



มหาวิทยาลัยศรีปทุม
SRIPATUM UNIVERSITY

A Report of an Action Research for Classroom Development

Title

The Implementation of Offline Teacher-Student Conferencing to
Improve Students' English Speaking Ability and Learning Engagement in
EBC332 English Business Presentation (Online Course)

Piboon Sukvijit Barr

This research was granted by Sripatum University

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หัวข้อวิจัย : การใช้การประชุมแลกเปลี่ยนระหว่างอาจารย์กับนักศึกษาเพื่อพัฒนาความสามารถในการพูดภาษาอังกฤษและการมีส่วนร่วมในรายวิชา EBC332 English Business Presentation แบบ IS-Replacement (การเรียนแบบออนไลน์)
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บทคัดย่อ

งานวิจัยในชั้นเรียนครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการใช้การประชุมแลกเปลี่ยนระหว่างครูกับนักศึกษาแบบตัวต่อตัวที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักศึกษาและการมีส่วนร่วมในการเรียนรู้ในรายวิชา EBC332 การนำเสนอทางธุรกิจเป็นภาษาอังกฤษ (การเรียนการสอนแบบออนไลน์) ในการศึกษาวิจัยนี้มีนักศึกษาชั้นปีที่ 4 สาขาวิชาภาษาอังกฤษสื่อสารธุรกิจเป็นผู้เข้าร่วมในการศึกษาทั้งหมดเป็นเวลา 10 สัปดาห์ เครื่องมือที่ใช้ในการเก็บข้อมูลเชิงคุณภาพได้จากแบบสอบถาม การมีส่วนร่วมของนักเรียนเพื่อประเมินผู้เรียนใน 3 ด้าน คือ ความรู้สึก ความประพฤติกและความรู้ความเข้าใจ นอกจากนี้ยังได้มีการวิเคราะห์และอภิปรายการใช้การประชุมแลกเปลี่ยนระหว่างครูกับนักศึกษาจากการสัมภาษณ์กลุ่มกึ่งโครงสร้าง แบบฟอร์มบันทึกการมีส่วนร่วมของและแบบฟอร์มการประชุมแลกเปลี่ยนระหว่างครูกับนักศึกษา ในส่วนของเครื่องมือที่ใช้เก็บและวิเคราะห์ข้อมูลเชิงปริมาณด้วยค่าสถิติเชิงพรรณนาได้จากการทดสอบการพูดภาษาอังกฤษเพื่อวัดความสามารถในการพูดภาษาอังกฤษของผู้เรียนและแบบสอบถามการประชุมแลกเปลี่ยนระหว่างครูกับนักศึกษา

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Chapter 1

Introduction

Background and Statement of the Problem

In the era of boundless education in which technology plays an absolutely crucial role, learners can now learn from anywhere and at any time by merely using their fingertips. Many courses are offered online in almost every corner of the world. At Sripatum University, online courses have been introduced and offered in many forms to implement the teaching and learning of all courses across curriculum. Among those forms, an online learning, called as e-Learning Replacement, is offered as an independent study (IS) for the courses that are requested by less than 20 students in a particular semester, usually in their final semester before graduation. Because students have missed their study plan, a traditional classroom setting has been replaced by an online learning method. Hence, the utilization of e-Learning Replacement has been set up as a policy of the University to help lessen the instructors' burden on the workloads and to seek solutions that are cost-effective, creative and accessible.

In the online IS-Replacement courses, an instructor and students meet and interact with the instructor solely online through a website called e-learning which is organized by the Office of Online Education (OOE) of Sripatum University. Through this learning platform, students learn the content, complete exercises, submit their assignments, do quizzes, and communicate with their instructor via a forum or a chat function available in the system. Obviously, a face-to-face interaction has no place in this type of teaching and learning. As for time and resources, it is a constructive policy which seems promising for the students and the instructor's utmost benefits. In this situation, technology plays an absolutely major role in the teaching and learning by replacing the norm of a classroom interaction instead of supplementing it as many scholars have suggested.

With this method, it has brought challenges, which is ubiquitously occur in an online learning environment, to its implementation. One of the challenges is little engagement has been shown within online courses. Consequently, students refrain from online learning. This is supported by Zhang (2013) and Bonk and Khoo (2017) who stated that it is not easy to overcome obstacles and challenges in an online learning and that feedback or comparison points is essential to students' learning progress. In addition, it is most likely that students can feel disconnected and isolated from their teachers and friends, which has an impact on their satisfactory

and success when learning online. Nevertheless, they strongly believed that an empowering online learning can be executed effectively and successfully in online learning if a well-designed course and purposefully online activities, which are interactive, interesting, and engaging, are provided.

In the contrary, many educators have argued that online atmospheric teaching and learning should not totally replace an actual face-to-face interaction. One explanation to unravel this doubt can perhaps be revealed in Grant's (2017) view that replacing teaching with technology can make students become disengaged from education. He also stated that there is little evidence to show that technology can replace the traditional teaching method and has a major impact on learning gains. It can rather supplement the normal teaching and learning setting.

One evidence to show that replacing technology by utilizing an online learning method instead of the traditional one is not quite entirely effective, especially with Thai students when learning a second language which is skill-based, and their lack of responsibility and autonomous learning. I, as an instructor and a researcher, encountered a major challenge of having to teach a speaking course "EBC332 English Business Presentation" as an online IS-Replacement with just one student in the summer semester of the Academic Year 2016. The major problem that I experienced with this online learning approach was that the student was not responsible enough for her own learning. She never turned in assignments on time, and never initiated an active learning environment. Hence, I had to make appointments to privately discuss such problems with her. This unpleasant experience was similarly shared by other instructors who were teaching English courses as IS-Replacement. Some of them revealed that their students even received low grades as a result of the lack of participation in their online course. This can be said that a low learning outcome can perhaps reflect the quality of the teaching and learning utilizing the online teaching and learning method per se. Did students actually acquire more knowledge in the online course? Did they have enough support from their instructor? These questions were raised in a discussion among instructors of English in the department. As an instructor, myself, the online IS-Replacement is ideally constructive. It certainly caters the teaching and learning of both the instructor and the students. However, the teaching and learning experience that my student and I, as well as my colleagues, had was unsatisfactory.

Based on the aforementioned problems, it is crucial to conduct a research study in order to find solutions to the problems and investigate an effective approach to be used for online IS-Replacement courses, particularly English courses

which require skills practice rather than studying texts and the course content. Another reason to conduct this research is that an online IS-Replacement study has not been conducted previously at Sripatum University since it was first utilized in around 2013. I, as well as most English instructors in the department, do have a strong belief that English language teaching and learning through the online environment can be implemented effectively and successfully, in which students become more engaged in learning and thereby their English ability can probably be mastered through a proper scaffolded environment.

Research Questions

1. To what extent does offline teacher-student conferencing enhance students' English speaking ability in the online course of EBC332 Business Presentation?
2. To what extent does offline teacher-student conferencing enhance students' learning engagement in the online course of EBC332 Business Presentation?
3. What are the opinions of the students toward the implementation of offline teacher-student conferencing?

Purposes of the Study

This study aims to:

1. Investigate the implementation of offline teacher-student conferencing to enhance students' English speaking ability in the EBC332 Business Presentation course offered as an online IS-Replacement.
2. Investigate the implementation of offline teacher-student conferencing to enhance students' learning engagement in the EBC332 Business Presentation course offered as an online IS-Replacement.
3. Explore students' opinions of offline teacher-student conferencing in the EBC 332 Business Presentation course offered as an online IS-Replacement.

Scope of Research

Population and sample

It mainly focused on English Business Communication third-year students who enrolled in EBC332 Business Presentation at Sripatum University offered every second semester. The participants of this study were English Business Communication third-year students who enrolled in EBC332 Business Presentation as an Online IS-Replacement in the academic year of 1/2017.

Contexts

This study aimed to investigate Offline Teacher-Student Conferencing to enhance students' English speaking ability and students' learning engagement. It mainly focuses on students who have enrolled in EBC332 Business Presentation as IS-Replacement at Sripatum University in the academic year of 1/2017. It solely concentrates on the activity of one-on-one teacher-student conferencing in which the teacher and student meet face-to-face outside the online learning environment. Data collection were conducted from four students who attend offline teacher-student conferencing using pretest-posttest time series design. Basic descriptive statistics (\bar{X} , SD, and percentage) was used for data analysis to examine the effectiveness of offline teacher-student conferencing to enhance students' English speaking ability and learning engagement. Content analysis will also be used to analyze students' opinions towards offline teacher-student conferencing.

Operational Definitions

1. **Offline teacher-student conferencing** refers to a one-on-one private conversation between teacher and student regarding the student's presentation skills progresses. It is a conference which is held in person between teacher and student to discuss student's progress toward specific standards, while the role of the instructor is to ask questions about progress and share information based upon evidence of students' work.

2. **English speaking ability** refers to the ability to speak and respond during the interviews in English in the context related to students' business presentation with the instructor who was teaching the course. Their performance was evaluated by a native English speaker using the standardized criteria of IELTS Speaking band descriptors (public version) before, during, and after the implementation.

3. **Learning engagement** refers to students' active involvement in the online learning in terms of affective, behavioral, and cognitive engagement during the learning tasks and learning process. Affective engagement involves students' feelings, attitudes, and values towards course content, class activities, and teaching method during the learning tasks and learning process. Behavioral engagement involves students' active participation in terms of attendance, preparation, interest, questioning, contribution, and effort. Cognitive engagement involves students' application of cognitive process according to Bloom's revised taxonomy.

4. **The EBC332 Business Presentation Course (IS-Replacement)** refers to the English course which aimed to enhance students' skills in business presentation. It is

offered in the semester 1/2016 to students upon request by up to 20 students as an online independent study replacing its regular course that is not offered to the students in their final semester before graduation (IS-Replacement).

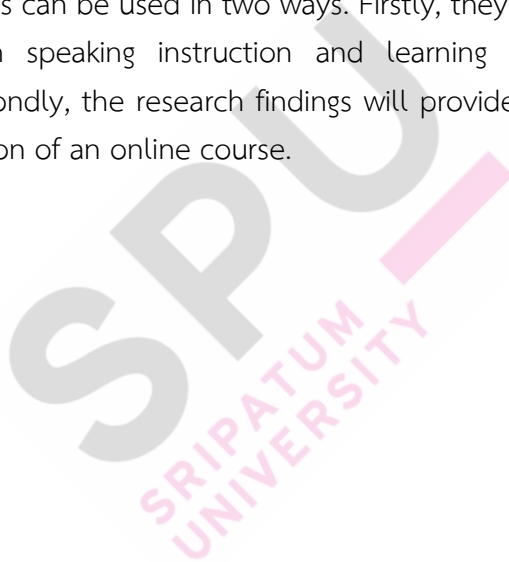
Benefits of Research

1. Theoretical significance

The findings can lead to understanding and awareness of the enhancement that offline teacher-student conferencing has on students' English speaking ability and learning engagement in an online learning environment.

2. Pedagogical significance

The findings can be used in two ways. Firstly, they will provide insight into the nature of English speaking instruction and learning engagement in an online environment. Secondly, the research findings will provide a proper guideline for the classroom operation of an online course.



CHAPTER 2

LITERATURE REVIEW

This study encompasses two main parts—theories and related studies. There are four fundamental theories involved in this study, namely (1) teacher-student conferencing, (2) English Speaking Ability and Language Instruction, (3) Learning Engagement, and (4) online learning. In this chapter, each theory is discussed in terms of its general characteristics and practice. Towards the end of this section, the relationships between these theories are discussed and summarized, which reveals the gap that this study attempted to cover.

Part 1 Research Theories

This study is based on the four fundamental theories in teaching and learning as follows:

1. Teacher-Student Conferencing

Teacher-student conference is a crucial practice which assists to bridge the gap between the teacher and his or her students. It is one of the most powerful tools that actually bring teachers and students closer to a more personal level, which results in students having trust to their teachers, higher self-efficacy, empowerment, learning outcome, and student engagement (Romano, 1987; Spender, 2015). The practice of conferences is central around two main concepts: social constructivism and the zone of proximal development (ZPD).

1.1 Social Constructivism

Social constructivism is a further development of constructivism theory, and it adds an important aspect to constructivism theory which emphasizes the discovery of knowledge by students with the encouragement from the teachers in providing materials needed for learning. This discovery of knowledge, as argued by Vygotsky (1978), occurs in the collaborative nature of learning and becomes the product of social interactions; therefore, learning is not simply the assimilation and accommodation of new knowledge by learners, but it is the process by which learners are integrated into a knowledge community. In this type of learning, students become important in assessing their own learning progress (Mergel, 1998, as cited in Simpson, 2011). It can be asserted that the important theme of social constructivism is the social interaction between learners and those who help them to understand ideas or concepts or to perform or think more effectively and creatively (Athorton, 2005; Guerra, 2004).

Another perspective of social constructivism is also shared by Kim (2001). He points out that social constructivism is where the importance of culture and context in understanding of what occurs in society, as well as constructing knowledge, is based on. He addresses that it is based on specific assumptions about reality, knowledge and learning. Reality is constructed through human activity, while knowledge refers to human product and is socially and culturally constructed in which meaning created through interactions with each other and their environment and learning refers to social process in which learning occurs when individuals engage in social activities. To facilitate learning within a social constructivism framework, Kim (2001) suggests four general perspectives need to be considered:

1. Cognitive tools perspective: This perspective focuses on the learning of cognitive skills and strategies. The learning engages students in social-learning activities involving hands-on project-based methods and utilization of discipline - based cognitive tools.

2. Idea-based social constructivism: This perspective sets education's priority on important concepts in the various disciplines. These 'Big ideas' expand learner vision and become important foundations for both learners thinking and construction of social meaning.

3. Pragmatic or emergent approach: This approach asserts that knowledge, meaning and understanding of the world can be addressed in the classroom from the view of both the individual learner and the entire class collective view.

4. Transactional or situated cognitive perspectives: This approach focuses on relationship between people and their environment and the learning should not take place in isolation from the environment, as the environment is one of the characteristics that constitute the individual.

The aforementioned aspects of social constructivism reveal the significance of social interactions which affect cognitive development, the ZPD, and the role of scaffolding.

1.2 The Zone of Proximal Development (ZPD) and Scaffolding

According to Vygotsky (1978), the ZPD refers to the distance between what learners can do independently and what they can do with the assistance of a more capable person. It is the communication that transpires in a social setting with more knowledgeable or proficient people (e.g., parents, teachers, peers, others) assists children in building an understanding of the concept. Thus the notion of the ZPD indicates two features of human development. First, Mercer (1994) stated that "learning with assistance or instruction is a normal, common and important feature

of human mental development” (p. 102). Second, a person’s learning or problem-solving ability can be augmented by “the right kind of cognitive support” (p. 102). This support, which can only be provided by more knowledgeable persons around the learner, is usually referred to as scaffolding. ZPD and scaffolding are associated when learners are at the Zone of Proximal Development for a particular task. With the appropriate assistance or scaffolding, the learners will be able to achieve mastery of the task which means that the scaffolding can then be taken away, so that they will then be able to perform the same task again on their own.

Scaffolding refers to “the temporary assistance that teachers provide for their students in order to assist them to complete similar tasks alone” (Hammond & Gibbons, 2001, p. 3, as cited in Simpson, 2011). The authors explained that teachers normally play a great role as the more knowledgeable person helping students’ learning and maximizing their existing levels of understanding or present competence. Teachers should know when and how to intervene and use a variety of scaffolding strategies so that students develop their own powerful thinking skills and confidence, allowing them to work independently, and apply their understandings in a new learning context (Sharp, 2001, as cited in Simpson, 2011). Based on Sharpe (2001), there are two levels of scaffolding as follows:

1) Designed-in scaffolding is created during the planning phase and built into a unit or lesson plan to assess outcomes (such as knowledge, skills and understanding) and the students’ previous experiences. Teachers create a set of learning experiences to develop students’ new knowledge and skills.

2) Point-of-need scaffolding or contingent scaffolding is the support from teachers who decide and provide what learners require to develop their understanding at the time of need.

Applying scaffolding into the second/foreign language teaching techniques, teachers can use such examples as discussion, supplementary materials, tasks that support individual’s needs, and guidelines in their classroom setting (Pritchard, 2005, as cited in Simpson, 2011). Scaffolding can be operated in many forms and one of them is through teacher-student conferencing.

