

The Effects of Blended Learning Model on EFL Students' Speaking Skills in the Context of English as a Lingua Franca

ผลของการใช้รูปแบบการเรียนรู้แบบผสมผสานวิธีที่มีต่อทักษะการพูดภาษาอังกฤษของนักศึกษาที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศในบริบทของภาษาอังกฤษในฐานะภาษากลางของโลก

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการใช้รูปแบบการเรียนรู้แบบผสมผสานวิธีที่มีต่อทักษะการพูดภาษาอังกฤษของนักศึกษาที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศ ในบริบทของภาษาอังกฤษในฐานะภาษากลางของโลก และศึกษาความคิดเห็นของนักศึกษาที่มีต่อการเรียนรู้โดยใช้รูปแบบการเรียนรู้ดังกล่าว กลุ่มตัวอย่าง ประกอบด้วย นักศึกษาระดับปริญญาตรี ชั้นปีที่ 1 สาขาวิชาการบัญชี วิทยาลัยธาดูปนวม มหาวิทยาลัยนครพนม ที่ลงทะเบียนเรียนในรายวิชาภาษาอังกฤษ และการสื่อสาร ภาคการศึกษาที่ 1 ประจำปีการศึกษา 2564 จำนวน 20 คน เครื่องมือที่ใช้ในงานวิจัย คือ รูปแบบการเรียนรู้แบบผสมผสานวิธี แผนการเรียนรู้แบบทดสอบทักษะการพูดภาษาอังกฤษในฐานะภาษากลางของโลก และแบบสอบถามความคิดเห็นที่มีต่อการเรียนรู้โดยใช้รูปแบบการเรียนรู้แบบผสมผสานวิธี

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ผลของการวิจัย พบว่า ระดับคะแนนของการทดสอบการพูดภาษาอังกฤษ ในฐานะภาษากลางของโลกหลังการเรียนรู้โดยรูปแบบการเรียนรู้แบบผสมวิธี ของนักศึกษาสูงขึ้นอย่างมีนัยสำคัญ และความคิดเห็นของนักศึกษาที่มีต่อการเรียนรู้ โดยให้รูปแบบการเรียนรู้แบบผสมวิธีเป็นไปในเชิงบวกทุกด้าน คือ ด้านเนื้อหาของรูปแบบการเรียนรู้ ด้านกิจกรรมของรูปแบบการเรียนรู้ ด้านสื่อและอุปกรณ์ของรูปแบบการเรียนรู้ และด้านประโยชน์ของรูปแบบการเรียนรู้ที่มีต่อการพัฒนาทักษะการพูดภาษาอังกฤษในฐานะภาษากลางของโลก

คำสำคัญ : รูปแบบการเรียนรู้แบบผสมวิธี, นักศึกษาที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศ, และทักษะการพูดภาษาอังกฤษในฐานะภาษากลางของโลก

Abstract

This research aimed to investigate the effects of the blended learning model on EFL students' speaking skills in the context of English as a lingua franca and to survey their opinions on learning through the model. The participants were twenty first-year students who studied accounting and enrolled in an English for communication course in the first semester of the academic year 2021 at That Phanom College, Nakhon Phanom University. The instruments for conducting this research were the blended learning model, lesson plans, tests of speaking skills in the context of English as a lingua franca, and the questionnaire on the opinion towards learning through blended learning model.

The findings indicated that the students' scoring level of speaking skills in the context of English as a lingua franca was significantly higher after learning through the blended learning model. Besides, their opinion towards learning through blended learning model was positive in all aspects: contents of the model, activities of the model, media and tools of the model, and the usefulness of the model for developing speaking skills in the context of English as a lingua franca.

