p>Students use grammar and vocabulary learned in their presentation correctly</p>	<p>On Google Classroom, students post their revised presentation according to feedback given by the teacher</p>

<p>4. Working 9 to 5 (4)</p>	<p>Students watch their own performance and review their own pronunciation and body language</p>	<p>Question and answer about their own performance and elicit their thought while performing the task</p>	<p>Students compare language used in their presentation from L2 to L1</p>	<p>Commenting each other's work</p>	<p>Recording themselves pronouncing words and sentences learned in class</p>	<p>Students answer the question on Google form given by the teacher</p>	<p>Students study gerund and comparison by themselves online</p>	<p>Students reflect on their task performance with the teacher (from interview questions)</p>
<p>5. What happened? (1) Introduction of the unit: state the objectives and final task of the unit with rubric score</p>	<p>Students pronounce sentence intonations: rising and falling</p>	<p>Students think of the relationship between the two picture prompts and try to come up with sentence structures to describe the events</p>	<p>Students learn past continuous and past simple structures</p>	<p>Students practice conversations from the book with some changes of some parts of the conversation Listener empathise the speaker</p>	<p>Recording themselves pronouncing words and sentences learned in class</p>	<p>Students think of their own strange story</p>	<p>Students listen to a horror story posted online and complete the sentences in the correct tenses</p>	<p>Students reflect the story listened on Google Classroom with their friends</p>

<p>6. What happened? (2)</p>	<p>Students pronounce past verb (-ed): /t/, /d/, /Id/</p>	<p>Students construct a logical sequence for a mini role-play using role card provided by the teacher as a police or a witness</p>	<p>Students use grammar and vocabulary learned in the unit in their mini role-play</p>	<p>Students practice the mini role-play with a partner by giving proper support for each other throughout their conversation</p>	<p>Students practice past verb pronunciation</p>	<p>Students think of their own strange events and construct some sentences to talk about it</p>	<p>Students review grammar and vocabulary learned in class by doing exercises</p>	<p>Students get feedback from the teacher on their police note from the mini role-play</p>
<p>7. What happened? (3)</p>	<p>Students pronounce past verb (-ed): /t/, /d/, /Id/</p> <p>Empathy expressions e.g. 'That's horrible!', 'Sorry to hear that.', 'Wow! That's interesting!'</p>	<p>Students construct a logical sequence for a mini role-play using role card provided by the teacher as a police or a witness</p>	<p>Students use grammar and vocabulary learned in the unit in their mini role-play</p>	<p>Students practice the mini role-play with a partner by giving proper support for each other throughout their conversation</p>	<p>Students practice past verb pronunciation</p>	<p>Students think of their own reflection towards an incident in their own words and sequence</p>	<p>Students construct some sentences using vocabulary and grammar learned in class for their semi-scripted role play</p>	<p>Students comment each other performance</p>

<p>8. What happened? (4)</p>	<p>Students perform their role play using correct intonation and pronunciation learned in class</p>	<p>Students construct their own sentences based on the role and given situation</p>	<p>Students use correct grammar and vocabulary in their role play</p>	<p>Students interact with each other during the role play</p>	<p>Students perform their role play using correct intonation and pronunciation learned in class</p>	<p>Students construct their own sentences based on the role and given situation</p>	<p>Students use correct grammar and vocabulary in their role play</p>	<p>Students interact with each other during the role play</p>
<p>9. What happened? (5)</p>	<p>Students watch their own performance and review their own pronunciation and body language</p>	<p>Question and answer about their own performance and elicit their thought while performing the task</p>	<p>Students compare language used in their presentation from L2 to L1</p>	<p>Commenting each other's work</p>	<p>Recording themselves pronouncing words and sentences learned in class</p>	<p>Students answer the question on Google form given by the teacher</p>	<p>Students review past tenses by themselves online</p>	<p>Students reflect on their task performance with the teacher (from interview questions)</p>
<p>10. A law must be passed! (1)</p>	<p>Students practise the pronunciation : sentence stress e.g . It's <u>against</u> the <u>law</u> to <u>feed</u> <u>pigeons</u> in <u>Venice</u></p>	<p>Students think of what debate is and what do they need to know to achieve the task</p>	<p>Elicit expressions to use in a debate: opinion expressions e.g. In my view, It seems that,..., You might be right but.....</p>	<p>Students discuss whether they agree or disagree to a particular issue</p>	<p>Students practise the pronunciation: sentence stress at home</p>	<p>Students watch the VDO online (uploaded on Google Classroom) and answer the question in worksheet</p>	<p>Students practise modal + v. to be + past participle</p>	<p>Students talk to each other about the debate topic they want to do in class</p>

<p>11. A law must be passed ! (2)</p>	<p>Students practise pronunciation : question tag e.g. Talking on the phone in public transportation should be banned, shouldn't it?, Copy your friends isn't good, is it?</p>	<p>Students think of disagreement that they have to express</p>	<p>Elicit question tag structures</p>	<p>Students agree or disagree with each other towards the given situations</p>	<p>Students practise question tag pronunciation</p>	<p>Students think about their debate information that they will be using</p>	<p>Students do question tags exercise</p>	<p>Students practise debate with each other</p>
--	--	---	---------------------------------------	--	---	--	---	---

<p>12. A law must be passed ! (3)</p>	<p>Students practise opinion expressions pronunciation e.g. In my view, Yes, but.... etc.</p>	<p>Students give opinions and support details in terms of experience, common sense, expert's ideas and statistics</p>	<p>Students write and say sentences using headings to start sentences such as From my experience, People know that..., One expert said that..., From the research,</p>	<p>Students express their opinion and disagree with each other</p>	<p>Students practise pronouncing opinion expressions</p>	<p>Students prepare the script for their debate using logical sequence of argument</p>	<p>Students construct their sentences for the debate using modal + be + v.3, comparisons, and vocabulary learned in class</p>	<p>Students practise debate with each other</p>
<p>13. A law must be passed ! (4)</p>	<p>Students perform the task using pronunciation, body language learned from the class</p>	<p>Students show their content organisation and build their argument on others' point of view</p>	<p>Students show their sentence structures using grammar and vocabulary learned in class</p>	<p>Students listen and build on or contrast ideas each others</p>	<p>Students practise pronouncing opinion expressions</p>	<p>Students prepare the script for their debate using logical sequence of argument</p>	<p>Students construct sentences using grammar and vocabulary learned in class</p>	<p>Students comment their performance online</p>