1.3 Autonomy in Language Learning

Learner autonomy is an ultimate goal of education for lifelong learning, particularly in second language learning. Its concept is defined by Holec (1981, as cited in Dang, 2010) as “the ability to take charge of one’s own learning” (p. 3). This definition has been most cited by many educators in the field (Benson, 2009, cited in Dang, 2010). Other definition is given by David Nunan (1989), who explains that

students “tak[e] responsibility for their own learning, developing autonomy and skills in learning-how-to-learn” (p. 80). However, this does not mean that teachers are not important. In fact, they play a significant role as facilitators who provide appropriate resources, teaching materials based on learners’ needs. Also, they are negotiators with their students in helping those students make decisions.

Currently, the concept of autonomy has increasingly become a key concept in language education, as it is certainly important for developing learners’ awareness of learning and influencing activities such as self-access, learner training, classroom practice, and curriculum design.

1.4 Teacher-student conferencing strategies

According to Spencer (2015), there are three types of conferences, namely advice conference, reflecting conference, and assessment conference. These three types of conferences convey different goals. For advice conference, the student plays an active role in asking questions for feedback on his or her assigned tasks while the teacher provides help in specific areas that yet need to be fixed. The teacher primarily tell the student what to you and how to think better. Meanwhile, the student have the chance to embrace the idea that mistakes are a part of learning process. By way of contrary, reflection conference aims for the teacher to guide students toward self-reflection. In this type, the teacher plays an active role by asking questions and guiding students toward self-reflection while the student act in the passive manner by answering questions and reflecting on his or her own learning. Similarly, in the assessment conference, the teacher is an active agent asking about student’s progress toward specific standards. However, its goal is different from the reflection conference by means of student judging their own mastery of content. Table 1 summarizes the three types of conferences.

Table 1: Three Types of Conferences (Spencer, 2015)

Domains	Feedback Conference	Reflection Conference	Assessment Conference
The Focus	Targeted help / instruction in specific areas of reading	Guiding students toward self-reflection	A conversation about the mastery of standards
Role of the Student	Ask questions and seek out specific feedback	Answer questions and reflect on his or her learning	Talk about progress toward specific standards
Role of the Teacher	Answer questions with accuracy and precision and allow for students to practice a strategy under	Ask questions, paraphrase answers and guide students toward self-reflection	Asks questions about progress and share information based upon evidence of student work.

Domains	Feedback Conference	Reflection Conference	Assessment Conference
	supervision		
Further Application	Students leave with actionable steps to fix a particular work	Students can select the strategies and plan for future improvement based upon self-reflection.	Students can figure out what standards still need to be mastered and how to get there
Role in Cultivating a Growth Mindset	Every student has a chance to admit to failure and learn from it	Every student has a chance to articulate areas where they are growing and where they still need to grow	Every student is able to realize that there are as many retakes as necessary until they master the standards

Previous researchers identified different stages for teacher-student conference as demonstrated in Table 2.

Table 2: Stages for Teacher-Student Conference (cited in Ongphet, 2013)

Stages	Arbur (1983)	Zelnick (1983)	Blasingame and Bushman (2005), Ongphet (2013)
1	Engagement	Teacher identifies the problem	Praise (What did the writer do well)
2	Problem exploration	Tests the student's recognition of the error	Question (What questions come to the teacher's mind)
3	Problem identification	Indicates appropriate corrections	Polish (What improvements could be made)
4	Agreement on work on the problem together	Tests the student's understanding of these remedies	
5	Task assignment	Assigns further exercise to permit the students further opportunities to recognize and repair the error	
6	Solution		
7	Termination		

1. English Speaking Ability and Language Instruction

Speaking is perhaps the most direct observable skill which is used to determine the speaker's language ability. Therefore, it is essential to learn about the nature of communication and how it can be taught effectively.

1.1 The nature of communication and English speaking ability

There are four fundamental elements which include speaker, the listener, the message and the feedback. Speaking (the productive skill) and listening (the receptive skill) are inevitably separated as stated by Brown (2004) that “listening and speaking are almost always closely interrelated” (p. 140). When we speak we produce meaningful texts. Speaking can be called as oral communication which is described as ability to express thoughts, report acts, or converse a sequence of ideas accurately and fluently (Ladouse, 1991). Thus, speaking ability is the ability to express ideas verbally. It is a process that concerns an interaction between two sides.

1.2 Language instruction in English speaking

When it comes to language teaching, Stoller & Grabe (1997) proposed Six-Ts approach—theme, tasks, text, topic, thread, and transition. As teachers planned their lessons and activities, they usually come up with all of the elements shown in the diagram unconsciously.

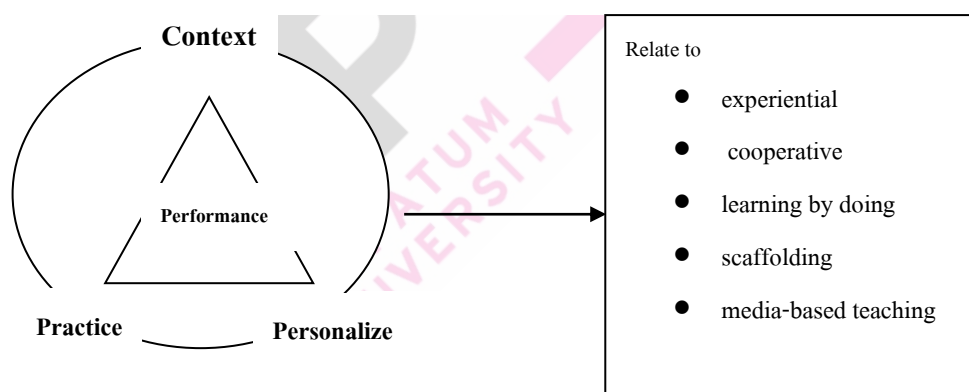


Figure 1: The design of lesson plans and activities and the theories of language teaching and learning

These elements are all very important in the teaching and learning process. The process can't be meaningful without the activation and use of learners' learning background and personal experience, working and interacting with others in class with mutual support, learning by doing through the use of authentic materials and real-life activities, supporting from teachers and scaffolding, and using interesting materials both media and non-media.

For speaking instruction, it is essential that teachers plan their instruction effectively since speaking is an oral production which can be observed

very easily. Harmer (2007) suggested three major stages to be applied in the classroom, namely introduction new language, practice, and communicative activity. Scrivener (2005) proposed communicative activities for English speaking instruction, namely conversation and discussion classes (which provided an opportunity and encouragement to the students to speak and listen to one another), role-play, real-play and simulation. Other activities used for teaching speaking include information gap by using pictures, photographs, songs, mysterious things, educational drama such as miming, role-play and simulation. All the activities that were designed would usually focus on either fluency or accuracy or both.

1.3 Assessing English speaking

When assessing speaking, Brown (2003) suggested that the specification of objective or criteria, which can be classified into several types of speaking performance, is determined at the early stage. There are five categories of listening performance as follows:

1.3.1 Imitative. This category requires a speaker to merely imitate a word, phrase, or a sentence. It aims to assess the speaker's phonetic performance or pronunciation.

1.3.2 Intensive. In this category, a speaker is required to perform the oral production at the semantic level and be able to interact with an interlocutor or test administrator.

1.3.3 Responsive. The tasks assigned for assessing the oral performance include interaction and comprehension; however, the ability to communicate is limited.

1.3.4 Interactive. This category is similar to the responsive stage, except this type is more complex and a speaker perform a greater length of interaction. The speaker projects the oral performance at the pragmatic level.

1.3.5 Extensive. The oral performance is more deliberative and formal. The tasks at this level include speeches, oral presentation.

In the online setting, technology plays an important role in increasing motivation to the learners, which extra provision that is not provided through traditional means such as an exposure to native or native-like input. This ways, technology helps to enhance the learners' speaking ability.

2. Learning Engagement

Astin's (1984) Theory of Student Engagement indicates that engagement creates learning. This theory suggests that learning engagement can possibly lead to

positive learning outcomes. This theory is also allied with the statement of the National Research Council & Institute of Medicine (2004) which confirms that student engagement improves learners' academic achievement and reduces learner boredom in school. Its definition has been summarized by Trowler (2010) as follows:

Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution. (p.3)

As stated in the aforementioned definition, interaction and students' experience, learning outcomes, development, and performance are the essential key terms of engagement.

According to Fredericks, Blumenfeld and Paris (2004), engagement consists of three dimensions, namely behavioral engagement (which involves attendance and involvement), emotional engagement (which involves affective reactions such as interest, enjoyment or a sense of belonging), and cognitive engagement (which involves students' learning performance and efforts). Added to these dimensions, Trowler (2010) proposed that engagement can be projected in either positive or negative as shown in Table 3.

Table 3: Examples of positive and negative engagement (Trowler, 2010)

Domains	Positive engagement	Non-engagement	Negative engagement
Behavioral	Attends lectures, participates with enthusiasm	Skip lectures without excuse	Boycotts, pickets or disrupts lectures
Emotional	Interest	Boredom	Rejection
Cognitive	Meets or exceeds assignment requirements	Assignments late, rushed or absent	Redefines parameters for assignments

3. IT and English Language Teaching and Learning

One of the advantages of IT tools for English teachers is the trend of the future education. In this section, approaches in online teaching and learning and instructional design in an online course are described.

3.1 Approaches in online teaching and learning

As for the approaches, there are several approaches introduced in English Language Teaching and Learning such as e-Learning, Blended e-Learning, and Pedagogical Blended e-Learning. In the Blended e-Learning, there are 3 most popular e-pedagogies: (1) Discussion-based learning, (2) Project-based learning, and (3) Problem-based learning. These 3 e-pedagogies can engage students in interactivity, collaboration, ownership, authority and malleability of texts. Therefore, as we can see, there is evolution in education and IT—from e-Learning to M-Learning to U-Learning to the latest concepts of Open Learning. Learning in the 21st Century is open to everyone and for everyone. The examples of Open Learning can be seen in the MIT Open Courseware (<http://ocw.mit.edu>) and Open Educational Resources (OER) (<http://www.merlot.org>)



Figure 2: Samples of MIT Open Courseware

3.2 Instructional design in an online course

Similar to the instructional design in the traditional setting, it concerns a systematic process that is pivotal to teaching and learning and to assure the achievement of expected learning outcomes. For online courses, there are numerous benefits that instructional design offers for the students and their achievement. The utmost benefit is that the teaching and learning is more transparent, which means students are able to view learning materials and resources available in the course can be used and reused for subsequent courses. In addition, it is claimed that e-learning can be assessed more objectively (Siemens, 2002).

When designing an online course or e-learning, it is suggested the design should be delivered different from the traditional means and a pedagogy utilized must be the core element which drives the choice of instructional technology. As

being said, course contents, strategies, and activities for teaching have to be well developed and organized (Siemens, 2002).

However, it is vital to prioritize students and their learning outcomes when it comes to making a decision on instructional design. It is noted that “a model is representative of actual occurrences and, as such, should be utilized only to the extent that it is manageable for the particular situation or task. Put another way, perhaps one model is more effective for designing a math course, and another model is more effective for designing soft skill courses (like managing people, customer service, etc.) (Siemens, 2002).

Part 2 Related Studies to the Present Research

There was a number of studies that investigated the areas of online learning which revealed connections to teacher-student conference, student engagement, and English speaking ability. In this section, previous related studies to the present research are discussed in terms of results, challenges, suggestions, and limitations.

1. Online learning

The first study described the successful utilization of online social networking with student engagement in foreign language learning. Akbari and colleagues (2016) revealed that the social network Facebook had significant positive effects on students' engagement, motivation, and learning outcomes compared to face-to-face group. In addition, the findings revealed that learning engagement and motivation of the students using social network in the online learning environment were increased.

Another source of literature is a study conducted by Souzanzan and Bagheri (2017) concerning the impact of hybrid learning through Skype on Iranian learners' speaking ability. Their findings indicated that the group of students who participated in Skype learning, besides regular face-to-face classroom interaction, outperformed those group of students who merely participated in the traditional setting.

The effectiveness of teacher-student conferencing can also be portrayed in the recent study conducted by Yeh (2016). The findings of her study indicated that students had positive experiences towards writing conferences, and they believed that the conferences were helpful. Nevertheless, it is noted that students were rather anxious when having conferences with their teacher. Therefore, it is suggested that teachers could set flexible agendas and be allowed to direct the conference and prepare issues or information that they would like to cover after the student's agenda or concerns had been discussed. This research also suggested that a

student's first language should be employed during the conference in order to create a comfortable setting and enable meaningful negotiations.

Another source of literature concerning teacher-student conference can be viewed in a research study conducted by Barr (2015) who described the successful utilization of teacher-student conferencing which promoted her students' English reading ability. In her study, teacher-student conferencing strategy was designed as a part of a project-based instruction to assist her students in learning English reading skills. Students revealed that they felt they had gained more support and comfort from her instructor, which made her felt satisfied with the course. The study suggested that one-on-one teacher-student conferencing could be very effective when it was performed with small groups of students.

Another successful utilization of different types of corrective feedback incorporating with student-teacher conference was shown in Ongphet's (2013) study. The study suggested that direct corrective feedback incorporating with student-teacher conference had positive effects on her upper secondary school students' English writing ability. However, it is to be noted that corrective feedback through the utilization of student-teacher conference did not show significant effects on low proficiency students' writing ability. Overall, she confirmed that students had positive opinions towards direct corrective feedback incorporating with student-teacher conference.

Another intriguing study comparing the use of online and offline learning by Singh, Rylander, and Mims (2012) revealed that more efficient students had a tendency to prefer online learning to offline learning while the inefficient students preferred the other way around. Another interesting finding of their study was that students' efficiency decreased as they become busier in taking other courses simultaneously within the same semester. Their work supported that online learning was effective to learning performance, satisfaction, and experience.

Based on Chirasawadi (2009), many research findings have shown that ICT has positive effects on student engagement and learning achievement. Moreover, his literature review revealed that a number of students from previous studies had shown that motivation and attitudes towards the use of ICT in learning were positive. However, some findings did not support learning through ICT in a Thai context because Thai learners have passive learning habits (Raksasuk, 2000; Tetiwat & Huff, 2003). In Chirasawadi's (2009) study, the findings suggested that it was the teacher's responsibilities to create conditions in which collaborative contexts and engaging

tasks facilitate learners to construct their own learning through active cognitive processes.

2. Learning Engagement

In recent years, many studies have confirmed the correlation of student engagement and learning achievement. One of them was a study by Akbari, Naderi, Simons and Pilot (2016) whose findings revealed that student engagement in foreign language learning through online social networks led to academic achievement.

According to Trowler's (2010) study on her literature review of student engagement, there have been paramount studies on student engagement with different targets, namely learning processes, learning design, tools for online/classroom-based learning, extra-curricular activities. In her findings, there have been many studies conducted on and articles written about tools for online/classroom-based learning to increase student engagement.

According to the literature above, not many studies have been conducted in the area of teacher-student conferencing in English language education in Thailand. This therefore presents an opportunity to explore face-to-face offline teacher-student conferencing in an online course as there has been little evidence of research in this area.

3. The Present Research Study

The present research aimed to redesign the existing speaking course offered for as an Online IS-Replacement at Sripatum University, Bangkok campus. The design of the present online course and activities was based on that of the criteria from the Office of Online Education at Sripatum University with the additional implementation of offline conferencing sessions as the crucial element. The series of course activities was systematic and based on the beliefs of the teacher on the theories, language, learning and learners, and social context considers, and the needs of students in the current language learning situation. The teacher-student conferencing framework used in this study was adapted because it was well-accepted by other scholars and researchers.

CHAPTER 3

RESEARCH METHDOLOGY

The present study adopted the quasi-experimental research design employing a mixed-methods approach which aimed to investigate the implementation of an offline teacher-student conferencing to enhance students' English speaking ability and learning engagement in the EBC332 Business Presentation course offered as an online IS-Replacement. Specifically, qualitative approach was mainly employed with the support of quantitative data and results. The independent variable of this study was teacher-student conference, while the dependent variables were English speaking ability and learning engagement. Offline teacher-student conferencing was employed over the three-month period of this course. Pretest-posttest time series design was utilized to measure students' English speaking ability and learning engagement. The English speaking test (Appendix A) and the student engagement questionnaire (Appendix B) were administered and used to measure the effects of the treatment. The teacher-student conference form (Appendix F) and the student engagement observation checklist (Appendix E) were obtained and analyzed to triangulate with the qualitative data. In addition, the teacher-student conference questionnaire (Appendix C) and the teacher-student conference interview protocol (Appendix D) were utilized to explore students' opinions of teacher-student conferencing in the online IS-Replacement course.

