A DEVELOPMENT OF AN ENGLISH ORAL COMMUNICATION COURSE FOR
UNDERGRADUATE ADVERTISING STUDENTS

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นัสยา ปาติยเสวี : การพัฒนารายวิชาการสื่อสารภาษาอังกฤษทางวาจาสำหรับนักศึกษาปริญญาตรี สาขาการโฆษณา. (A DEVELOPMENT OF AN ENGLISH ORAL COMMUNICATION COURSE FOR UNDERGRADUATE ADVERTISING STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร.ปัญชลี วาสนสมสิทธิ์, 305 หน้า.

งานวิจัยนี้มีจุดมุ่งหมายที่จะพัฒนารายวิชาการสื่อสารภาษาอังกฤษทางวาจาสำหรับนักศึกษาระดับปริญญาตรีสาขาการโฆษณา วัตถุประสงค์ในการวิจัยเพื่อ 1) สำรวจความต้องการการพูดสื่อสารภาษาอังกฤษที่จำเป็นต่อนักศึกษาสาขาการโฆษณาในการสมัครงานและทำงานในสาขาอาชีพโฆษณา 2) เพื่อทดสอบประสิทธิภาพของรายวิชาการสื่อสารภาษาอังกฤษทางวาจาสำหรับนักศึกษาสาขาการโฆษณา 3) เพื่อสำรวจทัศนคติของนักศึกษาต่อรายวิชาดังกล่าว

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจและการวิจัยเชิงทดลองเสมือนซึ่งประกอบไปด้วย 3 ขั้นตอนหลักคือ การสำรวจความต้องการของนักศึกษาในการพัฒนารายวิชา โดยการสัมภาษณ์ผู้เชี่ยวชาญเฉพาะสาขาโฆษณา และการสอนภาษาอังกฤษจำนวน 9 ท่าน และสำรวจความต้องการของนักศึกษาสาขาการโฆษณา 91 คน ผลการสำรวจสรุปได้ว่านักศึกษามีความจำเป็นที่จะต้องพัฒนาทักษะการสื่อสารทางวาจาเพื่อทำงานและใช้ในการสมัครงานด้านโฆษณาอย่างมีประสิทธิภาพ และนำมาเป็นข้อมูลในการกำหนดวัตถุประสงค์การเรียนรู้ ขั้นตอนต่อไปคือ การพัฒนารายวิชาและการสอนรายวิชาการสื่อสารทางวาจาที่จำเป็นสำหรับนักศึกษาสาขาการโฆษณา โดยมีนักศึกษาเข้าร่วมในขั้นตอนนี้ 41 คน บทเรียนตัวอย่างและอุปกรณ์ประกอบการเรียนการสอนรวมถึงชุดข้อสอบได้รับการประเมินคุณภาพและเป็นที่ยอมรับจากผู้เชี่ยวชาญก่อนการเรียนการสอน ขั้นตอนสุดท้ายคือการประเมินและการสำรวจความคิดเห็นโดยใช้แบบสอบถามกับนักศึกษาสาขาการโฆษณา และการสัมภาษณ์หลังการเรียน ผลการสอบหลังการเรียนพบว่าคะแนนสอบพูดดีขึ้นกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติ นักศึกษาทั้งหมดมีความคิดเห็นด้านบวกกับรายวิชาดังกล่าว ผลการวิจัยเจตคติเชิงคุณภาพชี้ชัดว่า หลักสูตรรายวิชาดังกล่าวเป็นประโยชน์และตอบสนองความต้องการของนักศึกษาในการทำงานด้านโฆษณาและการสมัครงาน รวมทั้งเพิ่มความสามารถด้านการสื่อสารทางวาจา งานวิจัยได้อภิปรายประสิทธิภาพของรายวิชาและประเด็นสำคัญเกี่ยวกับการจัดการสอนพร้อมเสนอข้อแนะนำสำหรับการวิจัยเพิ่มเติมในอนาคต

สาขาวิชา	ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต ....
ปีการศึกษา	2556	ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก ....

NASYA PATIYASEVI: A DEVELOPMENT OF AN ENGLISH ORAL COMMUNICATION
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PROF. PUNCHALEE WASANASOMSITHI, Ph.D., 305 pp.

The study was aimed at developing an English oral communication course for
undergraduate advertising students. The objectives of the study were as follows: (1) to
investigate the needs for oral communication skills of the undergraduate communication
arts students, majoring in advertising (2) to assess the effectiveness of the English oral
communication course for advertising students (3) to explore the attitudes of the
students towards the developed course.

The study employed a mixed-method research, comprising three phases: needs
analysis, course development/course implementation and course evaluation. The needs
analysis was conducted using a questionnaire survey with 91 third-year advertising
students and semi-structure interviews with a group of stakeholders, consisting of three
ESP teachers, three advertising teachers, and three advertising personnel. The results
revealed that students lacked necessary communication skills required to work
effectively and to apply for the work in the advertising field. In the second phase, the
information from the needs analysis was translated into learning objectives and
instructional materials of the course. The instruments used in the implementation of
the course and data collection consisted of pretests, posttests, teacher's logs, students'
logs. After the course had been implemented for 14 weeks, the findings indicated that
the posttest scores of the students were significantly higher than the pretest scores.

In the final phase, the attitudes of the students toward the course were
examined using the-end-of-the-course attitude questionnaire and a semi-structured
interview. The results indicated that all of the students had positive attitude toward the
developed course. The findings from qualitative data showed that the course was related
to their future careers in the advertising field and they were able to strengthen their oral
performance considered essential in the workplace. Based on the findings, it is
recommended that the English oral communication course developed in this study can
be implemented to promote students' communication skills. Finally, the paper discusses
important issues regarding the teaching and learning including recommendations for
future research.

ACKNOWLEDGEMENTS

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CHAPTER 1
Introduction

1.1 Background of the Study

English plays a significant role in a great variety of specific purposes. It is the most accepted form of communication in the business world. Knowing the language opens the access to many discourses at a global level from international communication between countries to popular culture and education.   Crystal (1997) has provided evidence of the domination of English that includes international relations, the mass media, international travel and safety, education, and communications. He contends that English plays a special role in many countries in the sense that English has been used as an official language for more than 70 countries, with many other countries giving it a special priority as the first foreign language to be studied by their citizens.

The widespread use of English has resulted in the development of different educational plans.   English is usually the first or most commonly taught foreign language in many countries. In Thailand, English has become a compulsory subject in all levels from primary to tertiary levels in both regular Thai programs and bilingual English programs apart from being the most popular foreign language learned in school

and in private classes (Nunan, 2003; Wongsothorn, 1996). It is also found that English

is the second most commonly used language in the media, after Thai (Wongsothorn,

1996).   Moreover, in most universities in Thailand, a variety of English for Specific

Purposes (ESP) courses have been developed for students from different disciplines

including in the advertising field. For the past 15 years, Thailand has become the main

hub in South-East Asia for commercial production and advertising-related activities due

to sophisticated technology and low overhead. As a result, it is essential for students

who are planning to pursue their career in the advertising field to be equipped with

knowledge and skills of English in order to work effectively in the industry. That is to

say, students majoring in advertising should enroll in the English courses that are

specifically designed to suit their requirements in terms of both professional

knowledge and skills.

   With regard to English skills, oral communication skills are considered to be the

most important skill needed for employment and also most problematic for EFL

university students (Crosling & Ward, 2002; Huckins & Olsen, 1984; Maes, Weldy, &

Icenogle, 1997). It is widely accepted and indicated as one of the generic employability

skills on the list of the United States Labor Secretary's Commission on Achieving

Necessary Skills (SCANS), Canada Employability Skills Profile, United Kingdom (NCVQ) core skills, and Australian Mayer Key Competency.

The importance and the needs of oral communication skills in the workplace have been discussed in a number of studies. Crosling and Ward (2002) indicate that oral communication is regarded as one of the most essential skills for employment, job success, and promotion. Similarly, DiSanza and Legge (2000) also state that effective oral communication skills play a major role in obtaining a promotion, especially for the managerial positions as managers need to explain, listen to, persuade, guide, coach, encourage, and foster good relationship among workers in the business contexts. In another study regarding the importance of oral communication, Maes et al. (1997) suggest that oral skills are one of the most required skills when hiring new employees. Such findings are in line with a recent study conducted by Dominguez and Rokowki (2007) which indicates that English oral communication is necessary for obtaining a job as well as getting promoted. In brief, it can be concluded that oral communication skills are considered to be vital for employment as well as for the success in professional contexts.

Regarding the needs for English oral communication skills in Thailand, a number of studies have provided similar findings, acknowledging the importance of oral

communication skills for employment and education. For example, Komonsevin and Sumano (2000) note that oral communication skill is identified as one of the needed skills among the undergraduate students. Another study conducted by Vasavakul (2006) discusses the needs for business English oral communication of customer-service staff at international banks. Furthermore, a study on English for specific purposes conducted at Bangkok University English for specific purposes by Munsakorn (2007) reveals that English oral communication is considered as the most important skill among Communication Arts students.

With respect to the aforementioned studies, it is apparent that English oral communication skill plays a significant role in the workplace and educational contexts. Therefore, the present study aimed at developing an English oral communication course for Communication Arts students, taking into consideration their needs for future employment in the Thai and international business contexts.

1.2 Rationale for the study

Students in the Faculty of Information and Communication Technology at Silpakorn University are required to enroll in English Foundation courses in their first year and English for Communication Arts in their second and third years. The Faculty offers five majors for communication arts students which include advertising, film,

television/radio, journalism, and customer relations management (CRM). English foundation courses focus on the teaching of four skills of general topics, whereas English for Communication Arts emphasizes the contents of the subject matter relevant to their selected majors. At present, second-year and third-year students, regardless of their majors, have to study the same contents that include topics from different areas. As such, students have little opportunity to cover the specific content in the areas of their field as well as to practice specific skills that are required for their work. As students from different majors aim to be working in their studied fields where English is used mostly for communication, it is important to develop a course that can specifically fulfill their language needs, placing the focus of the course on the specific settings and requirements academically and occupationally. With respect to this concern, there has been a requirement from the university to design a specific English course for each major beginning with the advertising major due to the large number of enrollment every year.

In advertising practices, oral communication skills are regarded as one of the most essential skills used in work-related activities both locally and internationally. The course currently offered at the university centers around different aspects of English which are not always relevant to their work and do not provide sufficient

opportunity to promote oral communication skills. Hence, the present study aimed at developing a course for third-year communication arts students majoring in advertising by using the contents related to their field as the themes to enhance students' oral communication skills.

1.3 Research Questions

The present study aimed to answer the following research questions:

1. What are the needs of an English oral communication course for students majoring in advertising?

2. To what extent is the English oral communication course effective for students majoring in advertising?

3. What are the attitudes of the students toward the course?

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To investigate the needs for oral communication skills of the undergraduate communication arts students majoring in advertising

2. To investigate the extent to which the English oral communication course is effective for advertising students

3. To explore the attitudes of the students towards the developed course

1.5 Statement of hypothesis

Based on a review of literature (Boonkit, 2010; Pattanapichet, 2009; Vasavakul, 2006), developing a course based on the concepts of English for Specific Purposes courses will be beneficial for the learners as they will provide both knowledge and skills that are required for professional or academic communication in future careers. Moreover, the learners are found to have positive attitudes toward the courses if their needs and requirements are fulfilled. Therefore, in order to examine the effectiveness of an English oral communication course for advertising students, the following hypothesis was formulated based on the findings of the aforementioned research:

The students' scores of the post-test would be significantly higher than the scores of the pre-test after the completion of the English oral communication course for third-year advertising students.

1.6 Scope of the study

The present study employed a mixed method with the one-group pre-test and post-test design. It aimed to determine the effectiveness of the developed English oral communication course for undergraduate advertising students which consisted of 91 students majoring in advertising at the Faculty of Information and Communication Technology, Silpakorn University. The subjects of the study constituted an intact group, consisting of 41 third-year undergraduate students who had passed the compulsory fundamental courses, namely English I and English II in the first year and English for Communication Arts I and II in the second year. Data for the main study were gathered by means of the pre- and posttests, interviews, questionnaires, teacher's logs, students' logs, and course evaluation form. Descriptive statistics of percentage, mean, and standard deviation, as well as dependent t-test, were used to analyze quantitative data, and content analysis was used to analyze qualitative data. The independent variable was the English oral communication course for undergraduate advertising students, and the dependent variable was students' English oral communication skills.

1.7 Definition of Terms

The key terms used in the study were defined as follows:

1. Needs Analysis

H. D. Brown (1995) defines a needs analysis as the activities involved in gathering information that will serve as the bases for developing a curriculum that will meet the learning needs of a particular group of students. In the present study, a needs analysis referred to procedures used to collect information about learners' needs, wants, lacks, and problems regarding English learning and English oral communication skills. In this study, a needs analysis was conducted with three groups of subjects: a third-year advertising students, advertising teachers, and ESP teachers, using semi-structured interviews and a survey questionnaire.

2. English oral communication skills: Based on the Association of American Colleges and Universities' standard on oral communication, oral communication is defined as a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. As for the purpose of this study, English oral communication is defined as a person's ability to use spoken English to communicate effectively and interact

confidently with a range of audience in the advertising field such as advertising agents,

customers, supervisors, and colleagues.

3. Undergraduate advertising students

In this study, undergraduate students were third-year students studying in the

Communication Arts track, majoring in advertising, Faculty of Information and

Communication Technology at Silpakorn University.

4. English oral communication course

It this study, the course was a three-credit compulsory course for third year

advertising students in the communication arts track at Faculty of Information and

Communication Technology at Silpakorn University. It consisted of 14 sessions plus

two sessions for mid-term and final examinations. The contents of the lesson were

derived from the findings of a needs analysis, focusing on English oral communication

skills needed for getting a job and handling advertising-related activities.

1.8 Significance of the study

The study contributes additional knowledge concerning oral skills in the field

of ESP using the contents in advertising. Moreover, the study demonstrates the whole

process of ESP course design i.e. the needs analysis, course design, course

implementation and course evaluation which could be used as a framework for teachers and course developers in developing similar courses for students with other majors or other disciplines.   For classroom practices, the development of a specific English course to fulfill the students' needs would promote the skills and knowledge in their field, especially in oral communication skills which are generally regarded as most problematic for Thai students. The course would equip students with the skills that are most required in the workplace so that they should be more confident and efficient in communicating with others involved in their profession. The study, therefore, would be beneficial for the students, teachers, and the institute as well as for those working in advertising field.

CHAPTER 2
Literature Review

The objective of the study is to develop and evaluate an English oral communication course for undergraduate advertising students. In this chapter, important principles and concepts are reviewed and explored as follows: oral communication skills, oral assessment, needs analysis, course development, English for specific purposes (ESP), and an English oral communication course for advertising students.

2.1 Oral Communication Skills

According to Omaggio (1993), oral proficiency is defined as the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations. Speaking happens in real time and linear in nature. That is, speech is produced utterance-by-utterance in response to the utterance-by-utterance productions of the interlocutor (Thronbury, 2005). Moreover, speakers usually have a limited time for planning which may also overlap with the production of the previous utterances. Given the nature of the speaking process,

Thornbury explains that during the course interaction, the speaker will be involved in at least three stages: (i) conceptualization, (ii) formulation, and (iii) articulation, during which the speaker is also engaged in self-monitoring.

Lazaraton (2001) states that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication." Moreover, the speaking skill is usually the most required skill for EFL or ESL learners (Bailey & Savage, 1994). It is accepted that for most learners of a second or foreign language, the speaking skill is the most challenging skill due to a number of factors such as reduced forms, contractions, elision, slangs, and idioms. In addition, learners have to learn about the stress, rhythm, and intonation of English. In most cases, oral communication is accomplished via interaction with at least one other speaker. That is to say, in communication, one should monitor, understand the other speaker, as well as think about one's own contribution, producing and monitoring its effect, etc. As stated by Bailey and Savage (1994, pp. vi-vii), speaking is an "activity requiring the integration of many subsystems...all these factors combine to make speaking a second or foreign language a formidable task for language learners, yet for many people, speaking is seen as the central skill".

According to Rahman (2010), oral communication, at the most basic level, is the spoken interaction between two or more people which is composed of multiple elements which might result in the success or failure of the interaction. Therefore, in order to function successfully in academic and professional tasks, one needs to learn effective oral communication skills. For more formal speech such as interviews, sales presentation or legal arguments, effective oral communication plays an even more significant role in determining the success or failure of the communication. In addition, there are several elements of oral communication that have effects on the overall outcome. These elements include eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, and conciseness. In other words, communication is complex and interactive which requires more than verbal communication. It can continuously grow and develop through a sequence or series of steps as people are engaged in the interaction. Rahman further proposes that teachers at an advanced level need to teach communication skills rather than the speaking skill so as to be able to perform communication functions effectively both in the business and academic contexts.

