

English Speaking Teaching Model in Distance Education

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Abstract

This study is developmental research attempting to explore a practical model to teach English speaking in distance courses via videoconferencing technology. Therefore, the Dick and Carey instructional model design is used as guidelines in developing a proposed English Speaking Teaching Model (ESTM). The research was divided into four phases. The first phase featured the examination of stakeholders' perceptions, i.e. distance learning centre administrators (DLCs), DLC teaching assistants, broadcasting English teachers, and students who were studying via videoconferencing. In the second phase, the primary teaching model was designed based on the conceptual framework and the results from Phase 1. In the third and fourth phases, the evaluation of the model effectiveness was implemented in three trials: one-to-one, small group, and field trials. In each trial, a pre-test and a post-test were employed to examine students' speaking abilities before and after the application of each revised model. Additionally, thorough feedback was collected through researcher's observation notes, course teacher and teaching assistant journals and students' interviews. A questionnaire was also employed to examine students' satisfaction after studying through the ESTM in the last trial. Results from both data revealed that the students were satisfied with the proposed model. The suggestions from students' interviews, teachers' journals and observation notes were employed to revise the third model draft, to be used as the final ESTM, which comprises teaching activities in six stages: a speaking pre-test at the beginning of the course, study before class, teaching and practice time in class, lesson review after class, a speaking mid-test during the course, and a speaking post-test at the end of the course.

Keywords: distance education, English speaking, teaching model, videoconferencing

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Introduction, Background and Significance of the Study

According to English Proficiency Index (EPI) of 2014, Thailand's English Proficiency ranked – 48th out of 63. This survey was conducted by English First (EF), a Swiss-based company, in countries and territories where English is not the first language by using the test data from 1 million test takers in the previous year. The EF divided the countries into five categories: very high proficiency, high proficiency, moderate proficiency, low proficiency, and very low proficiency. As mentioned above, Thailand's rank was 48, in the category of 'Very Low Proficiency'. Moreover, the EF report revealed that the number of companies that have gradually been adopting English as the common company language has increased. Well-known companies such as Samsung, Aventis and Renault have already mandated English as the corporate language (Index, 2014). For this reason, institutions at the tertiary level in Thailand should take greater strides to develop students' English communication skills and enhance their employability to meet the requirements of the workforce market. At present, most upper secondary-graduate students would like to continue their study in higher education; however some of them cannot attend on-campus courses for various reasons. Therefore, distance education (DE) is an alternative. The DE could be provided in various forms: web-based, videoconferencing, and correspondence courses. In doing so, most people wonder how those distance learning (DL) students can develop their language skills, particularly English which is important for their future career and academic life. As a distance teacher, the researcher has realized that distance students should have equal opportunities to improve their English communication skills, particularly speaking skills, as students taking campus-based courses. Thus, this study aims to develop an English speaking teaching model (ESTM) for undergraduate students in distance education, focusing on English courses via videoconferencing technology. In order to design the first draft of the model, the key components of the ESTM were examined in terms of teaching methods, materials and media, and students' English speaking abilities.

Methodology of Language Teaching in the EFL Settings

Direct Method

This method emphasizes speaking rather than reading and writing. The concept of this method is to use a target language in the foreign language (FL) classroom. Both teacher and students use English as a means of communication to describe pictures and objects as well as in setting situations. It focuses on meaning rather than form. In doing so, grammar rules are taught inductively, but the fact remains that accuracy is still important (Richards & Schmidt, 2002; Lightbown & Spada, 1999; Howatt & Widdowson, 2004; Harmer, 2007).

Audio-Lingual Method

Listening and speaking skills are focused in this method. Language learners listen to target language sentences and then practice, memorize, and repeat those sentences. For this reason, the method uses dialogues and drills and the language learners learn grammar rules through memorization. Similar to the 'Direct method', it avoids the use of first language in the FL classroom. In addition, contrastive analysis is employed to compare language features of L1 and target language (Richards & Schmidt, 2002; Lightbown & Spada, 1999; Howatt & Widdowson, 2004; Harmer, 2007).