This chapter describes population and sample, research instruments, research procedure, which included data collection and data analysis,

Population and Sample

Population

The population of this study was four English Business Communication-third-year students from the Faculty of Liberal Arts at Sripatum University in Thailand. They were all female aged between 20 and 21. They also enrolled in the EBC332 Business Presentation course in the academic year of 1/2560 as an online IS-Replacement course and had taken all of the foundation English courses and major courses. They enrolled into the course in their final year before they participated in a Cooperative Education Program. They had been exposed to English for at least fifteen years. Their English proficiency was more or less at the similar level, which could be placed at the intermediate level as they all had passed English Foundation I and II.

Sample

This study employed a non-random sampling design with the purposive sampling technique. There were four participants derived from those of the population mentioned previously. They were later participated in a semi-structured interview employing a focus-group interview technique. The course concentrated the principles and methods of business presentation, selecting the topics, collecting the information, organizing the material: parts of the presentation and using audio-visual aids effectively.

Research Instruments

The research instruments in this study included (1) English speaking test to measure the participants' English speaking ability; (2) Student engagement questionnaire, which was adapted from Chirasawadi (2008) to assess three domains of engagement, namely affection, behavior, and cognition; (3) Teacher-student conference questionnaire, (4) Teacher-student conference interview protocol for a semi-structured group interview to collect qualitative data, (5) Student engagement observation checklist, and (6) Teacher-student conference form. In addition, conference logs were utilized for additional analysis. These research instruments are summarized in Table 4 to demonstrate their methods, purposes, data sources, and data analyses to answer the research questions.

Table 4: Methods and Instruments Employed by the Researcher to Answer the Researcher Questions

Research questions	Purposes	Instruments	Data sources	Data analyses
1. To what extent does offline teacher-student conferencing enhance students' English speaking ability in the online course of EBC332 Business Presentation?	(1) To assess students' English speaking ability (2) To help with the analysis of the assessment, confirm the quantitative data, and explain how teacher-student conferencing can enhance English speaking ability.	(1) English speaking test (2) Teacher-student conference form	(1) Speaking test scores (2) Analysis of the data from the teacher-student conference form	(1) Descriptive statistics (frequency and percentage) (2) Content analysis, coding, and categorization
2. To what extent does offline teacher-student conferencing enhance students' learning engagement in the online course of EBC332 Business Presentation?	(1) To assess students' students' learning engagement (2) To help with the analysis of the assessment, confirm the quantitative data, and explain how teacher-student conferencing can enhance students'	(1) Student engagement questionnaire (2) Student engagement observation checklist (3) Teacher-student conference form	(1) Scores of the engagement questionnaire (2) Scores from the observation form (3) Analysis of the data	(1) Descriptive statistics (frequency and percentage) (2) Descriptive statistics (frequency and percentage) (3) Content

Research questions	Purposes	Instruments	Data sources	Data analyses
	learning engagement		from the teacher-student conference form	analysis, coding, and categorization
3. What are the opinions of the students toward the implementation of offline teacher-student conferencing?	(1) Explore students' opinions of offline teacher-student conferencing in the EBC 332 Business Presentation course offered as an online IS-Replacement.	(1a) A teacher-student conference questionnaire (1b) Open-ended questions (2) A teacher-student conference interview protocol	(1a) Scores of the questionnaire (1b) Analysis of the data from the open-ended questions (2) Analysis of the data from the focus- group interview	(1a) Descriptive statistics (frequency and percentage) (1b) Content analysis, coding, and categorization (2) Content analysis, coding, and categorization

1. English Speaking Test

The IELTS (The International English Language Testing System) is the world's most popular high-stakes English language proficiency test for study, work and migration. The IELTS has been developed by test writers from different English-speaking countries so it reflects real-life situations around the world and is unbiased and fair to all test takers, whatever their background. The test is designed to measure the test-takers' speaking ability in spoken English, mainly to assess how well speakers can communicate opinions and information on everyday topics and common experiences. The test consists of three sections, namely introduction and interview, individual long turn, and two-way discussion as shown in Table 5.

Table 5: IELTS speaking test information and the speaking ability test

IELTS Speaking Test		
Section	Duration	Information
Part 1 Introduction and interview	4-5 minutes	The examiner will introduce him or herself and ask you to introduce yourself and confirm your identity. The examiner will ask you general questions on familiar topics, e.g. home, family, work, studies and interests. This section should help you relax and talk naturally.
Part 2 Individual long turn	3-4 minutes	The examiner will give you a task card which asks you to talk about a particular topic, including points to include in your talk. You will be given one minute to prepare and make notes. You will then be asked to talk for 1-2 minutes on the topic. You will not be

interrupted during this time, so it is important to keep talking. The examiner will then ask you one or two questions on the same topic.

Part 3 Two-way discussion 4-5 minutes The examiner will ask you further questions which are connected to the topic of Part 2. These questions are designed to give you an opportunity to discuss more abstract issues and ideas.

The present study adapted the test format from the IELTS speaking test; however, it focused on the second and the third parts. The English speaking test also adopted the evaluation criteria from the IELTS speaking test which measured different aspects of speaking ability as shown in Table 6 presents the IELTS speaking test criteria. (See Appendix A for the full version of Speaking: Band Descriptor).

Table 6: IELTS Speaking Test Evaluation Criteria

Band	Interpretation	Evaluation Criteria
9	Expert User	Fluency and coherence
8	Very Good User	
7	Good User	Lexical resource
6	Competent User	
5	Modest User	Grammatical range and accuracy
4	Limited User	
3	Extremely Limited User	Pronunciation
2	Intermittent User	
1	Non User	
0	Did not attempt the test	

In the English speaking test, students were asked to speak and respond to questions in English in the context related to students' business presentation with the instructor who was teaching the course. The test was administered five times before, during and after the implementation of two teacher-student conferences. The criteria in an analytical scoring adopted from the standardized criteria of IELTS Speaking band descriptors (public version) before, during, and after the implementation.

2. Student Engagement Questionnaire

The questionnaire aimed to examine students' learning engagement which included three fundamental aspects, namely affective, behavioral, and cognitive

engagement. Affective engagement involves students' feelings, attitudes, and values towards course content, class activities, and teaching method during the learning tasks and learning process. Behavioral engagement involves students' active participation in terms of attendance, preparation, interest, questioning, contribution, and effort. Cognitive engagement involves students' application of cognitive process according to Bloom's revised taxonomy. The questionnaire employed Likert-type items to collect the quantitative data. The domain of affective, behavioral, and cognitive engagement comprised of 22 items, 18 items, and 20 items respectively to indicate the extent to which respondents agreed or disagreed with each statement on a 5-point scale (e.g., 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree)

Content Validity of Student Engagement Questionnaire

Content validity of the questionnaire was assessed by three experts (one expert from each field of English instruction, applied linguistics, and research, assessment, and evaluation) by means of the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). The researcher provided a three-point rating scale evaluation form, -1 = Incongruent, 0 = Questionable, and 1 = Congruent, to the experts. Then, the researcher calculated the Mean scores derived from the results. The items which did not achieve the score between 0.50 and 1.00 were revised according to the experts' suggestions. (See Appendix B for the illustration of the experts' validation of the questionnaire)

The overall IOC value of the student engagement questionnaire was 0.84 (affective engagement = 0.88, behavioral engagement = 0.81, and cognitive engagement = 0.82). In the affective domain, out of 22 statements, it was suggested that two statements be revised because there were many factors being addressed in one statement. In the behavioral domain, out of 18 statements, only one statement was suggested for revision due to the same reason as in the previous domain. All the statements of the cognitive domain were not required for revision, only small changes of word choice were suggested.

Table 7: Revised Version of the Student Engagement Questionnaire

No.	Original Items	Revised Items
The affective engagement		
11	นักศึกษาคิดว่าตัวเองเป็นคนมีคุณค่า (I think that I am a valuable person in my group.)	นักศึกษาคิดว่ารายวิชานี้มีประโยชน์ต่อตัวนักศึกษา ในอนาคต (I think that this course is useful for me in the future)
18	นักศึกษาได้พัฒนาความกระตือรือร้นและ ความสนใจที่จะเรียนเนื้อหาวิชา (I developed enthusiasm and interest to learn more about the course content.)	นักศึกษามีความกระตือรือร้นในการเรียนเนื้อหาใน รายวิชานี้ (I was enthusiastic to learn more about the course content)
The behavioral engagement		
6	นักศึกษาส่งแบบฝึกหัดหรืองานที่อาจารย์ให้ ทำทาง e-Learning ให้ได้ทำให้เสร็จ โดย คำนึงถึงคุณภาพของงาน (I completed my homework or any assigned tasks on e-learning on time with good quality.)	นักศึกษาส่งงานที่อาจารย์ให้ทำทาง e-Learning เสร็จตามเวลา โดยคำนึงถึงคุณภาพของงาน (I completed all the assigned tasks on e- learning on time with good quality.)

Beside the three statements suggested for revision in Table 7, there were 23 items were altered slightly in terms of word choice in Thai.

1. Teacher-Student Conference Questionnaire

This questionnaire aimed to explore students' opinions of offline teacher-student conferencing in the EBC 332 Business Presentation course offered as an online IS-Replacement. The questionnaire shown in Appendix C consisted of two parts as follows:

1) Students' opinions of offline teacher-student conferencing: This part covered two main aspects, namely English speaking ability and learning engagement. There were 14 Likert-type statements indicating the extent to which respondents agreed or disagreed with each statement on a 5-point scale (e.g., 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree).

2) Open-ended questions requesting the students to provide additional opinions and suggestions about offline teacher-student conferencing: Three questions

concerning students' likes and dislikes and additional opinions towards the implementation were included.

Content Validity of the Teacher-Student Conference Questionnaire

The questionnaire was validated by three experts (one expert from each field of English curriculum development, English language assessment, and applied linguistics). Mean scores of the three experts were calculated for the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). A three-point rating scale Evaluation form (-1 = Incongruent, 0 = Questionable, and 1 = Congruent) was provided to each expert. Mean scores derived from the results were calculated. Any item that did not achieve scores between 0.50 and 1.00 were revised according to the experts' suggestions. Experts' validation of the questionnaire is demonstrated in Appendix D. The overall IOC value was 0.97. Some minor changes (mostly giving examples for clearer statements) were suggested as shown in Table 8.

Table 8: Revised Version of the Teacher-Student Conference Questionnaire

No.	Original Items	Revised Items
2.5	หลังจากที่ได้คุยและได้รับคำปรึกษาจากอาจารย์ผู้สอนแบบเห็นหน้ากัน นักศึกษามีความกระตือรือร้นมากยิ่งขึ้น (After the teacher-student conferencing, student became more enthusiastic)	หลังจากที่ได้คุยและได้รับคำปรึกษาจากอาจารย์ผู้สอนแบบเห็นหน้ากัน นักศึกษามีความกระตือรือร้นมากยิ่งขึ้น (เช่น อ่านหนังสือ หรือสื่อที่เตรียมความพร้อม หาข้อมูลเพิ่มเติมก่อนเข้าเรียนในระบบ e-learning) (After the teacher-student conferencing, student became more enthusiastic (such as read books or course supplementary materials, and search for additional information about the lesson before participating in the e-learning system.))
2.6	หลังจากที่ได้คุยและได้รับคำปรึกษาจากอาจารย์ผู้สอนแบบเห็นหน้ากัน นักศึกษามีแรงจูงใจในการเรียนวิชานี้มากยิ่งขึ้น (After the teacher-student conferencing, student become more motivated to learning in this course.)	หลังจากที่ได้คุยและได้รับคำปรึกษาจากอาจารย์ผู้สอนแบบเห็นหน้ากัน นักศึกษามีแรงจูงใจในการเรียนวิชานี้มากยิ่งขึ้น (เช่น เข้ามาเรียน และทำแบบฝึกหัดในระบบ e-learning มากขึ้น) (After the teacher-student conferencing, student become more motivated to learning in this course (such as participated and completed exercises in the e-learning system more frequently.))

2. Teacher-Student Conference Interview Protocol

The interview protocol was used to help the researcher to investigate the students' opinions of the teacher-student conferencing in-depth and provide further

information in addition to those obtained from the questionnaire (See Appendix E). The present study employed a semi-structured interview because it provided guidance on what to talk with the participants. In addition, it was flexible for gaining further information. A focus-group interview was used to gain extensive detailed information from a dynamic group interaction (Gill, Stewart, Treasure, & Chadwick, 2008).

An interview was conducted in Week 15 after the completion of the implementation and the questionnaire. The researcher was interviewing the four students in Thai for about 20 minutes. The interview consisted of five questions. The first four questions were designed to investigate students' opinions of how the teacher-student conferencing helped to improve their English speaking ability and learning engagement. The final question was to elicit students' suggestions for improvement on an online IS-Replacement.

Content Validity of the Teacher-Student Conference Interview Protocol

The protocol was validated by the same experts as in the previous research instrument. Mean scores of the three experts were calculated for the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). A three-point rating scale Evaluation form (-1 = Incongruent, 0 = Questionable, and 1 = Congruent) was provided to each expert. Mean scores derived from the results were calculated. Any item that did not achieve scores between 0.50 and 1.00 were revised according to the experts' suggestions. Experts' validation of the interview protocol is demonstrated in Appendix F.

The overall IOC value of the interview protocol was 1.00, which indicated that all experts agreed that all of the questions in the focus-group protocol were related to the research objectives and the contents were valid.

3. Student Engagement Observation Checklist

The observation checklist was designed to investigate students' engagement in all the course activities based on the criteria set by the Office of Online Education (OOE) of Sripatum University for e-Learning Replacement-IS. The criteria for students' participation included three main categories, namely content (VDO and instructional materials), activity (Quiz and forum/assignments), and communication (Chat room or other means of communication such as e-mail, Facebook or Line).

4. Teacher-Student Conference Form

This conference form was adopted from the Standards-Based Assessment Grid as a way to figure out the level of mastery on particular standards (Spencer, 2015). It is an assessment conference type which focused on the mastery of standards. Table 9 demonstrates the assessment conference in five aspects, namely focus, role of the student, role of the teacher, further application, and role in cultivating a growth mindset. The form used in this study can be shown in Appendix G.

Table 9: Assessment Conference (Spencer, 2015)

Aspects	Assessment Conference
The Focus	A conversation about the mastery of standards
Role of the Student	Talk about progress toward specific standards
Role of the Teacher	Asks questions about progress and share information based upon evidence of student work
Further Application	Students can figure out what standards still need to be mastered and how to get there.
Role in Cultivating a Growth Mindset	Every student is able to realize that there are as many retakes as necessary until they master the standards.

Research Procedure

In this study, teacher-student conferencing was implemented in an online IS- Replacement course to enhance students' English speaking ability and learning engagement. The intervention was based on the fundamental theories of scaffolding and autonomous learning. The research procedure is outlined in Table 10.

Table 10: Research Procedure

Phase 1: Designing teacher-student conferencing	
Stage 1	Exploring theoretical frameworks
Stage 2	Collecting preliminary data from stakeholders
Stage 3	Constructing offline teacher-student conferencing
Phase 2: Implementing offline teacher-student conferencing	
Stage 1	Administering the English speaking pre-test, Student engagement questionnaire, and Student engagement observation checklist
Stage 2	Conducting the main study and collecting data using a teacher-student conference form
Stage 3	Administering the English speaking post-test, student engagement

	questionnaire, and student engagement observation checklist
Stage 4	Distributing the teacher-student conference questionnaire and conducting the teacher-student conference interview
Stage 5	Analyzing quantitative and qualitative data

Phase 1: Designing teacher-student conferencing

This phase comprises three main stages, namely exploring theoretical frameworks, interviewing instructors who had taught an online IS-Replacement course, and constructing offline teacher-student conferencing. Each stage is clearly explained as follows:

Stage 1 Exploring theoretical frameworks

The main theoretical frameworks in this study included scaffolding, autonomous learning, teacher-student conferencing, English speaking ability, and engagement. As explained each framework in the literature review, the researcher believed that scaffolding through teacher-student conferencing was valuable to students' learning outcome as they would become more engaged in learning and enhance autonomous learning as shown in Figure 3.

