#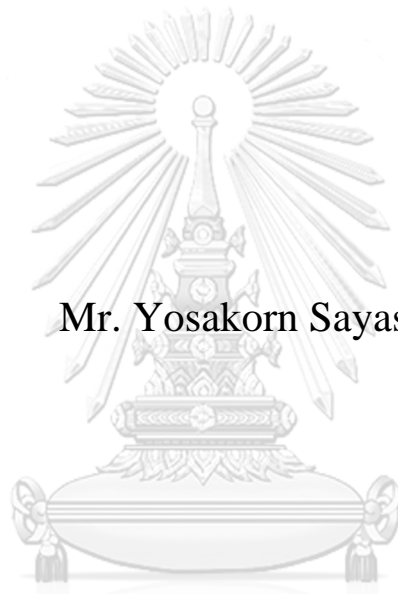 DEVELOPMENT OF TEACHING ACTIVITIES BASED ON ONLINE EASA INSTRUCTIONAL MODEL TO ENHANCE SPEAKING ABILITY OF THAI EFL STUDENTS

Mr. Yosakorn Sayasonti

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Teaching English as a Foreign
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Department of Curriculum and Instruction
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การพัฒนากิจกรรมการสอนตามรูปแบบการสอนเอซ่าแบบออนไลน์เพื่อส่งเสริมความสามารถ
ทางการพูดของนักเรียนไทยที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศ

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By	Mr. Yosakorn Sayasonti
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ทางการพูดของนักเรียนไทยที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศ. (DEVELOPMENT OF
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งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาการพัฒนาความสามารถทางการพูดของผู้เรียนภาษาอังกฤษเป็น
ภาษาต่างประเทศผ่านรูปแบบการสอนเอซ่าแบบออนไลน์ 2) สำรวจความคิดเห็นของนักเรียนที่มีต่อการเรียนพูดผ่านรูปแบบ
การสอนเอซ่าแบบออนไลน์ กลุ่มตัวอย่างซึ่งคัดเลือกโดยวิธีการสุ่มตามความสะดวก ประกอบด้วยนักเรียนระดับชั้นมัธยมศึกษา
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paired-sample *t*-test, ค่าเฉลี่ย, ส่วนเบี่ยงเบนมาตรฐานและการวิเคราะห์เนื้อหา ผลงานวิจัยพบว่า 1) ความสามารถ
ทางการพูดของนักเรียนเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .001 2) ผลจากแบบสอบถามและการสัมภาษณ์แบบกึ่ง
โครงสร้างพบว่า นักเรียนมีความคิดเห็นเชิงบวกต่อการเรียนรู้ผ่านรูปแบบการสอนเอซ่าแบบออนไลน์

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สาขาวิชา	การสอนภาษาอังกฤษเป็น	ลายมือชื่อนิสิต	
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This study aimed to 1) explore the effects of the online EASA instructional model on the speaking ability of Thai EFL students and 2) investigate the students' perceptions toward learning through the online EASA instructional model. Thirty eleventh grade students in the first semester of the academic year 2021 at a public school in Nakhon Pathom province, Thailand, were selected as participants for this study by using the convenience sampling method. This study employed a single group pretest and posttest design. The research instruments included 1) English speaking pretest and posttest 2) close-ended questionnaire and 3) interview questions about participants' perceptions towards learning through the online EASA instructional model. The data analysis employed the statistics of paired-sample t-test, mean, standard deviation, and content analysis. The results indicated that 1) students' posttest mean score after learning through the online EASA instructional model was higher than the pretest mean score at a significant level of .001, and the results of the questionnaire and semi-structured interview revealed that 2) students had positive perceptions towards learning through the online EASA instructional model.

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Field of Study:	Teaching English as a Foreign Language	Student's Signature
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Academic Year:	2021	Advisor's Signature
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CHAPTER I
INTRODUCTION

1.1 Background of the Study

Speaking plays an important role in our daily lives especially in terms of communication due to the fact that English language is widely used for communication almost everywhere in the world. Therefore, the requirement for people to use English to communicate clearly and effectively is undeniable in many countries including Thailand. In Thailand, English is considered as a foreign language, and English speaking is taught from kindergarten until university. English is spoken for various purposes including education, work, tourism, and international relations.

English speaking is an essential part of the curriculum in language learning and teaching (Luoma, 2004), and the Thai Ministry of Education's awareness of the importance of English speaking appears in the Basic Educational Core Curriculum B.E. 2551 as it indicates the importance of English speaking as a tool for communication (The Ministry of Education Thailand, 2008). However, nowadays, communication is not only a tool but also one of the most essential 4C's of 21st-century learning skills since students in today's world all require these skills to achieve 21st-century learning outcomes and to succeed in work and life (Battelle for Kids, 2019). English language learning and teaching in Thailand are significant for communicative purposes to achieve the objective of producing graduates with a sufficient command of communicative English and to meet the demands of the local and global economy for good English skills. In order to achieve effective English

communication, apart from English listening skills, it is necessary to have good English speaking skills and ability.

For better education and employment opportunities, Thai students should have the excellent English speaking ability as it can be said that English language speakers who can orally communicate with others have more opportunities to find/get good education and jobs in various organizations and companies. These statements are supported by Baker and Westrup (2003), as cited in Leong and Ahmadi (2017), saying that learners who speak English very well can have better opportunities for better education, finding good jobs, and getting a promotion. It can be said that having excellent English-speaking ability enables Thai students to study in schools or universities not only in Thailand but also in other countries where English is used as a medium of instruction. In order to apply for an English-speaking university, students are required to take either the IELTS (The International English Language Testing System) or the TOEFL (Test of English as a Foreign Language) to prove their English knowledge and proficiency in English. If Thai students lack good speaking ability in English, they may struggle to pass the exams as both IELTS and TOEFL test and assess English speaking ability. Furthermore, students who have low English speaking ability may not be able to orally communicate with peers and teachers effectively when they study in an English-speaking university, and their daily lives while living abroad as a student can be challenging.

Similarly, when students with excellent English speaking ability graduate, they will have more options to apply for both domestic and international jobs. The hiring rate of these students is also high because an employee with excellent English speaking ability can somewhat help a company to succeed by building trust,

improving international relationships, and orally dealing with foreign clients effectively. On the other hand, graduates with low English speaking ability may find it difficult to apply for a job, especially an international job. The salary offer to these graduates is not high compared to graduates/ candidates with excellent English speaking ability as they may not be able to create international relationships and orally deal communicate with foreign clients effectively.

1.1.1 Statement of the Problems

Several English language teaching sectors in Thailand have paid more attention improving students' English communication skills particularly English speaking skills since the association of Southeast Asian nations has the purpose of reducing a trade barrier in the form of a single trade area and production base with the free flow of goods, services, and investments (Jindapitak, 2019). Many ELT campaigns, curricula, and strategic plans have been revised and developed to be in line with the needs of the new economic community to achieve the objective of producing graduates with a sufficient command of communicative English (Jindapitak, 2019). For instance, the English Speaking Year Program, which delivered thousands of Thai teachers to participate in training in English speaking countries and invited a hundred of volunteers from England to teach English in Thailand, has been created by the Ministry of Education (MOE) in order to affirm that Thai students can communicate in English with non-Thai speakers effectively (Hodal, 2012). The English language learning and instruction policy in the basic education system in Thailand in 2017 has reformed and changed from the grammar-translation method to communicative language teaching (CLT) (Unaree, 2019). Furthermore, many English teachers in the

twenty first century have tried to employ more teaching approaches such as content-based approach, communicative language teaching (CLT), and task-based instruction to facilitate students to learn English language effectively, and teachers also have dedicated more time to choose and prepare interactive learning materials and activities that suit with students' English speaking ability (Chanaroke & Niemprapan, 2020).

Nevertheless, the English speaking ability of Thais is still low, and most of them cannot speak English fluently and effectively even though they have been studying English for several years, from kindergarten until university. According to Educational Testing Service (ETS), Thai test takers' speaking scores of TOEFL iBT® Tests from 2015 to 2020 are still quite low as the speaking scores are below the mean average scores for six consecutive years with 19 out of the average scores of 20.3 in 2015, 20.4 from 2016 to 2018, 20.6 in 2019, and 20 in 2020 (Educational Testing Service, 2016, 2018, 2019a, 2019b, 2020, 2021; Rousseau, 2016). Based on the results of speaking scores of TOEFL iBT® Tests from 2015 to 2020, it can be said that Thai students' English speaking ability still does not improve as the English speaking scores are still below the mean average scores even several ELT sectors in Thailand have tried to develop students' speaking ability. Therefore, there must be something wrong with Thai students and/or ELT sectors that affects Thai students' English speaking ability and leads to English speaking problems.

Despite a growing number of research focusing on challenges or problems encountered by the EFL and Thai students, English speaking is still somewhat a struggle to them (Ariani & Tawali, 2021; Cubalit, 2016; Haidara, 2016; Juhana, 2012; Khamprated, 2012; Leong & Ahmadi, 2017; Rajprasit et al., 2015; Wulandari et al.,

2020). Many researchers explain that some EFL and Thai students cannot speak English because of a lack of proficiency in English and psychological factors such as a fear of making mistakes, shyness, anxiety, low motivation, low participation, and low engagement.

Nevertheless, English speaking challenges and problems may not be caused by only Thai students but also Thai teachers' English skills and their teaching approaches. This statement is supported by Khamkhien (2010) as he indicates that ineffective English teaching approaches are possibly the cause of Thai students' low English speaking ability. Even though considerable efforts have been made to reform the English language curriculum in Thailand, Thai students' English performance still does not meet the required standard since some Thai teachers still use inappropriate texts, testing, and evaluations (Khamkhien, 2010). Furthermore, some Thai teachers have dry teaching styles that excessively concentrate on grammatical details as they use grammar and translation methods with the Thai language as the medium of instruction, teacher-centered activities, and spoon-feeding (Khamkhien, 2010; Nanthaboot, 2012; Noom-ura, 2013). Nanthaboot (2012) explains that Thai students lack an opportunity to practice speaking English as a teacher does not frequently provide them sufficient chances to practice speaking English. It can be said that insufficient chances to practice speaking English are caused by the overly large class size and time constraints. Therefore, if students do not receive an adequate opportunity to practice speaking English, they may be demotivated shortly, and an interest in learning English may be lost (Nanthaboot, 2012). Noom-ura (2013) also reports the research results that the Thai respondent-teachers moderately agreed with

the problems concerned with teaching English speaking, and they would like to improve teaching strategies for English speaking.

Moreover, nowadays, as a result of the COVID-19 pandemic and high infection rates, the teaching and learning system in many countries including Thailand has been changed to an online learning mode as an alternative learning method to keep learning continue without the risk of exposure to the COVID-19. Therefore, apart from all the problems or factors affecting Thai EFL students' ability mentioned above, we also need to deal with challenging factors affecting their English speaking ability and performance during online learning.

According to the previous studies, it has been found that psychological factors, students' proficiency in English, and ineffective online instruction are factors or problems that can impede the development of Thai students' English speaking ability (Ariani & Tawali, 2021; Wulandari et al, 2020). Wulandari et al. (2020) report that EFL students have some challenges in learning English speaking online as some students feel afraid to speak English in front of their peers in an online virtual classroom because they think that their peers will not understand their speech due to their limited English vocabulary and poor English pronunciation. Furthermore, some students feel lazy and bored to study online and get the online materials, so these factors contribute to students' low participation and engagement as they may not try to speak English or express opinions and experiences (Ariani & Tawali, 2021; Wulandari et al., 2020). Therefore, Thai students' English speaking ability may not be effectively enhanced during online learning, so it is significant to find effective and suitable ways to teach English speaking online and deal with the problems and/or

factors affecting Thai students' English speaking ability and performance to enhance their English speaking ability.

To improve students' proficiency in English, their psychological factors such as low motivation and engagement in learning and speaking are required to be taken care of, effective English instruction with the right model is needed, and an opportunity to practice speaking English or perform speaking tasks should be provided to students sufficiently. Thus, EASA instructional model, namely Engage, Activate, Study, and Activate, suggested by Harmer (2007), as you can see in the figure 1, is chosen and considered to be one of the effective teaching models to deal with factors that contribute to Thai students' low English speaking ability.

EASA instructional model can deal with factors that contribute to Thai students' low English speaking ability because it can be used to handle students' psychological factors particularly low motivation and engagement in learning and speaking English since the objective of the first stage "Engage" is to engage and interest students. If students are interested and/or engaged in the topic or language, they will have a positive attitude towards it. Leong and Ahmadi (2017) emphasize if students have a negative attitude towards the language, they will not have any considerable development in acquiring the various features of the language. Without positive attitudes towards English speaking, students' English speaking performance may not be good. Consequently, it is significant to engage and motivate students in learning and speaking English in order to reach effective results as it can be said the more engaged students, the more effective results (Fithria & Ratmanida, 2019).

Furthermore, EASA instructional model enables students to see the link between what they lack and need to learn more in the first Activate stage and what

they are taught in the Study stage (Harmer, 2007). By doing this, students' intrinsic motivation, is likely to develop. When they know their difficulties or points for improvement by doing an English speaking task in the first Activate stage, they will try to improve and do better in the second Activate stage after they have digested the corrections to the language they used in the preceding stage.

In terms of lack of opportunity to speak English, there are two stages in EASA instructional model, which are the first Activate and the second Activate stage that can be used to enhance students' English speaking ability and provide them sufficient opportunities to practice speaking English and perform English speaking tasks.

In the first Activate stage of EASA instructional model, students are encouraged to activate various features of language they know by doing the English speaking task in a free and communicative way while a teacher observes and writes down language difficulties they have and distinct errors that can be dealt with later. By doing these, students get an opportunity to practice speaking English and try out authentic language use with little or no restriction, a type of practice for the real-world (Harmer, 2007). When students are provided more chances to activate various features of language they have in their brains, they will become more autonomous with their use of these features of language (Harmer, 2007, as cited in Khoshsima & Shokri, 2016). Then students systematically become autonomous language learners and language users as they can use words and phrases to speak English systematically and fluently without thinking too much (Khoshsima & Shokri, 2016). Besides, Khoshsima and Shokri (2016) emphasize that the first Activate stage gives a teacher information about students' learning process, and the teacher can comprehend

students' problems in English speaking activities and provide remedial work where necessary in the next stage.

In the second Activate stage of EASA instructional model, students are asked to repeat doing the same English speaking task again after they have digested the corrections in the Study stage to the language they used in the preceding stage, the first Activate stage. Students' needs are answered by a teacher in this stage as they are not taught language until they have demonstrated that they require to learn it in order to be able to complete the speaking task well. The link between what students need to learn and what they are taught is clearer now in this stage. This stage is advantageous for students because it offers them an opportunity to improve their English speaking performance by trying to complete the English speaking task again after they learned language features and how to deal with mistakes they made before in the previous stage.

However, some events or activities like a debate, a role-play, or a prolonged Internet-based search is time-consuming, so presenting all ESA elements in the teaching sequences of EASA in one lesson can be challenging as a teacher may extend the period of study time and decrease the time for activation (Harmer, 2007). If a teacher decreases the time for activation in the language learning process, lack of opportunity to speak English still occurs, and it can impede the development of students' English speaking ability.

Therefore, as a result of time constraints to practice speaking English in the Activate stages, large class size in Thailand, and COVID-19 pandemic, online learning with a blend of synchronous and asynchronous learning modes is selected to fill these gaps and be integrated with EASA instructional model to provide students

an opportunity to practice speaking English at their own time and pace and interact with a teacher and peers simultaneously online. Harmer, (2007) also affirms that the missing ESA elements in the teaching sequences of EASA in one lesson can be emerged at some other time, so it means a combination of synchronous and asynchronous online learning can be conducted and integrated with this instructional model.

The integration of online learning with the EASA instructional model may not only be able to fill some gaps of the teaching model, but online learning with a blend of synchronous and asynchronous learning modes and the use of technology may also be able to solve problems in teaching and learning English speaking such as dry teaching styles, teacher-centered activities, and speaking anxiety. Both synchronous and asynchronous online learning can be advantageous to English language learning as a blend of these two modes provides students a better learning experience than using only one of these modes (Perveen, 2016). Each online learning mode has both advantageous and challenges affecting students' learning and speaking ability, so a blend of each mode can offer an amazing model for developing students' participation, information processing, motivation, and English speaking ability.

Online learning, with a blend of synchronous and asynchronous learning modes, is integrated with EASA instructional model because it complements each other. The use of technological tools in online learning can promote students to become active and engaged learners, and this aspect relates with the first stage of the EASA instructional model "Engage". With online learning, students become more actively participate and engage in learning as they somewhat realize that learning is interesting, fun, and meaningful. Students' efforts to actively construct their

knowledge, understand, and accomplish the task will not occur if the learning is not interesting, fun, and meaningful enough. Online learning especially asynchronous online learning can promote slow learners to be active learners since it provides those learners sufficient time to engage, construct the knowledge, understand, and complete the task. Some slow learners may not be able to follow the teacher and other students well in the synchronous online learning mode, so they may not actively participate and engage in learning much. Therefore, they do not become an active learner, and their English speaking proficiency and ability may not be developed well due to inactiveness.

Apart from giving sufficient time to slow learners, online learning particularly asynchronous online learning mode can also reduce learners' tension, anxiety, and stress in learning since they can express or share their ideas with others using asynchronous tools, providing a sense of non-threatening learning environment or faceless learning environment. It can be somewhat said that if students are engaged in learning, and they actively participate in the activities especially English speaking activities and have sufficient time to practice speaking English and/or speak English at their own pace, students' English speaking ability will enhance and develop.

There has not been, to the researcher's knowledge, research particularly undertaken to investigate and experiment the online EASA instructional model on the English speaking ability of Thai EFL students before. Consequently, the present study attempted to investigate the effects of the online EASA instructional model on the English speaking ability of Thai EFL students. Hopefully, the results of this current study could be used as an effective and meaningful teaching model to maximize the

advantages of both synchronous and asynchronous online learning with the use of appropriate technology to promote English speaking ability.

1.2 Research Questions

This study attempted to answer the following research questions:

1. To what extent does the online EASA instruction enhance the speaking ability of Thai EFL students?

2. What are students' perceptions toward learning through the online EASA instructional model?

1.3 Objectives of the Study

The objectives of this current study were to:

1.explore the effects of the online EASA instructional model on the speaking ability of Thai EFL students.

2. investigate the students' perceptions toward learning through the online EASA instructional model.

1.4 Scope of the Study

1.4.1 Participants

The participants of the study were 30 eleventh grade Thai secondary students from a public school in Nakhon Pathom, Thailand.

1.4.2 Research Design

This study employed a one-group pretest-posttest quasi-experimental design. The quantitative data were drawn from the comparison of speaking pre-test and post-test results and students' responses from a questionnaire. The qualitative data were drawn from the results of a semi-structured interview. It should be noted that an independent variable of this study was the online EASA instructional model. The two dependent variables were students' speaking ability and students' perceptions towards learning through the instruction. The details are in the table 1 below:

Table 1: Types of Data

Quantitative Data		Qualitative Data	
Independent Variable	Dependent Variables	Independent Variable	Dependent Variable
1. Online EASA instructional model	1. Students' speaking ability 2. Students' perceptions towards learning through the instruction (questionnaire)	1. Online EASA instruction model	1. Students' perceptions towards learning through the instruction (semi-structured interview)

1.5 Definition of Terms

1.5.1 Online Learning

In this current study, the term online learning is defined as a teaching and learning process taking place fully online and using the internet connection and learning platforms with the use of appropriate technology and tools such as Facebook, Messenger, Line, YouTube, Mentimeter, Flipgrid, Zoom, Kahoot, Quizizz, and Padlet. Online learning here can be divided into two modes which are synchronous and asynchronous online learning. Students in this study were taught and facilitated by using both synchronous and asynchronous online learning modes with the use of appropriate technology to enhance English speaking ability.

1.5.2 Synchronous Learning

In this current study, the term synchronous learning is defined as online learning using video conferencing and the internet which occurs simultaneously or in real time with a fixed class schedule and time, and synchronous learning enables direct and real-time communication, interaction, and discussion between students and a teacher. In this study, students learnt English speaking and discussed with a teacher and peers online via Zoom for 50 minutes once a week in the Study stage, the third stage of the online EASA instructional model. Direct interaction, communication, and feedback took place in the synchronous learning mode.

1.5.3 Asynchronous Learning

The term asynchronous learning in this study is defined as the online learning that enables students to learn, get access to materials, and work on their schedule within a certain timeframe.

In this study, the Engage stage, the first Activate stage, and the second Activate stage used the asynchronous online learning delivery mode. In the Engage stage, the first stage of online the EASA instructional model, students were asked to read or interact with online learning materials uploaded by a teacher on a Facebook private group and discuss/share their opinions to the questions at their own time and pace within the given due date. When students shared their opinions or asked a teacher question, the teacher would respond and interact with them when the teacher was available. In the first and second Activate stages, students were required to scan the QR code or click the link uploaded on a Facebook private group to get access to the speaking task on the Flipgrid discussion board to record a video, submit it to a teacher, and wait for online feedback. Students could interact and asked for clarification about the learning materials or speaking activities via Line, Facebook, or Messenger. All points for improvement, slides, handouts, and learning materials were uploaded on a Facebook private group. Students could download the material and learn them before or after learning English speaking online via Zoom with a teacher.

1.5.4 EASA Instructional Model

In this study, EASA instructional model is a teaching model which stands for four teaching stages namely Engage, Activate, Study, and Activate suggested by Harmer (2007). Students are not taught language until they have demonstrated in the

first activate stage that they need to learn it. EASA instructional model enables students to see the link between what students lack and/or need to learn more in the first Activate stage and what they are taught in the Study stage. By doing this, students' intrinsic motivation, is likely to develop. When they know their difficulties or points for improvement by doing the English speaking task in the first Activate stage, they will try to improve and do better in the second Activate stage after they have digested the corrections to the language they used in the preceding stage.

The EASA instructional model was used as a teaching sequence to develop the lesson plans and teach English speaking in this study. In the Engage stage, students were engaged and motivated in learning the topic or language. In the first Activate stage, students received an opportunity to activate language features by doing the English speaking activity freely as they were capable of. In the Study stage, it enabled students to explicitly learn language features causing them difficulties and errors in the English speaking activity in the previous stage to improve their English speaking skills and ability. Finally, the second Activate stage provided students an opportunity to improve their speaking performance by doing the same English speaking activity again after they had digested the corrections to the language they had used in the previous stage.

1.5.5 Online EASA Instructional Model

In this study, online EASA instructional model is a teaching model which refers to four teaching stages namely Engage, Activate, Study, and Activate suggested by Harmer (2007) integrating with online learning with a blend of synchronous and asynchronous online learning modes.

1.5.6 Speaking Ability

Speaking ability in this current study refers to the ability to express meaning, ideas and information in the spoken English language concerning five criteria with a four-Likert scale which are grammatical range and accuracy, fluency, pronunciation, vocabulary, and content.

In this study, in the grammatical range and accuracy criteria, students were assessed to what extent that they could speak English clearly and correctly. In the fluency criteria, students were assessed to what extent that they could speak English fluently. In the pronunciation criteria, students were assessed to what extent that they could use the understood, clear, and correct English pronunciation while speaking English. In the vocabulary criteria, students were assessed to what extent that they could use English vocabulary to present and convey meaning while speaking English. In the content criteria, students were assessed if they could respond or convey their messages in a well-developed, coherent, and clear way while speaking English, and to what extent they could do so.

1.5.7 Students' Perceptions

Students' perceptions in this study are defined as students' thought, belief, and opinion through their senses. In this study, the researcher investigated students' perceptions toward learning through the online EASA instructional model.

1.6 Significance of the Study

The purpose of this study was to seek for an effective way for teaching and learning English speaking. Online EASA instructional model could be used to deal with the unsatisfactory level of Thai secondary students' English speaking ability, speaking problems, students' psychological factors, ineffective English speaking instruction, and lack of opportunity to speak English.

Consequently, the results of the study could contribute to pedagogical purposes in teaching and learning English speaking. The results of this current study could be used as an effective, meaningful, and innovative teaching model to maximize the advantages of both synchronous and asynchronous online learning with the use of appropriate technology to enhance English speaking ability. Students' perceptions toward the instruction could provide precious information for any teachers or educators who would like to integrate and maximize the use of technology in teaching English speaking online to EFL students.

In summary, this chapter of the thesis begins with the rationale background and statement of problems that indicate and elaborate why the online EASA instructional model is a significant teaching method that can be used to enhance Thai students' English speaking ability and to deal with main factors contributing to their low English speaking ability namely a lack of proficiency in English, psychological factors, ineffective English teaching approaches, and a lack of opportunity to speak English. Furthermore, in this chapter, research questions, research objectives, scope of the study, definitions of terms and significance of the study are also presented. The

following thesis chapter will describe the literature review which starts with the nature of the speaking and ends with the research framework of this study.

CHAPTER II
LITERATURE REVIEW

In order to conduct the study, related studies and theories are reviewed, elaborated, and discussed in this chapter. There are the nature of speaking, types of speaking performance, assessing speaking, evaluating and scoring speaking tasks, students' perceptions in learning and teaching English speaking, EASA instructional model, and online learning that are underlying this study, and each of them will be discussed thoroughly and respectively.

2.1 The Nature of Speaking

2.1.1 Definition of Speaking

Speaking is one of the macro skills in English language learning and teaching. Many definitions of the word "Speaking" have been identified by researchers and experts in language teaching. Chaney and Burk (1997) defines speaking as the process of making and sharing meaning with the use of verbal and non-verbal symbols in various contexts. Speaking is an interactive process of making meaning that consists of producing, receiving, and processing information. According to Nunan (2003), speaking is the productive aural/oral skill that consists of producing systematic verbal utterances to express meaning.

From the definitions mentioned above, it can be said that speaking is a productive aural/oral skill and a process to express meaning, ideas and information in the spoken language.

2.1.2 Functions of Speaking

According to Richards (2008), the functions of speaking can be classified into three; talk as interaction, talk as transaction and talk as performance. Each function is quite distinctive in terms of form and function, and each function requires different teaching approaches.

2.1.2.1 Talk as Interaction

Talk as interaction refers to what is uttered in the form of conversation, and it is also referred to an interactive communication made by two or more people that primarily serve as a social function. When people meet, they greet, take part in small talk, narrate recent experiences and so on because they want to be amiable and to create a comfortable zone of interaction with others (Richard, 2008).

Examples of talk as interaction can be a casual conversation between two friends that serves to indicate an ongoing friendship or a polite conversation between a passenger and a flight attendant which does not attempt to develop and lead to future social contact.

Skills related to talk as interaction are opening and closing conversations, using an appropriate style of speaking, choosing topics, making small-talk, joking, turn-taking, interrupting, recounting personal incidents and experiences, reacting to others, using adjacency pairs (Richard, 2008).

2.1.2 .2 Talk as Transaction

Talk as Transaction refers to the talk in the situations that the focus is primarily more on information and the message rather than how the participants interact socially

with each other. Participants use communication strategies to make themselves understood clearly and correctly (Richard, 2008).

Examples of talk as transaction are asking and/or giving someone for directions, ordering food from a menu in a restaurant, and checking into a hotel.

Richard (2008) also illustrates some skills related to talk as transaction which are explaining an intention, describing something, asking questions, asking for clarification, clarifying understanding, confirming information, justifying an opinion, making suggestions, making comparisons, agreeing, and disagreeing.

2.1.2.3 Talk as Performance

Talk as Performance refers to the talk that delivers information to an audience. This kind of talk tends to be in the form of monolog with a format rather than dialog, and the language use is closer to written language than conversational language (Richard, 2008).

Examples of talk as performance can be narration of a story, giving a speech, a public talk, a public announcement and giving a presentation.

Skills related to talk as performance are using an appropriate format for the talk such as opening and closing, presenting information in an appropriate order, using correct pronunciation and grammar, and using appropriate vocabulary.

In this study, all three functions of speaking, talk as interaction, talk as transaction, and talk as performance, were used because all students required to master all three types of talk to be able to orally communicate with others effectively in reality.

2.2 Types of Speaking Performance

According to Brown and Lee (2015), there are 6 types of speaking performance as follows:

2.2.1 Imitative

Imitative speaking performance is the ability to only imitate a word, phrase, or likely a sentence (Brown & Abeywickrama, 2010). This type of speaking performance is carried out for the aim of focusing on some specific element of language form, not meaningful interaction (Brown & Lee, 2015). For instance, a teacher lets students practice an intonation contour or attempts to indicate a certain vowel sound while they are imitating and repeating some sounds. "Drilling" is an example activity of imitative performance as it allows students to listen and to orally repeat some strings of language that may model certain linguistic difficulties either phonological or grammatical (Brown & Lee, 2015). Brown and Abeywickrama (2010) suggested that various prosodic, lexical, and grammatical features of language may be included in the performance criteria even this type of speaking performance is a purely phonetic level of oral production.

2.2.2 Intensive

Intensive speaking performance is the production of short extents of oral language preceding imitative one step as the intensive speaking is designed to practice and demonstrate competence in some phonological or grammatical aspects of language (Brown & Abeywickrama, 2010; Brown & Lee, 2015). This type of speaking performance allows students to use certain forms of language through controlled speech production. Instances of intensive assessment tasks are directed

response, dialogue completion, reading aloud for pronunciation or fluency, and oral sentence completion (Brown & Abeywickrama, 2010)

2.2.3 Responsive

Responsive speaking performance is short responses to teacher- or student-initiated questions or comments, and the responses are regularly adequate, and they do not reach into dialogues (Brown & Lee, 2015). Brown and Lee (2015) indicate that the responsive speech can be authentic and meaningful, and they provide examples as follows:

T: How are you today?

S: Pretty good, thanks; and you?

T: What is the main idea in this essay?

S: The United Nations should have more authority.

Responsive assessment tasks consist of interaction and test comprehension, but regular greetings, small talk, usual comments, requests, and like are responsive assessment tasks are used at the somewhat limited level (Brown & Abeywickrama, 2010).

2.2.4 Transactional (Dialogue)

The spoken language used in transactional performance or dialogue is carried out for the objective of conveying or exchanging specific information, and this speaking type is considered as an extended form of responsive language (Brown &

Lee, 2015). Brown and Lee (2015) also provide the following example to illustrate and indicate that transactional speech has a nature of negotiation more than the responsive one in conversations.

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country to destroy its nuclear weapons.

T: You don't think the UN has that power now?

S: I don't think so. Some countries are still manufacturing nuclear bombs.

2.2.5 Interpersonal (Dialogue)

The spoken language used in interpersonal performance or dialogue is completed for the aim of maintaining social relationships than for the transmission of facts and information (Brown & Lee, 2015). Oral production in this speaking type can be pragmatically complex as it may involve the use of colloquial language, slang, ellipsis, humor, and other sociolinguistic conventions (Brown & Abeywickrama, 2010).

2.2.6 Extensive (Monologue)

In extensive speaking performance, students at intermediate to advanced levels are occasionally asked to provide extended monologue in the form of oral short speech, summaries, or reports (Brown & Lee, 2015). Brown and Lee (2015) indicate that the language style is more formal and deliberative, and the talk can be planned or impromptu. Examples of extensive oral production tasks are oral presentations, speeches, and storytelling (Brown & Abeywickrama, 2010). Brown and Abeywickrama (2010) explains that some informal monologues such as casual speech like recalling a vacation in the mountains cannot be ruled out.

In this study, all 6 types of classroom speaking performance were applied to design the online speaking practice and activity in order to maximize the advantage of each type to deal with various students' speaking problems and enhance all students' speaking ability.

2.3 Micro- and Macroskills of Oral Communication

Brown and Abeywickrama (2010) provide a list of speaking micro- and macroskills explaining the various elements of speaking that make up for criteria for assessment. The microskills are defined as producing the smaller chunks of language such as words, morphemes, phonemes, collocations, and phrasal units while the macroskills indicates the speaker's focus on the larger components such as discourse, function, style, cohesion, nonverbal communication, speaking strategies, and fluency (Brown & Abeywickrama, 2010). The micro- and macroskills are demonstrated in the table 2 below to indicate 16 different objectives to assess in English speaking.

Table 2: Micro- and Macroskills of Oral Communication

Micro- and Macroskills of Oral Communication

Microskills

1. Produce chunks of language of different lengths.

2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentences.

10. Express a particular meaning in different grammatical forms.

Macroskills

11. Use cohesive devices in spoken discourse.

12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

When we design tasks for assessing English speaking, the micro- and macroskills are able to act as a checklist of objectives (Brown & Abeywickrama, 2010). Brown and Abeywickrama (2010) explain that even the macroskills seem to be more complex than the microskills, both skills contain components of difficulty depending on the stage and context of the test-taker.

In this study, the researcher considered each point and aspect of the micro- and macroskills provided by Brown and Abeywickrama (2010) as a checklist when the researcher designed an English speaking rubric and criteria to assess students' speaking performance.

In terms of microskills, the first, sixth, seventh, and ninth items were used as a checklist and a preliminary consideration when the researcher designed and developed the criterion English speaking fluency in the speaking scoring rubric. The second, third, and fourth items of microskills were used as a checklist and a preliminary

consideration to design and develop the criterion English pronunciation. The fifth item of microskills was used as a checklist and a preliminary consideration to design and develop the criterion English vocabulary. Finally, the eight and tenth of microskills were used as a checklist and a preliminary consideration to design and develop the criterion English grammatical range and accuracy.

In regard to macroskills, the eleventh item was used as a checklist and a preliminary consideration when the researcher designed and developed the criterion English grammatical range and accuracy. The twelfth, fourteenth, and fifteenth items of macroskills were used as a checklist and a preliminary consideration to design and develop the criterion English speech content. The thirteenth and sixteenth items of macroskills were used as a checklist and a preliminary consideration to design and develop the criterion English vocabulary. Finally, the sixteenth item of macroskills was also used as a checklist and a preliminary consideration to design and develop the criterion English pronunciation.

2.4 Assessing Speaking

2.4.1 Assessing Speaking

Speaking is one of the productive skills, so it can be somewhat directly and experimentally observed. Assessing speaking skills has one clear benefit over assessing listening as speech can be observable, recordable, and measurable (Brown & Lee, 2015). Nevertheless, once the criterion of the assessment goes beyond the phonological level, this benefit is immediately gone because "acceptable responses" are more complex to specify reliably (Brown & Lee, 2015). Therefore, Brown and

Lee (2015) suggest three main pre-considerations of designing speaking assessment as follows:

1) The assessment designer should specify the types of speaking performance, from imitative to extensive.

2) The assessment designer should describe the micro- and/or macroskills that are to be assessed.

3) The assessment designer should indicate the genre of spoken language that is being assessed.

Brown and Lee (2015) finally emphasize that if the speaking assessment designer can specifically indicate these previous three criteria, he or she can have more chances to create a valid and reliable assessment procedure.

Apart from three main pre-considerations of designing speaking assessment proposed by Brown and Lee (2015), aspects of English speaking performance are provided and elaborated for teachers to consider and apply to assess and judge whether students' English speaking performance is good or not. According to the experts in ELT, there are four main aspects of English speaking performance that can be used to assess students' English speaking performance which are accuracy, fluency, pronunciation, and vocabulary (Brown & Lee, 2015; Nunan, 2003; Nunan, 2015; Richards & Rodgers, 2014; Thornbury, 2005). Each aspect of English speaking performance will be elaborated in the following paragraphs respectively.

First, accuracy is one of the aspects of English speaking performance that a teacher can apply to use as a criterion to assess students' English speaking

performance. Nunan (2015) explains that accuracy is the extent to which the students' utterance is grammatically acceptable with clear and intelligible pronunciation and appropriate vocabulary choices. Accuracy is achieved to some extent by permitting students to concentrate on the components of phonology, grammar, morphosyntax, and discourse in their English spoken performance (Brown & Lee, 2015)

Second, fluency is one of the aspects of English speaking performance that a teacher can apply to use as a criterion to assess students' English speaking performance. Fluency refers to the extent to which the students are able to speak English at an acceptable speed with few false beginnings and hesitations (Nunan, 2015). Fluency is likely best achieved by allowing the "stream of speech to flow" (Brown & Lee, 2015). Richards and Rodgers (2014) explain that fluency is natural language use occurring when a speaker interacts meaningfully and keeps comprehensible and continuous communication in spite of limitations in his or her communicative competence.

Third, pronunciation is one of the aspects of English speaking performance that a teacher can apply to use as a criterion to assess students' English speaking performance. Pronunciation refers to the production of sounds we make while speaking English (Nunan, 2003). According to the study of Richards, Platt and Weber in 1992 as cited in Nunun (2003), pronunciation is defined as "the way sounds are perceived by the hearer". Misunderstanding and misinterpretation usually occur when the wrong English pronunciation is made, so it is essential to pay attention to English pronunciation elements such as consonant clusters, stress, and intonation in order to be successful in English pronunciation.