Presentation-Practice-Production (PPP)

The PPP method consists of three stages. The first stage is called the 'presentation stage'. It begins with presenting useful information of a target language to learners. The second stage is the 'practice stage' or 'repetition stage'. Language learners practice what they are taught. It might be individual work, pair work and/or group work. The implication of repetitive drills not only prepares students in using a target language but also helps them relieve their anxiety. It should be noted that this stage starts from controlled and gradually moves to less controlled practice. The last stage is called the 'production stage'. At this stage, students are encouraged to produce a target language in a certain situation freely. Of course, this method focuses on accuracy, but it remains to be seen in a second or foreign language classroom and teaching materials today (Richards & Schmidt, 2002; Lightbown & Spada, 1999; Howatt & Widdowson, 2004; Harmer, 2007).

Communicative Language Teaching (CLT)

This method was developed in order to support language learning in different purposes and situations. There are two teaching approaches which have been developed under the shadow of CLT: comprehension approach and task-based learning and teaching approach. The concept of the comprehension approach is well-developed comprehension skills leading naturally to productive skill development (Richards & Schmidt, 2002).

Distance Education and Videoconferencing Class

The videoconferencing class consists of a 'presenting site' with a lead/course teacher and a 'receiving site' with a teaching partner or a teacher assistant as well as students (Mason & Davis, 2000).

Synchronous and Asynchronous Instruction

As it is known, there are two types of distance learning delivery system: synchronous instruction and asynchronous instruction. The synchronous instruction requires real-time communication between a teacher and students, whereas the asynchronous instruction does not. Students can study their lessons anywhere and anytime at their own pace (For adult learners, 2011).

Student Interaction during their Videoconferencing Class

According to Mason and Davis (2000), when videoconferencing is broadcast live, it is possible that student interaction could happen among their classmates on site, their classmates at the other receiving sites, their course teacher, and their teacher assistant.

Flipped Classroom Approach

The concept of flipped classroom approach is that students study before class. The subject matter is posted on a website. Then students study the content at home. When they are in class, they are asked questions about the content. Student-student interaction is promoted by discussion (Bergmann & Sams, 2012). To examine the benefit of the flipped classroom, Zainuddin and Halili (2016) conducted content analysis of 20 research articles on flipped learning. They found that the flipped classroom approach had a positive impact on student improvement, motivation, engagement and interaction.

Teaching Speaking Skills and Assessment in FL Classrooms and Distance Learning

Teaching Speaking Skills

Generally, listening and speaking skills including pronunciation are connected. Then, teaching speaking starts from teaching listening. In language learning, listening plays an important role as language input, for example, structures vocabulary use and pronunciation. This suggests that ESL/EFL teachers must provide sufficient necessary components as prior knowledge before teaching speaking (Richards, 2009). According to Burns (2012), the components of second language speaking competence are knowledge of language and discourse, communication strategies and core speaking skills.

Assessing Speaking in FL Classrooms

An important question often arises how students' speaking performance should be graded. Test designer should design a wide range of tasks to assess a test takers' speaking ability. Moreover, spoken word choices are also the criteria of speaking assessment (Alderson & Bachman, 2004). According to Scott (2005), there are five types of speaking tests: interviews, live monologues, record monologues, role-plays and collaborative tasks and discussions.

Teaching Speaking and Assessment in FL Distance Learning

Distance learning is a cost-effective way to provide education to a number of learners in different places. In language learning and teaching through distance learning, it was found that the speaking skills of DL learners are developed after the acquisition of three others: listening, reading and writing (Valentine, 2002). Moreover, assessment of speaking skills is difficult. Researchers such as Trajanovic et al (2007), have also taught speaking skills in distance learning. As there is a lack of face-to-face communication, the oral presentation has been selected to be taught and assessed. The tools used in class communication were microphones, Web-cam and Skype. In addition, another study showed the improvement of students' public speaking skills by using such tools (Tolman, 2012). In their work, it was obvious that speaking skills as performance were promoted, not interaction and transaction. For this reason, there has been an attempt to teach interactional and transactional communication skills in distance learning through technology.

The following section will present the relevant research regarding such teaching skills outside the standard classroom context.

