

Effects of Oracy Building Instruction via Blended Learning Environment on Eil Students' Oracy Skills

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ABSTRACT

The study aims to develop oracy building instruction in a blended-learning environment and to investigate the effects of students' oracy skills after implementing the speaking and listening building instruction via blended-learning environment. Twenty-nine high school students in a public school in Rayong were chosen as the sample group. The finding reveals that there was a significant improvement of the participants' English oracy skills after taking the course, and the students had positive opinions towards oracy building instruction via blended-learning environment. This research provides empirical evidence for the effectiveness of blended-learning environment and gives useful insights for future students, teachers, and institutions in teaching oracy skills of English.

Keywords: active listening; online; oracy building teaching cycle; speaking; self-awareness