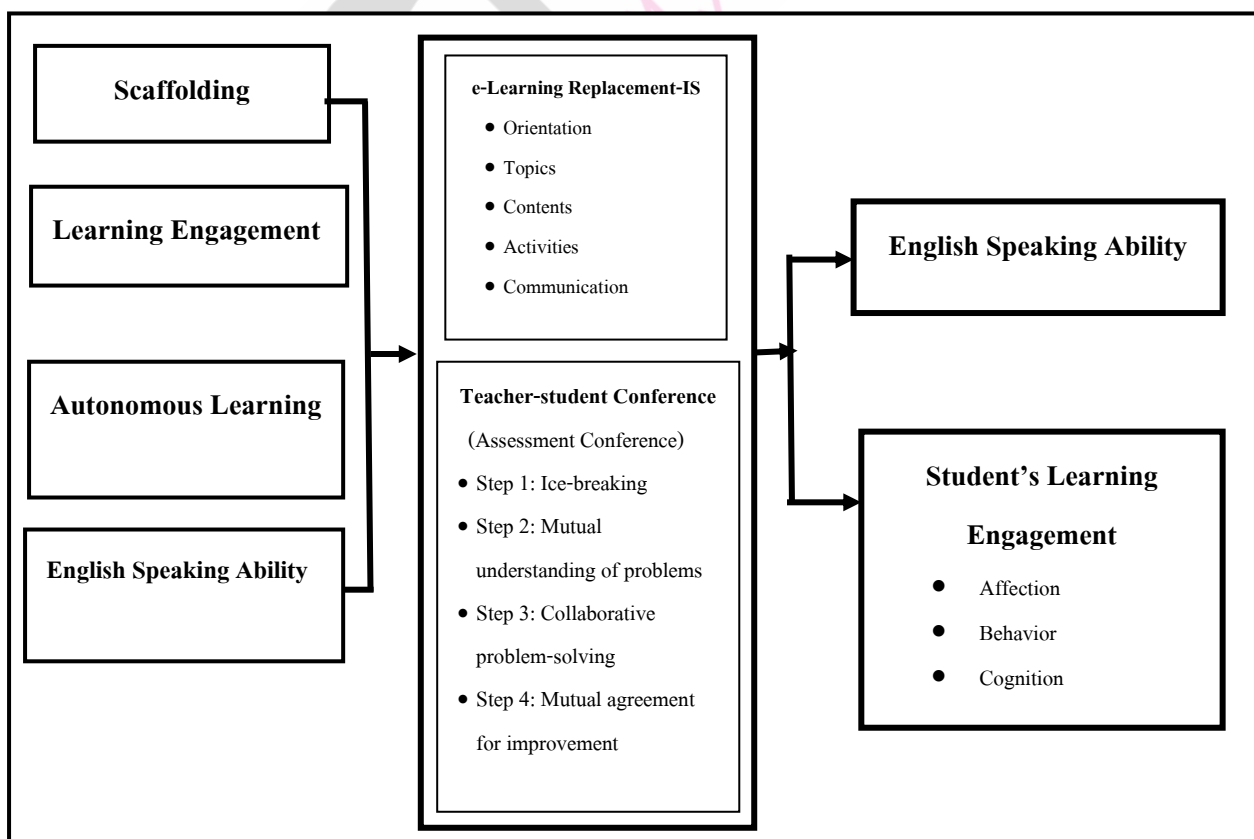


Figure 3: Research Conceptual Framework

Stage 2 Collecting preliminary data from stakeholders

Prior to conducting this study, the researcher had interviewed instructors who had been teaching online IS-Replacement English courses. The data obtained enabled the researcher to design the most suitable and effective online IS-Replacement English course for Sripatum University students, particularly English language courses.

The researcher interviewed three English instructors who had taught their course on the online platform as an IS-Replacement and three students who had taken an online course IS-Replacement. For interviews with instructors, all of them agreed that the major problem occurring during their courses was that students were lack of responsibility. One instructor expressed her thought and described her experience from the course with frustration.

I feel very frustrated when I taught the online IS-Replacement course last semester. My students were not responsible for their own learning at all. They never submitted their assignments until I had to call them for a meeting. (Female instructor A)

Another Thai instructor, who had set all of the assignments available for 15 weeks at once from the beginning of the semester, mentioned that he had to call his students to do the work by stated as follows:

They were so lazy. I must have spent thousands of Baht calling them to complete exercises. I even had to extend the deadlines of all the assignments to reassure that they had enough scores to pass the course. (Male instructor B)

Similar method of online administration, a male foreign instructor addressed that his students in the previous e-learning courses were not participating much. He had to make an appointment to meet them face-to-face once or twice.

They were just very lazy. They were not responsible and mature enough to take courses like this [online learning]. I think it's not suitable for Thai students. (Male instructor C)

All of them believed that it was mandatory for the instructor to meet with the students face-to-face in English courses because they were all skill-based and required practice and feedback from the instructors.

For students, they all agreed that it was essential to meet the instructors in person while taking their courses offered as online IS-Replacement. One student expressed her opinion as follows:

I met my teacher face-to-face very often. I think it was good to meet her actually. She wanted to followed on the assignments and ensured that I understood them....If I had not had met her at all, I would not have understood anything. (Female student)

According to responses both from the instructors and the students, three major problems were discovered: (1) their own lack of self-discipline, (2) perceived poor learning outcome, in which some of them honestly revealed that they did not feel as if they had learned much at all from the online learning, and (3) difficult usage of the e-learning platform and uninteresting display. Here, the researcher was convinced that students would learn better and gain most benefit from an online course through the e-learning platform by having face-to-face offline conferencing between the instructor and the students. Assessment conference type (Spencer, 2015) was adapted in the present study.

Table 11: Teacher-Student Conference (Spencer, 2015)

	Assessment Conference
The Focus	A conversation about the mastery of standards
Role of the Student	Talk about progress toward specific standards
Role of the Teacher	Asks questions about progress and share information based upon evidence of student work.
Further Application	Students can figure out what standards still need to be mastered and how to get there
Role in Cultivating a Growth Mindset	Every student is able to realize that there are as many retakes as necessary until they master the standards

Previous researchers identified different stages for teacher-student conference as demonstrated in Table 12.

Table 12: Stages for Teacher-Student Conference of the Present Study (adapted from Arbur, 1983; Zelnick, 1983; and Ongphet, 2013)

Stages	Arbur (1983)	Zelnick (1983)	Blasingame and Bushman (2005), Ongphet (2013)	The Present Study
1	Engagement	Teacher identifies the problem	Praise (What did the writer do well)	Ice-breaking (Giving compliment)
2	Problem exploration	Tests the student's recognition of the error	Question (What questions come to the teacher's mind)	Mutual understanding of problems
3	Problem identification	Indicates appropriate corrections	Polish (What improvements could be made)	Collaborative problem-solving
4	Agreement on work on the problem together	Tests the student's understanding of these remedies		Making mutual agreements for improvements
5	Task assignment	Assigns further exercise to permit the students further opportunities to recognize and repair the error		
6	Solution			
7	Termination			

Based on the teacher-student conferencing model of the present study, each stage can be described as follows:

Stage 1: Ice-breaking: The instructor gave compliment to the student on their assigned work. Good points were identified to the students.

Stage 2: Mutual understanding of problems: The instructor and the student discussed the problems on the teacher-student conference form which was filled out by the student prior the conference.

Stage 3: Collaborative problem-solving: The instructor and the student collaboratively found solutions to the problems in Stage 2.

Stage 4: Making mutual agreements for improvements: The instructor and the student made agreements on the solutions in Stage 3.

Stage 3: Constructing offline teacher-student conferencing in the online IS- Replacement course

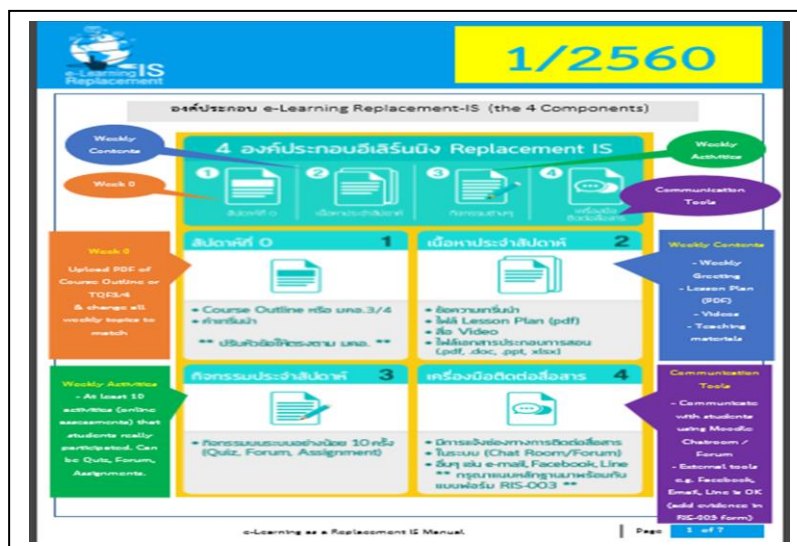


Figure 4: A Display of the Online IS- Replacement EBC332 Business Presentation Course with Offline Teacher-Student Conferencing

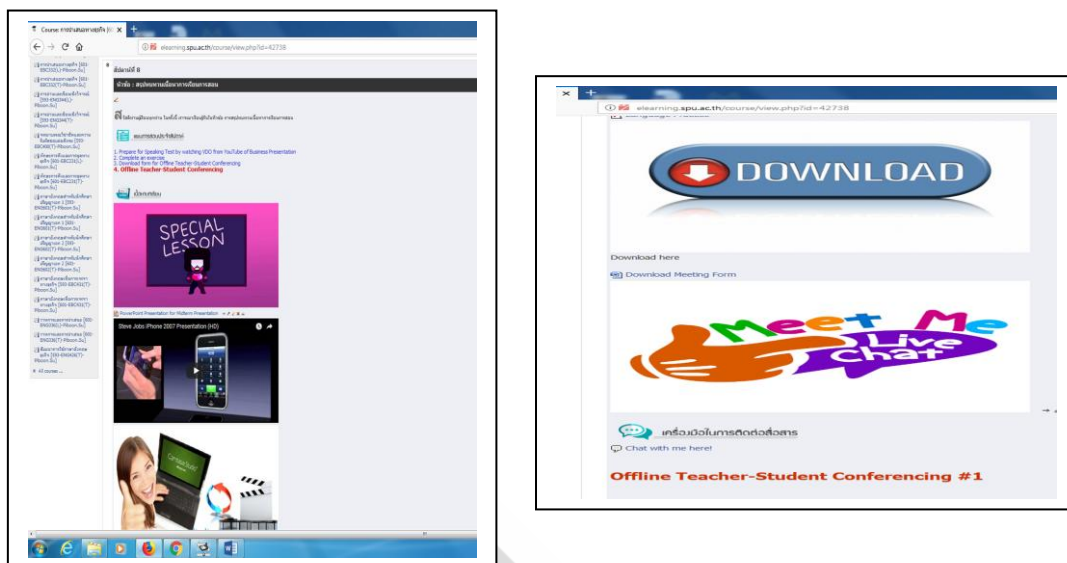


Figure 5: Display of Offline Teacher-Student Conferencing (Addition to regular requirement)

Phase 2: Implementing offline teacher-student conferencing

The second phase of this study was the implementation of the offline teacher-student conferencing, which was comprised of five main stages. Those stages included (1) Administering the English speaking pre-test, Student engagement questionnaire, and Student engagement observation checklist, (2) Conducting the main study and collecting data using a teacher-student conference form, (3) Administering the English speaking post-test, student engagement questionnaire, and student engagement observation checklist, (4) Distributing the teacher-student conference questionnaire and conducting the teacher-student conference interview, and (5) Analyzing quantitative and qualitative data. Since this study employed pretest – posttest time series design, the data collection can be demonstrated in Table 13

Table 13: Research Design of Pretest-Posttest Time Series Design

Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10
O_1	O_2	X_1	O_3	X_2
			O_4	X_3
				O_5

Note: X_i refers to Face-to-face offline teacher-student conferencing

O_i refers to student's learning engagement conducted every second week

Stage 1: Administering the English speaking pre-test, student engagement questionnaire, and student engagement observation checklist

This stage was conducted twice in the second week and the fourth week after all of the students had enrolled to the course and before the implementation of the first teacher-student conference. It was conducted twice before the implementation in order to assure students' English speaking performance and learning engagement and obtain the baseline data of student's English speaking ability and learning engagement before the implementation. The student engagement observation checklist was kept every week to observe students' learning engagement.

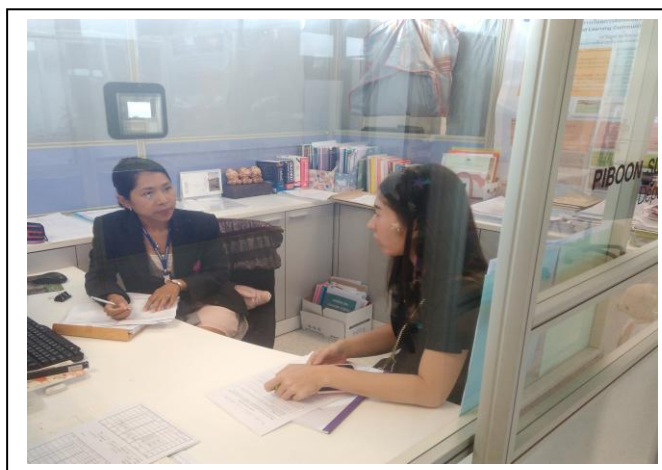


Figure 6: The English Speaking Pre-Test

The English speaking test was administered five times by the instructor/ researcher and evaluated by a native English speaker using the standardized IELTS speaking criteria. The first two speaking tests and the students' learning engagement were administered without the offline teacher-student conferencing.

Stage 2: Conducting the main study and collecting data using a teacher-student conference form

There were three offline teacher-student conferences during the treatment. The first offline teacher-student conferencing was conducted by the end of Week 4 after conducting the second English speaking pretest and the student engagement questionnaire followed by the second and the third conferences by the end of Week 6 and Week 8 respectively. In order to conduct the conference, students had to complete a teacher-student conference form prior to attending the conference.

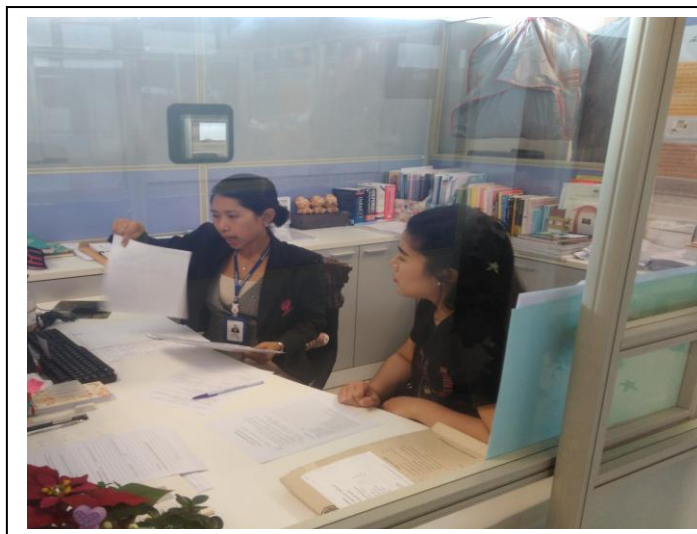


Figure 7: The First Offline Teacher-Student Conferencing

Stage 3: Administering the English speaking post-test, student engagement questionnaire, and student engagement observation checklist

In this stage, both the English speaking post-test and student engagement questionnaire were administered in Week 10.