With reference to oral communication, Busby and Majors (1987) propose six principles in order to create effective communication as follows: (1) meaning is in

people, not in words: It is people who determine meanings which exist in people's minds, not in the things with which they are associated, and they are as real or valid as other people allow them to be. In brief, there is no right or wrong definition when it comes to determining meaning but only agreement or disagreement; (2) meanings are learned: people may agree on one specific meaning despite the multiple meanings that exist. It is, however, can also exist outside the generally accepted definitions because subgroups can develop their own specialized slang, jargon, and dialects which may lead to misunderstanding among different groups or cultures. Overall, meaning is learned within the context of many cultural influences; (3) meanings are not static: the meanings can change over time despite what has been agreed upon in a given culture. The meanings of all words are subject to change when a large group of people come to understand words in a new way; (4) meaning is both intentional and unintentional: people usually send more than intended message during the process of communication. Cultural backgrounds, levels of education, socioeconomic status, and political opinions are commonly disclosed by the choice of words and phrases people use. These disclosures are usually unintentional, but they are crucial for understanding the complexity and the richness of verbal communication; (5) meaning is determined by context: context plays an important role in determining the meanings

of the words. These contexts can be psychological such as people's beliefs, attitudes,

values, or physical situations. In sum, both the physical and the psychological contexts

influence how the participants interpret the event as well as each other; (6) meaning

is very personal and very important: language plays a significant role in how we

categorize and label what we call reality. Meanings of words have great effects on

many aspects on how we treat others and how we are treated.

These principles reflect a close relationship between language and the

formation of meanings which is useful for identifying factors that influence the process

of meaning formation.

Canale and Swain (1980) introduced the concept of 'communicative

competence' and refer to it as 'more useful and effective second language teaching,

and allows more valid and reliable measurement of second language communication

skills' (ibid.: 1). The model encompasses four main competence, consisting of

grammatical competence, sociolinguistic competence, discourse competence, and

strategic competence. Grammatical competence includes the knowledge of grammar,

lexis, morphology, syntax, semantics, and phonology. This competence is regarded as

important elements for communication in which accuracy and comprehension are the

main goal. Sociolinguistic knowledge refers to the knowledge of the sociocultural rules

of language use, namely cultural values, norms, and other socio-cultural conventions in social contexts. It is used to convey specific communicative functions such as describing, persuading, and narrating. The term 'register' is also used to describe the same competence. Register refers to various styles of language available for proficient language users. Fluent language users vary their choices of linguistic units to serve a particular person or social context. Discourse competence is the knowledge of rules regarding cohesion, and coherence of various types of discourse such as pronouns, conjunction, and adverbs to manipulate ideas in a text unanimously and continuously. Strategic competence refers to the knowledge of using verbal and nonverbal communicative strategies to overcome problems when faced with difficulties in communication. In other words, it focuses on the use of effective strategies in negotiating meaning such as paraphrasing, using circumlocution, and gestures.

Savignon (1997), moreover, describes communicative competence as the underlying ability that people use to accomplish their communication effectively and appropriately which encompasses the following characteristics: (1) communicative competence is an interpersonal skill. It involves how to negotiate the meaning between two or more people sharing the same interests; (2) communicative competence refers to both written and spoken language as well as other symbolic

systems; (3) communicative competence is context specific. That is, communication requires appropriate choices of register and style in terms of situations and participants. Thus, communication depends on the understanding of the context and prior experience of a similar situation; (4) there is theoretical difference between competence and performance. Competence is regarded as the concealed ability, while performance is known as the overt performance of that ability. In brief, competence is what one "knows," whereas performance is what one "does;" (5) communicative competence is an ongoing process and depends on the cooperation of the participants.

With respect to characteristics of effective communication, Busby and Majors (1987) also suggest five important elements: clarity, accuracy, completeness, appropriateness, liveliness, and economy. These elements are crucial to compensate for the problems and barriers such as noises, and perceptual differences during the process of communication.

Overall, these characteristics proposed by Savignon and Busby & Majors reflect the dynamic interactive process which involves effective transmission of facts, ideas, thoughts, feelings, and values, taking into account both verbal and nonverbal messages.

Another frequently used model is Bachman's model of communicative language ability in language (CLA) (L. F. Bachman, 1990; L. F Bachman & Palmer, 1996). This model is different from the one proposed by Savignon (1997) in two main aspects. First, it distinguishes between what constitutes 'knowledge' and what constitute 'skill'; second, it explicitly 'attempts to characterize the processes by which the various components interact with each other and with the context in which language use occurs' (L. F. Bachman, 1990). The language competence comprises organizational competence and pragmatic competence. The former consists of grammar competence and textual competence; the latter are functional and sociolinguistic competence. Bachman and Palmer reject the notion of writing, reading, listening, and speaking as skills and view them as language use activities. In other words, the classroom should be focusing on activities that help students experience how the language is used outside the classroom rather than language drills using controlled practice. This model is useful in guiding a framework for speaking assessment. L. F Bachman and Palmer (1996) concept of language ability helps test developers check how well tasks match the criteria stated. Table 1 demonstrates the areas of language knowledge which can be used as construct for developing assessment.

Table 2.1 Areas of language knowledge (L. F Bachman & Palmer, 1996)

Organisational knowledge	How utterances or sentences and texts are organized
Grammatical knowledge	How individual utterances or sentences are organized
	- Knowledge of vocabulary - Knowledge of syntax - Knowledge of phonology/graphology
Textual knowledge	How utterances or sentences are organized to form texts
	- Knowledge of cohesion - Knowledge of rhetorical or conventional organization
Pragmatic knowledge	How utterances or sentences and texts are related to the
	Communicative goals of language users and to the features of the language-use setting
Functional knowledge	How utterances or sentences and texts are related to the Communicative goals of language users
	- Knowledge of ideational functions - Knowledge of manipulative functions - Knowledge of heuristic functions - Knowledge of imaginative functions
Sociolinguistic knowledge	How utterances or sentences and texts are related to the features of the language-use setting
	- Knowledge of dialects/varieties - Knowledge of registers

- Knowledge of natural or idiomatic expressions
- Knowledge of cultural references and figures of speech

_____

Moreover, H. D. Brown (1995) has divided speaking into five basic types in guiding the speaking assessment. The first one is imitative. This type of speaking deals basically in the phonetic level as speaker has to parrot back a word or phrase. The second is intensive - this is frequently used to elicit short stretches of oral production regarding competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture, etc.). The examples of intensive assessment include directed response, reading aloud, sentence and dialogue completion, and limited picture-cued tasks. The third one is responsive which refers to the tasks that include interaction and test comprehension at a limited level using very short conversations, standard greetings and talks, and simple requests and comments. The fourth type is interactive is the task which is similar with responsive but longer in length with more complexity. It can be divided into forms: transactional language to exchange specific information and interpersonal exchanges in order to maintain social relationships. In interpersonal exchanges, speaking will also include pragmatic and sociolinguistic skills in producing

a casual register, colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. The fifth one is extensive (monologue). The examples of extensive tasks are speeches, oral presentations, and story-telling. The language used is usually formal with some planning.

The above categories for different types of speaking can be helpful when planning an assessment plan for learners in order to determine the structure of the tests and the type of tests that can effectively elicit examples of learners' oral production.   Furthermore, Brown has divided oral production into microskills and macroskills, as listed as follows:

Micro Skills

1. Produce differences among English phonemes and allophonic variants.

2. Produce chunks of language of different lengths.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

4. Produce reduced forms of words and phrases.

5. Use adequate number of lexical units (words) to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralization, etc.), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

Macroskills

12. Appropriately accomplish communicative functions according to situations, participants, and goals.

13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping, yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and feelings, new information and given information, and generalization and exemplification.

15.   Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

These two types of speaking skills described here also resemble communicative competence as stated earlier and can be used to develop an assessment plan in relation with the context of test-takers. In the next section, different concepts of teaching speaking are discussed.

2.1.1 Teaching oral communication skills

Speaking is the mode of communication most often used to express opinions, make arguments, offer explanation, and transmitting information. The most frequently used model for teaching and assessing speaking is Bygate (1987) model of speech as process. The model was developed to help teachers plan classroom activities in order to support learning. Bygate views speaking as an internal process; his first level of analysis is three processing stages: planning, selection and production. He has made a distinction between knowledge and skill, enabling learners to talk and skill being the

active component used during the interaction. According to Bygate, both knowledge and skill are important for speaking. A summary of Bygate's model of speaking is presented in Figure 2.1 as follows:

Knowledge		**Skill**

Planning
 	
Knowledge of routines - Information
                         - Interactional
 	
Knowledge of the state of the discourse
	← →	**Message planning:** - information plans
		                   - interaction plans
		
		Management Skills:
		
		- agenda management
		
		- turn-taking

selection Lexis Phrases Grammar resources **Production** Production devices Grammatical rules Pronunciation rules	← → ← →	**Negotiation of meaning:** - explicitness skills - procedural skills **Production skills:** - facilitation - compensation **Accuracy skills**

Figure 2.1 A summary of oral skills (Bygate, 1987; Lazaraton, 2001)

Bygate proposes that at the planning stage, learners need to know information and interaction routines to build an image of the ongoing conversation in their minds. The skill that learners need to use is message planning skills in order to pre-plan their contributions and interaction management skills. At the selection stage, learners use their knowledge of lexis, phrases and grammar to choose how to say and what they want to say. The skills involved are negotiation of meaning which consists of explicitness skills (enable learners to choose their expressions regarding what they expect the hearer to know) and procedural skills (help learners make sure understanding takes place). Finally, at the production stage, the knowledge required is grammatical and pronunciation rules. Learners will facilitate their speech production by simplifying structures, or by using ellipsis, formulaic expressions, and fillers. Compensation skills involve using self-correction, rephrasing, repetition via expansion or reduction, and hesitation.

Bygate's model captures the nature of speaking as the process in which knowledge and skills are interconnected; however, it focuses mainly on the individual and fails to include other external factors, especially the contexts where speaking take place. Nevertheless, the model provides useful guidelines in developing scoring categories.

With respect to oral skills class, Lazaraton (2001) states that teachers should consider the needs of students including their levels when planning the lesson. This can be accomplished by means of a needs analysis or assessment. The information gathered can, therefore, be used as the basis in designing speaking activities. Ferris and Tagg (1996) suggest that most EFL students need authentic practice such as taking part in discussions, answering and asking questions, giving oral reports, making speeches, and making presentation to promote oral communication. These activities are structured around functional uses of the language.

Littlewood (1990) has stated that communicative activities can be categorized into two types: functional communication activities and social interaction activities. Functional communication activities include activities that promote learners' ability to use the language to convey the intended meaning effectively in a specific situation. Learners will use the language in their repertoire to communicate and achieve the set goals. Success is mainly measured based on learners' ability to manage communicative purposes of the particular situation. Social interaction activities are activities that depend on speaker's abilities to choose language effectively and appropriately to the particular situation. Speakers, therefore, need to take social context into consideration when engaging in the communication. Success is measured

in terms of functional effectiveness of the language and the acceptability of the forms that are used.

According to Lazaraton (2001), major speaking activities that are usually implemented in EFL classrooms include discussions, speeches, role plays, conversations, audio-taped oral dialogues, journal, and other accuracy-based activities. The details of each activity will be discussed as follows:

1. **Discussions:** Discussions are the most common activity in the oral skill class. Green, Christopher, and Lam (1997) believe that students will be motivated and involved to participate in the discussions if they are allowed to choose the topics and have a chance to evaluate their peers' performance. They suggest the teachers take care of planning and setting up a discussion activity by grouping or pairing students to ensure a successful discussion outcome. Moreover, the teachers need to consider students' background, gender, etc. which might affect the activities. In addition, students in the group should be given specific responsibility in the discussion such as keeping time, taking notes, or reporting results. Finally, students should be aware of the purposes of the discussion and the expected outcomes. More importantly, Lazaraton (2001) states that it is necessary to have some guidance in conducting the discussion beforehand and follow-up of the outcome afterward.

2. Speeches: Another common activity is the prepared speech or oral presentation which depends on the level of the students and the focus of the class. It is suggested that in this kind of activities, students should receive opportunity to decide on the content of their talks. Teachers should also assign some responsibilities to the listeners during the speeches in the form of peer evaluation. In addition, self-evaluation can be done using videotapes to record the speech in order to have an in-depth critique. The other type of speech is the impromptu speech which can serve several purposes in an oral skills class. This type of activity gives students more actual practice with speaking and thinking as they have no help from notes or memorization.

3. Role plays: The third type of oral activity is role plays which are suitable for practicing the sociocultural variations in speech acts, such as apologizing, complimenting, and so on. Role plays can be performed from a prepared script or from a set of prompts depending on the level of student. Olshtain and Cohen (1991) point out that it is useful to give a diagnostic assessment to the students in order to determine what they already know about the act in question by using a model dialogue as a prompt or language input.

4. Conversations: It is the most fundamental form of oral communication. When students engage in conversations, they will become more metalinguistically

aware of the many features of language to become competent speakers and interlocutors in English. In EFL situations, students may not receive adequate opportunity or the confidence to engage in unplanned conversations with native speakers, so it is helpful to create conversation assignments such as interviews and use them for later analysis.

5. **Audio-taped oral dialogue journals:** This activity emphasizes both fluency and accuracy and is useful in oral skill classrooms. Students can record their voice based on the directions from the teacher regarding the topics. These audiotapes will be a valuable resource for the teacher to provide individual feedback and instruction on pronunciation or grammar problems.

The implementation of speaking activities, however, requires careful consideration especially in homogeneous EFL classes where all students speak the same first language and English is not used outside the classroom. Nunan (1993) has found that the biggest challenges of EFL class are lack of motivation, cultural factors, and the use of the first language in the class. Moreover, most EFL classes have a large number of students, limiting the opportunities of students to participate in the classroom interaction. Furthermore, the focus of most curricula are on grammar rather than speaking skills. It is suggested that teachers in EFL classes need to be able to

organize class activities that are authentic, motivating and varied when developing students' speaking ability.   In addition, assigning out-of-class activities such as watching movies, programs, shows, or radio programs will enable students to get more exposure to the language and later on these assignments can be used as input for class discussions.

There have been many studies regarding oral communication instruction in an attempt to promote oral skills of learners of second/foreign language, especially in the Asian context (Boonkit, 2010; Crosling & Ward, 2002; Gholamhossein & Siamak, 2010; Grace & Gilsdorf, 2004; Khan & Ali, 2010; Tavil, 2010).   In the study conducted with Thai students, Boonkit (2010) has reported that confidence, creativity of topics, and speaking competence are the main factors in improving speaking proficiency.   It is found that when learners are allowed to choose their own topics, they will be more motivated and feel more comfortable to speak, thus, maximizing their speaking confidence.   A wide range of vocabulary relating to the selected topics will increase automatically and activate EFL learners' English lexicon.   More importantly, it is suggested that feedback and comments participants and the instructor play a significant role in raising awareness which leads to English speaking improvement.

In another study conducted with Iranian students to investigate which skills would be developed using philosophical questions in the English speaking class, Gholamhossein and Siamak (2010) found that students in the experimental group superseded those in the control group on speaking skill and all its related components except accuracy. The reason why there was no difference in 'accuracy' was because the class focused more on meaning, not on form or structure. The highest differences found in 'content, fluency, coherence, and range' as in conversation classes, the main focus is placed on exchanging of ideas and negotiation of meaning, so there is not sufficient room to improve 'accuracy'. The results of this study have indicated that classroom activities should provide opportunity to enhance both 'fluency' and 'accuracy' of EFL learners by integrating 'form' and 'meaning' through a range of tasks. Grace and Gilsdorf (2004) have also suggested different kinds of 'communicating-to-learn assignments' to help undergraduate accounting students develop speaking skill as well as overcome their initial fears of speaking in public. These activities incorporate a set of four presentation tasks, beginning with a very easy one and increasing to a task that is moderately challenging.

Similarly, Tavil (2010) has proposed that teaching oral skills should integrate listening and speaking to facilitate English language learners' communicative

competence. After conducting a study with 180 undergraduate students in Turkey through various types of tasks, the researcher reported that the group practicing the skills in integration found to be more successful than the group practicing the skills separately. In addition, apart from using appropriate communication tasks to enhance speaking ability, other factors also play a vital role in a speaking class. In another study of students' perspectives regarding oral skills conducted in Pakistan, the results from the questionnaire indicated that students need more time and opportunity to practice speaking skills as well as a friendly environment in order to motivate them to participate in the English class (Khan & Ali, 2010).