Relevant Research

Over a decade, technology use for enhancing foreign language learning has attracted much attention from research teams. There have been several studies conducted through modern technology in order to promote synchronous communication, particularly in foreign language courses (Wang & Sun, 2000; Hample & Hauck, 2004; Wang, 2004; Iino & Yabuta, 2015; Lu, Goodale & Guo, 2014; Correa, 2015; Yu, 2018), those studies were conducted in small-sized groups through personal computer or laptops. Studies on videoconferencing were broadcast live to a large number of foreign language learners in different places at the same time are still lacking. For this reason, I have been interested in developing an 'English Speaking Teaching Model (ESTM)' for distance learners studying in different places at the same time.

Methodology

General Information

This study was divided into four phases: 1) Survey the previous DL English course circumstances and interview, 2) model design, 3) model development and the initial model implementation and 4) model revision and evaluation.

In order to develop an English Speaking Teaching Model (ESTM), a university with a distance learning curriculum was selected. This university has a quarter year system. Therefore, its academic year is divided into four terms, namely Semester 1.1, Semester 1.2, Semester 2.1 and Semester 2.2. Thus, there are two groups of students. According to the university's work-based curriculum, the first group undertakes their internship for three months and then resumes their study at distance learning centers for another three months. The other repeat the procedure but in reverse order. There are twelve distance learning centers: one in an outskirts area, two in the central part of Thailand, one in the eastern part of Thailand, three in the northern part of Thailand, three in the north-eastern part of Thailand, and two in the southern part of Thailand.

The distance learning students study their English courses via video-conferencing; therefore, they are able to communicate with their course teachers by instant messaging and video chat.

Moreover, there are teacher assistants at each distance learning center. Those teachers are part-time teachers who teach at local schools or universities. The selected university employs them in order to assist its DL students while studying in live broadcast video-conferencing classes. To make sure that those DL students will achieve course learning objectives, the selected university provides 3-hour tutorial sessions conducted by teacher assistants three times per course.

Participants and Research Instruments

Phase 1: Survey

Research Design

The mixed method was used in this phase. The quantitative method was employed to examine the students' perceptions towards their DL English courses in terms of ~~their~~ course teachers' and teacher assistants' behaviours and roles, teaching materials and class activities. For the survey, the population of all DL students of the selected university was 2,116. The Krejcie and Morgan sample size formula was employed to determine the sample size which should at least be equal to 326. Then, 460 questionnaires were distributed to twelve learning centers. For the interview, the participants consisted of three groups of stakeholders: six administrators of distance learning centers (DLC), five teaching assistants (TAs) who had been with students at DLC, five broadcasting English teachers and English learning students who had studied via videoconferencing.

Instruments

In order to find the answer for what the components of an English Speaking Teaching Model for improving distance students' speaking skills are, the questionnaire items were constructed based on 'Teacher immediacy behaviours' (Liando, 2010), instructional design principles for distance learning and media, technology and distance education application (Bourdeau & Bates, 1996),

whereas the students' satisfaction survey results of the selected institute was paraphrased and itemized. The questionnaire was translated into Thai. Content validation of research tools was done by calculating indexes of Item-Objective Congruence (IOC) by three experts. A pilot study was conducted to examine the reliability of the questionnaire. The participants of the pilot study had similar characteristics to the other students in distance learning centers. Unstructured interviews were employed to examine perceptions of administrators of distance learning centers (DLC) towards expected students' learning outcomes, teacher assistants' roles and broadcasting course teachers' characteristics and performances. At the same time, the two different sets of interview questions were developed to examine teacher assistants' roles and what broadcasting course teachers did in their DL English courses respectively. One of the main differences between the teacher assistant and the course teacher interview questions were TA roles and class management. The interview questions validation of each set was done by calculating indexes of Item-Objective Congruence (IOC) by three experts.