Stage 4: Distributing the teacher-student conference questionnaire and conducting the teacher-student conference interview

In this stage, the researcher distributed the teacher-student conference questionnaire in Week 11 and conducting the teacher-student conference interview right after that. The researcher employed the semi-structured interview protocol was used as a guideline to elicit information about their learning experiences using the offline teacher-student conferencing. The data derived from the open-ended questions in the questionnaire was also used to help elicit the information about the implementation during the focus-group interview with all four students.



Figure 8: A Teacher-Student Focus-Group Interview

Stage 5: Analyzing qualitative and quantitative data

Qualitative data obtained from the open-ended questions from the teacher-student conference questionnaire, a teacher-student conference form, teacher-student conference logs, focus-group interview were carefully transcribed word for word and analyzed. For coding and categorization, the researcher utilized ATLAS.ti version 7.0 (Free trial version) to analyze the qualitative data because it accepted the Thai language and easily operated with multiple documents. The quantitative data obtained from English speaking pretest and posttest, Student engagement questionnaire, teacher-student conference questionnaire, student engagement observation checklist were analyzed in terms of frequency and percentage.

CHAPTER 4

RESULTS

This chapter reveals the findings of the data obtained from the implementation of offline teacher-student conferencing. The data from all four students who were assumed to be at pre-intermediate English proficiency level based on their CGPA (2.00-2.90) and the instructor's own judgment were analyzed and reported into two aspects, namely qualitative and quantitative. This study was conducted with a small sample size; hence, the qualitative results were most emphasized. The qualitative data acquired from student engagement questionnaire, which was adapted from Chirasawadi (2008) to assess three domains of engagement, namely affection, behavior, and cognition. In addition, a teacher-student conference interview protocol for a semi-structured group interview, a student engagement observation checklist, and a teacher-student conference form were analyzed and described. The quantitative data obtained from the English speaking test to measure the participants' English speaking ability and the teacher-student conference questionnaire were analyzed by SPSS and described according to the three main research questions below.

4.1 Results of Research Question 1: To what extent does offline teacher-student conferencing enhance students' English speaking ability in the online course of EBC332 Business Presentation?

This question aimed to investigate the enhancement of teacher-student conferencing on students' English speaking ability. An English speaking test was employed for this research question. The results of the pre- and post-test scores of students' English speaking ability were analyzed after the implementation by means of descriptive statistics (\bar{X} , SD).

4.1.1 Quantitative findings

Speaking tests were administered by the teacher researcher based on both familiar and unfamiliar topics, which were in accordance with the guideline of the IELTS exam. Students' speaking performances were assessed by a native speaker who had been trained as an assessor for English speaking proficiency. From the total score of 9, Table 14 reveals that students' speaking ability had increased after the first teacher-student conference and continued increasing after the subsequent second and third conferences.

Table 14: Overall Speaking Scores Before and After Teacher-Student Conferencing

No. Speaking Test	Fluency & Coherence		Lexical Resource		Grammatical range & accuracy		Pronunciation	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Test 1								
Test 2	3.25	0.96	2.50	0.58	3.00	0.82	3.75	0.50
Test 3	2.50	1.00	2.75	0.50	2.75	0.50	3.00	0.82
Test 4	3.75	0.50	3.00	0.82	3.50	0.58	4.50	0.58
Test 5	4.00	0.82	3.00	0.82	4.00	1.15	5.00	0.82

The data from Table 14 reveals that almost all students' English ability had improved. Specifically, lexical resource and pronunciation had increased continuously after each teacher-student conference. Figure 9 can perhaps show the students' improvement of their English ability. It projects the effectiveness of the teacher-student conferencing because students' speaking scores had marginally increased after the second test, which was the time students participated in the first teacher-student conference.

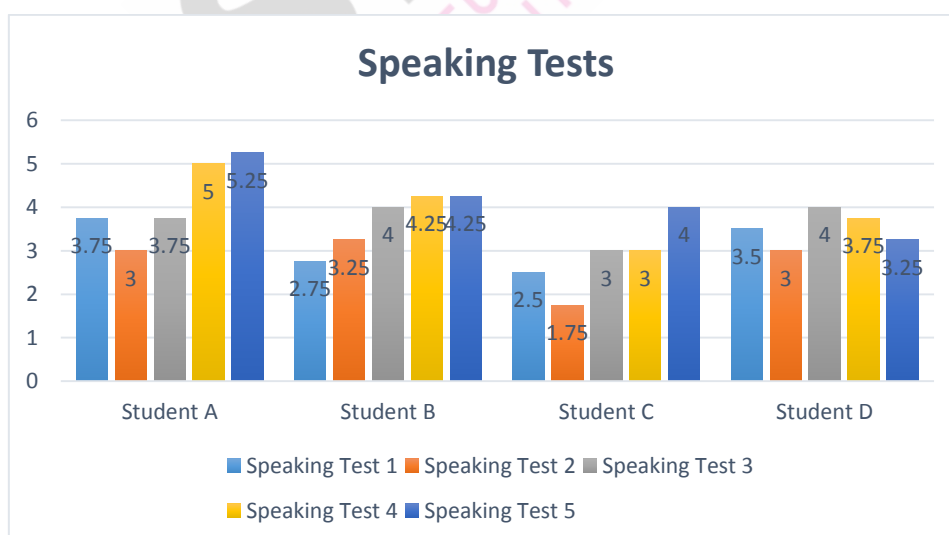


Figure 9: Students' speaking ability before and after Teacher-student Conferencing

The overall scores show the improvement of students' speaking ability after the implementation. However, Student D's performance had unexpectedly declined

after the second and the third conferences. It is perhaps better to consider the results by determining each student as follows.

Table 15: Student A's English Speaking Ability Before and After Teacher-Student Conferences

Speaking Test	Fluency & Coherence	Lexical Resource	Grammatical range & accuracy	Pronunciation	Overall
Test 1	4	3	4	4	3.75
Test 2	3	3	3	3	3.00
Teacher-student conference 1					
Test 3	4	3	4	4	3.75
Teacher-student conference 2					
Test 4	5	4	5	6	5.00
Teacher-student conference 3					
Test 5	5	5	5	6	5.25

Student A's overall scores in speaking tests shown in Table 15 reveal that the student had made continuous progress after teacher-student conference sessions. The first two tests somewhat confirmed that Student A's English speaking ability had decreased from the score of 3.75 to 3.00 without teacher-student conferencing. After the implementation, her English speaking ability tended to increase from the overall score of 3.75 to 5.00 after the second conference and went up to 5.25 after the third conference. The results can also be clearly demonstrated in Figure 10.

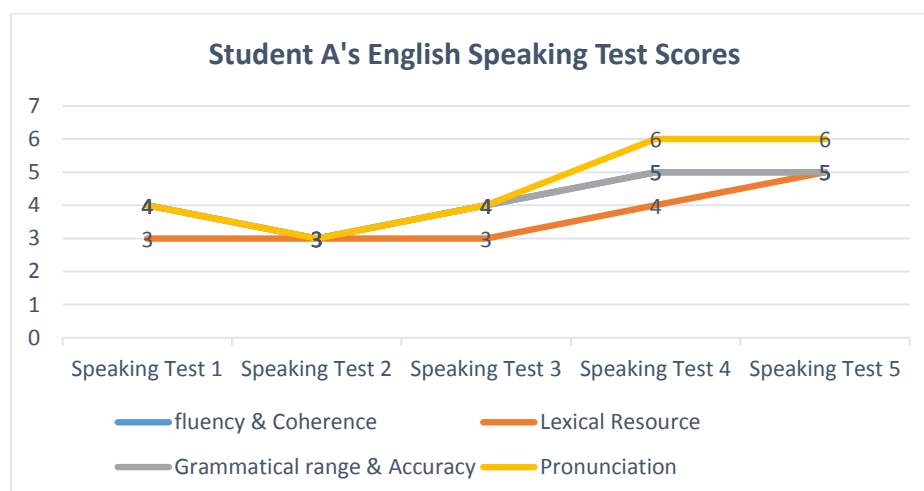


Figure 10: Student A's Speaking Ability Progress After Teacher-Student Conferencing

The graph reveals that Student A's pronunciation improved the most immediately after the first teacher-student conference, while her lexical resource had gained repeatedly after the first conference.

Table 16: Student B's English Speaking Ability Before and After Teacher-Student Conferences

No. Speaking Test	Fluency & Coherence	Lexical Resource	Grammatical range & accuracy	Pronunciation	Overall
Test 1	3	2	3	3	2.75
Test 2	3	3	3	4	3.25
Teacher-student conference 1					
Test 3	4	3	4	5	4.00
Teacher-student conference 2					
Test 4	4	3	5	5	4.25
Teacher-student conference 3					
Test 5	4	4	4	5	4.25

The overall scores of speaking tests reveal that Student B had made continuous progress after teacher-student conference sessions. The first two tests, which were conducted before the first teacher-student conference, showed that Student B's English speaking ability was poorer than the ones after the teacher-student conference sessions with the scores of 2.75 to 3.25. After the implementation, Student B's English speaking ability had increased sharply based on the overall scores of 4.00 to 4.25 and 4.25 respectively. The results can also be clearly demonstrated in Figure 11.

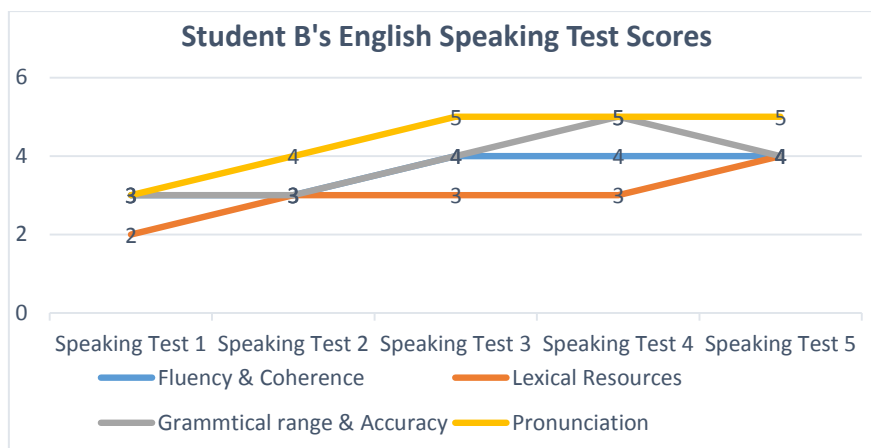


Figure 11: Student B's Speaking Ability Progress After Teacher-Student Conferencing

Similar to Student A, the graph reveals that Student B's pronunciation had improved the most while her lexical resource had gained steadily after the second conference. It is interesting that the grammatical range and accuracy of this student had decreased after the second conference.

Table 17: Student C's English Speaking Ability Before and After Teacher-Student Conferences

No. Speaking Test	Fluency & Coherence	Lexical Resource	Grammmatical range & accuracy	Pronunciation	Overall
Test 1	2	2	2	4	2.50
Test 2	1	2	2	2	1.75
Teacher-student conference 1					
Test 3	3	2	3	4	3.00
Teacher-student conference 2					
Test 4	3	2	3	4	3.00
Teacher-student conference 3					
Test 5	3	4	3	6	4.00

In the same pattern as Student A, Student C's overall scores of speaking tests had made continuous progress after the first teacher-student conference. The first two tests somewhat confirmed that Student C's English speaking ability had decreased from the score of 2.50 to 1.75 without teacher-student conferencing. After the implementation, Student C's overall scores of English speaking ability had increased

greatly from 3.00 to 4.00, respectively. The results can also be clearly demonstrated in Figure 12.

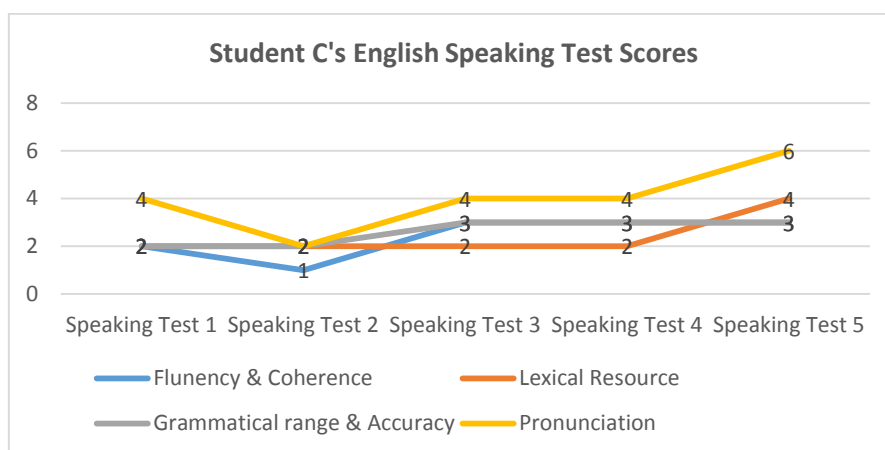


Figure 12: Student C's Speaking Ability Progress After Teacher-Student Conferencing

Similar to the first two students, the line graph reveals that Student C's pronunciation had improved impressively. The same pattern also occurred in fluency and coherence, while her lexical resource had not increased until after the second conference.

Table 18: Student D's English Speaking Ability Before and After Teacher-Student Conferences

No. Speaking Test	Fluency & Coherence	Lexical Resource	Grammatical range & accuracy	Pronunciation	Overall
Test 1	4	3	3	4	3.50
Test 2	3	3	3	3	3.00
Teacher-student conference 1					
Test 3	4	4	3	5	4.00
Teacher-student conference 2					
Test 4	4	3	3	5	3.75
Teacher-student conference 3					
Test 5	3	3	3	4	3.25

In contrast to others' performance, Student D's English speaking ability had gained after the first conference but decreased continuously after the second and the third conferences. The overall scores of first two English speaking tests somewhat

confirmed that Student A's English speaking ability had decreased without teacher-student conferencing. After the first conference, Student D's English speaking overall scores had decreased from the overall score of 3.50 to 3.00. However after the first conference the score had increased to 4.00 but gradually decreased to 3.75 and 3.25 after the second and the third conferences. The results can be clearly demonstrated in Figure 13.

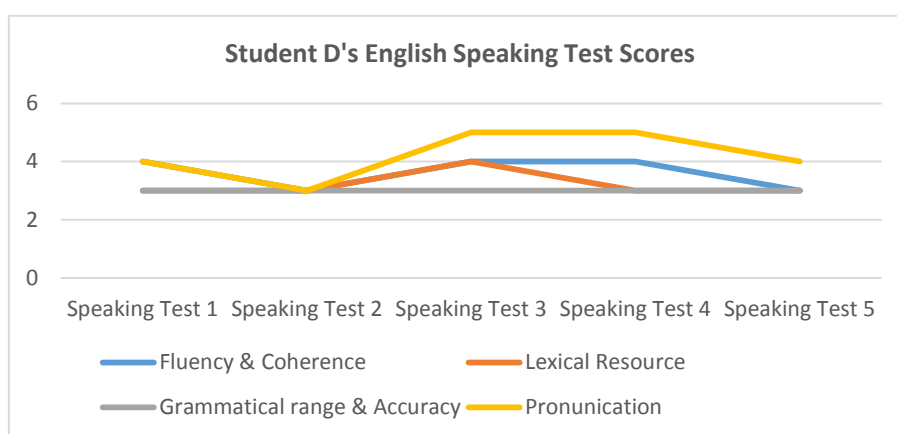


Figure 13: Student D's Speaking Ability Progress After Teacher-Student Conferencing

The graph reveals that Student D's pronunciation had improved dramatically right after the first teacher-student conference, but started decreasing continuously after the second conference. This pattern also occurred to the lexical resource and fluency and coherence. However, the student's grammatical range and accuracy were the same.

4.1.2 Qualitative findings

Based on students' conference logs, open-ended questionnaire, and focus-group interview, students believed that teacher-student conferencing was very beneficial to them in order to comprehend content, complete the tasks and accomplish the course. In particular, they believed that their speaking skill was enhanced at a certain level. According to all of the resources, students' thought that they had gained most in vocabulary and pronunciation. This result was in line with the quantitative results mentioned previously.

In addition, the results derived from the qualitative analytical program Alasti.7 revealed co-occurrences of all the factors. The additional results can be showed in Figure 14.

