Face-to-Face and Online English Lounges: A Comparative Analysis

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***Abstract*—The research was conducted to examine how an English lounge program at a university affected students' speaking ability and their attitude toward their foreign teachers and to determine if there were significant differences in the effects between the program delivered face-to-face and online as perceived by the two groups of respondents – students and teachers. This study is a descriptive-comparative survey research. Frequency analysis, mean comparison analysis, t-test, correlation analysis, and regression analysis were the statistical tools used. The computed mean values show that as perceived by the participants, the program, implemented face-to-face and online; improved the students' speaking ability and their attitude toward their foreign teachers to a great extent. Results have shown that as perceived by the participants, both versions of the program improve the students' speaking ability and their attitude toward their foreign teachers and that students' attitude toward foreign teachers is strongly correlated to (and significantly influences) the development of their speaking ability. The findings convey the importance of establishing rapport between students and teachers in the development of the speaking ability of students. It also reveals that online English lounges are as effective as when they're implemented face-to-face.**

***Index Terms*—English lounges, speaking ability, attitude towards foreign teachers, teachers' educational qualification, teachers' length of service.**

I. Introduction

In South Korea, casual English conversation practice spaces, in some cases referred to as English lounges, are common at most universities and technical colleges. Mynard, *et al*. [1] would refer to activities done in English lounges as "learning beyond the classroom." They consider English lounges as a social learning space where learning beyond the classroom could take place. As Benson [2] emphasized, "most language teachers would agree that students learn best when they combine classroom learning with out-of-class learning." Referring to Ellis [3] in a review of research on the effectiveness of formal foreign language instruction, Benson also indicated that student acquisition likely proceeds quicker through a combination of form-focused instruction and supplemental exposure to the target language. Conversation lounges can provide that needed supplemental exposure to the target language. These lounges are casual locations – lobbies, separate rooms, or any area in the campus (that are non-formal/classroom) – designated by a university where students and their English teachers can meet openly and have unstructured but meaningful conversations on a variety of topics.

In 2014, the respondent university opened an optional (non-academic credit) meeting lounge for students taking English courses and their foreign English teachers to casually practice the target language. It was officially named the English Caf éProgram (ECP). The ultimate goal of the ECP is to allow the students to participate and function amongst English speakers from different parts of the world. It was designed to further improve their skills in speaking English through practice. In this study, students' speaking ability is the main variable investigated. "Practices and exposure to both listening and speaking activities in real-world situations (which the ECP provides) appeared to be a practical method to promote speaking confidence [4]."

The ECP gives every student the opportunity to directly converse with foreign English teachers. The content of the program ranged from direct reinforcement of lessons and grammar points practiced in class to casual conversations about any appropriate topic the student found compelling. This intentional low-regulation of content allowed teachers to freely change topics, direction, or general tone of the meeting, and coax more participation out of students of varying ability and confidence.

Another variable of interest in this study is the students' attitude toward their foreign teachers. Ulug, Ozden, and Eryilmaz [5] discuss that learning English can be successful if the teacher correctly identifies the students' attitudes so that the teacher can construct a positive feeling that counteracts the negative feeling of the students. They added that a positive attitude from the teachers affects the students' motivation, attitudes toward school and school work, and their self-confidence. The second goal of the ECP then, is to improve the students' attitude toward their foreign English language teachers. The respondent-university believes that a healthy student-teacher relationship is directly correlated to effective learning, regardless of the subject matter. For this reason, in the evaluation of the efficiency of the program, students' attitude toward their foreign English teachers was also investigated. As hypothesized in this study, students' attitude toward their foreign English teachers affects the development of their speaking ability. Borja [6] pointed out that mixed attitudes among students will hinder their language acquisition. This means that teachers need to do

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their best to earn the trust of their students, to motivate them, and to make them focus on learning.

The efficiency of any educational technique implemented to improve students' performance is contingent upon certain professional factors. In the case of practice conversation lounges, where the students directly interact with their English language teachers one-on-one most of the time, the teachers can play a pivotal role. Whether or not the teachers are able to help students improve their speaking abilities in the target language depends on the kind of professional attitude and pedagogical skills that they possess. Their skills and attitude as teachers can also affect the attitude of students towards them. In this study, teachers' educational qualifications and length of service are included as variables to understand whether such attributes have a bearing on the way that the foreign language teachers carry out this out-of-class learning activity.

As Alrasheedi [7] explained, "A teacher has various roles to play: not only to impart knowledge but also to help and guide students in the right direction." Whether in the classroom or in practice conversation lounges, teachers need to assert their roles effectively. Therefore, teachers' educational qualification and their length of service are presumed to be important in the development of good teaching.

The ECP normally requires students and the foreign English teachers to meet face-to-face in the university's designated English lounge. However, in the spring of 2020, as the covid-19 pandemic engulfed the global community, the respondent-university, like most Korean tertiary institutions, was compelled to conduct the majority of their academic activities (face-to-face classes and labs) online. Online only interactions were undertaken in order to prevent the spread of the virus and avoid unnecessarily exposing the academic and administrative personnel of the university and the students. Therefore, the ECP had to be practiced online as well. This unanticipated situation then created an opportunity to add another comparative angle in the evaluation of the ECP. Thus, the study ended up focusing not only on examining the overall efficiency of the program per se but also to determine which of the two methods of conducting it – face-to-face or online, is the more effective method. The switch to online sessions introduced a different perspective in the measurement of the effectiveness of the program.

According to Nath [8], "some quarters doubt the efficiency of online classes or activities arguing that they are not effective as an alternative to face-to-face classes or activities." However, there were studies that disproved that assertion. The results of the study conducted by Neuhauser [9] in particular revealed that there were no significant differences in the performance of the same group of students in face-to-face and online classes, although [actually] the online groups' averages were slightly higher.