Oral communication skills are also regarded as one of the most important skills in the workplace. Crosling and Ward (2002) argue that undergraduate students do not have sufficient practice in giving formal presentations needed in the workplace. Additionally, survey results have indicated that although graduate business employees may undertake some formal presentations, most of their workplace oral communication is informal in nature such as informal work-related discussions, listening and following instructions, and informal presentation. These skills are not inadequately emphasized in the English speaking class; thus, it may prevent employees from working successfully in their careers.

In conclusion, since oral communication is essential for a successful professional career, it should be adequately emphasized in English classes by incorporating a variety of communication tasks into language lessons in order to prepare learners for their future careers. Moreover, specific disciplines require different oral communication skills. As a consequence, needs analysis should be conducted in order to find out students' needs and lacks so that they can be provided with enough practice in the class. Finally, developing students' oral competency should be in line with students' needs by embedding both in oral communication activities to ensure that students can apply their skills to new and unknown communication situations.

In the present study, oral skills were promoted through a variety of activities such as classroom discussions, oral presentations, and interviews with the emphasis on the context of advertisement activities in order to familiarize students with functional uses of the language in their field. Moreover, the use of authentic materials such as screen adverts, print adverts, and different types of commercial advertisements were used as the primary sources of classroom activities. Teaching and assessment were developed by applying the concepts of speaking and speaking assessment from the notions of communicative competence Canale and Swain (1980), Communicative Language Abilities (L. F Bachman & Palmer, 1996), and speaking assessment (Bygate

1996). In the next section, the concepts of speaking assessment are reviewed and

explored.

2.1.2 Oral Assessment

Luoma (2004) states that oral assessment consists of many stages where at

each stage people act and interact to produce something for the next stage. Apart

from the assessment developers, other parties, namely the examinees, interlocutors,

raters, and score users also play an important role in the assessment. In addition,

speaking assessment is usually developed based on the model of language ability in

order to explain the scores in relation with the oral proficiency. The model is useful in

offering wordings and providing criteria for evaluating the comprehensiveness of the

test as most assessments are normally developed to be applied for various purposes

such as providing feedback for further learning, giving grades, or recruiting people for

employment. Speaking scores provide information about the learners in the form of

numbers or description ranging from the highest to lowest in the rating scale.

When assessing speaking, test tasks are usually employed to elicit sufficient

speech in order to rate learners' speaking ability (Fulcher, 2003). Models of

Communicative Competence (L. F. Bachman, 1990; L. F Bachman & Palmer, 1996;

Canale & Swain, 1980) provide a useful guideline in investigating the advantages and

disadvantages by eliciting good sample as well as allowing test developers to adapt

the model to specific social settings, between people with particular communicative

goals. Moreover, L. F Bachman and Palmer (1996) state that it is crucial to identify the

characteristics of language tasks as to link test performance to speaking in 'the real

world'. L. F Bachman and Palmer (1996) present the list of characteristics which are

divided into three main parts: (i) characteristics of the setting, (ii) characteristics of the

test rubrics, and (iii) characteristics of the input. Table 2.2 illustrates the details of each

characteristic.

Table 2.2 The characteristics of the test (L. F Bachman & Palmer, 1996)

Characteristics of the setting	Physical characteristics	
	Participants	
	Time of task	
	Instruction:	Language (native, target)
		Channel (aural, visual)
		Specification of procedures and
Characteristics of the test rubrics		task
	Structure:	Number of parts/tasks
		Salience of parts/tasks
		Sequence of parts/tasks
		Relative importance of parts/tasks
		Number of tasks/items per part
	Time allotment	
	Scoring method:	Criteria for correctness
		Procedures for scoring the

Characteristics of the input	response
	Explicitness of criteria and procedures
	Format: Channel (aural, visual)
	Form (language, non-language, both)
	Language (native, target, both)
	Length
	Type (item, prompt)
	Degree of speededness
	Vehicle (live, reproduced, both)
	Language of input: Language characteristics
	Organizational characteristics
	- grammatical
	- textual
	Pragmatic characteristics
	- functional
	- sociolinguistics
	Topical characteristics

Speaking tasks can be conducted in various forms such as repeating the sentences, narrative tasks, picture prompts, presentations, interviews, role plays, and discussions. Each task aims at testing different abilities, depending on the purposes of the test (Fulcher, 2003). The most common form of oral production assessment is an interview which can be explained as a situation in which test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. The score can be based on one or more parameters such as

accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishments, and even comprehension (H. D. Brown, 1995). Canale (1984) proposes a framework for oral proficiency testing. According to Canale, an interview has four stages which will help test-takers perform at their best. It comprises (i) warm-up, (ii) level check, (iii) probe, and (iv) wind-down. Examples of the content specifications for an oral interview are listed in the following Table 2.3.

Table 2. 3 The content specifications for an oral interview

Warm-up:
    1. Small talk
Level Check: The test-taker
    2. answers wh-questions
    3. produces a narrative without interruptions
    4. reads a passage aloud
    5. tells how to make something or do something
    6. engages in a brief, controlled, and guided role play
Probe: The test-taker
    1. responds to interview's questions about something the test-taker does not know
    2. talks about his or her own field of study or professions
    3. engages in a longer, more open-ended role play (for example, simulates a difficult or embarrassing circumstance) with the interviewer
    4. gives an impromptu presentation on some aspect of test-taker's field
Wind-down
    1. gives the feelings about the interview, information on results, further questions

In addition, Brown suggests that the success of an oral interview will depend on the following:

- clearly specifying administrative procedures of the assessment (practicality).

- focusing the questions and probes on the purpose of the assessment (validity).

- appropriately eliciting an optimal amount and quality of oral production from the test-taker (biased for best performance), and

- creating a consistent, workable scoring system (reliability)

In assigning a score for an oral interview assessment, Brown has proposed a set of descriptions adapted from an earlier version of the Oral Proficiency Interview. A score is ranged from 1 to 5 for each of the six categories as follows: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

The second most common type of oral production is 'oral presentation' especially in the academic and professional contexts which include presenting a report, a paper, a marketing plan, a sales idea, and a design of a new product. Presentation is also becoming increasingly common in speaking classes which requires learners to give presentations in English (Grussendorf, 2007). According to H. D. Brown

(1995), oral presentation is an extensive speaking which requires careful planning for the content, organization and delivery. Another similar definition proposed by Brieger (1997) discusses presentation as a talk given by one individual to one or more listeners, consisting of four main components: content, structure, delivery, and language. Figure 2.2 illustrates how each component interrelates with one another.
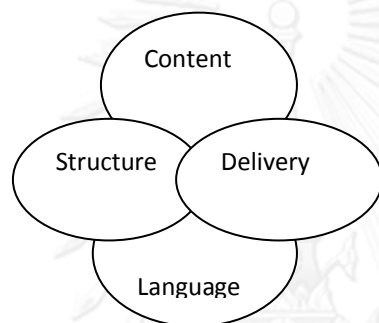
Figure 2.2 Components of Presentation skills

The model is useful in providing a template for performance feedback and evaluation of presentation skills. The details of each component are described as follows:

1. **Content** refers to the information that the speaker has chosen to convey. The speaker has to make a god choice in terms of:

- level (does the presentation correspond with the needs and interest of the majority of the audience?)

- quantity (does the speaker attempt to convey an appropriate amount of information in the available time?)

- accuracy (is the information correct?)

2. **Structure** refers to the organization of the information chosen into an overall package – the presentation. Structure has to be effective in terms of:

- organization of presentation (does the presentation have a clear beginning, middle, and end?)

- transparency of organization (is the structure of the presentation clearly signaled to the audience so that they can see the beginning, middle, and end?)

3. **Delivery** refers to the techniques used by the speaker to have an impact on the audience. The delivery has to be effective in the use of:

- voice (is there enough variety of volume and tempo to maintain audience interest?)

- body language (does the speaker appear open, confident, interest, etc.?)

- eye contact (does the speaker establish rapport with the audience?)

- visual aids (is there sufficient support to reinforce the speaker's message? does the speaker make good use of the support chosen?)

4. Language refers to the traditional categories of language forms, which are the main tools to communicate the message, and they have to be used, particularly in terms of:

- grammar

- vocabulary

- pronunciation

In brief, teaching presentation skills would cover both verbal and nonverbal communication together with other important aspects from planning, writing to delivering.

The present study aimed at developing learners' oral communication skills namely discussion, job interview, and oral presentation which are commonly used in the advertising field. However, only three tasks were employed in testing learners' oral communication skills through job interview, and group and individual oral presentations since these skills are most required and due to the practicality in implementing the tests during the course. The first test used was job interview as it was the skill of most students needed to get a job. Moreover, the skills in answering the interview questions could also be applied to use after working in the field. The second task was group oral presentation which is one of the most common forms of

oral communications in the workplace. The final task was individual oral presentation in order to test learners' performance regarding language use, organization, delivery, and content. The tests adapted *the oral proficiency scoring categories* (H. D Brown, 2001)'s speaking scale in order to determine the oral abilities in discussion and interview. The scale consisted of different descriptors of language ability which could be used as a basis for creating test-specific criteria to analyze learner performances at different levels. As for job interviews, the scale was analytic consisting of six criteria: grammar, vocabulary, comprehension, fluency, pronunciation, and task. As for the presentation test, the scale was also analytic with five criteria which consisted of language, content, organization, delivery, and collaboration. In developing the course, one of the most important steps to identify learners' information was through conducting a need analysis. The concept of needs analysis, thus, is reviewed and explored in the next section.

2.2 Needs Analysis

A needs analysis has become an essential process in a development of ESP courses. It is a process attempting to provide a guideline in selecting or developing course content, teaching methodology, and course duration (Johnson, 1989; Seedhouse, 1995). Since different types of students have different types of language

needs, the contents and methodology of the courses should be based on their specific needs as pointed out by Strevens (1977):

> The content of ESP courses are thereby determined, in some or all of the following ways: (i) restriction: only those 'basic skills' (understanding speech, speaking, reading, writing) are included which are required by the learner's purposes; (ii) selection: only those items of vocabulary, patterns of grammar, functions of language are included which are required by the learner's purposes; (iii) themes and topics: only those themes, topics, situations, universes of discourse, etc. are included which are required by the learner's purposes; (iv) communicative needs: only those communicative needs…are included which are required for the learner's purposes.

In sum, needs analysis plays a vital role in determining the details of the course, ranging from content to methodology. The information from needs analysis is later translated into the teaching/learning of a course that best fits the contexts as well as the requirements of the learners. In addition, needs analysis can ensure the quality and cost effectiveness in developing any teaching programs since the course is developed based on the specified needs which help bridge the gap between what is expected and what is offered.

2.2.1 Definitions of "Needs"

According to Munby (1978), needs analysis has been initially defined as "sets of tools, techniques, and procedures for determining the language content and learning process for specified groups of learners." Munby has developed a well-known model of needs analysis which consists of linguistic and non-linguistics variables. The model, however, receives a number of criticisms for its lack of connection to course syllabuses (I. K. Davies, 1981; Hawkey, 1980).

Richards, Platt, and Weber (1985) define needs as "the process of determining the needs for which a learner or group of learners requires a language and arranging according to priorities." In another definition proposed by (H. D. Brown, 1995), needs analysis refers to "the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students." These two definitions are similar as they view needs analysis as the process in collecting information from the specific group of learners in order to develop the course that can fulfill the requirements. The following definitions proposed by Brindley (1984) and Nunan (1999) offer different perspectives by dividing the needs into two main types.

According to Brindley (1984), distinction between 'objective needs' and 'subjective needs' has been drawn when conducting needs analysis. The 'objective' needs refer to personal information about learners' language proficiency and patterns of language use. The 'subjective' needs refer to learners' wants, desires, expectations, or psychological manifestation of a lack. Nunan (1999) makes another distinction between 'content' needs and 'process' needs. Content needs include the organization of content based on topic, grammar, function, and vocabulary to be taught. Process needs refer to the manner in which content will be taught or the teaching methodology. Both definitions have provided a wider perspective in investigating the needs as it can be viewed from both objective and subjective needs of the learners as well as from the content of the course and methodology of teaching. Although these definitions are discussed with different perspectives, they rather complement each other and should be taken into consideration when conducting needs analysis.

Needs analysis can also be further classified into two stages. The first one is initial needs analysis which is to be carried out before the course developments. The second one is on-going needs analysis which is to be carried out during the course (Nunan, 1999).

Hutchinson and Waters (1987) make a distinction between target needs what the learners needs to do in the target situation and learning needs. In other words, it refers to what a learner needs to do in order to learn. However, Graves (2000) states that carrying out needs analysis depends on teachers' view of what the course is about, the institutional constraints, and the students' perceptions of what is being asked of them. Dudley-Evan and St. John (2002) synthesize all of the above definitions and propose the following concept of needs analysis:

A. Professional information about the learners: the tasks and activities learners are/will be using English for target situation analysis and objective needs.

B. Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to wants, means and subjective needs.

C. English language information about the learners: what their current skills and language use are - present situation analysis, which allows us to assess (D).

D. The learners' lacks: the gap between (C) and (A) lacks which refer to the gap between what learners are required to do with the English language and what their current English skills are.

E. Language learning information: effective ways of learning the skills and language

in (D) learning needs which refer to how to fill in the gap (lacks) previously

discussed.

F. Professional communication information about (A): knowledge of how

language and skills are used in the target situation – linguistic analysis,

discourse analysis, and genre analysis.

G. What is wanted from the course? Or what learners expect to achieve from

the course.

H.   Information about the environment in which the course will be run - means

analysis or the context where the course will be taught.

In the present study, 'needs' refers to ability in English oral communication

that advertising students need to have in order to work effectively as advertising

personnel (necessities), ability in English oral communication that advertising students

do not have (lacks), and ability in English oral communication that advertising students

want or feel they need (wants or expectations).

2.2.2 The purposes of needs analysis

There are a number of purposes for using needs analysis in language teaching.

Richards (2001) suggests some purposes in conducting needs analysis as the first steps

in developing a language course as follows: (i) to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student, (ii) to help determine if an existing course adequately addresses the needs of potential students, (iii) to determine which students from a group are most in need of training in particular language skills, (iv) to identify a change of direction that people in a reference group feel is important, (v) to identify a gap between what students are able to do and what they need to be able to do, and (vi) to collect information a particular problem learners are experiencing.

In the study for ESL students from the kindergarten level to upper high school, Linse (1993) proposes the following purposes of needs analysis: (i) to compile a demographic profile of all the languages and language groups represented by the students, (ii) to assess their level of language acquisition in their native language and in English, (iii) to determine their communicative abilities in English, and (iv) to determine their formal knowledge on a daily basis.

Needs analysis also concerns the present needs as well as unrecognized needs which may be relatively difficult to identify. This is because learners may or may not recognize the needs especially when it is related to their future jobs or occupations which they do not have experienced. Therefore, it is suggested to conduct a needs

analysis with stakeholders or people in the working profession in order to identify the

needs. These unrecognized needs also include the skills and knowledge that are not

yet recognized of its importance.   Moreover, Linse (1993) mentions that 'needs'

should include students' rights. It is stated that "it is the school's responsibility to

take into account the cultural, political, and personal characteristics of students as the

curriculum is developed in order to plan activities and objectives that are realistic and

purposeful" (Linse, 1993).