14. A law must be passed ! (5)	Students perform the task using pronunciation, body language learned from the class	Students show their content organisation and build their argument on others' point of view	Students show their sentence structures using grammar and vocabulary learned in class	Students listen and build on or contrast ideas each others	Students practise pronouncing opinion expressions	Students prepare the script for their debate using logical sequence of argument	Students construct sentences using grammar and vocabulary learned in class	Students comment their performance online
15. A law must be passed ! (6)	Students watch their own performance and review their own pronunciation and body language	Students revise their content organisation and add some information for their second debate	Students revise sentence structures and vocabulary of their 2-time debate script	Students practise saying their debate script with their team	Students debate outside the classroom with their friends using proper pronunciation and body language	Students show their logical content organisation and build on others' opinion throughout the performance	Students use correct sentence structures and vocabulary	Students agree and disagree with each others
16. A law must be passed ! (7)	Students watch their own performance and reflect on their own pronunciation and body language	Question and answer about their own performance and elicit their thought while performing the task	Students compare language used in their presentation from L2 to L1	Commenting each other's performance	Students reflect themselves on pronunciation and intonation	Students answer the question on Google form given by the teacher	Students review grammar and vocabulary learned by themselves online	Students give comments to each other online
Post-test								

Unit 2: Working 9 to 5**Duration:** 200 minutes
(50 minutes/ day)**Learning Objectives**

1. The students will be able to present their opinions of their dream job with supporting details e.g. advantages and disadvantages of the job.
2. The students will be able to ask their friends' follow-up questions related to their presentation.

Speaking skills: talk about possible careers; describe jobs**Listening skills:** listen to stress with compound nouns; listen to the good and bad parts of a job; listen for complaints**Language focus:** formulaic expressions for giving and responding to a presentation**Strategies:**

- speaking strategies: sequencing talk
- listening strategies: back channeling, asking for specification

Thai national foreign language standard:

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication, skills for exchange of data and information, efficient expression of feelings and opinions

Indicator: Speak and write appropriately to ask for, give data, explain, compare and express opinions about what has been heard and read.

Stages (time)	Activities	Metacognitive awareness/ Oracy strands	Modes of delivery	Resources/ Materials
Stage 1 (DAY 1): Focus learners' attention on oracy skills	a) Students write responses to questions about oracy skills learning experience b) Students answer questionnaire c) Teacher tells the students that this unit they will learn and do: how to give a short presentation comparing two things listening to talks about jobs d) Students complete a unit task preparation worksheet e) Teacher states the task expectation and shows the task rubric score	Metacognitive awareness	face-to-face	Worksheet 1&2 (Pre-task planning)
Stage 2	Task: present their idea about job they want to have			

<p>(DAY 1): Give input and guide planning</p>	<p>a) Students sit in group and list some jobs that they know and brainstorm responsibilities of each job b) Students practice pronunciation (p.12) c) Students learn gerund phrases as subject (p.9) d) Students listen to career choices discussion, and ask and answer each other if they agree or disagree (p.9) e) Students practice ‘giving reasons’ using phrases like ‘In my opinion...’ f) Teacher introduces ‘back channeling’ strategy (i.e. strategy of showing the others if they are listening by using verbal and non-verbal e.g. uh-huh, oh, really?) to the students. g) Students practice saying opinions to each other while the listeners practice ‘back channeling’ strategy h) Teacher gives students some pairs of things and let the students in pair compare about it i) Students learn comparative adjective j) Students prepare their main task in completing: Which job do I choose? What are the advantages and disadvantages of this job compared to the other? What questions can be asked about my talk? k) Students talk about a career they would like to have, other students use back channeling strategy and ask some follow-up questions</p> <p>HW: students do ex. 6 p.10, listening to conversation (ex.7, p.11) and do word power ‘suffixes’ ex. 4 p.10</p>	<p>a) linguistic & cognitive b) physical c) linguistic d) social and emotion e) linguistic and cognitive f) metacognitive awareness & cognitive g) social and emotion h) social and emotion, linguistic, physical, cognitive, metacognitive awareness i) linguistic j) linguistic, cognitive, metacognitive awareness k) physical, linguistic, cognitive, social and emotion, metacognitive awareness</p> <p>linguistic & active listening</p>	<p>face-to-face</p> <p>online</p>	
---	---	---	-----------------------------------	--

<p>Stage 2 (DAY 2): Give input and guide planning</p>	<p>Task :compare 2 jobs they might have and why they choose that one</p>			
	<p>a) [INTRO] Students sit in group and watch a presentation VDO (uploaded on Google Classroom) answer questions in presentation organization: introduction, body and conclusion expressions use in each part of a presentation body language (These are done by teacher demonstrating.)</p> <p>b) Students practise body language</p> <p>c) Students look at pairs of jobs then compare in 3 respects: money, security and stressfulness</p> <p>d) Teacher elicits comparative structures (ex.8 p.11)</p> <p>e) Students listen to an audio programme and write down their answer in 3-entry answer sheet (ex.10 p.12)</p> <p>f) [ASSESSMENT] Student compare 2 jobs</p> <p>HW :students do ex.13 p.13 reading and answer questions, students prepare their presentation for next class</p>	<p>a) metacognitive awareness, cognitive, linguistic, physical</p> <p>b) physical</p> <p>c) cognitive & linguistic</p> <p>d) linguistic</p> <p>e) metacognitive awareness & active listening</p> <p>f) metacognitive awareness, cognitive, linguistic, physical</p> <p>linguistic, metacognitive awareness</p>	<p>face-to-face</p> <p>online</p>	<p>3-entry listening answer sheet</p> <p>planning worksheet</p>
<p>Stage 3 (DAY 3):</p>	<p>Task :students give a short presentation saying why they choose a job not the other one</p>			

Conduct oracy task	a) Students sit in a group of 4 b) [INTRO] Teacher discusses the task assessment criteria again c) Students in group, take turn to give their presentation (3 minutes each) while the listeners ask at least 1 follow-up question	b) metacognitive awareness c) physical, linguistic, cognitive, social and emotion	face-to-face	Assessment criteria
Stage 4 (DAY 3): Focus on language/skills/strategies	a) Teacher asks the students to watch a presentation VDO again b) Teacher asks the students to reflect and revise their own work in three areas: language use (vocabulary and grammar) presentation procedures and phrases body language and pronunciation	b) metacognitive awareness	face-to-face	VDO Planning worksheet
Stage 5 (DAY 3): Repeat speaking task	Students perform the task again in group and post their recording online: Google classroom	metacognitive awareness, physical, linguistic, cognitive, social and emotion	online	Google Classroom
Stage 6 (DAY 4): Direct learners' reflecting on learning	Task: students can tell the differences of L1 and L2 presentation			
	a) [INTRO] Students complete the speaking and listening diary b) [ASSESSMENT] Students are asked to compare and contrast presentation procedure and comparative in L1 and L2	metacognitive awareness, cognitive, linguistic	face-to-face	Speaking and listening diary

Stage 7 (DAY 4): Facilitate feedback on learning	a) Teacher gives comment (paper form) b) Students give comment to each other in group (verbally) c) Students reflect on their performance and strategies use HW :Students give feedback to their friend's work online	metacognitive awareness	face-to-face online	Self-assessment (see Table 12)
---	--	-------------------------	--	-----------------------------------