The current study did not focus only on the interrelationship between the variables previously identified but it also compared the face-to-face and online implementations of the ECP. This study attempted to examine to what extent did the ECP, implemented face-to-face versus online, affect the students' speaking ability and their attitude toward their foreign teachers and did the teachers' educational qualifications and length of service influence the process. Furthermore, it investigated if a significant difference between the effects of the ECP on the students' speaking ability and their attitude toward their foreign teachers when the program was delivered face-to-face and later, when it was conducted online, exists. Could one method be more effective than the other?

Specifically, answers to the following questions were sought.

1) To what extent does the face-to-face English Café Program affect the students' speaking ability and attitude towards foreigners as perceived by the teachers and the students themselves?
2) To what extent does the online English Café Program affect the students' speaking ability and attitude towards foreigners as perceived by the teachers and the students themselves?
3) Is there a significant difference between the perceptions of the teachers and the students on the effects of the face-to-face and online English Café Programs on the students' speaking ability and attitude towards foreigners?
4) Is there a significant relationship between students' attitude towards foreign teachers, students' speaking ability, educational qualification of teachers, and teachers' length of service?
5) Does students' attitude toward foreign teachers influence their speaking ability?

II. Review of Related Literature

A. Out-of-Class Learning

Learning is not confined in the four corners of the classroom. It can take place anywhere. There are other places where students can learn the knowledge, skills, attitudes, and values they need to acquire and develop as specified in the school's curriculum. This is why schools include out-of-class learning among their curricular and co-curricular activities to allow students to put into practice whatever they have learned inside the classroom or for them to gain additional insights or gather additional information.

Out of class learning can take on many forms for learners of a second language. Perhaps the most basic goal of any outside the class learning experience is to somehow convince the leaner to view themselves as actual users of the target language. This is emphasized by Croker and Ashurova [10] in the following observation: "From their experience, English has often been a language that has been taught inside the classroom under the direct supervision and control of the teacher. The freedom of a self-access learning center (SALC) may easily bewilder these students. That freedom challenges their assumptions about learning by asking them to accept that a language is primarily learned and not taught, that this learning can occur outside the classroom and beyond the teacher's gaze, and that it can be a collaborative, self-directed endeavor."

Aside from a lounge, out of class learning experiences on a university campus can range from contests to extracurricular activities. Target language contests can take on many forms

that may encourage the learner to engage in the contest as a solo or group contestant. Common examples of solo language contests could be as simple as a spelling bee, a speech contest, a presentation contest, a trivia contest (that embodies the popular culture aspects of the native and target language cultures), a singing contest, and an interview contest, among others. Common examples of group contests can range from a group trivia contest, an advertising contest, a short skit/film making contest, and a travel planning contest among others.

Often, these extracurricular activities can lead to the creation of outside the campus communal groups that may bond at these contests and activities; leading the participants to form social groups that use the L2 as a means of communication. This is what Hughes, Krug, and Vye [11] articulate in their study. According to them, "evidence of successful learner engagement and out-of-class learner community development was discovered when the advisors were invited to a spring party by some of the learner attendees via Facebook. Not only did one advisor attend and enjoy the party, but through the invite, the advisors stumbled upon a well- established social group of 20 plus friends who had first met in person in the ERC and now use Facebook in English to stay connected." This is especially helpful to students that need constant L2 practice to reinforce their skill sets as they will need them for vocational use after they graduate.

It is important that out-of-class learning activities should be carefully designed and planned. While Lai, Zhu, and Gong [12] extolled the value of these co-curricular activities by saying, "Out-of-class learning constitutes an important context for human development, and active engagement in out-of-class activities is associated with successful language development" they also cautioned that "not all out-of-class experiences are equally beneficial to learning and it is of paramount importance to understand what quality out-of-class English language learning entails."

By doing this study, it was the intention of the respondent-university to determine if its own English lounge is effective and beneficial to the students outside the classroom. If indeed, it is helping them improve their speaking ability and develop a positive attitude toward their foreign English language teachers.

B. Conversation Lounges

One mode of delivering out-of-class learning that universities use to help their students enhance their speaking ability in English is through conversation lounges. This alternative way of learning English is popular in countries where the language is considered either as secondary or foreign.

Chen and Mynard [13] explained that "conversation lounges are often established within self-access facilities in order to provide two vital services: opportunities for social interaction with others and opportunities for target language practice. A self-access facility also needs to provide opportunities for language learners to practice their target language in a supportive environment."

Time allotment for English classes is not enough for students to attain proficiency in the language. Nunan, 1989, as cited in Bibby, Jolley, and Sihiobara [14], reiterated that "scheduled class time for students in tertiary language classes is limited, and is likely insufficient in itself to enable students to attain language mastery." This is one of the reasons the respondent-university established its own English lounge. The university's English Café Program was designed to give students an additional venue where they can practice their English. This study was done in order to determine if the program is serving its purpose.

C. Face-to-Face and Online Learning

As the coronavirus pandemic rearranged the socio-political and economic structures of the world, the different institutions and organizations of society, including those in the education sector, had to adapt. They restructured and reconfigured their systems and paradigms in order to cope with the emerging changes.

Notwithstanding the difficulties and challenges the current health crisis brought, the socio-political and economic wheels have to continue turning. Thus, the institutions and organizations carried on with their functions. Schools continued to offer education. However, school authorities knew that while they needed to carry out their duty to educate, they should also take into consideration the safety and wellbeing of school personnel and students. They resorted to the best option available – technology; hold classes and other school activities online.

As the dependence to virtual classes grew stronger, certain sectors started to become concerned with the efficiency of online education as compared to face-to-face learning. Studies were conducted to determine which of the two methods of delivering education is better. However, at the time this research was being conducted, there were no conclusive findings as to which of the two methods is better. Different studies presented different results.