Finally, vocabulary is the one of the aspects of English speaking performance that a teacher can apply to use as a criterion to assess students' English speaking performance. Brown and Lee (2015) define vocabulary as a lot of lexical items or words that are available to the average user of a language. Thornbury (2005) elaborates three common things speakers do with the use of vocabulary as follows:

1) When people speak, they use words and expressions that can express their attitude. For instance, "maybe" and "probably" can indicate uncertainty.

2) Speakers usually use words and expressions to express positivity and/or negativity.

3) Speakers usually use deictic language, words, and expressions referring to a place, time, and a person.

In this study, while developing English speaking scoring rubric, three main pre-considerations of designing English speaking assessment suggested by Brown and Lee (2015) were taken into the researcher's consideration before designing English speaking rubric to assess students' English speaking performance. Furthermore, all four aspects of English speaking performance were considered as important elements that the researcher used and applied to develop English speaking rubric or criteria to assess and evaluate students' English speaking performance and ability (Brown & Lee, 2015; Nunan, 2003; Nunan, 2015; Richards & Rodgers, 2014; Thornbury, 2005).

2.4.2 Types of Items and Tasks for Assessing Speaking

In order to perceive and comprehend what tasks for assessing spoken language should be used in each type, Brown and Lee (2015) provide options for assessing spoken language at various levels of performance in the table 3 below.

Table 3: Types of Items and Tasks for Assessing Speaking

Types of Items and Tasks for Assessing Speaking
1. Imitative speaking tasks   • minimal pair repetition   • word/phrase repetition   • sentence repetition   **2. Intensive speaking tasks**   • directed response (Tell me he went home; Tell him to come see me.)   • read-aloud (for either pronunciation or fluency)   • oral sentence completion (Yesterday, I_____)   • oral cloze procedure (Yesterday, I_____to the grocery store)   • dialogue completion (T: May I help you? S: _____)   • directed response (What did you do last weekend?)   • picture-cued elicitation of a grammatical item (e.g., comparatives)   • translation [into the L2] (of a word, phrase, or sentence or two)

3. Responsive speaking tasks

- picture-cued elicitation of response or description

- map-cued elicitation of directions (How do I get to the post office?)

- question and answer - open-ended (How do you like this weather?)

- question elicitation (Ask me about my hobbies and interests.)

- elicitation of instructions (What's the recipe for lasagna?)

- paraphrasing (of a short narrative or phone message)

4. Interactive speaking tasks

- oral interview

- role play

- discussions and conversations

- games

5. Extensive speaking tasks

- oral presentations (in academic or professional contexts)

- picture-cued [extensive] storytelling

- retelling a story or news event

- translation [into the L2] of an extended text (short story, news article)

In this study, all types of items and tasks for assessing speaking suggested by Brown and Lee (2015) were applied to design online English speaking tasks and activity to maximize the advantage of each type to deal with various students' English speaking problems and enhance all students' English speaking ability. Moreover, the

researcher also considered all types of items and tasks in assessing students' English speaking performance in each type of tasks appropriately.

In terms of the English speaking pretest/ posttest in this study, interactive speaking tasks, which were an oral interview, role play, discussions, and conversations, were selected when the researcher designed and developed the English speaking pretest/ posttest in order to assess and evaluate whether students had the ability to orally communicate in English effectively or not. Interactive speaking tasks required students to integrate their English listening skills to reach an understanding of someone's speech and orally respond back to what was said. Therefore, these interactive speaking tasks could be used in the English speaking pretest/ posttest to assess and evaluate to what extent that students could orally communicate in English in their real-life situations.

2.4.3 Evaluating and Scoring Speaking Tasks

Brown and Lee (2015) state that the evaluation of speaking performance can be complex as it should be clear in indicating the level of language you are teaching, and one or more of at least six following criteria can be used to evaluate and score students: pronunciation, fluency, vocabulary, grammar, discourse features (cohesion, sociolinguistic appropriateness, etc), task (accomplishing the objective of the task). "Comprehension criterion" can also be added to evaluate and explain the extent to which a student has comprehended directions or elicitation (Brown & Lee, 2015).

A student's response(s) can be evaluated, within each of these categories, to be at one of several possible levels of performance on five or six levels, ranging from "novice" to "superior" (Brown & Lee, 2015). Brown and Lee (2015) suggest that

each category should be explained as clearly as possible to evaluate and score reliably. Brown and Abeywickrama (2010) explain that each category may be scored separately, with an additional compound score trying to synthesize overall speaking performance. To evaluate and score students' speaking performance from various categories, a recording is required for multiple listening.

As Brown and Lee (2015) recommend that each category in the speaking scoring rubric should be explained clearly and as Brown and Abeywickrama (2010) describe each category may be scored separately, the English speaking scoring rubric from two standardized tests namely IETTS and TOEFL can be used as a suitable English speaking scoring rubric model to be adapted, adjusted, and developed to use as reliable English speaking scoring rubric to assess students' English speaking performance.

In the International English Language Testing System (IELTS), English language proficiency test for higher education and global migration, test takers' speaking scores are evaluated and scored using a nine-band scale and four main criteria which are fluency and coherence, lexical resource, pronunciation, and grammatical range and accuracy.

In the Test of English as a Foreign Language (TOEFL), English language standardized test for non-native speakers accepted by many English-speaking academic and professional institutions, test takers' speaking scores are evaluated and scored using possible levels of performance ranging from zero to four scores with four criteria in the speaking rubrics in each test such as general description, delivery, language use, and topic development.

In this current study, the English speaking scoring rubric was adapted and developed from both IELTS and TOEFL speaking rubrics to assess and evaluate students' English speaking performance as you can see in Appendix A (Charlie, 2020; Educational Testing Service, 2019b). The criteria of the developed English speaking scoring rubric in this study included five criteria which were fluency, grammatical range and accuracy, pronunciation, vocabulary, and content.

2.5 Students' Perceptions in Learning and Teaching English Speaking

Positive attitude and perceptions towards the concept of fluency of speaking English as a foreign language can be found among many EFL students as they realize the significance and the advantage of fluency in speaking English for their future career (Inayah & Lisdawati, 2017). Similarly, apart from writing skills, Thai students perceive that speaking skills are essential language skills for being successful in their profession (Rajprasit et al., 2015).

Nevertheless, according to the previous studies, some EFL and Thai students still believe that learning and teaching English Speaking are mainly challenging and problematic for them (Nazara, 2011; Rajprasit et al., 2015; Riadil, 2020; Sasum & Weeks, 2018). Students' perceptions in learning and teaching English speaking can be divided into five aspects which are English proficiency level, topical knowledge, an opportunity and time for practicing speaking English, eagerness to develop English speaking ability and psychological factors. Each aspect will be discussed in the following paragraph respectively.

The first aspect is English proficiency level. Nazara (2011) reports that 55 % of EFL primary students and lower secondary students believe that their English

speaking ability is not good. Thai university students perceive their English proficiency level are at moderate level, but they realize that their English productive skills for professional communication are limited and likely problematic (Rajprasit et al., 2015).

The second aspect is topical knowledge. 97% of EFL university students respond that they cannot speak English and keep quiet because they lack topical knowledge when orally communicating in English with the others (Riadil, 2020).

The third aspect is an opportunity and time for practicing speaking English. 90% of EFL primary students and lower secondary students state that the time given for practicing speaking English in a classroom is inadequate, and 77.5% of them recommend that the time for doing English speaking activities in the classroom should be increased in order to provide all students sufficient time to practice speaking English (Nazara, 2011). Furthermore, Nazara (2011) adds that 67.5 % of the students would like an interactive way of learning in non-speaking classes providing them more opportunity to practicing speaking English. In the same fashion, 65% of Thai university students indicate that they do not have sufficient opportunity to speak English even in an international course (Sasum & Weeks, 2018).

The fourth aspect is eagerness to develop English speaking ability. Nazara (2011) reports that 100% of EFL primary students and lower secondary students are eager to improve their English speaking ability as they would like to speak English well and fluently. However, 69% of EFL university student's response that they are rarely participating in their class due to the lack of motivation in learning English speaking (Riadil, 2020).

The fifth aspect is psychological factors which affects students' English speaking performance. Some EFL primary students and lower secondary students describe that the way their teachers correct their speech errors while they are speaking English affecting their English speaking development and performance negatively (Nazara, 2011). Riadil (2020) reports that 86% of EFL university students are worried of making mistakes with their grammatical structure, pronunciation, and vocabulary while speaking English, 31% of them are afraid of being criticized by others while speaking English, and 26% of them feel shy to speak English.

2.6 Online Learning

2.6.1 Online Learning

Online language learning is defined as the learning that occurs fully online via the internet connection without a face-to-face component (Hockly, 2015). Syafiq et al. (2020) indicate that online learning is a teaching and learning process using an internet connection and online learning platforms. The online teaching is usually delivered through the use of technology or a Virtual Learning Environment (VLE) and a Learning Management System (LMS) such as Blackboard and Moodle (Sharma, 2010).

Prior to the global spread of COVID-19 pandemic, providing online learning by schools and universities was not required although they were encouraged to provide students online courses (Perveen, 2016). Online learning can get rid of time and distance constraints, so students can become a lifelong learner (Almajali et al., 2016).

Nevertheless, recently, as a result of COVID-19 pandemic and high infection rates, the demand for online language learning as an alternative learning method has

already been increased and become famous and beneficial method of language acquisition (Kawinkoonlasate, 2020). Online learning enables learning to continue without the risk of exposure to the Covid-19, it has increasingly become a new normal for students around the world including Thai EFL students, and it is accepted as a significant tool and approach that can overcome the inherent dangers and limitations present in the face-to-face learning environment or the classroom learning (Kawinkoonlasate, 2020).

Educators must adjust and design appropriate teaching methods and learning materials during the pandemic, and there are many online platforms that are able to utilize such as Zoom, Goggle Meet, Goggle Classroom, and Moodle (Modular Object-Oriented Dynamic Learning Environment) (Kawinkoonlasate, 2020; Syafiq et al., 2020). The online platforms not only promote inquiry-based learning but also independent learning as they facilitate interactions between teacher and students even they are not in the same room (Nartiningrum, 2020).

Apart from the demand for online language learning as an alternative learning method during the Covid-19 pandemic, online learning has already been significant as it is another way that people get access to language learning that corresponds with the increasing use of digital technology, and teachers and students are required to be able to use and integrate technology to their teaching and learning environments (Kawinkoonlasate, 2020).

Online learning has grown in popularity and accessibility because it provides students with its schedule-friendly format options, and it can be divided into two categories which are synchronous and asynchronous (Riwayatiningsih & Sulistyani, 2020; The Best Schools, 2021). Synchronous learning is the online learning or

distance education that occurs in real time with a fixed class schedule and time (The Best Schools, 2021). On the other hand, asynchronous learning permit students to learn on their own schedule within a certain timeframe as they can access to read learning materials, complete work at time they are available, get online immediate feedback, and schedule group work at their convenient time (Scheiderer, 2021).

In this current study, the term online learning is defined as a teaching and learning process taking place fully online and using internet connection and learning platforms with the use of appropriate technology (Hockly, 2015). Online learning can be divided into two modes which are synchronous and asynchronous online learning. Students in this study could be facilitated by both synchronous and asynchronous online learning with the use of appropriate technology to enhance English speaking ability.

2.6.1.1 Benefits of Online Learning

According to the previous studies, there are six benefits of online learning for students and teachers as follows: (Jones, 2018; Kawinkoonlasate, 2020; King, 2016; Rodrigues & Vethamani, 2015).

1. Allowing students to work at their own pace and time

2. More learner-centered

3. Creating confident learners and speakers

4. Access to rich interactive input/ resources responding to various learning styles

5. Getting just-in-time support

6. Encouraging discovery and fostering autonomy

The first benefit of online learning is allowing students to work at their own pace and time (Kawinkoonlasate, 2020; King, 2016; Rodrigues & Vethamani, 2015). Online learning enables students to have the chance to study and work asynchronously anywhere at their own pace without distracting other students. Rodrigues and Vethamani (2015) indicate that online learning encourages students to practice their oral communication in an individualized learning environment at their own pace and time.

The second benefit of online learning is that it is more learner-centered as learners control their own learning online at their own pace and time, they can have freedom to stick to an exact class schedule, they can select eLearning content types according to their needs and interest, and they can go back online to refresh their knowledge by watching, listening, or reading as many times as they wish without feeling insufficient (Kawinkoonlasate, 2020; King, 2016)

The third benefit of online learning is creating confident learners and speakers (Jones, 2018; King, 2016). The fear and anxiety of making mistake and looking foolish while speaking English in front of classmates in the classroom are one of factors that affect students' English speaking performance negatively. With online learning, students have an opportunity to prepare and practice speaking English with their peers or at their own time and pace online before they complete or record their English speaking performance. When they are well prepared for the English speaking activities, their fear and anxiety of making mistakes and looking foolish while speaking can somewhat be decreased. In order to gain more confidence, students can revise and unite what they have learnt in the online synchronous class and practice speaking English more at their own pace and time. Jones (2018) states that some

students realized that online learning provides them a safer space for speaking English and they can feel more intimate, more comfortable, and more confident. Online learning helps learners to be more confident in speaking English since it assures that everyone receives an equal opportunity to speak English without worrying too much about correcting errors, grammatical mistakes or grading performance. (Jones, 2018)

The fourth benefit of online learning is access to rich interactive input/resources responding to various learning styles (Kawinkoonlasate, 2020; King, 2016). Online learning can provide rich interactive multimedia input such as authentic video, audio, texts, and visuals/graphics with meaningful content related to students' needs and interests. The rich input is either pre-chosen by a teacher or found out by students when surfing the internet (King, 2016). The rich input is one of the main components that assists a teacher to design a course that can respond to distinct learning styles and interests. Kawinkoonlasate (2020) explains that the use of technology in online learning and teaching can deepen students' learning experience by using resources and tools that they are already interested in and using in their daily lives. With all variolous technological materials, students can select between different tools that offer different benefits. Students can utilize and review the material that is most advantageous to them as they would like to. Various input/resources allow students to gain knowledge more effectively.

The fifth benefit of online learning is getting just-in-time support (Jones, 2018; King, 2016; Watson et al., 2012). The use of technology in online learning gives students just-in-time support by providing immediate constructive feedback within the online course or material by having a video conference, putting various learning tools at students' disposal such as grammar notes with additional practice, that are accessed

when required (King, 2016). Just-in-time support can also be provided in an asynchronous way by using websites, forums, and chat rooms or section to discuss things (McCarthy, 2016). Just-in-time support, like flexibility of access, increases learners' decision-making and puts them more in control of their learning (King, 2016). This in turn is a great motivational driver and can encourage autonomy in learners. Watson et al. (2012) demonstrate evidence that online learning can improve students' outcomes as it consists of an instruction using various resources and provisions to give immediate constructive feedback. Jones (2018) emphasizes the most significant benefit of teaching English speaking online is recordings as live online classes are normally recorded so both teachers and students are able to go back, watch, and listen to the recorded video again. Furthermore, the recording of online class and English speaking performance is beneficial for consolidation, feedback, and correction as a teacher can focus on evaluating and scoring the English speaking performance later, and it is more continent for a teacher to provide online immediate personalized feedback to students (Jones, 2018).

The sixth benefit of online learning is encouraging discovery and fostering autonomy (Kawinkoonlasate, 2020; King, 2016; Rodrigues & Vethamani, 2015). Online learning is specifically appropriate to encourage student's discovery and develop their autonomy by letting them surf the internet, move from one activity to another, select their learning way and preference (Kawinkoonlasate, 2020; King, 2016; Rodrigues & Vethamani, 2015). Kawinkoonlasate (2020) indicates that the use of technology in online language teaching and learning enables students to portray independence in pursuit of knowledge and foster them to become autonomous learners. By doing these, it makes them reflect on what they know and what they have

learnt and then construct on it to improve more. Therefore, students will gradually become more proficient, confident, and independent as they can learn on their own.

2.6.1.2 Challenges of Online Learning

According to the previous studies, there are five challenges of online learning as follows: (Adedoyin & Soykan, 2020; Ariani & Tawali, 2021; Arkorful & Abaidoo, 2015; Demirbilek, 2014; Fishbane & Tomer, 2020; Flaherty, 2020; Manfuso, 2020; Wulandari et al., 2020).

1. Technology
2. Socioeconomic factor
3. Human and pet's interruption
4. Assessment and supervision
5. Psychological factors

The first challenge of online learning is technology (Adedoyin & Soykan, 2020). Online learning completely relies on the internet connection and technological devices. Adedoyin and Soykan (2020) explain that teachers and students who lack of good internet connection cannot somewhat access to online teaching and learning. Furthermore, teachers and students who lack of up-to-date technological devices can somewhat find it difficult to face with some technical requirements of online learning as these students are not able to download the browser or the materials, and they cannot follow what teachers posted or updated because their devices are not compatible with the browser (Adedoyin & Soykan, 2020).

The second challenge of online learning is socioeconomic factor (Demirbilek, 2014; Fishbane & Tomer, 2020). Online learning at home for students with low socioeconomic background can be challenging and difficult as some students may depend on the computer and free internet in school when they study onsite (Demirbilek, 2014). Fishbane and Tomer (2020) report their research results that students with no or low socioeconomic background are mostly left behind or struggling to meet up with others in online learning as they cannot afford the internet connection or lack the internet access.

The third challenge of online learning is human and pet's interruption (Adedoyin & Soykan, 2020; Manfuso, 2020). Human and pet's interruption refers to the unexpected appearance or interruption of friends, family members, or pets that can somewhat disturb, interrupt, or attract students' attention during the online teaching and learning process (Adedoyin & Soykan, 2020). If students' attention is interrupted, they may not understand what they are learning or what teachers are explaining. Manfuso (2020) provides an example of pet's interruption as someone's dogs bark or cats walk across the table while online learning is still in process via video conference.

The fourth challenge of online learning is assessment and supervision (Arkorful & Abaidoo, 2015). It is challenging and difficult for teachers to assess and supervise students as it is difficult to control cheating and conclude that every student acquires the same learning experiences and opportunities during online learning (Arkorful & Abaidoo, 2015).

The fifth challenge of online learning is psychological factors such as a fear of making mistakes, anxiety, low motivation, low participation, and low engagement.

(Ariani & Tawali, 2021; Wulandari et al., 2020). It has been found that EFL students have some challenges in learning English speaking online as some students feel afraid to speak English in front of their peers in an online virtual classroom because they think that their peers will not understand their speech due to their limited vocabulary and poor pronunciation (Wulandari et al., 2020). Moreover, some students feel lazy and bored to study online and get the online materials, so these factors contribute to students' low participation and engagement as they may not try to speak English or express opinions and experiences (Ariani & Tawali, 2021; Wulandari et al., 2020).

2.6.1.3 Technological Tools of Online English Instruction

The transition from a traditional classroom to an online classroom requires the use of suitable educational technological tools to improve the online learning environment, and the tools consist of online content creation tools, engaging tools, and content delivery tools (Kawinkoonlasate, 2020). The Yale Center for Language Study with Kawinkoonlasate's suggestions has given the following list and description of tools in the table , proven to be beneficial for various online activities, significant for online instruction, and helpful for students in educational accomplishments (Kawinkoonlasate, 2020; Yale Centre for Language Study, 2015).

Table 4: Technological Tools of Online Language Instruction

Teaching Tools	Examples	Descriptions
1. Video-making	Animoto	A beneficial and easy online tool for creating a simple video.

Teaching Tools	Examples	Descriptions
2. Audio Recording and Editing	Audacity	A beneficial software for recording and editing audio. Kawinkoonlasate (2020) indicates that being able to record students' voice is useful if it is utilized suitably.
3. Collaborative Working and Writing	Google Docs	A simple, adaptable, and essential online tool for collaborative work and editing. This tool can be used to create, share, collaborate on online documents, presentations, and spreadsheets.
	Padlet	A collaboration tool enabling both students and teachers to share, edit, interact, and work collaboratively by posting texts, links, images, documents, voice recordings and videos.
4. Presentation Tools	Prezi and Glogster	Beneficial, colorful, and brain-friendly presentation tools. Both tools can be utilized for all types of engaging lessons that turn course books to life and convert dry curricula to be more interesting (Kawinkoonlasate, 2020).
5. Video Conferencing	Zoom, Microsoft Teams, Line,	Beneficial tools for video calling, instant messaging, and text chatting.

Teaching Tools	Examples	Descriptions
	Skype, Facebook, WeChat, and Google Meet	
6.Learning Platform	Moodle	A creative and free learning platform. A user can spend time playing with the interface and block features, and Moodle is free and constantly developed (Kawinkoonlasate, 2020).

The integration of technological tools in online learning in well-designed and well-prepared activities is significant as it can increase students' learning engagement and motivation of teachers and students because it can provide students innovative and enjoyable learning experience, develop teaching performance, and lead to better learning outcomes (Kawinkoonlasate, 2020). Nevertheless, some of these advantages can be a difficulty for students who are less self-motivated as they may need a more structured learning environment, so teachers require to ensure that all students comprehend and know how to use technological tools as some of them may be new and challenging for them, and limitations have to be informed (Kawinkoonlasate, 2020).

2.6.1.4 The Advantages of Using Many Technological Tools in Online

English Instruction

Using a lot of technological tools and online platforms in the online English instruction can provide students innovative, fun, and effective online learning experience contributing to students' satisfaction with online learning and their development of English speaking ability as using a lot of tools can increase the approachability of lessons and learning content, motivate students in learning, facilitate students better understanding, and lead to the development of students' English speaking ability. Each advantage of using technological tools and online platforms in the online English instruction will be discussed and elaborated respectively in the following paragraphs.

First, in terms of the approachability of lessons and learning content, Kawinkoonlasate (2020) explains that using online platforms and tools enable teachers to design learning material and upload on the online platforms, and they also enable students to access, learn, and work together anytime and anywhere. In this current study, Facebook private group was used as a learning platform tool or a learning management system (LMS) which enabled teachers to upload online learning materials and enabled students to respond to the online task, engage in real time discussions, and share their opinions with peers and the teacher.

Second, in regard to motivating students in learning, Anugrawati and Hermansyah (2020) state that a game show-style quiz tool like Quizizz can motivate students in learning and make them feel active to participating in online learning because the tool is interactive and fun, and it also enables students to complete with each other in the quiz game. In this study, Quizizz was used to motive students in

learning by offering an interactive, engaging, fun, and game-like online learning environment and to administer multiple-choice quizzes to measure students' English vocabulary and language expressions knowledge.

Third, in terms of facilitating students better understanding, using video conferencing tools such as Zoom allows both teacher and students to orally interact, and they can share a presentation screen, materials, and tasks while discussing and explaining through the sharing feature in order to gain better understanding of what students are learning and what a teacher is teaching online (Baron, 2020). In this study, online learning and teaching were conducted via Zoom, and both teacher and students could discuss and share screen a presentation screen to enhance better understanding.

Finally, in regard to the development of students' English speaking ability, Amirulloh et al. (2021) and Syafiq et al. (2020) indicate that using technological tools can enhance students' speaking ability. Amirulloh et al. (2021) explain that a video recording tool Flipgrid has features that allow a teacher and students to provide or receive comments and feedback online to videos uploaded by students in the comment section, and Amirulloh et al. (2021) report their findings that students feel their speaking ability has improved as a result of online feedback from teachers and friends in Flipgrid. Students can take the feedback to improve their English proficiency and English speaking performance. Moreover, Syafiq et al. (2020) state that an online video sharing and social media platform like YouTube can be an optional strategy to enhance students' English speaking ability. It is expected that students can receive new ideas, English vocabulary words, instances of pronunciation after watching videos from YouTube, and students can have an opportunity to use what they learn

from YouTube to improve their English speaking performance (Syafiq et al., 2020). In this study, Flipgrid was used as a tool for students to get a speaking task with written instructions, to record a video of their speaking performance to response to a teacher's questions or task called "a topic", and to receive online feedback in order to improve their English speaking performance. Videos from YouTube were also used to implicitly teach and to engage students.

In conclusion, using a lot of technological tools and online platforms in the online English instruction can be advantageous as it can lead to students' satisfaction with online learning and their enhancement of English speaking ability. Nevertheless, it is essential that all students have the stable internet connection, know how to use each technological tool well, and limitations of the tools should be informed (Kawinkoonlasate, 2020).

2.6.1.5 Related Literature of Online Learning in Speaking

The distinct difference of teaching English speaking in an online environment to a face-to-face environment is the physical presence as it is easier for a teacher to see students' English speaking performance, feel the atmosphere, and control the body language in a face-to-face environment (Jones, 2018). Nevertheless, there are benefits of teaching English speaking in an online environment sine online learning can provide students flexibility, an individualized learning environment, a safer space for speaking English, fair opportunities to speak English, and immediate feedback (Jones, 2018).

According to the previous studies, it is found that online learning with the use of technology is effective in enhancing English speaking skills and ability as it can

deal with students' psychological factors, give teachers an opportunity to provide students immediate feedback, overcome time constraint in English speaking practice as it allows students to practice speaking English in an individualized learning environment at their own pace and time (Baron, 2020; Jones, 2018; Kawinkoonlasate, 2020; Meinawati et al., 2020; Rodrigues & Vethamani, 2015; Syafiq et al., 2020; Watson et al., 2012). In the study of Rodrigues and Vethamani (2015), online learning enables shy students to orally express their opinions, ideas, and themselves more freely since online learning promotes student-centered learning and provides them more authentic tasks. Watson et al. (2012) demonstrate evidence that online learning can improve students' outcomes as it consists of instruction using various resources and provisions to give immediate constructive feedback. Likewise, Jones (2018) emphasizes that the recording of online class and speaking performance is beneficial for consolidation, feedback, and corrections as a teacher can focus on evaluating and scoring the speaking performance later, and it is more convenient for a teacher to provide online immediate personalized feedback to students. Baron (2020) also reports that teachers are able to provide the direct feedback on students' speaking learning in online environment. Rodrigues and Vethamani (2015) indicate that online learning encourages students to practice their oral communication in an individualized learning environment at their own pace and time.

Furthermore, it is found that many students have positive perceptions in learning English speaking online with the online applications or tools, and online learning is effective in enhancing students' speaking skills and ability from the previous studies (Linardopoulos, 2010; Meinawati et al., 2020; Rodrigues & Vethamani, 2015; Syafiq et al., 2020). Linardopoulos (2010) conducted the study

related to teaching and learning English public speaking online, and the participants of this study reported that they had a positive perceptions and valuable learning experience. There were 80% of the participants who believed their English public speaking skills through the online platform of the English public speaking public speaking course were enhanced to the same degree or more than if they had used a face-to-face learning platform (Linardopoulos, 2010). Similarly, Rodrigues and Vethamani (2015) provide the implications of their research that there is an improvement of students' English proficiency, self-confidence, and English speaking skills through the use of online learning as it provides students opportunity to talk with skilled and expert speakers, which can enhance their oral communication skills (Rodrigues & Vethamani, 2015). Syafiq et al. (2020) implemented a YouTube video as an alternative solution in teaching English speaking during the Covid-19 pandemic to improve students' English speaking skills, and this study demonstrated that using a YouTube video as English learning material could develop students' English speaking skills including grammar, pronunciation, content, vocabulary, and fluency (Syafiq et al., 2020).

Consequently, it can be said that the application of online learning with the appropriate use of technology is beneficial for students as it can provide innovative learning experience, deal with students' psychological factors, give teachers an opportunity to provide students immediate feedback, overcome time constraint in English speaking practice, engage students in learning, promote the technology-assisted teaching methods, and enhance English speaking ability.

2.6.2 Synchronous Learning

Synchronous learning is the online learning or distance education that occurs simultaneously or in real time with a fixed class schedule and time (Perveen, 2016; The Best Schools, 2021). Martin et al. (2012) define synchronous learning as a real time and teacher-led online learning activity that all students and a teacher are able to log on simultaneously and communicate directly with each other. Normally, synchronous online learning includes teleconferencing, live chatting, live streamed lectures, and video conferencing that are required to view and participate in real time which is quiet like a traditional face to face classroom, but a distance does not matter (Perveen, 2016; The Best Schools, 2021).

In this current study, the term synchronous learning is defined as the online learning using video conferencing and the internet which occurs simultaneously or in real time with a fixed class schedule and time, and synchronous learning enables direct and real time communication, interaction, and discussion between students and a teacher.

2.6.2.1 Advantages of Synchronous Learning

Synchronous learning can increase students learning motivation and engagement. Lynch (2014) explains that synchronous online class can increase students' learning motivation to stay engaged in online activities as a result of teacher and peer presence. Facial expression and tones of voice can help students to have the human emotions while they are studying online (Perveen, 2016). Furthermore, synchronous learning enables students to receive immediate and direct feedback as students can listen to their teacher's feedback for their errors or point for

improvement which can contribute to conscious language learning. (Perveen, 2016).

The students can ask teachers to clarify or elaborate more if they would like to after

listening to their teachers' feedback in synchronous online class.

2.6.2.2 Challenges of Synchronous Learning

Synchronous learning can be challenging to students for three main aspects which are the availability good internet connection and time, frustration, and speaking anxiety. First, it is necessary for students to have good internet connection and be available at a fixed learning time in synchronous online class, so students are not left behind or miss online class (Perveen, 2016). Second, synchronous learning makes students feel frustrated as a result of technical issues during the online class, so a carefully devised instructional model with a well-planned technological tool is needed (Perveen, 2016). Finally, synchronous learning causes students speaking anxiety. Nurwahyuni (2020) compares students' perceptions toward learning through synchronous and asynchronous online learning, and the researcher reports the findings that the level of EFL students' speaking anxiety in synchronous learning mode using video conferencing like Zoom or Google Meet is higher than the level of EFL students' speaking anxiety in asynchronous learning mode using video recorder because these students lack English vocabulary and self-confidence.

2.6.3 Asynchronous Learning

Asynchronous learning is the online learning which takes place at different times and different place within a certain time frame, and it is normally facilitated by media or tools such as discussion board and email to collaborate, interact engage, and

work among students and students with teachers (Alkan & Bumen, 2020; Hrastinski, 2008). Asynchronous learning permits students to learn on their own schedule within a certain timeframe as they can access to read learning materials, complete work at time they are available, get online feedback, and schedule group work at their convenient time (Scheiderer, 2021).

In this current study, the term asynchronous learning is defined as the online learning that enables students to learn, get access to materials, and work on their own schedule within a certain timeframe.

2.6.3.1 Advantages of Asynchronous Learning

Asynchronous learning has four main advantages which are access to various input or resources responding to various learning styles, flexibility, an opportunity to reflect and revise language, and decreasing English speaking anxiety.

First, asynchronous learning is access to various input or resources responding to various learning styles as it can provide students various kinds of learning materials such as handouts, articles, video, audio, picture, and PowerPoint presentations, (Memari, 2020). Each student has different learning styles as he or she absorbs the material and acquire knowledge differently, so students can select the materials or things they lack and skip what they have already know in asynchronous online learning mode (Nurwahyuni, 2020).

Second, asynchronous learning is flexible because students are able to read, engage, work, and get access to the learning materials anytime and anyplace via the Learning Management System (LMS) or other learning platforms (Watson et al.,

2009). In asynchronous learning environment, students can respond to the tasks or materials at their own time and pace (Memari, 2020).

Third, asynchronous learning provides students an opportunity to reflect and revise their sentences to produce English language carefully and precisely for accuracy (Memari, 2020; Perveen, 2016). Asynchronous learning can facilitate students from different backgrounds and English proficiency to produce correct sentences syntactically and semantically by giving them an opportunity to reflect and revising their language features before they produce English language by speaking, writing, or posting discussion comment (Memari, 2020; Perveen, 2016). Comments or questions that can be read or perceived by others can cause students peer pressure, and this peer pressure can facilitate students to revise their English language features at their own time and pace, produce English language carefully, or seek guidance before producing the English language or sentences publicly (Memari, 2020; Perveen, 2016). Nurwahyuni (2020) investigated students' perceptions on synchronous and asynchronous online learning in English speaking skills and found out that English speaking simultaneously in synchronous online class is difficult for them because students require time to think first and prepare their speech well before they speak English or produce their English language, and some students prefer to use video recorder in asynchronous online mode because they have an opportunity to prepare and revise what to speak.

Finally, asynchronous learning can decrease students' English speaking anxiety (Alkan & Bumen, 2020; Minghe & Yuan, 2013; Pop et al., 2011). Minghe and Yuan (2013) state that one of the main psychological factors affecting and complicating students' foreign language learning process anxiety particularly when a speaker is

speaking in front of other people. If students are anxious when they are speaking English, they may be able to speak English well, and English speaking anxiety can impede these students' English speaking development and performance. One of an effective way that can decrease students' English speaking anxiety is asynchronous online learning because it enables students to complete English speaking activities when they are ready, and it facilitates shy and quiet students in the classroom to express their ideas or opinions in a democratic platform. Pop et al. (2011) indicate that asynchronous English speaking activities can provide students positive effects as their English speaking anxiety can be alleviated, their self-esteem and attitude towards English speaking can be increased significantly. Alkan and Bumen (2020) used asynchronous online English speaking group WhatsApp as a learning management system (LMS) or platform to submit written or voice messages with English speaking abilities to order EFL students to complete the activities by recording their voice messages and deliver them to the group. Alkan and Bumen (2020) report their findings that students after experiencing asynchronous online learning are less anxious when they speak English, and their English speaking performance improved.

2.6.3.2 Challenges of Asynchronous Learning

Although asynchronous learning has many advantages which result in positive outcomes, there are still some limitations and challenges affecting students, and these limitations and challenges are delayed feedback and interaction and lack of motivation and participation. (Alkan and Bumen, 2020; Memari, 2020; Nurwahyuni, 2020; Perveen, 2016).

The first challenge of asynchronous learning is delayed feedback and interaction. Asynchronous online learning mode has some challenges as it cannot provide students direct and immediate feedback and interaction to students comparing to synchronous online learning mode (Memari, 2020; Perveen, 2016). Without a direct and immediate interaction from a teacher with students, students can totally misunderstand materials or an instruction, and this misunderstanding can cause students to complete a task incorrectly, and it can be too late to redo or correct things (Nurwahyuni, 2020).

Another challenge of asynchronous learning is lack of motivation and participation. In asynchronous online learning mode, an absence of a teacher and peers can cause students to lack of motivation to read the material and complete a given task as they feel isolated to compete or study alone (Nurwahyuni, 2020). Motivation is an essential factor that drives students to participate in the activities (Alkan and Bumen, 2020). If students lack of motivation and do not participate in the activities by reading the material, completing the tasks, and submit them to the teacher, students may not be able to develop their English speaking ability as Alkan and Bumen (2020) emphasize that feedback is significant for both teachers and students because students can improve themselves after receiving the feedback and the teachers can use it to keep track of students' development of English speaking skills.

2.7 EASA Instructional Model

2.7.1 EASA Instructional Model

EASA instructional model is a teaching model which refers to four teaching stages namely Engage, Activate, Study, and Activate proposed by Harmer (2007). Students are not taught language until they have demonstrated in the first activate stage that they need to learn it. EASA instructional model enables students to see the link between what students lack and/or need to learn more in the first Activate stage and what they are taught in the Study stage. By doing this, students' intrinsic motivation, is likely to develop. When they know their difficulties or points for improvement by doing the speaking activity in the first Activate stage, they will try to improve and do better in the second Activate stage after they have digested the corrections to the language they used in the Study stage. Therefore, students' English speaking ability are enhanced. The EASA instructional model stages taken from Harmer (2007) are illustrated in the figure 1 below.

Figure 1: EASA Instructional Model
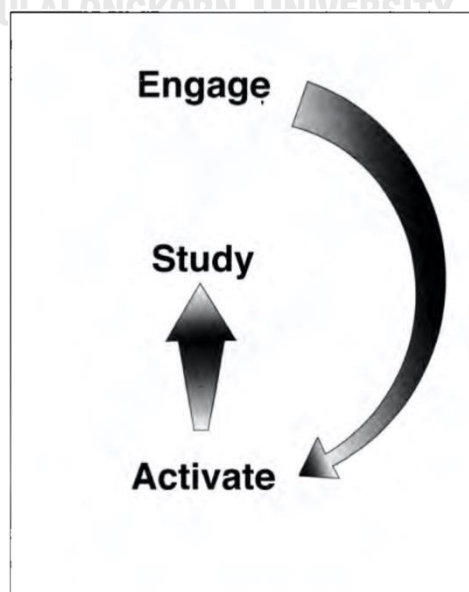
According to the figure 1 above, written explanations in each teaching stage are as follows:

1. **Engage (E)**

In this stage, a teacher has to engage and interest students. Harmer, (2007) describes that student can learn things better and more successful if they are engaged in what they are learning. Games, stimulating pictures, dramatic stories, discussions, music, and amusing anecdotes are examples of activities and materials that often engage students (Harmer, 2007). In order to affirm that students engage with the topic, task or language they are going to be dealing with, a teacher can ask them to anticipate or relate classroom materials to their own lives.