Unit 4: What happened?
day)

Duration: 250 minutes (50 minutes/

Learning Objectives

1. The students can be able to narrate/ tell what happened in the past.

Speaking skills: narrating a story; describing events and experiences in the past

Listening skills: listening to intonation in complex sentences in news stories, messages and a podcast

Language focus: formulaic expressions and interaction in a role play

Strategies:

- speaking strategies: asking for clarification
- listening strategies: asking for repetition

Thai national foreign language standard:

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

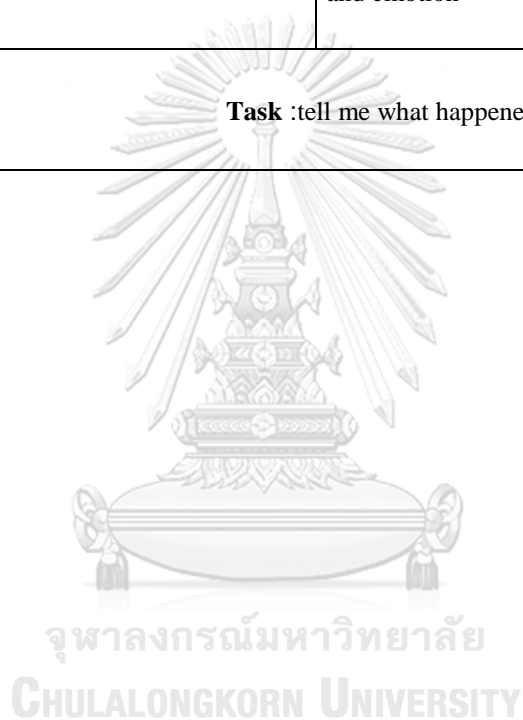
Indicator: Use language for communication in real situations/ simulated situations in the classroom, school, community and society.

Strand 2: Language and Culture

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator: Compare and explain similarities and differences between pronunciation of various kinds of sentences in accordance with structures of sentences in foreign languages and Thai language.

Stages (time)	Activities	Metacognitive awareness/ Oracy strands	Modes of delivery	Resources/ Materials
Stage 1 (DAY 1): Focus learners' attention on oracy skills	a) Teacher introduces the students about the unit task b) Students complete a unit task preparation worksheet c) Teacher asks about recent news in Thailand d) Students sit in group and discuss about news (SNAPSHOT) (ex.1 p.22)	b) metacognitive awareness c) cognitive d) linguistic, cognitive, social and emotion	face-to-face	Pre-task planning
Stage 2 (DAY 1):	Task :tell me what happened!			



<p>Give input and guide planning</p>	<p>a) [INTRO] Students listen to a radio programme and answer the question (ex.2 p.22) b) Students practise the pronunciation: intonation in complex sentences (ex. 4 p. 23) c) Teacher shows two pictures and asks the students to describe the relationship of the two events d) Students learn past continuous and past simple structures and the use of those two (ex. 3 p. 23) e) Students listen to a conversation (ex. 7 p.25) and answer the question use the 3-entry answer sheet f) [ASSESSMENT] Students practise saying the conversation and change some parts of the conversation into their own version with their partner</p> <p>HW :students do listening ex.5 p . 24, grammar focus past perfect tense ex .8 p .25(, word power ex . 9 p .26 and find a strange story of themselves to share with their friends in the next lesson</p> <p>Students listen to a horror story posted on Google Classroom and complete the story</p>	<p>a) linguistic b) physical c) linguistic & cognitive d) linguistic e) metacognitive awareness f) physical, social and emotion, linguistic, cognitive</p> <p>metacognitive awareness cognitive linguistic</p>	<p>face-to-face</p> <p>online</p>	<p>3-entry listening answer sheet</p>
<p>Stage 2 (DAY 2):</p>	<p>Task :a mini role-play saying what happened</p>			

Give input and guide planning	<p>a) [INTRO] Teacher shows the pictures of two past actions: one had happened first and the other happened later to check if the students have reviewed past perfect and past simple as in their homework</p> <p>b) Students sit in group and watch a role play VDO answer questions in past perfect structure past simple structure how to use these two past tenses</p> <p>c) Students practise body language according to the story they have watched Students read 'It's a story about' ex. 10 p. 26</p> <p>d) Students share their prepared strange story with their friends</p> <p>e) Students practise regular past tense verb (-ed) sounds: /t/, /d/ and /Id/</p> <p>f) Students practise empathy in listening using expressions like 'Really?', 'Wow!', 'That's interesting.', 'Oh, dear, sorry to hear that.'</p> <p>g) Students practise semi-structured role play by listening to a sentence from a teacher and then think of their own response</p> <p>h) [ASSESSMENT] Mini-role play performance using role play cards</p> <p>HW: students do reading ex.12 p.27, role play preparation</p>	<p>a) cognitive, linguistic</p> <p>b) linguistic</p> <p>c) physical & linguistic</p> <p>d) social and emotion</p> <p>e) physical</p> <p>f) physical, social and emotion</p> <p>g) physical, linguistic, cognitive, social and emotion</p> <p>h) physical, linguistic, cognitive, social and emotion</p> <p>metacognitive awareness & linguistic</p>	<p>face-to-face</p> <p>online</p>	Assessment criteria
Stage 2 (DAY 3):	Task: a mini role-play saying what happened with semi-structured script			

Give input and guide planning	<p>a) Students sit in group and check their listening homework</p> <p>b) Students review regular past verb (-ed) pronunciation: /t/, /d/ and /ɪd/ and sentence intonations: rising and falling</p> <p>c) Students review empathy in listening using expressions like ‘Really?’, ‘Wow!’, ‘That’s interesting.’, ‘Oh, dear, sorry to hear that.’ again</p> <p>d) [ASSESSMENT] In pair, students do mini role-play using role play cards in various situations e.g. accident, robbery, murder: Student A is a police and student B is a witness. After the role play, the police had to hand in the notes to check if they get the correct information.</p> <p>HW: students do reading ex.12 p.27, role play preparation</p>	<p>b) physical</p> <p>c) physical, social and emotion</p> <p>d) physical, linguistic, cognitive, social and emotion</p> <p>metacognitive awareness & linguistic</p>	<p>face-to-face</p> <p>online</p>	<p>Role-play cards</p> <p>Police record worksheet</p>
-------------------------------	---	---	-----------------------------------	---