Data Collection

The data collection of the first phase consisted of four processes. First, the researcher conducted group interview with six out of twelve administrators of distance learning centers (DLC). They are from different parts of Thailand. The unstructured interviews were used to collect DLCs' perceptions. Second, teacher assistant interviews were conducted on the phone. Four teacher assistants, with experience in assisting in DL English courses, were selected based on regions. They were considered as representatives from the north, south, north-east and central part of Thailand. The interview questions examined what they did during and outside the class in the distance learning centers. Next, broadcasting course teachers with experience in teaching DL English courses were interviewed what they did in their DL in their DL English courses, particularly speaking skills. Then, 460 copies of questionnaire were distributed to twelve distribution centers. All were completed by students who have experience in DL English courses.

Data Analysis

Administrator, Teacher Assistant and Course Teacher Interviews

The data from interviews of administrators, teacher assistants and course teachers were transcribed, then the coding process based on Miles and Huberman (1994) and Saldana (2009) was employed to analyze the data. The dimensions in teacher assistant and broadcasting course teacher interview questions were used to assign categories. The interviews revealed that the DL administrators, the course teachers, and the teacher assistants agreed that DL students enjoyed teaching materials such as songs and movies during their lessons. Moreover, the DL administrators said that they expected their students to be able to communicate with foreigners in English.

Questionnaires on Students' Perceptions

The 460 sets of questionnaire were distributed to twelve distribution centers. The questionnaire respondents were 411 greater than the calculated sample size, 360. Descriptive statistics (percentage, mean and standard deviation) were employed to analyze the data based on dimensions in the questionnaires. Almost 76% of the respondents considered their speaking skills as fair or poor. For this reason, English speaking skills were ranked in the first order. Regarding the data analysis, it could be summarized that there were five components which should be taken in consideration in the model design. The components comprise: 1) language awareness promotion,

2) vocabulary and language pattern development, 3) language application development, 4) lesson delivery and 5) cooperative and collaborative learning.

Phase 2: Model Design

In this phase, the first draft of the proposed model was designed based on the first phase results and theoretical framework: the 21st century learning framework, Common European Framework (CEF), flipped classroom, learning styles, teaching material selection, and Bloom's taxonomy. Moreover, three components of speaking skill development -- knowledge of language and discourse, communication strategy and core speaking skills -- were taken into consideration as well as Burns' Teaching-speaking Cycle (2014) for class activities. The summary of concepts in the first draft model which consists of five components, activities and the implementers is shown below.

Table 1

The summary of concepts in the first draft of model design

Components	Activities	Implementer
Language awareness promotion	Speaking pre-test before course	Native examiner
Vocabulary and language pattern development	1. Watching the video(s) before/after class 2. Class activities	Course teacher
Language application development	1. Talking with the course teacher via videoconferencing 2. Doing exercises in pairs or in group, e.g. role play	1. Course teacher 2. Teacher assistant
Lesson delivery	1. Watching the video(s) before and after class 2. Real-time live broadcast	Course teacher
Cooperative and collaborative learning	1. Watching the video(s) before and after class 2. Doing exercises (worksheets and speaking tasks in and outside the class)	Course teacher

Phase 3: Model Development and the Initial Model Implementation

One-to-One Trial: Setting and Participants

The distance learning center in the central part of Thailand was selected to conduct the trial. The participants were three DL students chosen based on their grades from the previous DL English course, considered as good, moderate and poor. Those students took the speaking pre-test with the native examiner prior to the course via Google Hangout. The lessons were from 'Straightforward, Pre-Intermediate level' in Unit 10: 'Animal lovers, Stress, Marathon men and Doctor, doctor!'

One-to-One Trial: Instruments

The 360 degree feedback was implemented in data collections: researcher's observation notes, course teacher and teaching assistant journals and in-depth interviews with the selected students.

One-to-One Trial: Procedures

The researcher went to the selected learning center to assist an examiner who was in Bangkok in administering the speaking pre-test. The test was in the form of pictorial storytelling. Therefore, the cue cards of the speaking pre-test related to those lessons. Each student was asked to select one out of three cue cards. The examiner used the speaking rubric to assess their speaking performance. After finishing the speaking pre-test, the students were taught the study skills needed in this model. The important one was autonomous learning which was based on the flipped classroom approach. Three students had to watch the videos related to the lessons before class. In class, the course teacher showed other videos to review the vocabulary and language patterns. Then the students were asked to do exercises, worksheets and/or speaking practice. The course teacher called one of the selected students to have a real-time talk with her. At the end of the trial, the students took the speaking post-test with the same examiner. The same speaking rubric was employed to assess their speaking abilities.

