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 video-conferencing. 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