Harmer, (2007) indicates the importance of this stage that when students engage properly in learning, their participation in the study and activation stages is likely to be increased. Students' English speaking performance and learning will be less effective and productive if they are not emotionally engaged with what is occurring in the learning process (Khoshsima & Shokri, 2016). Furthermore, Leong and Ahmadi (2017) indicate that only communicative competence is not sufficient for students to develop their English speaking skill because if students have negative attitude towards the language, they will not have any considerable development in acquiring the various features of language. Without positive attitudes towards in speaking English, students' English speaking performance may not be good. Therefore, it is significant to engage and motivate students in learning and speaking English in order to reach effective results as it can be said the more engaged students, the more effective results (Fithria & Ratmanida, 2019).

2. Activate (A)

In this stage, students are encouraged to activate various features of language they know by doing the English speaking task in a free and communicative way while a teacher observes and writes down language difficulties they have and distinct errors that can be dealt with later. English speaking exercises and activities such as a role play, a debate, and a discussion are designed to provide students an opportunity to use language in a free and communicative way as they are capable of (Harmer, 2007). Students are not expected to concentrate on the use of a specific structure or attempt to use words or expressions given by a teacher

Harmer (2007) indicates that the aim in the Activate stage is to give students a chance to use all and any language that may be appropriate for a given situation or topic. By doing these, students get an opportunity to practice speaking English and try out authentic language use with little or no restriction, a type of practice for the real-world English language use (Harmer, 2007). When students are provided more chances to activate various features of language they have in their brains, they will become more autonomous with their use of these features of language (Harmer, 2007, as cited in Khoshsima & Shokri, 2016). Consequently, students systematically become autonomous language learners and users as they are able to use words and phrases to speak English systematically and fluently without thinking too much (Khoshsima & Shokri, 2016). Furthermore, Khoshsima and Shokri (2016) emphasize that this Activate stage provides a teacher information about students' learning process, and the teacher can comprehend students' problems in English speaking activities and provide remedial work where necessary in the next stage.

3. Study (S)

In this stage, a teacher works with the students on language features, such as grammar and vocabulary, that cause them difficulties and distinct errors after the students complete the speaking activity in previous stage "Activate". Students are asked to concentrate on the language construction and some typical language areas, the ways in which it is used or how it sounds and looks (Harmer, 2007). The form and the accuracy of specific bit of language are focused. Study activities can arrange from the practice of a single sound and a verb tense to the study of a transcript of informal speech to discuss using informal language and style (Harmer, 2007). Harmer (2007) explains that students can study in various ways, and he provides many possible activities in the study of language construction and some typical language areas.

For example, for the study of language construction, a teacher can demonstrate a new grammar pattern and repeat each component separately. Intellectual discovery activities can also be used as a teacher may provide students instances of language and ask them to figure out the rules by themselves (Harmer, 2007). On the other hand, an instance of some typical language areas can be the study and practice of vowel sound in "ship" and "sheep" (Harmer, 2007).

The objective of this stage is for the students to work on the language features, consolidate their learning, and improve English speaking skills in order to improve their English speaking ability and performance (Harmer, 2007; Khoshsima & Shokri, 2016).

4. Activate (A)

In this stage, students repeat doing the same English speaking activity again after they have digested the corrections to the language they used in the preceding stage, the first Activate stage. Students' needs are answered by a teacher in this stage as they are not taught language until they have demonstrated that they require to learn it in order to be able to complete the English speaking activity well. The link between what students need to learn and what they are taught is more obvious now in this stage. This stage is beneficial for students because it offers them an opportunity to improve their English speaking performance by trying to complete the English speaking activity again after they learned language features and how to deal with mistakes they made before in the previous stage.

Nevertheless, Harmer (2007) indicates that it can be a burden for a teacher because the teacher should be able to find suitable teaching material based on students' problems shown at the first Activate stage. This teaching stage is somewhat more proper for students at intermediate and advanced levels as they have a lot of language knowledge available for them to utilize in the Activate stage (Harmer, 2007).

2.7.2 The Theoretical Basis of EASA Instructional Model

The theoretical basis of EASA instructional model is constructivism because it enables students to construct their own knowledge, to connect new ideas and experiences to existing knowledge, and to construct new or enhance comprehension (Brame, 2016). In the first stage "Engage" and the second stage "Activate", students are engaged in learning, and they are asked to do the speaking activity, before they

study in the third stage "Study", to construct their knowledge. After that, in the third stage "Study", students receive new information, ideas, and experiences by studying language features such as grammar and vocabulary that cause them difficulties and distinct errors from the previous stage. In the final stage "Activate", students also have an opportunity to connect the new information, ideas, and experiences to their existing knowledge, construct new knowledge, and extend/enhance understanding by repeating doing the same task that they did in the second stage "Activate" after they have digested the corrections to the language they used in the Study stage.

2.7.3 Related Literature of EASA Instructional Model

Harmer (2007) states that all ESA elements, namely Engage, Study, and Activate, should be present in most lessons and teaching sequences, but it does mean that all these three elements should always be present in the same order and number of the stages because the order and the number of the stages depend on what we design and would like to achieve. Three possible variations of teaching sequences are suggested by Harmer (2007) namely "ESA straight arrows sequence", "EASA boomerang sequence", and "EAASASEA (etc) patchwork sequence". In this study, "EASA boomerang sequence" or EASA instructional model was selected to use as an instructional model for three main reasons.

First, EASA instructional model can provide something new, innovative, and effective teaching model in the English language teaching field since there has not been, to the researcher's knowledge, research particularly implemented to investigate and experiment EASA instructional model on the speaking ability of Thai EFL

students before. The results of implementing the EASA instructional model can be used as an effective model to enhance students' English speaking ability.

Second, unlike "ESA straight arrows sequence" or ESA instructional model, the EASA instructional model provide students more Activate stages to enable them to speak English and use the language features. The first Activate stage in the EASA instructional model enable students to practice speaking English and speak English freely as they are capable of before studying, and this can foster them to become an autonomous learner and speaker who can speak English more fluently, systematically, and effectively. Consequently, the EASA instructional model is more suitable than the ESA instructional model to tackle students' insufficient opportunity to practice speaking English.

Third, the link between what students lack and what they are taught are more obvious in the EASA instructional model, compared to the ESA instructional model. After the students activate their languages by doing English speaking activities in the first Activate stage, they will have an opportunity to study language features causing them errors or mistakes and learn points for improvement in the Study stage. When they know their difficulties or points for improvement by doing the English speaking activity in the first Activate stage, they will try to improve and do better in the second Activate stage after they have digested the corrections to the language they used in the Study stage. Therefore, students' English speaking ability enhanced.

Since there has not been research particularly undertaken to investigate and experiment "EASA boomerang sequence" or EASA instructional model on English speaking ability before, the previous studies in this section will focus on the

implementation of "ESA straight arrows sequence" or ESA instructional model instead.

Khoshsima and Shokri (2016) implemented ESA teaching model involved in teaching speaking tasks to enhance intermediate EFL students speaking ability. Khoshsima and Shokri's (2016) study provides positive outcomes as there are significant difference between the experimental group and the control group in terms of overall English speaking performance. The experimental group's English speaking performance is better than the control group. Furthermore, Khoshsima and Shokri (2016) emphasize that the students in experimental group are more engaged in learning and doing English speaking tasks and have more chance to orally express their ideas and feelings more freely compared to the students in the control group who prefer to use a set of memorized words and phrases to speak English.

Khoshsima and Shokri (2017a) investigated EFL teachers' perceptions toward the use of ESA teaching model involved in teaching English speaking tasks to improve English speaking ability of EFL students in six aspects which are conceptual perspective, students' learning perspective, perspective on instructional activities, perspective of teacher's role, perspective on learners' role and perspective on ESA teacher's classroom practice respectively. Khoshsima and Shokri's (2017a) study mostly yields positive results in all the six aspects. First of all, 50% of the teachers believe that ESA teaching model is the most progressive teaching model in EFL field. Second, majority of teachers agree that students' social development, risk-taking, speaking fluency, and active learning are promoted with the use of ESA teaching model. Third, most teachers confirm that the instructional activities can promote active learning, learning engagement, and students get an opportunity to focus on

language structures and receive feedback. Fourth, half of the teachers affirm that they have a positive understanding of the teacher role in an ESA class. Fifth, half of the teachers admit that the tasks and content in an ESA class respond to students' need and interest since students can suggest and choose the content of activities. Finally, most teachers agree that they have a positive perception toward the use of ESA teaching model, but in the classroom practice, each teacher may employ different styles of teaching in each ESA element to enhance students' English speaking ability.

Another study of Khoshsima and Shokri (2017b) also yields positive results as they reported that implementing ESA elements in teaching English speaking can significantly motivate EFL students to speak English as this model can emotionally engage students.

Fithria and Ratmanida (2019) indicate that problems in learning English speaking can still be found for some EFL students especially lower secondary students as they are not confident to orally express their idea, afraid of making errors while speaking English, and low motivated due to traditional method in teaching English speaking, so the researchers employed ESA teaching method to enhance the students' English speaking ability and deal with English speaking problems. Fithria and Ratmanida's (2019) study yields positive results as students' interest, curiosity, emotion, and motivation in speaking English are stimulated and increased by the use of ESA teaching method. This method influences them to use language and express their opinions and ideas orally. Moreover, students are given an opportunity to practice speaking English in a real-life communication activity.

2.7.4 The Integration of EASA Instructional Model with Online Learning

Harmer (2007) states that all elements in EASA instructional model should be present in most lessons and teaching sequences. However, some events or activities like a debate, a role-play, or a prolonged Internet-based search are time consuming, so presenting all elements in one lesson can be challenging as a teacher may extend the period of study time and decrease the time for activation (Harmer, 2007). If a teacher decreases the time for activation in the language learning process, lack of opportunity to speak English still occurs, and it can impede the development of students' English speaking ability.

In Thai context, it is not only the time constraint that is an issue, but it is also the overly large class size. Teachers may not be able to provide a lot of time for students to speak English because a 50-minute class is almost used for the study time only. Furthermore, teachers cannot somewhat facilitate Thai students while speaking English, and they may not be able to give students sufficient chances, feedback, and time to practice speaking English in the classroom or in the synchronous online learning class.

In addition, nowadays, as a result of COVID-19 pandemic and high infection rates, the teaching and learning system in Thailand has been changed to online learning mode as an alternative learning method to keep learning continue without the risk of exposure to the COVID-19. For online learning, the issues of time constraint and the overly large class size are still the same as the traditional classroom learning. The integration of EASA instructional model with only synchronous online learning mode, online learning or distance education that occurs simultaneously or in real time with a fixed class schedule and time, is somewhat ineffective and insufficient to

strengthen or fill the gaps of EASA instructional model, time constraint to practice speaking in the first and second Activate stages. Therefore, online learning with a blend of synchronous and asynchronous learning modes is selected to fill these gaps and be integrated with EASA instructional model to provide students an opportunity to practice speaking English at their own time and pace and interact with a teacher and peers simultaneously online. Harmer (2007) also affirms that the missing ESA elements in the teaching sequences of EASA in one lesson can be emerged at some other time, so it means a combination of synchronous and asynchronous online learning can be conducted and integrated with this instructional model.

Furthermore, the integration of online learning with EASA instructional model may not only be able to fill some gaps of the teaching model, but online learning with a blend of synchronous and asynchronous learning modes and the use of technology may also be able to solve problems in teaching and learning English speaking such as dry teaching styles, teacher-centered classroom activities, and speaking anxiety. Both synchronous and asynchronous online learning can be advantageous to English language learning as a blend of these two modes provides students a better learning experience than using only one of these modes (Perveen, 2016). Each online learning mode has both advantages and challenges affecting students' learning and speaking ability, so a blend of each mode can offer an amazing model for developing students' participation, information processing, motivation, and English speaking ability.

Besides, online learning, with a blend of synchronous and asynchronous learning modes, is integrated with EASA instructional model because it complements each other. The use of technological tools in online learning can promote students to become active and engaged learners, and this aspect relates with the first stage of

EASA instructional model "Engage". With online learning, students become more actively participate and engage in learning as they somewhat realize that learning is interesting, fun, and meaningful. "Students' efforts to actively construct their knowledge, understand, and accomplish the task" will not occur if the learning is not interesting, fun, and meaningful enough. Online learning especially asynchronous online learning can promote slow learners to be active learners since it provides those learners sufficient time to engage, construct the knowledge, understand, and complete the task. Some slow learners may not be able to follow the teacher and other students well in the synchronous online learning mode, so they may not actively participate and engage in learning much. Therefore, they do not become an active learner, and their English speaking proficiency may not be developed well due to inactiveness.

Apart from giving sufficient time to slow learners, the online learning particularly asynchronous online learning mode can also reduce learners' tension, anxiety, and stress in learning since they can express or share their ideas with others using asynchronous tools, providing a sense of non-threatening learning environment or faceless learning environment. It can be somewhat said that if students are engaged in learning, and they actively participate in the activities especially speaking activities and have sufficient time to practice speaking English and/or speak English at their own pace, students' English speaking ability will be enhanced and developed. The teaching procedures of the online EASA instructional model, the researcher's framework, are demonstrated in the figure 2 below.

Figure 2: Online EASA Instructional Model
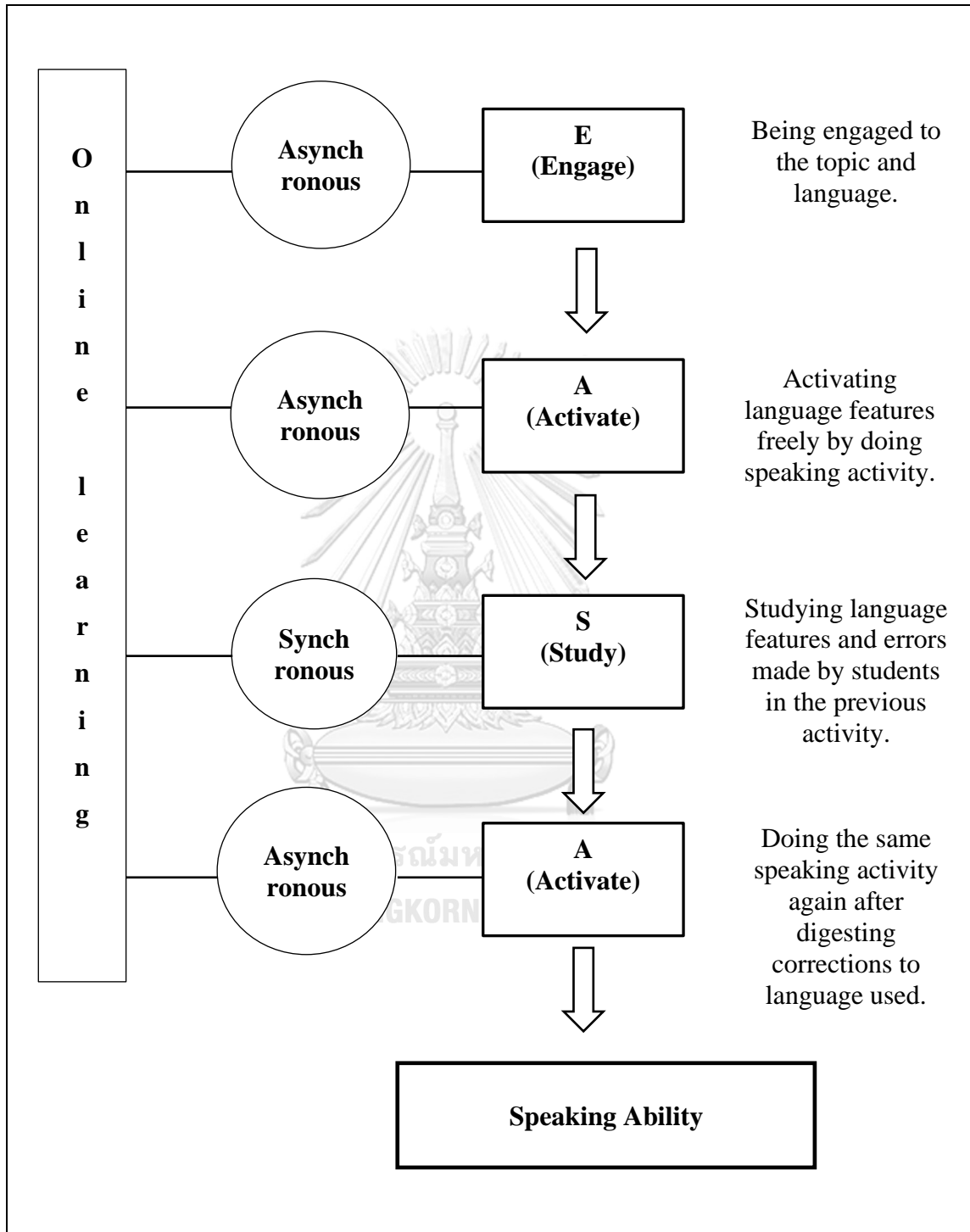
2.7.5 Teaching Procedures of Online EASA Instructional Model

According to the figure 2 above, the teaching procedures of online EASA instructional model are described as follows:

1. E (Engage)

A teacher engages and interests students by uploading pictures, videos, and/ or documents, related to the topic they are going to learn, on a learning management system (LMS), a Facebook private group. After that, the students are asked to respond to the questions from the uploaded learning materials, discuss, and/or share their opinions at any time they choose or are available as long as they meet the expected deadlines.

2. A (Activate)

A teacher assigns the students to do the speaking activity individually or in pairs by uploading a join QR code on a private Facebook group and ask them to scan to get access to a discussion board or a topic in Flipgrid to look at directions of an English speaking activity and complete the English speaking activity at any time they choose or are available as long as they meet the expected deadlines. All students are required to record a video of their English speaking performance using Flipgrid, upload the video until they get the best one, and submit it on the discussion board in Flipgrid.

After all students upload and submit their videos on Flipgrid discussion board, the teacher watches their English speaking performance videos to observe and write down language difficulties and distinct errors to be dealt with later in the

next stage. The teacher also scores students' English speaking performance with the set English speaking scoring rubric criteria and give them online constructive feedback privately via Flipgrid. The online private feedback from Flipgrid will be sent directly to the email that students use to log in and do the English speaking task.

3. S (Study)

After the students complete the English speaking task in the second stage "the first Activate stage", the teacher works with the students on language features, such as grammar and vocabulary, that cause them difficulties and distinct errors.

Language features and learning content depending on what cause students' difficulties and lead to distinct errors in the English speaking activity will be uploaded on a Facebook private group in the form of video and/ or handout. It should be noted that a teacher obtains the information of student's difficulties and distinct errors from their videos uploaded on Flipgrid discussion board. Next, students are required to watch the video and/or read the handout before joining the synchronous online class later on.

After some time, in order to be able to complete the English speaking activity well, online learning and teaching via Zoom are conducted. All students are required to join the online class. They are explicitly taught language features and learning content depending on what cause them difficulties and lead to distinct errors in the speaking activity. Grammar and language features needed to complete the English speaking task such as grammatical structure, useful

vocabulary, and expressions can also be added. The learning content here is the same as what the students are assigned to watch or read at home. Finally, overall points for improvement are also indicated by a teacher.

It should be noted that students can discuss with a teacher online via Zoom, Messenger, or the comment section of Facebook whether there are some language features that they may still lack of or need clarification. Then a teacher can elaborate more and/ or add more learning materials, videos, or handouts if necessary.

4. A (Activate)

A teacher assigns the students to do the same English speaking activity again individually or in pairs by uploading a join QR code on a private Facebook group and ask them to scan to get access to a discussion board or a topic in Flipgrid to look at directions of an English speaking activity and complete the English speaking activity at any time they choose or are available as long as they meet the expected deadlines. All students are required to record a video of their speaking performance using Flipgrid, upload the video until they get the best one, and submit it on the discussion board in Flipgrid.

After all students upload and submit their videos on Flipgrid discussion board, the teacher watches their English speaking performance videos to observe and write down language difficulties and distinct errors to be dealt with later in the next stage. The teacher also scores students' English speaking performance with the set English speaking scoring rubric criteria, give them online constructive feedback privately via Flipgrid, and evaluate whether they have improved or not.

The online private feedback from Flipgrid will be sent directly to the email that students use to log in and do the English speaking task.

2.7.6 Mode of Delivery and Justification of Online EASA Instructional Model

Mode of delivery and justification of online EASA instructional model are described in detail in the table 5 below.

Table 5: Mode of Delivery and Justification

Stages	Mode of Delivery	Online Platforms and Tools	Justification
1. E (Engage)	Asynchronous Online Learning	A) Facebook B) Messenger C) Line D) YouTube E) Mentimeter	In order to engage and interest all students, the asynchronous online learning mode of delivery is used because it provides students to work with a flexible schedule as they can view and interact with learning and teaching materials at any time they are available as long as they meet the expected deadlines. A teacher can also provide students rich interactive multimedia input such as authentic texts, audio, video, graphics with meaningful content related to students' needs and interests, either pre-

Stages	Mode of Delivery	Online Platforms and Tools	Justification
			selected by the teacher or found out by learners when surfing the internet (King, 2016). Moreover, the asynchronous online learning mode of delivery can respond to different learning styles as it provides slow students an extra help and time to think, revise, and consolidate before they discuss or engage with the tasks or activities. Students can also reflect and revise their language features and sentences carefully and precisely before they post discussion comments or share opinions.
2. A (Activate)	Asynchronous Online Learning	A) Facebook B) Line C) Flipgrid	The asynchronous online learning mode of delivery is used in this stage to provide students an opportunity to practice speaking through a communicative task and complete it at their own pace and time. In this online speaking environment, it somewhat provides students a safer English speaking space when compared to speaking English in the face-to-face environment (Jones, 2018).

Stages	Mode of Delivery	Online Platforms and Tools	Justification
			Students can feel more intimate, more comfortable, and more confident when they speak English. Furthermore, students are able to reflect and revise their language features and sentences carefully and precisely before they speak or produce sentences. A teacher can provide students feedback and comments privately, and students can learn from them and improve themselves.
3. S (Study)	Synchronous Online Learning	A) Zoom B) Facebook C) Line D) Microsoft PowerPoint E) Kahoot F) Quizizz G) Padlet	Synchronous online learning mode of delivery is used in this stage because it enables students to meet a teacher in real time by using video conferencing Zoom to learn the content, language features, and immediately discuss whether there are some specific points that they may still lack of or need clarification and explanation.
4.A (Activate)	Asynchronous Online	A) Facebook B) Line	The asynchronous online learning mode of delivery is used in this stage to

Stages	Mode of Delivery	Online Platforms and Tools	Justification
	Learning	C) Flipgrid	provide students an opportunity to practice speaking English through a communicative task and complete it at their own pace and time. In this online English speaking environment, it somewhat provides students a safer English speaking space when compared to speaking English in the face-to-face environment (Jones, 2018). Students can feel more intimate, more comfortable, and more confident when they speak English. Moreover, students are able to reflect and revise their language features and sentences carefully and precisely before they speak or produce sentences. A teacher can provide students feedback and comments privately, and students can learn from them and improve themselves.

In conclusion, this thesis chapter describes the literature review in two main parts. First of all, definition of speaking, functions of speaking, types of speaking performance, micro skills and macro skills of oral communication, and assessing speaking are discussed in order to understand the nature of speaking, to perceive how to design English speaking tasks to enhance students' English speaking ability, and to comprehend how to develop English speaking scoring rubric to assess students' English speaking performance. Secondly, a related literature review and the significance of the integration of EASA instructional model with online learning, a research framework in this study, are provided and elaborated. The following thesis chapter will explain the research methodology, beginning with the explanation of the research design employed in this study and ending with data analysis.
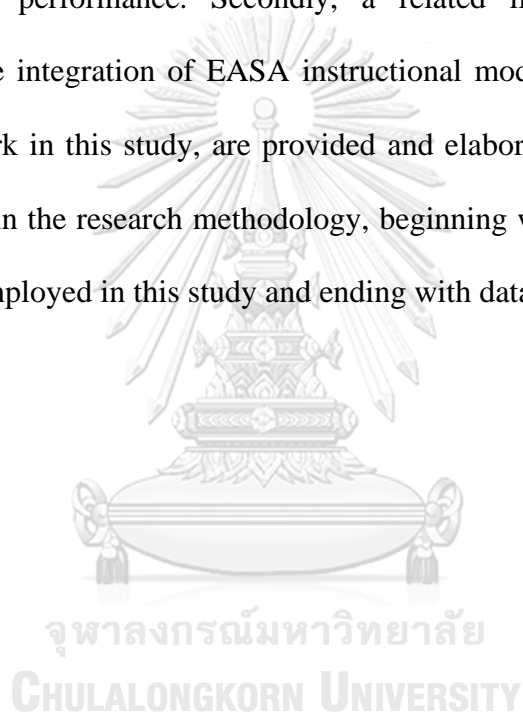
CHAPTER III
RESEARCH METHODOLOGY

This thesis chapter mainly outlines the research methodology. This research employed a one-group pretest-posttest quasi-experimental design to investigate the effects of the online EASA instructional model in enhancing the English speaking ability of Thai secondary students. The stages of research in relation to objectives and method, participants, research instruments, data collection, and data analysis will be elaborated respectively.

3.1 Research Design

A quasi-experimental design aims to verify a cause-and-effect relationship between an independent and dependent variable. A quasi-experiment does not depend on random assignment as participants are assigned to groups based on non-random criteria. Therefore, this research design is suitable for this current study since participants were chosen without randomization. In this study, the experimental group, eleventh-grade students, were selected from the enrollment of an English elective course "Better Spoken English" in the first semester of the academic year 2021.

This study employed a one-group pretest-posttest quasi-experimental design to investigate the effects of the online EASA instructional model in enhancing the English speaking ability of Thai secondary students. The pre-test and post-test results were collected and analyzed as quantitative data. In addition, a questionnaire was distributed to students participating in this study at the end of the course in order to explore their perceptions towards learning through the online EASA instructional

model, and the results from the questionnaire were analyzed quantitatively. Finally, a semi-structured interview was conducted at the end of the course in order to gain more in-depth data for a better comprehension of what and how the participants thought, felt, and perceived after learning through the online EASA instructional model. The results from the semi-structured interview were analyzed qualitatively. It should be noted that an independent variable of this study was the online EASA instructional model. The two dependent variables were students' English speaking ability and students' perceptions towards learning through the instruction. The figure 3 below presents the design of this study.

Figure 3: One-Group Pretest-Posttest Quasi-Experimental Design

O_1	x	O_2
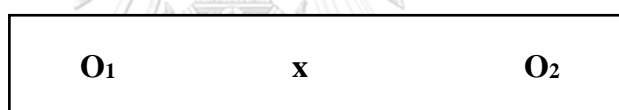
O_1 refers to the pre-test of the study

X refers to the treatment which is online EASA instructional model**.**

O_2 refers to the post-test of the study

3.2 Context of the Study

The study was conducted at a Thai public school in *Nakhon Pathom*, Thailand. The school, consisting of about 900 students, provides lower and upper secondary education. At upper secondary level, six different programs are provided, namely Science-Mathematics, Fine and Applied Arts, English-Mathematics, English-French, English-Chinese, and English-Japanese.

An additional English course "Better Spoken English" was offered to every student who was interested in improving English speaking ability with limited seats, only for 30 students. The course was designed for students to reach the outcomes of being able to orally exchange information and express their feelings and opinions on various topics. Students were taught by the researcher using the English language and online EASA instructional model for 12 weeks including the pretest in the first week and the posttest in the final week. Students were required to join a 50-minute online class via Zoom once a week. The students' age range was 16-17 years old.

3.3 Participants

The participants of this study were 30 eleventh grade secondary students who enrolled in an English elective course "Better Spoken English" at a Thai public school in Nakhon Pathom, Thailand. The sampling method of this study was the convenience sampling method. The participants were selected from the enrollment of an English elective course "Better Spoken English" in the first semester of the academic year 2021. There were 20 students from the Science-Mathematics program, 5 students from the English-Mathematics program, 4 students from the English-French program, and one student form the English-Chinese program. Most students' English proficiency was intermediate level assessed by the English teacher who had taught them before.

Eleventh-grade secondary students were chosen as participants in this current study because eleventh-grade secondary students, typically 16 – 17 years old, were grown enough to be in an online learning environment without parental supervision as they had enough a set of mental skills like self-control brain development to sit in

front of a computer or a mobile device, studied synchronously, and focused on the screen for an hour at a time (Arnall, 2020).

Furthermore, eleventh-grade secondary students were selected as participants in this present study as a result of their English language proficiency level. Harmer (2007) emphasizes that the two Activate stages from EASA teaching stages are somewhat more appropriate for students at intermediate and advanced levels as they have a lot of language knowledge available for them to utilize and speak in these two stages. Therefore, this meant eleventh-grade secondary students were at the appropriate English language proficiency level, higher than elementary level or intermediate level, to receive online EASA instructional model since the Thai ministry of education had set the CEFR target of A2 for nineth grade students and the CEFR target of B1 for twelfth grade students, so it was assumed that English language proficiency level of eleventh grade secondary students should be higher than elementary level or be at intermediate level. Consequently, eleventh grade secondary students had a lot of language knowledge available for them to use and speak English in the two Activate stages in the online EASA instructional model.

3.4 Research Procedures

Research procedures of this study were divided into two phases. The first phase was the development of instructional instruments and research instruments. The second phase was the implementation of the online EASA instructional model with eleventh-grade students. The details of the research procedures were elaborated as follows:

Phase I: The Development of Instructional Instruments and Research Instruments

1. Exploring and reviewing literature of speaking ability, EASA instructional model, and online learning.

2. Constructing instructional instruments consisting of learning content, materials, technological tools, unit plans and lesson plans.

3. Constructing research instruments including pre-test, post-test, scoring rubric, a questionnaire, and interview questions.

4. Validating the effectiveness of instructional instruments and research instruments, done by three experts using the index of Item-Objective Congruence (IOC)

5. Conducting a pilot study.

6. Revising the instructional instruments and research instruments based on the three experts'

comments and the results of the pilot study.

Phase II: The Implementation of the Online EASA Instructional Model

1. Implementing pre-test to measure participants' English speaking ability.

2. Implementing the online EASA instructional model on English speaking lessons.

3. Implementing post-test to measure participants' English speaking ability after getting the treatment, online EASA instructional model.

4. Evaluating the effects of online EASA instructional model in enhancing English speaking ability of participants.

5. Investigating participants' perceptions and opinions towards learning through the online EASA instructional model through a questionnaire and a semi-structured interview.

6. Analyzing the data from the questionnaire and the interview.

According to the second phrase "the implementation of the online EASA instructional model", it should be noted that while implementing online EASA instructional model on speaking lessons, apart from the developed learning materials, the researcher included the language features and learning content depending on what had caused students' difficulties and lead to distinct errors in the English speaking activity in the first activate stage along the way. The information of students' difficulties and distinct errors were obtained from their videos uploaded on the Flipgrid discussion board.

3.5 Instructional Instruments

Lesson plan, learning content, materials, technological tools, and unit plans will be discussed and elaborated.

3.5. 1 Lesson Plan

The treatment in this study "online EASA instructional model" was conducted in an English elective course "Better Spoken English" in the first semester of the academic year 2021 at a Thai public school in Nakhon Pathom, Thailand. The course lasted 12 weeks with 4 hours one period in the first week and the final week for the speaking pretest/posttest and 50 minutes one period synchronous online learning from the second week to the eleventh week. The pre-test was conducted in the first week

while the post-test was conducted in the final week. The questionnaire was distributed to students online in the form of Google Forms after they completed the course. The semi-structured interview with 6 students was also conducted online via Zoom. The semi-structured interview was last for about 15 minutes per person. An example of one-unit lesson plan is demonstrated in Appendix A.

3.5.2 Learning Content

The learning content was adapted from an English textbook called "Communication Spotlight 2 Listening & Speaking Skills" (Marr, 2017). The learning content of the book was based on Basic Education Core Curriculum B.E. 2551 (The Ministry of Education Thailand, 2008). The level of the book was CEFR Level B1, Common European Framework of Reference for Languages, which was designed for eleventh grade secondary students.

The book was appropriate for this study because it could deal with Thai EFL students' listening problems, pronunciation problems, and low speaking ability affecting their English speaking performance. Each reason why the book was appropriate for this study will be elaborated in the following paragraphs.

First of all, listening can be a serious problem that make students not being able to speak English fluently. When Thai EFL students do not comprehend what is uttered, they cannot verbally respond back (Sasum & Weeks, 2018). It can be said that students are not able to develop English speaking ability unless they improve English listening ability first as Leong and Ahmadi (2017) state that students should understand what is said to them in order to have a successful dialogue. Cubalit (2016) recommends interesting resolutions to Thai students' difficulties in listening

comprehension as listening materials should be reliable as they should reflect suggested by all discourse including hesitations, rephrasing, and various accents (Cubalit, 2016). Furthermore, Cubalit (2016) also emphasizes that the language used in the listening materials should be understandable, but it does not have to be modified or simplified to make it much easier for students.

As suggested by Cubalit (2016), this book provides a listening section and practice showing how natural real-world English is spoken, and the listening section and practice are designed without simplification to help students comprehend natural English pronunciation and improve English listening strategies.

Second, pronunciation is one of the major problems claimed to contribute to poor Thai students' English speaking performance and a lack of English speaking competence of Thai students (Khamkhien,2010; Sasum & Weeks 2018). This book offers the listening section and practice for students to listen and notice how words can weaken when spoken together in a sentence, how vowels will weaken, how sounds blend, how sounds disappear, and how syllables drop out (Marr, 2017). If students comprehend how English pronunciation is often reduced when speaking, misunderstanding from listening will not occur, and students will be able to utter right English pronunciation.

Finally, low speaking ability is one of the factors affecting students' English speaking performance. English speaking strategies are provided in this book to enable students to confirm or clarify what they are speaking and what they are hearing, to demonstrate an interest in communication, to maintain and develop conversations, and to facilitate fluency. After students learn and implement all given English speaking strategies, their English speaking ability will develop.

Consequently, this book is suitable for this study because it can facilitate Thai EFL students to improve their oral communication ability to communicate in situations where they have an incomplete comprehension of what is being said.

3.5.3 Materials

3.5.3.1 Online Materials

The online materials were handouts, worksheets, slides, videos, pictures, and audio sound recording.

3.5.4 Online Platforms and Tools

Facebook, Messenger, Line, Microsoft PowerPoint, YouTube, Flipgrid, Mentimeter, Padlet, Kahoot, Quizizz, and Zoom were used in this study. It should be noted not every online platform and tool was all used in one lesson. An overall picture showing the usage of each online platform and tool in each stage is demonstrated in table 6 below. An explanation of how each online platform and tool were used in each stage is also elaborated in detail later on.

Table 6: Online Platforms and Tools

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
1. E (Engage)	Asynchronous Online	A) Facebook	Facebook private group was used as a	To engage in real time discussions, share

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
	Learning		learning management system (LMS).	learning materials, and give/ receive online immediate feedback.
		B) Messenger	Messenger was used as an instant communication enabling a teacher and students to send a message and share things.	To increase learning engagement and interaction between a teacher and a student or between students and students
		C) Line	Line private group was used as a learning management system (LMS) especially for students who were not frequently active on Facebook	To share students learning materials and remind students about an asynchronous learning task posted on Facebook private group.
			Line was also used as	To increase learning

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
			an instant communication enabling a teacher and students to send a message and share things.	engagement and interaction between a teacher and a student or between students and students
		D) YouTube	A video sharing platform	Videos from YouTube were used to implicitly teach and to engage students.
		E) Mentimeter	An online notice board tool	To enable students to share their anonymous responses, opinions, and ideas toward specific issues, questions, and matters especially for students who are not

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
				often active on Facebook.
2.A (Activate)	Asynchronous Online Learning	A) Facebook	Facebook private group was used as a learning management system (LMS).	To enable a teacher to share a join QR code on a private Facebook group and ask students to scan to get access to a discussion board or a topic in Flipgrid to look at directions of a speaking activity and complete the speaking activity at any time they chose or were available as long as they met the expected deadlines.
		B) Line	Line private group was used as a learning management system (LMS) especially for	To remind students about an asynchronous speaking task posted on Facebook private group.

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
			students who were not frequently active on Facebook.	
			Line was also used as an instant communication enabling a teacher and students to send a message and share things.	To increase interaction between a teacher and a student as some students may need teacher's guidance or clarification.
		C) Flipgrid	A video discussion platform.	To enable a teacher to create a grid and a topic or a discussion prompt as an assignment for students to complete by recoding a video and posting the video as a response to the teacher's questions or assignment.

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
3. S (Study)	Synchronous Online Learning	A) Zoom	A videotelephony software program.	To conduct online learning and teaching.
		B) Facebook	Facebook private group was used as a learning management system (LMS).	To share files, slides, and resources of learning content, language features, exercises, and student's points for improvement.
		C) Line	Line private group was used as a learning management system (LMS) especially for students who were not frequently active on Facebook.	To share files, slides, and resources of learning content, language features, exercises, and student's points for improvement for students who are not frequently active on Facebook.