Keywords : Blended Learning Model, EFL Students, and Speaking skills in the Context of English as a Lingua Franca

Rationale

According to the information of Marsh (2012), there are more than 7,000 languages which are used in each region. However, only some languages are widely used around the world, including English language. Obviously, English plays a very important role because it is considered as a global language, and used for international communication. Normally, the use of English can be categorized into three areas. Firstly, it is called “the inner circle”. America, England, New Zealand, Canada, and Australia are categorized in this area. The reason is that most people in these countries use English as a native language. Secondly, it is called “the outer circle”. A group of countries, which once were colonized by England, is categorized in this area because most people in these countries use English as a second language or an official language such as Singapore, Nigeria, and India etc. Finally, it is called “the expanding circle”. Japan, Mexico, and Nepal are some example countries that are categorized in this area. The reason is that most people use English as a foreign language. For Thailand, it is categorized in the expanding circle (Kachru, 2005). Almost 100% of Thai people use Thai language for communication. There are only some parts of people that use other languages such as Lao, Malay, and Chinese etc. As English language, it is used as a foreign language for specific purposes (National Identity Broad, 2000). Although, the use of English has obviously been categorized in three areas, each area has a variety of using English. For instance, most people in America and England use English as a native language but they use English differently in parts of accent and some word pronunciations (Baker, 2009). Besides, the use of English in other areas is also different. They have their own characteristics. The different

first languages, dialects, and cultures quite influence a variety of using English (Foley, 2007). From this issue, a variety of using English has increasingly been promoted to be more accepted and used as a lingua franca.

Normally, English as a lingua franca is defined as the use of English as the world's central language for communication between the people who use different first languages. The main concept of this type of using English is no owns language. It might be mentioned that English as a lingua franca is a paradigm shift which is different from the traditional use (Jenkins, Cogo & Dewey, 2011). The most important thing of this way of using English for communication seems to be mutual intelligibility. The speakers can retain their national identities regarding accent or intonation. Moreover, English can be spoken without worrying regarding grammatical rule as long as the people still understand each other from using English for communication (Jenkins, 2006). Nowadays, English as a lingua franca has dramatically been used for worldwide communication. The number of people, who are in the group of the expanding circle (EFL), is continuously higher in each region around the world. The people from this group speak English with the people from the expanding circle (EFL), the outer circle (ESL), and the inner circle (ENL) for various specific purposes such as education, purchase and investment, and cultural exchange etc. (Jenkins, Cogo & Dewey, 2011). From this point, a variety of using English for international communication has taken place (Kachru & Smith, 2008). Definitely, English as a lingua franca can be a way to promote a variety of applying English for communication. From the aspects of English as a lingua franca, it can be mentioned that this way of communication seems to be directly related to speaking skills which is a significant part of communication.

English is not different from other languages which contains four skills (Listening, Speaking, Reading, and Writing). From all these skills, speaking is considered as the most significant skill (Ur, 1996). It is used about 25% - 30% for communication (Gilakjani & Ahmadi, 2011). According to the aspects of speaking, words and sentences are constructed through utterance by speakers, and transferred to listeners (Rost, 2002). For communication by using English, speaking also seems to be focused. As learning English as a second language or a foreign language, fluent English speaking is the main purpose of learning (Richards & Renandya, 2002). However, many non – native speakers of English language suffer the problem to accomplish this learning purpose. Generally, the problem can be divided into three parts. The first part is the lack of comprehension about word forms and the meaning of words. From these points, the speaker cannot transfer an exact meaning to the listener (Hinkel, 2005). The second part is the feeling. Speakers might be nervous and shy in speaking English or fear of making mistakes in using grammatical rule while speaking English. Certainly, if the speaker feels uncomfortable while speaking English, the effective communication is quite difficult to be taken place. (Lawtie, 2004). The last part is the lack of adequate chance in speaking English. Undoubtedly, if the speaker does not have an adequate opportunity to speak English, it would be difficult to use it well for communication (Biyagem, 1997). Adequate chance can result in the fluency and the effectiveness of speaking English. Therefore, more opportunity in practicing English speaking seems to be the main key to speak fluently and effectively, especially, when technology is applied as supplementary to the teaching and learning process.