Montiel-Chamorro [15] gave a general description of the findings of several studies she reviewed. According to her, some of the papers she reviewed for her research suggest that given the same conditions, online students outperform their face-to-face counterparts however she also found that other studies claimed that there are no significant differences in the outcome of face-to-face students when compared to the online students, or that face-to-face students perform better than the online peers.

The respondent-university saw the necessity to continue with its English Café program in order to give students more opportunity to improve their proficiency in the language. But just like its regular classes, activities related to English Café were also held online.

Holding the program online gave the university an opportunity to investigate not only whether the program is effective in helping students improve their speaking skills but also allowed it to determine which of the two methods of delivering the program is more efficient – face-to-face or online. Thus, from the initial plan of conducting the study using a plain "descriptive method," the research design was switched to "descriptive-comparative."

D. Developing Students' Speaking Skills

Ur [16] stressed that of the four language skills (listening,

speaking, reading, and writing), speaking is perceived as the most prominent. Ur explained that "the ultimate goal of language learning is to be able to speak the target language. People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing." The foregoing assertion Zaremba [17] supports as he emphasized that of all the four macro skills, speaking seems to be the most important skill required for communication.

In the respondent-university, English Communication classes are basically conversation classes. This means that of the four language skills, speaking is given more emphasis. As previously mentioned, the university designed the out-of-class learning program – English Café – to help students improve their speaking skill. This study attempted to evaluate how effective the program is in the pursuit of that objective. This out-of-class learning activity was necessary in order to give students a chance to use the target language outside the classroom and the reason their foreign English language teachers were assigned to take part in the program is to expose the students to speakers of English. Reference 17, as cited in Boonkit [18], pointed out that "Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom and limited exposure to English speakers or members of the international community."

The free-wheeling and unstructured discussion that the foreign English teachers are expected to initiate during English Café sessions in the respondent-university are expected to bolster the confidence of the students to speak in English. Boonkit found out that building up confidence in speaking to an audience was mainly reported as a factor that strengthened speaking performance. He cited [4] who made the assertion that practices and exposure to both listening and speaking activities in real world situations (which the English Café Program provides) appeared to be a practical method to promote speaking confidence.

But while speaking may be perceived as the most prominent among the language skills, it's the one most difficult to develop. According to Anil [19], "In LSRW skills [listening, speaking, reading, and writing], speaking is considered to be the most difficult skill for learners to develop because it requires them to think and utter sentences correctly and coherently within a stipulated time. To develop speaking skills, teachers should improve the grammatical and lexical aspects of learners so that they can handle linguistic challenges globally." She added that the aim of teaching speaking skills is to improve the communicative competency of learners.

E. Improving Students' Attitude toward Foreign English Teachers

Aside from helping the students develop their speaking ability, the other objective of the English Café Program is to improve their attitude toward foreign English language teachers. The respondent-university believes that a healthy student-teacher relationship is correlated to effective learning. This is the reason why in the evaluation of the efficiency of the program, students' attitude toward their foreign English teachers was also investigated. As hypothesized in this study, students' attitude toward their foreign English teachers affects the development of their speaking ability.

Generally speaking, learning is more effective when students have a positive relationship with their teachers. There is a possibility that students would be hesitant to engage with their English teachers because they are foreigners (in this case, non-Korean). Thus, it is imperative that the teachers make their students feel comfortable and confident when interacting with them whether in or outside of the classroom. A good rapport between the students and their teachers helps make learning in any subject, including language, yield better academic results. Larsen and Long [20] argued that teachers' attitudes towards the learners are important variables that can affect the attitude of learners as well as the quality and quantity of the learning which takes place and the linguistic outcomes for the learner. This is a very important matter that language teachers, especially foreigners, should take into consideration.

In his study, Getie [21] concluded that students have a positive attitude towards learning English as a foreign language. Aside from peer groups and the learners' parents, among the social factors that he discovered to have contributed to that result is the foreign (native English) teachers.

F. Teachers' Educational Qualification and Length of Service

It could not be considered as counterintuitive to say that teachers' educational qualifications and length of service are positively correlated to student learning. The more teachers' study and the longer they stay in the service, the better they become. It is believed, as Ligaya [22] argued, "that the more experienced and knowledgeable in their field of specialization the teacher is, the more capable they become in carrying out their pedagogical functions."

Yin, Condelli, Ogut, and Conen [23] conducted a study to assess whether certain teacher characteristics are correlated with student academic achievement. They found that teacher educational attainment shows positive relationships with student achievements in oral English [and other subjects] and teacher overall years of experience show a positive relationship with overall student posttest scores.

Dial [24] investigated the effect of teacher experience and teacher degree level on student achievement in communication arts and mathematics. Three of the hypotheses he tested for communication arts can be summarized as follows: 1) Years of teaching experience has no effect on student achievement in communication arts; 2) Teacher degree has no effect on student achievement in communication arts; and 3) The combination of teacher degree level and years of teaching experience has no effect on student achievement in communication arts.

The following decisions for the hypotheses aforementioned were reached: 1)The first hypothesis is rejected as years of teaching experience has significant effect on student achievement; 2) Because the data is inconclusive, where in some groups of students there were significant differences in mean but in others there were none, the second hypothesis cannot be rejected; and 3) The third hypothesis is rejected because the interaction between years of experience

and degree level has an effect on student achievement in communication arts.

The conclusion that can be drawn from the results of Dial's study is that teaching experience has effects on students' achievement in communication arts while for teacher degree level, the results were inconclusive.

Teachers' educational qualification and length of service were included as variables in this study for the purpose of determining if they help in developing students' speaking ability and a positive attitude toward their foreign English teachers.