Moreover, the students' interview was conducted to investigate their satisfaction towards the first draft model.

Results of the Initial Model Implementation

In terms of students speaking progress, the results of the post-test did not present student speaking skill improvement. At this point, the students' in-depth interview revealed that they did not follow the study skills mentioned in the model, e.g. watching videos before and after class. However, all of them agreed that the videos with subtitle helped them learn the language. They could follow the story by guessing body language. Additionally, the students commented consensually that games should be added to help them learn language with fun, which conformed to Chen's (2005) and Fajariyah's (2009) studies. For this reason, the second draft model added classroom language games to review students' vocabulary knowledge and language that they have learned in the section of 'Language application development' component. The results from the researcher's observation notes as well as the course teacher's and teacher assistants' journals were also employed to revise the first draft model in terms of teaching material selection and classroom activities. Table 2 shows the summary of the concepts in the second draft of model design as presented on the next page.

Phase 4: Model Revision and Evaluation***Small Group Trial: Setting and Participants of the Second Draft Model Implementation***

The distance learning center in the Eastern part of Thailand was selected to conduct this trial. The participants were nine DL students chosen based on their grades from the previous DL English course, considered as 3 good, 3 moderate and 3 poor. Like the one-to-one trial, those students took the speaking pre-test with the native examiner prior to the course via Google Hangout. The lessons were from 'Straightforward, Pre-Intermediate level' in Unit 11: 'Thing, Fashion victim, Camden Market and Looking good'

Table 2

The summary of concepts in the second draft of model design

Components	Activities	Implementer
Language awareness promotion	Speaking pre-test before course	1. Course teacher (for selecting a speaking task and preparing the rubric) 2. Native examiner 3. DL Students 4. Teacher assistants (at DLC)
Vocabulary and language pattern development	1. Watching the video(s) before/after class 2. Class activities	1. Course teacher (for selecting the materials and class activities) 2. DL Students
Language application development	1. Talking with the course teacher via videoconferencing 2. Doing exercises in pairs or in group, e.g. role play 3. Language game issues raised by the student interviews after the trial.	1. Course teacher (his/her roles including selecting games) 2. DL students 3. Teacher assistant
Lesson delivery	1. Watching the video(s) before and after class 2. Real-time live broadcast	1. Course teacher (for selecting the materials and class activities) 2. DL Students
Cooperative and collaborative learning	1. Watching the video(s) before and after class 2. Doing exercises (worksheets and speaking tasks in and outside the class)	1. Course teacher (for selecting the materials and class activities) 2. DL Students 3. Teacher assistant (as a facilitator in class)

Small Group Trial: Instruments

Like the one-to-one trial, the researcher's observation notes, course teacher and teaching assistant journals and in-depth interviews with the selected students were employed to collect data.

Small Group Trial: Procedures

The researcher went to the selected eastern DL center to assist the examiner who was in Bangkok in administering the speaking pre-test. The test was conducted in the same procedure as the one-to-one trial. After that, the students were taught the study skills needed in this model. Nine students had to watch the videos related to the lessons before class. In addition to class activities, the course teacher used language games to review the vocabulary and language patterns. At the end of the

trial, the nine selected students took the speaking post-test with the same examiner. The same speaking rubric was employed to assess their speaking abilities.

Results of the Second Model Implementation

The speaking post-test results showed that only the moderate students had speaking ability improvement. The students' in-depth interview disclosed that the students in two other groups did not follow the study skills mentioned in the model. Similar to the interview results in the one-to-one trial, all of the nine selected students agreed that the videos with subtitle helped them learn the language. They could follow the story by guessing body language. One interviewee said that she used the content in the video to practice speaking with her friends. Another one added that studying at the distance learning center was difficult. Watching the video facilitated their study by themselves. Furthermore, they enjoyed playing language games and mentioned that those games helped them learn language with fun. This comment was confirmed by the researcher's observation notes, course teacher's and teacher assistants' journals. Another additional comment was speaking with the native examiner encouraged them to improve their speaking skills. They wanted to have an opportunity to practice with a foreign teacher. However, the students from the lowest language efficiency group said that they wanted their teacher assistant to translate what the course teacher said in English to Thai. These results were employed to revise the second draft model. The third draft of the proposed model with its components could be explained in Table 3.