Moreover, Graves (2000) states that the purpose of the course should be

connected to the purpose of needs assessments as shown in Figure 2.3.
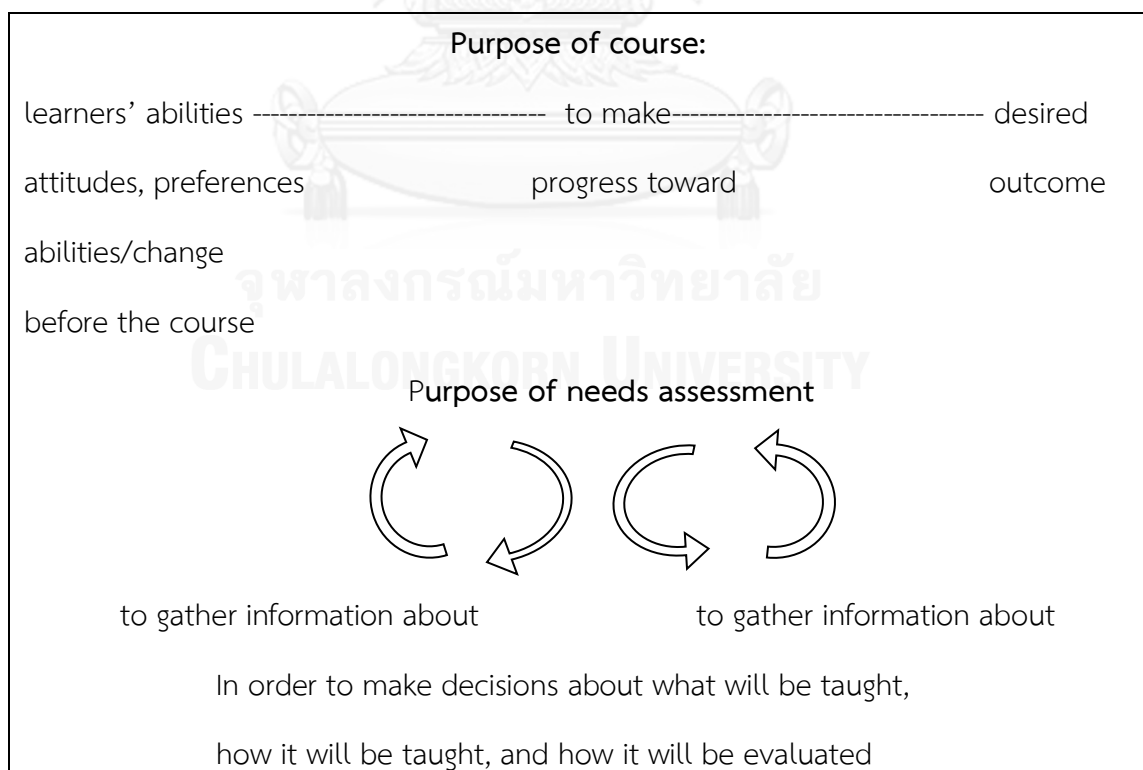
Figure 2.3 Basic Purposes of Needs Assessment (Graves, 2000)

Grave suggests that a needs assessment can gather information about the present and future needs which are listed in the following: as for the present needs, the information includes (1) who the learners are, (2) the learners' level of language proficiency, (3) the learners' level of intercultural competence, (4) their interests, (5) their learning preferences, (6) their attitudes and the future, (7) the learners' (or others involved) goals and expectation, (8) the target contexts: situations, roles, topics, and contents, (9) types of communicative skills they will need and tasks they will perform, and (10) language modalities they will use. However, as the course progresses, the information about the present and the future needs could change according to the needs of the learners. It is, therefore, necessary for teachers or those involved in the process to constantly review the information from the needs assessment. Following the information that are already outdated or no longer needed by the learners will result in the waste of time and efforts from all parties involved.

Since needs assessment is a kind of evaluation and the evaluation based on its reliability, validity, and practicality (Nation & Macalister, 2010). Reliable needs analysis concerns using well-planned, standardized tools that are applied systematically. In brief, teachers should take into consideration all relevant factors that contribute to the reliability and validity of the process so that the information gathered can be used

to develop a course that is not only relevant but best suits the requirements of the

learners, teachers, institutions, and stakeholders.

2.2.3 Steps in conducting a needs analysis

H. D. Brown (1995) suggests three important stages in carrying out a needs

analysis as: (i) making basic decisions about the needs analysis, (ii) gathering

information, (iii) using the information. Regarding decision making about the needs

analysis, four groups of people will be involved in the process as follows: (i) the target

group: the group from which data will be collected, (ii) the audience: people who are

required to act upon the analysis, (iii) the need analyst: people who are responsible

for conducting a needs analysis, and the resource group: people who may serve as

sources of information about the target.

In the process of gathering information, Brown suggests collecting data on (i)

the situation in which a language will be used and who it will be used with, (ii) the

objectives and purposes for which the language is needed, (iii) the types of

communication that will be used, and (iv) the level of proficiency that will be required.

Another means for conducting a needs analysis suggested by Jordan (2002)

comprises ten steps as follows: 1. purpose of analysis, 2. delimit student population,

3. decide upon the approach, 4. acknowledge constraints/limitations, 5. select method

of collecting data, 6. collect data, 7. analyze and interpret results, 8. determine

objectives, 9. implement decisions and 10. evaluate procedures and results. Jordan's

process of conducting a needs analysis is illustrated in a clear manner from the

beginning of the process to the end, whereas Brown's concerns more on the in-depth

information and focuses more on the contexts of learning and the learners. These

two approaches can be employed as different types of questions in the process of

collecting information that will help the researcher in the decision-making process.

Rosett (1982) posits five types of questions in order to identify problems, priorities,

abilities, attitude, and solutions. Similarly, Graves (2000) describes the process of a

need assessment which includes a set of decisions, actions, and reflections that are

cyclical in nature as depicted in Figure 2.4.
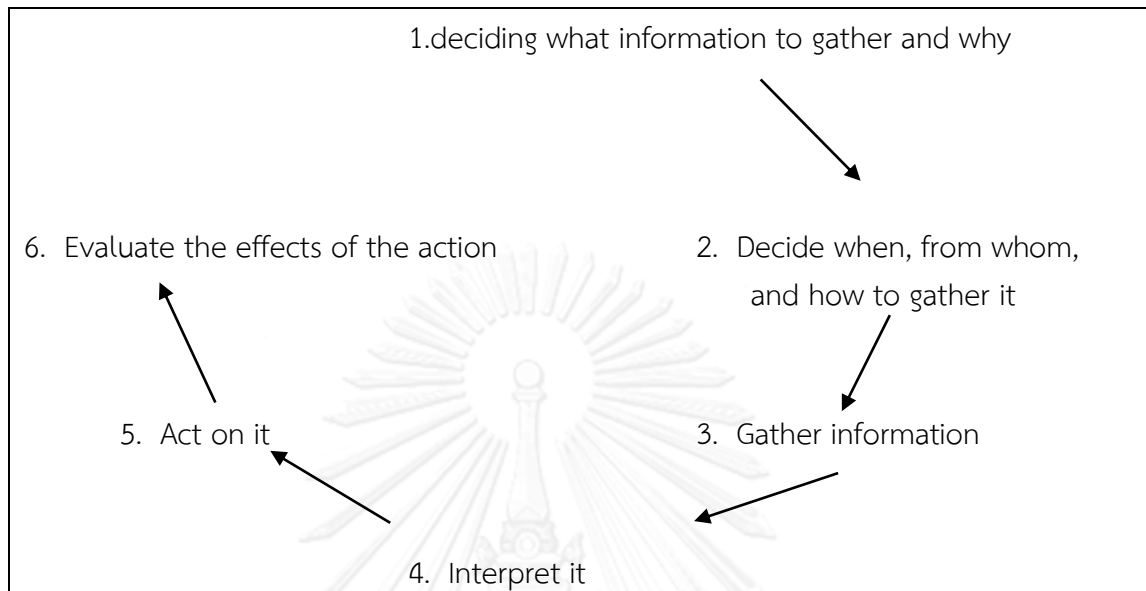
Figure 2.4 The Needs Assessment Cycle (Graves, 2000)

The cycle in Figure 2.4 may be repeated as many times as needed during the

course. That is, after completing stage 6, the needs analyst could decide on further or

new information to gather and repeat stage 1. Therefore, in order to effectively and

appropriately achieve the purpose of addressing students' needs, the content and

process of a needs analysis should be evaluated periodically (Graves, 2000). More

importantly, it should be viewed as an 'on-going process.'   Grave's process of

conducting a needs analysis covers a detailed description of both the methods and

concepts which are practical and reasonable. The process allows a systematic follow-

up step as it can be repeated and revised as necessary

Additionally, it is suggested that gathering information can be done at three time frames: pre-course, initial, and on-going. A pre-course needs assessment is conducted before the course begins in order to state the decisions about contents, goals, and objectives. An initial needs assessment will take place at the initial stage of a course, such as during the first few lessons so that adjustments can be done with the objectives, contents, materials, and assessments. Finally, an on-going needs assessment takes place throughout the course which allows teachers to adapt the course as it progresses. It enables teachers to adjust the content, the materials, and the objectives based on the actual teaching and learning performance and students' feedback or suggestions (Graves, 2000).

As information regarding needs of the learners can be gathered from various sources and at different time depending on the type of information or the purposes of the needs assessment, it is important to create careful needs activities which can reflect learners' both perceived and unrecognized needs. Graves has also mentioned to consider the six following questions before designing a needs assessment activity as follows:

1. What information does it gather?

2. Who is involved and why?

3. What skills are necessary to carry it out? Is preparation needed? In other words, are the students familiar with this type of activity or do they have to be taught how to do it?

4. Is the activity feasible given the level and number of your students? How could you adapt it?

5. Is the activity focused only on gathering information which you will analyze or does it also ask student to: identify problems and solutions?

6. How will the teacher and learners use this information?

Answering the mentioned questions will enable teachers to plan needs activities that are practical and suitable for the objectives of the course. These needs activities can be in the form of questionnaires, interviews, discussion groups, and writing logs or journals. Different types of activities will yield different types of answers; hence, careful planning of needs activities will provide a rich source of data regarding the learners and their needs.

West (1994) has also suggested some factors that can affect the process of conducting a needs analysis which are listed as follows:

1. What and why: information of necessities, lacks, wants, learning strategies, and constraint

2. When: when the needs analysis should be conducted (in advance, first day, and ongoing)

3. Who: who should decide what the language needs are (teacher, student, sponsor, specialist, former student, etc.)

4. For whom: who is going to be the user of the information

5. How: there are a number of ways in which information can be gathered about the needs; namely questionnaires, interviews, observations, data collections, including gathering texts, informal consultations with sponsors, learners, and others (H. D. Brown, 1995; Hutchinson & Waters, 1987).

6. How long: the length of time to carry out a needs analysis

West's process of conducting a needs analysis is very much similar to Grave's as the questions also concern 'who,' 'when,' 'where,' 'why,' and 'how.'

In conclusion, a needs analysis serves as a guideline in developing a course which will help teachers bridge the gap between what is expected and what is offered and help learners make progress in the desired areas. In so doing, information about

learners in terms of their language ability, learning preferences, interests, and desired

goal needs to be gathered and analyzed. As for the present study, Grave's and West's

concepts of conducting a needs analysis were used as a guideline in gathering

information about the learners and the contexts where learning takes place. Each step

in needs analysis may be described according to the following steps:

1. Purpose of analysis. The study aimed to investigate the needs of

   advertising students to be used as the basis in the development of an

   English Oral Communication Course for Undergraduate

   Communication Arts Students, majoring in advertising.

2. Delimit student population: the delimitation or scope of the study

   covered undergraduate advertising students at Faculty of Information

   and Communication Technology (ICT), Silpakorn University.

3. Decide upon the approach

4. Acknowledge constraints/limitations

5. Select method of collecting data

6. Collect data: information from a document analysis of the available

   Standards of English for Communication Arts, as well as data from

interviews collected from advertising personnel, ESP teachers, and

advertising teachers: data conducted from 3rd-year advertising students

7. Analyze and interpret data: data obtained were analyzed and

interpreted using the computer package for descriptive statistics.

8. Determine objectives: The objectives of the course were established

based on the results of the needs analysis

9. Implement decisions: the course content, assessments and

instructional materials were designed based on information from the

needs analysis.

10. Evaluate the course – post-test, semi-structured interview and

questionnaire

In the next section, the concepts of course development will be

discussed including its framework.

2.3 Course Development

A number of definitions have been proposed based on the views of educators

and curriculum developers. Glatthorn, Boschee, and Whitehead (2006) have provided

two definitions in terms of prescriptive and descriptive. The prescriptive definitions

state what needs to take place in the course of study, whereas the descriptive

definitions go beyond the prescriptive to encompass how things really are in the real classrooms. Ellis (2004) adds another term for descriptive curriculum as 'experience.' He states that 'the experienced curriculum provides "glimpses" of the curriculum in action.' Another definition proposed by McBrien and Brandt (1997) defines a curriculum as a 'written plan stating the content of the course what students will be taught (a course of study). Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study.' These definitions, however, vary a great deal in terms of breadth and emphasis. It is suggested that the definitions of curriculum should reflect the general understanding of the terms as used by educators and it should be useful to educators in making operational distinctions.

Course development or course design is a process which comprises several components (Graves, 2000). These components usually consist of setting goals and objectives based on some form of assessment, determining content, materials, methods and evaluation (H. D. Brown, 1995; Richards, 1990). In the next section, different frameworks will be reviewed and discussed.

2.3.1 Framework of Course Development

Marsh (1997) defines a curriculum framework as "a group of related subjects or themes, which fit together according to a predetermined set of criteria to appropriately cover an area of study." According to Marsh, a curriculum framework comprises different components such as a rationale, scope and parameters of the curriculum area, broad goals and purposes of subjects within the curriculum area, guidelines for course design, content, teaching and learning principles and guidelines for evaluation of subjects, criteria for accreditation and certification of subjects, and future developments for the area.

Additionally, Marsh (1997) has listed a number of advantages using curriculum frameworks as listed in the following:

- Students have access to a broader education by being able to select from a number of curriculum frameworks rather than a narrow range of traditional subjects;

- The curriculum will be more coherent and orderly because the framework for each curriculum area is arranged, usually from kindergarten to secondary levels, and priorities are established for each level;

- High-quality curriculum development is likely to occur because planning

  criteria and standards apply consistently across all curriculum frameworks;

- There are opportunities for curriculum frameworks to include subjects which

  are highly prescriptive and those that allow considerable flexibility and

  variables at the school level;

- New content areas and skills can be easily accommodated in curriculum

  frameworks including various multidisciplinary and interdisciplinary variations;

- Curriculum frameworks developed at a state or regional level have the

  potential to become accepted as national frameworks;

- There are opportunities to incorporate desirable skills into each framework

  such communication and language skills, numeracy skills, and problem-

  solving skills.

Similarly, Graves (1996) has mentioned several useful concepts of having

curriculum framework in developing courses; the framework will provide an organized

way of conceiving of a complex process, it provides set of terms and vocabulary used

in talking about the course development as well as gives an access to the ideas of

others.

On the other hand, there are some disadvantages of using curriculum frameworks which need to be taken into account. Marsh lists two disadvantages as follows: (i) a detailed curriculum framework can be directive for teachers and (ii) curriculum framework can become an instrument of compliance and used as a means of control by central education authorities. In other words, the framework could leave inadequate room for teachers to adjust and improvise when necessary.

With respect to the components of framework, Graves (1996) has stated the main components of the framework as listed in Table 2.4 below:

Table 2. 4 Framework components (Graves, 1996)

_____

Needs assessment: What are my students' needs? How can I assess them so that I can address them?

Determining goals and objectives: What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?

Conceptualizing content: What will be the backbone of what I teach? What will I include in my syllabus?

Selecting and developing materials and activities: How and with what will I teach the course? What is my role? What are my students' roles?

Organization of content and activities: How will I organize the content and activities? What systems will I develop?

Evaluation: How will I assess what students have learned? How will I assess the effectiveness of the course?

Consideration of resources and constraints: What are the givens of my situation?

_____

Another framework of course development processes proposed by (Graves, 2000) views the process as a flow chart as shown in Figure 2.5 to clarify the nature of course design.