<p>Stage 3 (DAY 4): Conduct oracy task</p>	<p>Task :students perform a role play given by the teacher</p>		
	<p>a) [INTRO] Teacher shows the rubric score to the students and review some vocabulary, question sentences and strategies that can be used in the role play</p> <p>b) Teacher gives student a role play situation: incident report. One student plays as a police who will interrogate the witness with questions and write down the information on a police file. The other plays as a witness who tells what happened and answer the police questions.</p> <p>c) Students prepare expressions to perform a role play Students perform the role play according to their given role within 2 minutes</p> <p>d) [ASSESSMENT] students perform the role play</p>	<p>b) cognitive & metacognitive awareness</p> <p>c) metacognitive awareness, physical, linguistic, cognitive, social and emotion</p> <p>d) physical, linguistic, cognitive, social and emotion</p>	<p>face-to-face</p>

<p>Stage 4 (DAY 4): Focus on language/skills/strategies</p>	<p>a) Teacher asks the students to watch a role play video again and compare to their performance b) Students revise their role play expressions in three areas: language use (vocabulary and grammar) empathy and interaction with their partner body language and pronunciation</p>	<p>b) metacognitive awareness</p>	<p>face-to-face</p>	
<p>Stage 5 (DAY 4): Repeat speaking task</p>	<p>Students perform the task again in group and post their recording online</p>	<p>physical, linguistic, cognitive, social and emotion</p>	<p>online</p>	
<p>Stage 6 (DAY 5): Direct learners' reflecting on learning</p>	<p>a) Students complete the speaking and listening diary b) Students are asked to compare and contrast structures used in narrate past events in L1 and L2</p>	<p>a) metacognitive awareness b) linguistic</p>	<p>face-to-face</p>	<p>Speaking and listening diary</p>
<p>Stage 7 (DAY 5): Facilitate feedback on learning</p>	<p>a) Teacher gives comment on students' performance b) Students give comment to each other in group (verbally) c) Students reflect on their performance and strategies use d) Students complete the interview questions HW. Students give feedback to their friend's work online</p>	<p>metacognitive awareness</p>	<p>face-to-face</p>	<p>Self assessment (see Table 14) Semi-structured interview questions</p>

Unit 15: A law must be passed!**Duration:** 350 minutes
(50 minutes/ day)**Learning Objectives**

1. The students can be able to debate their opinions about social issues
2. The students will be able to give their opinions about laws and social issues

Speaking skills: giving opinions for and against controversial topics; offering a different opinion; agreeing and disagreeing**Listening skills:** paraphrasing of what they hear**Language focus:** formulaic expressions and interaction in a debate using passive modals: should be, ought to**Strategies:**

- speaking strategies: exemplification: offering examples to make one's point clear
- listening strategies: comprehension checks: paraphrasing what is heard to confirm one's understanding

Thai national foreign language standard:

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication, skills for exchange of data and information, efficient expression of feelings and opinions

Indicator: Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents, as well as provide justifications appropriately.

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

Indicator: Search for, collect and summarise the data, facts related in other learning areas from learning sources, and present them through speaking/ writing.

Stages (time)	Activities	Metacognitive awareness/ Oracy strands	Modes of delivery	Resources/ Materials
Stage 1 (DAY 1): Focus learners' attention on oracy skills	a) Teacher introduces the students about the unit task: debate b) Students complete a unit task preparation worksheet c) Teacher asks about recent news in Thailand d) Students sit in group and discuss about the news (SNAPSHOT) (ex.1 p.22)	b) metacognitive awareness d) cognitive & linguistic	face-to-face	Worksheet 4
Stage 2	Task :tell me your opinions			



Stage 2	Task: Let's debate!			
<p>(DAY 2): Give input and guide planning</p>	<p>a) Students listen to a conversation on ex.8 p. 103/ Teacher elicits question tag structure b) Students listen again and answer question in question B c) Students practise pronunciation: question tag (ex. 10 p. 104) d) Students do listening activity and write their answer in 3-entry listening worksheet (ex. 11 p. 104) e) Students watch a VDO showing interruption expression and list on their book f) Teacher gives some ideas and students practise how to interrupt politely e.g. (T): 'I think that a lot homework will be beneficial for the students.' (S): 'No, I don't think so. Homework can also take away our socializing time.' g) Students listen to the teacher and paraphrase what they hear in their own words e.g. So you said that.../ What you mean is h) [ASSESSMENT] Students in group, practise expressing and interrupting people Students prepare their opinions about the situation, and anticipate questions they might be asked i) Teacher assigns students in a team of 4 (8 teams in total) j) Two teams are matched and draw the topic and choose the side: For or Against. The topics are as follows: 'People should not be allowed to drive alone' 'Extra classes/ schools should close by 7 pm.' 'Primary students should not be allowed to own their phone.' 'Online game is dangerous.'</p> <p>HW: the students prepare information for the debate activity in the following class</p>	<p>a) linguistic b) metacognitive awareness c) physical d) metacognitive awareness e) linguistic f) linguistic & cognitive g) metacognitive awareness h) physical, linguistic, social and emotion metacognitive awareness</p> <p>metacognitive awareness</p>	<p>face-to-face</p> <p>online</p>	<p>situation role cards</p>

Stage 2 (DAY 3): Give input and guide planning	Task: express opinions with reasons			
	a) Students in their debate groups share their information to each others b) Students practise saying their sentences with each other c) Students are swapped their seats to sit with the opposing team: two from propositional team and other two from the oppositional team practise: agreement and disagreement interruption giving opinions and supporting details: experience, common sense, expert's ideas and statistics	a) cognitive b) physical c) physical, cognitive, linguistic, social and emotion, metacognitive awareness	face-to-face	Debate topic and debate task preparation worksheet
Stage 3 (DAY 4): Conduct oracy task	Task: debate			
	a) Teacher shows the criteria of the task assessment b) Students prepare expressions to perform in their debate in group c) Students)team 1-4 (perform do the debate according to their topic (each of them has 2 minutes to speak)	c) physical, cognitive, linguistic social and emotion metacognitive awareness	face-to-face	Assessment criteria
Stage 3 (DAY 5): Conduct oracy task	a) Teacher shows the criteria of the task assessment b) Students prepare expressions to perform in their debate in group c) Students)team 5-8 (perform do the debate according to their topic (each of them has 2 minutes to speak)	c) physical, cognitive, linguistic social and emotion metacognitive awareness	face-to-face	Assessment criteria

Stage 4 (DAY 6) : Focus on language / skills / strategies	a) Teacher asks the students to watch a debate VDO again and compare to their performance b) Students revise their debate expressions in three areas: language use (vocabulary and grammar) empathy and interaction with their partner body language and pronunciation	physical, cognitive, linguistic, cognitive, social and emotion, metacognitive awareness	face-to-face	
Stage 5 (DAY 6): Repeat speaking task	Students perform the task again in group and post their recording online	Physical, linguistic, cognitive, social and emotion, metacognitive awareness	online	
Stage 6 (DAY 7): Direct learners’ reflecting on learning	a) Students complete the speaking and listening diary b) Students are asked to compare and contrast presentation procedure and comparative in L1 and L2	a) metacognitive awareness b) linguistic	face-to-face	
Stage 7 (DAY 7): Facilitate feedback on learning	a) Teacher gives comment (paper form) b) Students give comment to each other in group (verbally) c) Students reflect on their performance and strategies use d) Students complete the questionnaire HW :Students give feedback to their friend’s work online	metacognitive awareness	face-to-face online	Speaking and listening diary Self-assessment (Table 16) Semi-structured interview questions

Appendix I: Planning a unit of work using seven stages of the speaking-teaching cycle. (Goh & Burns, 2012)

Sample speaking lesson from Goh & Burns (2012)

Level: Pre-Intermediate

Topic: Introductions and talking about oneself.