Table 3

The summary of concepts in the third draft of model design

Components	Activities	Implementer
Language awareness	1. Speaking pre-test before course	Native examiner
Language promotion	2. Speaking mid-test	
Vocabulary and language pattern development	1. Watching the video(s) before/after class 2. Class activities	Course teacher
Language application development	1. Talking with the course teacher via videoconferencing 2. Doing exercises in pairs or in group, e.g. role play 3. Language games 4. Co-teaching model (Team teaching) 5. Teaching-speaking session	1. Course teacher 2. Teacher assistant
Lesson delivery	1. Watching the video(s) before and after class 2. Real-time live broadcast	Course teacher
Cooperative and collaborative learning	1. Watching the video(s) before and after class 2. Doing exercises (worksheets and speaking tasks in and outside the class)	Course teacher

Field Trial: Setting and Participants of the Third Draft Model Implementation

The distance learning center in the Northern part of Thailand was selected to conduct this trial. The participants were 44 DL students whose language proficiency levels were different. Like the two previous trials, those learners took the speaking pre-test with the native examiner prior to the course via Google Hangout.

Field Group Trial: Instruments

Similar to the two previous trials, the researcher's observation notes, course teacher and teaching assistant journals and in-depth interviews with the selected students were employed to collect data.

Field Group Trial: Procedures

The researcher went to the selected northern DL center to assist the examiner who was in Bangkok in administering the speaking pre-test. The test was conducted in the same procedure as the two previous trials. After that, the students were taught the study skills needed in this model. It is important to remember that there were three co-teaching sessions (Thai and native/foreign teachers) in this trial. Each co-teaching session was conducted after two related lessons had been taught in the form of demonstrating how students could apply language that they had learned to their daily life conversations. Additionally, the students were provided with the 'Teaching-speaking' session during the trial. In this session, the teacher assistant acted as a facilitator while the students performed the speaking tasks – storytelling. Later, the students took the speaking mid-test with the same examiner in order to examine their progress. The test content related to Unit 10 lesson. When Unit 11 lessons were taught, the teaching and learning procedures were almost the same as Unit 10 except the teaching-speaking session which was excluded in order to investigate whether this session affect their speaking abilities or not. At the end of the trial, all students took the speaking post-test with the same examiner. The test content related to Unit 11 lesson. The same speaking rubric was employed to assess their speaking abilities.

Results of the Third Model Implementation

The results of the speaking mid-test showed that 37 out of 44 students' speaking mid-test scores increased. The researcher asked one student who gained the highest progress score to share her study skills with her classmate. She explained what she did which followed the study skills that the researcher informed them earlier. However, there were seven students whose test scores did not increase, particularly one whose score decreased. Interestingly, the results of the speaking post-test showed that 13 out of 44 students' speaking post-test scores increased; six students' speaking scores were the same as the mid-test scores; the scores of the rest decreased. All in all, if we compared the speaking pre-test and the post-test scores, only one student showed the score regression. The results of the student satisfaction survey revealed that the majority of the respondents paid more attention when there was a co-teaching session. Over 80% agreed that the session made them want to improve their English speaking skills in order to communicate with the foreign teachers. The students' in-depth interview disclosed that they did not have time to watch video regularly. This might be an answer to a question why some students could not retain their language knowledge and ability. However, the students agreed that the proposed model could help them improve their speaking abilities. Additionally, they enjoyed playing language games and mentioned that those games helped them learn language with fun. Furthermore, they requested two or three teaching-speaking sessions which focused on speaking skills and student-centered approach and they wanted to have an opportunity to practice with a foreign teacher. The teacher assistants' journal said that teaching materials and games were various and matched to the students' ages. This is confirmed by the researcher's observation notes. In addition, the course teacher said that she received a course evaluation from the DL students studying at the selected center: 4.61 out of 5 for using various teaching methods and techniques to motivate learners; 4.70 for integrating the content into real-life practice; 4.64 for promoting autonomous learning habits