A Framework of Course Development Processes

assessing needs

conceptualizing content

formulating goals and objectives

COURSE DESIGN

organizing the course

developing materials

designing an assessment plan

defining the context

articulating beliefs
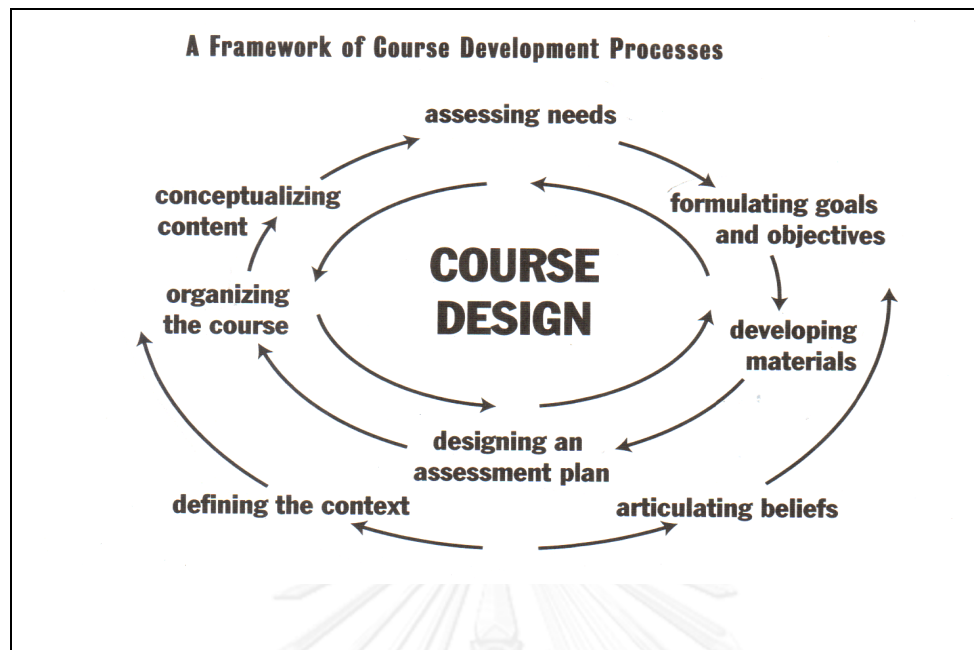
Figure 2.5 A Framework of Course Development Processes

(Graves, 2000)

The flow chart represents two important aspects of course design. First, designing a course has no sequencing in terms of accomplishment which allows the teacher to begin anywhere in the framework. Second, designing a course is a 'system' in which each component is interrelated with other components. In other words, planning one component will influence all the others (Graves, 2000).   The process of the course designing is viewed as a work in progress both in their conception and their implementation which teachers should be ready to review or adapt as the course is being implemented or has completed. In this sense, Grave suggests four important stages for the cycle of course development which includes planning the course,

teaching it, evaluating it, and replanning it based on the evaluation and teaching the

course after being replanned.

In brief, Grave's framework clearly demonstrates the nature of coursework that

are interconnected, with one component affecting the others and with no sequence

in designing as course designers or course developers can make decisions regarding the

course at any point in the process based on the teaching/learning situations as well as

the requirements of the learners or institution. As a result, the framework provides

ample opportunity to implement the course based on the educational contexts.

Another framework similar to that of Grave has been proposed by H. D. Brown

(1995). It is called 'Systematic Approach to Designing and Maintaining Language

Curriculum.' The framework was adapted from (J. D. Brown, 1989a). Additional

components such as materials and testing are added in the process of course

development. The process of course development seems to correspond to Grave's

framework as each component is closely interrelated with other components. His

framework is presented in Figure 2.6 below.
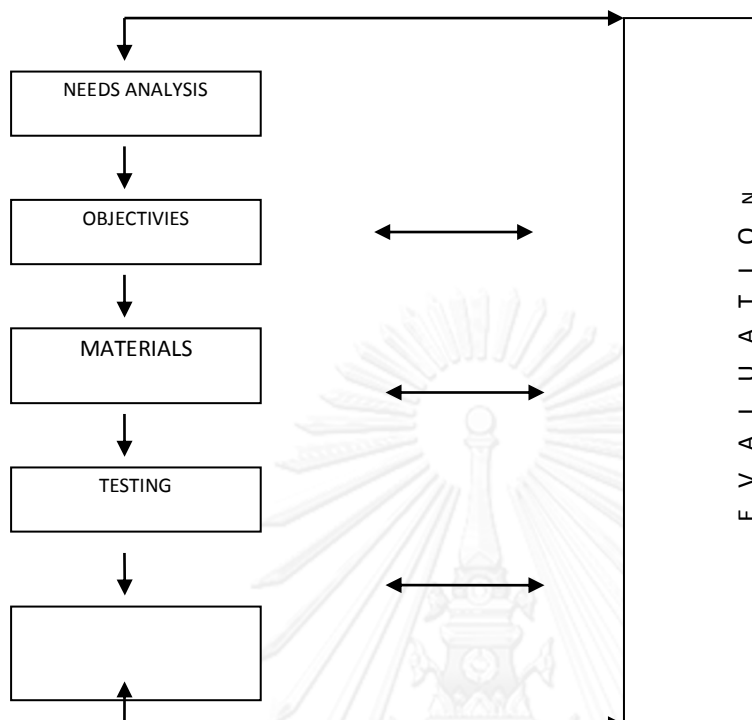
Figure 2.6 Systematic approach to designing and maintaining

language curriculum (H. D. Brown, 1995)

Dudley-Evan and St. John (2002) have proposed a similar cycle representing a

framework called 'stages in the ESP process reality.' The process consists of five key

stages in ESP: needs analysis, course (and syllabus) design, material selection (and

production), teaching and learning, and evaluation. Each phase appears to be

overlapping and interdependent as illustrated in Figure 2.7 below.
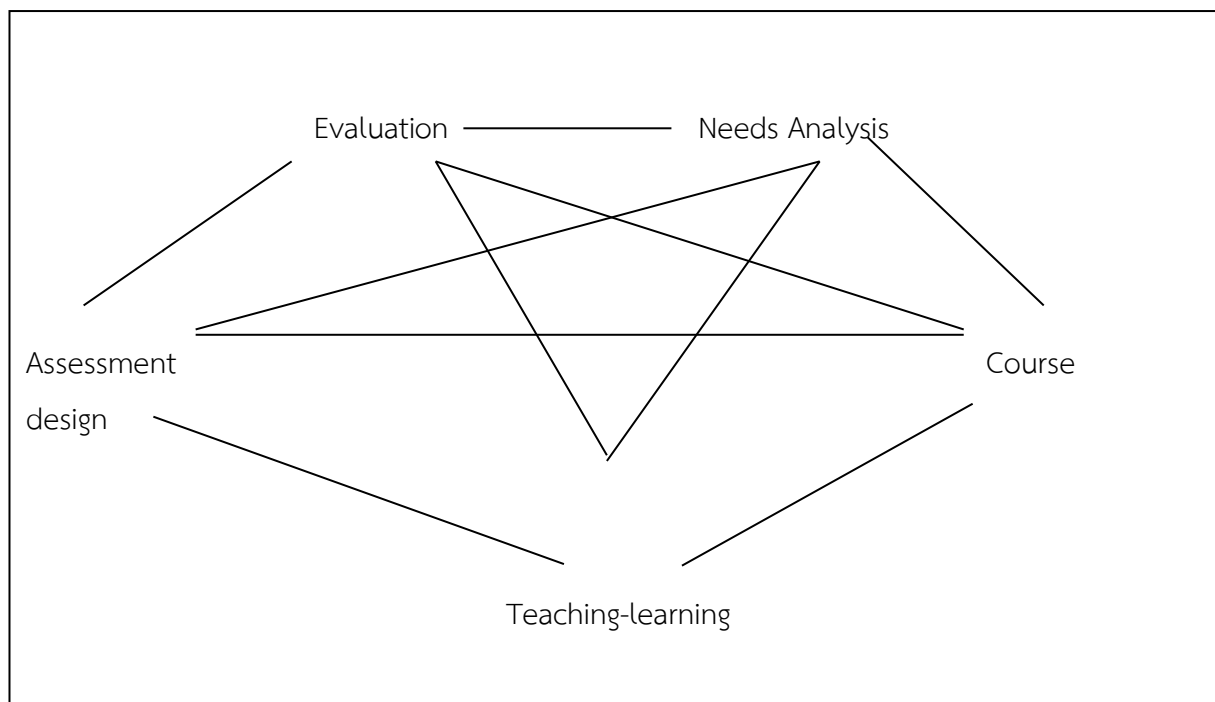
Figure 2.7 Stages in the ESP process reality (Dudley-Evan & St. John, 2002)

Dudley-Evan and St. John (2002) state that "needs analysis is the process of establishing the *what* and *how* of a course; evaluation is the process of establishing effectiveness." In addition, these stages are not one-off activities but are on-going since learners' needs and requirements are changing due to many external and internal factors such as learning needs, market needs, etc.

In determining the content of the course, Basturkmen (2003) offers three different types of course design. The first type is narrowed down to one specific discipline or occupation; the second one is more general, aiming to fulfill the general

needs within the disciplines or occupations. The last type focuses on language features

used in different contexts.

Table 2.5 Types of course design in ESP   (Basturkmen, 2003)

Type	Narrow/Wide Angled	Point of departure for selection of course content	Examples
1	Narrow	Analysis of needs with reference to a particular discipline or occupation	English for pilots and air traffic controllers English for Legal Studies
2	Wide	Analysis of common needs with reference to set of disciplines or occupations	English for general academic purposes English for health professionals
3	Wide	Features of language used in a variety of English	Business English Academic English

Nation and Macalister (2010) propose a new model of the parts of the

curriculum design process using the 'Mercedes' symbol (see Figure 2.8). The three-

part shape that occurs in each of the outer circles also occurs in the large inner circle,

and also occurs in the way the three outer circles connect to the inner circle.
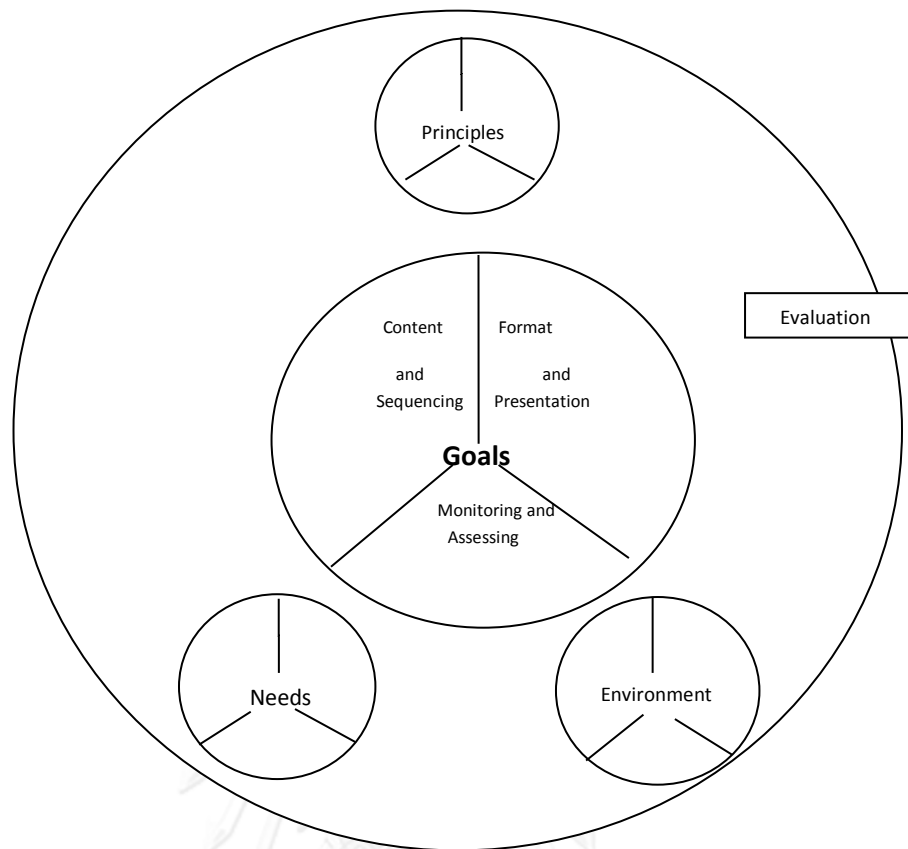
Figure 2.8 A model of the parts of the curriculum design process

(Nation & Macalister, 2010)

The model supports the 20 principles based on a pedagogical perspective using

the theory of second and foreign language learning and teaching. The principles have

been divided into three groups. These three groups represent the three major divisions

of the central circle in the curriculum design diagram. The first group of principles

deals with content and sequencing, the second with format and presentation, and the

third with monitoring and assessment/evaluation. Table 2.6 represents the detailed

description of each principle, ranking from the most important to the least ones.

Table 2.6 Twenty Principles (Nation & Macalister, 2010)

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Content and Sequencing

1. **Frequency:** A language course should provide the best possible coverage of

language in use through the inclusion of items that occur frequency in the language

so that learners get the best return for their learning effort.

2. **Strategies and autonomy:** A language course should train learners in how to

learn a language and how to monitor and be aware of their learning, so that they can

become effective and independent language learners.

3. **Spaced retrieval:** Learners should have increasingly spaced, repeated

opportunities to retrieve and give attention to wanted items in a variety of contexts.

4. **Language system:** The language focus of a course needs to be on the

generalizable features of the language.

5. **Keep moving forward:** A language course should progressively cover useful

language items, skills, and strategies.

6. **Teachability:** The teaching of language items should take account of the most

favorable sequencing of these items and should take account of when the learners

are most ready to learn them.

7. **Learning burden:** The course should help learners make the most effective use of previous knowledge.

8. **Interference:** The items in a language course should be sequenced so that items which are learned together have a positive effect on each other for learning and so that interference effects are avoided.

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Formal and Presentation

1. **Motivation:** As much as possible, the learners should be interested in and excited about learning the language and they should come to value this learning.

2. **Four strands:** A course should include a roughly even balance of meaning-focused input, language-focused learning, meaning-focused output, and fluency activities.

3. **Comprehensible input:** There should be substantial quantities of interesting, comprehensible, and receptive activity in both listening and reading.

4. **Fluency:** A language course should provide activities aimed at increasing the fluency with which learners can use the language they already know, both receptively and productively.

5. **Output:** The learners should be pushed to produce the language in both speaking and writing over a range of discourse types.

6. **Deliberate learning:** The course should include language-focused learning on the sound system, spelling, vocabulary, grammar, and discourse areas.

7. **Time on task:** As much time as possible should be spent using and focusing on the second language.

8. **Depth of processing:** Learners should process the items to be learned as deeply and as thoughtfully as possible.

9. **Integrative motivation:** A course should be presented so that the learners have the most favorable attitudes to the language, to users of the language, to the teacher's skill in teaching the language, and to their chance of success in learning the language.

10. **Learning style:** There should be opportunity for learners to work with the learning material in ways that most suit their individual learning style.

_____

Monitoring and Assessment

1. **Ongoing needs and environment analysis:** The selection, ordering, presentation, and assessment of the material in a language course should be based on a continuing careful consideration of the learners and their needs, the teaching conditions, and the time and resources available.

2. **Feedback:** Learners should receive helpful feedback which will allow them to improve the quality of their language use.

_____

Ellis (2005) has also suggested a similar list of principles for a curriculum design process based on the second and foreign language learning theories and previous research on curriculum design. Though some of these principles are overlapping, they represent useful guidelines in developing any English courses. The principles are listed as follows:

1. Instruction needs to ensure that learners develop both a repertoire of formulaic expressions and a rule-based competence.

2. Instruction needs to ensure that learners focus predominantly on meaning.

3. Instruction needs to ensure that learners also focus on form.

4. Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.

5. Instruction needs to take into account the learner's "build-in syllabus."

6. Successfully instructed language learning requires extensive L2 input.

7. Successfully instructed language learning also requires opportunities for output.

8. The opportunity to interact in the L2 is central to developing L2 proficiency.

9. Instruction needs to take into account individual differences in learners.

10. In assessing learners' L2 proficiency, it is important to examine free as

well as controlled production.

The list of principles is based on the concepts and theories of second/foreign

language teaching/learning. In particular, input and output hypotheses which need to

be taken into account when designing a curriculum.

Additionally, Richards (2001) proposes six different dimensions of course

development which do not necessarily occur in a linear order.   These dimensions

comprise developing a course rationale, describing entry and exit levels, choosing

course content, sequencing course contents, planning the course contents (syllabus

and instructional blocks), and preparing the scope and sequence plan.

2.3.2 Criteria for Designing an ESP Course

Dudley-Evan and St. John (2002) propose criteria for ESP course design that

include important steps crucial for developing a course.   These criteria are listed in

the form of nine questions as follows: (1) should the course be intensive or

extensive?, (2) should the learners' performance be assessed or not assessed?, (3)

should the course deal with immediate needs or with delayed needs?, (4) should

the role of the teacher be that of the provider of knowledge and activities, or should

it be that of the facilitator of activities arising from learners' expressed wants?, (5)

should the course have a broad focus or narrow focus?, (6) should the course be

pre-study or pre-experience or run parallel with study or experience?, (7) should the

material be common core or specific to learners' study or work?, (8) should the

group taking the course be homogenous or should it be heterogeneous?, and (9)

should the course design be worked out by the language teacher after consultation

with the learners and the institution, or should it be subject to a process of

negotiation with the learners?

These questions require specific answers depending on a number of factors

such as the goal and objectives of the course, learners' needs, and the teaching

contexts which vary from course to course. However, the above questions will provide

useful guidelines for teachers or course developers when planning a course at the

initial stage.

Therefore, it can be concluded that a needs assessment is a crucial step in any

course development as it enables the teacher to focus the teaching on what is actually

required or needed as well as enables learners to learn or improve the skills or

knowledge that are necessary for their future jobs or studies. In the next section, the concepts of ESP will be discussed together with its classifications.