Nowadays, technology plays an essential role in many sectors, including the part of education. This can be utilized and applied with other teaching methods to support the students' learning. Besides, technology can also be combined with teaching, discussion, placement, discussion, and other related

parts to promote the students' learning and practicing opportunities. According to the types and the uses of educational technologies in current era, online platform seems to be considered as a significant learning channel which has widely been utilized. This platform is used through internet network to support learners to learn and practice. From the concept of Dawley (2007), online platform can be utilized to support learning in many ways. The students will obtain learning experiences from this channel. However, online platform is only used as a part of supplement. This platform should not be used in the whole learning and teaching procedures. The interaction in classroom is still necessary for learning and practice (Kosar, 2016). Hence, various learning approaches should be suitably mixed for more learning effectiveness. This learning and teaching approach is called "Blended Learning".

According to the concept of blended learning, this is the combination between face to face and online learning (Graham, 2006). In term of blended learning, the part of face – to – face learning is a channel that encourages students to have interaction with their peers and teacher in the classroom for discussion, presentation, and practice etc. This learning part can be considered as an important thing because the students can directly communicate with their peers and teacher (Allan, 2007). Besides, teachers can observe students' practice, answer students' question, and give feedback to students immediately. In addition, content can also be supplemented and summarized for more comprehension (Graham, 2006). The next part of blended learning is online learning. This part can be used as supplementary learning. This learning channel enables students to search related information for more learning through internet network in computer or smart phone. Moreover, related videos are also provided in which the students can utilize them for learning and practice. From the concept of blended learning, this mixed learning method seems to be more effective than only one way of learning. The main reason

might be that each learning approach has a good point which can be applied to fulfill another learning way. Thus, it can be mentioned that blended learning can be used for learning in many subjects or skills, including English. Certainly, English as a lingua franca, especially speaking skills, can also be developed through this learning approach.

According to the characteristics of blended learning, it is likely to be considered as an effective learning method in this era when technology plays a significant role in learning. Definitely, speaking skills in the context of English as a lingua franca can be promoted via this learning approach. Online platform can be utilized to motivate students to learn variety of English usage through internet network. They can perceive and learn about the differences of using English for communication around the world. As face to face learning in the classrooms, this can be used to support the students to mutually learn and practice with their peers. Obviously, they can learn and discuss what they have learnt from online platform and their teachers about the use of English for communication. Besides, the students have opportunity to practice the skill with their peers.

However, the associated studies through blended learning in part of English speaking skills seem to be still not various. Moreover, the use of this learning way to develop speaking skills in the context of English as a lingua franca is very rare because most of research are focused on English development under the pattern of native speakers. As the studies regarding English enhancement in terms of a global language is likely to be limited. From these issues, they inspire the researcher to study and develop teaching model based on blended learning for enhancing speaking skills in the context of English as a lingua franca for the students of That Phanom College, Nakhon Phanom University. For this model developed by the researcher, it was used with the EFL students which studied in the field of accounting. The model was conducted in English for communication course. The contents of this course

mostly contain communicative skills in different situations. English skills for communication, especially listening and speaking skills, are emphasized in this course. Thus, the study was operated to investigate the effects of the model on the students' speaking skill in the context of English as a lingua franca. Moreover, it was also hoped that the findings of the research could be a guide for English learning and teaching development.

Purposes of Research

There are two purposes of research as follows:

- 1.) To investigate the effects of blended learning model on EFL students' speaking skills in the context of English as a lingua franca
- 2.) To survey Thai EFL students' opinion on learning through blended learning model

Research Questions of Research

There are 2 research questions as follows:

- 1.) What are the effects of blended learning model on EFL students' speaking skills in the context of English as a lingua franca?
- 2.) What are EFL students' opinion on learning through blended learning model?