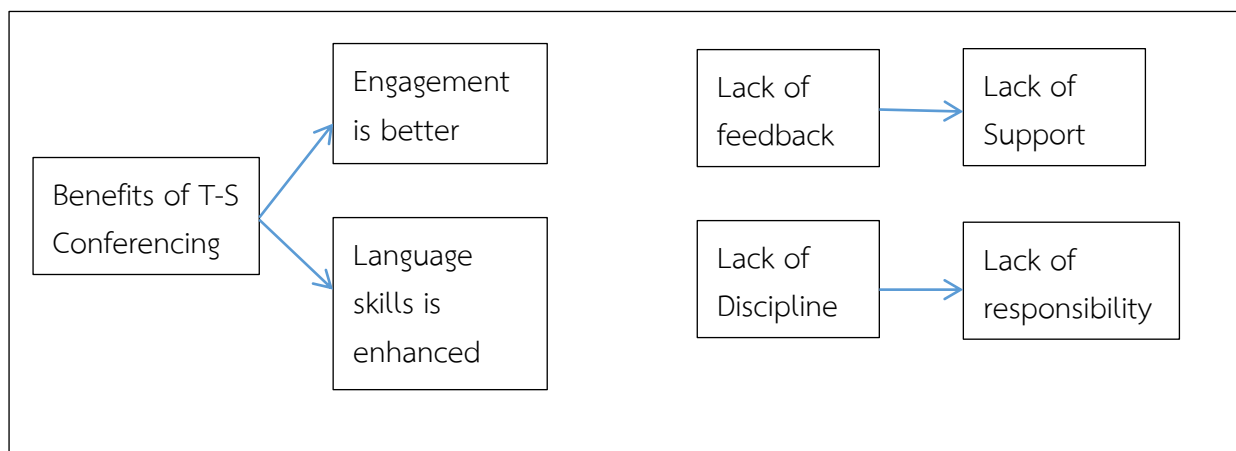


Figure 14: Co-occurrences of All the Factors

Based on the qualitative results, teacher-student conferencing could benefit students in two ways, namely engagement and language skills. Moreover, three essential issues which co-occurred were that (1) students had a misconception of the course as online IS-Replacement; (2) they did not know exactly how to operate all of the functions on the e-learning platform; (3) they lacked self-discipline. All of these issues obviously affect their English speaking ability.

4.2 To what extent does offline teacher-student conferencing enhance students' learning engagement in the online course of EBC332 Business Presentation?

For affective factor, prior to the first conference, some students felt “chilled out” because that they did not have to do any assignments and kept delaying submitting their assignments. Other students, who were more responsible, felt confused and apprehensive due to the lack of guidance. However, they were afraid to ask for further details about their assignments. After the teacher-student conferencing, based on the focus group interview, all of the students felt strongly that it helped them to become less anxious about the course. This was also in line with one of the conference logs in which a student commented that she did not feel at all confident before the conference sessions; however, following the conference, she felt “motivated” to complete the assignments and tasks on the system. In addition, the relationship between the instructor and the students was enhanced. The students were more open to consult the instructor and ask for feedback. This can be projected through the focus-group interview as follows:

Researcher: So, what do you think about the teacher-student conference sessions?

Student C: It really helped me a lot.

Student B: Agree. I had more courage to ask you (the instructor as researcher) about the assignments and to help me improve my English skills.

Student A: Before the conference, I felt stressed and frustrated because I was not sure if I understood the work.

Researcher: How was it then after the conference?

All of the students: We were motivated to check the e-learning more often to see if there were any assignments.

The conversation above also revealed those students' behaviors, especially students' engagement and submission of assignments, had changed too. Teacher-student conferencing revealed that their behavior had changed greatly. Data derived from the focus group interview, conference logs, open-ended questions in the teacher-student conference questionnaire, student engagement observation checklist, and teacher-student conference form revealed the following:

Three out of four students hardly watched VDO presentations, studied the contents from the course materials, asked questions in the forum or chatted with the instructor in the chat room. It was noted that they only completed quizzes and exercises with a multiple choice format because these were conveniently executed through their mobile phones. The quality of their work was poor. Surprisingly, all of them misunderstood the first speaking test even though the instructor provided clear instructions with examples of students' work from the previous semester.

However, after the first teacher-student conference, students engaged more in the activities mentioned previously, except for the forum and chat room. During the first conference, the students and the teacher mutually agreed to have a group discussion through the use of Line application mainly for notices, discussions, and enquiries. Evidently, the students became more attentive and diligent to learning and completing assignments. They obviously became more "responsible." The quality of their work was greater since all problems and solutions were being addressed during the conference sessions. They started to read more and submit their assignments before the due dates, which was a notable improvement. In addition, they requested to re-submit poor quality work from previous sessions to attain the instructor's criteria set for each assignment.

One reason that students' behavior changed could also be attributed to a solution that emerged during the problem-solving stage where students said there was no feature on the e-learning system that alerted them to new assignments. Consequently, the solution to this problem was that the instructor proposed a notice alert system to inform students of new assignments and their due date via the Line application.

For cognitive engagement, students believed that their speaking skills had improved at a certain level. One interesting comment from the students was that their speaking ability was enhanced temporarily only during the preparation and rehearsal of their oral presentations. One student said,

I think my speaking performance was better than before only during the oral presentations because I fully concentrated on the script. However, after the presentations, I think my speaking ability declined. (Student D)

The qualitative results mentioned above can be supported by the quantitative data which are described in three factors based on learning engagement, namely affection, behavior, and cognition.

Table 19: Comparison between Students' Affective Learning Engagement Before and After Teacher-Student Conferencing (n = 4)

Affective Learning Engagement	\bar{X}	S.D.	Meaning
Pre-Affective Learning Engagement 1	3.82	0.21	High
Pre-Affective Learning Engagement 2	3.81	0.39	High
Post-Affective Learning Engagement (After T-S conference #1)	3.57	0.15	High
Post-Affective Learning Engagement (After T-S conference #2)	3.89	0.54	High
Post-Affective Learning Engagement (After T-S conference #3)	3.82	0.21	High

(1.00-1.50 = very low; 1.51-2.50 = low; 2.51-3.50 = moderate; 3.51-4.50 = high; 4.51-5.00 = very high)

Table 19 reveals that the overall mean scores of students' affective learning engagement, including emotions, attitudes, and values, were 3.82 and 3.81, respectively prior the implementation. More specifically, students' values were the highest. Students thought that this course was very beneficial to their future career, and it helped them to improve their English speaking ability. After the first teacher-

student conference, the overall mean score had decreased (Mean score of 3.57). However, following the second conference, students' affection had increased, and then slightly reduced after the third conference (Mean scores of 3.89 and 3.82, respectively). It was interesting to see that the mean scores of the first two tests were higher than the mean scores of the three tests implemented with the teacher-student conference sessions. This result supported the qualitative findings that students felt overly relaxed before the implementation because they hardly communicated with the instructor. However, the overall mean score decreased after the first conference. This could have been caused by the discussions with the instruction concerning their overdue assignments and the miscomprehension of what was required for their assignments. Consequently, they were discouraged and felt a sense of failure. The quantitative result for affective learning engagement supported the qualitative result as explained above.

Table 20: Comparison between Students' Behavioral Learning Engagement Before and After Teacher-Student Conferencing (n = 4)

Behavioral Learning Engagement	\bar{X}	S.D.	Meaning
Pre-Behavioral Learning Engagement 1	3.78	0.30	High
Pre- Behavioral Learning Engagement 2	3.50	0.90	Moderate
Post- Behavioral Learning Engagement (After T-S conference #1)	3.57	0.32	High
Post- Behavioral Learning Engagement (After T-S conference #2)	4.19	0.62	High
Post- Behavioral Learning Engagement (After T-S conference #3)	4.46	0.20	High

(1.00-1.50 = very low; 1.51-2.50 = low; 2.51-3.50 = moderate; 3.51-4.50 = high; 4.51-5.00 = very high)

Table 20 reveals that the mean scores of their behavioral engagement before the teacher-student conferencing were 3.78 and 3.50, respectively. After the implementation, however, the mean scores of students' behavioral engagement were 3.57, 4.19, and 4.46, respectively. More specifically, all students became keener to ask questions after the teacher-student conference sessions. In addition, they tried harder to improve the quality of their work, submit their assignments on time, and complete all of the assignments. This indicates that without teacher-student conferencing, students' behavioral learning engagement could decrease based on the mean score of the second pre-test which was lower than the first one. Overall, the results indicate that teacher-student conferencing had enhanced students'

behavioral learning engagement. The quantitative results here are aligned with the qualitative results as explained above.

Table 21: Comparison between Students' Cognitive Learning Engagement Before and After Teacher-Student Conferencing (n = 4)

Cognitive Learning Engagement	\bar{X}	S.D.	Meaning
Pre-Cognitive Learning Engagement 1	3.80	0.52	High
Pre-Cognitive Learning Engagement 2	3.64	1.09	High
Post-Cognitive Learning Engagement (After T-S conference #1)	3.44	0.41	Moderate
Post-Cognitive Learning Engagement (After T-S conference #2)	4.01	0.70	High
Post-Cognitive Learning Engagement (After T-S conference #3)	4.86	1.44	Very High

(1.00-1.50 = very low; 1.51-2.50 = low; 2.51-3.50 = moderate; 3.51-4.50 = high; 4.51-5.00 = very high)

Table 21 reveals that the mean scores of their cognitive engagement before the teacher-student conferencing were 3.80 and 3.64, respectively. After the implementation, the mean scores of students' cognitive engagement were 3.44, 4.01, and 4.86, respectively. This indicates that teacher-student conferencing had enhanced students' cognitive learning engagement. In particular, students could evaluate the contents for their presentations effectively. They were also able to evaluate other students' presentations based on the examples provided by the instructor. This quantitative result somewhat supported the results of the qualitative data. However, one should bear in mind that the cognitive learning engagement derived from students' own perception. An explicit comparison of students' learning engagement can also demonstrated in Figure 15.

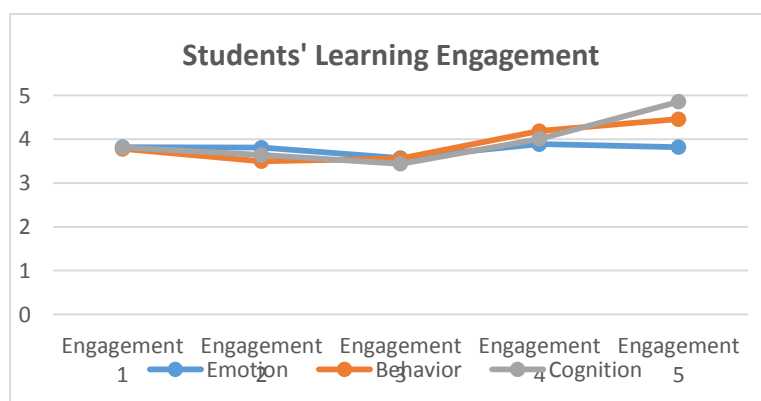


Figure 15: Line Graph Showing Students' Learning Engagement

The results revealed that teacher-student conferencing greatly enhanced students' behavior, positively changed their participation, course values, and made a genuine improvement to their speaking ability.

According to the checklist of students' online activities, students' engagement had been improved dramatically. See Table 22

Table 22: Report of Students' Engagement from the Checklist of Students' Online Activities

St.	VDO					Course Supplementary					Quiz					Forum					Files					Chat Room				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A	X	X	X	X	/	X	X	X	X	/	X	-	-	/	-	○	○	X	X	/	○	○	○	○	/	X	X	X	X	X
B	X	/	X	X	/	X	X	X	X	/	X	-	-	X	-	○	○	X	X	/	○	○	○	○	/	X	X	X	X	X
C	/	/	/	/	/	/	/	/	/	/	X	-	-	-	-	/	/	X	X	/	●	/	○	X	/	X	X	X	X	X
D	X	X	X	X	/	X	X	X	X	/	X	-	-	X	-	○	X	X	X	/	○	○	○	○	/	X	X	X	X	X

ST	VDO					Course Supplementary					Quiz					Forum					Files					Chat Room					
	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	
A	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	X	X	/	/	/	/	/	/	/	/	10	X	X	X	X	X
B	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	X	/	/	/	/	/	/	/	/	X	X	X	X	X
C	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	○	/	/	/	/	/	X	X	X	X	X
D	/	X	/	/	/	X	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	X	X	X	X	X

○ Late submission ● Complete but poor quality work X No submission / Complete on time

Note: Students requested to chat on the Line application, not in the e-learning system

However, it is noted that students did not like the Chat Room function either with the instructor or their friends. They actually made a request in their teacher-student conference form that they preferred using the Line Application for communication.

4.3 What are the opinions of the students toward the implementation of offline teacher-student conferencing?

Following the implementation, students were asked to give their opinions of the conference sessions. The results revealed that two students agreed with the enhancement of their engagement at a very high level ($\bar{X} = 4.70$) while the other two students agreed that their learning engagement had improved at a high level ($\bar{X} = 4.20$ and 4.30). When asked about their perceived speaking ability, two of them agreed that their English ability was enhanced at a high level ($\bar{X} = 4.25$ and 3.75). The other two students thought that their English ability was increased at a moderate level ($\bar{X} = 3.00$ and 3.25).

Table 23: Students' Opinions of Teacher-Student Conferencing

Domain	Mean	S.D.	Meaning
1. English Speaking Ability (After the implementation, student thinks that...)			
1.1 Student could speak / communicate in English fluently.	3.50	0.58	Moderate
1.2 Student could use English vocabulary to communicate more correctly in different contexts.	3.50	0.58	Moderate
1.3 Student could speak / communicate in English with more accurate grammar.	3.25	0.50	Moderate
1.4 Students could pronounce English words more accurately.	4.00	0.82	High
2. Engagement (After the implementation, student thinks that...)			
2.1 Student had fun learning this subject.	4.00	0.00	High
2.2 Student had a positive attitude towards learning English.	4.50	0.58	High
2.3 Student had a better attitude towards learning English by means of online IS-Replacement in this course.	4.00	0.00	High
2.4 Student participated more in all activities each week.	4.75	0.50	Very high
2.5 Student was more enthusiastic (such as reading books or studying materials before logging onto the e-Learning system to study and complete exercises in each week).	5.00	0.00	Very high
2.6 Student was more motivated to learn this subject (such as coming to class and doing more exercises).	4.25	0.50	High
2.7 Student submitted assignments on time.	4.50	0.58	High
2.8 Student was more keen to ask the instructor questions directly when he or she did not understand the content or assigned tasks.	4.50	0.58	High
2.9 Student tried to learn more (such as asking for advice, asking for a chance to submit an assignment over the due date or resubmit better quality assignments).	4.75	0.50	Very high
2.10 Student understood the course content better (such as understood the assignments for each week correctly according the instructions).	4.50	0.58	High

(1.00-1.50 = very low; 1.51-2.50 = low; 2.51-3.50 = moderate; 3.51-4.50 = high; 4.51-5.00 = very high)

The factors that received the most positive feedback of students' learning engagement were (1) having increased enthusiasm to learn ($\bar{X} = 5.00$) (such as preparing for e-learning sessions), followed by (2) completing all the e-learning activities and assignments each week ($\bar{X} = 4.75$), and (3) having greater determination to learn ($\bar{X} = 4.75$) (such as asking for advice and requesting to re-submit low-quality work).

To conclude, offline teacher-student conferencing enhanced students' English speaking ability in the online course of EBC332 Business Presentation, especially their pronunciation. In addition, it greatly enhanced students' learning engagement in the online course. Students gave positive feedback toward the

implementation of the offline teacher-student conferencing and highly recommended it in all e-learning IS-Replacement courses.



CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses and concludes the recent study concerning the effects of teacher-student conferencing on students' learning engagement and English speaking ability. It consists of six fundamental parts: (1) the summary of the study, (2) the summary of research findings, (3) discussion, (4) pedagogical implications, (5) recommendations for further studies, and (6) limitation of the study. The details of each part are as follows:

5.1 Summary of the Study

This study was implemented in order to investigate an effective means in overcoming the obstacles of students' lack of learning engagement and English speaking ability in an online course. The implementation of an offline teacher-student conferencing (or a face-to-face meeting) was employed with the belief of the researcher as an instructor that it would help overcome those obstacles. Offline teacher-student conferencing was implemented with EBC332 Business Presentation course offered as an online IS-Replacement in Semester 1/2016 with four students who registered to the course at Sripatum University, Bangkok Campus.