2.4 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) has greatly developed in the past four decades in order to meet the growing demand of teachers and students who require specific syllabuses and methodology related to their disciplines for academic and occupational situations. As such, the significant growth of research in the field of ESP revolves around the issue of the content and approach in teaching ESP. In other words, ESP's work determines what and how the course should be taught (H. D. Brown, 1995; Dudley-Evan & St. John, 1998; Graves, 2000).

2.4.1 The Definition of ESP

The term 'ESP' has been variously defined. According to Mackay (1978), ESP refers to the teaching/learning of a foreign language for clearly utilitarian purposes. Such purposes center on the successful performance of work in which the English language plays a supporting role. As Mackay points out ESP means the 'teaching of English, not as an end in itself but as essential means to a clearly identifiable goals' (pp.163). In another study, Mackay and Mountford (1978) suggest three kinds of purposes of ESP as follows:

(i) occupational requirements, for example, for international telephone operators, civil airline pilots, etc.

(ii) vocational training program, for example, for hotel and catering staff, technical trades, etc.

(iii) academic or professional study, for example, engineering, medicine, law, etc.

In addition, Strevens (1977) has mentioned four criteria in determining the definition of ESP (i) restriction which includes understanding speech, speaking, reading, writing, determined by the requirements of learners; (ii) selection which includes vocabulary, patterns of grammar, and functions of language; (iii) themes and topics which includes themes, topics, and situations; (iv) communicative needs which cover all the communicative needs required by learners.

P. Robinson (1991b) has also proposed another criterion in defining the meaning of ESP which comprises three components. First, ESP is usually goal-oriented. That is to say, students usually study English in order to pursue their work or study rather than to fulfill personal interest in the English language or English cultures. Second, ESP courses are normally developed from a needs analysis which focuses on specific

themes/topics and particular skills that best fit students' requirements. The courses

will be developed based on the needs or lacks of learners in order to fulfill the needs

and requirements. Finally, most ESP courses are designed for similar or identical

students assuming to have same requirements or needs in specific areas. Robinson

also suggests that ESP courses need not include special terms or content but rather

emphasize the activities that students are engaged in. He emphasizes that ESP courses

based on needs analysis should be developed.

Hutchinson and Waters (2006) define ESP as an approach rather than a product,

attempting to identify the reasons for which students are learning English and the

context in which learning takes place in making decisions related to content and

method. P. Robinson (1991a) points out that ESP is developed from a needs analysis,

which 'aims to specify as closely as possible what exactly is that students have to do

through the medium of English' P. Robinson (1991b). ESP courses, according to

Robinson, have a limited period to achieve the objectives and will be taught to adults

in a particular field of study.

In light of different definitions given to ESP, Dudley-Evans proposes a definition

based on 'absolute' and 'variable' characteristics. In terms of absolute characteristics,

ESP consists of English language teaching which (i) is designed to meet specific needs

of the learners, (ii) makes use of underlying methodology and activities of the discipline

it serves, and (iii) is centered on the language appropriate to these activities in terms

of grammar, lexis, register, study skills, discourse, and genre. In terms of variable

characteristics, ESP (i) may be related to or designed for specific disciplines, (ii) may

use, in specific teaching situations, a different methodology from that of General

English, (iii) is likely to be designed for adult learners at secondary school level, (iv) is

generally designed for intermediate or advanced students, and (v) assumes some basic

knowledge of the language systems.

It may be concluded that an ESP course is purposeful with specific objectives

to improve students' performance in occupational and educational roles, focusing

mainly on learners' needs. The course usually emphasizes specific skills, topics,

situation, and functions as determined based on the content of the course (P. C.

Robinson, 1980). In this sense, ESP courses may be viewed as the tailored-made

courses which are developed based on careful analysis of the learners rather than

according to a set of pre-determined objectives as in English for General Purposes

courses.

2.4.2 The difference between ESP and EGP

The differences between English for Specific Purposes (ESP) and English for General Purposes (EGP) are discussed in terms of theory and practices. According to Hutchinson and Waters (1987), there has not been much difference in theory, whereas in practice, EGP differs greatly from ESP in both the content taught and methodology used. The ESP curriculum tends to focus on the specific needs of learners in a particular occupation and in a specific academic field. It usually emphasizes the practice of specific skills and the use of target situation as the ground on developing the course. As a result, learners can improve the required skills efficiently. On the other hand, EGP will focus mainly on general skills in general situations. EGP is common in secondary education where an emphasis is placed on developing four essential skills in a variety of contexts.

In this sense, ESP is language teaching that builds on what has been acquired earlier in EGP with a limited emphasis on particular areas. In other words, developing an ESP course will greatly depend on the learners' needs and their target situations. As such, no fixed teaching methodology or language content will be applicable to all learners. In the next section, the classification of ESP will be discussed.

2.4.3 The Classification of ESP

ESP can be classified into different categories such as ESP classification by professional areas and by experience. Dudley-Evan and St. John (2002) offer an ESP classification by the professional areas as shown in Figure 2.9.

English for Specific Purposes

English for Academic Purposes   English for Occupational Purposes

English for   English for   English for   English for   English for   English (Academic)
(Ac

Science and   Medical   Legal   Finance&Economic
Technology   Purposes   Purposes

English for   English for   Pre-   Vocational

Medical Purposes   Business   Vocational   English
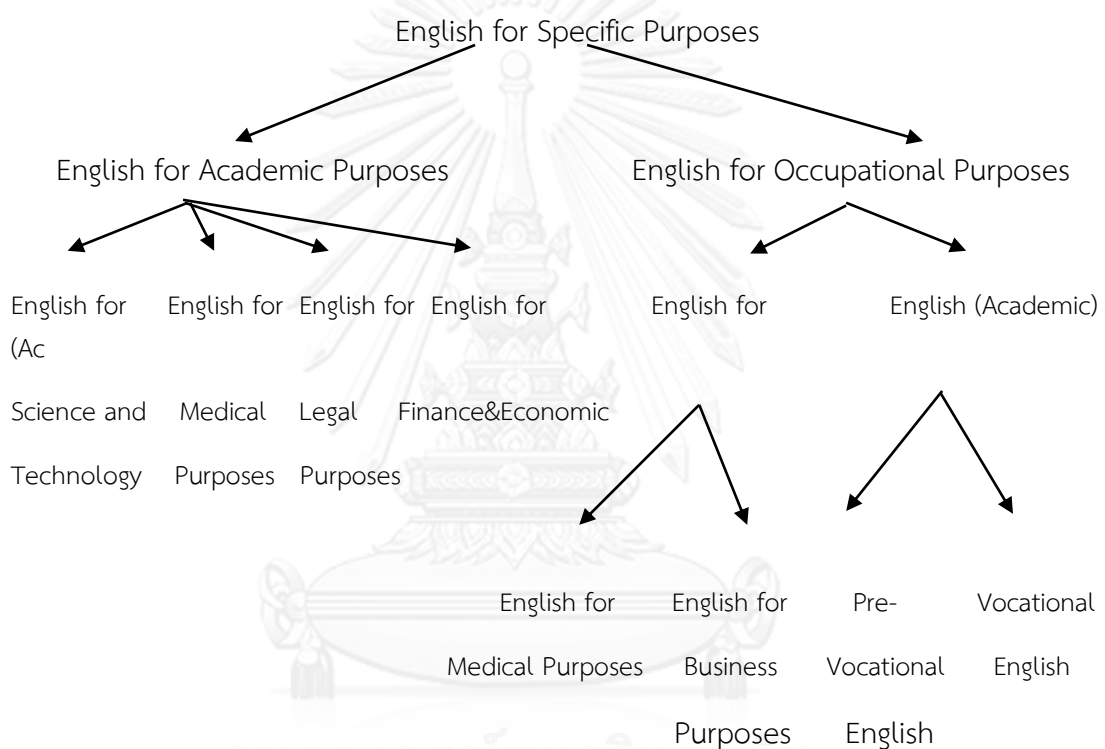
Purposes   English

Figure 2.9 ESP classification by professional area

(Dudley-Evan & St. John, 2002)

In this classification, English for Academic Purposes (EAP) is divided into four areas: English for Science and Technology, English for Medical Purposes, English for Legal Purposes, and English for Management, Finance and Economics. English for

Occupational Purposes (EOP) is divided into English for Professional Purposes and English for Vocational Purposes which include professional purposes in administration, medicine, law, and pre-work situations. The classification places English for Business Purposes (EBP) as a category within EOP. English for Vocational Purposes (EVP) is also divided into vocational English and pre-vocational English. The first one concerns with the language of training for specific trades or occupations. The latter is concerned with finding a job and interview skills. The tree diagram above illustrates clearly the distinction which helps provide the guidelines in developing ESP courses. In addition, Strevens (1977) suggests another ESP classification by experience as demonstrated in Figure 2.10.
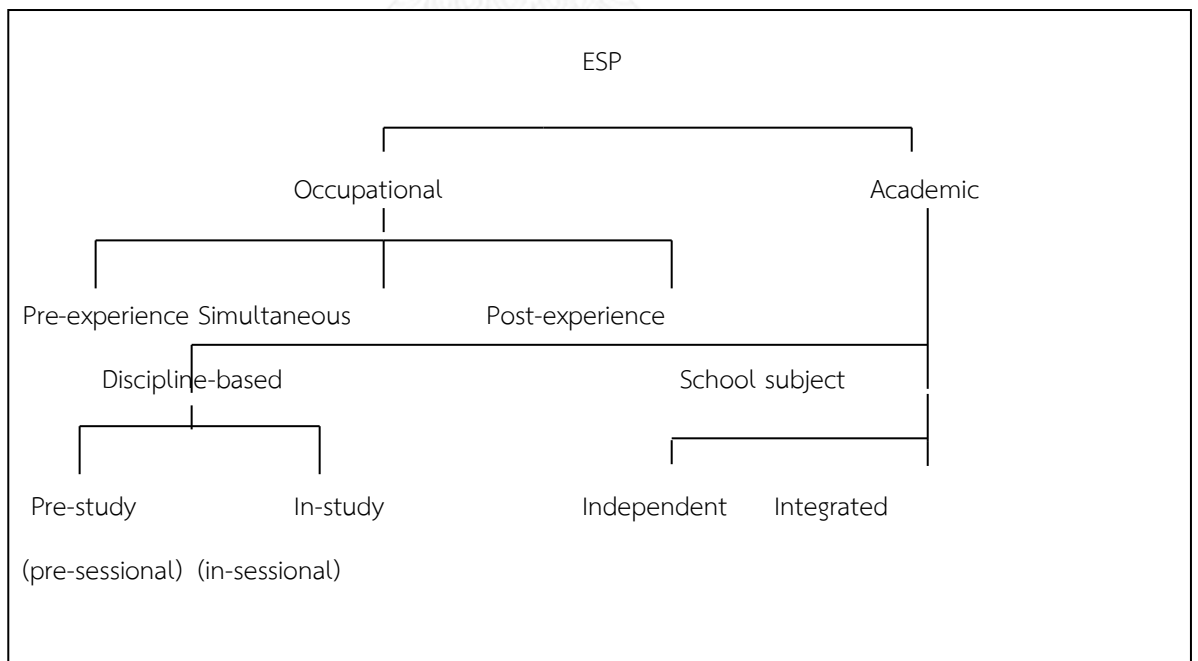
Figure 2.10 ESP classification by experience (Strevens, 1977)

ESP is divided into two main categories: occupational and academic. The

occupational category is classified into three different stages: pre-experience,

simultaneous, and post-experience. The academic category includes discipline-based

and school subject. Regardless of how ESP is classified, EAP, and EOP are main

areas with some overlapping. As a result, Dudley-Evan and St. John (2002) suggest

that ESP is rather classified in terms of the scale of continuum as shown in Figure

2.11.

General				Specific
1	2	3	4	5
Position 1	Position 2	Position 3	Position 4	Position 5
English for	Intermediate to	EGAP/EGBP	Courses for	1)an 'academic
Beginners	advanced EGP	courses based	broad disciplinary	support' courses
	course with a focus	on common-core	or professional areas	related to a particular
	on particular course related	language and skills	e.g. Report Writing	academic
	on particular skills	not related to specific	for Scientists and	2) One to one
		disciplines or professions	Engineers, Medical	work with business
			English, Legal English	peoples
			Negotiations/Meeting skills	
			Skills for business people	

Figure 2.11 Continuum of ELT course types (Dudley-Evan & St. John, 2002)

The presentation of English teaching on a continuum that begins from general English to the very specific ESP course has generally clarified the concept of ESP. Positions 1 to 3 tend to include more general topics in broader contexts, whereas for positions 4 and 5, teaching will become more specific as well as the content taught. In position 5, the course can be geared towards the specific needs of the individual learners in the target situations in terms of the teaching methodology and language content. As such, learners will be able to learn the courses that are related to their disciplines or work. The advantages of ESP courses are discussed in the following section.

2.4.4 Advantages of ESP

There are a number of advantages of ESP which are discussed by many scholars (Dudley-Evan & St. John, 1998; Strevens, 1988). In general, ESP could be viewed as the course that is generally set up to fulfill students' specific language needs by taking into account both the context where learning takes place and the requirements of the learners in order to determine the methods and the content to be taught. In this respect, ESP has a number of advantages which can be summarized as follows (Strevens, 1988): (i) it focuses on the learner's needs, and it wastes no time, (ii) it is

relevant to the learner, (iii) it is successful in imparting learning, and (iv) it is more cost-effective than 'General English'.

The syllabuses in ESP are designed to serve the needs or requirements for a particular occupation in a specific academic field by providing relevant subject-matter of a particular field or discipline, whereas EGP involves the use of lexical and grammatical elements in general situations. ESP teaching, therefore, is claimed to be more motivating than General English (Strevens, 1988). Moreover, it also increases learners' skills in using English (Hutchinson & Waters, 1987). In the next section, ESP syllabus for curriculum development will be discussed and this will serve as the basis in designing an ESP course.

2.4.5 ESP Syllabus

P. Robinson (1991b) states that ESP course design is composed of various elements: the findings from the needs analysis, the course designer' approach to syllabus and methodology, and existing materials. She has combined three approaches used in ELT syllabus design (Allen, 1984; Breen, 1984; White, 1988) as demonstrated in Figure 2.12.
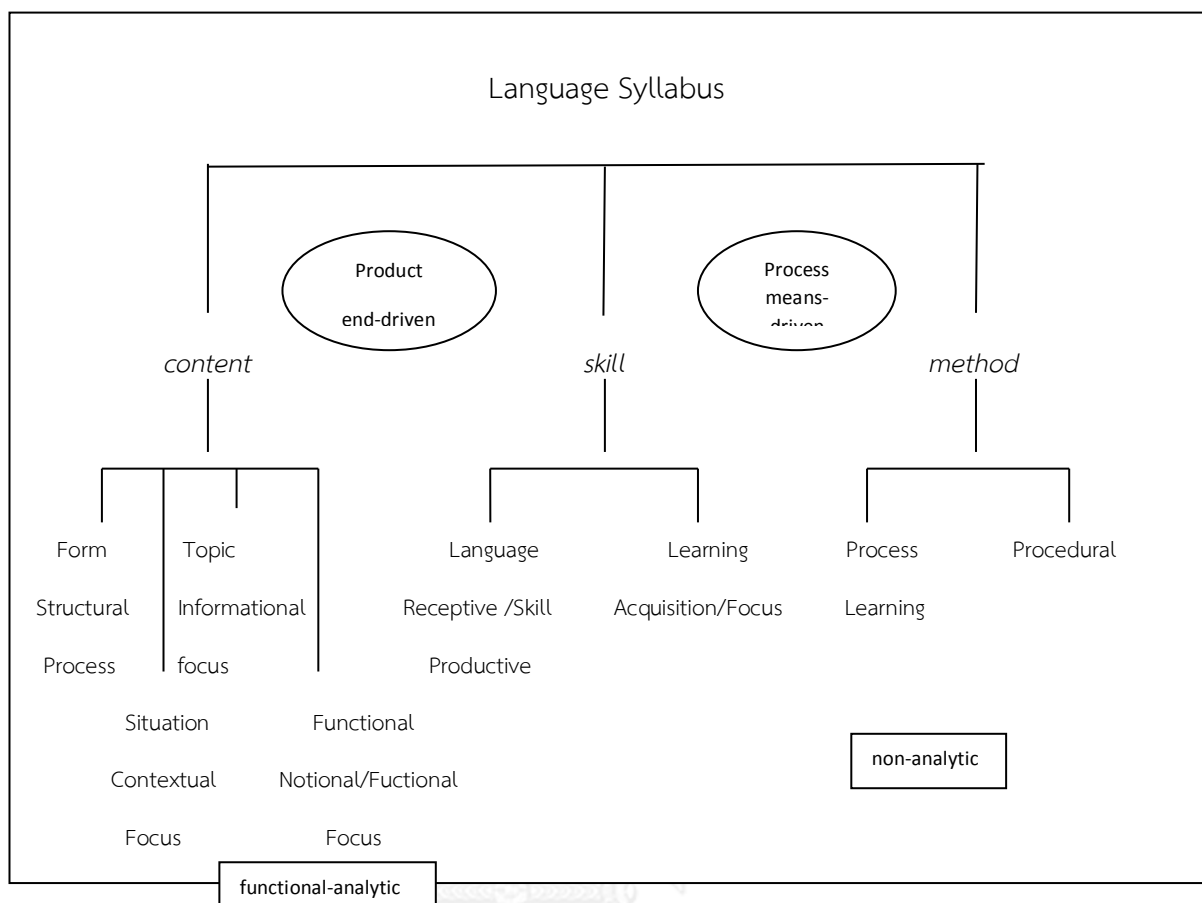
Figure 2.12 Bases for language syllabus design (P. Robinson, 1991b)

As can be seen from Figure 2.12, there is a distinction between product

syllabuses and process syllabuses. According to White (1988), the term 'product' is

used interchangeably with content, comprising language form/function, and

situation/topic. In the language form syllabus, the content will focus on a set of

language items graded by supposed difficulty of learning. This type of syllabus is

considered typical for ELT and ESP courses. The situational syllabuses are usually

common in English for business purposes which use the content based on the students' work and specialist study. The skill-based syllabuses are in between content or product and a process syllabus. White (1988) refers to this type of syllabus as the traditional one which focuses exclusively on one of the four language skills. The last type of syllabus is method-based syllabuses proposed by Breen (1984). They are subdivided into two categories: method or learning process and task or procedure. The former refers to the process or the method of learning, whereas the latter refers to the process which consists of a set of tasks or activities ordered according to cognitive difficulty. A task-based syllabus is closely related to ESP as the students are engaged in performing a work or study task while trying to accomplish its objectives.