Speaking skills: Introduce oneself and others formally and informally.

Respond to introductions.

Describe personal preferences.

Language focus: Formulaic expressions for making and responding to introductions.

Strategies: Ask for clarifications and repetitions.

Duration: 180 minutes (including time for introduction and closure of lessons).

Stage	Activities	Estimated time	Resources
1. Focus learners' attention on speaking.	Students write short responses to questions about learning learning to speak in English. Teacher tells the students that he/she will collect the self-observation notes at the end of the unit of work and will read the notes before returning them.)	10 minutes	Self-observation sheet/ prompts (see appendix 1.
2. Give input and guide planning.	Students prepare: A short introduction of themselves. Some useful phrases for introducing others.	10 minutes	A pre-task planning guide (see appendix 3&4); A list of vocabulary items based on the prompts.
3. Conduct speaking task.	Students introduce themselves to each other in pairs. Next, they ask each other the questions they prepared	20 minutes	Students own notes based on Stage 2.

<p>4. Focus on language/ skills/ strategies.</p>	<p>Students listen to an audio recording or watch a video recoding of different people: Making self-introductions. Introducing one person to another. They identify and write down expressions that are used for making introductions and responding to introductions, Students listen again with the help pf the transcript, highlighting the relevant expressions when they hear them. Teacher discusses with students the differences between formal and informal registers when making and responding to introductions, and how these are signaled by some formulaic expressions. Students listen to/ watch the recording again. This time, they are asked to observe any gestures or actions and routines that accompany some of the introductions.</p>	<p>40 minutes</p>	<p>A recording by the teacher or from another course book. Transcripts of the recording.</p> <p>Examples of expressions that can be highlighted are: “Hi, my name is Z.” “Let me introduce you to Y.” “Meet my friend, X.” “It’s my pleasure to introduce X.” “Nice to meet you, X.”</p>
---	--	-------------------	---

<p>5. Repeat speaking task.</p>	<p>Students in their pairs are matched with another pair. One person in the pair introduces himself/ herself briefly before introducing his/ her partner to the other pair.</p> <p>Students do an informal interview activity to meet other members of the class.</p> <p>Selected students are asked to use the information they obtained from the activity to introduce a classmate to their teacher formally. (To maximise learner talk-time in a large class, this can be done in groups instead, with selected students taking the role of the teacher.)</p>	<p>50 minutes</p>	<p>An adaptation of the prompts in Stage 2.</p>
<p>6. Direct learners' reflection on learning.</p>	<p>Students compare the way introductions are made in English and their first language.</p> <p>They compare their observations with a partner's.</p> <p>Students refer to their responses to prompts in Stage 1 of this chart.</p> <p>They change and add what they have written.</p> <p>Teacher collects the reflection sheets to find out more about the students.</p>	<p>20 minutes</p>	<p>Reflection sheets</p> <p>Reflection prompts; e.g. (see appendix 1) used in Stage 1 can also be modified for this purpose.</p>

<p>7. Facilitate feedback on learning.</p>	<p>Teacher reads and writes comments on the reflection sheets before returning them to the learners. Students consider how their learning can be transferred to a new task in another unit of work/ series of lessons.</p>	<p>Some prompts for Stage 1 that build on the learners' experience in the previous teaching-speaking cycle.</p>
---	--	---



Appendix J: Oracy components and modes of delivery lesson plan guideline

Stage	Activities	Oracy strands	Mode of delivery	Resources
1. Focus learners' attention on speaking and active listening	Unit introduction (goal and objectives) and self-observation Reviewing background knowledge (including grammar and vocabulary related to the unit) Asking and answering each other about the topic Pronunciation drill Telling the students what kind of text are they going to listen to in the unit	Cognitive Linguistic Social and emotion Physical Raising awareness of active listening	Face-to-face	Self-observation sheet (see appendix A&B)

<p>2. Give input and guide planning.</p>	<p>Practice with speaking prompts provided by the teacher in group or pair Watching VDO clips and elicit ideas of language use and body language with the teacher Reading and exercise online Comments and give feedback to each other over the online tasks Active listening exercises: listen to the recordings 3 times for each exercise</p>	<p>Cognitive Social and emotion Linguistic Physical Social and emotion Active listening</p>	<p>Face-to-face Online Face-to-face and Online</p>	<p>Speaking prompts and planning guide (see appendix C&D)</p> <p>Google classroom and www.meandenglish.com</p> <p>3-entry answer sheet</p>
---	---	--	--	--

3. Conduct speaking and listening task.	performing task with pronunciation and body language prepared performing according to the guiding plan performing with correct sentence structure and vocabulary performing with a sense of having a real audience, asking and answering with the audience	Physical Cognitive Linguistic Social and emotion Active listening	Face-to-face	Speaking prompts and planning guide from stage 1 VDO recorder
--	---	---	--------------	--



<p>4. Focus on language/ skills/ strategies.</p>	<p>giving feedback on students' body language and pronunciation and practise with the whole class asking students to revise their speaking plan with added or correct input eliciting grammar points and vocabulary/ model correct answer asking and answering questions while performing the task asking the students about their listening difficulties during the task</p>	<p>physical</p> <p>Cognitive</p> <p>Linguistic</p> <p>Social and emotion</p> <p>Active listening</p>	<p>Face-to-face</p>	<p>Students' performance and supplement materials e.g. video</p>
---	---	--	---------------------	--

5. Repeat speaking task.	correcting pronunciation and body language changing or adding some details correcting the language changing partner or group to perform the same task again (question and answer is occurred) asking and answering questions with the audience	Physical Cognitive Linguistic Social and emotion Active listening	online	Speaking prompts and planning guide from stage 1 Google classroom
---------------------------------	--	---	--------	--

<p>6. Direct learners' reflection on learning.</p>	<p>asking the students on their performance about their pronunciation and body language</p> <p>asking the students to create criteria in giving feedback together so that they know what to assess/ rewrite the self-observation sheet from stage 1</p> <p>comparing the L2 to L1 of expressions used in the unit</p> <p>guiding students to publish their work online to the real audience</p>	<p>Physical</p> <p>Cognitive</p> <p>Linguistic</p> <p>Social and emotion</p>	<p>Face-to-face</p>	<p>Self-observation sheet (see appendix A&B)</p>
---	---	--	---------------------	--