as well as cooperative and collaborative learning. The results from the students' interview, the researcher observation notes as well as the course teachers' and teacher assistants' journals were employed to revise the third draft model. Consequently, the English Teaching Speaking Model (ESTM) is proposed as shown in Figure 1 shown on the next page. The final draft of ESTM is divided into six stages:

Stage 1: At the Beginning of the Course

Prior to the course, DL students have to take the speaking pre-test with a native or foreign teacher. The test should be related to the lessons which will be taught. One important thing is that the student has to listen to the native teacher's questions or instructions what he would like them to do. This stage is not only aiming to evaluate students' speaking skills but also to raise language awareness of the students as mentioned in the first component as mentioned earlier in Table 3.

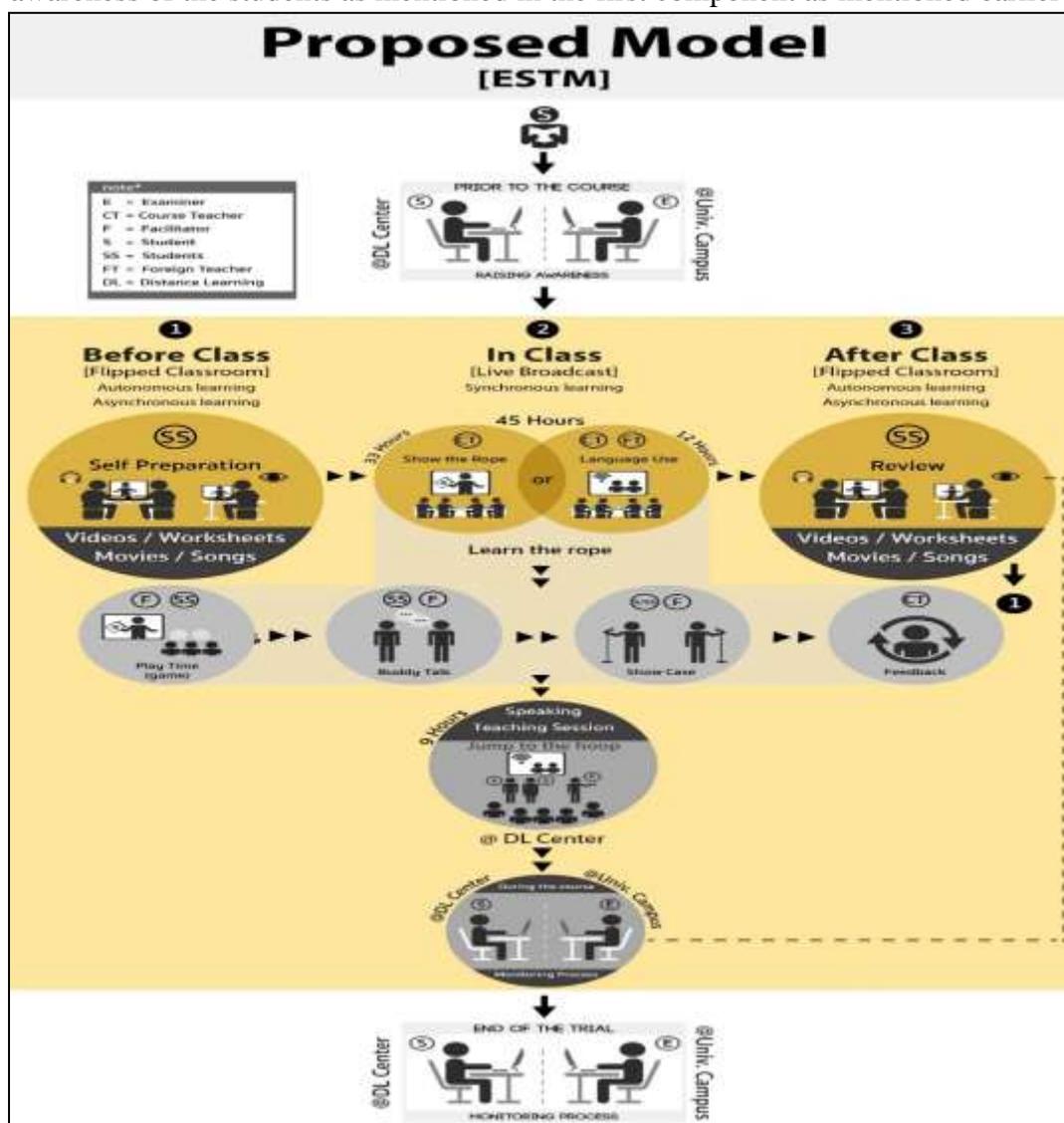


Figure 1. The English Speaking Teaching Model

Stage 2: Before Class

The flipped classroom approach should be employed on the purpose of teaching the content before class. It is important to remember that all five components are taken into consideration at this stage.

Stage 3: In Class

Individual or Co-teaching live broadcast, practice time and feedback

A course teacher presents the lesson through teaching aids such as PowerPoint slides, songs and different video clips to review language use in the ~~next~~ lesson. Classroom games should be selected or developed based on expected learning outcomes. Moreover, the co-teaching approach (A mother tongue teacher and a native/foreign teacher) is suggested after two previous lesson units in order to demonstrate language application.

Teaching-Speaking Session

It is recommended that three-hour teaching-speaking sessions, at least nine out of forty-five hours, should be provided for students. The course teacher has to design or select speaking tasks and distribute them to the DL centers in advance. During this session, the course teacher could monitor students' practice via videoconferencing. After that, the course teacher should ask students to perform the speaking task in front of a camera which is live broadcast to other DLCs.

Stage 4: After Class

Students have to review their lessons through different video clips and/or worksheets. This stage slightly overlaps with that of pre-class video which is also an assignment prior to the class.

Stage 5: During the Course