The quasi-experimental research design employed a mixed-methods approach aimed at gathering qualitative and quantitative data over the three-month period course. The independent variable of this study was the teacher-student conference, while the dependent variables were English speaking ability and learning engagement. A pretest-posttest time series design was utilized to measure students' English speaking ability and learning engagement. The English speaking test and the student engagement questionnaire were administered and used to measure the effects of the treatment. The teacher-student conference form and the student engagement observation checklist were obtained and analyzed to triangulate with the qualitative data. In addition, the teacher-student conference questionnaire and the teacher-student conference interview protocol were utilized to explore students' opinions of teacher-student conferencing in the online IS-Replacement course.

5.2 Summary of the Research Findings

After the implementation, the data were analyzed and revealed that students became more involved in their learning and did not demonstrate any negative behaviors after the teacher-student conferencing. They had also gained interest and

motivation to learn, and the quality of their assignments met the requirements set by the instructor.

To explain it in more detail, both qualitative and quantitative results showed that students' learning engagement was enhanced greatly in terms of their behaviors, followed by their attitudes and cognition. Students' English speaking ability was enhanced at a certain level, mostly pronunciation and vocabulary. All four students became more enthusiastic and keen to engage in the activities assigned in the e-learning system after the first teacher-student conference. Their attitude towards learning became more positive, they took the course more seriously and the relationship between the students and the instructor was greater in terms of openness. Students were eager to ask questions and to negotiate for an extension of their assignment deadlines.

In addition, the qualitative results revealed co-occurrences of the factors, namely teacher-student conferencing co-occurred students' learning engagement and English speaking skills. Moreover, misconception of the course as an online IS-Replacement co-occurred with irresponsibility and the lack of self-discipline.

5.3 Discussion

The aforementioned findings could be explained in two main aspects, which were the core elements of teacher-student conferencing in this study, namely social constructivism and the Zone of Proximal Development (ZPD).

For social constructivism, this study has proven that learning is a process by which learners are integrated into a knowledge community (Mergel, 1998, as cited in Simpson, 2011). Online learning, in the present study, required a great deal of learning process. It was suggested that teacher-student conferencing was an essential element to ensure high English speaking ability and learning engagement. This can be created through interactions and engagement in social activities between the instructor and the students, which refers to social process. Based on the present study, face-to-face interactions tended to provide better English speaking ability and greater engagement. For Thai students, especially at tertiary education level with low to medium-level English ability, a nurturing environment was still necessary. In online learning, where self-study competes with many other distractions, meeting face-to-face with the instructor benefited students in many ways, especially in their relationship with the lecturer, which led to the second element, the Zone of Proximal Development (ZPD) and scaffolding.

In the present case study, the ZPD was shown in the teacher-student conferencing. Through the process of conferencing, which started with positive feedback on students' work, followed by understanding their problems, collaboratively solving the problems, and finally agreeing to achieve the required goals, students were well supported and encouraged. This resulted in the enhancement of students' English speaking ability. Teacher-student conferencing helped students to develop trust in the teacher and feel that they were not left alone in the electronic learning sphere. These findings of the present study concerning students' positive attitudes towards the teacher from using conferencing corroborated the findings reported in Yeh (2016) which revealed that face-to-face conferencing resulted in students' positive attitudes. Students in both studies showed that they became eager to interact personally with the instructor. They put more effort into their assignments to get better scores. In addition, conferencing resulted in successful implementation of English skills. In Yeh's study, students' English writing ability was enhanced.

Scaffolding also played a crucial role in the online learning of the present study. It led significantly to self-regulation and self-motivation. The present study confirmed that conference sessions provided assistance to students and maximized their existing levels of understanding or current competence. It facilitated lower ability students to be able to follow and comprehend assigned tasks. This is also in line with Barr's (2015) study which suggested that teacher-student conferencing significantly helped her students with their tasks. (p.276)

Besides the findings based on the research questions, this case study also offered necessary elements which arose during the conference sessions and the focus-group interview, for an online IS-Replacement through the e-learning system. These elements included (1) face-to-face orientation, (2) an alert system for new assignments and due dates, (3) face-to-face teacher-student conferencing, (4) a simple and reliable e-learning system, and (5) a well-rounded instruction designed specifically for an online course.

Based on the insightful discussions during the teacher-student conference sessions, a new model for online e-learning was suggested as shown in Figure 16.

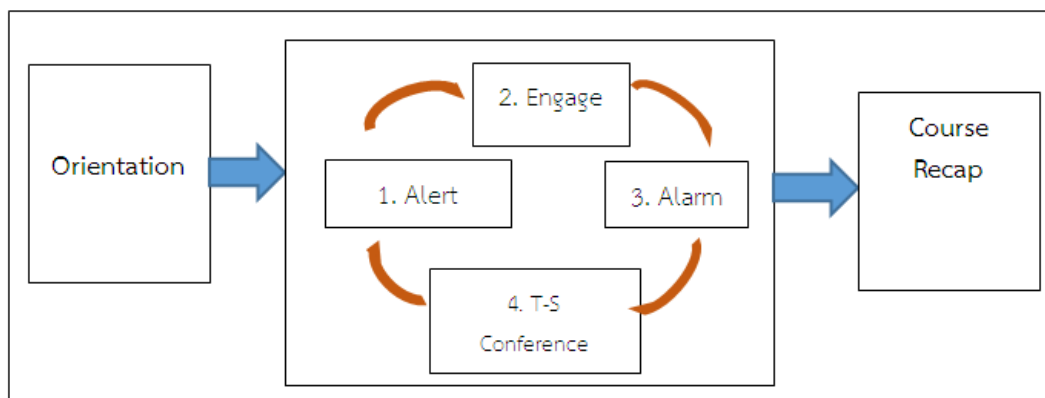


Figure 16: Suggested Model for Online Learning in an IS-Replacement Course

It was agreed by the students that a course orientation was needed in order for the instructor and the students to open up about their goals, expectations, and learning outcomes. The course contents and assignments should be published in the e-learning system week by week. However, the researcher would suggest that course contents (such as theories, articles or course materials for reading and study) can be published in the e-learning system at the start of the course so that perhaps students can study ahead of time. This is to support autonomous learning. Assignments, quizzes and tests are suggested to publish week by week with explicit and simple instructions, sufficient samples, and fixed deadlines. Here, an alert system is entirely mandatory. This feature can also be seen in a study by Ozden (2010) who conducted research on web-conferencing in Hybrid classes with Master's and Doctoral-level students. After the alert step, students can engage in their online learning, giving notification of upcoming deadlines. Following assignment submission, the instructor should conduct a teacher-student conference to follow up on their performance. Finally, it is suggested that a course recap session is held face-to-face to ensure students have achieved learning outcome.

5.4 Pedagogical Implications

It is suggested that teacher-student conferencing is integrated in online courses. It is one of the crucial key elements to facilitate Thai student's learning engagement and potentially increase their English speaking performance. In an online course, it is both the teacher and students' responsibility to mutually drive the course. Without this mutual engagement, online learning can only be viewed as nothing but a sink or swim education system. It has been no research determine the number of teacher-student conference sessions required. Instructors have to

consider the number of conferences based on students' needs and the pedagogy used. The researcher believes that this model can also be applied to other English courses and other courses across disciplines.

5.5 Recommendations for Further Studies

This study generates a discussion for future investigations to consider conducting research with a large class of students who have different levels of English proficiency. Furthermore, a study on the retention of students' English ability in an online course could be an interesting subject for investigation.

5.6 Limitations of the Study

Limitations of the present study were the sample size, the student demographics, and the level of English proficiency. For the sample size, this study was conducted with only four students which were not necessarily representative of other general or online courses. The current study was also carried out with the students who had a similar level of English proficiency. However, other online courses usually have mixed ability students which could bring different results and interpretations. Nevertheless, the approach of teacher-student conferencing presented here, where the steps of conferencing, course design, and course content were carried out in a controlled manner, and be employed as a model or adapted to other online courses.

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APPENDICES



APPENDIX A

English Speaking Test Rubric

SPEAKING: Band Descriptors (public version)

IELTS™

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors is easy to understand throughout; L1 accent has minimal effect on intelligibility 	<ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures, with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> Speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
0	<ul style="list-style-type: none"> does not attend 			

APPENDIX B

Student Engagement Questionnaire

แบบสอบถามความยึดมั่นผูกพันกับการเรียน รายวิชา EBC332 การนำเสนอทางธุรกิจ (แบบ IS-Replacement)

ชื่อนักศึกษา.....รหัสนักศึกษา.....

คำชี้แจง

(1) แบบสอบถามความยึดมั่นผูกพันกับการเรียนแบ่งออกเป็นสามด้าน ดังนี้

ตอนที่ 1 ด้านอารมณ์ จำนวน 22 ข้อ เพื่อสำรวจด้านอารมณ์ ทัศนคติ ของนักศึกษาและ คุณค่าของรายวิชา

ตอนที่ 2 ด้านพฤติกรรม จำนวน 18 ข้อ เพื่อสำรวจการเข้าเรียนทางออนไลน์ การเตรียมพร้อม ความสนใจ การถามคำถาม การทำกิจกรรมการเรียนรู้ และความพยายาม ของนักศึกษา

ตอนที่ 3 ด้านการรู้จัก จำนวน 20 ข้อ เพื่อสำรวจความจำ ความเข้าใจ การประยุกต์ใช้ การวิเคราะห์ การประเมินผล การสร้างสรรค์

(2) ทำเครื่องหมาย / ที่ช่อง () ที่ตรงกับความเป็นจริงมากที่สุดตามเกณฑ์ประเมิน ดังนี้

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = เห็นด้วยปานกลาง 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

ตอนที่ 1: ด้านอารมณ์

หัวข้อ	5	4	3	2	1
อารมณ์					
1. นักศึกษามีความสุขกับวิชานี้					
2. นักศึกษาเบื่อกับวิชานี้					
3. นักศึกษากังวลกับวิชานี้					
4. นักศึกษาสับสนกับวิชานี้					
5. นักศึกษาสนุกกับวิชานี้					
ทัศนคติ					
6. นักศึกษาชอบเรียนออนไลน์ในวิชานี้					
7. อาจารย์ผู้สอนมีความรู้ความสามารถ					
8. อาจารย์ผู้สอนเป็นกันเอง อธิบายดี					
9. อาจารย์ผู้สอนให้ความช่วยเหลือ					
10. อาจารย์ผู้สอนมีเวลาว่างให้คำปรึกษา					
11. นักศึกษาคิดว่าตัวเองเป็นคนมีคุณค่า					
12. กิจกรรมในการเรียนการสอนน่าสนใจ					
13. กิจกรรมในการเรียนการสอนส่งเสริมให้นักศึกษาเกิดความเข้าใจ					
14. สภาพแวดล้อมในการเรียนการสอนเป็นกันเอง					
15. สภาพแวดล้อมในการเรียนการสอนมีความเอื้ออำนวยต่อการเรียน					
16. สิ่งสนับสนุนการเรียนการสอนน่าสนใจ เช่น เอกสารประกอบการ					

สอน วิดีโอจาก YouTube เป็นต้น					
17. เอกสารประกอบการสอนส่งเสริมให้นักศึกษาเกิดความเข้าใจ					
18. นักศึกษากระตือรือร้นที่จะเรียนเนื้อหาในรายวิชา					
19. นักศึกษามีความมั่นใจว่านักศึกษาสามารถเรียนได้ดีขึ้น					
คุณค่า					
20. การเรียนในวิชานี้ทำให้นักศึกษาได้พัฒนาศักยภาพทางด้านภาษาอังกฤษ					
21. นักศึกษาสามารถประยุกต์ทฤษฎีและแนวคิดจากการเรียนในรายวิชานี้ในชีวิตจริง					
22. ทฤษฎีและแนวคิดจากรายวิชานี้จะมีประโยชน์ต่อการทำงานในอนาคต					

ตอนที่ 2: ด้านพฤติกรรม



หัวข้อ	5	4	3	2	1
เขาเรียน					
1. นักศึกษาเข้ามาเรียนรู้เนื้อหาวิชาในทาง e-Learning อย่างสม่ำเสมอทุกอาทิตย์					
การเตรียมพร้อม					
2. ก่อนจะเข้ามาเรียนใน e-Learning แต่ละครั้งนักศึกษาได้ศึกษาหาข้อมูลอ่านบทเรียนจากหนังสือที่อาจารย์ได้ให้ไปแล้วก่อนล่วงหน้า					
ความสนใจ					
3. นักศึกษาดังใจฟังสรุปเนื้อหาในแต่ละสไลด์จาก <u>Camtasia</u> และเนื้อหาจาก YouTube					
4. นักศึกษาคิดบันทึกย่อ ระหว่างที่เรียนทาง e-Learning					
5. นักศึกษาตอบคำถามที่อาจารย์ผู้สอนถามใน e-Learning ทุกครั้ง					
6. นักศึกษาส่งแบบฝึกหัดหรืองานที่อาจารย์ให้ทาง e-Learning ให้ได้ทำให้เสร็จ โดยคำนึงถึงคุณภาพของงาน					
การถามคำถาม					
7. นักศึกษาถามคำถามอาจารย์ผู้สอนเมื่อไม่เข้าใจเนื้อหาหรืองานที่ได้รับมอบหมาย					
การทำกิจกรรมการเรียนรู้					
8. นักศึกษาทำงานส่งตรงเวลาทุกครั้ง					
9. นักศึกษาเรียนรู้เนื้อหาทาง Video และ <u>Camtasia</u> ที่อาจารย์ได้จัดเตรียมให้ทุกครั้ง					
10. นักศึกษาเรียนรู้เนื้อหาที่เรียนในแต่ละสไลด์จากเอกสารประกอบการสอนที่ upload ไว้ให้นักศึกษาในระบบ e-Learning					
11. นักศึกษาเข้าทำแบบทดสอบ และสอบพูดในระบบ e-Learning					
12. นักศึกษาตอบคำถามใน กระดาน ถาม-ตอบ (Forum) ทุกครั้ง					
13. นักศึกษาส่งไฟล์งานที่ได้รับมอบหมายทุกครั้ง					
14. นักศึกษาคิดต่อสื่อสารกับอาจารย์ผู้สอนผ่านทาง Chat room ใน					

ระบบ e-Learning หรือ ผ่านทางช่องทางอื่น เช่น เข้าพบอาจารย์ส่วนตัว เป็นต้น					
ความพยายาม					
15. นักศึกษาดังใจเรียนมากกว่าที่เคยเป็น เพื่อที่จะทำให้ได้ตามมาตรฐานหรือความคาดหวังของอาจารย์ผู้สอน					
16. นักศึกษาพยายามส่งงานให้ครบ ตรงตามกำหนดเวลาทุกครั้ง					
17. นักศึกษาขอโอกาสส่งงานล่าช้ากว่ากำหนดเพราะเหตุจำเป็นบางประการ					
18. นักศึกษาได้ปรึกษากับอาจารย์ผู้สอนเกี่ยวกับงานที่ได้รับหรือ เช่น ถ้ามค่าถามที่ไม่เข้าใจเกี่ยวกับเนื้อหาที่เรียน					