7. Facilitate feedback on learning.	Using polite language	Physical	online	Google classroom
	giving feedback based on topics and rubrics to their peers and themselves			
	providing students feedback expressions e.g. <i>'It might be good if you.....'</i> , to avoid 'rubber stamp' expressions	Cognitive		
	Using emoticons or stickers to support or encourage their classmates	Linguistic		
		Social and emotion		

Appendix K: Listening 3-column answer form

Instruction: write your answers on the table while or after each listening time

First listening	Second listening	Third listening
1	1	1
2	2	2
3	3	3
4	4	4

Reflection:

Appendix L: Metacognitive Awareness Listening Questionnaire (MALQ)

Type scale	Strategy or belief/perception	
Planning-evaluation	1. Before I start to listen, I have a plan in my head for how I am going to listen.	1 2 3 4 5 6
Directed attention	2. I focus harder on the text when I have trouble understanding.	1 2 3 4 5 6
Person knowledge	3. I find that listening in English is more difficult than reading, speaking, or writing in English.	1 2 3 4 5 6
Mental translation	4. I translate in my head as I listen.	1 2 3 4 5 6
Problem-solving	5. I use the words I understand to guess the meaning of the words I don't understand.	1 2 3 4 5 6
Directed attention	6. When my mind wanders, I recover my concentration right away.	1 2 3 4 5 6
Problem-solving	7. As I listen, I compare what I understand with what I know about the topic.	1 2 3 4 5 6
Person knowledge	8. I feel that listening comprehension in English is a challenge for me.	1 2 3 4 5 6
Problem-solving	9. I use my experience and knowledge to help me understand.	1 2 3 4 5 6
Planning/evaluation	10. Before listening, I think of similar texts that I may have listened to.	1 2 3 4 5 6
Mental translation	11. I translate key words as I listen.	1 2 3 4 5 6
Directed attention	12. I try to get back on track when I lose concentration.	1 2 3 4 5 6
Problem-solving	13. As I listen, I quickly adjust my interpretation if I realise that it is not correct.	1 2 3 4 5 6
Planning/evaluation	14. After listening, I think back to how I listened, and about what I might do differently next time.	1 2 3 4 5 6

Type scale	Strategy or belief/perception	
Person knowledge	15. I don't feel nervous when I listen to English.	1 2 3 4 5 6
Directed attention	16. When I have difficulty understanding what I hear, I give up and stop listening.	1 2 3 4 5 6
Problem-solving	17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1 2 3 4 5 6
Mental translation	18. I translate word by word, as I listen.	1 2 3 4 5 6
Problem-solving	19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1 2 3 4 5 6
Planning/evaluation	20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1 2 3 4 5 6
Planning/evaluation	21. I have a goal in mind as I listen.	1 2 3 4 5 6

Appendix M: Oracy skills pre-test and post-test

Part 1: Self-introduction (2-3 minutes)

Instruction: each candidate (student A and student B) will be asked to introduce themselves and questions regarding their leisure activities. Each candidate will be asked the same questions.

Part 2: Short monologue (3-5 minutes)

Instruction: each candidate will choose 2 photos from different activities. They will have 1 minute in looking and preparing their talk. They have to compare the two activities with their own opinions. Each candidate will have 2 minutes to talk.

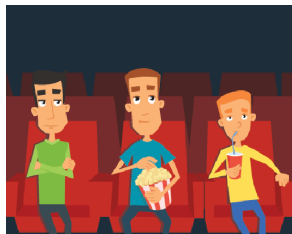


Part 3: Discussion (3 minutes)

Instruction: candidates will talk to each other about free time activities. They will have to discuss what activities teenagers should do and why. They can use the given photos in part 2 as a prompt.

Part 4: Role-play (5 minutes)

Instruction: student A and B will be given a different role card. They will have 2 minutes to look at their role card and prepare their talk. Then they will start the role play and they will be given 3 minutes.

Part 4: Role-play*Student A's role card*

A



B



C

Situation: You are planning a day out with your friend this weekend. You are thinking of these three activities: watching movie at Central Plaza Rayong, having lunch at a fast food restaurant in Passione Department Store, and going to the water park at Ramayana Chonburi. After you make a decision, call your friend and talk over it. You may need to prepare the second plan if the first one is refused.

Instruction:

Look at the activities, choose one activity that you want to do at this weekend.

Think about the plan on 'how' you will do the chosen activity:

- Where is the place?
- What time shall you meet?
- What things should you prepare? How much money should you have?
- How will you go there?
- What are the good things of doing the activity?

Invite B to come with you. Discuss about the plan to see if he/she would like it.

If you are interested in B's plan, you can agree to do his/her plan. Ask for details about his/her plan.

Student B's role card

A



B



C

Situation: You are planning a day out with your friend this weekend. You are thinking of these three activities: singing at a karaoke at Central Plaza Rayong, going to PMY beach, and cycling at Srimuang Park. After you make a decision, call your friend and talk over it. You may need to prepare the second plan if the first one is refused.

Instruction:

Look at the activities, choose one activity that you want to do at this weekend.

Think about the plan on 'how' you will do the chosen activity:

- Where is the place?
- What time shall you meet?
- What things should you prepare? How much money should you have?
- How will you go there?
- What are the good things of doing the activity?

Invite B to come with you. Discuss about the plan to see if he/she would like it.

If you are interested in B's plan, you can agree to do his/her plan. Ask for details about his/her plan.

Appendix N: Inventory of Metacognitive Awareness in Oracy Skills Questionnaire

Inventory of Metacognitive Awareness in Oracy Skills Questionnaire

Instruction: Please tick / the box which is true for you (ให้นักเรียนเลือกทำเครื่องหมาย / ข้อที่เป็นจริง สำหรับนักเรียน โดยที่

- 1 = ไม่เห็นด้วยอย่างยิ่ง
 2 = ไม่เห็นด้วย
 3 = ค่อนข้างไม่เห็นด้วย
 4 = ค่อนข้างเห็นด้วย
 5 = เห็นด้วย
 6 = เห็นด้วยอย่างยิ่ง