III. Methodology

This study is a descriptive-comparative survey research. It investigated the implementation of the English Café Program (ECP) of the respondent-university in the years 2019 and 2020.

The following abbreviations are used in this study:

1) ECP – English Café Program
2) FTF-ECP – Face-to-face English Café Program
3) OL-ECP – Online English Café Program
4) SSA – Students' Speaking Ability
5) ATFT – Attitude Towards Foreign Teachers
6) EQ – Educational Qualification
7) LS – Length of Service

A. Participants

Table I shows the distribution of the respondents in both the 2019 and 2020 phases of the study.

TABLE I: Distribution of Respondents

	Students	Foreign Teachers
(2019) FTF-ECP	800	19
(2020) OL-ECP	800	19

Purposive sampling was used in the selection of student participants. The students who participated in this study belong to the different academic departments of the respondent-university (see Appendix C). All students from all major departments are required to take all four levels of English Communication courses (EC-1, EC-2, EC-3, and EC-4).

For the 2019 phase of the study, students who enrolled for the course English Communication 2 (EC-2) during the fall Semester of 2019 were selected as participants. This same group of students who would eventually enroll for English Communication 4 (EC-4) the following year were also the respondents for the 2020 phase of the study.

Of the 1,561 enrollees of EC-2 in the fall semester-2019 that were asked to participate in the survey, only 856 responded. 800 of these 856 students were purposively chosen as respondents

In the fall semester of 2020, 1463 of the same group of students from the EC-2 population mentioned above enrolled for EC-4 in the fall semester-2020. 1048 of those students participated in the survey. The question "Did you participate in the 2019 English Café Survey?" was added to the questionnaire in an attempt to identify any of the 856 students who participated in 2019 phase of the study. Of the 816 who responded "yes" to the question, 800 were also chosen purposively as respondents for the 2020 phase of the study.

The second group of respondents – teachers – was the same for the 2019 and 2020 phases of the study.

TABLE II: Distribution of Respondents by Gender

	Students		Foreign Teachers	
	(2019) FTE ECP	(2020) OL ECP	(2019) FTE ECP	(2020) OL ECP
Male	482	485	15	15
Female	318	315	4	4
Total	800	800	19	19

Table II shows the distribution of both group of respondents – students and teachers – according to their gender.

Table III shows the distribution of the teacher-respondents in terms of their educational qualification. Eight of them have Bachelor's degrees, another eight have Master's, and the remaining three are PhD holders. The rest (three) are PhD holders.

TABLE III: Teachers' Educational Qualification

Educational Qualification	No. of Teachers
Bachelor's	8
Masters'	8
PhD	3
Total	19

Table IV shows the distribution of the teacher-respondents in terms of length of service. Only three of them have been teaching from six to ten years. The remaining 16 teacher-respondents have 11 to 15 years of teaching experience.

TABLE IV: Teachers' Length of Service

Length of Service			
6-10 Years	11-15 Years	16-20 Years	> 20
3	7	5	4

B. Data Collection

In this study, the questionnaire that was used is divided into two sections. The first section consists of questions designed to determine how effective the program is at helping the students improve or enhance their speaking ability. The second section consists of questions created to find out if the program helps students develop a positive attitude toward their foreign English teachers. There were two versions of the questionnaire; one for the student-respondents, and one for the teacher-respondents. The two questionnaires are nearly identical, except for a few items which needed to be rephrased to properly cater to the proper respondents.

C. Data Analysis

The main objective of the study was to determine which of the two methods of delivering the program – FTF or OL – is more efficient in accomplishing the goals of the program. The comparative analysis was performed using mean scores. The T-test was used to determine whether the differences between the computed mean scores are statistically significant. Correlation analysis was used to determine the significant relationship between the variables in this study. Regression analysis was used to test the significant association between the variables. The data for this study

were analyzed using SPSS PC (version 23). Frequency analysis, mean comparison analysis, t-test, ANOVA technique, correlation analysis, and simple linear regression analysis were used. Prior to data analysis, all items used for measurement of all constructs were tested for reliability. The Cronbach alpha value should be between the range 0.70 ~0.99. There was no common method bias (CMB). The value of the CMB was less than 50%.

The committee in charge of the English Café Program, originally created the questionnaires used in this study in 2017. The said questionnaires were reviewed and evaluated accordingly. The first survey was conducted in 2017. The 2017 survey was considered pilot testing which resulted eventually in the elimination and addition of some question items before the final two questionnaires were used in 2019 and 2020.

Each of the questionnaires was divided into two parts – Part A (Speaking Ability of Students) and Part B (Attitude Towards Foreign Teachers). The respondents (both the students and the foreign teachers) were asked to express their perceptions on statements about how the English Café Program affects the speaking ability of students and their attitude towards foreigners.

IV. Findings

A. The Effects of FTF-ECP on the Students' Speaking Ability and Their Attitude toward Foreigner Teachers (As Perceived by the Students)

TABLE V: Extent of Effects of the FTF–ECP on Students' Speaking Ability and Attitude Towards Foreign Teachers (as Perceived by the Student–Respondents

ITEMS	Mean	SD
SSA 1	(4.053)	(0.895)
SSA 2	(4.108)	(0.839)
SSA 3	(4.091)	(0.905)
SSA 4	(4.134)	(0.861)
SSA 5	(3.969)	(0.951)
SSA 6	(3.518)	(1.240)
SSA 7	(3.748)	(1.182)
Grand Mean	**3.946**	**0.759**
ITEMS	Mean	SD
ATFT 1	(3.716)	(1.175)
ATFT 2	(3.943)	(1.128)
ATFT 3	(3.934)	(1.075)
ATFT 4	(4.124)	(0.888)
ATFT 5	(4.163)	(0.853)
ATFT 6	(3.934)	(0.941)
ATFT 7	(3.774)	(1.039)
Grand Mean	**3.941**	**0.745**

In the area of *student speaking ability*, the fourth item in the questionnaire (*Gives me additional opportunity to listen and be more familiar to English phonemic sounds*) had the highest mean (4.134) and item six (*Asking me random questions during sessions does not help me improve my speaking ability*) had the lowest (3.518). The weighted mean of 3.946 indicates that as perceived by the students, the FTF-ECP improves their speaking ability to a great extent.

In the category *students' attitude towards foreign teachers*, the fifth item in the questionnaire (*Develops my positive perception about foreigners*) got the highest mean value of 4.163 and item one (*Teachers' attitude towards me does not help enhance my confidence to speak in English and interact with foreigners*) had the least mean value of 3.717. The weighted mean value of 3.941 indicates that as perceived by the students, the FTF-ECP helps them develop a positive attitude toward foreign English teachers to a great extent.

B. The Effects of FTF-ECP on the Students' Speaking Ability and Their Attitude toward Foreigner Teachers (As Perceived by the Teachers)

In terms of student speaking ability, items two, three, and five (*Helps improve student listening ability, enhances students' confidence to speak in English, and Gives students additional opportunity to listen and be more familiar to English phonemic sounds*) had the same mean scores (4.21). The seventh item (*Activities chosen by the teachers during sessions intensify students` fear of speaking*) registered the lowest mean score of 2.947. However, despite getting a relatively low mean score in the said item, the weighted mean value of 3.947 indicates that as perceived by the teachers, the FTF-ECP improves the speaking ability of students to a great extent.

TABLE VI: Extent of Effects of the FTF–ECP on Students' Speaking Ability and Attitude Towards Foreign Teachers (as Perceived by the Teacher–Respondents)

ITEMS	Mean	SD
SSA 1	(4.316)	(0.582)
SSA 2	(4.421)	(0.507)
SSA 3	(4.421)	(0.607)
SSA 4	(4.421)	(0.692)
SSA 5	(4.158)	(0.765)
SSA 6	(3.579)	(1.169)
SSA 7	(2.947)	(1.079)
Grand Mean	**3.947**	**.771**
ITEMS	Mean	SD
ATFT 1	(4.474)	(0.513)
ATFT 2	(4.526)	(0.612)
ATFT 3	(4.263)	(0.733)
ATFT 4	(4.368)	(0.684)
ATFT 5	(3.737)	(1.098)
ATFT 6	(3.316)	(1.057)
ATFT 7	(3.421)	(1.121)
Grand Mean	**4.015**	**.831**

As perceived by the teachers, the FTF-ECP helps students improve their attitude towards foreign teachers to a great extent. This can be concluded by the overall mean of 4.015.

C. The Effects of the OL-ECP on the Students' Speaking Ability and Their Attitude toward Foreigners (As Perceived by the Students and the Teachers)

In the area called *students' speaking ability*, item four in the questionnaire (*Gives me additional opportunity to listen and be more familiar to English phonemic sounds*) registered the highest mean (4.165). On the other hand, item six (*Asking me random questions during sessions*) does not help me improve my speaking ability) registered the lowest (3.638). The same items also scored the highest and lowest mean values in FTF-ECP. The weighted mean of 3.970 indicates that as perceived by the students, the OL ECP improves their speaking ability to a great extent.

In terms of students*' attitude towards foreign teachers*, item four in the questionnaire (*Enhances my confidence to speak and interact with foreigners*) registered the highest mean value (4.160) while item seven (*Allows the teachers and I to talk about how I can succeed in my studies and my life in the future.*) got the lowest. The weighted mean value of 3.987 indicates that the students perceive that the OL-ECP

helps them improve their attitude toward foreign teachers to a great extent.

TABLE VII: EXTENT OF EFFECTS OF THE OL–ECP ON STUDENTS' SPEAKING ABILITY AND ATTITUDE TOWARDS FOREIGN TEACHERS (AS PERCEIVED BY THE STUDENT–RESPONDENTS)

ITEMS				Mean	SD
SSA 1				(4.068)	(0.813)
SSA 2				(4.126)	(0.774)
SSA 3				(4.080)	(0.872)
SSA 4				(4.165)	(0.793)
SSA 5				(3.946)	(0.915)
SSA 6				(3.648)	(1.072)
SSA 7				(3.758)	(1.083)
		Grand Mean		**3.970**	**.748**
ITEMS	3	2	1	Mean	SD
ATFT 1				3.876	1.032
ATFT 2				4.071	1.028
ATFT 3				4.155	0.933
ATFT 4				4.160	0.802
ATFT 5				4.109	0.814
ATFT 6				3.866	0.941
ATFT 7				3.670	0.995
		Grand Mean		**3.987**	**.935**

TABLE VIII: EXTENT OF EFFECTS OF THE OL–ECP ON STUDENTS' SPEAKING ABILITY AND ATTITUDE TOWARDS FOREIGN TEACHERS (AS PERCEIVED BY THE TEACHER–RESPONDENTS)

ITEMS					Mean	SD
SSA 1					4.158	0.501
SSA 2					4.316	0.583
SSA 3					4.158	0.765
SSA 4					4.421	0.607
SSA 5					4.053	0.911
SSA 6					3.895	0.937
SSA 7					3.105	1.197
		Grand Mean			**4.015**	**.786**
ITEMS					Mean	SD
ATFT 1					4.316	0.582
ATFT 2					4.211	0.713
ATFT 3					4.263	0.653
ATFT 4					3.895	1.100
ATFT 5					3.632	1.065
ATFT 6	(3)	(6)	(5)	-	3.421	1.169
ATFT 7	(7)	(4)	(1)	-	4.053	0.911
		Grand Mean			**3.969**	**.717**

D. The Effects of the OL-ECP on the Students' Speaking Ability and Their Attitude toward Foreigners (As Perceived by the Students and the Teachers

For the category *student speaking ability*, item four (*Gives students additional opportunity to listen and be more familiar to English phonemic sounds*) had the highest mean score (4.421) and item seven (*Activities chosen by the teachers during sessions intensify students` fear of speaking*.) registered the lowest mean score of 3.105. As perceived by the teachers, the weighted mean score of 4.015 indicates that the OL-ECP helps improve the speaking ability of students to a great extent.

For the area *students' attitude towards foreign teachers* the following are the results: item one *(Teachers' attitude towards students does not help enhance their confidence to speak in English and interact with foreigners)* has the highest mean value (4.316) while item five (*Develops students' positive perception of about foreigners*) has the lowest (3.632).

The overall mean of 3.969 means that as perceived by the teachers, the OL- ECP helps students improve their attitude toward foreign teachers to a great extent.

E. Summary of the Extent of Effects of the ECP on Students' Speaking Ability and Attitude towards Foreign Teachers as Perceived by the Respondents

TABLE IX: SUMMARY OF EXTENT OF EFFECTS OF FTF-ECP AND OL-ECP ON STUDENTS' SPEAKING ABILITY AND ATTITUDE TOWARDS FOREIGN TEACHERS AS PERCEIVED BY THE RESPONDENTS

		Student-Respondents		Teacher-Respondents	
		SSA	ATFT	SSA	ATFT
FTF-ECP	Mean	3.946	3.941	3.947	4.015
FTF-ECP	SD	0.759	0.745	0.771	0.831
OL-ECP	Mean	3.970	3.987	4.015	3.969
OL-ECP	SD	0.748	0.935	0.786	0.717

Table IX shows the extent of the effects of the English Café Program both on the speaking ability of students and their attitude towards foreigners as perceived separately by the designated groups of respondents – students and teachers. The mean computations and standard deviations of the FTF-ECP and OL-ECP are presented separately.

Students' speaking ability in FTF-ECP registered a weighted mean value of 3.946 for the students. This means that as perceived by this group of respondents the program improves their speaking ability to a great extent. The weighted mean among the teacher-respondents is slightly higher at 3.947. This indicates that as perceived by this group of respondents, this English lounge program contributes in improving the speaking ability of students to a great extent. For the *attitude towards foreign teachers'* category, the total mean computations are 3.941 for the students and 4.015 for the teachers. This is an indication that as perceived by both groups of respondents, the FTF-ECP develops students' positive attitude towards teachers from other countries also to a great extent.

In the online delivery of the program, both groups of respondents - the students and teachers' respondents also share the same view. For OL-ECP, the said respondents perceive that the online version of the program improves students speaking ability and develops in them a positive attitude towards foreign teachers to a great extent. The weighted means for *students' speaking ability* and *attitude towards foreign teachers*, were 3.970 and 3.987, respectively for the student-respondents while for teacher-respondents, the weighted means are 4.015 for *students' speaking ability* and 3.969 for *attitude towards foreign teachers*.

TABLE X: SIGNIFICANT DIFFERENCE OF THE EFFECTS OF FTP-ECP AND OL-ECP ON STUDENT'S SPEAKING ABILITY AND ATTITUDE TOWARDS FOREIGN TEACHERS

FTF-ECP	Students		Teachers		t-value	p-value
	Mean	SD	Mean	SD		
Students' Speaking ability	3.946	0.759	4.038	0.579	-0.679	0.505
Attitude Towards Foreign Teachers	3.941	0.745	4.015	0.569	0.557	0.584
OL-ECP	**Students**		**Teachers**		**t-value**	**p-value**
	Mean	SD	Mean	SD		
Students' Speaking ability	3.970	0.695	4.015	0.539	-0.358	0.725
Attitude Towards Foreign Teachers	3.968	0.689	3.969	0.605	-0.177	0.861

$*P<0.05$

F. Differences on the Perception of the Respondents on the Effects of the ECP

Table X shows that there is no significant difference in the perception of the students and teachers on the effects of the FTF-OCP and OL-OCP on the speaking ability of the students and their attitude towards foreign teachers. The p-values, being greater than 0.05, means that there is no statistically significant difference in the perceptions of both groups of respondents.

G. Correlation Analysis

In order to determine the relationship between the students' speaking ability, students' attitude towards foreign teachers, teachers' educational qualifications, and teachers' length of service, correlation analysis was performed. To check the said relationship, Pearson correlation analysis (r) was used.

In Table XI and Table XII, it can be gleaned that in both face-to-face and online implementation of the program, students' speaking ability came out to be significantly positively correlated to their attitude towards foreign teachers. (r = 0.881**, P<0.01; r = 0.889**, P<0.01, respectively).

This means that the more the students demonstrate or possess a positive attitude towards their teachers, the more they improve in their speaking ability.

TABLE XI: CORRELATION ANALYSIS OF THE MAIN VARIABLES (FTF-ECP)

	SSA	ATFT	EQ	LS
SSA	1	0.899**	-0.125	-0.532*
ATFT		1	-0.047	-0.375
EQ			1	0.270
LS				1

*P<0.05; **P<0.01

Alberth [25], as cited in Montiel-Chamorro [26], suggests "that the instructors' attitudes are transferred to students. When they show enthusiasm and motivation about teaching online and greater capacity to face the challenges of online learning, they set an example for their students and impact their motivation, participation, and engagement in online activities." Montiel-Chamorro also cited Lin, Zhang, and Zheng [27] who found that learner-instructor and learner-content interactions had significantly positive effects on student satisfaction and motivation.

TABLE XII: CORRELATION ANALYSIS OF THE MAIN VARIABLES (OL-ECP)

	SSA	ATFT	EQ	LS
SSA	1	0.881**	0.171	0.100
ATFT		1	-0.089	-0.175
EQ			1	0.270
LS				1

*P<0.05; **P<0.01

Results of the analysis also show that for FTF-ECP teachers` length of service was significantly negatively correlated to speaking ability (r = -0.532*; P < 0.05). This inverse relationship implies that the longer the teachers have been teaching the lesser is the possibility of students improving in their speaking ability. This inverse relationship between teachers' length of service and the students' performance in English was also noted in a study conducted by [22]. He explained that possibly, "when teachers have been handling the same subject for a long time, they may no longer display the same enthusiasm in their work as compared to when they were new in the job. It can be inferred that they may have become so comfortable with the methodologies they applied in the past that they become unwilling to step out of their comfort zone in order to adapt to the current innovations in the profession and to the emergence of breakthroughs in the English language."

H. Regression Analysis

As a result of the significant positive correlation between students' speaking ability and their attitude towards foreign teachers, a regression analysis was performed to determine how the latter influences the former. A simple linear regression analysis was done for this purpose.

Table XIII shows the results of the simple linear regression analysis done to determine whether attitude towards foreign teachers, teachers` educational qualification, and length of service influences students' speaking ability.

The beta values of FTF-ECP (β = 0.892**; P < 0.01) and OL-ECP (β = 0.877**; P < 0.01, indicate that as perceived by the student-respondents, students' attitude towards foreign teachers has a significant positive influence on their speaking ability. This supports the results of the correlation analyses that show the strong association between the variables aforementioned. Day and Ford [28] as cited in Getie [29], emphasized that "favorable feelings, not only with classmates and materials but also with the teacher, can forge positive attitudes towards learning a second language."

TABLE XIII: REGRESSION ANALYSIS: ATTITUDE TOWARDS FOREIGN TEACHERS ON STUDENTS' SPEAKING ABILITY

	B	SE	β	t-value	p-value
FTF-ECP	0.364	0.065	-	5.567	0.000
	0.909	0.016	**0.892****	**55.779**	**0.000**
OL-ECP	0.443	0.069	-	6.378	0.000
	0.885	0.017	**0.877****	**51.572**	**0.000**

*P<0.05; **P<0.01

V. DISCUSSION AND CONCLUSION

This study was conducted to determine the extent that the English Caf é Program affected the students speaking ability, their attitude towards foreign teachers, and the differences in the program when carried out face-to-face and online. The study also examined the effects of teachers' educational qualifications and their length of service on the students' speaking ability and students' attitude towards their foreign English teachers. The results are all based on the perception of students and teachers who served as respondents.

The beneficiaries and implementers of the program are in the best positions to determine the effectiveness of the program in improving students' speaking ability and attitude towards foreign teachers. The students and their English teachers from other countries served as the respondents in this study.

Both groups of respondents – students and teachers – perceived that FTF- ECP and OL-ECP improved the students' speaking ability and developed their attitude towards foreign teachers to a great extent. This indicates that whether implemented face-to-face or online, this out-of-class activity serves its purpose.

These findings are consistent with other studies that show there is no significant difference in the performance of students in classes held on-campus and virtually. Johnson, Aragon, Shaik, and Palma-Rivas [30] made a comparative analysis of the performance of two groups of students taking the same course. One group enrolled online while the other was taught in a traditional classroom. They found no significant difference in the performance between the groups, with the grades of the two groups statistically equivalent.

Considering the values of the means, as perceived by the students, OL-ECP's for both speaking ability and attitude towards foreign teachers are rated higher. However, as perceived by the teachers, the mean values of FTF-ECP for

the same variables were higher, but this difference in their perception is not statistically significant. Computations for significant difference show that p-values are all greater than 0.05 meaning there were no significant differences in the perceptions of the respondents.

The primary activity in the English lounges is discussions. Students are given ample opportunity to practice speaking during these discussions. Meyer [31] conducted a study on students' perceptions of face-to-face and online discussions. She found that when it comes to the depth of comprehensiveness of a discussion, the respondents in her study consider face-to-face and online settings rather equivalent.

This study also determined the statistically significant relationship between the speaking ability of students, their attitude toward foreign teachers, and a teacher's educational qualification and length of service. The Pearson correlation analysis shows a positive correlation exists between students' speaking ability and their attitude toward foreign teachers. It also revealed a significant negative correlation between students' speaking ability and a teachers' length of service.

In the face-to-face and online implementation correlation analyses of the program, students' speaking ability came out to be significantly positively correlated to attitude towards foreign teachers. The negative correlation between students' speaking ability and teachers' length of service only appeared in the face-to-face implementation of the program. No significant relationship between teachers' educational qualifications and any of the other variables were found.

The regression analyses performed show that attitude toward foreign teachers significantly influences students' speaking ability. This confirms the association between the said variables as shown in the results of the correlation analysis.

The findings indicate, students' attitude towards their English teachers is positively correlated to and significantly influences students' speaking ability. According to [29], "A learner who has better interaction with his teacher may develop a positive attitude towards the target language than those who have less interaction."

Establishing rapport between the teachers and the students is paramount. It will dictate the attitude the students will develop towards their teachers going forward. Building a positive relationship is a shared responsibility of the teacher and the student, but the teacher is in a leadership position when leading in-class learning or out-of-class learning, and assumes a greater part of that responsibility. English teachers have a bit more challenge because they are foreigners (to the native student population) and must win the trust and confidence of their students. How teachers perform and treat their students is the primary means of cultivating the students' positive attitude towards their foreign teachers. Larsen and Long [32] explained that "the attitudes of teachers towards the students are important variables that can affect the attitude of learners as well as the quality and quantity of the learning which takes place and the linguistic outcomes for the learner."

In the search for related literature and studies, the researchers did not find any studies or research comparing the effects of face-to-face and online English lounges on the speaking abilities of students and their attitudes towards foreign teachers. This study is possibly the first of its kind. The findings convey the importance of establishing rapport between students and teachers in the development of the speaking ability of students. English lounge programs need to be designed in a way that address not only the development of the students' speaking abilities but also how they can develop a positive attitude towards the foreign English teachers supervising the program.

The study reveals also that online English lounges are as effective as they are when they are implemented face-to-face. However, the findings that there is no significant difference on the effects of such programs carried out virtually or otherwise, need to be verified in similar studies.

VI. Recommendations

The results of this study revealed that English lounges can be as effective when delivered online as they are when implemented face-to-face. In addition, it was discovered that the educational qualifications of teachers and their teaching experience are not significantly positively related to students' speaking ability. It is the students' attitude toward foreign teachers that was shown to have a significant relationship with their speaking ability.

As language learning through English lounges was revealed to be just as effective when done online, it is hereby recommended that school administrators consider running conversation lounges using online platforms. Should this be done, more students who might be too busy to attend face-to-face English lounge sessions would benefit. In addition, with students' attitude towards foreign teachers significantly positively related to their speaking ability, English lounge programs should be implemented in a way that would develop rapport between students and foreign teachers. There is a need to tell teachers participating in the program to lean toward engaging unstructured (casual) but meaningful conversations with the students during the time English lounge sessions are held.

Appendix

Appendix A: English Speaking Enhancement Program (ESEP): A Comprehensive Evaluation

Survey Questionnaire
(For Students)

Directions. Please tick the circle that corresponds to the extent to which you either agree or disagree with the statements.

1 – Strongly Agree **2 – Agree** **3 – Neither disagree nor disagree**
4 – Disagree **5 – Strongly Disagree**

A.

		1	2	3	4	5
1.	Helps improve my speaking ability.					
2.	Helps improve my listening ability.					
3.	Enhances my confidence to speak in English.					
4.	Gives me additional opportunity to listen and be more familiar to English phonemic sounds (phonemes).					
5.	Helps improve my vocabulary in English.					
6.	Asking me random questions during the sessions does not help me improve my speaking ability.*					
7.	Activities chosen by the teachers during sessions intensify my fear of speaking.*					

B.

		1	2	3	4	5
1.	Teachers' attitude towards me does not help enhance my confidence to speak in English and interact with foreigners.*					
2.	I felt discouraged by the behavior of the teachers during the session.*					
3.	The teacher I met with lacked enthusiasm when session was conducted.*					
4.	The program enhances my confidence to speak and interact with foreigners.					
5.	The program develops my positive perception about foreigners.					
6.	Gives me an opportunity to learn more about the culture and people of the countries where my foreign teacher come from.					
7.	Allows the teacher and I to talk about how I can succeed in my studies and my life in the future.					

* Reverse Coded

THANK YOU!

APPENDIX B: ENGLISH SPEAKING ENHANCEMENT PROGRAM (ESEP): A COMPREHENSIVE EVALUATION

Survey Questionnaire
(For Teachers)

Directions. Please tick the circle that corresponds to the extent to which you either agree or disagree with the statements.

1 – Strongly Agree **2 – Agree** **3 – Neither disagree nor disagree**
4 – Disagree **5 – Strongly Disagree**

A.

		1	2	3	4	5
1.	Helps improve students' speaking ability.					
2.	Helps improve students' listening ability.					
3.	Enhances students' confidence to speak in English.					
4.	Gives students additional opportunity to listen and be more familiar to English phonemic sounds (phonemes).					
5.	Helps improve students' vocabulary in English.					
6.	Asking students random questions during the sessions does not help them improve their speaking ability.*					
7.	Activities I have chosen during sessions intensify students' fear of speaking.*					

B.

		1	2	3	4	5
1.	Teachers' attitude towards students does not help them enhance their confidence to speak in English and interact with foreigners.*					
2.	The students felt discouraged by the behavior of the teachers during the session.*					
3.	The teachers lacked enthusiasm when session was conducted.*					
4.	The program enhances students' confidence to speak and interact with foreigners.					
5.	The program develops students' positive perception about foreigners.					
6.	Gives the students an opportunity to learn more about the culture and people of the countries where their foreign teachers come from.					
7.	Allows the teacher and the students to talk about how they can succeed in their studies and life in the future.					

* Reverse Coded

THANK YOU!

APPENDIX C: LIST OF THE COURSES OFFERED BY THE UNIVERSITY-RESPONDENT WHERE THE STUDENTS WERE ENROLLED AT WHEN THEY PARTICIPATED IN THE 2019 AND 2020 SURVEYS

1. Aeronautical Engineering/Aviation Main
2. Aerospace Engineering
3. Air Transportation/Air traffic Logistics
4. Aviation
5. Aviation & Navigation
6. Aviation & Tourism
7. Avionics Engineering
8. Aviation Software Engineering
9. Beauty Cosmetics
10. Bio-food Science
11. Cultural Heritage Conservation
12. Dental Hygiene
13. Global Language and Cooperation
14. Health Counseling and Welfare
15. Helicopter Pilot Development
16. Leisure & Marine Sports
17. Marine Bio Technology
18. Media Creative Writing
19. Movie / Video Production
20. Nursing
21. Physical/Occupation/Physical Therapy
22. Practical Music
23. Radiology
24. Security/Secretarial
25. Unmanned Aerial Vehicles
26. Video Animation

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

All authors contributed in the over-all conduct of the research, in the collection and analysis of data, and in writing the final article. All authors approved the final version.

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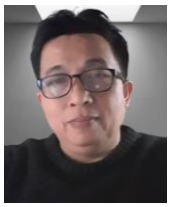

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