Research Methodology

Research Design

This study was operated in form of a single group of quasi – experiment research, which was conducted as mixed methods. Normally, the data

was collected in a numeric form. This can be organized as rank order or measurement unit or categories. Tables or graphs can be created to present the data (Black, 1999). For variables of the research, there are two variables: independent variable and dependent variable. The independent variable is blended learning model which was developed by the researcher, and the dependent variable is the level of speaking skills in the context of English as a lingua franca. As the experiment of the research, blended learning model was used for learning and teaching management in English for communication course for 17 weeks. The students were required to attend the tests of speaking skill in the context of English as a lingua franca for pre – test and post – test. The findings from the tests were compared for data analysis.

Research Participants

The participants of this research were twenty undergraduate students who studied in their first year in accounting at That Phanom College, Nakhon Phanom University. These students registered in English for communication course in the first semester of academic year of 2021. They were Thai people which used English as a foreign language. This group of participants was selected by purposive sampling.

Research Instruments

The study consists of three instruments. These are blended learning model, lesson plans of English for communication course, test of speaking skills in the context of English as a lingua franca: pre – test and post – test, and questionnaire.

Firstly, blended learning model was created and applied for enhancing the students' speaking skills in the context of English as a lingua franca. This was created based on ADDIE Model, ASSURE Model, and MRK Model. ADDIE

Model was developed by Branch (2009), it is the process of teaching development containing five components: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. For ASSURE Model, this was developed by Heinich, Molenda, Russell and Smaldino (2001). It is widely used to integrate technology for creating teaching model. This model consists of six components: 1) learner analysis, 2) standard and objective statement, 3) selections of strategies, medias, technologies, and materials, 4) utilizations of technologies, materials, and medias, 5) learner's participation requirement, and 6) evaluation and revision. As MRK Model, it was developed by Morrison, Ross, and Kalman (2013). This is considered as a framework for creating teaching model under the concept of blended learning. A significant point of the model is emphasis of the varieties of activities for activating learners. It contains eight components: 1) problem and goal specifications, 2) learner characteristic investigation for specifying learning approach, 3) content identification, 4) establishment of learning objective, 5) sequence of each content, 6) design for specifying teaching strategies, 7) planning for specifying teaching delivery, and 8) instrument development for learning evaluation.

According to the concepts of the above models, the researcher adapted them for developing blended learning model. ADDIE Model was applied as a guide to develop the teaching model, ASSURE Model was adapted to integrate technological channels in teaching process, and MRK Model was used as the means to design and create activities for learning simulation. The model created by the researcher mainly consists of three phases: 1) component consideration for designing and creating teaching model, 2) teaching model implementation, and 3) teaching model evaluation for revise. This model consists of two modes. These are face to face and online learning which were conducted according to the concept of blended learning. The ratio of face to face learning is about 35%, and the ratio of online learning is about 65%. The part of face – to – face

learning was operated by means of descriptions, discussions, and learning activities while online learning was operated through Google Classroom, Google Meet, and Line. Blended learning model was designed and developed under suggestion and control by the researcher's advisor. Therefore, this model had been conducted and revised according to the advisor's suggestion for more appropriateness and consistency of the model's component.

Secondly, fifteen lesson plans of English for communication course comprising learning activities under the principle of blended learning were designed and created by the researcher. These were used as a guideline for conducted learning and teaching arrangement in parts of learning objectives, durations of times, teaching approaches, teaching processes, learning contents, learning activities, student's roles, teacher's roles, learning and teaching tools, and learning evaluation. There are mainly three parts in lesson plans: 1) pre – teaching, 2) while – teaching, and 3) post – teaching. Each lesson plan was considered in part of suitability by three experts who had more five years of experience in teaching English language. These lesson plans were determined regarding suitability of essences, learning purposes, learning contents, activities, materials, and evaluation. For the overall image of lesson plans, the suitability mean score is 4.69, and the standard deviation (SD) is 0.54.