2.4.6 Evaluation in ESP

Alderson (1979, p. 146) and Murphy (1985, p. 15) state that "evaluation is concerned with describing what is there, and placing some value judgment on what is found." According to Alderson (1979), Mackay (1981), and Murphy (1985), evaluation in ESP has not been recognized for its importance. Most ESP courses have neglected to include the measurement of their effectiveness and success. Evaluation in ESP has been reviewed by some researchers, but it does not cover much detail regarding the process of evaluation (J. Bachman, 1981; J. D. Brown, 1989a). Both Bachman and Brown

have pointed out a basic distinction between 'formative' and 'summative' evaluation. Formative evaluation is carried out during the course and its results can be used to adjust the ongoing course, whereas summative evaluation is carried out after the end of the course in order to evaluate the effectiveness of the course.

Another distinction is made between 'process' and 'product' evaluation. Process evaluation refers to the processes of teaching and learning or strategies used as well as administrative and decision-making processes. A product evaluation refers to the results of the students' examinations, essays, or presentations. According to Rea (1983), formative evaluation is similar to the process evaluation; on the other hand, summative evaluation reflects the characteristics of production evaluation. Nation and Macalister (2010) state that the distinction between formative and summative evaluation greatly depends on the purpose of evaluation. A formative evaluation aims at forming or shaping the course in order to improve it, whereas a summative evaluation has the purpose of making a summary or judgment on the quality and the effectiveness of the course. The different purposes determine the type of data gathered, the time when the data should be gathered, as well as the presentation of the data. Table 2.8 shows the differences between formative and summative evaluation.

Table 2.7 The differences between formative and summative evaluations (Nation & Macalister, 2010)

	Formative	Summative
Purpose	Improve the course	Judge the course
Type of data	More likely to look at causes, processes, and individuals	More likely to look at results, standards, and groups
Use of data	Used for counseling, mentoring, professional development, setting goals, and materials adaptation	Used to make decisions on adequacy of data
Presentation of findings	Presented to and discuss with individuals	Presented in a report

Nation and Macalister (2010) also offer another kind of distinction concerning cognitive, affective, and resource factors. Cognitive factors concern learning and teaching and the gaining of knowledge, and the application of that knowledge after the course has ended. Affective factors involve feelings of satisfaction and attitudes, and resource factors will center on the costs, profits, availability, and quality of teaching and learning resources such as books, classrooms, visual aids, tape recorders, computers, and administrative support.

J. D. Brown (1989a, p. 229) suggests that three kinds of evaluation approaches namely formative versus summative, process versus product, and qualitative versus quantitative are "complementary rather than mutually exclusive" and that "all available perspectives may prove valuable for the evaluation of a given program." Similarly, Lynch (1990, p. 39) also points out "the strongest approach to evaluation is one that combines as many methods, qualitative and quantitative, as are appropriate to the particular evaluation context."

As for the process of evaluation, P. C. Robinson (1980) has provided a detailed description in the form of wh- questions as follows:

(i)   Why carry out an evaluation?

(ii)   What is the subject of the evaluation?

(iii) Who carries out the evaluation?

(iv) How is the evaluation carried out?

(v)   What's Next: what will happen to the results?

In addition, Nation and Macalister (2010) have proposed a similar eight-step process in conducting evaluation as follows: (i) discover the purpose and type of the evaluation, (ii) assess the time and money needed, (iii)   decide what kinds of

information to gather, (iv) gain the support of the people involved, (v) gather the information, (vi) present the findings, (vii) apply what has been learned from the evaluation, and (viii) do a follow-up evaluation.

The decision to use any kind of evaluation should, therefore, depend on the kind of information that is needed to achieve the goal of the evaluation. As for the present study, the research employed summative evaluation as well as process and product evaluation in order to measure the effectiveness of the course and improve the teaching and learning during the course.

2.5 English oral communication course for advertising students

The purpose of this study was to develop an English oral communication course for undergraduate advertising students as the current courses offered at the university have not fulfilled the needs of advertising students and job market needs. Based on the following scale called 'Continuum of ELT types' (Dudley-Evan & St. John, 2002), the current courses offered in the third year included the content from different disciplines of work, which would be located in the position 3, whereas the course developed in the present study would be geared toward the preparation of students for the specific communication tasks in the advertising field. On this continuum, this

course would be located at position 4 as it focused on developing specific skills related

to advertising jobs as shown in Figure 2.13 below.

English oral course for advertising students

General				Specific
1	2	3	4	5
Position 1	Position 2	Position 3	Position 4	Position 5
English for Beginners	Intermediate to advanced EGP course with a focus on particular course related on particular skills	EGAP/EGBP courses based on common-core language and skills not related to specific disciplines or professions	Courses for broad disciplinary or professional areas e.g. Report Writing for Scientists and Engineers, Medical English, Legal English Negotiations/Meeting skills Skills for business people	1)an 'academic support' courses related to a particular academic 2) One to one work with business peoples

Figure 2.13 The position of the course on the Continuum of ELT course types

adapted from (Dudley-Evan & St. John, 2002)

As for the conceptual framework in developing the course, six main concepts

were employed: oral communication skills, oral assessment, English for Specific

Purposes (ESP), course development, needs analysis, and course evaluation. Since the

course aimed to enhance oral communication skills of advertising students and to

prepare them for future work, a needs analysis with different groups of concerned

stakeholders, namely the students, ESP teachers, advertising teachers and advertising

personnel was conducted.   Based on the findings, the goals and objectives of the course were formulated, followed by the content and the materials of the course.

The content of the course was related to the advertising field due to the fact that students would have the opportunity to gain and expand the knowledge previously learned as well as to improve their oral communication skills in the contexts and situations which are closely related to their future work. Thus, the course would enable students to practice various kinds of oral communication related tasks which they would be likely to encounter in their workplace.   The developed course was verified and piloted and necessary adjustments were made accordingly. After the end of the implementation, the course was evaluated for its effectiveness as well as the attitudes of the students were investigated.   Figure 2.14 illustrates the conceptual framework in designing the course in the present study.

Theories and Concepts	English oral communication skills course for 3rd-year advertising students
	↓
Oral Communication Skills	
	Formulating goals and objectives
Oral Assessment	↕
Needs Analysis	Selecting content and materials
	↕
English for Specific Purposes	Designing an assessment plan
	↕
ESP Course Design	
	Evaluating the course
Course Evaluation	
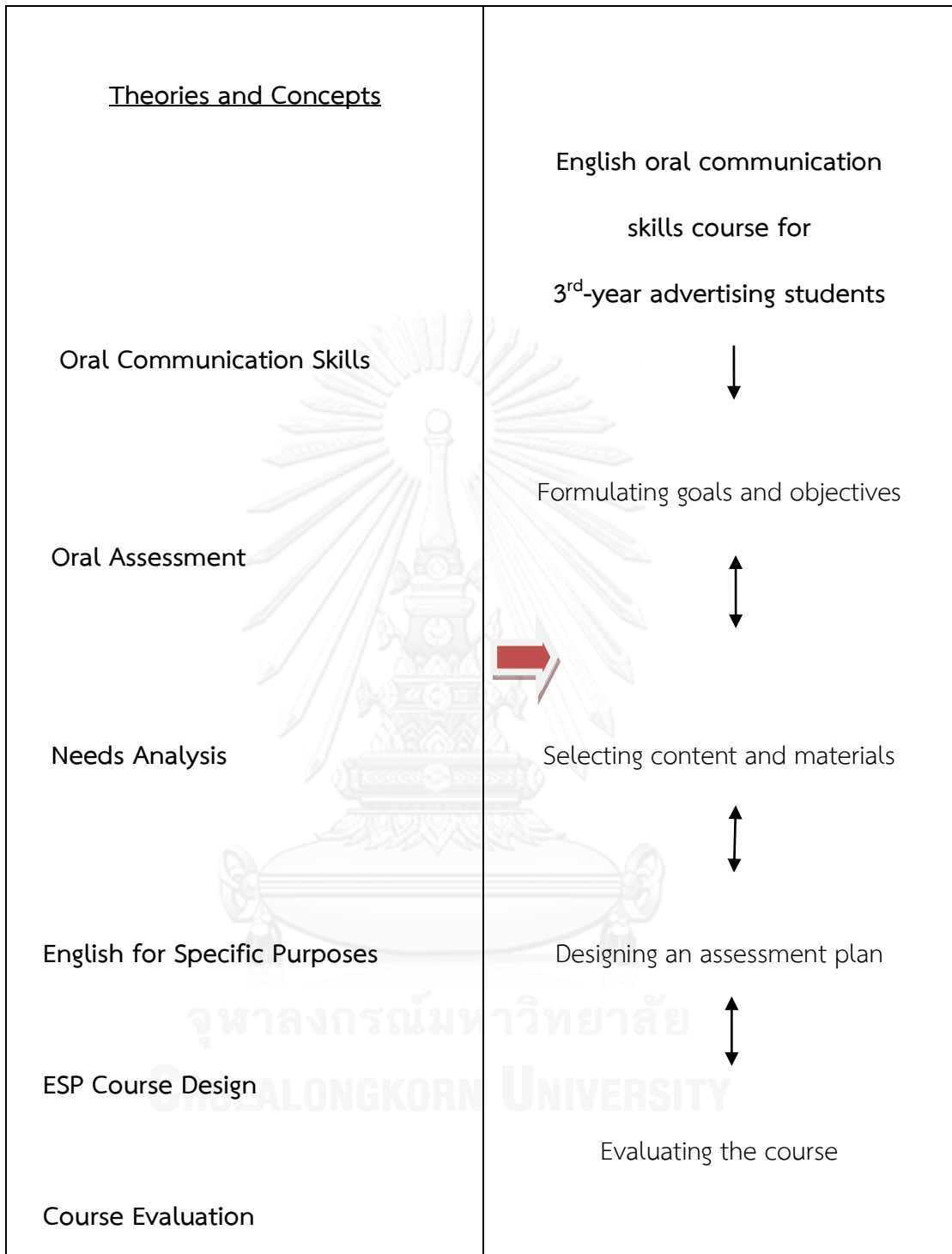
Figure 2.14 Conceptual Framework of the Study

CHAPTER 3

Research Methodology

This chapter describes the research methodology of the study. The study employed a mixed method, comprising quantitative and qualitative approaches. This chapter includes research design, population and sample, and research instruments and their validation. The objectives of the study were to investigate the needs for an English oral communication course of the 3rd-year students majoring in advertising and to examine the effectiveness of the developed course.

3.1 Research Design

This research study employed a mixed-method with the one group pre- and post-tests design. The study consisted of three phases: a needs analysis, course development and pilot, and course evaluation. Table 3.1 provides an overview of the description of each phase together with its purposes.

Table 3.1 Research methodology

Phase	Participants	Instruments	Research Questions
Phase 1: Needs Analysis	Group 1: 91 3rd year advertising students	1. Questionnaire	Research Question 1
	Group 2: 3 ESP teachers Group 3: 3 advertising staff Group 4: 3 advertising teachers	2. Interview	
Phase 2: Course Development and Pilot study	41 3rd year advertising students	1. Lesson plans	Research Question 2
Phase 3: Course Evaluation	41 3rd year advertising students	1. Pre-test/posttest 2. Attitude questionnaire 3 Interview 4. Teacher's logs 5. Students' logs	Research Questions 2/3

3.2 Phase 1: Needs Analysis

A needs analysis was conducted in order to investigate the English needs, wants, lacks, and problems in English oral communication skills. The results of the needs analysis were later translated into the lessons of the course.

3.2.1 Participants

There were four groups of participants in this phase of the study, consisting of 91 third-year advertising students from Faculty of Information and Communication Technology, Silpakorn University, three advertising personnel working in the advertising field in Thailand; three ESP instructors who have been teaching English to students majoring in advertising for five years; and three advertising instructors who have been teaching advertising for five years. The details of each group are listed as follows:

Group 1: Advertising students

The participants of the study consisted of 91 3rd year students, majoring in advertising at Faculty of Information and Communication Technology, Silpakorn University. The population was all students majoring in advertising enrolled in English for Communication Arts IV and were selected as the sample of the present study. The participants were selected by means of purposive sampling based on the belief that purposive sampling is usually employed to obtain a sample that conforms to some

determined criteria. The criteria for selecting participants of the main study are listed

below:

Inclusion Criteria

1) They are in their third-year of studies at Faculty of Information and

Communication Technology, Silpakorn University.

2) They are majoring in advertising.

3) They have already passed mandatory English Foundation Courses in the first

year and English for Communication Arts I and II in the second year.

Group 2: Advertising personnel

Advertising personnel consisted of people working in different positions in the

advertising field including staff and managers. In this study, three different positions

were selected namely; advertising managerial personnel with experiences working in

managerial position for at least two years, an advertising managerial personnel with

experiences recruiting advertising staff for at least two years, and an advertising

managerial personnel with experiences working as an advertising practitioner for at

least five years. This group was assigned to the research as an intact group.

Group 3: ESP instructors

Three ESP instructors were selected from Silpakorn University and Chulalongkorn University due to connections and availability. All ESP teachers must be teaching English to Communication Arts students for more than five years in order to have adequate experience to provide useful information regarding the course. They were selected by means of purposive sampling.

Group 4: Advertising teachers

Three advertising teachers were selected from Silpakorn University and Chulalongkorn University. All teachers must possess a degree in advertising and have been teaching for more than five years in order to be able to provide in-depth information about the field. The participants in this group were selected by means of purposive sampling in order to obtain insights regarding advertising-related content taught in the class.

3.2.2 Instruments

In order to conduct a needs analysis to find out the needs of the students majoring in advertising about their needs, lacks and expectation regarding their knowledge and skills in English oral communication to work effectively in the advertising field, the questionnaire and semi-interview protocol were used.

1. Questionnaire

The questionnaire was aimed to gather information from the students regarding their language needs, problems, and expectation. The questionnaire employed Likert's scales (1-5) to obtain information about English oral communication and English learning. The questionnaire was constructed based on a review of related research, existing theories. All parts of the questionnaire were written in Thai to avoid language barriers consisted of seven parts as follows (see Appendix A):

Part 1: Participant's Background Information

In the first part, the participants were asked to provide general information regarding their gender, age, number of years studying English, previous English grades in their first and second years, etc. The questionnaire items were closed-ended items, and the students were required to mark the boxes that best reflected the truth.