Item	1	2	3	4	5	6
Speaking						
I. Metacognitive experience						
1. During the tasks, I could remember situations when I was struggling with forgotten words (it's just tip of the tongue) very well. ฉันจำประสบการณ์ที่คิดคำเป็นภาษาอังกฤษไม่ออกในขณะที่สื่อสารได้ดี						
2. I often came back to find out the forgotten words or grammar after the tasks. ฉันกลับมาหาคำ หรือหลักไวยากรณ์ที่ใช้ในสถานการณ์นั้น						
3. I could make use of vocabulary or structures learned in class during the next performance. ฉันรู้สึกว่าฉันสามารถนำคำหรือประโยคที่เรียนมาใช้ได้ดีขึ้นในการทำกิจกรรมครั้งต่อไป						
4. I felt more confident as I used the strategies to achieve the task target. ฉันรู้สึกมั่นใจมากขึ้นเพราะฉันได้ใช้กลยุทธ์ในการทำกิจกรรมให้สำเร็จ						
II. Person knowledge						
a. Self-concepts and self-efficacy about speaking:						
5. I must try not to feel so stressed each time I have to speak in front of a big group of audience in English. ฉันต้องพยายามไม่กดดันตัวเองขณะพูดภาษาอังกฤษต่อหน้าผู้ฟังกลุ่มใหญ่						
6. I need to think a lot before I say something. ฉันต้องคิดหาคำที่จะพูดก่อนพูดเสมอ						
b. Problems related to L2 speaking, reasons, and possible solutions:						

Item	1	2	3	4	5	6
Speaking						
7. My problem is not having enough vocabulary repertoire to express some meanings in English. ปัญหาของฉันคือฉัน ไม่มีคลังคำศัพท์มากพอที่จะสื่อสารความคิดของตนเองได้						
8. I know that if I ask the speaker for clarification, I will have more time to think about my reply. ฉันรู้ว่าหากฉันขอให้ผู้ถามอธิบายคำถามอีกครั้ง จะทำให้ฉันมีเวลาในการคิดคำตอบมากขึ้น						
III. Task knowledge						
a. Mental, affective, and social processes involved in speaking:						
9. I need to think about what to say and how to say it at the same time. ฉันต้องคิดคำที่จะใช้และพูดออกมาในเวลาเดียวกัน						
10. I need to work with my listener during a conversation so we can understand what we are both trying to say. ฉันกับผู้ฟังต้องตั้งใจฟังซึ่งกันและกัน จึงจะสามารถเข้าใจสิ่งที่เราทั้งสองคนต้องการจะสื่อได้						
b. Differences between spoken written discourse:						
11. Speech isn't like writing, which has many neat and complete sentences. ฉันรู้ว่าภาษาพูดกับภาษาเขียนไม่เหมือนกัน ซึ่งภาษาเขียนจะปราณีตและต้องเป็นประโยคสมบูรณ์เสมอ						
c. Skills for second language speaking:						
12. It is important to know how to organise a story when you have to retell it. การเรียงลำดับเรื่องราวก่อนเล่านั้นมีความสำคัญ						
13. Having the right intonation when speaking is useful. เสียงขึ้นลงในประโยคช่วยให้สื่อความได้ดียิ่งขึ้น						
d. Cultural and social differences of speakers:						

Item	1	2	3	4	5	6
Speaking						
<p>14. I must be careful when speaking English to people from other cultures so that I will not offend them.</p> <p>ฉันต้องระวังการใช้ภาษาอังกฤษกับผู้ที่มาจากต่างประเทศ เพื่อที่จะไม่เป็นการทำให้ผู้ฟังขุ่นเคือง</p>						
<p>15. I was told that different countries use different greeting expressions.</p> <p>ฉันรู้ว่าแต่ละประเทศมีการทักทายเป็นประโยคที่ต่างกัน</p>						
e. Factors that influence speaking:						
<p>16. I need to know enough about the content to talk about it.</p> <p>ฉันต้องมีความรู้ ข้อมูลมากพอที่จะพูดถึงเรื่องใดเรื่องหนึ่ง</p>						
<p>17. I should speak English to everyone I meet.</p> <p>ฉันควรพูดภาษาอังกฤษกับทุกคนที่พบ</p>						
<p>18. I should not be embarrassed to speak in English.</p> <p>ฉันไม่ควรอายที่จะพูดภาษาอังกฤษ</p>						
f. Ways of improving overall speaking development:						
<p>19. I should learn how different types of speech are organised.</p> <p>ฉันควรจะเรียนรู้ประเภทของการพูดต่างกัน ไปและการเรียบเรียงเนื้อหา</p>						
<p>20. I need to learn to speak naturally and not repeat sentences that I write down.</p> <p>ฉันต้องเรียนรู้วิธีการที่จะพูดภาษาอังกฤษให้ได้อย่างเป็นธรรมชาติ และไม่พูดแบบท่อง</p>						
IV. Strategic knowledge						
a. Strategies for managing communication and discourse:						
<p>21. If you don't have the English word, you should use other words to explain yourself and express the same meaning.</p> <p>ถ้าฉันคิดคำเฉพาะไม่ออก ฉันควรหาวิธีการบรรยายคำนั้นด้วยประโยคต่างๆที่ต่างกัน แต่ยังคงความหมายเดิม</p>						
<p>22. I learned many useful phrases that I can use in my conversations.</p> <p>ฉันได้เรียนรู้วลีต่างๆที่เป็นประโยชน์และนำไปใช้ในการสื่อสาร</p>						

Item	1	2	3	4	5	6
Speaking						
b. Strategies for specific types of speaking tasks:						
23. In the presentation, I always prepare an outline which includes proper introduction, body and conclusion. ทุกๆการนำเสนอ ฉันมักเตรียมเค้าโครงการพูดที่ประกอบไปด้วย บทนำ เนื้อหา และสรุปไว้อย่างดีเสมอ						
24. In group discussion, it is always useful to know how to disagree politely. วิธีที่ใช้ในการแสดงความเห็นต่างอย่างสุภาพนั้นจำเป็นต่อการอภิปรายกลุ่มเสมอ						
c. Ineffective strategies:						
25. When I don't know some key words, I keep quiet. ถ้าฉันคิดคำที่จะพูดไม่ออก ฉันจะเงียบ						
26. I know it's not good to keep quiet while interacting. ฉันรู้ว่าการเงียบขณะสื่อสารเป็นสิ่งที่ไม่ดี						
27. Memorising the entire speech is not useful because I may get stuck on one part and won't be able to go on. ฉันรู้ดีว่าการท่องจำบทพูดนั้นไม่ดี เนื่องจากว่าอาจจะทำให้ฉันพูดติดขัดจนไม่สามารถพูดต่อไปจนจบได้						
Listening						
V. Planning and evaluation						
28. Before I start to listen, I have a plan in my head for how I am going to listen. ฉันวางแผนก่อนที่จะฟังเสมอ						
29. After listening, I think back to how I listened, and about what I might do differently next time. หลังจากที่ได้ฟังแล้ว ฉันจะวิเคราะห์จุดที่ต้องแก้ไข และนำไปปรับปรุงในครั้งถัดไป						
VI. Problem solving						