Thirdly, a set of pre – test and post - test on speaking skills in the context of English as a lingua franca was created and used for assessing the students' speaking skill in the context of English as a lingua franca before and after learning through blended learning model. These were created based on the main concept of Jenkins (2006) and Seidlhofer (2011) in which mutual intelligibility from communication is emphasized rather than reference to the norm of the native speakers of English language in parts of accent and grammatical rule. From this concept, correct and clear pronunciation is very important thing for communication.

Each test has one question. Pre – test was used before learning through blended learning model, and post - test was used after learning through that model. The question of pre – test is “Please briefly introduce yourself, and tell me about usefulness or importance of using English language for communication” and the question of post – test is “Please briefly introduce yourself, and tell me about the reasons why English language is very important for people around the world”. For the speaking assessment, the students were asked to respond by speaking. Each student had thirty minutes for speaking preparation and one minute for speaking. These tests were considered about suitability by the same experts of the lesson plans of English for communication course. For the overall image of the suitability mean score of pre – test, it is 4.25, and the standard deviation (SD) is 4.35. As the overall image of the suitability mean score of post – test, it is 4.25, and the standard deviation (SD) is 4.35.

In part of the criteria for using in the assessment, the scoring rubric was created based on the speaking part of the test of English as a foreign language (TOEFL). It was also considered regarding suitability by the same experts of the lesson plan of English for communication course. For the overall image of the suitability mean score is 4.15, and the standard deviation is 4.25.

Lastly, a set of questionnaires was designed and created by the researcher and used for surveying the students’ opinion on learning through blended learning model. The questionnaire is divided into 2 parts. The first part is respondent’s background information. This part of questionnaire is filling in the blank. For the second part, it consists of the questions regarding the student’s opinion on learning through blended learning model. It was created in form of five Linkert scale: 1 = strongly disagree, 2 = disagree, 3 = medium, 4 = agree, and 5 = strongly agree. The Index of Item Objective Congruence (IOC) was used to evaluate the consistency and the appropriateness of this questionnaire. This was evaluated by the same experts of lesson plan of English

for communication course. The overall IOC score of the questionnaire was 0.98. Moreover, the reliability of the questionnaire was verified by Cronbach's Alpha Coefficient. Its reliability score was 0.85. Ethical approval for this research was obtained from University of Phayao Human Ethics Committee.

Data Analysis

For conducting the study, mean (\bar{X}), standard deviation (SD), and t - test were used for data analysis. These statistics were processed by using SPSS program.

The data were analyzed from the scores of pre – test and post – test of speaking skills in the context of English as a lingua franca. The results of the scores of pre – test and post - test were calculated in forms of mean and standard deviation in which the scores of these tests were compared by using t – test.

Results

The research question investigated the effects of blended learning model on EFL students' speaking skills in the context of English as a lingua franca and their opinion after learning through the model. The results from the scores of pre – test and post – test of speaking skills in the context of English as a lingua franca, and the score of the opinion on blended learning model were analyzed, compared, and presented.

Results of speaking tests in the context of English as a lingua franca

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

Table 1 Comparison of pre – test and post – test scores of speaking skills in the context of English as a lingua franca (Each student)

No.	Scores (10 Points)				Results (Increased/Decreased/ Unchanged)	Differences (Points)
	Pre - Test		Post - Test			
	X	SD	X	SD		
1	4.33	1.155	6.67	0.577	Increased	2.34
2	5.00	1.000	7.00	1.000	Increased	2.00
3	3.67	0.577	6.33	0.577	Increased	2.66
4	5.00	1.000	6.67	0.577	Increased	1.67
5	3.00	0.000	6.67	0.577	Increased	3.67
6	3.00	0.000	6.33	0.577	Increased	3.33
7	5.00	1.000	7.67	0.577	Increased	2.67
8	5.00	0.000	7.00	1.000	Increased	2.00
9	5.33	0.577	7.67	0.577	Increased	2.34
10	4.00	0.000	7.33	0.577	Increased	3.33
11	5.00	0.000	7.67	0.577	Increased	2.67
12	4.33	1.155	6.67	0.577	Increased	2.34
13	5.00	1.000	7.00	1.000	Increased	2.00
14	4.00	1.000	7.33	0.577	Increased	3.00
15	4.00	0.000	6.67	0.577	Increased	2.67
16	4.67	0.577	7.00	0.000	Increased	2.33
17	4.67	0.577	7.00	0.000	Increased	2.33
18	5.33	0.577	7.33	0.577	Increased	2.00
19	5.33	0.577	7.00	0.000	Increased	1.67
20	5.00	0.000	7.00	0.577	Increased	2.00