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
		D) Microsoft PowerPoint	A presentation program.	To present learning content, language features, exercises, and student's points for improvement.
		E) Kahoot	A game-based website and application	To conduct multiple-choice quizzes to measure students' vocabulary and language expressions knowledge.
		F) Quizizz	A game-based website and application.	To administer multiple-choice quizzes to measure students' vocabulary and language expressions knowledge.
		G) Padlet	A presentation	To engage and interact

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
			software.	with students when a teacher would like to know all student's ideas and opinions toward particular issues, questions, and matters.
4.A (Activate)	Asynchronous Online Learning	A) Facebook	Facebook private group was used as a learning management system (LMS).	To enable a teacher to share a join QR code on a private Facebook group and ask students to scan to get access to a discussion board or a topic in Flipgrid to look at directions of a speaking activity and complete the speaking activity at any time they chose or were available as long as they met the expected deadlines.

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
		B) Line	Line private group was used as a learning management system (LMS) especially for students who were not frequently active on Facebook.	To remind students about an asynchronous speaking task posted on Facebook private group.
			Line was also used as an instant communication enabling a teacher and students to send a message and share things.	To increase interaction between a teacher and a student as some students may need teacher's guidance or clarification.
		C) Flipgrid	A video discussion platform.	To enable a teacher to create a grid and a topic or a discussion prompt as an assignment for students to complete by

Stages	Mode of Delivery	Online Platforms and Tools	Explanation	Purpose
				recoding a video and posting the video as a response to the teacher's questions or assignment.

1. E (Engage)

In the Engage stage with an asynchronous online learning delivery mode, a teacher engaged students to the topic and language. Facebook, Messenger, Line, and YouTube were selected to use in this stage because they could provide students interactive and engaging asynchronous online learning experience.

A) Facebook

Facebook private group was used as a learning management system (LMS) which enabled students to engage in real time discussions. In the Engage stage, a teacher engaged and interested students by uploading pictures, videos, and/ or documents, related to the topic they were going to learn on a Facebook private group. After that, the students were asked to respond to the questions from the uploaded learning materials, discuss, and/ or share their opinions. Online feedback from peers and the teacher could be given in the Facebook private group in the comment sections.

B) Messenger

Messenger is a messaging application used as an instant communication between a teacher and a student, or it can also be used between students and students. This app enables users to send a message to others, to create a group chat, and to share photos, videos, and audio recordings.

C) Line

Line is an application used to communicate on electronic devices such as smartphones, tablets, and computers. Line enables users to send texts, images, video, audio, link, files, and sticker to other people.

In this stage, Line private group was used as a learning management system (LMS) especially for students who were not frequently active on Facebook. It enabled a teacher to share learning materials to students and remind them about an asynchronous learning task posted on Facebook private group. Moreover, it could increase learning engagement and interaction between a teacher and a student or between students and students

D) YouTube

YouTube is a video sharing platform that enables users to watch, like, dislike, comment, share, and upload videos. In this study, videos from YouTube were used to implicitly teach and to engage or motivate students in the Engage stage.

E) Mentimeter

Mentimeter is a user-friendly presentation software that allows a teacher to create an interactive presentation by adding questions, polls, slides, gifs, and images to a presentation.

In this study, Mentimeter was used to engage and interact with students when a teacher would like to know all student's ideas and opinions toward particular issues, questions, and matters. Students who were not frequently active on Facebook or did not want to share their identity could share their anonymous responses by using Mentimeter.

2. A (Activate)

In the Activate stage, with an asynchronous online learning delivery mode, students were asked to activate their language features freely by doing a speaking activity by using Flipgrid to record a video of their speaking performance until they got the best one, uploaded the video, and submitted it on the discussion board in Flipgrid.

There were three main reasons why Flipgrid was used in the Activate stage. First of all, Flipgrid enabled all students to record their own speaking performance at their own time and pace, and it also allowed a teacher to watch their videos and observe distinct errors or point for improvement to deal with in the next stage. Second, Flipgrid could facilitate a teacher in speaking assessment as speaking scoring rubric could be customized and used to assess and score students online immediately. Furthermore, Flipgrid enabled a teacher to provide online constructive feedback privately to students. Third, Flipgrid could promote students' creativity as it could

provide students fun learning experience, and it could offer special effects, stickers, and filters for them to edit their speaking performance videos.

A) Facebook

Facebook private group was used as a learning management system (LMS) which enabled a teacher to share a join QR code on a private Facebook group and ask students to scan to get access to a discussion board or a topic in Flipgrid to look at directions of a speaking activity and complete the speaking activity at any time they chose or were available as long as they met the expected deadlines.

B) Line

In this stage, Line private group was used as a learning management system (LMS) especially for students who were not frequently active on Facebook. It could be used to remind students about an asynchronous speaking task posted on Facebook private group. Furthermore, it could increase interaction between a teacher and a student as some students may need teacher's guidance or clarification.

C) Flipgrid

Flipgrid is a free, simple, and accessible video discussion platform which enables a teacher to create a grid and a topic or a discussion prompt as an assignment for students to complete by recoding a video and posting the video as a response to the teacher's questions or assignment.

It should be noted that a grid is like a message board where a teacher can pose questions or assignment in the gird called "a topic", and students can record a video and pose it to respond to the questions or assignment.

Students can get access to a topic created by a teacher with a link or QR code, and they are required to use their emails. Each grid can collect an unlimited number of topics and each topic can collect an unlimited number of responses. Topics can be text-based or other resources such as a video, an image, or an attachment. A teacher can customize security settings to protect students' privacy.

Students can record a video to respond to a topic via the Flipgrid application or a website with any camera-enabled device or by uploading a previously recorded video. A teacher can determine and set a video length of students' response from 15 seconds to 5 minutes. Students can answer and discuss with other students' videos or responses by recording a video or typing a message to post.

In this study, in the first Activate stage, Flipgrid was used as a tool for students to get an English speaking task with written instructions and record a video of their English speaking performance to response to a teacher's questions or task called "a topic" in the app. Flipgrid enabled students to edit, name, and add special effects such as color effects and emoji to their videos which promote their creativity. After students finished recording and editing their videos, they were required to upload and post on the discussion board. Then they could ask questions and/or discuss with their friends and a teacher in the comment section if the teacher set the topics and comments to be public. On the other hand, if the teacher set the topics and comments to be private, each student would receive teachers' feedback and comments individually and privately through their email submitted by Flipgrid's Gmail account.

However, students could not answer or respond to teachers' feedback and comments through their email submitted by Flipgrid's Gmail account.

Flipgrid also enables a teacher to create and customize a scoring rubric to assess and give online feedback to students' uploaded video. In this study, after all students uploaded their videos, a teacher would watch their videos, assess them, provide scores, and give feedback.

3. S (Study)

In the Study stage with a synchronous learning online delivery mode, students studied language features and errors made by them in the previous speaking activity. Zoom, Facebook, Microsoft PowerPoint, Kahoot, Quizizz, and Padlet were used to provide students virtual, interactive, engaging, and fun synchronous online learning experience.

A) Zoom

Zoom is a videotelephony software program offering three main features which are one-on-one meetings, group video conferences, screen sharing, and recording sessions.

In the Study stage, online learning and teaching were conducted via Zoom. All students were required to join the synchronous online class for 50 minutes once a week.

B) Facebook

In the Study stage, Facebook private group allowed students to download the learning materials and upload their tasks if needed.

C) Line

In this stage, Line private group was used as a learning management system (LMS) especially for students who were not frequently active on Facebook. It enabled teachers to share files, slides, and resources of learning content, language features, exercises, and student's points for improvement for students who were not frequently active on Facebook.

D) Microsoft PowerPoint

Microsoft PowerPoint is a presentation program used to present learning content, language features, exercises, and student's points for improvement in online learning environment using Zoom in the Study stage.

E) Kahoot

Kahoot, a game-based website and application, was used to conduct multiple-choice quizzes to measure students' vocabulary and language expressions knowledge before they studied.

Questions were projected on a shared screen while students respond the questions with their devices such as smartphone, tablet, or computer. Kahoot could give students instant right-or-wrong feedback on students' devices and on the class

screen. Kahoot could create an interactive, engaging, fun, and game-like learning environment.

F) Quizizz

Quizizz, a game-based website and application, was used to administer multiple-choice quizzes to measure students' vocabulary and language expressions knowledge.

Students could see both questions and answers on their own devices. Quizizz could provide students immediate feedback right-or-wrong feedback on students' devices. Furthermore, a teacher could also customize feedback for students after each question on the quiz with memes that would demonstrate based on right or wrong answers. Quizizz offered an interactive, engaging, fun, and game-like learning environment. Quizizz could be launched for self-paced learning or homework by sharing the link to students.

G) Padlet

Padlet is an online notice board tool that enables students and teachers to collaborate online by posting notes on a page or a digital wall. The notes posted can include texts, links, videos, voice recordings, images, and document files.

In the Study stage, Padlet was used to allow students to share their responses, opinions, and ideas toward specific issues, questions, and matters.

4. A (Activate)

In the second Activate stage, with an asynchronous online learning delivery mode, students were asked on a private Facebook group to activate their language features by doing a speaking activity after they studied language features and knew their points for improvement by using Flipgrid to record a video of their speaking performance until they got the best one, uploaded the video, and submitted it on the discussion board in Flipgrid.

A) Facebook

Facebook private group was used as a learning management system (LMS) which enabled a teacher to share a join QR code on a private Facebook group and ask students to scan to get access to a discussion board or a topic in Flipgrid to look at directions of an English speaking activity and complete the English speaking activity at any time they chose or were available as long as they met the expected deadlines.

B) Line

In this stage, Line private group was used as a learning management system (LMS) especially for students who were not frequently active on Facebook. It could be used to remind students about an asynchronous English speaking task posted on Facebook private group. Furthermore, it could increase interaction between a teacher and a student as some students may need teacher's guidance or clarification.

C) Flipgrid

In the second Activate stage, Flipgrid was still used as a tool for students to get access to an English speaking task with written instructions and record a video of their English speaking performance to response to a teacher's question or task called "a topic". After students finished recording and editing their videos, they were required to upload and post on the discussion board. After all students uploaded their videos, a teacher would watch their videos, assess them, provide scores, give feedback, and evaluate whether their English speaking performances had been improved or not.

3.5.5 Units Plan

The study covered eight units taking 10 weeks to complete. Within these 10 weeks, the data collected were sufficient and comprehensive enough to answer two research questions in this current study.

3.6 Research Instruments

In this study, there are five main research instruments which are pre-test, post-test, scoring rubric, a questionnaire, and interview questions.

3.6.1 Speaking Pretest and Posttest

In order to measure the effects of the online EASA instructional model on the speaking ability of Thai EFL secondary students in eleventh grade, English speaking pretest/ posttest, sharing the same items, was developed by adopting and adapting from a Cambridge Assessment English speaking test for B2 First for Schools (FCE)

as you can see in Appendix I (Cambridge Assessment English, 2015). The English speaking test with CEFR B2 was selected to test students' English speaking ability even Thai ministry of education has set the CEFR target of B1 for graduated twelfth-grade students because students' will improve automatically when they acquire second language "input" which is one step beyond their current stage of linguistic competence (Krashen, 2009). When students figure out that the level of speaking test goes beyond their expected CEFR level, they will somewhat try harder to improve themselves to reach one step beyond their current CEFR level.

The English speaking pretest/posttest consisted of two main parts which were an interview and a collaborative task. Both parts could be considered as an interactive speaking task/test as it assessed and evaluated whether students had the ability to orally communicate in English effectively in their real-life situations or not.

The first part "an interview" was a conversation between a student and an examiner. The examiner asked the student questions with topic he/she got. The student may have to provide information about himself / herself, talk about past experiences, present circumstances, and future plans. In this part, students were expected to provide information about themselves and express opinions in each topic.

The second part "a collaborative task" was a conversation between a student and his/her partner. The examiner firstly provided a written prompt with questions to the students and explained them about the task. The students discussed these together for three minutes. The examiner would then ask them to make a decision together about the topic they had been discussing. Both students shared his/her decision orally after the discussion. In this part, students were expected to exchange ideas, expressing

opinions, agree and/or disagree, suggest, speculate, evaluate, reach a decision through discussion.

The pre-test was conducted in the first week while the post-test was conducted in the twelfth week. The students did the English speaking test individually and in pairs. Throughout the test, each student's English speaking performance was recorded in the form of a video, and the English speaking performance was assessed individually by using a speaking scoring rubric. The pretest and posttest shared the same items. Each pair of students had about 15 minutes to do the test in total. It should be noted that the test time included the time for providing feedback and explaining the test's directions. Moreover, each student got the same topic in both English speaking pretest and posttest so that each student's scores from both pretest and posttest can be measured and compared to verify whether students' English speaking ability improved or not after they had received the treatment online EASA instructional model.

3.6.2 Speaking Scoring Rubric

The speaking scoring rubric adapted and developed from IELTS and TOEFL speaking rubrics were used to evaluate students' English speaking performance (Charlie, 2020; Educational Testing Service, 2019b). The criteria of the scoring rubric included five criteria which were fluency, grammatical range and accuracy, pronunciation, vocabulary, and content.

Fluency refers to the rate of speech, assessed if the speaker can keep speaking English without stopping too much. Grammatical range refers to the length of sentences, measured whether the speaker uses a wide range of English structures or

not, while accuracy refers to the number of errors the speaker makes, and the effect of the errors affect communication. Pronunciation refers to the production of sounds made by the speaker while speaking English. Students were assessed whether their English speeches were comprehensible or not. Vocabulary refers to the range and accuracy of words the speaker uses to speak English, measured if the word used is appropriate, and how well the speaker can use alternative words while speaking English. Content refers to the subject matter and ideas of the speech, assessed whether the English speech content is well- developed, coherent, and clear.

The speaking scoring rubric is demonstrated in the table 7 below.

Table 7: Speaking Scoring Rubric

Criteria	4	3	2	1
Fluency	Speaks fluently with only rare repetition or self-correction.	Mostly speaks fluently with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going.	Has noticeable pauses and may speak slowly with frequent repetition and self-correction.
Grammatical Range and Accuracy	Presents content clearly. Be able to use a wide range of structures to present content with near error-free.	Presents content well enough to be understood. Be able to use the correct structures to present content, though a few grammatical mistakes exist.	Presents content with basic sentence forms and some correct sentences. Errors are frequent made and may lead to misunderstanding.	Presents content basic sentence forms but with limited success or relies on apparently memorized utterances. Makes numerous errors except in memorized expressions.
Pronunciation	Has clear, understood, and correct	Mostly has clear, understood, and correct pronunciation	Uses a limited range of pronunciation features.	Speech is often unintelligible due to frequent

Criteria	4	3	2	1
	pronunciation with full range of pronunciation features and precision.	with some precise pronunciation features.	Mispronunciation sometime occurs and causes some difficulty for the listener.	mispronunciation. It is quite difficult to understand.
Vocabulary	Uses a wide range of vocabulary to present and convey precise meaning.	Uses a wide enough vocabulary to present at length and make meaning clear in spite of inappropriacies	Can only convey basic meaning on unfamiliar topics. Makes frequent errors in word choice.	Only produces isolated words or memorized utterances.
Content	Response is completely well-developed, coherent, and clear.	Response is mostly well- developed and coherent, but few ideas/information are unclear as they lack elaboration or specificity.	Response is coherent to the task, though the number of ideas/information presented are limited as they lack elaboration, details and support.	Limited relevant response is expressed. All ideas/information lack elaboration, details and support. Speaker may rely heavily on repetition of the prompt.
A speaker will not be given any score if he or she makes no attempt to respond, or response is unrelated to the topic.				

Adapted and developed from IELTS and TOEFL speaking rubrics (Charlie, 2020;

Educational Testing Service, 2019b).

3.6.3 Questionnaire

A questionnaire was developed by the researcher based on the theory of EASA

instructional model proposed by Harmer (2007) and previous studies related to online

learning and teaching English speaking online to investigate students' perceptions

towards learning through the online EASA instructional model, (see Appendix J)

(Adedoyin & Soykan, 2020; Ariani & Tawali, 2021; Arkorful &Abaidoo, 2015;

Demirbilek, 2014; Fishbane & Tomer, 2020; Flaherty, 2020; Jones, 2018; Kawinkoonlasate, 2020; King, 2016; Rodrigues & Vethamani, 2015; Manfuso, 2020; Wulandari et al, 2020).

The questionnaire consists of two parts, and it was designed in two versions, English and Thai, in order to ensure that participants comprehended all questions clearly. All students were ensured that they all comprehended each terminology used in the questionnaire. The questionnaire was distributed to participants at the end of the course. The results were analyzed quantitatively by the researcher.

The first part of the questionnaire was participants' personal information including age, gender, study program, and English speaking proficiency levels.

The second part of the questionnaire comprised 24 closed-ended items in the form of a four-point Likert scale ranging from strongly disagree to strongly disagree in order to avoid participants' neutral answers. Likert scales are advantageous because they enable researchers to collect more thorough information about participants' attitudes and perceptions in the form of numerical data (Nunan & Bailey, 2008). The participants' responses to each item were analyzed using the program SPSS Statistics version 28 for descriptive statistics mean and standard deviation (SD), and the results were interpreted ranging from strongly disagree to strongly agree.

3.6.4 Semi-Structured Interview

A semi-structured interview was conducted in order to investigate participants' opinions of the online EASA instructional model. The questionnaire was used as the main research instrument to explore participants' perceptions as a result of practicality, convenience, and timesaver to obtain the data. Nevertheless, the data

acquired from a questionnaire are usually superficial as the findings do not describe much enough about the target phenomena (Dörnyei, 2007). Therefore, a semi-structured interview was conducted in order to gain more in-depth data for a better comprehension of what and how the participants think, feel, and perceive after receiving the online EASA instructional model. Furthermore, the data obtained from the interview could be used as an additional source to increase the reliability and validity of the study.

The six participants of a semi-structured interview were selected based on the English speaking posttest scores, 2 students with high scores, 2 students with medium scores, and 2 students with low scores. The semi-structured interview lasted for about 15 minutes per person. Each question in the semi-structured interview, as you can see in Appendix K, was designed in two versions, English, and Thai, to ensure that participants comprehended all questions clearly. All participants were ensured that they all comprehended each term used in each question. The participants' responses to each question were analyzed qualitatively by using content analysis.

3.7 The Validation and Evaluation of Instructional Instruments and Research Instruments

After all instructional and research instruments were developed, the validation and evaluation of them were carried. In order to ensure the content validity of instructional instruments and research instruments, six experts in the fields of English applied linguistics, English language teaching, and assessment and evaluation were invited to validate the instruments through Item-Objective Congruence (IOC) as you can see in Appendix M. It should be noted that there were three experts validated

three instructional instruments, and other three experts validated the research instruments through Item-Objective Congruence (IOC) according to the following criteria.

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

IOC means the index of congruence

R means total score from three experts

N means number of experts

Score +1 = The expert is sure the item is appropriate.

Score 0 = The expert is not sure whether the item is appropriate or inappropriate.

Score -1 = The expert is sure the item is inappropriate

The scores on each item were summed and divided by three of experts in order to acquire the IOC value for each item. The qualified item should have an IOC value equal to or greater than 0.5 (Laksana, 2016). On the other hand, if the items in instructional instruments and research instruments with an IOC value lowered than 0.5, they were revised to make them more valid according to experts' suggestions. Data received was analyzed by mean and standard deviation. There were comment sections on each item provided for the experts to provide written additional comments on the instructional instruments and research instruments, so the researcher could revise the inappropriate points or items accordingly.

3.7.1 The Validation of Instructional Instruments

After all instructional instruments, namely lesson plan, speaking pretest and posttest, and speaking scoring rubric, had been created, they were sent to three experts to examine, provide points for improvement, and evaluate whether all instructional instruments were appropriate or not (see Appendix N).

3.7.1.1 The Validation of Lesson Plan

The lesson plan was provided IOC total score of 0.9547 indicating that the sequence of lesson plan, the learning outcomes, instructional procedures, activities, materials, online platform, and online tools were appropriate and valid even there were two items in the lesson plan evaluation checklist that were received total score of 0.66 (see Appendix N).

The third expert gave 0 to the fifth item in the lesson plan evaluation checklist "The activities are related to the learning outcomes" as the expert thought that the activities in the Study stage should allow students to state their difficulties and need, so the researcher as a teacher in this study could detect their common mistakes according to the language features in the scoring rubric. Therefore, the teacher could know what and how to enhance students' English speaking abilities and performance. Furthermore, the first expert provided 0 to the seventh item in the lesson plan evaluation checklist "The time allocation in each instructional procedure is appropriate". The first expert recommended that teacher may need to check the effectiveness of internet access and saw the students' ability to complete some specific tasks as it may affect the time to be spent in each activity.

Due to valid IOC total score of 0.9547, the lesson plan, learning outcomes, instructional procedures, activities, materials, online platform, and online tools were reserved, but all comments and feedback provided by all experts were taken into the researcher's consideration as points that were needed to be aware of during the data collection and the implementation.

3.7.1.2 The Validation of Speaking Pretest and Posttest

The speaking pretest and posttest shared the same items. The speaking pretest/posttest was given IOC total score of 0.7475 indicating that the test appropriate and valid to test participations' English speaking ability even there were two items in the speaking pretest/posttest evaluation checklist that were received total score of 0.66 (see Appendix N).

The third expert gave 0 to the seventh item "Materials are suitable for the test." in the speaking pretest/posttest evaluation checklist. The third expert referred to the Engage stage and explained that this stage was purposed not only to motivate students' promptness but also function to elicit background knowledge as well as provide brief input. Therefore, the third expert suggested that there should be videos, pictures or other materials provided for test takers in the first part of the speaking test.

Moreover, the third expert gave 0 to the eighth item "Time allocation in each part is appropriate" in the speaking pretest/posttest evaluation checklist. The third expert indicated that the time in the lesson plan in the Activate stage and the time in the speaking test were different.

As a result of valid IOC total score of 0.7475, most items of the speaking pretest/posttest were reserved. All comments and feedback provided by all experts

were taken into the researcher's consideration as points that were needed to be aware of during the data collection and implementation. However, the second part of the speaking pretest/posttest was revised as the third expert indicated that the topic of discussion about "new skills" was okay, but it may not be related to all units stated in the table 3.6 data collection procedures. Therefore, the researcher revised the topic of discussion about "new skills" to the topic of discussion about "future vacation plans" which was more related to what participants studied.

3.7.1.3 The Validation of Speaking Scoring Rubric

The speaking scoring rubric was provided IOC total score of 0.6638 indicating that the speaking scoring rubric was appropriate and valid, but it was required to be revised as one item was received total score of 0.33.

The first expert gave -1 to the ninth item "speaking scoring rubric is appropriate to assess students" in the speaking pretest/posttest evaluation checklist (see Appendix N) as the first expert recommended that some of the criteria needed to be revised and submitted the PDF file of speaking scoring rubric with corrections to the researcher. Therefore, the researcher revised the speaking scoring rubric as suggested by the first expert.

3.7.1.4 Reliability of Two Inter-Raters

Apart from validating the speaking pretest/posttest and speaking scoring rubric through Item-Objective Congruence (IOC), two inter-raters, the researcher and an English teacher working at a private school in Bangkok, ascertained the reliability of the results of speaking pretest by using Pearson Correlation Coefficient.

Table 8: Pearson Correlation Coefficient of Inter-Rater Reliability from Speaking Pretest

Raters	r
R1 + R2	.991

According to the table 8 above, the overall results of the Pearson Correlation Coefficient of inter-rater reliability was .991 from speaking pretest grading. The correlation values indicated that the scores marked by two raters were consistent.

Two inter-raters also ascertained the reliability of the results of speaking protest by using Pearson Correlation Coefficient.

Table 9: Pearson Correlation Coefficient of Inter-Rater Reliability from Speaking Posttest

Raters	r
R1 + R2	.979

According to the table 9 above, the overall results of the Pearson Correlation Coefficient of inter-rater reliability was .979 from speaking posttest grading. The correlation values indicated that the scores marked by two raters were consistent.

3.7.2 The Validation of Research Instruments

After all research instruments, namely questionnaire and semi-structed interview questions, had been created, they were sent to three experts to examine, provide points for improvement, and evaluate whether all research instruments were reliable or not (see Appendix N).

3.7.2.1 The Validation of Questionnaire

The questionnaire was provided IOC total score of 0.8276 indicating that the questionnaire was appropriate and valid (see Appendix N). Nevertheless, the translation from English to Thai language was the primary issue as there were few items that were less than 0.5 because these few items could sound unnatural, be difficult, be incorrect, and cause participants misunderstanding. Consequently, they were all revised and adjusted according to experts' comments and feedback.

Furthermore, the first expert also recommended the researcher to provide a brief explanation of the EASA instructional model and its procedures. The first expert also emphasized to provide an example of each instructional stage to illustrate and ensure that all participants comprehended what they were asked about. Therefore, a brief explanation and an example of the EASA instructional model together with teaching procedures were added according to the first experts' suggestions.

3.7.2.2 Reliability of Questionnaire

Apart from validating the questionnaire through Item-Objective Congruence (IOC), scores obtained from 30 students for each item on the questionnaire were

calculated by using Cronbach's Alpha in order to assess the internal consistency and the reliability of the questionnaire.

Table 10: Cronbach's Alpha Reliability Statistics of Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.851	.861	24

According to the table 10 above, the score of the Cronbach's Alpha was higher than .7 which indicate high internal consistency. In this case, α = .851 indicated that the questionnaire was reliable.

3.7.2.3 The Validation of Semi-Structured Interview Questions

The semi-structured interview questions were provided IOC total score of 0.7475 indicating that the semi-structed interview questions were appropriate and valid (see Appendix N). Nevertheless, the difficulty of language used possibly affecting participants' comprehension, the weird sequence of questions, and the overlapping question were the main issues that were indicated by experts, so the researcher decided to revise and adjust all semi-structured questions based on experts' recommendations to ensure all interviewees comprehended questions well. Furthermore, it should be noted that the researcher changed the term "hybrid" to "online" due to an alternation of mode delivery, so all semi-structured interview questions including the word "hybrid" were changed to online. The revision to both Thai and English versions were made as follows:

Table 11: Revised Semi-Structured Interview Questions

	Original Version	First Revised Version	Second Revised Version
1.	How do you feel about learning English speaking using hybrid EASA instructional model? นักเรียนรู้สึกอย่างไรกับการเรียนพูดภาษาอังกฤษโดยการใช้ใช้รูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการการเรียนแบบผสมผสาน	Please tell me how you felt when learning English speaking using the hybrid EASA instructional model. นักเรียนรู้สึกอย่างไรกับการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบผสมผสาน	Please tell me how you felt when learning English speaking using the online EASA instructional model. นักเรียนรู้สึกอย่างไรกับการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบออนไลน์
2.	Do you think hybrid EASA instructional model can help you in improving English speaking ability? นักเรียนคิดว่าการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการเรียนแบบผสมผสานสามารถช่วยพัฒนาความสามารถทางการพูดภาษาอังกฤษได้ไหม	2. Do you think you improved your English speaking ability when taught in the hybrid EASA instructional model? Why? / Why not? นักเรียนคิดว่าการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบผสมผสานสามารถช่วยพัฒนาความสามารถทางการพูดภาษาอังกฤษได้ไหม เพราะเหตุใดการพูดภาษาอังกฤษของนักเรียนถึงพัฒนา / เพราะเหตุใดการพูดภาษาอังกฤษถึงไม่พัฒนา	2. Do you think you improved your English speaking ability when taught in the online EASA instructional model? Why? / Why not? นักเรียนคิดว่าการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบออนไลน์สามารถช่วยพัฒนาความสามารถทางการพูดภาษาอังกฤษได้ไหม เพราะเหตุใดการพูดภาษาอังกฤษของนักเรียนถึงพัฒนา / เพราะเหตุใดการพูดภาษาอังกฤษถึงไม่พัฒนา

	Original Version	First Revised Version	Second Revised Version
3.	What are the benefits of learning English speaking using hybrid EASA instructional model? นักเรียนคิดว่าอะไรคือประโยชน์ของการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการเรียนแบบผสมผสาน	**Follow up Question from the Second Question** What benefits did you obtain when you learnt English speaking using the hybrid EASA instructional model? How was the onsite learning? How was the online learning? How were the technological tools? นักเรียนได้รับประโยชน์จากการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการเรียนแบบผสมผสานอย่างไรบ้าง การเรียนในห้องเรียนเป็นอย่างไรบ้าง การเรียนออนไลน์เป็นอย่างไรบ้าง เครื่องมือเทคโนโลยีต่าง ๆ เป็นอย่างไรบ้าง	**Follow up Question from the Second Question** What benefits did you obtain when you learnt English speaking using the online EASA instructional model? How was the asynchronous online learning? How was the synchronous online learning? How were the technological tools? นักเรียนได้รับประโยชน์จากการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบออนไลน์อย่างไรบ้าง การเรียนออนไลน์แบบไม่ประสานเวลาเป็นอย่างไรบ้าง การเรียนออนไลน์แบบประสานเวลาเป็นอย่างไรบ้าง เครื่องมือเทคโนโลยีต่างๆ เป็นอย่างไรบ้าง
4.	What are the problems or the difficulties of learning English speaking using hybrid EASA instructional	What problems or the difficulties did you encounter when you learnt English speaking using the hybrid	What problems or the difficulties did you encounter when you learnt English speaking using the online

	Original Version	First Revised Version	Second Revised Version
	model? นักเรียนคิดว่าอะไรคือปัญหาหรือความ ยากลำบากของการเรียนพูดภาษาอังกฤษ โดยการใช้รูปแบบการสอนเอซ่าตาม หลักการของทฤษฎีการเรียนแบบ ผสมผสาน	EASA instructional model? อะไรคือปัญหาหรือความยากลำบากที่นักเรียน เจอเมื่อนักเรียนเรียนการพูดภาษาอังกฤษโดย การใช้รูปแบบการสอนเอซ่าตามหลักการของ ทฤษฎีการเรียนแบบผสมผสาน	EASA instructional model? อะไรคือปัญหาหรือความยากลำบากที่นักเรียน เจอเมื่อนักเรียนเรียนการพูดภาษาอังกฤษโดย การใช้รูปแบบการสอนเอซ่าแบบออนไลน์

According to the table 11 above, the first original question was revised and adjusted based on the expert's suggestions. The first expert recommended that it would be good to start with a broad statement asking participants to tell their perceptions since one feature of a semi-structured interview was mainly involved eliciting narratives from the participants. The third expert thought that the question could be hard for interviewees when asked to explain their feelings toward unfamiliar concepts, so the researcher tried to ensure that all interviewees comprehended all concepts by explaining all participants about the online EASA instructional model in the orientation and by showing them an infographic of the instructional model with a brief explanation while interviewing them.

As shown in the table 11, the second original question was slightly revised based on the expert's recommendations. The first expert suggested adding "Why? / Why not?" to the question because it allowed the researcher to find out more information and it enabled the participants to elaborate more on certain issues.

According to the table 11, the third original question could be somewhat problematic. The first expert recommended that the researcher might get the answers to this question if the participants felt that their speaking ability had improved. The first expert also pointed out that it would be weird if the participants answered "no" in this question and were still asked to talk about the benefits. Therefore, this question should be asked as a follow-up question instead of the participant's answer to the second question was "yes". The first expert also indicated adding more follow-up questions to get more information from the students. The second expert thought the answers obtained from the second question may be overlapped with the third question. The third expert asked to adjust some Thai words to make the statement more natural and comprehensible. Consequently, the third question was used as a follow-up question if the interviewees answered "yes", and the language used in this question was revised based on the expert's suggestions to ensure that it was natural and understandable to the interviewees. "How was the onsite learning?", "How was the online learning?" "How were the technological tools?" were added to gain more information from the interviewees. These three questions were adjusted later as a result of an alternation of mode delivery.

As shown in the table 11, the Thai language used of the fourth original question was revised based on the third expert's suggestion. It should be noted that the researcher changed the term "hybrid" to "online" due to an alternation of mode delivery of this study.

3.7.2.4 Reliability of Semi-Structured Interview Data

Member checking or respondent validation was used to assess and check the reliability and accuracy of the qualitative data obtained from the semi-structured interview. Written scripts and answers indicating each theme of students' perceptions toward learning through the online EASA instructional model were sent back to each student who participated in the semi-structured interview in order to check whether the researcher's interpretation was correct or not. All students reported the researcher's interpretation was right as it matched their perceptions toward learning through the instruction.

3.7.3 Pilot Study

After all instructional instruments were verified by the three experts, the pilot study was conducted for two weeks before the main study to see the effectiveness, points for improvement, and challenges of the instruments.

The pilot instruction was conducted before the main study with 6 eleventh grade secondary students in the first semester of academic year 2021 at a public school in Nakhon Pathom, Thailand. It should be noted these students did not participate in the main study. They came from different study programs, 2 students from Science-Mathematics program, 2 students from English-Mathematics program, and 2 students from English-French program. The pretest was firstly conducted to evaluate students' English speaking performance, and the Flipgrid workshop was conducted after all students completed the English speaking pretest in the first week. After that the lesson plan of the eighth unit "Talking about future vacation plans" was

implemented in the second week. The revision of the English speaking pretest and the lesson plan will be discussed in the following section.

3.7.4 Revision of Instructional Instruments after Conducting Pilot Study

After the pilot study had been completed, there were two matters that were required to be revised and be aware of.

First, the time allocation of the speaking pretest/posttest was adjusted from 10 minutes to 15 minutes for each pair of students as the test time was overconsuming. It was necessary for the researcher to explain to each pair of students about the English speaking pretest even all the information needed was provided to them before completing the speaking pretest. Moreover, students requested the researcher to provide them immediate feedback after they completed the English speaking pretest, so 10 minutes was not enough. It should be noted that the English pretest/posttest time was still the same. Each pair of students had about 10 minutes to complete the speaking test, but an explanation of the test and immediate feedback for 5 minutes were required. Therefore, it took 15 minutes in total for each pair of students to complete the English speaking pretest/posttest for the main study.

Second, the researcher needed to ensure that all students could use the technological tools with their current learning devices. All students in the pilot study could use Flipgrid via their smartphones, but when they studied in the synchronous online class, one student struggled to use Kahoot at first as she needed to use two learning devices, one for watching the picture and question and another one for selecting the answer choice.

Consequently, this issue raised the researcher's awareness about the readiness of students to use technological tools. In the main study, the researcher tried to ensure that all students could use the technological tools with learning devices they had. All students could use Kahoot, but they preferred Quizizz as they could use only one learning device to play the quiz in the synchronous online class.

3.8 Data Collection

This study took approximately 12 weeks. Before collecting data, every student was informed about the study in detail, and a consent form in the Thai language was distributed to all students online to inform their parents about the study and data collection and ask for their permission. The pretest was conducted before the treatment while the posttest was used to investigate students' learning results for summative assessment. The time for the English speaking pretest and posttest were about 4 hours as each pair of students had 10 minutes to complete the speaking pretest/posttest and 5 minutes to receive immediate feedback from the examiner. The online EASA instructional model was implemented with eleventh-grade students for 10 weeks with 8 units, and each week had three asynchronous online learning activities and a 50-minute synchronous online learning once a week. In the second week, an orientation and Flipgrid workshop with the topic of self-introduction were conducted to ensure that all students knew how Flipgrid functions and how they could use Flipgrid to record a video, edit, and submit to the researcher. The questionnaire was distributed to all students in the form of Google Forms online at the end of the course to investigate their perceptions towards learning through the online EASA instructional model. After all students completed their English speaking posttest, six

students were selected, and a semi-structured interview was conducted online in order

to investigate their perceptions towards the online EASA instructional model in depth.

The table 12 below demonstrates the summary of data collection procedures.

Table 12: Data Collection Procedures

Week	Procedures/Plan	Production
1	Pretest	Pretest scores
2	· An orientation · Flipgrid workshop · Self introduction · Unit 1: Describing your daily routines and expressions of time	An ability to use Flipgrid Speaking performance
3	· Unit 1: Describing your daily routines and expressions of time	Speaking performance
4	· Unit 2: Talking about people and describing people	Speaking performance
5	· Unit 3: Describing occupations	Speaking performance
6	· Unit 4: Asking for information	Speaking performance
7	· Unit 5: Talking about things you did	Speaking performance
8	· Unit 6: Story telling	Speaking

Week	Procedures/Plan	Production
		performance
9	· Unit 7: Describing cities and introducing your hometown	Speaking performance
10	· Unit 7: Describing cities and introducing your hometown	Speaking performance
11	· Unit 8: Talking about future vacation plans	Speaking performance
12	Posttest	Posttest scores
12	Questionnaire (Online) Semi-structured interview (Online)	Students' perceptions

3.9 Data Analysis

The data analysis involved both quantitative and qualitative data. The table 13 below illustrates the summary of data analysis divided by the two research questions.