An individual student takes the speaking mid-test with the same native teacher in order to see how well he/she makes progress after studying. The same method in the pre-test should be used. After taking the speaking mid-test, the student whose gains the highest different scores between the pre-test and the mid-test should be selected to share their learning techniques to his/her classmates.

Stage 6: At the End of the Course

An individual student takes the speaking post-test with the same native teacher in order to see how well he/she makes progress after studying. The same method in the pre-test and the mid-test should be used.

Discussion and Recommendation

The findings that have emerged from this study were five key components in the proposed English Speaking Teaching Model (ESTM): 1) language awareness promotion, 2) vocabulary and language pattern development, 3) language application development, 4) lesson delivery and 5) cooperative and collaborative learning. To achieve the ultimate outcome of this teaching model, the study guidelines should be told prior to the class. In addition, a pre-semester meeting for all teachers should be held at least three times: prior to the course, in the middle of the course and at the end of course. Teamwork is a must in this model as mentioned in Mason and Davis (2000). Additionally, roles and responsibilities of individual stakeholder should be written and informed. For teaching materials, a course teacher as a team leader should set up a committee to select or develop teaching materials which should be various and appropriate to their students' ages.

Moreover, speaking activities should be selected or designed on the basis of a student-centered approach. Lastly, students' speaking performance assessment should be conducted three times: prior to the course, in the middle of the course and at the end of course. In doing so, students will be aware of their speaking abilities at the beginning of the course and also their progress in the middle and at the end of the course.

Conclusion

It can be concluded that the three trials and collected data from all phases indicate necessary components to enhance speaking abilities of distance learning students: language awareness promotion, vocabulary and language pattern development, language application development, lesson delivery, and cooperative and collaborative learning. All these would culminate in the final ESTM, comprising teaching activities in six stages: a speaking pre-test at the beginning of the course, study before class, teaching and practice time in class, lesson review after class, a speaking mid-test during the course, and a speaking post-test at the end of the course. This would be a practical model in teaching DL English courses via videoconferencing.

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