According to the information of table 1, it shows that the lowest mean score of the pre – test was 3.00 (Students no.5 and 6), and the highest mean score of the pre – test was 5.33 (Students no.9, 18, and 19). The lowest mean score of the post – test was 6.33 (Students no.3, 6, and 10), and the highest mean score of the pre – test was 7.67 (Students no.7, 9, and 11). The information specifies that all mean scores of the post – test were higher than the mean scores of the pre – test. Regarding the differences of the points, the lowest difference was 1.67 (Students no.4 and 19), and the highest difference was 3.67 (Student no.5).

As the overall image of the tests, it is explained according to the information in the table 2 below.

Table 2 Comparison of pre – test and post – test scores of speaking skills in the context of English as a lingua franca (Overall image)

Test	n	(X)	SD	t	Sig
Pre – test (10 points)	20	4.52	0.712	20.558	.000
Post – test (10 points)	20	7.02	0.467		

According to the information of table 2, the comparison of pre – test and post – test scores of speaking skills in the context of English as a lingua franca (10 points for each test) were statistically analyzed. The consequence shows that the mean score of the post – test (7.02) after learning English for communication course through blended learning model was significantly higher than the mean score of the pre – test (4.52) at the 0.01 level. The mean score of the pre – test was at 4.52, and the standard deviation was at 0.712. As the post – test, the mean score was at 7.02, and the standard deviation was at 0.467.

From the above information, it can probably be concluded that the students’ speaking skill in the context of English as a lingua franca was improved after learning English for communication course via blended learning model.

Results of the opinion questionnaires

For this part, the opinion towards learning through blended learning model were analyzed. These are presented in the following table.

Table 3 The opinion towards learning through blended learning model

No.	Contents (N = 20)	Mean (X)	Standard Deviation (SD)	Level
1.	Contents of the Model			
1.1)	Contents are consistent with the objectives of the subject.	4.60	0.503	Very High
1.2)	Contents are interesting for learning.	4.45	0.605	Very High
1.3)	The difficulty of contents is suitable with the level of learner.	4.20	0.523	High
1.4)	Contents have both theory and practice for learning.	4.45	0.686	Very High
1.5)	Contents support learner to learn more actively.	4.40	0.598	Very High
1.6)	Contents support learner to learn more independently.	4.25	0.639	Very High
1.7)	Contents can be used for communication in daily life.	4.30	0.571	Very High
	Total	4.38	0.138	Very High
2.	Activities of the Model			
2.1)	Activities are suitable with the contents for learning.	4.20	0.523	High
2.2)	There are various activities for learning according to learner's need.	4.55	0.605	Very High

No.	Contents (N = 20)	Mean (X)	Standard Deviation (SD)	Level
2.3)	The types of activities stimulate learner for learning.	4.15	0.366	High
2.4)	Activities stimulate learner for practice.	4.50	0.513	Very High
2.5)	Activities stimulate learner to learn creatively.	4.30	0.470	Very High
2.6)	Activities support learner to learn actively.	4.40	0.598	Very High
2.7)	Activities support learner to learn independently.	4.35	0.587	Very High
2.8)	Activities support learner to learn in anywhere and anytime.	4.30	0.571	Very High
2.9)	Activities support learner to exchange idea with the others.	4.45	0.605	Very High
2.10)	Activities support learner to learn collaboratively with the others.	4.60	0.503	Very High
2.11)	Activities support learner to use technological channels for learning.	4.25	0.550	Very High
2.12)	Activities enable learner to practice for developing English communicative skill.	4.55	0.510	Very High
	Total	4.38	0.148	Very High
3.	Medias and Tools of the Model			
3.1)	Medias and tools are suitable for learning.	4.60	0.503	Very High
3.2)	Medias and tools are variously utilized for learning.	4.25	0.550	Very High