Table 13: Summary of Data Analysis

Research Questions	Research Instruments	Analysis Methods
1. To what extent does the online EASA instructional model enhance the speaking ability of Thai EFL students?	A.) Speaking Test (Pretest and Post Test) B) Speaking Scoring Rubric	A.) Mean and Standard Deviation (SD) B.) T -Test (Paired Sample Test)

Research Questions	Research Instruments	Analysis Methods
2. What are students' perceptions toward learning through the online EASA instructional model?	A.) Questionnaire	A.) Mean and Standard Deviation (SD)
	B.) Semi-structured interview	B.) Content Analysis

3.9.1 Data Analysis for the First Research Question

The results from the speaking pretest and posttest were analyzed to reveal the effects of the online EASA instructional model in enhancing the English speaking ability of eleventh-grade students. The pretest and posttest scores were analyzed by mean scores and dependent t-test using SPSS statistics version 28 to prove whether the score difference was statistically significant or not. Students' English speaking performance from the English speaking pretest and posttest was measured and assessed by using a speaking scoring rubric with five main criteria which were fluency, grammatical range and accuracy, pronunciation, vocabulary, and content.

3.9.2 Data Analysis for the Second Research Question

The results from the questionnaire in the form of Google Forms were analyzed quantitively by mean and standard Deviation (SD) using SPSS statistics version 28 while students' responses from the semi-structured interview were analyzed qualitatively by using content analysis.

In summary, this thesis chapter begins with research design and ends with data analysis. This study aims to investigate the effects of the online EASA instructional model in enhancing Thai EFL students' English speaking ability and students' perceptions toward learning through the instruction. After all instructional and research instruments were created, the validation and evaluation of them were carried, and the pilot was conducted before collecting the data in the main study. After the pretest and ten weeks of the instruction, the English speaking posttest was held, and the questionnaire was distributed online later. Students' English speaking scores from the speaking pretest and posttest were analyzed by mean scores and dependent t-test using SPSS statistics version 28 to prove whether the score difference was statistically significant or not. The students' responses from the questionnaire were analyzed quantitatively to find out students' perceptions toward learning through the online EASA instructional model. On the other hand, the semi structured interview with six interviewees was conducted online after completing the English speaking posttest, and the students' responses to each interview question were analyzed qualitatively to find out their perceptions toward learning through the instruction.

CHAPTER IV
FINDINGS

This thesis chapter presents the findings of this current study concerning the effects of online EASA instructional model on Thai EFL secondary students' speaking ability and their perceptions toward learning through the instruction. In this thesis chapter, the findings are presented in two parts regarding the research questions which are the analysis of the effects of the online EASA instructional model on students' speaking ability and the analysis of the students' perceptions towards learning through the online EASA instructional model.

The first part of this thesis chapter is the analysis of the effects of the online EASA instructional model on students' English speaking ability which relates to the first research question "To what extent does the online EASA instructional model enhance the speaking ability of Thai EFL students?" In order to answer this research question, quantitative results obtained from the comparison of their English speaking pretest and posttest mean scores are provided to demonstrate the effects of online EASA instructional model on students' English speaking ability whether the instruction can increase students' English speaking scores significantly or not.

The second part of the findings is the analysis of students' perceptions toward learning through the online EASA instructional model which relates to the second research question "What are students' perceptions toward learning through the online EASA instructional model?". In order to answer this research question, quantitative results obtained from the questionnaire and qualitative data obtained from the semi-

structured interview were reported to reveal students' perceptions toward learning through the online EASA instructional model.

4.1 The Analysis of the Effects of Online EASA Instructional Model on Students' Speaking Ability

The speaking scoring rubric, focusing on five criteria which are fluency, grammatical range and accuracy, pronunciation, vocabulary, and content, was used to evaluate students' speaking performance from the English speaking pretest and posttest. The score ranged from 0-4 for each criterion. The speaking pretest/posttest consisted of two parts which were an interview and a collaborative task (see Appendix I), and each part had a maximum score of 20. Consequently, each student could gain a minimum score of 0 and a maximum score of 40.

In order to analyze the effects of the online EASA instructional model on students' English speaking ability, a comparison analysis of overall English speaking pretest and posttest mean scores of all 30 eleventh grade secondary students was carried out. The next section will demonstrate the results.

4.2 The Effects of Online EASA Instructional Model on Students' Speaking Ability

Research Question 1: To what extent does the online EASA instructional model enhance the speaking ability of Thai EFL students?

Hypothesis: After learning through the online EASA instructional model, the students' English speaking posttest scores will be significantly higher than the English speaking pretest mean scores.

The table 14 below demonstrates the descriptive statistics of 30 students' English speaking pretest and posttest scores. It provides minimum scores, maximum scores, mean scores, standard deviation, and the results of paired sample t-test.

Table 14: Descriptive Statistics of Students' Speaking Pretest and Posttest Scores.

Test	N	Min (40)	Max (40)	$\bar{x}$	S.D.	t.	Sig.
Pretest	30	19	37	28.63	4.795	14.099	0.01
Posttest	30	24	39	34.36	4.004		

$p < 0.05$

According to the results of paired sample t-test in the table 14 above, it demonstrates that students gained significantly higher English speaking posttest mean scores than English speaking pretest mean scores at a level of 0.05 (= 14.099, p<0.05). The mean score of the pretest was 28.63 (S.D. = 4.795) while the speaking posttest mean scores was 34.36 (S.D. = 4.004). These results imply that the first hypothesis was accepted. Consequently, it can be said that students' English speaking ability improved significantly after they had participated and learnt through the online EASA instructional model.

Table 15: Descriptive Statistics of Students' Speaking Pretest and Posttest Scores in Each Aspect of Speaking Ability

Aspect	Pretest		Posttest		t.	Sig.
	$\overline{x}$	S.D.	$\overline{x}$	S.D.		
Fluency	5.53	1.47	7.16	0.98	8.14	0.01
Grammatical Range and Accuracy	5.43	1.19	6.53	1.04	5.67	0.01
Pronunciation	6.30	1.02	6.83	1.05	4.00	0.01
Vocabulary	5.46	0.81	6.66	0.84	7.41	0.01
Content	5.66	1.15	7.30	0.95	9.27	0.01

*$p < 0.05$ N=30

In order to demonstrate the development of students' English speaking ability, the table 15 above was summarized and illustrated the quantitative data in each aspect of English speaking ability in the current study.

According to the results of paired sample t-test in the table 15 above, they indicate that students gained significantly higher English speaking posttest mean scores than English speaking pretest mean scores at a significant level of 0.05 in all aspects of English speaking ability namely fluency, grammatical range and accuracy, pronunciation, vocabulary, and content. The highest posttest mean score of the aspect of English speaking ability was "content", and it can imply that students could strongly improve their speech content as it was more well-developed, more coherent, and clearer than their speech content in the pretest. The second highest posttest mean

score of the aspect of English speaking ability was "fluency", and it can imply that students could strongly improve their English speaking fluency as they could speak English more fluently with only rare repetition or self-correction.

Hence, the hypothesis, which stated that the students' English speaking posttest scores will be significantly higher than the English speaking pretest mean scores after learning through the online EASA instructional model, was accepted.

4.3 The Analysis of Students' Perceptions toward Learning through Online EASA Instructional Model

Quantitative results obtained from the questionnaire and qualitative data obtained from the semi-structured interview were analyzed and reported to reveal students' perceptions toward learning through online EASA instructional model

The questionnaire consists of two parts, and it was designed in two version, English and Thai, in order to ensure that participants comprehended all questions clearly. All students were ensured that they all comprehended each term used in the questionnaire. The questionnaire in Thai was distributed to participants at the end of the course. The first part of the questionnaire was participants' personal information including age, gender, study program, and English speaking proficiency levels. The second part of the questionnaire comprised of 24 closed-ended items in the form of a four-point Likert scales ranging from strongly disagree to strongly agree in order to avoid participants' neutral answers. The participants' responses to each item in the questionnaire were analyzed using the program SPSS Statistics version 28 for descriptive statistics mean and standard deviation (SD), and the results were interpreted ranging from strongly disagree to strongly agree.

A semi-structured interview was conducted in order to gain more in-depth data for a better comprehension of what and how the participants thought, felt, and perceived after learning through the online EASA instructional model. The six participants of a semi-structured interview were selected based on the English speaking posttest scores, 2 students with high scores, 2 students with medium scores, and 2 students with low scores. The semi-structured interview lasted for about 15 minutes per person. Each question in the semi-structed interview, as you can see in Appendix K, was designed in two versions, English, and Thai, to ensure that participants comprehended all questions clearly. All participants were ensured that they all comprehended each term used in each question. The participants' responses to each question were analyzed qualitatively by using content analysis.

4.4 Students' Perceptions toward Learning through Online EASA Instructional Model

Research Question 2: What are students' perceptions toward learning through the online EASA instructional model?

4.4.1 Quantitative Data

The questionnaire was done to collect the quantitative data to investigate students' perceptions toward learning through the online EASA instructional model, and the results are demonstrated in the table 16 below.

Table 16: Students' Perceptions toward Learning through Online EASA Instructional Model Questionnaire

Areas of perception	Questionnaire items	Mean	SD	Meaning
1. Online EASA instructional model	1-24	3.33	0.261	agree
2. EASA instructional model	1-14	3.45	0.291	agree
3. Online learning	15-24	3.11	0.344	agree

According to the table 16, online EASA instructional model gained the mean score at 3.33 (SD = 0.261) which indicates that students mostly had positive perceptions toward learning through the online EASA instructional model.

In terms of EASA instructional model, it gained the mean score at 3.45 (SD = 0.291) which means that students had quiet positive perceptions as they agreed this instructional model was beneficial for them in learning English speaking.

As shown in the table 16, in terms of online learning, it gained the mean score at 3.11 (SD = 0.344) which means that most students had positive perceptions with online learning even there were 11 students who disagreed, and one student who strongly disagreed that online learning responded more appropriately to their learning styles in comparison to conventional learning (item 21). Therefore, it can be said that these 12 students preferred conventional learning.

In regard to the results of each item from the questionnaire, all 24 items were created in 4 Likert-scale questionnaire type to collect students' perceptions after learning through the instruction. The scores were interpreted into 4 levels: 1.00-1.49 means strongly disagree, 1.50-2.49 means disagree, 2.50-3.49 means agree, and 3.50-

4.00 means strongly agree. The quantitative results of the questionnaire demonstrating students' perceptions toward learning through online EASA instructional model could be divided, elaborated, and demonstrated into 5 areas of perceptions namely, Engage stage, the first Activate stage, Study stage, the second Activate stage, and online learning. All the five areas of perceptions will be demonstrated and elaborated in the following tables below. Furthermore, the summary and implication of students' perceptions toward learning through the online EASA instructional model, which based on the results of the questionnaire, will also be made respectively.

Table 17: Students' Perceptions toward Learning through Engage Stage

Questionnaire items	Mean	SD	Meaning
1. I can learn English speaking better and more successful if I am engaged in what I am learning.	3.50	0.508	strongly agree
2. When I am engaged properly in learning English speaking, my participation in a speaking activity in the Activate and my participation in learning English speaking in the Study stage are increased.	3.43	0.504	agree
3. My English speaking performance and learning English speaking will not be effective and productive if I am not emotionally engaged with what is occurring in the learning process.	3.23	0.626	agree
Total mean score	3.38	0.411	agree

As shown in the table 17 above, students had positive perceptions with Engage stage in EASA instructional model (item 1-3) as all three statements gained the mean

scores at 3.50 (SD = 0.508), 3.43 (SD = 0.504), and 3.23 (SD = 0.626) respectively. The highest mean score for Engage state was the first item as students strongly agreed that they could learn English speaking better and more successful if they were engaged in what they were learning.

Table 18: Students' Perceptions toward Learning through the First Activate Stage

Questionnaire items	Mean	SD	Meaning
4. I have an opportunity to practice English speaking and try out authentic language use with little or no restriction	3.43	0.504	agree
5. I have an opportunity to use English language in a free and communicative way in doing exercises and activities as I am capable of.	3.66	0.479	strongly agree
6. I become more autonomous with my use of features of English language when I have chances to activate the various features of English language I have in my brain.	3.53	0.507	strongly agree
7. I become an autonomous English language learner and user as I can use words and phrases to speak systematically and fluently without thinking too much	3.20	0.550	agree
Total mean score	3.45	0.360	agree

According to the table 18 above, students also had positive perceptions with the first Activate stage (item 4-7) as all four statements gained the mean scores at 3.43 (SD = 0.504), 3.66 (SD = 0.479), 3.53 (SD = 0.507), and 3.20 (SD = 0.550) respectively. The highest mean score for the first Activate stage was the fifth item as students strongly agreed that they had an opportunity to use English language in a free and communicative way in doing exercises and activities as they were capable of.

Table 19: Students' Perceptions toward Learning through Study Stage

Questionnaire items	Mean	SD	Meaning
8. I am taught what I lack and/ or need to learn more in order to improve my English speaking ability and performance.	3.60	0.498	strongly agree
9. The link between what I need to learn and what I am taught is more obvious in comparison to the conventional teaching approach.	3.43	0.504	agree
10. The Study stage is beneficial as it provides me an opportunity to work on language features that cause me difficulties and distinct errors in the speaking activity in the previous stage "Activate".	3.50	0.508	strongly agree
11. The Study stage provides me an opportunity to work on the English language features, consolidate my learning, and improve my English speaking skills in order to improve my English speaking ability and performance.	3.53	0.507	strongly agree
Total mean score	3.51	0.414	strongly agree

As shown in the table 19 above, students had very positive perceptions with Study stage (item 8-11) as all four statements gained the mean scores at 3.60 (SD = 0.498), 3.43 (SD = 0.504), 3.50 (SD = 0.508), and 3.53 (SD = 0.507) respectively. The highest mean score for Study stage was the eighth item as students strongly agreed that they were taught what they lacked and/or needed to learn more in order to improve their English speaking ability and performance.

Table 20: Students' Perceptions toward Learning through the Second Activate Stage

Questionnaire items	Mean	SD	Meaning
12. I can repeat doing the same speaking activity well in the second time after I have digested the corrections to the English language I used in the first speaking activity in the first time.	3.36.	0.490	agree
13. This Activate stage is beneficial as it offers me an opportunity to improve my speaking performance by trying to complete the speaking activity again after I learned English language features and how to deal with mistakes I made before in the previous stage.	3.43	0.504	agree
14. My English speaking ability and performance are enhanced.	3.43	0.504	agree
Total mean score	3.41	0.388	agree

According to the table 20, in the second Activate stage of EASA instructional model, students had positive perceptions with the second Activate stage (item 12-14) as all three statements gained the mean scores at 3.36 (SD = 0.490), 3.43 (SD = 0.504), and 3.43 (SD = 0.504) respectively. The mean scores of the thirteenth statement and fourteenth statement were equivalent which mean students agreed that this second Activate stage was beneficial as it offered them an opportunity to improve their English speaking performance by trying to complete the English speaking activity again after they learned English language features and how to deal with mistakes they made before in the previous stage, and they also agreed that their English speaking ability and performance were enhanced after completing all stages.

Table 21: Students' Perceptions toward Learning through Online Learning

Questionnaire items	Mean	SD	Meaning
15. Online learning allows me to practice speaking at my own time and pace.	3.10	0.547	agree
16. Online learning can overcome time constraints in English speaking practice.	3.30	0.595	agree
17. Online learning is more learner-centered as I can control my own learning at my own pace and time.	3.30	0.595	agree
18. Online learning decreases the fear and anxiety of making mistakes and looking foolish while speaking English.	2.90	0.547	agree
19. Online learning helps me to be more confident in speaking English.	2.93	0.583	agree

Questionnaire items	Mean	SD	Meaning
20. Online learning can give me rich interactive multimedia input such as authentic video, audio, texts, and visuals/graphics with meaningful content related to my needs and interests.	3.26	0.639	agree
21. Online learning responds more appropriately to my learning styles in comparison to conventional learning.	2.63	0.668	agree
22. The use of technology in online learning can give me just-in-time support by providing immediate feedback within the online material, handout, or email messages, by having a video conference, and by putting various learning tools at my disposal.	3.36	0.490	agree
23. Online learning encourages my discovery and fosters me to become an autonomous learner	3.23	0.626	agree
24. In comparison to conventional learning, my needs and distinct errors are taken more closely into account by a teacher in online learning.	3.10	0.661	agree
Total mean score	3.11	0.344	agree

For online learning (item 15-24), according to the table 21 above, the highest mean score, 3.36 (SD = 0.490), was the twenty-second item as students agreed that the use of technology in online learning could give them just-in-time support in by providing immediate feedback within the online material, handout, or email messages, by having a video conference, and by putting various learning tools. Next, the mean

scores of the sixteenth statement and seventeenth statement, 3.30 (SD = 0.595) were equivalent which mean students agreed online learning allowed them to practice English speaking at their own time and pace, and it could overcome time in English speaking practice. The third highest mean score, 3.26 (SD = 0.639), were the twentieth item as students agreed that online learning could give them rich multimedia input such as authentic video, audio, texts, and visuals/graphics with meaningful content

In summary, based on the results from the questionnaire, it can be said that students had positive perceptions towards learning through the online EASA instructional model as it could increase their learning engagement, provide them an opportunity to practice speaking with little or no restriction at their own time and pace, give them a chance to improve their speaking performance by trying to complete the same speaking activity again, deal with their psychological factors, give them rich interactive multimedia input, foster them to become an autonomous learner, and enhance their English speaking activity significantly.

4.4.2 Qualitative Data

Apart from quantitative data analysis, qualitative data were collected by conducting a semi-structured interview to investigate students' perceptions toward learning through the online EASA instructional model in order to gain more in-depth data for a better comprehension of what and how the participants thought, felt, and perceived. Six participants were selected based on their performance from the posttest scores, including 2 high-performance, 2 medium-performance, and 2 low-performance participants. Each question in the semi-structed interview, as you can see

in Appendix K, was designed in two versions, English, and Thai, to ensure that participants comprehended all questions clearly. The interview was conducted in Thai to ensure the understanding of participants, and it lasted about 15 minutes for each participant. All participants were ensured that they all comprehended each term used in each question. The participants' responses to each question were analyzed qualitatively by using content analysis by grouping themes, and each theme emerged from the semi-structured interview will be discussed in the following sections.

4.4.2.1 Perceptions toward Learning through Online EASA Instructional Model

All six students from the semi-structured interview reported that they had positive perceptions and feelings toward learning through the online EASA instructional model, and they all agreed that their speaking ability improved after learning through this online instructional model. Nevertheless, difficulties encountered by students when learning through this online instructional model were also reported. Consequently, each theme concerning both advantages and disadvantages of the model will be discussed in the following sections.

4.5 Positive Perceptions toward Learning through Online EASA Instructional Model

4.5.1 Encouraging Discovery

Students thought that the online EASA instructional model could encourage their discovery. One student added that learning online through this model did not

only encourage her discovery but also foster her to become an autonomous learner. The excerpts are demonstrated below.

Student #6(low speaking scores): *"รูปแบบการสอนนี้ช่วยให้หนูต้องหาความรู้มากขึ้นด้วยค่ะ อย่างเช่น ตอนที่อาจารย์โพสท์อะไรลงเฟสแล้วให้มาแสดงความคิดเห็น หนูก็ต้องหาข้อมูลและคำศัพท์เพื่อมาตอบ อาจารย์"*

"This instructional model encouraged my discovery and knowledge search. For example, when the teacher posted something on Facebook and asked us to share ideas and opinions, I had to search for information and vocabulary to answer the teacher."

Student #1 (high speaking scores): *"หนูต้องนึกถึงตัวภาษาและคำศัพท์ อาจจะต้องไปหาความรู้ เพิ่มเติมเพื่อมาตอบอาจารย์ การเรียนออนไลน์รูปแบบนี้ทำให้หนูต้องพึ่งพาตัวเองและหาความรู้ด้วยตัวเองมากขึ้นค่ะ"*

"I had to think of the language and vocabulary and search for further knowledge to answer and share opinions to the teacher's task. Learning online through this model made me become autonomous and search for knowledge on my own more."

4.5.2 Learning Engagement

After learning through the online EASA instructional model, students reported that they were engaged in learning, the language, and the topic in each task in the Engage stage. One student added if the topic or discussion activity was interested, he would extremely like to share his ideas because he could practice his critical thinking skills. The excerpts are illustrated as follows:

Student #2 (high speaking scores): *"มันทำให้หนูสนใจในการเรียนรู้หัวข้อและคิดถึงคำศัพท์ที่ต้อง*

ใช้ เหตุผลที่ต้องให้ประกอบ "

"It made me feel engaged in learning and the topic, and it made me think of the vocabulary and reasons that I had to use."

Student #3(medium speaking scores): *"มันก็ทำให้ผมต้องนึกถึงคำตอบและคำศัพท์ว่าจะอธิบาย*

ออกมาในรูปแบบไหนดี ทำให้ผมรู้สึกสนใจหรือใส่ใจในหัวข้อหรือภาษาที่ต้องใช้มากขึ้น"

"It made me thought of the answer, vocabulary, and what/how I was going to explain. It made me feel engaged or paid attention to the topic or the language use more."

Student #3(medium speaking scores): *"หากหัวข้อหรือคำถามน่าสนใจ ผมก็จะยิ่งอยากแชร์*

ความคิดเห็นครับ เพราะมันได้ฝึกการคิดวิเคราะห์ครับ ยิ่งน่าสนใจ ยิ่งอยากแชร์ไอเดียครับ"

"If the topic or the question was interesting, I would want to share my opinions more because I could practice my critical thinking skills. The more the topic was interesting, the more I wanted to share my ideas"

4.5.3 Having an Opportunity to Speak English Freely

Students also indicated that the first Activate stage, asynchronous online delivery mode, allowed them to activate language features freely by doing speaking activity. The language features that they activated were what they had in their brains or what they had already known. Moreover, the fourth student revealed that when she had a chance to speak English freely and say what she thought, she felt comfortable and less anxious when she spoke English. The excerpts are demonstrated as follows:

Students #1 (high speaking scores): "*เวลาหนูพูดก่อนเรียน หนูรู้สึกอิสระมากในการพูด เราพูดใน สิ่งที่เราคิดจริง ๆ หนูไม่ได้คิดหรือกังวลว่ามันผิดแล้วจะเป็นยังไง เพราะสุดท้ายเราก็ต้องไปเรียนอยู่ดี*"

"*When I did the speaking activity before studying, I felt free in speaking. I spoke what I really thought. I did not think or worry how it would be if I spoke incorrectly because at the end I would have to study anyway.*"

Students #2 (high speaking scores): "*หนูสามารถพูดในสิ่งที่หนูคิดและใช้คำศัพท์ที่หนูรู้ค่ะ หนูรู้ อะไรก็พูดตามที่รู้เลยค่ะ*"

"*I could speak what I thought, and I could use the vocabulary that I knew when I spoke. I said what I knew.*"

Student #4(medium speaking scores): "*หนูรู้สึกสบายตอนที่พูด ความกังวลในการพูด ภาษาอังกฤษหนูลดลงไปเยอะ เพราะหนูมีโอกาสได้พูดในสิ่งที่ตัวเองคิดในกิจกรรมการพูดก่อนเรียน ทำให้หนูพูด เกี่ยวกับเรื่องนั้นๆ ได้ง่ายขึ้น*"

"*I felt comfortable when speaking. My speaking anxiety decreased a lot because I had a chance to speak what I thought in the first activate stage enabling me to speak about that topic more easily.*"

4.5.4 Having More Opportunities to Speak English to Improve Speaking Ability

All students reported that they had more opportunities to speak English when learning through the online EASA instructional model, and the more opportunities to speak English led them to the improvement of English speaking ability. The excerpts are illustrated as follows:

Students #2 (high speaking scores): "หนูคิดว่าความสามารถการพูดภาษาอังกฤษของหนูพัฒนา

เพราะหนูมีโอกาสในการพูดภาษาอังกฤษเยอะขึ้นเพราะปกติหนูเรียนโรงเรียนไทยก็จะแทบไม่ได้พูดภาษาอังกฤษเลย

ยกเว้นแต่ตอนพรีเซ็นท์งาน หนูได้เรียนรู้ว่าต้องพูดอย่างไรในแต่ละหัวข้อ"

"I thought my speaking ability improved because I had more opportunity to

speak English. Normally, when I studied at school, I rarely spoke English

except giving a presentation in English. Learning through this model made me

realize what/how to say in each topic."

Student #3(medium speaking scores): "พัฒนาครับ เพราะรูปแบบการสอนนี้ทำให้ผมได้พูด

ภาษาอังกฤษมากขึ้น เพราะในชีวิตประจำวันผมไม่ได้พูดภาษาอังกฤษเลย"

"I improved because this model provided me a chance to speak English more

as I didn't speak English in my daily life."

Student #5(low speaking scores): "หนูพัฒนาขึ้นนะคะ แต่ก่อนหนูพูดภาษาอังกฤษหนูใช้แค่ 2

Tense ไม่ *Present Simple or Present Continuous* ตอนที่ได้เรียนกับอาจารย์หนูก็มีโอกาสในการ

ได้ใช้ *tense* ในการพูดที่หลากหลายมากขึ้นค่ะ หนูคิดว่าหนูมั่นใจในการพูดภาษาอังกฤษมากขึ้นนะคะ เพราะได้มี

โอกาสในการลองใช้ภาษาและพูดมากขึ้นค่ะ"

"I improved. In the past, I could only speak English using two tenses which

were Present Simple or Present Continuous. When I studied with you, I had an

opportunity to use various tenses. I believed I was confident to speak English

more because I had a chance to try using language features and speaking

more"

Student #6(low speaking scores): "รูปแบบการสอนนี้ช่วยพัฒนาการพูดหนูได้ค่ะ เพราะปกติหนู

ไม่ได้มีโอกาสในการพูดภาษาอังกฤษในชีวิตประจำวัน พอได้มาเรียนกับอาจารย์ หนูก็เลยมีโอกาสได้พูดมากขึ้นค่ะ"

"This instructional model improved my speaking ability because I normally did not have an opportunity to speak English in my daily life. When I studied with the teacher, I had more opportunities to speak English."

Furthermore, students reported the opportunity to complete the same English speaking activity again in the second Activate stage could help them improving their English speaking ability and confidence. The fifth student indicated that she could compare her English speaking performance before and after studying to prove whether her English speaking ability really improved or not. The excerpts are demonstrated below.

Students #2 (high speaking scores): *"หลังจากได้เรียนรู้หลักไวยากรณ์และคำศัพท์ใหม่ๆที่สามารถนำไปใช้ได้ค่ะ มันเหมือนกับว่าหนูรู้จุดที่หนูควรพัฒนา หนูสามารถทำกิจกรรมการพูดครั้งที่สองให้ดีขึ้นตามจุดที่ควรพัฒนาขึ้นค่ะ หนูรู้สึกว่าพูดได้ดีขึ้นและกล้าพูดมากขึ้นค่ะ"*

"After learning grammar and new vocabulary that could be used, it was like I perceived points for improvement. I could do the second speaking activity better following the points that I should improve. I felt that I could speak better and be braver to speak."

Student #5(low speaking scores): *"การที่อาจารย์ให้ทำกิจกรรมการพูดก่อนเรียนและหลังเรียนโดยการอัดวิดีโอและมีการให้คอมเมนท์ต่อวิดีโอที่อัพโหลดหนูว่าหนูชอบนะคะมันทำให้หนูสามารถเทียบเองได้เลยนะคะว่ามันแตกต่างมากน้อยแค่ไหนระหว่างก่อนเรียนและหลังเรียนเราพัฒนาขึ้นหรือแย่ลง ซึ่งสำหรับตัวหนูหนูว่าหนูพัฒนาและมั่นใจขึ้นนะ"*

"I liked that the teacher asked us to do the speaking activity before and after studying by uploading videos and providing comments on the uploaded videos

as I could compare my speaking performances before and after studying to see
how they were different and to prove whether my speaking ability improved.
For me, I thought my speaking ability improved, and my confidence when
speaking increased."

4.5.5 Privacy in Uploading Videos and Receiving Online Feedback

In the first and second Activate stage, with an asynchronous online learning delivery mode, students were asked to activate their language features by doing an English speaking activity before and after studying by using Flipgrid to record a video of their English speaking performance until they got the best one, uploaded the video, and submitted it on the discussion board in Flipgrid. All students revealed positive perceptions with Flipgrid privacy features as the Flipgrid privacy features allowed them to privately upload their videos and receive online feedback from the teacher. The excerpts are illustrated as follows:

Students #1 (high speaking scores): "*รูปแบบความเป็นส่วนตัวของ Flipgrid ทำให้หนูไม่กังวล*
เวลาอัดคลิปส่ง เพราะฟีดแบคที่ส่งมาหาหนู โดยตรงและมีแค่อาจารย์ที่เห็น หนูก็เลยรู้สึก ไม่กดดันในการพูดทุกๆครั้งเลย
ค่ะ"

"*According to Flipgrid privacy features, I was not anxious when I was*
recording a video to submit to the teacher as the feedback was privately
delivered to me. It was only the teacher who could see my video. Therefore, I
felt no pressure every time I spoke."

Student #4 (medium speaking scores): "*ความเป็นส่วนตัวในการอัพโหลดวิดีโอช่วยให้หนูมั่นใจ*
ในการพูดมากขึ้น หนูสามารถเรียบเรียงคำพูด ได้ดีกว่าเดิม"

"The privacy in uploading videos helped me to feel more confident when speaking English. I could organize my speech better."

Student #5(low speaking scores): *"รูปแบบความเป็นส่วนตัวของการอัพโหลดวีดีโอและการคอมเมนต์ทำให้ความกังวลในการพูดภาษาอังกฤษของหนูลดลงเพราะหนูไม่ต้องกังวลว่าเพื่อนจะมาเห็นหรือตัดสินเรื่องการใช้คำศัพท์ที่อาจจะเหมือนกับเด็กอนุบาลของหนู การเรียนรูปแบบนี้ทำให้หนูมั่นใจในการพูดมากขึ้นค่ะ"*

"The privacy in uploading videos and giving comments decreased my speaking anxiety because I did not have to worry if my friends would see my videos or judge my vocabulary usage that might like a kindergarten student. Learning through this model made me feel more confident in speaking English."

Student #6(low speaking scores): *"ชอบความเป็นส่วนตัวของ Flipgridค่ะ มันช่วยลดความกังวลในการพูดและทำให้เราไม่ต้องเอาตัวเองไปเปรียบเทียบกับคนอื่นค่ะ"*

"I liked Flipgrid privacy features because it could help reduce my speaking anxiety, and it made me not to compare myself to others."

The excerpts above indicate that Flipgrid privacy features in uploading videos and receiving online feedback could deal with students' psychological factors affecting students' English speaking performance as they reported that they felt more confident and no or less anxious when speaking English.

4.5.6 Useful Online Feedback

In terms of getting online feedback provided by the teacher, students reported that the feedback, comments, and points for improvement were useful as they sounded encouraging and positive. Most importantly, the online feedback could contribute to

the improvement of their English speaking ability and confidence. The excerpts are illustrated as follows:

Students #1 (high speaking scores): *"หนูได้รู้จุดแก้ไขที่จะสามารถทำให้การพูดของหนูดีขึ้นได้ค่ะ บางจุดก็อาจจะเป็นจุดเล็ก ๆหรือเป็นสิ่งที่หนูไม่เคยรู้ว่ามันผิดซึ่งหนูว่าคอมเมนต์นั้นมีประโยชน์เพราะมันจะทำให้หนูพูดได้ถูกขึ้นและมั่นใจขึ้นด้วยค่ะ"*

"I could know points for speaking improvement. Some points were the minor points or things that I had never known that I spoke incorrectly. I thought the comments were useful because it made me speak more correctly and feel more confident when speaking English."

Student #2(high speaking scores): *"ฟีดแบคจาก Flipgrid ทำให้หนูมีกำลังใจเพราะอาจารย์จะเริ่มจากการชื่นชมก่อนแล้วค่อยบอกจุดที่ควรพัฒนา การที่ได้รับฟีดแบคแบบส่วนตัวทำให้หนูรู้สึกดีค่ะ เพราะตอนที่เรียนหนูก็ยังไม่ใช่คนที่มั่นใจอะไร มันเหมือนกับเป็นการเตรียมทำให้เรารู้ข้อผิดพลาดและทำให้เราเก่งก่อน แล้วค่อยไปให้คนอื่นรู้ค่ะ"*

"Feedback from Flipgrid made me feel encouraged because the teacher started with compliment and then followed by points for improvement. I felt good with the privacy in uploading videos and getting feedback because when I studied with you, I was not a confident speaker. Uploading videos and getting feedback from the teacher were like a preparation for me as I could learn from my mistakes and be proficient in speaking English before letting others saw and/or listened to my speaking performance."

Student #5(low speaking scores): "*การที่อาจารย์ให้ทำกิจกรรมการพูดก่อนเรียนและหลังเรียนโดย*

การอัดวิดีโอและมีการให้คอมเมนท์ต่อวิดีโอที่อัพโหลดหนูว่าหนูชอบนะคะมันทำให้หนูสามารถเทียบเองได้เลยนะคะว่า

มันแตกต่างมากน้อยแค่ไหนระหว่างก่อนเรียนและหลังเรียนเราพัฒนาขึ้นหรือแย่ลง   ซึ่งสำหรับตัวหนูหนูว่าหนูพัฒนา

และมั่นใจขึ้นนะ"

"*I liked that the teacher asked us to do the speaking activity before and after studying by uploading videos and providing comments on the uploaded videos as I could compare my speaking performances before and after studying to see how they were different and to prove whether my speaking ability improved. For me, I thought my speaking ability improved, and my confidence when speaking increased.*"

Student #6(low speaking scores): "*คอมเมนต์และฟีดแบคที่อาจารย์ให้ก็ตรงกับสิ่งที่หนูขาดและควร*

พัฒนาค่ะ การคอมเมนต์ในเชิงบวกและทัศนคติที่ดีของอาจารย์ทำให้หนูกล้าพูดภาษาอังกฤษมากขึ้น เพราะบางคนก็จะ

ว่าเราหากเราพูดผิด แต่อาจารย์ทำให้หนูรู้สึกว่าเราพูดผิดได้นะแต่เราก็พัฒนาได้ หนูว่าหนูพูดได้ดีขึ้นและมั่นใจขึ้นค่ะ"

"*Teacher's comments and feedback matched with what I lacked and should improve. Positive comments and teacher's good attitude made me feel brave to speak English more because some people may abuse me if I said something wrong, but the teacher made me felt like I could say something wrong because I could still improve. I thought I could speak better and more confidently.*"

4.5.7 Dealing with Psychological Factors Affecting Speaking Performance

In terms of advantages and perceptions of asynchronous online learning mode in the online EASA instructional model, students reported that their psychological factors such as a fear of making mistakes, a lack of confidence in speaking, and

speaking anxiety were dealt with as they had sufficient time to do the speaking activity, had time to work at their own time and pace, and had safe speaking environment without peers' judgement. For the first student, asynchronous online learning also encouraged her discovery. The excerpts are demonstrated below.

Students #1 (high speaking scores): "หนูรู้สึกว่ามัน ไม่กดดันและน่ากังวล มันมีเวลาให้ทำเยอะ มาก หนูสามารถหาข้อมูลด้วยตัวเองได้เวลาแชร์ความเห็นหรืออัดวีดีโอ"

"*I felt no pressure, and I did not feel worried as asynchronous online learning provided me a lot of time to work on the task. I could search for information when I shared my opinions or recorded a video.*"

Students #2 (high speaking scores): "มีเวลาและ โอกาสในการฝึกพูดภาษาอังกฤษมากขึ้น หนูจะ พูดอะไรก็ไม่ต้องมานั่งกังวลว่าคนอื่นจะมาตัดสินการพูดภาษาอังกฤษของหนู หนูเลยไม่กังวลหรือกลัวผิดตอนพูดค่ะ"

"*I had time and an opportunity to practice speaking English more. I could say anything because I did not have to worry if other people would judge my speech. Therefore, I was not anxious and afraid of making mistakes when speaking.*"

Student #4(medium speaking scores): "สามารถทำได้เรื่อยๆซึ่งหนูก็พอมีเวลาที่จะทำกิจกรรม การพูดในรูปแบบการเรียนไม่ประสานเวลา หากหนูพูดผิดก็สามารพูดใหม่จนกว่าจะถูกได้ค่ะ เลยไม่กังวลตอนพูด"

"*I could work on something leisurely as I had enough time to do the speaking activity in the asynchronous online learning mode. If I made mistakes in my speech, I would try to speak again until it was correct, so I was not anxious when speaking*"

Student #6(low speaking scores): "*หนูว่าการเรียนแบบไม่ประสานเวลาก็ดีนะคะเพราะหนูสามารถ*

ทำตอนไหนก็ได้ มีเวลาในการถ่ายวิดีโอการพูดกี่ครั้งก็ได้ค่ะ หนูรู้สึกเซฟและมั่นใจขึ้นตอนพูด เพราะไม่มีใครมานั่ง

ตัดสินหนู"

"*I thought that asynchronous online learning was good because I could work on something anytime, and I had time to record my speaking video as many times as possible. I felt safe and more confident in speaking because nobody was going to judge me.*"

4.5.8 Having an Opportunity to Revise Speech

Apart from dealing with psychological factors affecting English speaking performance, some students also reported that the asynchronous online delivery mode in EASA instructional model provided them an opportunity to reflect and revise their language and speech. The excerpts are illustrated as follows:

Student #3(medium speaking scores): "*มันทำให้ผมคิดเยอะเหมือนกันเพราะผมพยายามทำให้ได้*

ดีที่สุด ผมอัดหลายรอบ เพราะต้องคอยดูตัวเองอีกครั้ง หากมีตรงไหนผิดพลาด ก็ต้องอัดวิดีโอใหม่"

"*It made me thought a lot because I wanted to try to do my best. I recorded a video several times and watch the video every time to see if there were errors or not. If there were, I had to record a video again.*"

Student #4(medium speaking scores): "*หนูมีเวลาในการคิดและเรียบเรียงประโยค ทำให้สิ่งที่พูด*

ออก มาดีกว่า"

"*I had time to think, compiled my sentences, and revised my speech to make it better.*"

4.5.9 Receiving Immediate Feedback and Having Direct Interaction in Real Time

In terms of advantages and perceptions of the synchronous online learning mode in the online EASA instructional model, students revealed that the synchronous online learning mode enabled them to receive immediate feedback and have direct interaction in real time. The excerpts are demonstrated below.