Item	1	2	3	4	5	6
Speaking						
30. I use the words I understand to guess the meaning of the words I don't understand. ฉันใช้คำที่ฉันรู้มาช่วยในการทำความเข้าใจหรือเดาความหมายของคำที่ฉันไม่รู้						
31. While listening, I quickly adjust my interpretation if I realise that it is not correct. ขณะฟังฉันสามารถปรับการแปลความทันทีที่หากรู้ว่ามีความผิดพลาดเกิดขึ้น						
VII. Mental translation						
32. I translate the message into Thai in my head as I listen. ฉันแปลสิ่งที่ฟังจากภาษาอังกฤษเป็นภาษาไทยในหัว						
33. I translate key words into Thai as I listen. ฉันแปลเฉพาะคำสำคัญเป็นภาษาไทยในหัว						
VIII. Directed attention						
34. When my mind starts to wanders, I recover my concentration right away. ถ้าฉันเริ่มไม่มีสมาธิกับสิ่งที่ฟัง ฉันจะดึงสติกลับมาทันที						
35. When I have difficulty understanding what I hear, I give up and stop listening. ฉันจะเลิกฟังทันทีถ้ารู้สึกว่าสิ่งที่ฟังนั้นยากจะเข้าใจ						
IX. Person knowledge						
36. I feel that listening comprehension in English is a challenge for me. ฉันรู้สึกว่าการฟังจับใจความเป็นภาษาอังกฤษนั้นท้าทาย						
37. I don't feel nervous when I listen to English. ฉันไม่ได้รู้สึกประหม่า หรือกังวลเวลาฟังเป็นภาษาอังกฤษ						

ข้อเสนอแนะ _____

Appendix O: Lesson plan IOC

Standard	Analysis from experts			IOC score	Result
Standard 1: Objectives and lesson time setting	Experts number				
	1	2	3		
1.1 The lesson objective is clear and matched with Thai national curriculum.	+1	+1	+1	1.0	Congruent
1.2 The objective is matched with the lesson topic.	0	+1	+1	0.667	Congruent
1.3 The objective is matched with the level of the learners.	+1	+1	+1	1.0	Congruent
1.4 The lesson time is appropriate.	+1	+1	0	0.667	Congruent
Standard 2: Contents and sequence of learning activities	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
2.1 The sequence of the content is appropriate.	0	+1	+1	0.667	Congruent
2.2. The activities are matched with the lesson objective.	0	+1	0	0.333	Need revision
2.3 The teaching method is matched with what is wanted to research.	+1	+1	+1	1.0	Congruent
2.4 Activities emphasise speaking and listening skills	+1	+1	+1	1.0	Congruent
2.5 Learning activities enable the students to perform unit task	+1	+1	0	0.667	Congruent
Standard 3: Assessment and evaluation	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
3.1 Assessment criteria are clear	0	+1	+1	0.667	Congruent
3.2 There are various of assessment and evaluation forms e.g. self-evaluation, teacher evaluation and peer assessment	+1	+1	0	0.667	Congruent
IOC	0.758				Congruent

Appendix P: Blended-learning questionnaire IOC

Standards	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
Standard 1: Form of the questionnaire					
1.1 The objectives and instruction of the questionnaire are clear.	+1	0	+1	0.667	Congruent
1.2 The length of the questionnaire is proper.	+1	+1	+1	1.0	Congruent
1.3 The form of the questionnaire makes it easy to understand.	+1	0	+1	0.667	Congruent
Standard 2: The quality and sequence of the questions	Analysis from experts			IOC Score	Result
	Experts number				
	1	2	3		
2.1 The questions covers the research questions.	0	+1	+1	0.667	Congruent
2.2 The sequence of the questions are grouped appropriately and not complicated.	+1	0	+1	0.667	Congruent
2.3 The translation is correct and easy to understand.	0	0	0	0	Need revision
Standard 3: The assessment and evaluation	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
1. The assessment criteria are clear.	+1	+1	+1	1.0	Congruent
IOC	0.619				Congruent

Appendix Q: Inventory of Metacognitive Awareness in Oracy Skills IOC

Standard 1: Form and layout of the questionnaire	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
The objectives and instruction are clearly explained.	+1	+1	+1	1.0	Congruent
2. The length of the questionnaire is appropriate.	+1	+1	+1	1.0	Congruent
3. The questionnaire layout makes it easy to understand.	+1	+1	+1	1.0	Congruent
Standard 2: The quality and sequence of questions	Analysis from experts			IOC	Result
	Experts number				
	1	2	3		
The questions are aimed at answering the research questions.	+1	0	+1	0.667	Congruent
2. The sequence of questions are well grouped and not complicated.	0	0	0	0	Need Revision
3. The questions are correctly translated and easy to understand.	-1	0	0	-0.333	Need Revision
Standard 3: Assessment and Evaluation	Analysis from experts			IOC	Result
	Experts number				
	1	2	3		
1. The assessment and evaluation are appropriate.	+1	+1	+1	1.0	Congruent
IOC	0.619				Congruent

Appendix R: Stimulated Recall Interview IOC

Standard 1: Overview of questions	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
1. The objective of the interview is clearly instructed.	+1	+1	+1	1.0	Congruent
2. The length of questions is appropriate.	+1	+1	+1	1.0	Congruent
Standard 2: Content and sequence	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
1. The questions are aimed at answering the research questions.	+1	+1	+1	1.0	Congruent
2. The sequence of questions are well grouped and not complicated.	+1	+1	+1	1.0	Congruent
3. The questions are correctly translated and easy to understand.	0	+1	+1	0.667	Congruent
Standard 3: Assessment and Evaluation	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
1. It is appropriate to arrange the interview a week after the performance.	+1	+1	+1	1.0	Congruent
IOC	0.945				Congruent

Appendix S: Pre- and Post-test assessment criteria IOC table

Standard 1: Objectives	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
1. The objective of the test is clear.	+1	+1	+1	1.0	Congruent
2. The test difficulty is suitable for the level of the students.	+1	+1	+1	1.0	Congruent
3. The test procedure is clear and not complicated.	+1	+1	+1	1.0	Congruent
4. The time of the test is proper.	+1	+1	+1	1.0	Congruent
Standard 2: Test's contents and activities	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
1. The test's contents cover listening and speaking skills.	+1	+1	+1	1.0	Congruent
2. The test is difficult sequential design.	+1	+1	+1	1.0	Congruent
3. The test prompts are appropriate.	+1	+1	+1	1.0	Congruent
Standard 3: Assessment and evaluation	Analysis from experts			IOC score	Result
	Experts number				
	1	2	3		
1. Scoring criteria are clear.	+1	0	+1	0.667	Congruent
2. Assessment is diverse.	+1	0	+1	0.667	Congruent
IOC	0.926				Congruent

VITA

NAME Miss Kusuma Bangkom

DATE OF BIRTH 25 July 1986

PLACE OF BIRTH Rayong, Thailand

**INSTITUTIONS
ATTENDED** - Warwick University
- Chulalongkorn University

HOME ADDRESS 53/11-12 Jantaudom Rd., Tambon Tapradoo, Amphur
Muang, Rayong 21000



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY