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The Development of the English Conversation Package
for the Thai for Communication Students



มหาวิทดุข -- มทคณทศทวซอสี

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ABSTRACT

The purpose of this study was to develop and construct an English Conversation Package for the students of Thai for Communication Program, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University, in order to develop their communication skills which focused on speaking and listening English language, and find out their attitude towards English language after using the package. The contents of the package were designed to meet the needs of students in communicating with foreigners in their daily life.

Participants of this study were five students of Thai for Communication Program, which randomly selected among twenty-six students.

Research instruments consist of 1) two sets of questionnaire, 2) an observation log, and 3) an English Conversation Package.

The English Conversation Package was designed and constructed to suit the students' needs. After a four-week try-out, it was found that the target group had positive opinion toward the package. They used the package regularly and enjoyed learning and practicing with their friends. Focusing on their communication skills, they also had lower anxiety in learning English lessons and strongly agreed that English is equally important as their major subjects. Moreover, an English Conversation Package can enhance their communicative English skills.

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CHAPTER I INTRODUCTION

Chapter one is a brief introduction of the research, covering the following aspects: background and rationale, purpose of the study, research question, scope of the study, expected outcome, and significance of the study.

1. Background and rationale

The English language is widely used nowadays as an international language by people around the world. It plays an essential role in the world communication. People can communicate with each other easily because they have English as the medium as well as high technology. In Thailand, as being a member of Asian Economic Community (AEC), the government tries to promote English for Thai people. For example, in 2012, The Ministry of Education had already launched the English Speaking Year 2012 campaign which involves teachers conducting various activities in schools to let students practice speaking English. Suthiya (2012) discussed that the English language requirement is a concern for many Thai people because Thailand is still lagging behind in this area. Several researches have shown that Thailand's English language proficiency is at what they called, "a very low proficiency level". Other ASEAN members like Singapore, Malaysia, Indonesia, and Vietnam all surpass our score. The coming of the AEC and English proficiency in Thailand may be interpreted as either an opportunity for Thais to develop their English skills or a challenge to threaten the country. Furthermore, she suggested that every school in Thailand should provide an English course as part of their module. Companies, hospitals, tourism centers, hotels, and police stations need to administer English-training workshop to help build up their employees' language skills.

In Rajabhat Maha Sarakham University, In order to complete a Bachelor's Degree, all students are required to study English as a general education course (GE). The contents of the courses were designed for all students who study in the University. However, many programs have provided specific English courses for their students, for example, English for Sciences, English for Information Technology,

English for Engineering, etc. The contents of these courses had been designed specifically to meet their students needs.

The Thai for Communication Program is the new curriculum of Faculty of Humanities and Social Sciences. The main aims of the program are to produce graduates who are skilled in communication both Thai and English language. The Job opportunities for the students are a guide, an interpreter, a reporter, a master of ceremonies, an author, a secretary, and so on.

A researcher works as a lecturer of an English Program, Faculty of Humanity and Social Sciences, Rajabhat Maha Sarakham University, has found that students of the Thai for Communication Program need to take various English courses in order to complete their bachelor's degree. However, the students had no confidence and thought that English lessons are very difficult. As an English teacher, a researcher would like to encourage these students and reduce their anxiety in learning English. Therefore, there was an idea to develop an English Conversation Package for Thai for Communication Students.

An English Conversation Package for Thai for Communication Students was developed to solve problems in communicate English. As students had learnt general English courses, but it found that they still cannot speak English. According to a study of Gatehouse (2001) found that learners were seen to employ different learning strategies, use different skills , enter with different earning schemata, and be motivated by different needs and interest. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking.

She also mentioned that if language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible (Gatehouse, 2001).

Therefore, the English Conversation Course for students of Thai for Communication Major should be designed to meet specified needs of the learners in order to motivate and solve the problems directly.

2. Purposes of the study

2.1 To construct English Conversation Package for the Thai for Communication Students of Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University.

2.2 To enhance the Thai for Communication Students' English abilities.

2.3 To find out the attitude towards an English Conversation Package after using it.

3. Scope of the study

This study attempts to construct and find out the attitude from the second year students of Thai for Communication Major after applied the English Conversation Package for Thai for Communication students. The populations of this study were randomly selected by drawing a lot , and they had four weeks in trying out the package.

4. Research Question

In developing an English Conversation Package for Thai Communication Students, the study aimed to answer the following questions:

1. How could the English Conversation Package for Thai Communication be constructed appropriately?
2. What opinion do the students have towards the English Conversation Package?

5. Significance of the study

4.1 An English conversation package for Thai for Communication students would be beneficial for students of Rajabhat Maha Sarakham University.

4.2An English conversation package for Thai for Communication Student can enhance students' English communicative abilities.

4.3Other students in Rajabhat Maha Sarakham University, who want to practice communicative English skills can learn English through this Conversation Package by themselves.

6. Keywords

English for specific purposes (ESP), English for communication, Need analysis

CHAPTER II

LITERATURE REVIEW

In this study, the literatures are examined as follows:

1. Need Analysis

It is the fact that learners have a specific purpose in learning English; moreover, the learner-centered approach seems to be the most effective way to teach English for Communication.

Kennedy and Bolitho (1984) mentioned that a learner's needs should be defined, in terms of why she/he wishes to learn English and the kind of English s/he would require to use. This information can be used as a guideline for the content of the course suitable for each learner's specific interests and needs.

1.1 The definition of Needs Analysis

Nunan (1988) stated needs analysis as a set of procedures for specifying the parameters of a course study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, and course length, intensity and duration.

Moreover, Johns and Dudley-Evans (1991, cited in Benesch, 1991) defined that needs analysis is influenced by the ideological preconceptions of the analyst and that needs do not have of themselves an objective reality.

Furthermore, Hutchinson and Waters (1987) pointed out that needs analysis is the ability to comprehend and/or produce the linguistic features of the target situation. They saw needs analysis as one of the main elements in ESP course design, which refers to all sorts of techniques which lead to a better grasp of the parameters of learning situations.

To sum up, needs analysis is important in designing a course for learners. If the learners find the course suitable and meet their needs, they will be interested and willing to learn the lessons.

1.2 Types of Needs

Many professors identified types of needs in various ways. Some examples were discussed in this study. Hutchinson and Waters (1987) divided needs into two parts:

1. Target needs are what the learners need to do in various situations, and
2. Learning needs are what learners need to do in order to learn.

They also described the target needs in terms of “necessities”, “lack” and “want”. Necessity are the type of needs determined by the demands of the target situation; that is what learners have to know in order to function effectively in the target situation. Lack are the gap between the target proficiency and the existing proficiency of the learners. Wants can refer to what the learners want or feel they need to learn of the target language.

Mackay and Mountford (1978) suggested to divide needs into two types, which are “academic needs” and “job needs”. Academic needs relate to English for academic study. For example, medical students requiring English in order to understand lectures/read medical textbooks in English, and science students requiring instruction in the writing of scientific English. Job needs deal with English in a particular practical job. For instance, engineers require English in order to work on a project in which English is used.

To sum up, needs analysis is important in designing a course for learners. If the learners find the course suitable and meet their needs, they will be interested and willing to learn the lessons.

2 English for Specific Purposes (ESP)

2.1 Definitions of ESP

Hutchison and Waters (1987:9) stated that English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learners reason for learning.

Gatehouse (2001) pointed out that it is the role of ESP practitioner as course designer and materials provider.

Anthony (2007) described that some people described ESP as simply being the teaching of English for any purpose that could be specified. Other, however, were more precise, describing it as the teaching used in academic studies or the teaching of English for vocational or professional purposes.

Chen (2006) defined that an ESP course design is usually based on the specific needs of learners of a particular discipline. There are different purposes oriented ESP courses, such as EST, EAP, EOP, EBP, ESS, etc. Many articles have discussed the course design for special learners who have specific professional or academic needs.

In conclusion, all of above perceived that English for specific purposes (ESP) is the course that designed based on the needs of learners. Therefore, it can be divided into many different types, depending on learners' purposes.

2.2 Absolute and Variable Characteristics of ESP

Gatehouse (2001) stated absolute and variable characteristic of ESP, based on the theory of Strevens (1988) that:

I. Absolute Characteristics:

ESP consists of English language teaching which is designed to meet specified needs of learners. The content of disciplines are related to learners' occupations and activities; however, it must centered on the language appropriate in syntax, lexis, discourse, semantics, etc. A final absolute characteristic is that it is contrast with general English.

II. Variable Characteristics:

ESP may be, but is not necessarily, restricted as to the language skills to be learned (e.g. reading only), and not taught according to any pre-ordained methodology. However, Anthony (1997) noted the definition of ESP (Dudley-Evans, 1997) as follows:

I. Absolute Characteristics:

ESP is designed to meet specific needs of the learners. It makes use of underlying methodology and activities of the discipline, which is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

II. *Variable Characteristics:*

Most ESP courses assume some basic knowledge of the language systems, and related to specific disciplines. It may use, in specific teaching situations, a different methodology from that of

general English. Moreover, ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level. Therefore, it is generally designed for intermediate or advanced students.

Gatehouse (2001) concluded that Dudley-Evans and St. John have removed the absolute characteristic that “ESP is in contrast with General English” and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting. He also defined types of ESP that:

II.4 Types of ESP:

Carter (1983) identifies three types of ESP:

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

Mackay and Mountford (1978) also cited in Carter (1983) in order to illustrate the difference between restricted language and language that:

...the language of international air-traffic control could be regarded as ‘special’, in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situational, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted ‘language’ would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. Hutchinson & Waters (1987) defined that ESP can be broken down into

three branches that are English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). They still do note that there is not a clear-cut distinction between EAP and EOP because people can work and study at the same time. Their opinion is like Carter's rationale for categorizing EAP and EOP under the same type of ESP.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

Finally Gatehouse (2001) summed that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situation language. This situation language has been determined based on the interpretation of result from needs analysis of authentic language used in target workplace setting.

3. Speaking Skills

Chaney (1998 cited in Kayi 2007) noted that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching the art of speaking (oral words) has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

3.1 Form-Focused Speaking

This is the way to begin to speak another language by practicing a repetition of drills or memorization of dialogues. Brown and Nation (n.d.) stated that when learners first begin to speak in another language their speaking will need to be based on some form-focused learning. An effective way to begin is to base speaking on some useful,

simple memorized phrases and sentences. These may be greetings, simple personal descriptions, and simple questions and answers. These can be practiced in repetition drills.

They also explained the role of drills that the skill of a teacher in carrying out a drill lies in learning when to vary the activity so that the learners do not lose interest by it. Skilled teachers make continual, small variations so that the activity is always challenging, smooth, and interesting. The activity can be taken a step towards a more meaning-focused activity by getting the learners to choose their own words to substitute for words in the model sentence.

However, the repetition and substitution drills have also been considered old fashion and not useful for language learning (Stern, 1992).

Therefore, Brown and Nation concluded that drills play a useful part in a language course in helping learners to be formally accurate in their speech and in helping them to quickly learn a useful collection of phrases and sentences that allow them to start using the language as soon as possible. As their proficiency and experience in the language develop, most of these sentences and phrases may be re-analyzed and incorporated into the learners' system of knowledge of the language. Language use based on memorization can be the starting point for more creative use of the language.

3.2 Meaning-focused Speaking

By using meaning-focused speaking activity, learners will have opportunities to produce and listen to meaningful oral communication. While form-focused speaking is suitable for elementary levels, the meaning-focused instruction will be developed at the higher levels.

This meaning-focused speaking activity, according to Shumin (1997), requires teacher to carefully conduct their instruction in classroom to the needs of the learners, and to teach them to listen, converse and negotiate with the others. Via these activities, they will learn to convey meaning through the use of interaction both verbally and nonverbally as their vocabulary develop. In addition, the giving and taking turns in exchanging dialogue create a "comfort zone" for them to practice conveying meaning in the real situation.

In this research, the participants of the study, students of Dramatic Arts Program, are quite limited in the use of the English language. Therefore, it is essential to give them the tools and to learn a structure of sentences by practicing form-focused speaking. However, there is the assumption that the repetition of drills is too old fashioned, therefore the integration of form-focused and mean-focused dialogues was introduced in constructing of a learning package. The participants had the opportunity to memorize sentences and words from a conversation book and learnt the pronunciation skills from a CD-ROM, whereas the meaning-focused method was applied when they conduct when with foreigners.

4. Listening Skill

In classroom, students always do more listening than actual speak. Nunan (2003) mentioned that listening is arguably the most important of all four macro skills. In the first place, it is the gasoline that fuels the acquisition process. Without access to comprehensible input in a language, we will never acquire that language (Krashen, 1982).

A second reason why listening is so important is because we do more of it than anything else. Nunan (2003) also explored that in the 1960s, the emphasis on oral language skills gave it a boost. It became fashionable again in the 1980s, when Krashen's ideas (1982) about comprehensible input gained prominence. A short time later, it was reinforced by Asher's Total Physical Response (1988), a methodology drawing sustenance from Krashen's work, and based on the belief that a second language is learned most effectively in the early stages if the pressure for pronunciation and common sentence structure is not focused too much on learners

He explained the nature of the listening process and listening in practice as follows:

The Nature of the Listening Process

By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening. As Rost (1991) mentioned about listening process that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Two views of listening have dominated language pedagogy over the last

twenty years. These are the bottom-up processing view and the top-down interpretation view.

The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest, meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts. In other words, the process is a linear one, in which meaning is derived as the last step in the process. In their introduction to listening Anderson and Lynch (1988) call this process the “listener as tape-recorder” view of listening because it assumes that the listener takes in and stores messages sequentially, in much the same way as a tape-recorder, one sound, word, phrase, and utterance at a time.

The alternative, top-down view, suggests that the listener actively constructs or, more accurately, reconstructs the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears.

Context of situation includes such things as knowledge of the topic at hand, the speaker or speakers, and their relationship to the situation as well as to each other and prior events.

These days, it is generally recognized that both bottom-up and top-down strategies are necessary. In developing courses, materials, and lessons, it is important, not only to teach bottom-up processing skills such as the ability to discriminate between minimal pairs, but it is also important to help learners use what they already know to understand when they hear it. If teachers suspect that there are gaps in their learners' knowledge, the listening itself can be preceded by schema building activities to prepare learners for the listening task to come.

i. Listening in Practice

Rost (2001 cited in Nunan 2003) pointed out that designing instructional listening cycles involves selecting listening input (this may be live, or in the form of audio/video recordings) the chunking of input into segments for presenting to the

students and then designing cycles of activities for learners to engage in. According to Rost (2001), effective teaching involves:

1. careful selection of input sources (appropriately authentic, interesting, varied, and challenging),
2. creative designs of tasks (well-structured, which opportunities for learners to activate their own knowledge and experience and to monitor what they are doing),
3. assistance to help learners extract effective listening strategies (metacognitive, cognitive, and social), and
4. integration of listening with other learning purposes (with appropriate links to speaking, reading, and writing).

He described the principles for effective listening instruction that teacher should provide students opportunities to explore both bottom-up and top-down process, and give them a chance to acquire different input. Moreover, learning tasks should be varied so that learners will be able to deal with different situations, which they may face in real life.

5. Related Research

Many researchers designed an English Conversation Package. Some examples are as followings:

Sookcharoen (2003) developed a package of English for Hotel Staff in Food and Beverage for third year Hotel and Tourism students at Khon Kaen University. She designed dialogue in the package by choosing the topics from eight textbooks, which she asked the population to rank the important topics before constructed in the package. The result revealed that the two most relevant topics were (1) Restaurant, Grill Room and Coffee Shop, and (2) Banquet and Meeting.

Another development of conversation package was an English learning package for pharmaceutical retailers in Ban Dung district, Udorn Thani province by Chaimali (2007). Her purpose was to find out and clarify the appropriate language functions to meet the needs of pharmaceutical retailers in giving medical information to foreign customers. Population of this study were ten pharmaceutical retailers in Ban Dung district, Udorn Thani province. The package was designed and constructed to meet the retailers' need, thus she investigated the needs of retailers by using the

needs analysis questionnaire before constructed the package.

Titsadee (2009) also constructed an English Conversation Package. She aimed to construct an English Conversation Package for Bank Employees at the Siam City Bank, Kalasin branch. Before designing a package, she asked the participants to answer the needs analysis questionnaire in order to make the situations in the package similarly with the real use. The questions were about the type of personal background, their need English package, and what kind of language functions they need to learn and practice, in order to pre-design a package responsive to their needs. The result from questionnaire shown that the most needed skills were listening and speaking skills, whereas reading and writing were no needed. Furthermore, most of employees required daily conversation and specific vocabulary to be included in the package.



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CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the participants of the study, research design, research instruments, data collection, and analysis of data.

3.1 Study Participants

The participants of the study were 26 students, who are the second year students of Thai for Communication Major who study in Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University.

3.2 Research Design

The main purpose of the study was to construct the English conversation package for Thai for Communication students and find out the attitudes of students towards the conversation package. An additional goal is to investigate needs of Thai for Communication students in learning English.

The initial questionnaire in Thai version were used to determine students' difficulties and their attitudes before trying the conversation package. The second questionnaire were used to test students' attitudes after using the Conversation Package.

There were three steps in the study:

1. The initial study:

The 26 participants answered the initial questionnaire, written in Thai, in order to clarify their problems, and confirm how much English they need to use. The questions focused on their personal background, their needs for an English package, and what kind of language instruction they need to learn in order to pre-design a package respective of their needs.

2. The construction of the research instruments:

The researcher designed the research instruments by collecting dialogues From textbooks and related document. All topics related to real situations and the results from the initial study.

3. The implementation of the conversation package

The researcher examined the conversation package with 5 students, who were randomly selected by drawing lots. They conducted the Package in their free time. The trial period were 30 hours, that were divided to 3 times a week. The researcher observed and gave advice as needed while the students continue to examine and discover the package.

In conclusion, this study aimed to construct and find out the attitudes of an English Conversation Package. The package was designed to meet the needs the Thai for Communication students. The contents and situations in the conversations were different from general English courses that they had learnt before in order to motivate and interest students.

3.2.1 Research Instruments

The research instruments of this study consist of:

1. Two sets of questionnaire

- Questionnaire no.1 was constructed and used to determine participants' difficulties in using English for communication. The participants answered the initial questionnaire, written in Thai, to clarify their difficulties as well as to confirm how much English they needed to use. The questions, which focused on their personal background, their needs for an English package and what kind of language instruction they needed to learn in order to pre-design a package respective of their needs.

- Questionnaire no.2 was constructed and used to verify the participants' opinions after having used the learning package.

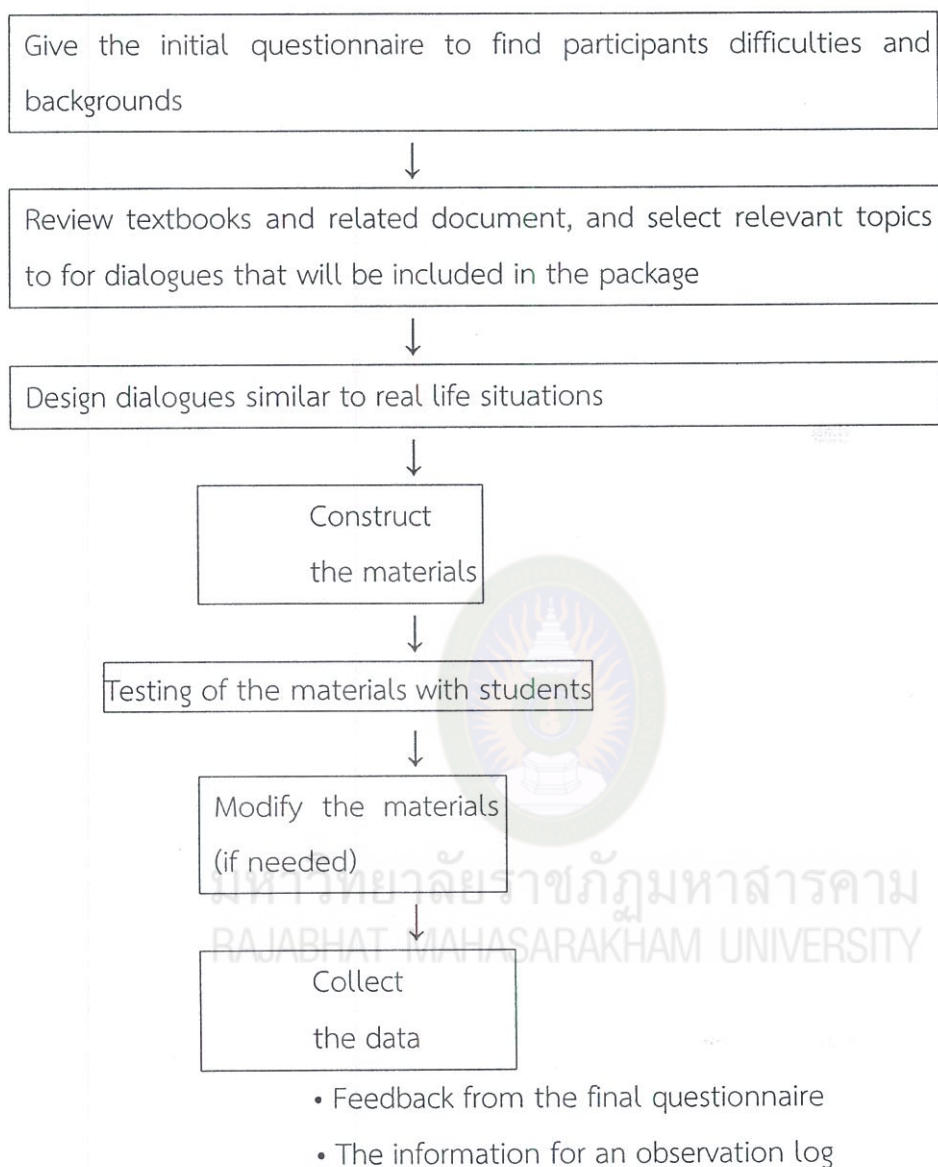
Thai version of both questionnaires were used to obtain data.

2. Observation log and semi-interview to help the researcher in collecting information about the inefficiencies and needs in using the package.

3. An English Conversation Package

The content of the Conversation Package was derived from two sources: the result of initial questionnaire, and the analysis of textbooks. The planned steps to develop and construct the package are shown in Figure 1.

Figure 1: The procedure for developing the English conversation package



3.2.1.2 An observation log to help the researcher in collecting data about the inefficiencies and needs in using the package.

3.3 Data Collection

The data collected from two phases:

- In the first phase, 26 students were asked to take the initial questionnaire.
- In the second phase: five students, who tried out the package, responded to the final questionnaire after experimenting with the conversation package, and researcher

collects information by observing their difficulties and concerns

The time plan for learning the package for four weeks was shown in Table 1.

Table 1: The Time Plan to Learn the Package

| Week \ Item | 1 | 2 | 3 | 4 |
|----------------------------------|---|---|---|---|
| 1. English in Hotel | → | | | |
| 2. English in a Restaurant | | → | | |
| 3. English in an Airport | | | → | |
| 4. English in a Department Store | | | → | |
| 5. English in Banking | | | | → |
| 6. English in a Hospital | | | | → |

3.4 Analysis of Data

The feedbacks of using the English conversation package were analyzed from the final questionnaire by using percentage, \bar{x} , and S.D. whereas observations were used to analyze and practices materials of the samples through target situations.

CHAPTER IV

THE RESULT OF THE STUDY

This chapter presents the results and discussions which were derived from the analysis of the data to answer the research questions of the study:

1. How could the English Conversation Package for Thai Communication be constructed appropriately?
2. What opinion do the students have towards the English Conversation Package?

After the experiment and the analysis of data, the researcher found that:

- The English Conversation Package enhanced the participants' English communication skills. As the situations in the package are similar to real situations, the participants could remember some simple sentences. Moreover, by learning throughout the package, the participants had more confidence to speak English when they practiced role play activities both in their free-time and in classroom.
- The participants had positive opinion toward the English Conversation Package. They strongly agreed that the package is useful in communicating in their daily life. Moreover, they concluded that the conversation package covers all the content needed, and they all agreed to practice and use this package regularly.

4.1 The findings from observation logs

The results of the analysis of the observation logs were as follows:

It was found that most of the students paid attention to the package in the early weeks. They all enjoyed practicing speaking and learning how to pronounce with friends. All of them were willing to learn more and always asked for suggestions from the researcher.

In practicing role play activities, at first, the students could remember the beginning sentences; however, they still hesitated to convey the following situations as they were not confident with their abilities. They often asked the researcher to show how to pronounce the words and sentences. In the following weeks, the students had improved their skills and were more confident to pronounce on their own.

As well, the researcher also found that most of the students spent time on practicing the dialogues more than doing the activities after the lessons. They enjoyed practicing speaking with partners as well as thinking of new situations and new vocabulary items.

Another problem was each student has different English knowledge background. Students who had a good knowledge background could learn fast and wanted to move to another contents whereas some students learnt slower and need more time to drill the conversations. However, the slower learners realized that their English background was not good, so they needed to learn more. They brought the package to study at home.

In conclusion, all of the participants enjoy practicing the English Conversation Package. Although some weeks they were assigned a lot of homework, they were still willing to try out the package. In the last week, the students had more confidence that they did the role play activities very well.

4.2 Results of the Questionnaire

The results of the initial questionnaire were divided into three parts: general information, their need for an English Conversation Package, and what kind of language instruction they want to learn and practice. The researcher designed the content of the conversation package based on the data from initial questionnaire, which were shown in Tables 2, 3, and 4.

Table 2: General Information (part I)

| General Information | Amount | Total |
|------------------------|--------|--------|
| Age | | |
| Less than 18 years old | 0 | 0.0 |
| 18 - 20 years old | 20 | 76.90% |
| 21 - 25 years old | 5 | 19.20% |
| More than 25 years old | 1 | 3.90% |
| Total | 26 | 100% |

| Sex | | |
|--|----|---------|
| Male | 5 | 19.20% |
| Female | 21 | 80.80% |
| Total | 26 | 100.00% |
| English Grade Point from the Previous Semester | | |
| A | 3 | 11.54% |
| B+ | 1 | 3.85% |
| B | 3 | 11.54% |
| C+ | 3 | 11.54% |
| C | 7 | 26.92% |
| D+ | 2 | 7.69% |
| D | 4 | 15.38% |
| F | 3 | 11.54% |
| Total | 26 | 100.00% |
| English Speaking Ability | | |
| Able to speak a little English | 16 | 61.50% |
| Not able to speaking English | 10 | 38.50% |
| Total | 26 | 100.00% |
| Ways of Communicating | | |
| Thai Speaking | 5 | 19.20% |
| English Speaking | 16 | 61.60% |
| Body Language | 5 | 19.20% |
| Writing | 0 | 0.0 |
| Other | 0 | 0.0 |

| | | |
|-------|----|---------|
| Total | 26 | 100.00% |
|-------|----|---------|

From Table 2, the result shown that among 26 students, only 3 students got A level in English course from the last semester. The majority got C and D, whereas 3 of them fail from that course.

Focusing on their ability to speak English, more than half of them accepted that they can speak a little English. However, the rest of them agreed that they can't even communicate in English language. They used Thai language and body language to communicate with foreigners.

The researcher also asked the students' needs of an English Conversation Package. The results are shown in Table 3.

Table 3: the students' Needs of Conversation Package

| | Amount | Total |
|-------------------|-----------|-------------|
| Importance | | |
| Yes | 26 | 100% |
| No | 0 | 0.0 |
| Total | 26 | 100% |
| The Need | | |
| Yes | 26 | 100% |
| No | 0 | 0.0 |
| Total | 26 | 100% |

Important Skills

| English Skills | Amount | Total |
|----------------|--------|-------|
| Listening | 26 | 100% |
| Speaking | 26 | 100% |
| Reading | 0 | 0 |

| | | |
|---------|---|---|
| Writing | 0 | 0 |
|---------|---|---|

Educational Media

| Educational Media | Amount | Total |
|-------------------|-----------|-------------|
| Manual Book | 20 | 76.90% |
| Compact Disc | 6 | 23.10% |
| VCD | 0 | 0.0 |
| Cassette Tape | 0 | 0.0 |
| Total | 26 | 100% |

Important Content

| Content | Very Important | | Important | | Less Important | |
|-----------------------|----------------|-------------|-----------|-------------|----------------|-------------|
| | Amount | Total | Amount | Total | Amount | Total |
| Specific Vocabulary | 0 | 0.0 | 26 | 100% | 0 | 0.0 |
| English Grammar Usage | 4 | 15.40% | 0 | 0.0 | 16 | 61.50% |
| Daily Conversation | 22 | 84.60% | 0 | 0 | 10 | 38.50% |
| Total | 26 | 100% | 26 | 100% | 26 | 100% |

From Table 3, it is clearly shown that all of the students needed the Conversation Package; furthermore, they all agreed that English is important for them.

The most needed skills were listening and speaking skills, whereas reading and writing were no needed. The most preferable educational media was manual book, and the next was a compact disc. Therefore, the researcher decided to adjust the Conversation Package into a manual book as it easy to carry and students could use it anywhere.

The results of the questionnaire revealed that most of students required daily conversation and specific vocabulary to be included in the package. The researcher

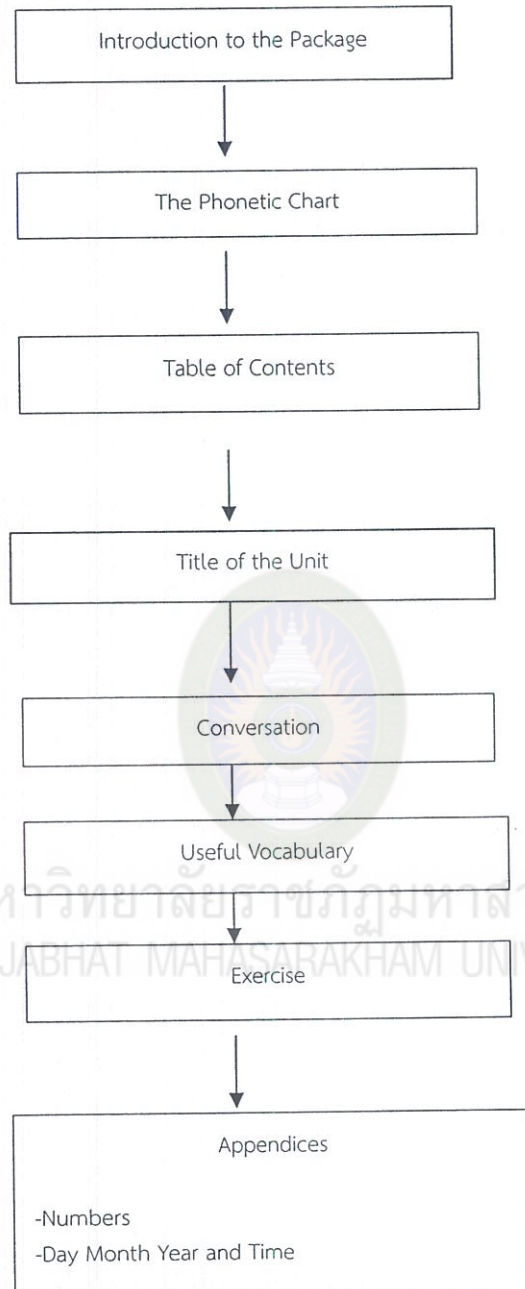
designed the content of the package respective of their needs, and set up the situations based on the requirements of the students, which are shown in Table 4.

Table 4: Most Needed Situations

| Situations | Amount | Total |
|-----------------------|--------|---------|
| In a Hotel | 26 | 100.00% |
| In a Restaurant | 26 | 100.00% |
| In a Bank | 20 | 76.90% |
| In a Department Store | 26 | 100.00% |
| In a Hospital | 24 | 92.30% |
| In an Airport | 18 | 69.20% |
| In a Hair Salon | 0 | 0.0 |
| Other | 0 | 0.0 |
| Total | 26 | 100% |

The results from table 4 showed that there were 6 situations that need to be included in the conversation package, which are situation in a hotel, in a restaurant, in a department store, in a hospital, in a department store, and in an airport. The Conversation Package was designed to enhance students' communicative English skills that should be related to the need of the learners. Therefore, the topics and the contents of the package were designed based on the results from table 3. The structure of manual book is shown in Figure 2.

Figure 2: the structure of Manual Book



From Figure 2, the phonetic chart presents how to pronounce vowels and consonant. The vocabulary was useful in providing specific dialogue used in each situation, whereas the exercises at the end of each unit were designed to motivate the students with the activate activities. The researcher also provided charts for “Table of Numbers” and “Day Month Year and Time’s Chart” in appendices, in order to show students how to read them. There also were Thai translations in the vocabulary parts added to help the students understand the situations more clearly.

4.3 The finding from questionnaire after using the conversation package

After practicing with the conversation package, the sample groups were asked to respond to a questionnaire. The results were shown in Table 5.

Table 5: the finding from questionnaire after using the conversation package

| | | | | | |
|---|---|---------------------|---|---|-------------|
| 1 | = | totally unimportant | 2 | = | unimportant |
| 3 | = | not sure | 4 | = | important |
| 5 | = | very important | | | |

| Opinions | Mean | S.D | Interpretation |
|--|------|------|----------------|
| 1. Students agree that the English Conversation Package is useful in their daily life. | 5 | 0 | Strongly agree |
| 2. The dialogues are very difficult. | 3.4 | 0.55 | Average |
| 3. These dialogues helped to increase confidence in communicating with foreigners. | 4.8 | 0.45 | Strongly agree |
| 4. The dialogues helped students to be better in communicating in English. | 3.8 | 0.45 | Agree |
| 5. English is important to my future career. | 5 | 0 | Strongly agree |
| 6. If students are able to speak English, it will lead to more opportunities to get a job. | 4.8 | 0.45 | Strongly agree |
| 7. If students are able to speak English, they will have advantage over the others. | 5 | 0 | Strongly agree |
| 8. The English Conversation Package covers all the content needed. | 4.4 | 0.55 | Agree |
| 9. The situations in the textbook are similar to real situations. | 4.8 | 0.45 | Strongly agree |
| 10. I practice and use this package regularly. | 5 | 0 | Strongly agree |
| 11. English lessons are equally important as my major subjects. | 4.8 | 0.45 | Strongly agree |
| 12. There are some mistakes in the package. | 2.6 | 0.55 | Disagree |

4.51-5.00 Strongly agree

1.51-2.50 Disagree

3.51-4.50 Agree

1.00-1.50 Strongly disagree

2.51-3.50 Average

The results shown that all of them strongly agreed that the English Conversation Package was useful, and English is important to their future career. Moreover, they admitted that being able to speak English is an advantage. Therefore, they all agreed to practice and use the package regularly. Furthermore, they accepted that English lessons are also important as same as their major subjects. However, the sample groups thought that one part of the Conversation Package, which was English in a hospital because of the specialized vocabulary.

From the questionnaire, it was shown that the package was useful for the Thai for Communication students, that it helped them in enhancing their confidence to speak English. Moreover, after practicing with the package, the students had a better opinion towards the English lessons as well as the English language.

In conclusion, the students spent a lot of their time practicing the dialogues in the conversation package quite well, although they did not spend a lot of time doing the exercises after the lessons. The researcher also believed that if the students had more time to practice with the package, their English skills would have improved significantly. However, the purposes of the study appear to have been achieved to a satisfactory level.

CHAPTER V

DISCUSSION, CONCLUSION, LIMITATIONS, AND RECOMMENDATION

This chapter is concerned with the conclusions of the study and describes the purposes, research methodology, and results of the study. The recommendations are provided for further study.

5.1 Discussions

The results revealed that English is essential for students of every field. Students' needs to compete with the others in order to get a job after they graduated a bachelor's degree; therefore, enhancing the abilities of students is important. Also, the job market is going to be very competitive especially when the AEC begins in the near future. Therefore, English is a significant factor in helping students communicate with foreigners. Moreover, if the students would like to have an advantage over the competitors, they should improve their abilities continuously.

5.2 Conclusions of the study

The purpose of the study was to design and construct an English Conversation Package for the Thai for Communication students in order to improve their English communication skills. Thai for Communication Program is the new program of Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University. The graduates of the program are expected to communicate efficiently in both Thai and English language. Therefore, the students are required to study English in every semester. The researcher decided to design an English Conversation Package for the Thai for Communication students in order to facilitate them in learning English courses.

The researcher studied the results of initial questionnaire from the twenty-six students and designed the dialogues and situations depending on the requirement of the students. Then, the English conversation package was developed. The English tools were presented in the form of a manual conversation book. After the advisors and experts had evaluated the package, the researcher started to try out the package with a sample groups.

In conducting the study, five students were selected by drawing lots. Before collecting of any data, the researcher introduced the conversation package to the sample groups, and gave them one week to get acquainted with the package.

The feedback from the package came from two sources, which were the questionnaire and an observation log. The research finding showed that the conversation package could help students in communicating English in the various situations, and they have a better attitude towards English language. The students were satisfied with the package; however, this conversation package has not been perfectly completed. The effectiveness of the package should be tested.

From observations and questionnaires, the researcher was able to formulate an English conversation package. According to the results, the package was useful to the students and they had a better attitude towards English language.

5.3 Limitations

Limitations of this study are discussed as follows:

1. The participants had a different English ability background; therefore, their ability to learn and acquire were also different.
2. The participants practiced speaking and listening by using role play activities, but they had no chance to practice with native speakers.
3. At the third week, the participants were assigned a lot of homework that made them so busy and did not pay attention on the package properly.
4. There were few foreigners in Maha Sarakham, so students had few chances to face with the real situations.

5.4 Recommendations

Recommendations for further study and research are suggested as follows:

1. There could be more interactive tasks focusing on real situations after the dialogues in the lessons.
2. Further study could increase the number of visuals such as pictures and cartoons for making the package more interesting.
3. Further study could aim at improving other English language skills such as reading and pronunciation.
4. Further study could include other dialogues for other situations such as

English in a drug store, English in classroom, Making reservations, etc.



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APPENDICES



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APPENDIX A

The Initial Questionnaire

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APPENDIX B

The Questionnaire after Using the Conversation Package



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The questionnaire after using the conversation package

1 = totally unimportant 2 = unimportant 3 = not sure 4 = important
5 = very important

| Opinions | Rating Scales | | | | |
|---|---------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1. The conversation package is useful in my daily life. | | | | | |
| 2. The dialogues are very difficult. | | | | | |
| 3. These dialogues helped to increase my confidence in communicating with foreigners. | | | | | |
| 4. You agreed that the dialogues help you to be better in communicating in English. | | | | | |
| 5. English is important to my future career. | | | | | |
| 6. If you were able to speak English, it would lead more opportunities to get a job. | | | | | |
| 7. If you can speak English, you have an advantage over the competitors. | | | | | |
| 8. You agreed that the English Conversation Package covered all contents you needed. | | | | | |
| 9. The situations in the package are similar to the real situations. | | | | | |
| 10. You agreed to practice and use this package regularly. | | | | | |
| 11. English lessons are equally important as my major subjects. | | | | | |
| 12. There are some mistakes in the dialogues, which should be improved. | | | | | |

Suggestions



APPENDIX C

An observation log
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RAJABHAT MAHASARAKHAM UNIVERSITY

Observation Log

The memorandum of observation

Date.....Month.....Year
Week.....

Student Name.....

Items 1-3 focus on the level of participatory, while items 4 and 5 are about speaking performance.

1. The participants' interest in the package (How often they attend to the conversation package?)
...80-100% ...60-79% ...40-59%20-39%0-19%
2. The participatory of students in practicing the conversation. (speaking)
...80-100% ... 60-79%40-59%20-39%0-19%
3. The participatory of students in doing the exercises.
...80-100% ...60-79%40-59%20-39%0-19%
4. The ability of student in communicating English via role-play activities.
.....can communicate fluentlycan communicate some sentences
.....cannot communicate
5. The confidence of students in speaking English via role-play activities.
....speaking immediatelyhesitating before speaking cannot communicate

| Problems | Solutions |
|----------|-----------|
| | |



APPENDIX D

The English Conversation Package for
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The Thai for Communication Students

คู่มือฝึกสนทนา ภาษาอังกฤษ

สำหรับนักศึกษาสาขาวิชาภาษาไทยเพื่อการ
สื่อสาร

คณะมนุษยศาสตร์และสังคมศาสตร์

มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY

English Conversation Package

**For the Thai for Communication Students
Faculty of Humanities and Social Sciences
Rajabhat Maha Sarakham University**

คำนำ

คู่มือฝึกสนทนาภาษาอังกฤษ เล่มนี้จัดขึ้นสำหรับ นักศึกษาสาขาวิชาภาษาไทย เพื่อการสื่อสาร คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม โดยมีวัตถุประสงค์เพื่อเพิ่มพูนทักษะด้านการสนทนาภาษาอังกฤษในการสื่อสาร เพื่อให้ นักศึกษาสามารถสนทนาเป็นภาษาอังกฤษได้อย่างมั่นใจ อันจะส่งผลดีต่อการเรียน ภาษาอังกฤษในมหาวิทยาลัย การนำไปใช้ในชีวิตประจำวัน ตลอดจนนำไปประยุกต์ใช้ เมื่อต้องสัมภาษณ์งานเป็นภาษาอังกฤษได้

นอกจากนี้ นักศึกษาสาขาอื่นยังสามารถนำคู่มือฝึกสนทนาไปฝึกฝนเพื่อ สนทนาภาษาอังกฤษเองได้ด้วย

คู่มือฝึกสนทนาภาษาอังกฤษสำหรับนักศึกษาสาขาวิชาภาษาไทยเพื่อการสื่อสาร เล่มนี้ ประกอบด้วย

| ส่วนที่ | รายละเอียด |
|---------|---|
| 1 | บทสนทนา จำแนกตามสถานการณ์ต่างๆ (Conversation) |
| 2 | คำศัพท์เฉพาะที่จำเป็น (Useful Vocabulary) |
| 3 | กิจกรรมทำแบบ (Exercise) |

ผู้เขียนหวังเป็นอย่างยิ่งว่า คู่มือฝึกสนทนาภาษาอังกฤษเล่มนี้จะเป็นประโยชน์แก่นักศึกษาสาขาวิชาภาษาไทยเพื่อการสื่อสาร คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม

ธัญพร ศิลากษ

Unit 1

English in the Hotel

Arriving at the Hotel

Conversation 1

Mike: I'd like a room for two people, for three nights please.

Hotel Receptionist: Ok, I just need you to fill in this form please.

Hotel Receptionist: Do you want breakfast?

Mike: Yes, please.

Hotel Receptionist: Breakfast is from 7 to 10 each morning in the dining room. Here is your key. Your room number is 345, on the third floor. Enjoy your stay.

Mike: Thank you.

Conversation 2

Lisa: I'd like a room please.

Hotel Receptionist: Do you have a reservation?

Lisa: No, I don't.

Hotel Receptionist: How many nights?

Lisa: Two nights, please.

Hotel Receptionist: For two people?

Lisa: Yes.

Hotel Receptionist: Do you want breakfast?

Lisa: No, thank you.

Hotel Receptionist: Ok, that will be \$210. Do you want to pay now, or when you check out?

Lisa: I'll pay now.

Hotel Receptionist: Can you fill this in, and sign here please.

Hotel Receptionist: Thank you. Here is your receipt and your key. You are in room 231, on the second floor.

Leaving the Hotel

Mike: I'd like to check out please.

Hotel Receptionist: What room number?

Mike: 231.

Hotel Receptionist: That's \$250 please.

Mike pays the hotel receptionist.

Hotel Receptionist: Thank you. Sign here please. Have a good journey.

Mike: Thank you.

Useful phrases

You Say

I'd like a room for 2 nights, please?

Can I see the room, please?

Do you have a room with a bath?

What time is breakfast?

What time is check out?

I'd like to check out, please.

Can I have ... please?

- △ some towels
- △ extra blankets
- △ extra pillows
- △ some soap
- △ some toilet paper

You Hear

Do you have a reservation?

How many nights?

Do you want a single room or a double room?

Do you want breakfast?

Sorry, we're full. = Sorry, I don't have any rooms available.

Your room number is 34

Hotel Vocabularies

| | |
|------------------------------------|----------------------|
| ▲ bed | เตียง |
| ▲ pillow | หมอน |
| ▲ blankets | ผ้าห่ม |
| ▲ television | โทรทัศน์ |
| ▲ door | ประตู |
| ▲ lights | ไฟ |
| ▲ towels | ผ้าขนหนู/ ผ้าเช็ดตัว |
| ▲ tea and coffee making facilities | อุปกรณ์ชงชาและกาแฟ |
| ▲ key | กุญแจ |

Role-play activities

Customer:

You are a tourist. You need a room for the night. Single or double rooms are OK. Sharing with other people is not OK.

Ring various hotels. (Sit back to back or use your cell-phone.) Decide which hotel is best for you. Make a reservation for tonight. Here is some sample language:

| | |
|-------------------------------------|--------------------------------------|
| Are there any tours from the hotel? | Can I have a morning call? |
| Do you accept VISA? | Do you have any double rooms? |
| Do you have any single rooms? | Does it have a shower? |
| Does it have a telephone? | Does it have a TV? |
| Does it have a view? | Does it have an Internet connection? |
| Does it have cable TV? | How much is it for one night? |
| Is breakfast included? | Is it far from the subway? |
| Is tax included? | Is there a bus downtown? |
| Is there a bus to the airport? | Is there a restaurant in the hotel? |
| What time do I have to check out? | What time is breakfast? |

Which hotel did you choose? Write the details here:

I made a reservation at the Hotel.

The cost was for one night.

I paid by check/cash/credit card.



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Unit 2

English in a Restaurant

Questions your server may ask:

- ▲ Do you have a reservation? (Did you call ahead of time?)
- ▲ How many? (How many seats do you need?)
- ▲ Table for two?
- ▲ Are you ready to order?
- ▲ Do you need some more time?
- ▲ Can I start you off with a drink?
- ▲ Would you like to hear the specials?
- ▲ What can I get for you? (Place your order.)
- ▲ What would you like with that? (Choose your side dish)
- ▲ Would you like an appetizer to start?
- ▲ How is everything? (Does it taste good?)
- ▲ Can I get you anything else? (Are you ready for the bill?)
- ▲ Did you enjoy everything?
- ▲ Did you save room for dessert? (Would you like dessert?)

Questions you may need to ask:

- ▲ May I see the menu/dessert menu/wine list?
- ▲ What do you recommend?
- ▲ Is it spicy?
- ▲ Is it enough to share?
- ▲ Can I have it without...(butter)?
- ▲ Can I substitute the ...(chicken) for ... (beef)?
- ▲ Can I get this to-go?
- ▲ Can we get the bill, please?
- ▲ Can I have a refill, please?

Showing Gratitude:

- ▲ Thank you it was delicious.
- ▲ I really enjoyed it.
- ▲ I'm full, thank you.
- ▲ Thank you for the recommendation.
- ▲ We'll come again.
- ▲ I'm afraid I didn't save any room for dessert.

Conversations

Waiter: Can I help you?

Lisa: A table for two please.

Waiter: This way.

Ordering

Waiter: Are you ready to order?

Lisa: Yes, we'll have the chicken with vegetables, and the vegetable pasta please.

Waiter: Anything to drink?

Lisa: Just some water please.

After the Meal

Waiter: Can I get you anything else? Coffee? Dessert?

Lisa: No, just the bill please.

Useful Phrases

Would you like drinks? = Can I get you a drink?

Are you ready to order? = What will you have?

Can I get you anything else?

Can I see the menu please?

I'd like to order. = I'm ready to order.

Bill please = Check please

Vocabularies

| | |
|-----------------|-------------------|
| alcohol, liquor | เหล้า |
| appetizer | อาหารเรียกน้ำย่อย |
| beverage | เครื่องดื่ม |
| dessert | ของหวาน |
| discount | ส่วนลด |

| | |
|------------------|---------------|
| waiter, waitress | พนักงานเสิร์ฟ |
| spicy | เผ็ด |
| sour | เปรี้ยว |

Ordering Food at a Restaurant

Restaurant Role-play

You are a waiter in a restaurant. When

Waiter: Welcome to Antico's. Here are your menus. Today's special is grilled salmon. I'll be back to take your order in a minute.

... Waiter: Are you ready to order?

Customer 1: I'd like the seafood spaghetti. Waiter: And you?

Customer 2: I'll have a hamburger and fries.

Waiter: Would you like anything to drink?

Customer 1: I'll have a coke, please.

Waiter: And for you?

Customer 2: Just water, please.

Waiter: OK. So that's one seafood spaghetti, one hamburger and fries, one coke, and one water. I'll take your menus.

Role-play activities

You are a waiter at a restaurant. When people sit down at your table, give them menus and take their orders.

- 1) Welcome.
- (2) Give Menus.
- (3) Tell the guests the special of the day.
- (4) Give them some time to look at the menu.
- (5) Take their orders.
- (6) Confirm their orders.
- (7) Ask how the meal was and if they want dessert.

Unit 3 English in the Airport

At the check-in desk

Agent: Good afternoon! Where are you flying to today?

Dan: Los Angeles.

Agent: May I have your passport, please?

Dan: Here you go.

Agent: Are you checking any bags?

Dan: Just this one.

Agent: OK, please place your bag on the scale.

Dan: I have a stopover in Chicago - do I need to pick up my luggage there?

Agent: No, it'll go straight through to Los Angeles. Here are your boarding passes - your flight leaves from gate 15A and it'll begin boarding at 3:20. Your seat number is 26E.

Dan: Thanks.

Going through Security

Agent: Please lay your bags flat on the conveyor belt, and use the bins for small objects.

Dan: Do I need to take my laptop out of the bag?

Agent: Yes, you do. Take off your hat and your shoes, too.

(he walks through the metal detector)

[BEEP BEEP BEEP BEEP]

Agent: Please step back. Do you have anything in your pockets - keys, cell phone, loose change?

Dan: I don't think so. Let me try taking off my belt.

Agent: Okay, come on through.

(he goes through the metal detector again)

Agent: You're all set! Have a nice flight.

The phrase "you're all set" is a common expression that means "you're finished and everything is OK."

On the plane

Flight attendant: Chicken or pasta?

Dan: Sorry?

Flight attendant: Would you like chicken or pasta?

Dan: I'll have the chicken.

Flight attendant: Anything to drink?

Dan: What kind of soda do you have?

Flight attendant: Coke, Diet Coke, Sprite, Orange, and Dr. Pepper.

Dan: A Diet Coke, no ice, please.

Flight attendant: Here you go.

Dan: Thanks.

If you want to ask for something, you can use the phrase "Can I have...?" or "Could I have...?" Practice your pronunciation with these common requests:

"Can I have a pillow?"

- ▲ "Can I have a blanket?"
- ▲ "Can I have a pair of headphones?" / "Could I have a headset?"
- ▲ "Could I have some water/coffee/tea?"
- ▲ "Could I have some extra napkins?"

Useful Phrases

- ▲ Where are you flying today? = What's your final destination?
- ▲ Excuse me, where is the Air Asia check-in desk?
- ▲ Where is gate 36?
- ▲ How many bags can I check?
- ▲ Please mark this bag as 'fragile.'"
- ▲ Thai Airways flight 880 to Bangkok is now boarding."
(this means it's time for passengers to enter the plane)
- ▲ We would now like to invite all passengers to board.

▲ *This is the final boarding call for Thai Airways flight 880 to Bangkok.*

Vocabularies

| | | | |
|------------------------|-----------------------------|----------------------|-------------|
| <i>Boarding pass</i> | บัตรโดยสาร | <i>Boarding time</i> | เวลาที่ขึ้น |
| เครื่อง | | | |
| <i>Baggage</i> | กระเป๋า สัมภาระ | <i>Gate</i> | ประตูทางออก |
| ขึ้นเครื่อง | | | |
| <i>Carry-on</i> | กระเป๋านำขึ้นเครื่องบิน | <i>Departure</i> | ออกจาก |
| | | | |
| <i>Checked baggage</i> | กระเป๋าที่เก็บใต้เครื่องบิน | <i>Arrive</i> | มาถึง |
| <i>Domestic</i> | ในประเทศ | <i>International</i> | ระหว่าง |
| ประเทศ | | | |

Fill in the blanks with a vocabulary word in the box below.

| | | |
|----------------|---------|---------------------|
| check-in | present | confirmation number |
| domestic agent | | |
| international | counter | boarding passes |
| security check | | |

- The airline agent will give you your _____ when you check in.
- This is an _____ flight, so you will need to bring your passport.
- When I went through _____, they told me I couldn't take my pocket knife on the plane.
- Please wait in line for the next available _____.
- After I paid for my plane ticket, the travel agent gave me a _____.
- Many _____ airlines do not have international flights.
- You can buy a ticket at the _____ if you don't have one.

8. My suitcase was too big, so I had to _____ it.
9. When you go through security, they might ask you to _____ your passport and boarding pass.
10. We need to _____ before we can go through security.

Role-play activities

Situation 1 : You are traveling with your friends, so you want to sit next to them. Ask the check-in staff to sit with you friends.

Situation 2: You are a check-in staff. Give the passengers information about the flight schedule and gate.



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Unit 4 English in Banking

Deposit and Transferring Money

Bank officer: Good morning. How may I help you?

Customer: Where can I transfer some money?

Bank Officer: Yes, of course. Please go through the door, then go straight ahead along the counter, that is the deposit section.

- ▲ *Where can I transfer some money?*
- ▲ *Where can I deposit some money?*

Money Exchange

Bank Officer: May I help you?

Customer: Yes, is this where you exchange foreign money for Thai Baht?

Bank Officer: Certainly, what can I do for you?

Customer: I would like to change some American dollars into Thai Baht.

Bank Officer: Well, how much do you have?

Customer: 150 dollars.

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Situation 2

Customer: Could you please exchange these travelers cheque into Thai Baht?

Bank Officer: Certainly, would you please fill in some information on this form.

Customer: What is the rate of exchange for pounds sterling into Thai Baht?

Bank Officer: For cash it is 39 baht per pound and 39.50 for traveler cheques.

Customer: I see.

Bank Officer: Here you are, a hundred pounds all together.

Opening An Account

Bank Officer: Good morning. What can I do for you, sir?

- Customer: Good morning. I would like to open an account and deposit some money, please.
- Bank Officer: There are current accounts and fixed time deposit accounts. What kind of accounts do you want?
- Customer: I'm interested in a current account.
- Bank Officer: Certainly, sir. For a current account please fill in this signature card.
- Customer: Well, can I read the agreement first?
- Bank Officer: Yes, of course.
- Customer: Well, I think that is fair enough. Where will I sign? Here?
- Bank Officer: Yes, on the line, sir. And please print your full name under it.
- Customer: Here you are. Is that all right?
- Bank Officer: Yes, everything is in order, sir.
- Customer: Thank you.

Useful Phrases

- ▲ I would like to deposit some money.
- Withdraw some money.
- Transfer some money.
- Open an account.
- Exchange money from Thai Baht to US Dollar.
- ▲ How much do you have?
- ▲ I have ten thousand Baht.
- ▲ Where can I sign my name?
- ▲ Please fill in the form.

Vocabularies

| | | | |
|-------------------------|-------------------------|-----------------|------------------|
| Deposit | ฝาก | Withdraw | ถอน |
| Saving account | บัญชีออมทรัพย์ | Current Account | บัญชีกระแสรายวัน |
| Transfer | โอน | Exchange | แลกเปลี่ยน |
| Fixed Time Deposit kind | บัญชีเงินฝากประจำประเภท | Sign | ลงชื่อ |
| | | Signature | ลายเซ็น |

Activity 1

Fill in the blank sentences with the words below.

deposit sign print fixed time deposit account
 current

1. Bank Officer: Good morning. What can I do for you, sir?

Customer: Good morning. I want to open an and some money.

2. Customer: I see. What kinds of account are there?

Bank Officer: There areaccounts and accounts.

3. Customer: I think that is fair enough. Where will I.....? Here.

Bank Officer: Yes, on the line, sir. And please ... your full name under it.

Activity 2

Match the questions with the correct answers

..... Current account, sir?

..... Thank you, seven hundred dollars, sir?

..... Very well, sir. All in thousand Thai baht notes, sir?

..... When should the transfer have made, sir?

..... Hello, Mr. Newman?

a. Speaking.

b. No, it's a saving account.

c. This morning.

d. Yes.

e. That's right. Here's the cash and my passbook.

f. Something wrong with it.

Role-play activities

Situation 1: You are traveling to Singapore and going to exchange money from Thai Baht to Singapore Dollar. Asking a bank staffs about currency rate.

Situation 2: You want to transfer some money but you don't know how to do it. Ask a bank employee to help.

Unit 5

English in a Department Store

Conversation 1

Shop assistant: May I help you?

Naomi: Yes, I'd like a pair of boots, please. Leather boots.

Shop assistant: Right. What size are you?

Naomi: Size 5, I think. I want a high heel. But have you got anything in brown?

Shop assistant: Just a minute, please. Would you take a seat?...
Here you are. Do you like these?

Naomi: Yes, they are very nice. But the heel is a bit too high.
Have you got anything lower?

Shop assistant: I'm afraid not. This is the only size we have in brown at the moment.

Conversation 2

Shop assistant: May I help you?

Naomi: Yes, please. I am looking for a bracelet.

Shop assistant: What kind of bracelet are you looking for?

Naomi: Something nice, not very heavy and made of white gold.

Shop assistant: I'm afraid we haven't got much in white gold at the moment. The new white gold collection is coming in next week.

Naomi: So you'll have the new collection in next week.

Shop assistant: That's right, madam.

Naomi: I'll come back then. Thank you very much.

Conversation 3

Assistant: Can I help you?

Lisa: Yes, how much is that skirt?

Assistant: It's \$40.

Lisa: Can I try it on?

Assistant: Yes, what size are you?

Lisa: I don't know.

Assistant: Ok, try a size 10. The changing room is over there.

Lisa puts on the skirt. It's too small.

Lisa: Do you have it in a bigger size?

Assistant: Yes, here you are.

Lisa: Thank you

Lisa puts on the new skirt. It fits.

Assistant: How was it?

Lisa: I'll take it.

Useful Phrases

▲ How much is this?

▲ Can I see ... please?

that bag

that jacket

those shoes

▲ Can I try it on?

▲ Do you have this in ... ?

a smaller size

a bigger size

size 12

a different color

blue



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Vocabularies

| | |
|-------------|-----------------------|
| Leather | หนัง , ทำจากหนัง |
| high heel | รองเท้าส้นสูง |
| smaller | เล็กกว่า |
| try on | ลอง |
| reasonable | สมราคา ราคาสมเหตุสมผล |
| cheap | ราคาถูก |
| credit card | บัตรเครดิต |

| | |
|-----------|------------|
| bracelet | กำไลข้อมือ |
| heavy | หนัก |
| bigger | ใหญ่กว่า |
| size | ขนาด |
| expensive | ราคาแพง |
| cash | เงินสด |
| check | เช็ค |

Activity 1

Fill in the blanks with the words in the box below:

| | | |
|----------------|-------------|--------------|
| (1) reasonable | (2) cash | (3) discount |
| cheap | discount | tip |
| expensive | credit card | tax |

(1) The price:

If something costs a lot of money then it is _____. But if it's on sale then it is usually _____. A _____ price is the price that you would expect to pay for something.

(2) Payment:

When you pay for something, if you have enough money in your pocket you can pay with _____. If you don't, you can put it on your _____ or write a _____.

(3) The Bill:

When you go to a restaurant, it is nice to get a _____. It's also nice to get service. But if the service isn't good, then you don't have to leave a _____. In some countries, when you order food you also have to pay a _____.

Activity 2

Talking about shopping

What do you think is cheap?

What do you think is expensive?

What do you think is a reasonable price to pay for a pair of shoes?



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Unit 6 English in hospital

Making an Appointment

Claire: Hello, how may I help you?

Roy: I would like to make an appointment with Dr. Smith, please.

Claire: What would you like to see him for?

Roy: I need my annual physical and also have a shoulder problem. It is aching.

Claire: Dr. Smith has openings next week. Are you free on Monday or Tuesday?

Roy: I am free on Tuesday afternoon.

Claire: We will schedule you for next week Tuesday at 3pm.

Seeing the Doctor

Claire: Hi, doctor. I came today because I need a flu shot and to get a checkup.

Roy: Okay. Have you had a flu shot in the past year?

Claire: No, not in the last few years. My knee hurts as well. I have been running a lot more and think it is injured.

Roy: When did the pain start and does it still hurt now?

Claire: About 2 weeks ago and yes, it still hurts.

Roy: I suggest you ice it and I will prescribe you some pain medication.

Claire: Thank you, Doctor!

Conversation 2

Doctor: Hello. How are you feeling?

Roy: I don't feel good.

Doctor: What's bothering you?

Roy: I have a stomachache and a headache.

Doctor: How long are you not well?

Roy: Since yesterday.

Doctor: Ok. Let me look at your throat. Open your mouth. Your throat's red.

Does it hurt?

Roy: Yes. It's sore.

Doctor: I think you have a virus. It might be the flu. I'm going to give you a prescription for some medicine.

Seeking Help

Claire: May I help you, sir?

Roy: Yes, My child is running a fever and we need help immediately.

Claire: How long has he had a fever?

Roy : He has had a fever for the last few hours and will not eat. I am afraid he is sick.

Claire: Have a seat and we will get a doctor to see you right away.

Useful Phrases

- ▲ I have a stomachache.
- a headache.
- a cold
- a sore throat
- a fever

▲ I don't feel good.

▲ I've been feeling sick.

▲ I've got a pain at my back.

◦ Knee.

◦ Arms.

◦ Legs.

Vocabularies

| | | | |
|-------------|---------|---------------|----------------|
| stomachache | ปวดท้อง | A cold | เป็นหวัด |
| headache | ปวดหัว | a sore throat | เจ็บคอ |
| Sick | ป่วย | pain | เจ็บ , ปวด |
| annual | ประจำปี | a checkup | การตรวจร่างกาย |
| a flu | ไขหวัด | prescribe | สั่งจ่ายยา |
| medicine | ยา | prescription | การสั่งยา |
| health | สุขภาพ | healthy | สุขภาพดี |

Activity 1

Complete the conversation with the words below

mouth

good

sick

health

Doctor: How are you feeling today?

Patient: Not very (1)..... .

Doctor: How long have you been feeling (2)?

Patient: About a week.

Doctor: What is your (3)..... like normally?

Patient: Very good.

Doctor: What is the problem now?

Patient: It's my throat.

Doctor: Ok. Open your(4)

Activity 2

Let's talk about health

Try to practice responding to these questions with your friends.

What's wrong with you?

When was the last time you go to see doctor?

When was the last time you have a checkup?

What is your problem now?

How long have you been feeling sick?

How are you feeling?

What's bothering you?

11. ประสบการณ์การทำงาน

2553- ปัจจุบัน อาจารย์สังกัดสาขาวิชาภาษาอังกฤษ

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม

2548-2553 พนักงานธนาคาร ธนาคารนครหลวงไทย จำกัด (มหาชน) สาขานนศรีจันทร์ จังหวัด
ขอนแก่น

2547-2548 ครูอัตราจ้าง วิทยาลัยเทคนิคกาฬสินธุ์ จังหวัดกาฬสินธุ์

12. ผลงานทางวิชาการ

12.1 หนังสือและตำรา

ไม่มี

12.2 เอกสารประกอบการสอน

- ธนัชพร ศิลาเกษ (2553). ภาษาอังกฤษสำหรับงานเลขานุการและการจัดการสำนักงาน 2
- ธนัชพร ศิลาเกษ (2554). ภาษาอังกฤษสำหรับงานเลขานุการและการจัดการสำนักงาน 1
- ธนัชพร ศิลาเกษ(2554). การแปล 1
- ธนัชพร ศิลาเกษ(2554). การติดต่อทางธุรกิจ



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ประวัติการศึกษา ประสบการณ์การทำงานและผลงานทางวิชาการ
ของอาจารย์ประจำหลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษ

1. ชื่อ ธนัชพร ศิลาเกษ
2. หมายเลขบัตรประจำตัวประชาชน 3469900113480
3. ตำแหน่งทางวิชาการ อาจารย์
4. ตำแหน่งทางบริหาร -
5. สังกัด สาขาวิชาภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม
6. ประวัติการศึกษา

| ระดับการศึกษา | คุณวุฒิ | สาขาวิชา | ชื่อสถาบันการศึกษาที่สำเร็จการศึกษา | ปีที่จบการศึกษา |
|---------------|---------|------------|-------------------------------------|-----------------|
| ปริญญาโท | ศศ.ม. | ภาษาอังกฤษ | มหาวิทยาลัยขอนแก่น | 2552 |
| ปริญญาตรี | ศศ.บ. | ภาษาอังกฤษ | มหาวิทยาลัยมหาสารคาม | 2547 |

7. ภาระงานสอน

ระดับปริญญาตรี

1. รหัสวิชา 1102001 ชื่อวิชา ภาษาอังกฤษเพื่อการสื่อสาร
2. รหัสวิชา 1102003 ชื่อวิชา การฟังและการพูด
3. รหัสวิชา 1551605 ชื่อวิชา ภาษาอังกฤษธุรกิจ 1
4. รหัสวิชา 1551606 ชื่อวิชา ภาษาอังกฤษธุรกิจ 2
5. รหัสวิชา 3021210 ชื่อวิชา การแปล 1
6. รหัสวิชา 1553601 ชื่อวิชา ภาษาอังกฤษสำหรับงานเลขานุการและการจัดการสำนักงาน 1
7. รหัสวิชา 1553602 ชื่อวิชา ภาษาอังกฤษสำหรับงานเลขานุการและการจัดการสำนักงาน 2
8. รหัสวิชา 1551611 ชื่อวิชา การติดต่อทางธุรกิจ
9. รหัสวิชา 1552604 ชื่อวิชา ภาษาอังกฤษเพื่อการท่องเที่ยว 1

8. สถานที่ติดต่อได้ปัจจุบัน สาขาวิชาภาษาอังกฤษ

คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม

9. โทรศัพท์ 043-722118-9 ต่อ 120, 08-3145-4766

10. E-mail: am_pangza@yahoo.com