No.	Contents (N = 20)	Mean (X)	Standard Deviation (SD)	Level
3.3)	Medias and tools are up – to – dated.	4.55	0.510	Very High
3.4)	Medias and tools are easy for utilization.	4.40	0.503	Very High
3.5)	Medias and tools are easily accessible for learning.	4.55	0.510	Very High
3.6)	Medias and tools activate learner for learning.	4.20	0.410	High
3.7)	Medias and tools support learner to learn actively.	4.30	0.470	Very High
3.8)	Medias and tools support learner to learn independently.	4.55	0.605	Very High
3.9)	Medias and tools support learner to learn in anywhere and anytime.	4.35	0.489	Very High
3.10)	Medias and tools support learner to find out and search knowledge.	4.60	0.503	Very High
3.11)	Medias and tools support learner to practice for developing English communicative skill.	4.45	0.510	Very High
	Total	4.44	0.145	Very High
4.	The Usefulness of the Model for Developing English Speaking Knowledge and Skill in the Context of English as a Lingua Franca.			
4.1)	Learning through this model enables the learner to know and understand about the variety of English speaking in the real world.	4.10	0.447	High

No.	Contents (N = 20)	Mean (X)	Standard Deviation (SD)	Level
4.2)	Learning through this model enable the learner to be aware of the variety of English speaking in the real world.	4.60	0.503	Very High
4.3	Learning through this model enable the learner to be more confident about English speaking without too much reference to the norm of native speaker.	4.55	0.510	Very High
4.4)	Learning through this model enables the learner to know how to communicate in English language without too much worrying about grammatical rule.	4.50	0.513	Very High
4.5)	Learning through this model enable the learner to know and understand about cultural exchange through different and various uses of English language.	4.30	0.571	Very High
	Total	4.41	0.207	Very High
	Total of Overall Image	4.40	0.029	Very High

According to the information of table 3, the overall image of the students' opinion towards learning through blended learning model was positive. It was at very high level ($X = 4.40$, $SD = 0.029$). When each part of the opinion was analyzed, it can be described as the following information. Firstly, the opinion towards contents of the model was positive and very high level ($X = 4.38$, $SD = 0.138$). Secondly, the opinion towards activities of the model was positive

and very high level ($X = 4.38$, $SD = 0.148$). Next, the opinion towards medias and tools of the model was positive and very high level ($X = 4.44$, $SD = 0.145$). Lastly, the opinion towards the usefulness of the model for developing English speaking knowledge and skill in the context of English as a lingua franca was positive and at very high level ($X = 4.41$, $SD = 0.207$).

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

Discussion

According to the purposes of this study, the effects of using blended learning model on EFL students' speaking skills in the context of English as a lingua franca were investigated. The findings can be inferred that blended learning model enabled the students to improve their speaking skills in the context of English as a lingua franca, and the opinion of the students towards learning through blended learning model was positive.

For the first finding, there are two main possible factors that the students' speaking skills was enhanced after learning through blended learning model. Firstly, it is possible to say that blended learning model gives students more opportunities to practice speaking. They could practice their English speaking skills, especially, English speaking in the real world through inside and outside the classroom. This means that they were not limited to learn in the classroom only, but they could learn at anywhere and anytime. According to the aspects of blended learning model, face to face and online learning are combined in the learning process. From this point, the students had more opportunities to expand their perception and understanding regarding the varieties of using English in each region of the world via online platform under the teacher's

suggestion. For this learning procedure, the students were promoted to learn about the differences of using English as a first language, English as a second or an official language, and English as a foreign language through information and videos on related websites. Then, they discussed and practiced about English speaking with their peers and teacher through learning activities in the classroom. The students were supported to practice English speaking by emphasizing communication for comprehension rather than too much reference to the norms of the speakers, who speak English as a first language, in parts of accent and grammatical rule. For this learning procedure, practices by using learning activities were emphasized. Therefore, their English speaking skills were enhanced from learning through this learning model. These results were associated with the concept of Stein and Graham (2014), which they indicate that blended learning approach seems to be advantageous in part of granting students more learning access. They have more opportunities to learn and practice both inside and outside the classroom. As the concept of Ur (1998), it also specifies that adequate opportunity for practice is very necessary to develop speaking skills.

Next, it might be more opportunities for giving immediate feedbacks. According to the aspects of blended learning model, it provided more opportunities for the teacher to give the students immediate feedbacks which can be occurred in both face to face and online learning parts. From using this model, the teacher could track the students' speaking skills enhancement. In part of the students, they could receive feedbacks both during and after their speaking assignments and practices. Therefore, the students' speaking skills were quite noticeably developed. This result is congruent with the concept of Stein and Graham (2014), an advantage of applying this learning approach is the procedure of tracking students' learning. The students obtained feedback from the teacher for enhancing speaking skills. During the learning process,

the students were assigned to speaking on the given topic and the teacher gave feedback after the speaking completed. Undoubtedly, the teacher could numerously track the students' speaking practices. From this point, the teacher could check and analyze the students' speaking practices for their speaking improvement. Additionally, the students also had opportunities to ask for suggestions from the teacher individually via online platform. Thus, it can be concluded that the components of blended learning model, which are face to face and online learning, are significant parts to support the students to develop their speaking skills. The findings of this research are consistent with the research of Bataineh (2017), Kosar (2016), and Soler (2017). They indicate that the use of blended learning approach obviously enabled the students to develop their learning and skill.

As the second finding, the possible factor leading to the students' positive opinion might be related to more flexible learning. Obviously, this is quite different from the traditional learning approach which is mostly limited by learning in the classroom. From this point, students will not be enough motivated to interact with learning. These issues are associated with the research of Selinger (2008). It specified that the traditional learning approach is normally based on teacher centered learning. This means that the role of teacher is mostly emphasized. As a result, the students are not motivated enough to engage with their learning. Besides, the finding of the study of Lui and Long (2014), it indicated that the students would not be adequately motivated to learn more outside the classroom from learning through the traditional learning approach. As learning through blended learning model, the students had more opportunities to learn both inside and outside the classroom. Various way of learning might motivate the students to engage and interact with what they were learning. This results are congruent with the research of Stein and Graham (2014), it specified that blended learning approach enables the students

to be more motivated and engaged with their learning through more various and flexible learning.

Conclusion

Nowadays, learning can take place at anywhere and anytime via the varieties of learning channels which is not only limited in a classroom. In the part of learners, they have more chances to learn and practice through face – to face and online learning. This study aimed to investigate the effects of blended learning model on EFL students' speaking skills in the context of English as a lingua franca and survey their opinion towards learning through the model. The findings of the research can be concluded that the score of the students' speaking skills in the context of English as a lingua franca was higher after learning through blended learning model. Also, their opinion towards learning through the model was positive. It can be mentioned that this research is beneficial to the students to enhance their speaking skills in the context of English as a lingua franca. Moreover, the findings can also be beneficial for English learning and teaching. However, the limitation of this research should be noted. The sample size of this research is quite small. There is only one group of students from one program of study attending the research. This might be limited to investigate and compare with another group of students. For further research, it should be increased in part of sample size and another program of study for comparison from various groups.

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