Students #1 (high speaking scores): "*การเรียนแบบประสานเวลา เวลาหนูสงสัยอะไร หนูสามารถถามอาจารย์ได้เลยและอาจารย์ก็จะตอบหนูทันที*"

"*Synchronous online learning enabled me to ask the teacher directly when I was curious about something, and the teacher would respond me immediately.*"

Students #2 (high speaking scores): "*ได้ฝึกพูดแบบเรียลไทม์ โต้ตอบกับอาจารย์ หากไม่เข้าใจอะไร ก็ถามได้เลย*"

"*I had an opportunity to speak in real time and interact with the teacher. If I did not understand something, I could ask the teacher immediately.*"

Student #4(medium speaking scores): "*ได้ลองพูดกับเพื่อนและอาจารย์ค่ะ หากพูดผิดอาจารย์ก็จะบอกจุดที่ต้องปรับ หากหนูไม่เข้าใจตรงไหนก็ถามอาจารย์ได้เลย*"

"*I had an opportunity to talk to my friends and the teacher. If I said something wrong, the teacher would inform me points for improvement. If I did not understand something, I could ask the teacher immediately.*"

Student#5(low speaking scores): "*การเรียนออนไลน์แบบประสานเวลาก็ดีนะคะ เพราะหนูได้พูด กับอาจารย์และเพื่อนๆตรง ๆเลย เวลาเราทำผิดพลาดตรงไหน อาจารย์ก็จะสามารถบอกได้เลยค่ะ หนูก็สามารถนำไป พัฒนาได้ มันก็เหมือนกับเรียนในห้องเรียนแค่การเรียนตรงนี้เป็นการเรียนผ่านหน้าจอ*"

"*Synchronous online learning was good as I had an opportunity to talk to the teacher and my friends directly. When I did something wrong, the teacher could tell me immediately, and I could take feedback and comments from the teacher to improve myself. It was like I studied on-site, but I studied through the screen in the synchronous online learning mode.*

Student #6(low speaking scores): "*มีโอกาสได้พูดและแลกเปลี่ยนความเห็นกับอาจารย์และเพื่อน ค่ะ*"

"*I had an opportunity to speak and share opinions with the teacher and friends.*"

4.5.10 A Suitable Instructional Model with Covid-19 Situation

One student reported that the online EASA instructional model as the instructional model was flexible and suitable with the Covid-19 situation in Thailand.

Student #1 (high speaking scores): "*ในสถานการณ์โควิดแบบนี้ การสอนรูปแบบนี้ค่อนข้าง สะดวก ยืดหยุ่น และเหมาะสมมากค่ะ*"

"*In the Covid-19 situation, this instructional model was quite convenient, flexible, and very suitable.*"

4.6 Negative Perceptions toward Learning through Online EASA Instructional Model

4.6.1 Delayed Feedback and Interaction

In terms of problems or difficulties of asynchronous online learning, one student revealed that challenges of asynchronous online learning were delayed feedback and interaction. The excerpts are illustrated as follows:

Students #1 (high speaking scores): *"การเรียนไม่ประสานเวลา หากหนูสงสัยอะไรหนูก็สามารถ ถามอาจารย์ได้แต่หนูอาจจะไม่ได้รับคำตอบทันทีเหมือนกับการเรียนแบบประสานเวลาค่ะ "*

"I could ask the teacher if I was curious about something in the asynchronous online learning mode, but I may not receive the answer immediately like in the synchronous online learning mode."

4.6.2 The Challenges of the Flexibility of Asynchronous Online Learning

In terms of problems or difficulties of asynchronous online learning, one student explained that he was sometimes lazy and unenthusiastic to record a video and upload on Flipgrid because he felt that there was no force in the asynchronous online learning in both Activate stages. Other two students reported that the flexibility of asynchronous online learning could be challenging as they may forget to complete the online English speaking activities or tasks at their own time and pace. The excerpts are demonstrated below.

Student #3(medium speaking scores): *"บางครั้งผมไม่ได้ส่งคลิปวิดีโอเพราะผมขี้เกียจครับ ยิ่งกว่านั้นพอเป็นการเรียนแบบไม่ประสานเวลา ผมรู้สึกเหมือนว่ามันไม่มีอะไรมาบีบบังคับให้เราทำ มันทำให้ขาดความ กระตือรือร้นเลยทำให้ผมขี้เกียจแล้วบางครั้งจึงไม่ได้ทำครับ"*

"Sometimes I did not submit videos because I was lazy. Furthermore, I felt like there was no force in asynchronous online learning as it made me feel inactive and lazy, so these were the reasons why I did not record and submit the videos."

Student #5(low speaking scores): "การเรียนไม่ประสานเวลามันไม่มีเวลากำหนดชัดเจนอ่าค่ะ บางครั้งหนูอาจจะไปธุระกับพ่อแม่แล้วอาจจะไม่ได้ทำกิจกรรมการพูดก่อนเรียนหรือหลังเรียน บางครั้งหนูก็อาจจะลืมได้ค่ะ"

"Asynchronous online learning did not fix the exact study schedule. I sometimes went outside to run some errands with my parents, so I may not do the speaking activity before and after studying. I may sometimes y forget to do it."

Student #6(low speaking scores): "หนูว่าการเรียนแบบไม่ประสานเวลาก็ดีนะคะเพราะหนูสามารถทำตอนไหนก็ได้ แต่บางทีหนูก็อาจจะลืมทำค่ะ"

"Asynchronous online learning was quite good because I could complete the tasks anytime, but I sometimes forget to complete them."

4.6.3 Speaking Anxiety in Synchronous Online Learning

In terms of problems or difficulties of synchronous online learning, English speaking anxiety was mentioned. One student reported that she was sometimes anxious to speak English because she was afraid to speak English incorrectly in front of the teacher and friends when she learnt online via Zoom. However, she indicated that speaking English in front of others on-site was more anxious as she could see her peers' faces and reaction to her speech. The excerpts are illustrated as follows:

Student #5(low speaking scores): "*บางครั้งหนูอาจจะกังวลในการพูดภาษาอังกฤษในการเรียนแบบ*

ประสานเวลาเพราะกลัวพูดผิดต่อหน้าอาจารย์และเพื่อนค่ะ แต่การพูดในหน้าห้องเรียนกังวลกว่าค่ะ เพราะหนูจะเห็น

หน้าเพื่อนทุกคนว่าเขาตอบสนองกับสิ่งที่หนูพูดยังไง"

"*I was sometimes anxious to speak English in the synchronous online learning mode because I was afraid to speak incorrectly in front of the teacher and friends. Nevertheless, speaking English in front of others on-site was more anxious as I could see my peers' face and reaction to my speech.*

In summary, this thesis chapter presents the findings of all research questions which correspond with the effects of the online EASA instructional model on students' English speaking ability relating to the first research question. Overall, students gained significantly higher English speaking posttest mean scores than English speaking pretest mean scores. It can be said that students' English speaking ability improved significantly after they had participated and learnt through the online EASA instructional model. In order to answer the second research question, quantitative results obtained from the questionnaire and qualitative data obtained from the semi-structured interview were analyzed and reported to reveal students' perceptions toward learning through online EASA instructional model. According to the questionnaire results, it can be concluded that students had positive perceptions towards learning through the online EASA instructional model as it could increase their learning engagement, provide them an opportunity to practice speaking with little or no restriction at their own time and pace, give them a chance to improve their

speaking performance by trying to complete the same speaking activity again, deal with their psychological factors, give them rich interactive multimedia input, foster them to become an autonomous learner, and enhance their English speaking activity significantly. Furthermore, for the qualitative data from the semi-structured interview, it can be summarized that students had positive perceptions and feelings toward learning through the online EASA instructional model with minor challenges. Students thought that this model could encourage their discovery, provide them an opportunity to speak English, enhance their English speaking ability, and deal with their psychological factors affecting their English speaking performance.

CHAPTER V
SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This thesis chapter consists of five parts that summarize the study, discuss findings, present the pedagogical implications, indicate limitations, and provide recommendations for future research.

5.1 Summary of the Study

The current study was conducted to investigate the effects of online EASA instructional model on speaking ability of Thai EFL students. There are two research questions: "To what extent does online EASA instruction enhance speaking ability of Thai EFL students?" and "What are students' perceptions toward learning through online EASA instructional model?"

EASA instructional model was brought from Harmer (2007) which consists of four teaching stages namely Engage, Activate, Study, and Activate. Students are not taught language until they have demonstrated in the first activate stage that they need to learn it. EASA instructional model enables students to see the link between what students lack and/or need to learn more in the first Activate stage and what they are taught in the Study stage. By doing this, students' intrinsic motivation, is likely to develop. When they know their difficulties or points for improvement by doing the English speaking activity in the first Activate stage, they will try to improve and do better in the second Activate stage after they have digested the corrections to the language they used in the Study stage. Therefore, students' English speaking ability enhances.

Harmer (2007) states that all elements in EASA instructional model should be present in most lessons and teaching sequences. However, some events or activities like a debate, a role-play, or a prolonged Internet-based search are time consuming, so presenting all elements in one lesson can be challenging as a teacher may extend the period of study time and decrease the time for activation (Harmer, 2007). If a teacher decreases the time for activation in the language learning process, lack of opportunity to speak English still occurs, and it can impede the development of students' English speaking ability. Furthermore, as a result of time constraint to practice speaking English in the Activate stage, large class size in Thailand, and COVID-19 pandemic, online learning with a blend of synchronous and asynchronous learning modes is selected to fill these gaps and integrated with EASA instructional model to provide students an opportunity to practice speaking English at their own time and pace and interact with a teacher and peers simultaneously online. Harmer (2007) also affirms that the missing ESA elements in the teaching sequences of EASA in one lesson can be emerged at some other time, so it means a combination of synchronous and asynchronous online learning can be conducted and integrated with this instructional model.

The integration of online learning with EASA instructional model may not only be able to fill some gaps of the teaching model, but online learning with a blend of synchronous and asynchronous learning modes and the use of technology can solve problems in teaching and learning English speaking such as dry teaching styles, teacher-centered classroom activities, and English speaking anxiety. Both synchronous and asynchronous online learning can be advantageous to English language learning as a blend of these two modes provides students a better learning

experience than using only one of these modes (Perveen, 2016). Each online learning mode has both advantageous and challenges affecting students' learning and their English speaking ability, so a blend of each mode can offer an amazing model for developing students' participation, information processing, motivation, and English speaking ability.

This study employed one-group pretest-posttest quasi-experimental design to investigate the effects of online EASA instructional model in enhancing English speaking ability of Thai secondary students. The participants of this study were 30 eleventh grade secondary students who enrolled an English elective course "Better Spoken English" at a public Thai school in Nakhon Pathom, Thailand. There were 20 students from Science-Mathematics program, 5 students from English-Mathematics program, 4 students from English-French program, and one student form English-Chinese program.

Online EASA instructional model was carried within 12 weeks with 8 units. The English speaking pretest was conducted in the first week before the treatment while the English speaking posttest was used to investigate students' learning results for summative assessment in the final week. The pretest and posttest were the same developed by adopting and adapting from a Cambridge Assessment English speaking test for B2 First for Schools (FCE) as you can see in Appendix I (Cambridge Assessment English, 2015). The time for the English speaking pretest and posttest were about 4 hours as each pair had 10 minutes to complete the English speaking pretest/posttest and 5 minutes to receive immediate feedback. The English speaking scoring rubric adapted and developed from IELTS and TOEFL English speaking rubrics were used to evaluate students' English speaking performance (Charlie, 2020;

Educational Testing Service, 2019b). The criteria of the scoring rubric included five criteria which were fluency, grammatical range and accuracy, pronunciation, vocabulary, and content. Online EASA instructional model was implemented for 10 weeks. In the second week, an orientation and Flipgrid workshop with the topic of self introduction were conducted to ensure that all students knew how Flipgrid function and how they could use Flipgrid to record a video, edit, and submit to the researcher. The questionnaire was distributed to all students in the form of Google Forms online at the end of the course to investigate their perceptions towards learning through the online EASA instructional model. After all students completed their English speaking posttest, six students were selected, and a semi-structured interview was conducted online to investigate their perceptions towards the online EASA instructional model in depth.

5.2 Summary of the Research Findings

The findings of this study can be summarized in two main aspects: 1) the effects of online EASA instructional model on students' English speaking ability and 2) the students' perceptions towards learning through the online EASA instructional model.

5.2.1 Students' English Speaking Ability

After implementing online EASA instructional model, students gained significantly higher English speaking posttest mean scores than English speaking pretest mean scores at a level of 0.05 (= 14.099, p<0.05). These results imply that

students' English speaking ability improved significantly after they had participated and learnt through the online EASA instructional model.

In regard to students' English speaking ability in each aspect, it was found that students gained significantly higher English speaking posttest mean scores than English speaking pretest mean scores at a significant level of 0.05 in all aspects of English speaking ability namely fluency, grammatical range and accuracy, pronunciation, vocabulary, and content. The highest posttest mean score of the aspect of English speaking ability was "content". The second highest posttest mean score of the aspect of English speaking ability was "fluency". The aspect that did not get much improvement comparing to other aspects was "pronunciation".

5.2.2 Students' Perceptions

Students had positive perceptions towards learning through the online EASA instructional model as it could increase their learning engagement, provide them an opportunity to practice speaking English with little or no restriction at their own time and pace, give them a chance to improve their English speaking performance by trying to complete the same English speaking activity again, deal with their psychological factors affecting English speaking performance, give them rich interactive multimedia input, foster them to become an autonomous learner, and enhance their English speaking ability significantly. Nevertheless, two students reported from the semi-structured interview that the flexibility of asynchronous online learning in both Activate stages could be challenging as they may forget to complete the English speaking activities or tasks at their own time and pace, and one student

revealed synchronous online learning could sometimes cause her English speaking anxiety.

5.3 Discussion

The current study was conducted to investigate the effects of online EASA instructional model on English speaking ability of Thai EFL students. There were two research questions: "To what extent does the online EASA instruction enhance speaking ability of Thai EFL students?" and "What are students' perceptions toward learning through online EASA instructional model?" The discussion related to this study is based on the following two aspects of findings: 1) the effects of online EASA instructional model on students' English speaking ability and 2) the students' perceptions towards learning through online EASA instructional model.

5.3.1 The Effects of Online EASA Instructional Model on Students' English Speaking Ability

Both quantitative and qualitative results imply that students' English speaking ability improved significantly after they had participated and learnt through the online EASA instructional model. The discussion of the effects of online EASA instructional model on students' English speaking ability could be divided and elaborated into two main aspects: 1) the effects of online EASA instructional model on students' English speaking ability in each aspect and 2) possible factors contributing to the significant effects of the online EASA instructional model on students' English speaking ability.

5.3.1.1 The Effects of Online EASA Instructional Model on Students'

English Speaking Ability in Each Aspect

The quantitative results from the speaking pretest and posttest indicated that students gained significantly higher English speaking posttest mean scores than English speaking pretest mean scores at a significant level of 0.05 in all aspects of English speaking ability namely fluency, grammatical range and accuracy, pronunciation, vocabulary, and content.

5.3.1.1.1 Content

The highest posttest mean score of the aspect of English speaking ability was "content. There are two possible major factors leading to the much enhancement of students' speech content which are the asynchronous online learning in both Activate stages and teachers' online feedback.

First, the asynchronous online learning in both Activate stages provides students sufficient time to think and develop their speech content at their own time and pace when doing an English speaking activity before delivering it and recording a video to submit to the teacher. The qualitative data from the semi-structured interview confirmed that the previous statement is justifiable as students reported that the asynchronous online learning allowed them to work and do an English speaking activity at their own time and pace, and it also enabled them to reflect and revise their language and speech when recording a video to do the English speaking task. When students have an adequate time to think about their content, develop it, and practice delivering it, their speech content will be more well-developed, more coherent, and

clearer to the listener. Consequently, these can lead to the much enhancement of students' English speech content.

Second, teachers' online feedback can help students improve their English speech content. After students submitted their videos in the first and/or the second Activate stage(s), the teacher would watch all students' videos and provide them online feedback, comments, and points for improvement privately to students. One of the points that most students would receive was about their length of their English speech and their English speech content. In the beginning of the course, most students did not speak much, so they were always asked to elaborate their ideas, opinions, reasons or examples so that the listeners would clearly understand or see the whole picture of what they were talking about more. Therefore, it can be said this type of online feedback can also contribute the development of student's English speech content.

5.3.1.1.2 Fluency

The second highest posttest mean score of the aspect of English speaking ability was "fluency". One major possible factor contributing to the much enhancement of fluency is having an opportunity to practice speaking English with little or no restriction at their own time and pace in the first Activate stage. The quantitative data from the questionnaire indicated that students became more autonomous with their use of language features when they had chances to activate them. The qualitative data also proved that students could activate language features freely by doing the English speaking activity in the first Activate stage. It appeared that if students could have an opportunity to speak English freely and become autonomous with their use of English

language features, they would be able to speak English more systematically, fluently, and confidently. The findings of this study are consistent with the study conducted by Khoshsima and Shokri (2016) in that students in the experimental group had more chances to orally express their ideas and feelings more freely and fluently compared to the students in the control group who preferred to use a set of memorized words and phrases to speak English.

In terms of asynchronous online learning in both Activate stages, for the qualitative data, students revealed from the semi-structured interview that the asynchronous online learning allowed them to work and do an English speaking activity at their own time and pace and enabled them to reflect and revise their language and speech when recording a video to do the speaking task. Consequently, students' speech from a video is quite fluent, and this can contribute to the enhancement of speaking ability especially fluency. Similarly, in terms of having time to record and revise a video, Amirulloh et al. (2021) reported that students speaking fluency have increased as they can repeat themselves multiple times before recording a video using Flipgrid.

5.3.1.1.3 Vocabulary and Grammatical Range and Accuracy

The third and fourth highest posttest mean scores of the aspect of English speaking ability were "vocabulary" and "grammatical range and accuracy" respectively. There are two possible factors leading to the development of students' vocabulary and grammar which are explicitly studying points for improvement in the Study stage and having a chance to improve their English speaking performance by

trying to complete the same English speaking activity again and following the points for improvement.

First, students got an opportunity to explicitly study points for improvement and language features causing them errors in the Study stage, and this learning opportunity could contribute to the enhancement of students' English vocabulary and grammar. The points for improvement and language features in this study were mostly about grammar and vocabulary. After the students explicitly studied and digested corrections to the language used, their knowledge of English especially grammar and vocabulary would enhance to some extent. The quantitative data from the questionnaire also confirmed that the previous statements were justifiable as it indicated that students strongly agreed they were taught what they lacked and/ or needed to learn more in order to improve their English speaking ability and performance.

Second, the development of students' vocabulary and grammar is the result of having a chance to improve their English speaking performance by trying to complete the same English speaking activity again in the second Activate stage of the online EASA instructional model. Harmer (2007) indicates that the link between what students need to learn and what they are taught is more obvious now in this stage. Therefore, when students clearly perceive what they lack and need to improve due to the feedback, points for improvement, and learning content from the previous stages, it can be said that they can improve their English speaking ability and performance by trying to complete the same English speaking activity again by following the points that need to improve such as vocabulary and grammar. If students used wrong vocabulary or grammar in the English speaking activity in the first Activate stage,

they could try to speak English using correct grammar and vocabulary in same English speaking activity again in the second Activate stage by applying what they learnt in the previous stages.

5.3.1.1.4 Pronunciation

Although students received online feedback and explicitly studied language features related to English pronunciation causing them errors in the English speaking activity, pronunciation did not get much improvement comparing to other aspects of English speaking ability. Two possible factors negatively affecting students' development of English pronunciation can be prior English pronunciation learning and a time limit of English speaking pretest and posttest.

First, prior English pronunciation learning negatively affects students' enhancement of English pronunciation. English pronunciation is mostly not emphasized in the Thai primary and secondary school levels since some Thai teachers excessively concentrate on grammatical details, and this can cause students difficulties in pronouncing words or phrases using correct English pronunciation while speaking English (Khamkhien, 2010; Nanthaboot, 2012; Noom-ura, 2013). From the researcher's observation, most students were not aware when they mispronounced words or phrases although they could speak English fluently. After students learnt how to pronounce words or phrases using correct English pronunciation and did the English pronunciation quiz on Quizizz in the synchronous online class, they could understand the English pronunciation rules and use correct English pronunciation while speaking in the class. However, it was found that some students still mispronounced the same words and phrases in other English speaking activities or the English speaking posttest, so prior English pronunciation learning

may negatively influence students' pronunciation development as it seemed that their English pronunciation may take time to improve. The findings of this study are consistent with the study by Sahatsathatsana (2017) in that students' English pronunciation was negatively affected by their prior English pronunciation learning.

Second, a time limit of English speaking pretest and posttest can negatively affect students' awareness of using correct English pronunciation while speaking English, and it can impede the development of their English pronunciation. The speaking pretest and posttest, sharing the same items, consisted of two parts: an interview with 2 minutes and 30 seconds and a collaborative task with 5 minutes. Each speaking task had the time limit, and students were also asked to time a time limit of each task with the teacher, so students may feel that they were indirectly forced to hurriedly speak English and elaborate ideas or opinions as much as possible within the time limit. Therefore, students tended to focus on their English speech content and English speaking fluency rather than English pronunciation. When students were not aware of using correct English pronunciation, English mispronunciation usually occurred unintentionally.

5.3.1.2 Possible Factors Contributing to the Significant Effects of the Online EASA Instructional Model on Students' English Speaking Ability

Possible factors contributing to the significant effects of the online EASA instructional model on students' English speaking ability can be discussed in four main aspects as follows: 1) learning engagement, 2) teachers' online feedback, 3) having a chance to improve their speaking performance by trying to complete the

same speaking activity again, and 4) being able to deal with their psychological factors affecting speaking performance. Each aspect will be discussed in the following sections.

5.3.1.2.1 Learning Engagement

Students' English speaking ability development is the result of learning engagement. As Harmer (2007) describes that student can learn things better and more successful if they are engaged in what they are learning. The quantitative and qualitative results proved that the statement of Harmer (2007) is justifiable as when students were engaged properly in learning speaking in the Engage stage, their participation in learning English speaking and doing English speaking activities were increased, and their English speaking performance would be effective and productive. Similarly, Khoshsima and Shokri (2016) found that the students in the experimental group are more engaged in learning and doing English speaking tasks than the control group after implementing Engage stage in teaching English speaking tasks, and students in the experimental group gain significantly higher English speaking scores than those in the control group. Fithria and Ratmanida (2019) and Khoshima and Shokri (2017b) also reported that implementing ESA elements in teaching can significantly motivate students to speak English. Ilinawati (2018) revealed students feel motivated in speaking English in the English speaking activity when applying ESA strategy to the instruction.

5.3.1.2.2 Teachers' Online Feedback

The students' English speaking ability development is the result of teachers' online feedback and comments. In this study, the online EASA instructional model allowed students to practice speaking English with little or no restriction at their own time and pace in the first activate stage, and it also provided them to a chance to improve their English speaking performance by trying to complete the same English speaking activity again. After students submitted their videos in the first and/or the second activate stage, the teacher would watch all students' videos and provide them online feedback, comments, and points for improvement privately to students. The qualitative results proved that students' English speaking ability improved as a result of online feedback, comments, and points for improvement delivered by the teacher using Flipgrid in the first and second Activate stage. For the first Activate stage, students reported that the online feedback, comments, and points for improvement were useful as they contributed to the improvement of English speaking ability and increased English speaking confidence. For the second Activate stage, students also reported that after receiving and learning points for improvement, their English speaking ability enhanced, and their confidence when speaking increased as they perceived what they should improve. The results of this study are consistent with the study by Alkan and Bumen (2020) in that written feedback in asynchronous online mode can help improve students' English speaking performance. Moreover, the findings of this current study were in line with a study conducted by Amirulloh et al. (2021) that students feel their English speaking ability has improved as a result of online feedback from teachers and friends in Flipgrid.

5.3.1.2.3 Having a Chance to Improve Their Speaking Performance by Trying to Complete the Same Speaking Activity Again

The students' English speaking ability enhancement is the result of having a chance to improve their speaking performance by trying to complete the same English speaking activity again in the second Activate stage of the online EASA instructional model. Harmer (2007) indicates that the link between what students need to learn and what they are taught is more obvious now in this stage. Therefore, when students clearly perceive what they lack and need to improve due to the feedback, points for improvement, and learning content from the previous stages, it can be said that they can improve their English speaking ability and performance by trying to complete the same speaking activity again with the points that need to be improved. The quantitative results proved that the previous statements were quite right as the results indicated that students could really repeat doing the same English speaking activity well in the second time after they had digested the corrections to the English language they used in the first English speaking activity in the first time, and their English speaking ability and performance improved. For qualitative data, students also stated that they did the English speaking activity in the second Activate stage better by following the points they should improve. Students added that they felt more confident in speaking English. Furthermore, some students reported that asynchronous online learning in this stage provided them an opportunity to reflect and revise their language and speech. Consequently, students' uploaded videos were always their best version. The similar results have been found in the study of

Amirulloh et al. (2021) reporting that video recording enables students to check their recording to look for areas for improvement such as pronunciation and revise their speech if students made errors in their speech. Amirulloh et al. (2021) state that an opportunity to check and revise their language and English speech can lead to the enhancement and accuracy of student's English pronunciation.

5.3.1.2.4 Being Able to Deal with Their Psychological Factors Affecting Speaking Performance

The students' English speaking ability development is the result of being able to deal with their psychological factors affecting English speaking performance and/or contributing to students' low English speaking ability. The quantitative and qualitative data suggested that online learning especially asynchronous online learning mode in the online EASA instructional model could decrease students' psychological factors such as a fear of making mistakes, a lack of confidence in speaking English, and English speaking anxiety because the asynchronous online learning mode provided them sufficient time to do the English speaking activity at their own time and pace. Students also reported that they felt less anxious when they recorded videos via Flipgrid and uploaded the videos on the Flipgrid discussion board privately. Students reported that recording videos of themselves speaking English in the asynchronous online learning mode gave them a safe speaking environment without peers' judgement since nobody would judge their speech. Therefore, they felt more confident in speaking English as they were not afraid of making mistakes while speaking English. Unlike the synchronous online learning, one student revealed that she was sometimes anxious to speak English on Zoom because she was afraid to

speak English incorrectly in front of a teacher and friends. The findings with regards to English speaking anxiety correlated with the study by Nurwahyuni (2020) in that the level of EFL students' speaking anxiety in synchronous learning mode using video conferencing like Zoom or Google Meet is higher than the level of EFL students' speaking anxiety in asynchronous learning mode using video recorder because these students lack English vocabulary and self-confidence. Hence, in this study, it appeared that when students had less or no psychological factors affecting their English speaking performance, they could speak English more fluently and confidently, and this can lead to the enhancement of students' English speaking ability.

5.3.2 The Students' Perceptions towards Learning through Online EASA Instructional Model

The results of the questionnaire and the semi-structured interview consist of students' positive perceptions towards learning through the online EASA instructional model. It should be noted that students' perceptions towards learning through the online EASA instructional model could be somewhat discovered in a differ way/aspect if there was no necessity of conducting online learning due to the Covid-19 situation. Both quantitative and qualitative data demonstrated that the online EASA instructional model could enhance students' English speaking ability significantly. Nevertheless, some challenges were also reported by students from the semi-structured interview. Consequently, both positive and negative of students' perceptions towards learning through the online EASA instructional model will be discussed in the following paragraphs.

First, in regard to learning engagement, it was found that students perceived they were really engaged in learning, and when they were engaged in learning, their participation in learning and speaking English in other stages would increase. For the quantitative data, the highest mean score item in the questionnaire of the Engage stage indicated that students strongly agreed that they could learn English speaking better and more successful if they were engaged in what they were learning. It appeared that when students were engaged properly in learning English speaking, their participation in the English speaking activity in the Activate stage and their participation in learning English speaking in Study stage increased. For the qualitative data, the response of one student from the semi-structured interview correlated with the quantitative data in this study as he reported that the more the topic was interested, the more he would like to share his opinions. Therefore, it is significant for a teacher to ensure that all students are properly engaged to the topic, language, or what they are learning in the Engage stage, so they can learn English speaking better and more successful as their participation in the English speaking activity in this first Activate stage and other stages will increase. The students' perceptions related to learning engagement of this study were consistent with a study from Khoshsima and Shokri (2016) whose study summarized that the students in the experimental group are more engaged in learning and doing speaking tasks than the control group after implementing the Engage stage in teaching English speaking tasks.

Second, in terms of having an opportunity to speak English, it was discovered that students perceived they did have an opportunity to practice speaking English freely. Both quantitative and qualitative data indicated that students agreed they had an opportunity to practice speaking English and try out authentic language use with

little or no restriction in a free and communicative way as they were capable of in the first Activate stage in the asynchronous online learning mode. Similarly, Fithria and Ratmanida (2019) reported that the Activate element influence students to use language and express their opinions and ideas orally, and it provide them an opportunity to practice speaking English in a real-life communication activity. Furthermore, in this current study, it was found that students perceived they had an opportunity to improve their English speaking ability after learning and receiving online feedback. Both quantitative and qualitative data suggested that students had an opportunity to improve their English speaking performance by trying to complete the same English speaking activity again in the second Activate stage after they had learned English language features and how to deal with mistakes they made before in the previous stage. It appeared that after students had received online feedback from the teacher in the first Activate stage and learned explicitly what they lacked/needed to improve in the Study stage, they were equipped with sufficient knowledge and skills to improve their English speaking performance and avoid making the same mistakes. The quantitative and qualitative results confirmed that when students had an opportunity to do the same English speaking activity again in the second Activate stage, they could do it better by following the online feedback and points they should improve. The findings correlated with Alkan and Bumen (2020) in that written feedback in asynchronous online learning mode can help improve students' speaking performance. Furthermore, the results of this current study were consistent with a study of Amirulloh et al. (2021) in that students feel their speaking ability has improved as a result of online feedback from teachers and friends in Flipgrid.

Third, in regard to online feedback provided by the teacher, it was found from the qualitative data that students perceived the online feedback, comments, and points for improvement were useful as they sounded encouraging and positive. Furthermore, students also reported from the semi-structured interview that the online feedback that students received after submitting their videos in the asynchronous online learning mode could contribute to the improvement of their English speaking ability and speaking confidence as students could speak English more correctly and felt confident when speaking English. Therefore, it can be assumed that positive, supportive, and constructive online feedback and comments from a teacher are essential for students as they can make students feel more confident in speaking English, and they can enhance students' English speaking ability. The results were consistent with the study by Alkan and Bumen (2020) in that written feedback in asynchronous online mode could help improve students' English speaking performance. Moreover, the findings of this current study are in line with a study conducted by Amirulloh et al. (2021) that students feel their English speaking ability has improved as a result of online feedback from teachers and friends in Flipgrid.

Fourth, in terms of psychological factors affecting English speaking performance, it was discovered from the quantitative and qualitative data that students perceived online learning especially the asynchronous online learning mode in the online EASA instructional model could decrease students' psychological factors such as a fear of making mistakes, a lack of confidence in speaking English, and English speaking anxiety because the asynchronous online learning mode provided them sufficient time to do the English speaking activity at their own time and pace. Students also reported that they felt less anxious when they recorded videos

via Flipgrid and uploaded the videos on the Flipgrid discussion board privately. Students reported that recording videos of themselves speaking English in the asynchronous online learning mode gave them a safe speaking environment without peers' judgement since nobody would judge their speech. Therefore, they felt more confident in speaking English as they were not afraid of making mistakes while speaking. Unlike the synchronous online learning, one student revealed that she was sometimes anxious to speak English on Zoom because she was afraid to speak incorrectly in front of a teacher and friends. The findings with regards to speaking anxiety correlated with the study by Nurwahyuni (2020) in that the level of EFL students' speaking anxiety in synchronous learning mode using video conferencing like Zoom or Google Meet is higher than the level of EFL students' English speaking anxiety in the asynchronous learning mode using video recorder because these students lack English vocabulary and self-confidence.

Fifth, in regard to the asynchronous online learning, challenges of the asynchronous online learning mode in both Activate stages were found. Students reported from the semi-structured interview that the feedback and interaction in the asynchronous online learning could be delayed. The findings are in line with the studies of Memari (2020) and Perveen (2016) reporting that the asynchronous online learning mode cannot provide students direct and immediate feedback and interaction to students comparing to synchronous online learning mode. Apart from the delayed of feedback and interaction in the asynchronous online learning mode, students in this current study also reported that the flexibility of asynchronous online learning could be challenging since they may forget to complete the work at their own time and pace or feel lazy and unenthusiastic to complete the English speaking activity. If students

did not activate their language features by doing an English speaking activity before and after studying English speaking on Zoom, they would not receive teacher's online feedback, and their English speaking ability may not improve as the way it should have been. The results correlated with the study conducted by Nurwahyuni (2020) in that an absence of a teacher and peers can cause students to lack of motivation to complete a given task as they feel isolated to complete the task or study alone. Furthermore, Alkan and Bumen (2020) indicate that motivation is an essential factor that drives students to participate in the activities, and if students lack motivation and do not participate in the activities, students may not be able to develop their English speaking ability. Therefore, for this current study, it can be said that self-discipline, learning engagement, and motivation in learning and doing English speaking activity are essential for both Activate stages in the asynchronous online learning delivery mode. A teacher should ensure that students were properly engaged to the topic or language in the Engage stage, so their participation in learning and doing an English speaking activity can increase.

Finally, in terms of synchronous online learning, challenges of the synchronous online learning mode in the Study stage were found as it could cause students English speaking anxiety. One student reported from the semi-structured interview that she perceived she was sometimes anxious to speak English because she was afraid to speak incorrectly in front of the teacher and friends when she learnt online with Zoom. The findings correlated with the study of Nurwahyuni (2020) who compares students' perceptions toward learning through synchronous and asynchronous online learning, and the researcher reports the findings that the level of EFL students' speaking anxiety in synchronous learning mode using video conferencing like Zoom

or Google Meet is higher than the level of EFL students' speaking anxiety in asynchronous learning mode using video recorder because these students lack English vocabulary and self-confidence.

5.4 Pedagogical Implications

5.4.1 Implications and Recommendations for the Integration of the Online EASA Instructional Model in Instruction

According to the results of this study, the online EASA instructional model is demonstrated and characterized as an innovative teaching approach that maximizes the advantages of both asynchronous and synchronous online learning with the use of appropriate technology to enhance English speaking ability among Thai EFL students in the Thai public school. Thereby, the integration of online EASA instructional model is highly recommended especially for instructors who are conducting or going to have the online English speaking courses. Implications and recommendations for the integration of this model in online instruction will be elaborated in the following paragraphs.

First of all, an instructor can reorder the sequence of the online EASA instructional model or change the online learning mode delivery to match with the learning activity, time, and objectives of the English speaking courses. Nevertheless, it is advised to begin your instruction with the Engage stage with asynchronous or synchronous online learning delivery mode in the beginning of each unit to ensure that students are engaged in the topic, language, and what they are learning. If students are engaged in what they are learning, they can learn things better and more successful (Harmer, 2007). Furthermore, when students are engaged properly in

learning English speaking, their participation in doing English speaking activity in both Activate stages and their participation in learning English speaking in Study stage will increase. Students' English speaking performance and learning English speaking will not be effective and productive if they were not emotionally engaged with what was occurring in the learning process. Games, stimulating pictures, dramatic stories, discussions, music, and amusing anecdotes are examples of activities and materials that often engage students (Harmer, 2007). An instructor may do need analysis in the beginning to figure out appropriate engaging activities for your students.

Secondly, in terms of activating language features or doing English speaking activities in both Activate stages, Flipgrid is recommended to use as a tool for students to do an English speaking activity in the asynchronous online mode by recoding a video and posting the video as a response to the teacher's questions or assignment. It is highly recommended to conduct a Flipgrid orientation or workshop to ensure that all students know how Flipgrid function and how they could use Flipgrid to record a video, edit, and submit to an instructor. On the other hand, if an instructor would like to conduct an English speaking activity in the synchronous online class, the function of breakout rooms in Zoom can be used to split students into separated rooms to enable them to do the English speaking activity in pairs or in groups. Nevertheless, you may not be able to listen to all students' speaking performance, so it is suggested to ask students to record their English speaking performance via Flipgrid or a smart phone and submit their videos or voices to you on the Flipgrid discussion board or Line. After students submitted the videos of their English speaking performance to an instructor, the instructor may find language

difficulties, distinct errors, and points for improvement from the students' videos or voices. It is advised to provide positive, supportive, and constructive comments and feedback as they can make students feel more confident in speaking English, and they possibly enhance students' English speaking ability.

Third, it is advised that the number of students should not exceed 30 students because it can be a burden or a challenge for an instructor to elicit all students' errors or points for improvement from their English speaking performance in videos or voices, to prepare suitable learning materials/content for every student, and to teach points that students lack or need to improve in the Study stage.

Finally, the flexibility of asynchronous online learning can be challenging especially in both Activate stages or other stages if an instructor changes the order of online delivery mode in the online EASA instructional model. An absence of an instructor and peers can affect students to lack of motivation to complete a provided task as they may feel isolated to do the task or study alone. Furthermore, some students may feel that there is force in asynchronous online, and they may feel lazy to participate in learning or forget to do the English speaking tasks. If students do not participate in learning or complete the English speaking activity, their English speaking ability may not improve as the way it should have been, and an instructor may not be able to evaluate or measure their English speaking development. Therefore, self-discipline, learning engagement, and motivation in learning and doing English speaking activity in the asynchronous online learning mode are essential for every stage especially both Activate stages. An instructor should ensure that students are properly engaged to the topic or language in the Engage stage in the begging of

each unit, so their participation in learning and doing the English speaking activity can increase.

5.5 Limitations

The current study was conducted successfully as it achieved the research objectives. However, there were some limitations that should be considered, and they were acknowledged as follows:

In this study, there were a few students who sometimes had the instable internet connection when they learnt English speaking at a fixed learning time in synchronous online class, so these students were left behind or missed the synchronous online class. Although these students could watch a video of the lesson they missed later, they lack an opportunity to have direct interaction and feedback from peers and a teacher on Zoom due to the instable internet connection. Therefore, a teacher should ensure that all students have good and stable internet connection in order to learn English speaking in the synchronous online class successfully and effectively.

Another limitation found in this study was an availability of online learning devices. According to the pilot study, there was one student who used only one learning device to study and participate in the synchronous online class, and she struggled to use Kahoot at first as she needed to use two learning devices, one for watching the picture and question and another one for selecting the answer choice. Consequently, this issue raised the researcher's awareness about the readiness of students to use technological tools. In the main study, the researcher tried to ensure that all students could use the technological tools with learning devices they had. It was found that all students could use Kahoot, but they preferred Quizizz as they could

use only one learning device to play the quiz in the synchronous online mode. Therefore, if a teacher or an educator plans to use any online learning tool, you need to consider about an availability of online learning devices of your students.

5.6 Recommendations for Future Study

Online EASA instructional model to enhance English speaking ability can be investigated future in the future with four recommendations below:

First, a longitudinal study of online EASA instructional model to enhance Thai EFL students' speaking ability can be conducted over a long period of time to confirm its effects on enhancing students' English speaking ability, and the value of online EASA instructional model will be expanded.

Second, a replication of online EASA instructional model by focusing on other language skills namely listening, reading, and writing can be conducted to explore the effects of the model on other skills and students' perceptions to prove whether the model is effective for other skills or not.

Third, a development of teaching activities based on hybrid EASA instructional model to enhance students' English speaking ability can be conducted to investigate the effects of the model on students' English ability and their perceptions. Hybrid EASA instructional model can probably be one of the effective English speaking teaching approaches that can be used to deal with the unsatisfactory level of Thai secondary students' English speaking ability, speaking problems, students' psychological factors, ineffective English speaking instruction, and lack of opportunity to speak English in the classroom. It can be an effective, meaningful, and innovative teaching model to maximize the advantages of both face to face and online

learning in English speaking instruction with the use of appropriate technology to promote English speaking ability. Students' perceptions toward the instruction will be able to provide precious information for any teachers or educators who would like to integrate and maximize the use of technology in EFL speaking instruction.

Finally, a development of teaching activities based on EASA instructional model in the face-to-face learning environment or onsite learning to enhance students' English speaking ability can be conducted to investigate the effects of the model on students' ability and their perceptions in the case that online learning or hybrid learning cannot be conducted in your context. An availability of online learning devices and the instable internet connection are required in conducting online learning or hybrid learning.
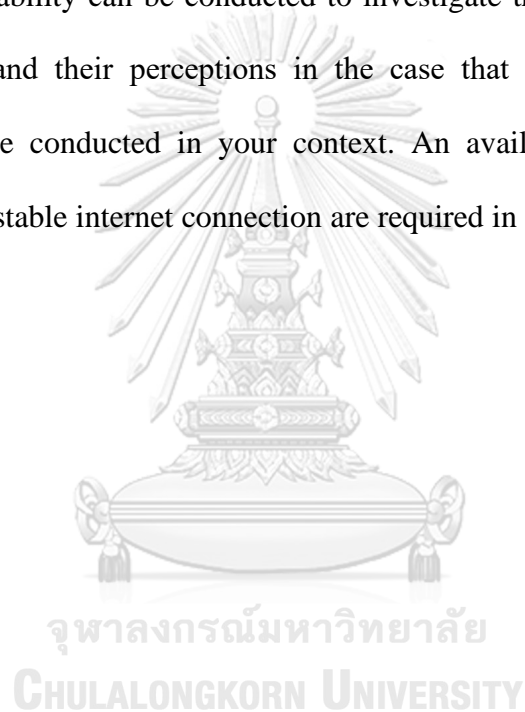
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Appendix A
An Example of Lesson Plan

    The learning content is adopted and adapted from an English textbook called "Communication Spotlight 2 Listening & Speaking Skills". The learning content of the book is based on Basic Education Core Curriculum B.E. 2551. The level of the book is CEFR Level B1, Common European Framework of Reference for Languages, designed for grade 11 secondary students. An example of one-unit lesson plan is demonstrated as follows.

Level: Grade 11 Students, Intermediate (B1 CEFR)

Unit: Unit 8 Talking about future vacation plans

Standard FL 1.2: Possessing language communication skills for effective exchange of information and efficient expression of feelings and opinions

Interval Indicator: Speak to describe their own feelings and opinions about various matters, activities, experiences, and news / incidents with proper reasons

Objectives:

    1. Students will be able to talk about their future vacation plans using going-to future.

    2. Students will be able to talk about their future vacation plans using informal contractions "gonna, wanna, and gotta".

    3. Students will be able to express their own feelings and opinions about their future vacation plans.

Speaking Strategies: Paraphrasing

Language Focus:

1. Holiday and Leisure Activities

2. Going-to Future

3. Informal Contractions "gonna, wanna, and gotta".

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
1. E (**Engage**) (**Asynchronous Online Learning**)	**A)** A teacher (t) engages and interests students (Ss) by sharing them an eight minute video from YouTube called "*10 Awesome Places To Visit In Thailand | Travel To Thailand | Amazing Thailand*" on a private Facebook group as a post with directions and questions.	**A)** Students (Ss) get notification about the task from a private Facebook group.	-	• YouTube • Private Facebook Group
	B) According to the directions, Ss are asked to watch a video, share their opinions, and answer the questions in the	**B)** Ss read directions and the following	-	• Private Facebook Group

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	comment sections of the post on a private Facebook group:	questions. 1. *According to the video, do you agree with the top 10 places to visit in Thailand? Why or why not?* 2. *If you can choose one out of ten places from the video to visit on vacation, where are you going to go and what are you going to do there? Why?*		• Private Facebook Group
	C) T read Ss's responses and give comments.	**C)** Ss watch the video on YouTube, answer the	-	• Private Facebook Group

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
		questions, and share their ideas in the comment section in a private Facebook group.		
	D) T answers Ss questions if any.	**D)** Ss read T's comments and discuss, react, or ask questions if any.	-	• Private Facebook Group
2. A (Activate) (Asynchr onous Online Learning)	**A)** T uploads a QR code and shares a join code on a private Facebook group to Ss and ask them to get access to a discussion board or a topic in Flipgrid to look at directions of a speaking activity "Talking about Future Vacation Plans" see Appendix B.	**A)** Ss get notification from T and read the directions of the speaking activity. When Ss are available, they scan the QR code and get access to Flipgrid	-	• Private Facebook Group • Flipgrid

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	According to the directions of the speaking activity, Ss are asked to do the speaking activity, a role play between two friends who ask and talk about the future vacation plans. Ss are also informed to record their best video, upload, it and submit it on the Flipgrid discussion board within the given due date and time.	with their Gmail accounts.		

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	B) According to the directions, Ss are also informed to do a speaking activity in a free and communicative way as they are capable of at their own time and pace when they are available as long as they meet the due date.	**B)** Ss acknowledge and start to do the speaking activity at their own time and pace.	-	• Private Facebook Group • Flipgrid
	C) T watches students videos showing their speaking performance and writes down language difficulties they have and distinct errors that can be dealt with later in the next stage.	**C)** Ss do the role play and record a video by using Flipgrid until they get the best one. Next, Ss name and edit their videos with special effects from Flipgrid. After that, Ss upload and submit the video on	-	• Flipgrid
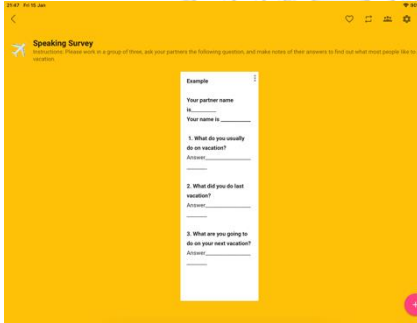
Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
		the Flipgrid discussion board.		
	D) After watching Ss'videos, T privately provides Ss online constructive feedback and points for improvement via Flipgrid.

It should be noted that T also makes sure that all Ss upload and submit the video on the Flipgrid discussion board. | D) Ss receive T's online feedback and points for improvement. Ss ask T questions if any. | - | • Flipgrid |
| **3. S**

(Study)

(Synchro nous Online Learning) | A) T uploads learning content and language features such as grammar, vocabulary, and expressions depending on what causes Ss difficulties and lead to distinct errors in the role | A) Ss get notification from a private Facebook group about learning content and language | - | • Private Facebook Group |
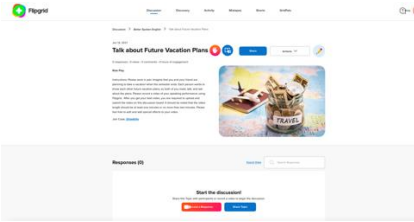
Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	play on a private Facebook group in the form of handouts see Appendices C, D, E, and F respectively. T asks students to read and ask questions if any before joining a synchronous online class the next day.

It should be noted that speaking strategies "Paraphrasing", useful vocabulary, and expressions of how to ask and talk about future vacation plans like "Going to Future structure" and "informal contractions gonna, wanna, and gotta" are made-up language features and learning content that students lack of and need to learn as a point for improvement in order | features handouts. Ss read all the handouts and ask questions if any. | | |

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	to be able to complete the speaking activity well in the next stage.			
	B) T also uploads an invitation link on a private Facebook group for Ss to join a meeting or an online class via Zoom the next day.	**B)** Ss get notification from a private Facebook group about the invitation link.	-	• Private Facebook Group
	C) T accepts all Ss' requests and greets them.	**C)** Ss click the link and request to join the meeting or the online class.	30 Seconds	• Zoom
	D) T shares a screen of a game pin for the Ss to join a Kahoot vocabulary quiz "Holiday and	**D)** Ss click on a website	1 Minute	• Zoom • Kahoot

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	Leisure Activities" in order to measure students' vocabulary knowledge on a topic of how to ask and talk about future vacation plans and check whether Ss have read the handouts or not, see Appendix G. After all Ss are in, T clicks "start" to run the quiz game.	www.kahoot.it, enter the game pin given by T to join a Kahoot vocabulary quiz "Holiday and Leisure Activities", generate the player's nickname, and click on "OK, GO!" to start the quiz game.		
	E) T hosts the Kahoot quiz game and explains things briefly after each item reveals the correct answer.	**E)** Ss read and respond to each item. Ss also listen	6 minut es	• Kahoot

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
		and ask T questions if any.		
	F) T shares a screen of PowerPoint Presentation slides and teaches students explicitly on how to ask and talk about future vacation plans using useful vocabulary, expressions, and speaking strategies. The learning content is as follows: 1.Vocabulary 2. Going to Future Structure 3. Informal Contractions Gonna, Wanna, and Gotta" 4. Paraphrasing.	**F)** Ss listen to the lecture and ask questions if any.	30 Minutes	• Microsoft PowerPoint • Zoom
	G) T creates 15 breakout rooms and assigns 2 participants per room to work	**G)** Ss listen to the instructions and ask	1 Minute	• Microsoft PowerPoint • Zoom

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	in pairs to orally ask and talk with their partner to find out what he or she likes to do on vacation. T indicates to Ss that they need to type their partner's answers in each question in Padlet shared by the teacher, see Appendix H.	questions if any.	30 seconds	• Padlet
	H) T randomly joins each room to see whether Ss need help or clarification.	**H)** Ss do the English speaking practice activity and type their answers in Padlet. Ss may ask T	10 Minutes 30Seconds	• Zoom • Padlet

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
		to help or clarify things in the breakout rooms.		
4. A (Activate) (Asynchr onous Online Learning)	**A) A)** T uploads a QR code and shares a join code on a private Facebook group to Ss and ask them to get access to a discussion board or a topic in Flipgrid to look at directions of a speaking activity "Talking about Future Vacation Plans", see Appendix B.	**A)** Ss gets notification from T and read the directions of the speaking activity. When Ss are available, they scan the QR code and get access to Flipgrid with their Gmail accounts.	-	• Private Facebook Group • Flipgrid

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	Discussion > Better Spoken English > Talk about Future Vacation Pla Jan 14, 2021 **Talk about Future Vacation Plan** 0 responses • 0 views • 0 comments • 0 hours of engagement **Role Play** Instructions: Please work in pair. Imagine that you and your friend are planning to take a vacation when the semester ends. Each person wants to know each other future vacation plans, so both of you meet, talk, and ask about the plans. Please record a video of your speaking performance using Flipgrid. After you get your best video, you are required to upload and submit the video on this discussion board. It should be noted that the video length should be at least one minutes or no more than two minutes. Please feel free to edit and add special effects to your video. Join Code: 20de6b5e It should be noted that this speaking activity is the same speaking activity that Ss did in the first Activate stage. B) According to the directions, Ss are also informed to do the same speaking activity again at their own time and pace after they have digested the corrections to the language they used in the previous stages.	**B)** Ss acknowledge and start to do the same speaking activity at their own time and pace.	-	• Private Facebook Group • Flipgrid

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	According to the directions, T also emphasizes Ss to record their best video, upload it, and submit it on the Flipgrid discussion board within the due date. T also explains why students are asked to do the same speaking activity again. *"This speaking activity offers you an opportunity to improve your speaking performance by trying to complete the speaking task again after you learned language features and how to deal with mistakes you made before in the previous stage."*		-	
	C) T watches Ss' videos uploaded on the Flipgrid	**C)** Ss do the role play and record a video by using	-	• Flipgrid

Stage	Activities		Time	Tools
	Teacher Role	**Student Role**		
	discussion board.	Flipgrid until they get the best one. Next, Ss name and edit their videos with special effects form Flipgrid. After that, Ss upload and submit the video on the discussion board in Flipgrid.		
	D) T scores Ss with the set speaking scoring rubric criteria, gives online private feedback, and evaluates whether their speaking ability and performances have improved or not.	D) Ss received their scores and online feedback. Ss ask T questions if any.	-	• Flipgrid

Appendix B

Speaking Activity in Flipgrid Discussion Board or Topic

Discussion > **Better Spoken English** > Talk about Future Vacation Plans

Jan 14, 2021

Talk about Future Vacation Plans

0 responses • 0 views • 0 comments • 0 hours of engagement

Role Play

Instructions: Please work in pair. Imagine that you and your friend are planning to take a vacation when the semester ends. Each person wants to know each other future vacation plans, so both of you meet, talk, and ask about the plans. Please record a video of your speaking performance using Flipgrid. After you get your best video, you are required to upload and submit the video on this discussion board. It should be noted that the video length should be at least one minutes or no more than two minutes. Please feel free to edit and add special effects to your video.

Join Code: **20de6b5e**

Appendix C
"How to Talk about Future Vacation Plans"

In order to talk about vacation plans, you need to know or become familiar with the following issues:

1.) Places that you can visit while you are on vacation

2.) Verbs to talk about travel plans and activities that you are going to do on your next vacation

3.) Accessories for some activities

4.) Phrases to talk about vacation plans

5.) Questions to talk about vacations plans

1.) Places that you can visit while you are on vacation

A river	A beach	A countryside	A cinema
A museum	A department store	A festival	A mountain
A waterfall	A zoo	A movie theater	An amusement park
A swimming pool	A temple	An arts gallery	A floating market

2.) Verbs to talk about travel plans and activities that you are going to do on your next vacation

To fly to another country	To go camping	To go climbing	To go swimming
To go to the beach	To surf	To swim in a waterfall / in the sea / in the ocean	To go fishing
To go hiking	To go dancing	To go to an amusement park	To go to a water park
To go to a museum	To go abroad	To visit a national park	To do exercises

To play a sport	To rest / take a rest	To visit an aquarium	To play computer video games
To watch movies	To do homework	To finish an assignment	To visit relatives

3.) Accessories for some activities

You can mention the following accessories that you are going to bring when you talk about future vacation plans.

A fishing rod	A swimsuit	Swim trunks	Swim briefs
Swim cap	Swim goggles	A picnic mat	A camera
A backpack	Sunscreen lotion	Matches	A lighter
A ticket	An insect repellent	Sandals	Hiking boots
A camping tent	A water bottle	A cloth bag	An umbrella

4.) Phrases to talk about vacation plans

1. I'm going to take a short / long vacation.

2. I'm going to (place).

3. I'm going to spend the weekend in (place).

4. I'm going to spend a day in (place).

5. I'm going to (infinitive).

6. I'm going to take (an airplane).

5.) Questions to talk about vacations plans

The following sentences are some key questions that to talk about vacation plans.

5.1 Yes/No Questions

1. Are you planning to go on a vacation?

2. Are you going to take a short vacation next summer?

3. Are you going to spend a day in (place)?

4. Are you going to (<u>place</u>)?

5. Is anyone going to travel with you?

6. Who are you going with?

7. Are you going to take (<u>a plane</u>)?

5.2 Wh-Questions

1. Where are you going on your next vacation?

2. Where are you going for vacation?

3. How are you going to spend your next vacation?

4. What are you going to do?

5. When are you coming back?

6. When are you going to take your vacation?

7. How long are you going to be on vacation?

8. How are you going to go there?

Appendix D
"Going to Future"

1. Form

The form of Going to Future are demonstrated as follows:

A) Affirmative Sentence				
Subject	+ verb to be	+ going to	+ infinitive	
B) Negative Sentence				
Subject	+ verb to be	+ not	+ going to	+ infinitive
C) Interrogative Sentence (Yes/No Question)				
Verb to be	+ subject	+ going to	+ infinitive?	
D) Interrogative Sentence (Wh-Question)				
Wh-Question	verb to be	+ subject	+ going to	+ infinitive?

The examples of each type of sentence are illustrated as follows:

1.1 I**'m going to visit** an aquarium.

1.2 She **isn't going to fly** to another country.

1.3 **Are you going to** Pattaya?

1.4 What **are you going to do** on your next vacation?

2. Function

The use of Going to Future refers to future events indicating speakers' plans, intentions, making predictions, and/or commands based on present evidence.

2.1 Using "Going to Future" for plans and intentions

<u>Examples</u>

She's going to take a short vacation next week.

They are not going to take an airplane from Phuket.

Are you going to spend a day in Nakhon Pathom?

When are you going to come back?

2.2 Using "Going to Future" for making predictions

<u>Examples</u>

They are going to have a good time traveling abroad for sure.

The weather forecaster said that it is not going to rain tomorrow in Phuket.

Is it going to rain tomorrow in Phuket?

2.3 Using "Going to Future" for commands

<u>Examples</u>

You are going to bring a camera and an insect repellent.

You are not going to bring a lighter on your next vacation.

Appendix E
"Informal Contractions "Gonna, Wanna, and Gotta"

In informal English, "Gonna, Wanna, and Gotta" are often used. "Going to" is often shortened to "Gonna", "Want to" is often shortened to "Wanna", and "Have got to" is often shortened to "Gotta". It should be noted that "Gonna, Wanna, and Gotta" may not be suitable for written language, and it may not be polite in some situations. The following table demonstrates how "Gonna, Wanna, and Gotta" are used in informal English.

I'm **going to** go to Japan		I'm **gonna** go to Japan
I **want to** go to Phuket.		I **wanna** go to Phuket.
I **have got to** stay home.		I **gotta** stay home.

Appendix F
"Paraphrasing"

A.) What's Paraphrasing?

Paraphrasing is an ability to rephrase, restate, and describe what someone has said in your own words or different words.

B.) Why's it important?

Paraphrasing is essential in conversation because it can be used to ensure we comprehend someone's statements, ideas, and speech correctly. For example, "So, what you're saying is that you can't afford to go on a vacation."

Furthermore, paraphrasing can be used to relate information from one person to another. For instance, "My mom said I was going to be in trouble if I couldn't arrive at the airport on time."

C) Clarifying Questions

It can be impossible to correctly paraphrase someone's statements, ideas, and speech accurately if a listener does not understand what an interlocutor said. Some useful expressions for a listener to ask are as follows:

- Are you saying…?
- Do you mean…?

- If I understand you correctly, you are saying ….
- So you are saying… Right?

Appendix G

Holiday and Leisure Activities Vocabulary Quiz Using Kahoot

Quiz

What do you wanna do on your next vacation?

▲ I wanna surf the Internet.

◆ I wanna watch TV / movies.

9

Quiz

Where are you gonna go on your next vacation?

▲ I am gonna go to a temple.

◆ I am gonna go to a temper.

9

Quiz

How are you going to spend your next vacation?

▲ I am going to go to a countryside to visit my relatives.

◆ I am going to go to a city to visit my relatives.

8

Quiz

What are you going to do on your next vacation?

▲ I am going to finish my all my assignments.

◆ I am going to take a rest.

4

Quiz

Where are you gonna go on your next vacation?

▲ I gonna go to a mountain.

◆ I gonna hike.

9

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Appendix H

Online Learning Speaking Practice Activity Using Padlet

Speaking Survey
Instructions: Please work in a group of three, ask your partners the following question, and make notes of their answers to find out what most people like to do on vacation.

Example

Your partner name
is_____
Your name is _____

1. What do you usually
do on vacation?
Answer_____
_____

2. What did you do last
vacation?
Answer_____
_____

3. What are you going to
do on your next vacation?
Answer_____
_____

Appendix I
Speaking PreTest and PostTest

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In order to measure the effects of online EASA instructional model on speaking ability of Thai EFL secondary students in eleventh grade, English speaking pretest and posttest was developed by adopting and adapting from a Cambridge Assessment English speaking test for B2 First for Schools (FCE).

The students will do the speaking test in pairs. Throughout the test, each student's speaking performance will be video recorded by the examiner, and the speaking performance will be assessed individually by using scoring rubric. The pre-test and post-test are the same, and it takes 15 minutes in total. Each pair of students has about 10 minutes to do the speaking test. An explanation of the test and immediate feedback were taken 5 minutes.

....

The following table demonstrates the speaking pre-test and post-test format used in this study.

Summary	
Time allowed:	10 minutes per a pair of students
Number of parts:	2
The student has to talk:	with the examiner on his/her own with his/her partner
Part 1: An Interview	
What's in Part 1?	Part 1 is a conversation between a student

	and an examiner. The examiner asks the student questions with topic he/ she gets. The student may have to provide information about himself / herself, talk about past experiences, present circumstances, and future plans.
What are students expected to do?	Students are expected to provide information about themselves and express opinions in each topic.
How long does each student have to speak?	2 minutes and 30 seconds
Part 2: A Collaborative Task	
What's in Part 2?	Part 2 is a conversation between a student and his/ her partner. The examiner firstly provides a written prompt with questions to the students and explains them about the task. The students discuss these together for three minutes. The examiner will then ask them to make a decision together about the topic they have been discussing. Both students share his/ her decision orally within two minutes.

What are students expected to do?	Students are expected to exchange ideas, expressing opinions, agree and/or disagree, suggest, speculate, evaluate, reach a decision through discussion.
How long does each student have to speak?	A 3-minute discussion followed by a 2-minute decision-making task.

Part 1: An Interview (20 points)

The examiner will ask each student to select one out of three topics "A, B, or C" to determine his/her topic in this part. Questions in each topic will not be shown to the student, but they will be asked by the examiner. It should be noted that the topic each student gets in the pretest will be the same as in the posttest. In other words, each student will not be asked to choose the topic again in the posttest. Each student will get the same topic in both speaking pretest and posttest so that each student' scores from both pretest and posttest can be measured and compared to verify whether students' speaking ability have improved or not after they receive the treatment online EASA instructional model. The topics and questions are demonstrated as follows:

Directions: The examiner will say "Please choose one out of three topic "A, B, or C" to determine your topic question. After you get your topic, I'll ask you some questions and you need to respond orally in each question. This part of the speaking test takes 2 minutes and 30 seconds to complete."

A) Oneself and People You Know

· Do you have a best friend? (Yes = Can you describe him/her? N0 = What is your ideal best friend like?) What do you like about him/her?

· Who is your hero? Why? Tell me about him/her.

· Who did you spend most time with when you were a child? What did you do together?

· What would you like to be in the future? Why? Do you know anyone working as (a job title)? Tell me about him/her.

B) Things You Like and Do

· What do you usually do in the morning, in the afternoon, and at night on weekdays?

  What's about on the weekend? What do you usually do?

· Tell me about the things you did last weekend.

· What jobs do you think are interesting? Why? What does (a job title) do?

· Choose one travel destination in Thailand or abroad and tell me what you are going to do there.

C) Places You Go to

· Do you like going to school? Why? /Why not?

· Where is your hometown? What is the most famous place in your hometown? What is it famous for? Why?

· Have you been anywhere nice recently? (Yes = Where did you go? Why? What did you do there? / No = Tell me your most memorable travel experience. Where did you go? Why? What did you do there?)

· Where are you going for your next vacation if you can choose? When? Why?

Part 2: A Collaborative Work (20 points)

The examiner firstly provides a written prompt with questions to the students and explains them orally what they need to do. The students discuss the question and written prompts together for three minutes. The examiner will then ask them to make a decision together about the topic they have been discussing. Finally, both students are asked to share their decisions orally within two minutes.

Directions: Please imagine that you and your partner are best friends who are planning to take a vacation when the semester ends next month. Now, you and your partner still do not know where to go and what to do. Both of you need to talk, discuss, and make a decision about **where you are going to go, what you are going to do there,** and **why**. The time for discussion is 3 minutes. After both of you reach a decision, both of you need to share your decision within 2 minutes.

Appendix J
Questionnaire

…………………………………………………………………………………………

The objective of this questionnaire is to survey students' perceptions toward learning through online EASA instructional model on English speaking ability. Your responses will be beneficial with this research. Please truly respond to all items in this questionnaire. The researcher promises to keep your responses as a secret and use them only for evaluating the data for this research. The respondents of this questionnaire are eleventh grade Thai secondary students from The Demonstration School of Silpakorn University. The questionnaire consists of 2 main parts: Personal Information and Students' Perceptions Toward Learning Through the Online EASA Instructional Model.

…………………………………………………………………………………………

Part I: Personal Information

Please answer the following questions by **circling the option** that corresponds to your response and/or filling **in the blank** where indicated.

1. Age: _____

2. Gender: Male   Female

2. **Study Program**: _____

4. **English Speaking Proficiency Levels**

5 – very good   4 – good   3 – average   2 – weak   1– very weak

Part II: Students' Perceptions Toward Learning Through Online EASA Instructional Model

Please check √ under the number 1 to 4 to indicate the level of agreement.

4 = Strongly agree   3 = Agree   2 = Disagree   1 = Strongly disagree

Questions	1	2	3	4
EASA Instructional Model EASA instructional model is an English teaching model which stands for four teaching stages namely Engage, Activate, Study, and Activate.				
E (Engage) In this teaching stage, a teacher engages and interests students by uploading pictures, videos, and/ or documents related to the topic they are going to learn on a Facebook private group. After that, the students are asked to respond to the questions from the uploaded learning materials, discuss, and/or share their opinions.				
1. I can learn English speaking better and more successful if I am engaged in what I am learning.				
2. When I am engaged properly in learning English speaking, my participation in speaking activity in the Activate and my participation in learning English speaking in Study stage are increased.				
3. My English speaking performance and learning English speaking will not be effective and productive if I am not emotionally engaged with				

Questions	1	2	3	4
what is occurring in the learning process.				
A (Activate) In this teaching stage, a teacher assigns students to do the speaking activity individually or in pairs on a private Facebook group, and they are required to record a video of their speaking performance using Flipgrid. After that, students are asked to upload and submit the best video on the discussion board in Flipgrid within the due date time. After all students submit their videos, the teacher watches the students' videos to observe and note some language difficulties and distinct errors once more to be dealt with later in the next stage.				
4. I have an opportunity to practice English speaking and try out authentic language use with little or no restriction.				
5. I have an opportunity to use English language in a free and communicative way in doing exercises and activities as I am capable of.				
6. I become more autonomous with my use of features of English language when I have chances to activate the various features of English language I have in my brain.				
7. I become autonomous English language learners and users as I can use words and phrases to speak systematically and fluently without thinking too				

Questions	1	2	3	4
much.				

S (Study)

In this teaching stage, language features and learning content depending on what cause students' difficulties and lead to distinct errors in the speaking activity are uploaded on a Facebook private group in the form of video and/or handout. Students are required to watch the video and/or read the handout before joining the online class later on. After some time, all students are required to join an online class using Zoom. They are explicitly taught language features and learning content depending on what cause them difficulties and lead to distinct errors in the speaking activity. Finally, overall points for improvement are also indicated by a teacher.

Questions	1	2	3	4
8. I am taught what I lack and/or need to learn more in order to improve my English speaking ability and performance.				
9. The link between what I need to learn and what I am taught is more obvious in comparison to conventional teaching approach.				
10. The Study stage is beneficial as it provides me an opportunity to work on language features that cause me difficulties and distinct errors in the speaking activity in previous stage "Activate".				
11. The Study stage provides me an opportunity to work on the English language features, consolidate				

Questions	1	2	3	4
my learning, and improve my English speaking skills in order to improve my English speaking ability and performance.				
A (Activate) In this teaching stage, students do the same speaking activity again after they have digested the corrections to the language they used in the preceding stage, the first Activate. Students are required to record a video of their speaking performance using Flipgrid, and they are asked to upload and submit the best video on the discussion board in Flipgrid within the due date time. After all students submit their videos, the teacher watches the videos uploaded on Flipgrid discussion board to score students' speaking performance with the set speaking scoring rubric criteria, give feedback, and evaluate whether they have improved or not.				
12. I can repeat doing the same speaking activity well in the second time after I have digested the corrections to the English language I used in the first speaking activity in the first time.				
13. This Activate stage is beneficial as it offers me an opportunity to improve my speaking performance by trying to complete the speaking activity again after I learned English language features and how to deal with mistakes I made before in the previous stage.				

Questions	1	2	3	4
14. My English speaking ability and performance are enhanced.				
Online Learning Online learning refers to a teaching and learning process taking place fully online and using internet connection and learning platforms with the use of appropriate technology.				
15. Online learning allows me to practice speaking at my own time and pace.				
16. Online learning can overcome time constraint in English speaking practice.				
17. Online learning is more learner-centered as I can control my own learning at my own pace and time.				
18. Online learning decreases the fear and anxiety of making mistake and looking foolish while speaking English.				
19. Online learning helps me to be more confident in speaking English.				
20. Online learning can give me rich interactive multimedia input such as authentic video, audio, texts and visuals/graphics with meaningful content related to my needs and interests.				
21. Online learning responds more appropriately to				

Questions	1	2	3	4
my learning styles in comparison to conventional learning.				
22. The use of technology in online learning can give me just-in-time support in by providing immediate feedback within the online material, handout, or email messages, by having a video conference, and by putting various learning tools at my disposal.				
23. Online learning encourages my discovery and fosters me to become an autonomous learner.				
24. In comparison to conventional learning, my needs and distinct errors are taken more closely into account by a teacher in online learning.				

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

Appendix K

Questionnaire in Thai Language

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จุดประสงค์ของแบบสอบถามนี้คือการสำรวจความคิดเห็นของนักเรียนต่อการเรียนรู้ผ่านรูปแบบการสอนเอซ่าตามหลักการของ

ทฤษฎีการเรียนแบบผสมผสานที่มีต่อความสามารถทางการพูดของนักเรียน คำตอบของนักเรียนจะเป็นประโยชน์ต่อการวิจัยครั้งนี้

ขอความกรุณาท่านได้ตอบแบบสอบถามทุกข้อตามความเป็นจริง ผู้วิจัยจะรักษาคำตอบของนักเรียนเป็นความลับและใช้ในการ

ประมวลผลเพื่อการวิจัยครั้งนี้เท่านั้น

คำชี้แจง ผู้ตอบแบบสอบถามนี้คือ นักเรียนโรงเรียนสาธิตมหาวิทยาลัยศิลปากร ระดับมัธยมศึกษาปีที่5

แบบสอบถามนี้แบ่งออกเป็นสองตอนดังนี้คือ

ตอนที่ 1. ข้อมูลส่วนตัวของผู้ตอบ

ตอนที่ 2. ความคิดเห็นของผู้เรียนต่อการเรียนรู้ผ่านรูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการเรียนแบบผสมผสาน

………

ตอนที่ 1: ข้อมูลส่วนตัว

คำชี้แจง โปรดตอบคำถามต่อไปนี้โดยการวง**กลมตัวเลือกที่ท่านเลือก**และ/หรือ**เติมข้อความ**ลงในช่องว่าง

1. อายุ: _____

2. เพศ: ชาย   หญิง

3. แผนการเรียน: _____

4. ระดับความสามารถในการพูดภาษาอังกฤษ

5 – ดีมาก   4 – ดี   3 – พอใช้   2 – อ่อน   1– อ่อนมาก

ตอนที่ 2: ความคิดเห็นของผู้เรียนต่อการเรียนรู้ผ่านรูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการเรียนแบบผสมผสาน

คำชี้แจง โปรดเขียนเครื่องหมายÖ ใต้เลขให้ตรงกับระดับความเห็นของท่านซึ่งแบ่งออกเป็น 4 ระดับ คือ

4 หมายถึง เห็นด้วยมากที่สุด   3 หมายถึง เห็นด้วย   2 หมายถึง ไม่เห็นด้วย   1 หมายถึง ไม่เห็นด้วยมากที่สุด

คำถาม	1	2	3	4
รูปแบบการสอนเอซ่า (EASA Instructional Model) **รูปแบบการสอนเอซ่า (EASA Instructional Model)** คือรูปแบบการสอนภาษาอังกฤษที่มีขั้นตอนการสอนทั้งหมด 4 ขั้นตอน ได้แก่ สร้างความสนใจ (Engage) กระตุ้นการใช้ภาษาอังกฤษผ่านการพูดก่อนเรียน (Activate) เรียนรู้ (Study) และ กระตุ้นการใช้ภาษาอังกฤษอีกครั้งผ่านการพูดหลังเรียน (Activate)				
สร้างความสนใจ (Engage) ในขั้นตอนการสอนนี้ ครูผู้สอนสร้างความสนใจให้กับผู้เรียนโดยการอัพโหลดรูปภาพ วิดีโอ และ/หรือเอกสารที่เกี่ยวข้องกับหัวข้อ หรือเรื่องที่ผู้เรียนจะได้เรียนบนกลุ่มเฟสบุ๊คส่วนตัว หลังจากนั้นผู้เรียนต้องตอบคำถาม ถกเถียง และ/หรือแสดงความคิดเห็นจากสื่อการเรียนรู้ที่อัพโหลด				
1. ฉันสามารถเรียนการพูดภาษาอังกฤษได้ดีขึ้นและประสบความสำเร็จมากขึ้น ถ้าฉันสนใจในสิ่งที่ฉันกำลังเรียนอยู่				
2. เมื่อฉันสนใจในการเรียนพูดภาษาอังกฤษอย่างเหมาะสม การมีส่วนร่วมในกิจกรรมการพูดภาษาอังกฤษในขั้นตอนการสอน "Activate" และการมีส่วนร่วมในการเรียนพูดภาษาอังกฤษในขั้นตอนการสอน "Study" นั้นมีมากขึ้น				
3. ความสามารถในการพูดภาษาอังกฤษและการเรียนรู้การพูดภาษาอังกฤษของฉันจะไม่มีประสิทธิภาพและประสิทธิผลหากฉันไม่รู้สึกสนใจกับสิ่งที่กำลัง				

คำถาม	1	2	3	4
เกิดขึ้นในกระบวนการเรียนรู้				

กระตุ้นการใช้ภาษาอังกฤษผ่านการพูดก่อนเรียน (Activate)

ในขั้นตอนการสอนนี้ ครูผู้สอนมอบหมายงานผ่านกลุ่มเฟสบุ๊คส่วนตัวให้ผู้เรียนทำกิจกรรมการพูดภาษาอังกฤษแบบเดี่ยวหรือจับคู่ ผู้เรียนต้องถ่ายวิดีโอการพูดภาษาอังกฤษจากกิจกรรมที่ได้รับมอบหมายโดยใช้แอพFlipgrid หลังจากนั้นผู้เรียนต้องอัพโหลดวิดีโอและกดส่งไปยังกระดานสนทนาของแอพ Flipgridภายในเวลาที่กำหนด หลังจากที่นักเรียนส่งคลิปทั้งหมดเรียบร้อยแล้ว ครูผู้สอนจะดูวิดีโอของผู้เรียนเพื่อสังเกตการณ์และจดอุปสรรคในการใช้ภาษาและข้อบกพร่องที่เห็นได้ชัดเพื่อที่จะนำไปสอนในขั้นตอนการสอนถัดไป

คำถาม	1	2	3	4
4. ฉันมีโอกาสที่จะฝึกฝนพูดภาษาอังกฤษและลองใช้ภาษาที่เป็นสภาพจริงโดยมีข้อจำกัดที่เล็กน้อยหรือไม่มีเลย				
5. ฉันมีโอกาสได้ใช้ภาษาอังกฤษอย่างอิสระในรูปแบบภาษาเพื่อการสื่อสารในการทำแบบฝึกหัดหรือกิจกรรมต่าง ๆ ในระดับที่ฉันสามารถทำได้				
6. ฉันกลายเป็นผู้เรียนที่สามารถพึ่งพาตนเองในการใช้ภาษาอังกฤษได้มากขึ้นเมื่อฉันมีโอกาสได้ใช้ภาษาอังกฤษที่ฉันรู้อยู่แล้วหลากหลายรูปแบบ				
7.ฉันกลายเป็นผู้เรียนและผู้ใช้ภาษาอังกฤษที่สามารถพึ่งพาตนเองได้ เพราะว่าฉันสามารถใช้คำและวลีที่จะพูดอย่างเป็นระบบและไหลลื่นโดยที่ฉันไม่ต้องคิดอะไรมากนัก				

เรียนรู้ (Study)

ในขั้นตอนการสอนนี้ ครูผู้สอนอัพโหลดเอกสารและ/หรือวิดีโอที่มีเนื้อหาเกี่ยวข้องกับสิ่งที่เป็นอุปสรรคในการใช้ภาษาและข้อบกพร่องที่เห็นได้ชัดในกิจกรรมการพูดก่อนหน้านี้บนกลุ่มเฟสบุ๊คส่วนตัว ผู้เรียนต้องดูวิดีโอและ/หรืออ่านเอกสารที่อัพโหลด

คำถาม	1	2	3	4
ก่อนเข้าเรียนออนไลน์ในภายหลัง หลังจากนั้น ผู้เรียนทุกคนต้องเข้าเรียนออนไลน์ผ่านแอพ Zoom ผู้เรียนเรียนรูปแบบการใช้ภาษาและข้อบกพร่องที่เห็นได้ชัดในกิจกรรมการพูดก่อนหน้านี้ ท้ายที่สุดแล้ว ครูผู้สอนชี้แนะถึงจุดที่ควรปรับปรุงและพัฒนาทั้งหมด				
8. ฉันได้รับการสอนในสิ่งที่ฉันขาดและหรือต้องการที่จะเรียนเพื่อพัฒนาความสามารถทางและสมรรถภาพทางการพูดภาษาอังกฤษของฉัน				
9. ฉันเห็นความเชื่อมโยงของสิ่งที่ฉันต้องการเรียนและสิ่งที่ฉันได้เรียนชัดเจนมากขึ้นเมื่อเทียบกับการเรียนด้วยวิธีการสอนแบบดั้งเดิม				
10. ขั้นตอนการสอน "Study" เป็นประโยชน์กับฉันเพราะขั้นตอนนี้ทำให้ฉันมีโอกาสเรียนรู้รูปแบบภาษาที่ก่อให้เกิดความยากลำบากและข้อผิดพลาดที่เห็นได้ชัดเจนในกิจกรรมการพูดในขั้นตอนการสอน "Activate" ก่อนหน้านี้				
11. ขั้นตอนการสอน "Study" ทำให้ฉันมีโอกาสเรียนรู้รูปแบบภาษาอังกฤษ ทบทวนความรู้ และพัฒนาทักษะการพูดภาษาอังกฤษเพื่อที่จะพัฒนาความสามารถและสมรรถภาพทางการพูดภาษาอังกฤษของฉัน				
กระตุ้นการใช้ภาษาอังกฤษอีกครั้งผ่านการพูดหลังเรียน (Activate) ในขั้นตอนการสอนนี้ ผู้เรียนทำกิจกรรมการพูดภาษาอังกฤษเดิมอีกครั้งหลังจากที่ผู้เรียนได้เรียนรู้ถึงสิ่งที่ควรแก้ไขให้ถูกต้องกับการใช้ภาษาอังกฤษในกิจกรรมการพูดรอบแรกก่อนหน้านี้ ผู้เรียนต้องถ่ายวิดีโอการพูดภาษาอังกฤษจากกิจกรรมที่ได้รับมอบหมายโดยใช้แอพFlipgrid หลังจากนั้นผู้เรียนต้องอัพโหลดวิดีโอและกดส่งไปยังกระดานสนทนาของแอพ Flipgrid ภายในเวลาที่กำหนด หลังจากที่นักเรียนทุกคนส่งวิดีโอ ครูผู้สอนดูวิดีโอที่ผู้เรียนอัพโหลดบนกระดานสนทนาเพื่อที่จะให้คะแนนโดยใช้เกณฑ์				

คำถาม	1	2	3	4
การประเมินการพูดที่ตั้งระบบไว้ ให้ฟีดแบค และประเมินว่าผู้เรียนพัฒนาขึ้นหรือไม่				
12. ฉันทำกิจกรรมการพูดเดิมได้ดีในครั้งที่สองหลังจากได้เรียนรู้ว่าต้องแก้ไข ภาษาอังกฤษให้ถูกต้องอย่างไรจากกิจกรรมการพูดครั้งแรก				
13. ขั้นตอนการสอน "Activate" เป็นประโยชน์กับฉันเพราะขั้นตอนนี้ มอบโอกาสให้ฉันได้พัฒนาความสามารถและสมรรถภาพทางการพูดโดยที่ฉันมี โอกาสได้ลองพยายามทำกิจกรรมการพูดอีกครั้งหลังจากที่ฉันได้เรียน ภาษาอังกฤษและวิธีในการจัดการกับข้อผิดพลาดที่ฉันทำในกิจกรรมการพูดก่อน หน้านี้				
14. ความสามารถและสมรรถภาพทางการพูดภาษาอังกฤษของฉันพัฒนาขึ้น				
การเรียนออนไลน์ (Online Learning) การเรียนออนไลน์คือรูปแบบการเรียนการสอนออนไลน์โดยการนำเทคโนโลยีที่เหมาะสมมาใช้ผสมผสานร่วมกัน เช่น อินเทอร์เน็ต และแพลตฟอร์มการเรียนรู้				
15. การเรียนออนไลน์ทำให้ฉันสามารถฝึกพูดภาษาอังกฤษตามอัตราความเร็ว และความพร้อมของฉัน				
16. การเรียนออนไลน์สามารถแก้ปัญหาเรื่องข้อจำกัดด้านเวลาในการฝึกพูด ภาษาอังกฤษ				
17. การเรียนออนไลน์เน้นผู้เรียนเป็นสำคัญมากกว่าเพราะฉันสามารถควบคุม การเรียนรู้ของตนเองตามอัตราความเร็วและความพร้อมของฉัน				
18. การเรียนออนไลน์ทำให้ความกลัวและความกังวลในการทำผิดพลาดและดู				

คำถาม	1	2	3	4
ไม่ฉลาดในขณะที่พูดภาษาอังกฤษลดลง				
19. การเรียนออนไลน์ช่วยให้ฉันมีความมั่นใจในการพูดภาษาอังกฤษมากขึ้น				
20. การเรียนออนไลน์สามารถมอบอินเทอร์แอคทีฟมัลติมีเดียหรือข้อมูลสื่อผสมที่สามารถโต้ตอบกับผู้ใช้ได้มากมาย เช่น วิดีโอสภาพจริงเสียง ข้อความและกราฟิกที่มีเนื้อหาสำคัญสัมพันธ์กันสิ่งที่ฉันต้องการและสนใจ				
21. การเรียนออนไลน์ตอบสนองต่อรูปแบบการเรียนรู้ของฉันได้อย่างเหมาะสมมากกว่าเมื่อเทียบกับการเรียนด้วยวิธีการสอนแบบดั้งเดิม				
22. การใช้เทคโนโลยีในการเรียนแบบออนไลน์ทำให้ฉันได้รับการสนับสนุนแบบทันเวลาพอดีโดยที่ฉันได้รับฟีดแบคย้อนกลับมาทันทีในรูปแบบของวัสดุการเรียนออนไลน์ เอกสารประกอบการบรรยายออนไลน์หรือข้อความอีเมล ในรูปแบบของการเรียนการสอนทางไกลผ่านจอภาพ และในรูปแบบของการให้ใช้เครื่องมือในการเรียนรู้ที่หลากหลาย				
23. การเรียนออนไลน์ส่งเสริมการศึกษาค้นคว้าของฉันและสนับสนุนให้ฉันกลายเป็นผู้เรียนที่สามารถเรียนรู้แบบพึ่งพาตัวเองได้				
24. ในการเรียนออนไลน์ คุณครูคำนึงถึงความต้องการและข้อผิดพลาดที่ชัดเจนของฉันมากขึ้นเมื่อเทียบกับการเรียนด้วยวิธีการสอนแบบดั้งเดิม				

Appendix L
Semi-Structured Interview Questions

1. Please tell me how you felt when learning English speaking using the online EASA instructional model.

นักเรียนรู้สึกอย่างไรกับการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบออนไลน์

2. Do you think you improved your English speaking ability when taught in the online EASA instructional model? Why? / Why not?

นักเรียนคิดว่าการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบออนไลน์สามารถช่วยพัฒนาความสามารถทางการพูด

ภาษาอังกฤษได้ไหม เพราะเหตุใดการพูดภาษาอังกฤษของนักเรียนถึงพัฒนา / เพราะเหตุใดการพูดภาษาอังกฤษถึงไม่พัฒนา

Follow up Question from the Second Question (คำถามถามติดข้อ 2)

2.1 What benefits did you obtain when you learnt English speaking using the online EASA instructional model? How was the asynchronous online learning? How was the synchronous online learning? How were the technological tools?

นักเรียนได้รับประโยชน์จากการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบออนไลน์อย่างไรบ้าง การเรียนออนไลน์

แบบไม่ประสานเวลาเป็นอย่างไรบ้าง การเรียนออนไลน์แบบประสานเวลาเป็นอย่างไรบ้าง เครื่องมือเทคโนโลยีต่างๆ เป็นอย่างไร

บ้าง

3. What problems or the difficulties did you encounter when you learnt English speaking using the online EASA instructional model?

อะไรคือปัญหาหรือความยากลำบากที่นักเรียนเจอเมื่อนักเรียนเรียนการพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าแบบ

ออนไลน์

Appendix M
Lists of Experts Validating Instruments

A. Experts validating one lesson plan and speaking pretest and posttest

1. Asst. Prof. Attapol Khamkhien, Ph.D.

Kasetsart University

2. Prof. Budsaba Kanoksilpatham, Ph.D.

Silpakorn University

3. Rin Cheep-Aranai, Ph.D.

Silpakorn University

B. Experts validating questionnaire and semi-structured interview questions

1. Asst. Prof. Nuttakritta Chotipaktanasook, Ph.D.

Dhurakij Pundit University

2. Sompratana Ratanakul, Ph.D.

Silpakorn University

3. Asst. Prof. Supakarn Pathong, Ph.D.

Silpakorn University
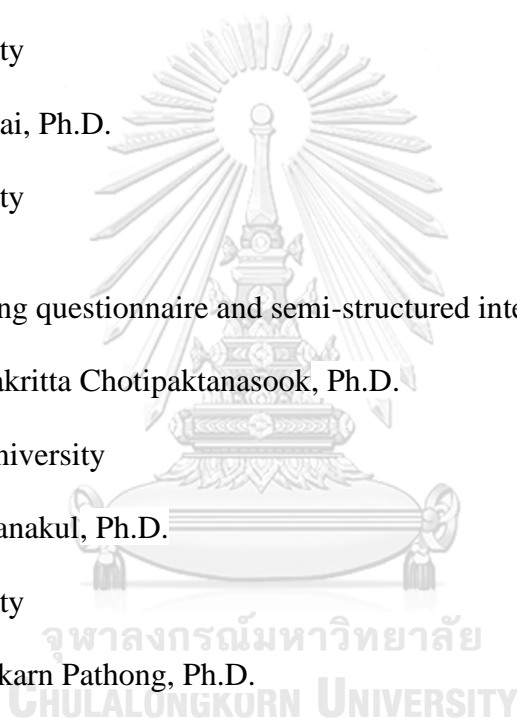
Appendix N

The Validity of Instruments

The results obtained from the lesson plan evaluation checklist

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	Part 1: Overall						
1.	The sequence of the lesson plan appropriates to the level of students, eleventh grade students.	1	1	1	1	Reserved	
	Part 2: Unit Plan						
	Learning Outcomes						
1.	The learning outcomes are stated clearly what students will be able to do.	1	1	1	1	Reserved	The first expert recommends that the second objective in an example of lesson plan should come first as it is the full form of future tense that the students should learn before using the contraction forms. The first expert also suggests adding one more learning objective in the

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
							lesson plan.
2.	The learning outcomes can be assessed using the assessment tasks.	1	1	1	1	Reserved	
Instructional Procedure/Activities							
3.	The explanations about the activities are clear.	1	1	1	1	Reserved	
4.	The activities arranged in each stage are appropriate in logical order.	1	1	1	1	Reserved	
5.	The activities are related to the learning outcomes.	1	1	0	0.66	Reserved	The third expert thinks that the activities in the Study stage should allow students to state their difficulties and need, so the teacher can detect their common mistakes according to the language features in the scoring rubric. Then the teacher can

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
							know what and how to enhance students' speaking abilities and performance.
6.	The activities are appropriate to the level of students, eleventh grade students.	1	1	1	1	Reserved	
7.	The time allocation in each instructional procedure is appropriate.	0	1	1	0.66	Reserved	The first expert recommends that teacher may need to check the effectiveness of internet access and see the students' ability to complete some specific task (e.g., editing, adding special effects, uploading the file) as these activities may affect the time to be spent in each activity. The third expert suggests citing the reference of time allocation

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
							for speaking activities especially in "Activate" stages.
Materials							
8.	Materials are related to the topic.	1	1	1	1	Reserved	
9.	Materials are appropriate to the level of the students, eleventh grade students.	1	1	1	1	Reserved	The third expert suggests adding some physical materials for face-to-face sessions should also be added such as brainstorming chart, related photos from previous stage, and realia.
10.	Materials can assist the students in achieving the learnings outcomes.	1	1	1	1	Reserved	
Online Platforms and Tools							
11.	Online platforms and tools are appropriate to the level of the students, eleventh grade students.	1	1	1	1	Reserved	

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	**B**	**C**			
12.	Online platforms and tools are various, engaging, and interesting.	1	1	1	1	Reserved	The third expert thinks using many tools are probably be able to cause confusion, time-consuming, and many technical problems. It is good to focus on some particular tools and repeatedly use them to avoid extraneous variables and create routines and expertise.
13.	Online platforms and tools can provide students innovative and meaningful learning experience.	1	1	1	1	Reserved	
14.	Online platforms and tools can assist the students in achieving the learnings outcomes.	1	1	1	1	Reserved	
Assessment							
15.	Appropriate assessment	1	1	1	1	Reserved	

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	aligns with the learning outcomes.						

The results obtained from the speaking pretest and posttest evaluation checklist

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
Speaking Pre-Test and Post-Test							
1.	The speaking test is appropriate with the level of students, eleventh grade students.	1	1	1	1	Reserved	
2.	Each speaking task corresponds with core curriculum.	1	1	1	1	Reserved	

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
3.	The speaking test is consistent with the lesson plan and unit plans.	1	1	1	1	Reserved	
4.	Each speaking task corresponds with objectives of this research.	0	1	-1	0	Revised	The first expert recommends revising the format of pre-test and posttest a bit. The third expert is not sure whether the researcher means research objectives or learning objectives. If the researcher refers to learning objectives, it should be stated specifically for this study as some of them are shown in an example of one lesson plan.
5.	Directions of each speaking task is clear and comprehensible.	1	1	1	1	Reserved	
6.	Procedure of each speaking task is	1	1	1	1	Reserved	

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	appropriate for students to follow.						
7.	Materials are suitable for the test.	1	1	0	0.66	Reserved	The third expert refers to Engage stage and explains that this stage is purposed not only to motivate students' promptness but also function to elicit background knowledge as well as provide brief input. Therefore, the third expert suggests that there should be videos, pictures or other materials provided for test takers in the first part of the speaking test.
8.	Time allocation in each part is appropriate.	1	1	0	0.66	Reserved	The third expert indicates that the time, in the lesson plan, in an Activate stage, and the time in the speaking test are different.
Speaking Scoring Rubric							
9.	Speaking scoring	-1	1	1	0.33	Revised	The first expert recommends

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	**B**	**C**			
	rubric is appropriate to assess students' speaking performance in this speaking test.						that some of the criteria needed to be fixed.
10.	Speaking scoring rubric is relevant to each speaking task.	1	1	1	1	Reserved	

The results obtained from the questionnaire evaluation checklist

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
Part 1: Introduction							
Directions							
1.	Please answer the following questions by **circling the option** and **filling in information** into the space provided. โปรดตอบคำถามต่อไปนี้โดยการ**วงกลมตัวเลือกที่ท่านเลือก**และ**เติมข้อความ**ลงในช่องว่าง	1	1	1	1	Reserved	The first expert provides another English version as an option and suggests adding "and/ or" in the instruction.
2.	Please check Ö under the number 1 to 4 to indicate the level of agreement. โปรดเขียนเครื่องหมายÖ ใต้เลขให้ตรงกับระดับความเห็นของท่านซึ่งแบ่งออกเป็น 4 ระดับ	1	1	1	1	Reserved	The first expert recommends reminding the participants what the researcher is looking for in this section by adding more explanation.
Rating Scale							
3.	4 = Strongly agree 5 = Agree 6 = Disagree	1	1	1	1	Reserved	

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	1 = Strongly disagree 4 หมายถึง เห็นด้วยมากที่สุด 3 หมายถึง เห็นด้วย 2 หมายถึง ไม่เห็นด้วย 1 หมายถึง ไม่เห็นด้วยมากที่สุด						
Part 2: Questionnaire Items							
EASA Instructional Model รูปแบบการสอน เอซ่า							The first expert suggests the researcher to provide a brief explanation of this model.
E (Engage)							The first expert recommends the researcher to provide a brief explanation of this term and an example of this stage.
1.	I can learn things better and more successful if I am engaged	0	0	1	0.33	Revised	The first expert is not sure whether the researcher

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	in what I am learning. ฉันสามารถเรียนรู้สิ่งต่าง ๆ ได้ดีขึ้นและประสบ ความสำเร็จมากขึ้นหากฉันรู้สึกสนใจในสิ่งที่ฉัน กำลังเรียนรู้อยู่						wants to focus on learning in general or learning English speaking in particular. Then the first expert recommends to ensure that this statement covers aspects the researcher wants to investigate. While the second expert thinks that the wording " be engaged in" in both Thai and English versions is unclear, and it may need to be checked.
2.	When I am engaged properly in learning, my participation in the Activate and Study stages is	0	0	1	0.33	Revised	The first expert is still not sure whether the researcher wants to focus

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	likely to be increased. เมื่อฉันได้รับการทำให้รู้สึกสนใจในการเรียนรู้อย่างเหมาะสม การมีส่วนร่วมและให้ความร่วมมือในขั้นตอนการสอน "Activate" และขั้นตอนการสอน "Study" นั้นมีแนวโน้มว่าจะเพิ่มขึ้น						on learning in general or learning English speaking in particular. The first expert also thinks that the Thai version sounds unnatural. The second expert's comments on this statement are similar to item 1.
3.	My English speaking performance and learning will not be effective and productive if I am not emotionally engaged with what is occurring in the learning process. ความสามารถในการพูดภาษาอังกฤษและการเรียนรู้ของฉันจะไม่มีประสิทธิภาพและประสิทธิผลหากฉันไม่รู้สึกสนใจกับสิ่งที่กำลังเกิดขึ้นในกระบวนการเรียนรู้	0	0	1	0.33	Revised	The first and second expert's comments on this statement are similar to the first and second items.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
A (Activate)							The first expert suggests the researcher to provide a brief explanation of this term and an example of this stage.
4.	I have an opportunity to practice English speaking and try out authentic language use with little or no restriction. ฉันมีโอกาสที่จะฝึกฝนพูดภาษาอังกฤษและลองใช้ ภาษาที่เป็นสภาพจริงโดยมีข้อจำกัดที่เล็กน้อย หรือไม่มีเลย	1	0	1	0.66	Reserved	The second expert would like the researcher to check Thai translation for "authentic language" whether it is correct or not.
5.	I have an opportunity to use English language in a free and communicative way in doing exercises and activities as I am capable of. ฉันมีโอกาสได้ใช้ภาษาอังกฤษอย่างอิสระใน รูปแบบภาษาเพื่อการสื่อสารในการทำแบบฝึกหัด	1	1	1	1	Reserved	

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	**B**	**C**			
	หรือกิจกรรมต่าง ๆ ในระดับที่ฉันสามารถทำได้						
6.	I become more autonomous with my use of features of English language when I have chances to activate the various features of English language I have in my brain. ฉันกลายเป็นผู้เรียนที่สามารถพึ่งพาตนเองในการ ใช้ภาษาอังกฤษได้มากขึ้นเมื่อฉันมีโอกาสได้ใช้ ภาษาอังกฤษที่ฉันรู้อยู่แล้วหลากหลายรูปแบบ	0	1	1	0.66	Reserved	The first expert is curious with the difference of "autonomous" or Thai translation "ผู้เรียนที่สามารถพึ่งพา ต น เ อ ง " in the sixth and seventh items. The first expert also recommends the researcher to make sure the responses to this statement cover what the researcher wants to investigate and can help answer the research questions or prove the hypothesis/assumption.
7.	I become autonomous English language learners and users as I	0	1	1	0.66	Reserved	The first expert's comments on this

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	can use words and phrases to speak systematically and fluently without thinking too much. ฉันกลายเป็นผู้เรียนและผู้ใช้ภาษาอังกฤษที่สามารถพึ่งพาตนเองได้ เพราะว่าฉันสามารถใช้คำและวลีที่จะพูดอย่างเป็นระบบและไหลลื่นโดยที่ฉันไม่ต้องคิดอะไรมากเกินไป						statement are similar to the sixth item. The third expert ask to adjust some Thai words to make it more natural.
S (Study)							The first expert suggests the researcher to provide a brief explanation of this term and an example of this stage.
8.	I am taught what I lack and/or need to learn more in order to improve my English speaking ability and performance. ฉันได้รับการสอนในสิ่งที่ฉันขาดและหรือต้องการที่จะเรียนเพื่อพัฒนาความสามารถทางการพูด	1	1	1	1	Reserved	The second and third experts emphasize an incorrect Thai translation of "speaking ability and performance" as "ability" and "performance" are different in terms of

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	**B**	**C**			
	ภาษาอังกฤษของฉัน						language learning.
9.	The link between what I need to learn and what you I am taught is more obvious in comparison to conventional teaching approach. ฉันเห็นความเชื่อมโยงของสิ่งที่ฉันต้องการเรียน และสิ่งที่ฉันได้เรียนชัดเจนมากขึ้นเมื่อเทียบกับ การเรียนด้วยวิธีการสอนแบบดั้งเดิม	1	1	1	1	Reserved	The first and third experts indicate a typographical error in an English version.
10.	The Study stage is beneficial as it provides me an opportunity to work on language features that cause me difficulties and distinct errors in the speaking activity in previous stage "Activate". ขั้นตอนการสอน "Study" เป็นประโยชน์กับ ฉันเพราะขั้นตอนนี้มอบโอกาสให้ฉันเรียนรู้ รูปแบบภาษาที่ก่อให้เกิดความยากลำบากและ	1	1	1	1	Reserved	The second and third experts ask to adjust some Thai words to make the statement more natural.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	ข้อผิดพลาดที่เห็นได้ชัดเจนในกิจกรรมการพูดใน ขั้นตอนการสอน "Activate" ก่อนหน้านี้						
11.	The Study stage provides me an opportunity to work on the English language features, consolidate my learning, and improve my English speaking skills in order to improve my English speaking ability and performance. ขั้นตอนการสอน "Study" มอบโอกาสให้ฉัน เรียนรู้รูปแบบภาษาอังกฤษ ทบทวนความรู้ และ พัฒนาทักษะการพูดภาษาอังกฤษเพื่อที่จะพัฒนา ความสามารถทางการพูดภาษาอังกฤษของฉัน	1	1	1	1	Reserved	All expert's comments on this statement are similar to the nineth and tenth items.
A (Activate)							
12.	I can repeat doing the same speaking activity well in the second time after I have digested	1	1	1	1	Reserved	The first and third experts ask to adjust some Thai words to make the

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	**B**	**C**			
	the corrections to the English language I used in the first speaking activity in the first time. ฉันสามารถทำกิจกรรมการพูดเดิมซ้ำอีกครั้งได้ดี ในครั้งที่สองหลังจากที่ฉันได้เรียนรู้ถึงสิ่งที่ควร แก้ไขให้ถูกต้องกับการใช้ภาษาอังกฤษของฉันใน กิจกรรมการพูดรอบแรกในครั้งแรก						statement more natural.
13.	This Activate stage is beneficial as it offers me an opportunity to improve my speaking performance by trying to complete the speaking activity again after I learned English language features and how to deal with mistakes I made before in the previous stage. ขั้นตอนการสอน "Activate" เป็นประโยชน์ กับฉันเพราะขั้นตอนนี้มอบโอกาสให้ฉันได้พัฒนา	1	1	1	1	Reserved	The first and third experts ask to adjust some Thai words to make the statement more natural.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	ความสามารถทางการพูดโดยที่ฉันมีโอกาสได้ลอง พยายามทำกิจกรรมการพูดอีกครั้งหลังจากที่ฉันได้ เรียนภาษาอังกฤษและวิธีในการจัดการกับ ข้อผิดพลาดที่ฉันทำในกิจกรรมการพูดก่อนหน้านี้						
14.	My English speaking ability and performance are enhanced. ความสามารถทางการพูดภาษาอังกฤษของฉัน ได้รับการพัฒนา	1	1	1	1	Reserved	All experts ask to adjust some Thai words to make the statement more natural.
Hybrid Learning							
15.	Hybrid learning encourages my discovery and fosters me to become an autonomous learner. การเรียนแบบผสมผสานส่งเสริมการค้นหว้าของ ฉันและสนับสนุนให้ฉันกลายเป็นผู้เรียนที่สามารถ เรียนรู้แบบพึ่งพาตัวเองได้	1	0	1	0.66	Reserved	The first and third experts ask to adjust some Thai words to make the statement more natural. The second expert thinks "my discovery" is unclear. The third expert also indicates a typographical error in a Thai version.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
16.	The fear and anxiety of making mistake and looking foolish while speaking English in front of classmates are decreased. ความกลัวและความกังวลในการทำผิดพลาดและดูไม่ฉลาดในขณะที่พูดภาษาอังกฤษต่อหน้าเพื่อนร่วมชั้นเรียนลดลง	1	1	1	1	Reserved	The second expert suggests adding "hybrid learning" to this statement for consistency.
17.	Hybrid learning can overcome time constraint in English speaking practice. การเรียนแบบผสมผสานสามารถแก้ปัญหาเรื่องข้อจำกัดด้านเวลาในการฝึกพูดภาษาอังกฤษ	1	1	1	1	Reserved	
18.	Hybrid learning provides me opportunities to practice speaking Englsih outside of the classroom. การเรียนแบบผสมผสานมอบโอกาสให้ฉันได้ฝึกพูดภาษาอังกฤษนอกห้องเรียน	1	1	1	1	Reserved	All experts also indicate a typographical error in an English version.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
19.	Hybrid learning enables me to indicate speech-related problems or concerns before delivering the speech. การเรียนแบบผสมผสานทำให้ฉันสามารถระบุถึงปัญหาหรือความกังวลของการพูดก่อนที่จะพูดกล่าวถ้อยคำออกไป	1	1	1	1	Reserved	The third expert asks to adjust some Thai words to make the statement more natural.
20.	The use of technology in hybrid learning can give me just-in-time support in by providing immediate feedback. การใช้เทคโนโลยีในการเรียนแบบผสมผสานทำให้ฉันได้รับการสนับสนุนแบบทันเวลาพอดีโดยที่ฉันได้รับฟีดแบคย้อนกลับมาทันทีในรูปแบบของวัสดุการเรียนออนไลน์หรือเอกสารประกอบการบรรยายออนไลน์ ในรูปแบบของการเรียนการสอนทางไกลผ่านจอภาพ และในรูปแบบของการให้ใช้เครื่องมือในการเรียนรู้ที่หลากหลาย	1	0	1	0.66	Reserved	The second expert is not sure with the statement "the use of technology in hybrid learning can give me just-in-time support in by providing immediate feedback". The third expert indicates that some statement is not in the English version.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
21.	Hybrid learning responds more appropriately to my learning styles in comparison to conventional learning. การเรียนแบบผสมผสานตอบสนองต่อรูปแบบการเรียนรู้ของฉันได้อย่างเหมาะสมมากกว่าเมื่อเทียบกับการเรียนด้วยวิธีการสอนแบบดั้งเดิม	1	1	1	1	Reserved	
22.	Hybrid learning increases my learning motivation as I can control my own online learning and receive the support in both online and face to face learning environments. การเรียนแบบผสมผสานเพิ่มแรงจูงใจในการเรียนของฉันเพราะฉันสามารถควบคุมการเรียนรู้ออนไลน์ของฉันและได้รับการสนับสนุนจากการเรียนการสอนทั้งสองรูปแบบทั้งการเรียนการสอนแบบออนไลน์และการเรียนการสอนแบบ	1	0	1	0.66	Reserved	The second expert asks to check wording and adjust some Thai words to make the statement more natural.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	เผชิญหน้า						
23.	I can revise and consolidate everything that has been spoken or presented in the classroom at my own speed and pace. ฉันสามารถทบทวนและตรวจปรับปรุงแก้ไขทุกสิ่ง ทุกอย่างที่ฉันได้พูดหรือแสดงออกไปในห้องเรียน ตามอัตราความเร็วและระดับความสามารถของ ตนเอง	1	1	1	1	Reserved	The third expert asks to check the Thai translation of the word "pace".
24.	In comparison to conventional learning, my needs and distinct errors are taken more closely into account by a teacher in hybrid learning. ในการเรียนแบบผสมผสาน คุณครูพิจารณาและ คิดคำนึงถึงความต้องการและข้อผิดพลาดที่เห็นได้ ชัดของฉันอย่างใกล้ชิดมากขึ้นเมื่อเทียบกับการ เรียนด้วยวิธีการสอนแบบดั้งเดิม	1	1	1	1	Reserved	The third expert asks to adjust some Thai words to make the statement more natural and comprehensible.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
25.	Hybrid learning can give me rich interactive multimedia input such as authentic video, audio, texts and visuals/graphics with meaningful content related to my needs and interests. การเรียนแบบผสมผสานสามารถมอบอินเทอร์แอคทีฟมัลติมีเดียหรือข้อมูลสื่อผสมที่สามารถโต้ตอบกับผู้ใช้ได้มากมาย เช่น วิดีโอสภาพจริงเสียง ข้อความ และกราฟิกที่มีเนื้อหาสำคัญสัมพันธ์กันสิ่งที่ฉันต้องการและสนใจ	1	0	1	0.66	Reserved	The second expert asks to check wording "มอบ", and the second and third recommend adjusting some Thai words to make the statement more natural.
Part 3: Overall Evaluation							
1.	This questionnaire is appropriate to use for assessing students' perceptions toward learning through hybrid EASA instructional model on English speaking ability.	0	1	1	0.66	Reserved	The first expert recommends that the research questions and the operational definitions of key constructs should be provided together with this evaluation form.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
2.	This questionnaire is appropriate to administer after their participation in this research study.	1	1	1	1	Reserved	The first expert says that this questionnaire is appropriate if answers cover the aspects that you are looking at and can help answer your research question(s) or prove your hypothesis/assumption.
3.	It is appropriate to administer this questionnaire in Thai language online with Google Forms with participants, eleventh grade students. (The researcher will ensure all students comprehend all terminologies used clearly).	1	1	1	1	Reserved	
4.	The English and Thai versions are congruent	0	0	-1	- 0.3	Revised	All experts suggest revising the Thai translation of some items to make them easier for participants to understand

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
							and give the appropriate responses. Furthermore, the first expert indicates that the key terms need explanations/definitions or give examples.
5.	The format of the questionnaire is appropriate.	1	1	1	1	Reserved	

The results obtained from the semi-structured interview questions evaluation checklist

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
Part 1: Introduction							
Type of the Interview							
1.	Semi-structed interview	1	1	1	1	Reserved	
Part 2: Semi-Structured Interview Questions							
1.	How do you feel about learning English speaking using hybrid EASA instructional model? นักเรียนรู้สึกอย่างไรกับการเรียนพูดภาษาอังกฤษโดยการใช้ใช้รูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการการเรียนแบบผสมผสาน	1	1	0	0.66	Reserved	The first expert recommends that it would be good to start with a broad statement asking them to tell their perceptions. since one feature of semi-structured interview is mainly involved eliciting narratives from the participants. The second expert indicates a typographical error in a Thai version. The third expert thinks that the question can be hard for interviewees when asked to explain their

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	**B**	**C**			
							feelings toward unfamiliar concepts.
2.	Do you think hybrid EASA instructional model can help you in improving English speaking ability? นักเรียนคิดว่าการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการเรียนแบบผสมผสานสามารถช่วยพัฒนาความสามารถทางการพูดภาษาอังกฤษได้ไหม	1	1	1	1	Reserved	The first expert recommends adding "Why? / Why not?" to the question because it allows you to find out more information and it enables the participants to elaborate more on certain issues.
3.	What are the benefits of learning English speaking using hybrid EASA instructional model? นักเรียนคิดว่าอะไรคือประโยชน์ของการเรียนพูดภาษาอังกฤษโดยการใช้รูปแบบการสอนเอซ่าตามหลักการของทฤษฎีการเรียน	0	0	0	0	Revised	The first expert recommends that the researcher might get the answers from question 2 if the participants feel that their speaking ability has improved. However, it would be weird, if the participants answer "no" in the second

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	**B**	**C**			
	แบบผสมผสาน						question and they are still asked to talk about the benefits. Therefore, this question should be asked as a follow-up question instead if the participant's answer to the second question is "yes". The second expert thinks the answers obtained from item 2 may be overlapped with those from item 3. The third expert asks to adjust some Thai words to make the statement more natural and comprehensible.
4.	4. What are the problems or the difficulties of learning English speaking using hybrid EASA instructional model?	1	1	1	1	Reserved	The third expert indicates that "นักเรียนคิดว่า" is not in the English version.

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	นักเรียนคิดว่าอะไรคือปัญหาหรือความ ยากลำบากของการเรียนพูดภาษาอังกฤษ โดยการใช้รูปแบบการสอนเอซ่าตาม หลักการของทฤษฎีการเรียนแบบผสมผสาน						
Part 3: Overall Evaluation							
1.	The questions are appropriate to use for investigating students' perceptions toward learning through hybrid EASA instructional model on English speaking ability.	1	1	0	0.66	Reserved	The third expert states that the first question should be revised or omitted.
2.	It is appropriate to conduct the interview in Thai. (The researcher will ensure all students comprehend all terminologies used clearly).	1	1	1	1	Reserved	
3.	The English and Thai	1	1	0	0.66	Reserved	

Item	Statement	Expert Opinion			Total	Meaning	Comments
		A	B	C			
	versions are congruent						

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