ตอนที่ 3: ด้านกระบวนการทางความคิด



หัวข้อ	5	4	3	2	1
ความจำ					
1. นักศึกษาจำเนื้อหาที่ได้เรียนไปแล้วเมื่อสองอาทิตย์ที่ผ่านมา					
2. นักศึกษาจำคำศัพท์หรือประโยคภาษาอังกฤษ ที่ได้เรียนไปในช่วงสองอาทิตย์ที่ผ่านมา					
ความเข้าใจ					
3. นักศึกษาเตรียมเนื้อหาที่จะนำเสนอทางธุรกิจได้โดยใช้ Mind Map หรือเขียนโครงร่างก่อนที่นำเสนอ					
4. นักศึกษาเข้าใจบทสรุปเนื้อหาที่อาจารย์ได้อธิบายผ่านโปรแกรม Camtasia					
5. นักศึกษาเชื่อมโยงเนื้อหาที่เรียนจากอาทิตย์นี้กับอาทิตย์ที่เรียนผ่านๆ มาได้					
6. นักศึกษาได้อธิบายเนื้อหาให้กับเพื่อนๆ คนอื่นที่ไม่เข้าใจ					
7. นักศึกษาสามารถทำแบบฝึกหัดได้อย่างถูกต้อง					
8. นักศึกษาได้นำตัวอย่างการนำเสนอทางธุรกิจจากที่อื่นที่สามารถนำมาเพิ่มเติมได้ในแบบฝึกหัดที่ทำ					
การประยุกต์ใช้					
9. นักศึกษาได้ปรับใช้สิ่งที่เรียนในวิชานี้กับวิชาอื่นๆ					
10. นักศึกษาสามารถนำเสนอทางธุรกิจได้เป็นอย่างดีตามหัวข้อที่นักศึกษาเลือกและสนใจ					
11. นักศึกษาศึกษาการใช้ภาษาอังกฤษเพิ่มเติมจากสื่ออื่นๆ เพื่อนำมาช่วยในการเตรียมนำเสนอทางธุรกิจ					
12. นักศึกษานำเสนอทางธุรกิจโดยใช้สื่อต่างๆ ในการนำเสนอได้					
การวิเคราะห์					
13. นักศึกษาจัดระเบียบการนำเสนออย่างเป็นขั้นตอนและเป็นระบบอย่างมีประสิทธิภาพ					
14. นักศึกษาเปรียบเทียบข้อมูลการนำเสนอทางธุรกิจที่นักศึกษาเลือก เช่น ผลิตภัณฑ์หรือบริการ กับผลิตภัณฑ์หรือบริการที่มีอยู่จริง					
15. นักศึกษาสามารถวิเคราะห์การนำเสนอทางธุรกิจจากตัวอย่างที่					1

อาจารย์ให้ และการนำเสนอทางธุรกิจเพื่อให้นักศึกษาเลือกเองได้					
การประเมินผล					
16. นักศึกษาเลือกเนื้อหาภาษาการนำเสนอ อ้างอิง จากแหล่งข้อมูลต่างๆ ได้อย่างเหมาะสม ถูกต้อง					
17. นักศึกษาสามารถวิจารณ์การนำเสนอทางธุรกิจจากตัวอย่างที่อาจารย์ผู้สอนให้ศึกษา เพื่อนำมาปรับปรุงแก้ไข					
18. นักศึกษาประเมินได้ว่าการนำเสนอทางธุรกิจที่ดีและไม่ดีนั้นเป็นอย่างไร โดยศึกษาจากตัวอย่างที่อาจารย์ผู้สอนให้ศึกษา					
การสร้างสรรค					
19. นักศึกษาคิดสร้างสรรค์การนำเสนอทางธุรกิจ เกี่ยวกับ ผลิตภัณฑ์หรือบริการ ที่ไม่มีใครเคยทำมาก่อน					
20. นักศึกษานำเอาสื่อมัลติมีเดีย และสื่อการนำเสนออื่นๆ มาใช้ร่วมกับการนำเสนอทางธุรกิจ					

ขอบคุณอย่างสูงที่ตอบแบบสอบถาม

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APPENDIX C

Teacher-Student Conference Questionnaire

1

แบบสอบถามความคิดเห็นกับการสอนรายวิชา EBC332 Business Presentation แบบ Online IS-Replacement
โดยใช้การพูดคุยให้คำปรึกษาหารือระหว่างครูกับนักเรียน

คำชี้แจง

(1) แบบสอบถามนี้มีวัตถุประสงค์เพื่อทราบข้อมูลความคิดเห็นของนักศึกษาที่มีต่อการเรียนการสอนโดยใช้การพูดคุยให้คำปรึกษาหารือระหว่างครูกับนักเรียน ในรายวิชาที่เรียนแบบออนไลน์

(2) แบบสอบถามฉบับนี้แบ่งออกเป็น 2 ตอน คือ ตอนที่ 1 ความคิดเห็นเกี่ยวกับการจัดการเรียนการสอนโดยใช้การพูดคุยให้คำปรึกษาหารือระหว่างครูกับนักเรียนที่มีผลต่อความสามารถในการพูดภาษาอังกฤษ และการมีส่วนร่วมในการเรียนและตอนที่ 2 ความคิดเห็นและข้อเสนอแนะ

ตอนที่ 1 ความคิดเห็นเกี่ยวกับการจัดการเรียนการสอนแบบ Online IS-Replacement โดยใช้การพูดคุยให้คำปรึกษาหารือระหว่างครูกับนักเรียน

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงใน เพื่อแสดงความคิดเห็นของนักศึกษาตามความเป็นจริง

เกณฑ์ประเมิน 5=เห็นด้วยอย่างยิ่ง 4=เห็นด้วย 3=เห็นด้วยปานกลาง 2=ไม่เห็นด้วย 1=ไม่เห็นด้วยอย่างยิ่ง

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
1. ความสามารถในการพูดภาษาอังกฤษหลังจากที่ได้คุยและได้รับคำปรึกษาจากอาจารย์ผู้สอนแบบเห็นหน้ากัน					
1.1 นักศึกษาลงมือพูด/สนทนาภาษาอังกฤษได้คล่องมากขึ้น					
1.2 นักศึกษาลงมือใช้คำศัพท์ภาษาอังกฤษในการสนทนาได้คล่องตามบริบทมากขึ้น					
1.3 นักศึกษาลงมือพูด/สนทนาภาษาอังกฤษด้วยใจความที่คล่องมากขึ้น					
1.4 นักศึกษาลงมือออกเสียงภาษาอังกฤษในการสนทนาได้ถูกต้องมากขึ้น					
2. การมีส่วนร่วม หลังจากที่ได้คุยและได้รับคำปรึกษาจากอาจารย์ผู้สอนแบบเห็นหน้ากัน					
2.1 มีความสุขกับการเรียนวิชาในภาคนี้ยิ่งขึ้น					
2.2 นักศึกษามีทัศนคติที่ดีกับการเรียนภาษาอังกฤษมากยิ่งขึ้น					
2.3 นักศึกษามีทัศนคติที่ดีกับการเรียนภาษาอังกฤษแบบออนไลน์ในรายวิชาในภาคนี้ยิ่งขึ้น					
2.4 นักศึกษาเข้าทำกิจกรรมการเรียนรู้อย่างมีส่วนร่วมในตลอดภาคนี้ยิ่งขึ้น					
2.5 นักศึกษามีความกระตือรือร้นมากยิ่งขึ้น (เช่น อ่านหนังสือ หรือดูวิดีโอเพื่อความพร้อม ทักษะเพิ่มเติม ก่อนเข้าเรียนในระบบ e-learning)					
2.6 นักศึกษามีแรงจูงใจในการเรียนวิชาในภาคนี้ยิ่งขึ้น (เช่น อ่านหนังสือ และทำแบบฝึกหัดมากขึ้น)					
2.7 นักศึกษาลงมือรายงานตรงตามกำหนดมากยิ่งขึ้น					
2.8 นักศึกษากำหนดคำถามอาจารย์ผู้สอนเมื่อไม่เข้าใจเนื้อหาหรืองานที่ได้รับมอบหมายมากยิ่งขึ้น					
2.9 มีความพยายามในการเรียนมากยิ่งขึ้น (เช่น ขอคำปรึกษา ขอเอกสารงานซ้ำ หรือส่งงานที่มีคุณภาพที่ดีมากยิ่งขึ้น)					
2.10 นักศึกษาเข้าใจเนื้อหาที่เรียนมากยิ่งขึ้น (เช่น เข้าใจงานที่ได้รับมอบหมายในระดับที่ลึกซึ้ง และสามารถพูดสื่อสารกับอาจารย์ผู้สอนได้ทำ)					

ส่วนที่ 2 ความคิดเห็นและข้อเสนอแนะ

1. สิ่งที่ชอบเกี่ยวกับการเรียนการสอนในรายวิชา EBC332 Business Presentation แบบ Online IS-Replacement โดยใช้การพูดคุยให้คำปรึกษาหารือระหว่างครูกับนักเรียน

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.....

2. สิ่งที่ไม่ชอบเกี่ยวกับการเรียนการสอน ในรายวิชา EBC332 Business Presentation แบบ Online IS-Replacement โดยใช้กรรพุดคุย
ให้คำปรึกษาระหว่างครูกับผู้เรียน

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.....

3. ความคิดเห็นเพิ่มเติม

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.....
.....

Thank you ☺



APPENDIX D

Teacher-Student Conference Interview Protocol

แบบฟอร์ม

สัมภาษณ์แบบเจาะลึกการเรียนการสอนรายวิชา EBC332 แบบ IS-Replacement โดยใช้การพูดคุยให้คำปรึกษาระหว่างครูกับนักเรียน

แนวคำถามกึ่งโครงสร้าง

คำชี้แจงสำหรับอาจารย์ผู้สัมภาษณ์

- (1) แบบฟอร์มการสัมภาษณ์นี้มีวัตถุประสงค์เพื่อสอบถามนักศึกษาเกี่ยวกับความคิดเห็นในการสอนรายวิชา EBC332 แบบ IS-Replacement โดยใช้การพูดคุยให้คำปรึกษาระหว่างครูกับนักเรียน แบบเจาะลึก เพื่อให้ได้ข้อมูลอย่างแท้จริงจากนักศึกษาหลังจากเรียนจบในรายวิชาการนำเสนอทางธุรกิจโดยใช้ภาษาอังกฤษ
- (2) นักศึกษาจำนวน 4 คน ซึ่งเป็นประชากรของการวิจัยในครั้งนี้ ได้เข้าร่วมการสัมภาษณ์ โดยผู้สัมภาษณ์เป็นอาจารย์ผู้สอนและนักวิจัย ทำการสัมภาษณ์และบันทึกเสียงการสนทนานักศึกษาทั้ง 4 คน พร้อมกัน เป็นเวลาประมาณ 20-30 นาที โดยใช้คำถามดังต่อไปนี้

1. นักศึกษาเข้าใจการสอนแบบ IS-Replacement อย่างไร
2. นักศึกษาคิดอย่างไรต่อวิธีการเรียนการสอนแบบ IS-Replacement โดยใช้การพูดคุยให้คำปรึกษาระหว่างอาจารย์กับนักเรียนแบบเห็นหน้ากัน เพราะอะไรจึงคิดเช่นนั้น
3. นักศึกษาคิดว่าความสามารถในการพูด/ สทนา ภาษาอังกฤษของนักศึกษาเป็นอย่างไรหลังจากได้พูดคุยให้คำปรึกษาระหว่างอาจารย์กับนักเรียนแบบเห็นหน้ากัน เพราะอะไรจึงคิดเช่นนั้น
4. นักศึกษาคิดว่าการมีส่วนร่วมในการทำกิจกรรมการเรียนการสอนในระบบ e-Learning ของนักศึกษาเป็นอย่างไรหลังจากได้พูดคุยให้คำปรึกษาระหว่างอาจารย์กับนักเรียน แบบเห็นหน้ากัน เพราะอะไรจึงคิดเช่นนั้น
5. นักศึกษามีคำแนะนำอะไรที่จะทำให้รายวิชาภาษาอังกฤษแบบ IS-Replacement นี้เป็นประโยชน์มากขึ้น

สำหรับนักเรียนรุ่นต่อไป

APPENDIX E

Student Engagement Observation Checklist

รายชื่อผู้ศึกษาที่ลงทะเบียน ENG332 English Business Presentation แบบ IS-Replacement และกิจกรรม

St.	VDO					Course Supplementary					Quiz					Forum					Files					Chat Room									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
	A	X	X	X	X	X	X	X	X	X	X	O	O	X	X	X	O	O	O	O	O	X	X	X	X	X	X	X	X	X
B	X	X	X	X	X	X	X	X	X	X	.	.	.	.	.	O	O	X	X	X	O	O	O	O	O	X	X	X	X	X	X	X	X	X	X
C	X	X	X	X	X	X	X	X	X	X	.	.	.	.	.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D	X	X	X	X	X	X	X	X	X	X	.	.	.	.	.	O	O	X	X	X	O	O	O	O	O	X	X	X	X	X	X	X	X	X	X

ST	VDO					Course Supplementary					Quiz					Forum					Files					Chat Room				
	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10	6	7	8	9	10
	A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

 Late submission
  Complete but poor quality work
  No submission
  Complete on time

Note: Students requested to chat on the Line application, not in the e-learning system

APPENDIX F

Teacher-Student Conference Form

ชื่อ _____ วันที่ _____

แบบฟอร์มการประชุมกับอาจารย์: นักศึกษา

คำชี้แจง: เพื่อเป็นการเตรียมตัวก่อนมาประชุมกับอาจารย์ให้นักศึกษาคิดประเด็นที่นักศึกษาต้องการมาพูดคุยปรึกษา โดยให้ทำ ส่วนที่ 1 และส่วนที่ 2 ด้านล่าง ระหว่างที่ประชุม นักศึกษาจะต้องตกลงกับอาจารย์เพื่อที่จะวางแผนการเรียน และแก้ไขปัญหาส่วนที่ 1

ส่วนที่ 1 เข้าใจปัญหา

อธิบายปัญหาอุปสรรค เกี่ยวกับการเรียน IS-Replacement แบบ Online ในรายวิชา EBC332 (กรุณาอธิบายเหตุผลว่าทำไม นักศึกษาถึงคิดว่าเป็นปัญหาหรืออุปสรรค)

ส่วนที่ 2 จดใจแก้ไขปัญหาหรืออุปสรรค

กลยุทธ์หรือวิธีการที่นักศึกษาได้เคยใช้ในการแก้ไขปัญหา

วิธีแก้ไขปัญหาคืออะไรที่นักศึกษาคิดว่าสามารถแก้ไขปัญหานี้ได้

อาจารย์ผู้สอนสามารถช่วยเหลืออะไรได้บ้าง

วางแผนการแก้ไขปัญหาลงและอุปสรรค ที่อาจารย์หรือคนอื่น ๆ สามารถช่วยเหลือ

ส่วนที่ 3 ข้อตกลง

อาจารย์ผู้สอนและนักศึกษาช่วยกันทำอย่างไรได้บ้างเพื่อแก้ไขปัญหาลงและอุปสรรคที่มีต่อการเรียนของนักศึกษา

นัดเจอกันต่อไป _____

Researcher's Profile



Name	Mrs. PIBOON SUKVIJIT BARR, Ph.D.
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Current address	17/8 Moo 8 Klongha, Klongluang, Pathumthanii 12120
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Education

Year 2002	B.A. (English Business Communication) (1st Class Honours) Sripatum University. Thailand (Full scholarship from His Majesty the King's Mother)
Year 2005	M.A. (English) Arcadia University, Pennsylvania, USA. (Full grant from Sripatum University)
Year 2016	Ph.D. English as an International Language (English Language Instruction and Language Assessment and Evaluation) EIL Program, Chulalongkorn University, Thailand. (Full grant from Sripatum University)

Research and Articles

Research	
2016	Barr, P.B. & Chinwanno, A. (2016). The Effects of Project-based Reading Instruction on English Reading Ability and Intercultural Communicative Competence of Undergraduate Students. (Published in Journal of Education, Naresuan University, Vol. 18 (3) July-September 2016)
2011	Yurarach, S, Sukvijit, P. and others. (2011). The Readiness of the Development of Graduates in the Private Higher Education Institutions

- In Thailand to Support the ASEAN Economic Community. (Granted by The Office of Higher Education Commission)
- 2009 Sukvijit, P. (2009). A Study of Factors Affecting Learning Achievement in English Foundation Courses of Second-Year Students at Sripatum University. (Classroom action research).
- 2005 Rattanawaropas, P., Sukvijit, P. and others. (2005). Desired traits of the English Business Communication Interns as Perceived by Business Organizations, Sripatum University. 2005. (A grant from Sripatum University)

Academic articles

- 2018 Barr, P.B. (2018). The Key to Thai Students' Success is Becoming an Action Teacher Researcher: Benefits, Challenges and Solutions. (Published in Journal of Education, Naresuan University, Vol. 20 (3) July-September 2018)
- 2005 Sukvijit, P. (2005). Scientific Verbal Concepts and Second Language Acquisition: How Scientific Verbal Concepts of the Learners' First Language Can Facilitate Adult Learners in Acquiring a Second Language. (Published in Sripatum Review Year 7 issued 1 January- June 2550 ISSN 1513-7287.