Part 2: Preferences in career sectors

Considering the different types of jobs that were available in the advertising field, in this part, the participant would choose the sector in the advertising field that they preferred to work in the future after their graduation. There were three items altogether in this section. A list of different sectors was provided for them to select

the answers that most corresponded to them. The third item was an open-ended

question which required students to write down the job that they were interested in

working. Based on the comments from the experts, the adjustments were made on

the use of word choice to avoid misinterpretations.

Part 3:   Participants' opinion regarding the importance of English oral communication skills

This part asked the participants to reflect their perception or importance of

English oral communication skills in their future career as advertising staffs. A five-

point Likert scale was provided for the participants to rate the importance of using

English oral communication in working from 'the most important' to 'not important at

all.' There were two main categories in this part. The first category concerned general

speaking abilities of the students, totaling eight items; the second focused on students'

speaking ability, regarding working in the advertising field, consisting of seven items.

Part 4: Participants' difficulties/problems in using English oral communication skills

In this part, the participants were asked to indicate their opinion regarding difficulties and problems in developing English oral communication skills. The participants had to rate the scales ranging from 'the least problematic' to 'the most problematic'. This part was divided into two main categories: the first one asked about students' problems in language proficiency, consisting of ten items, and the second asked about students' problems in learning and teaching of the English language, consisting of 11 items.

Part 5: Students' English oral communication skills self-assessment

This part asked the participants to evaluate their perceived English oral communication skills based on four scales ranging from 'excellent' to 'need improvement'. There were two categories: the first one consisted of four items concerning students' communication skills related to applying for a job; and the second one consisted of ten items concerning students' required skills in working in the advertising field.

Part 6: Students' expectation regarding the course for advertising students

The students had to rate the degree of their wants and expectation regarding the course. There were altogether 28 items in this part concerning students' expectation regarding the content, teaching/learning, and assessment.

Part 7: Additional suggestions

In this part, there was an open-ended question which asked the students to provide additional information or suggestion regarding the course or English learning in the space given.

2. **Interview**

The interview protocol was used to gather in-depth information from the three groups of participants: ESP instructors, advertising staffs and advertising instructors. The interview enabled the researcher to obtain information regarding the kind of work which involved the use of oral communication skills needed in the actual workplace in order to use the findings to develop an English course for advertising students. The interview was semi-structured, allowing the researcher to adjust the questions or probe further as necessary and was conducted in Thai or English based on the nationality of

the participants. All interviews were tape-recorded and transcribed for subsequent

analysis (see Appendix B).

Validation

    Validation: The questionnaires and interview protocol were validated prior to

the actual use from three experts in advertising, English teaching, and English language

assessment who had work experience for at least five years, using three scales

('appropriate', 'not sure', and 'not appropriate'). The IOC index was used to

determine content validity. Agreement of at least two experts was needed to insure

the process of the questionnaire. The score must be equal or higher than 0.5. (ภิญโญ

อนันต์พงศ์, 2526). Based on the results of the IOC calculation, all questions proposed

were accepted with minor adjustments regarding the word choice to improve their

clarity.

    The questionnaire was distributed to 40 3rd year students majoring in advertising

who were enrolled in the English for Communication Arts III in the first semester of the

2011 academic year. The students in the pilot study shared similar characteristics with

the participants of the main study in terms of their background knowledge. The

interview questions were also tried out with three participants, namely an advertising

staff, an ESP instructor, and an advertising instructor.

3.2.3 Data Collection Procedure

1. The semi-interviews were conducted with three advertising personnel working in the advertising field from three different companies. The interviews were undertaken at their offices, lasting approximately 30 minutes. Also, the interviews were conducted with three ESP instructors and three advertising instructors who were the university instructors. The arrangements for the interviews were scheduled based on the availability of the participants. All sessions of the interviews were tape-recorded for subsequent transcription.

2. The data from the interviews were used as a guideline in constructing the questionnaire. After it had been validated, the questionnaire was piloted with 30 3rd year advertising students to ensure its clarity and language appropriateness. The revised questionnaire was distributed to all advertising students who were enrolled in the English for Communication Arts III course at Faculty of Information and Communication Technology, Silpakorn University. The return rate of the questionnaire was 100 percent. The information from the needs analysis survey was then translated into the English course to ensure suitability for the needs of the students.

3.2.4 Data Analysis

Interviews: The content analysis was used to analyze the data obtained from the interviews by counting frequencies of occurrence in order to generate meaning from the data. After the interviews, the data were transcribed, coded, and categorized. The validation of the categorization was done by the two colleagues who work as the ESP instructors in the university.

Questionnaire: The data from the questionnaire were analyzed using the SPSS computer package in terms of descriptive statistics (frequency, SD and mean). The content analysis was used to analyze the data from Part VII.

3.3 Phases 2: Course Development

Phase 2 concerned the development of the English oral course for advertising students, validation of the lesson plans and pilot study. The needs analysis were translated into an English course focusing mainly on oral communication skills including developing lessons and assessment plans.

3.3.1 Course development

The process in developing the course based on Graves (2000)'s concept which consisted of the following steps: 1. specifying important findings from needs analysis,

2. conceptualizing content, 3. formulating goals and objectives 4. organizing the course, 5 developing an assessment plan, 6 validating the proposed course by experts, 7. adjusting the course, 8 piloting, 9. readjusting the course, 10. implementing the course, and 11. evaluating the course. The course development process are explained in Chapter Four.

Course validation

After the course had been designed and the instructional materials had been developed, a panel of experts which consisted of one ESP instructor, one expert in the field of language assessment, and one advertising instructor were asked to validate the lesson plans and teaching materials based on The sample checklist for assessing activities and materials (Graves, 2000). A few adjustments were made based on the feedback from the experts such as the word choice for clarity.

3.3.2 Pilot Study

Five sessions of the pilot study were conducted with 40 3rd year students majoring in advertising during the first semester of the academic year 2011. The first module of the lesson plan (English for job application) was used in the study for three weeks and another two weeks for the tests. The pilot study allowed the researcher

to try out the lessons so that appropriate revision was made with the course contents

and the materials.   During the pilot sessions, one ESP instructor from Silpakorn

University was invited to observe the class and was asked to evaluate the sessions in

terms of contents and teaching and learning process.   In order to examine the

appropriateness and comprehension of the materials and tests, the students were

given summative tests after the course. The tests had been validated by the panel of

experts and tried out prior to the actual use.   In addition, the attitude questionnaire

was distributed at the end of the pilot sessions.   The feedback from the class

observation and findings from the questionnaire were used to make adjustments about

the lessons before implementing the course in the following semester (second

semester of the 2011 academic year).

Instrument validation

1. The form for the experts to validate the sample lesson plans

In order to validate the sample lesson plans, the Likert's scale checklists were

given to three experts (one assessment teacher, one ESP teacher and one advertising

personnel) to mark from 'strongly agree' to 'not agree at all', with comments and

suggestions for each item. The checklist covers objectives, content, the organization

of the course, the materials and instructional activities and the assessment plan. After

validation, the feedback from the experts was used to make changes. As for teaching

materials, the experts suggested the use of more authentic materials from local and

international television commercials and printed ads so that the students could

compare and contrast during the class discussions (see Appendix K).

2. **The form for the experts to validate the English oral test and the**

scoring rubrics

Three experts (one expert in the field of assessment, one ESP instructor and

one advertising staff) were asked to validate the English oral test and the scoring

rubrics, using Likert's scale checklist. The criteria on this checklist were adapted from

"Criteria for Assessment Instruments of Oral Communication" available online at the

website of National Communication Association (NCA). (see Appendix L)

3. **The form for the students to evaluate the sample lessons**

The Likert's scale checklist regarding sample lessons was given to the learner

participants in the pilot study to evaluate the lesson plan after the end of the class in

order to ensure the appropriateness of the overall content, the teaching/learning as

well as the assessment plan. The participants were also asked to provide additional

comments and suggestions. From the finding, some students commented on the

difficulties of the terms used during the lessons as well as the limited time for practicing speaking skills. Therefore, simplified terms were replaced and more exercises for practicing were assigned. (see Appendix M)

4. The classroom observation form

During the pilot study, one instructor from Silpakorn University was invited to observe the class to provide information regarding the teaching and learning. The 17 items were arranged in a five-point Likert scale, covering information about learning organization and management, teaching style, and assessment. There were open-ended items for additional comments and suggestions regarding the course. The data were analyzed by means of the SPSS computer package. The qualitative data from the open-ended items were analyzed by using content analysis (see appendix J).

3.3.3 Course Implementation

In the main study, the developed course was implemented in 14 sessions, including two evaluation sessions (mid-term and final examinations). The lessons covered 12 sessions. One session lasted three hours and 30 minutes. The total number of hours of the course was approximately 39 hours.

3.3.4 Participants

The participants in the course implementation phase consisted of 41 3rd year undergraduate students, majoring in advertising at Faculty of Information and Communication Technology, Silpakorn University. The title of the course was "English for Communication Arts IV" which was mandatory for all 3rd year students. The participants were the intact group assigned to the researcher by the faculty. The students comprised 15 males and 26 females, aged 19-20.

3.3.5 Instruments

Lesson plans and materials

The course consisted of twelve lessons plus two sessions of mid-term and final examinations. Following the concept of Graves (2000), the objectives of the course and lesson plans were determined based on the information gathered in Phase One of the present study – the needs analysis. Lesson plans were designed for 12 sessions (three hours each) and were divided into three modules with an assessment plan. The teaching materials regarding television commercials, radio ads, and printed ads were selected by the students. The details of the lesson plans and the process in translating the needs into the course were summarized in Chapter Four. For the actual lesson plans, see Appendix D.

3.4 Phase 3: Course Evaluation

During and after the course implementation, the course was evaluated to determine its effectiveness both quantitatively and qualitatively. The pre-test and post-test were employed to determine the effectiveness of the course. The questionnaire and the interview protocol were also used to obtain information regarding students' attitudes toward the course.

3.4.1 Instruments

After the implementation of the course, the effectiveness of the course was evaluated. The instruments for course evaluation included post-tests of English oral communication, the attitude questionnaire and interviews teachers' logs and students' logs. The detailed description of each instrument is described as follows:

The English oral test

In order to measure the effectiveness of the developed course, the English oral tests were used as the pretest and post-test which were administered before and after the course. The tests were criterion-referenced to measure the oral skills taught in the course, comprising English oral interview test and oral presentation skills (group and individual). The construction of the tests for job interview involved phonology,

accuracy, fluency, vocabulary and textual knowledge. The definition of each construct

in the tests explained below.

Phonology:	knowledge in pronunciation, stress and intonation
Accuracy:	syntax and knowledge of grammatical structures
Fluency:	hesitation, repetition, re-selecting appropriate words, and structuring sentences
Vocabulary:	knowledge of a range of vocabulary, word choice
Textual Knowledge:	the structure of talk and pragmatic and sociolinguistics knowledge

The construct of the presentation involved language use, organization, delivery,

and content. Each construct is defined as follows:

Language use:	knowledge of grammar and vocabulary
Organisation:	knowledge of the structure of the presentation and the use of cohesion
Delivery:	knowledge of presentation skills
Content:	knowledge of advertising campaign

In order to develop the tests, three main stages of the test development process was followed, namely, the design stage, the operationalization stage, and the administration stage (L. F Bachman & Palmer, 1996). The details of the tests are shown below:

Job Interview test: The test consisted of seven questions, eliciting students' background, skills they developed at the university, reasons for studying advertising, their strengths and weaknesses, and reasons for applying for the job. The students were required to ask one question at the end of the interview. The students were given two minutes to read the situation and prepare the answers. The interview sessions were videotaped for subsequent assessment.

Oral presentation skills (in groups/individual): The group presentation required students to give a 15-minute presentation on advertising campaign including the introduction, main body and conclusion. Students' performance was rated based on the scoring rubrics. The individual presentation asked students to give presentation on their chosen printed advertisement. All presentation sessions were video-taped for the second rater.

To ensure the content validity of the test, the tests were validated and evaluated by three experts (one expert in the field of assessment, one ESP instructor

and one advertising instructor) The tests received mean score of 3.80, indicating positive opinions of the experts (see Appendix I).

Students' logs

The participants in the study were required to complete a student's log after finishing each lesson. The students would record their learning experiences and progress as well as feedback or suggestions which could be used by the researcher to improve the course. There were eight questions eliciting students' opinions regarding the content, the teaching, students' perception of their own performance, difficulties and areas that students required help from teacher. There was one open-ended item which asked students to give suggestion for improvement of the course. The students were given a detailed explanation during the class in order to record each item correctly. The instrument was validated by three experts: one expert in the field of assessment, one ESP instructor and one advertising instructor (see Appendix E).

Teacher's log

The teacher's log was used to keep the record of class activities, problems and students' participation. The teacher was required to keep track of each session in detail by filling the form at the end of the class. The advantages of using the teacher's

log were twofold. First, it allowed the teacher to record her own teaching and problems, so she was able to adjust the lesson in the following weeks. Second, the data from the logs were categorized, coded by means of the content analysis, and used as the guidelines to improve the course in the future. The instrument was validated by three experts: one expert from the field of language assessment, one ESP instructor and one advertising instructor. The instrument was tried out during the pilot study (see Appendix F).

Attitude questionnaire

The attitude questionnaire was used to gather information regarding the attitude of the students towards the course after the completion of 14 sessions. The 22 questions arranged in a five-point Likert scale, was used to ask students' opinions regarding the course, assessment, teaching and learning. At the end of the questionnaire, there was space for students to write additional comments about the course. The questionnaire survey was distributed to the students at the end of the implementation with full explanation for each item. The findings were analyzed with the SPSS computer package in order to obtain the mean score for each item. As for the comments stated at the end, the content analysis was employed by counting the frequencies of the words occurred before assigning the categorization.

The instrument was validated by three experts: one assessment teacher, one ESP teacher and advertising teacher and was tried out during the pilot study (see Appendix G).

Interview Questions

Semi-structured interviews were conducted at the end of the course to obtain additional information regarding the attitude of the students towards the course. The interview comprised 15 questions eliciting students' opinions in relation to the course, the assessment, the teaching and learning process in order to triangulate the information obtained from the questionnaire. The interview was conducted at the end of the course and lasted approximately 20 minutes. The interview was conducted in Thai to avoid language barriers and was subsequently transcribed, coded and categorized by means of content analysis.

The instrument was validated by three experts: one assessment instructor, one ESP instructor and advertising instructor and was tried out during the pilot study (see Appendix H).

3.5 Data Collection

Quantitative and qualitative date were collected to evaluate an English oral communication course for undergraduate advertising students

3.6 Data Analysis

As for quantitative data, the t-test was used to compare the mean scores obtained from the pre- and the post-tests. The scores would indicate if the students who had attended the course improved their oral communication skills. As regards for qualitative data, the data from the students' logs, the teacher's logs, and the interviews were analyzed using content analysis to obtain in-depth information regarding their opinions toward the course. The details of the instruments used in the present study were summarized in the table below.

Table 3.2 Instruments for data collection

Instruments	Participants	Research Question	Data analysis methods
Phase 1 1.1 Interview	Nine experts (3 advertising instructors, 3 ESP instructors, and 3 advertising personnel	Research question 1	Content analysis
1.2 Questionnaire	Ninety-one third-year undergraduate students, majoring in advertising	Research question 1	Descriptive statistics and content analysis (open-ended question)

Phase 2			Percentage, mean, SD, CV
2.1 Class Observation form	40 third-year undergraduate students, majoring in advertising (pilot study group)		
Phase 3 3.1 The English oral tests	41 third-year undergraduate students, majoring in advertising	Research question 2	Dependent samples t-test effect size
The scoring rubrics	The researcher constructed the scoring rubrics	Research question 2	
3.2 The end-of-course attitude questionnaire	41 third-year advertising students	Research question 3	Percentage, mean, SD, CV, and content analysis
3.3 The end-of-course interviews	41 third-year advertising students who attended the course	Research question 3	Content analysis
3.4 Student's log	41 third-year advertising students who attended the course	Research question 3	Content analysis
3.5 Teacher's log	The teacher/researcher	Research question 3	Content analysis

3.7 Summary

The present study consisted of three phases: the needs analysis, course development/implementation, and course evaluation. In phase one, the needs analysis was conducted with four groups of participants: the first group of participants was three advertising personnel, the second group was ESP instructors, and the third group was advertising instructors. The semi-interview was conducted with the three

groups of participants. As for the fourth group, the questionnaire was distributed to 91 3ʳᵈ year advertising students in order to investigate the needs for developing an English communication skills course for advertising students. In phase 2, based on the findings of the survey and interviews, course modules, instructional materials, and the assessment instruments were designed to be used in the 'English for Communication Arts IV' course, focusing on the context of advertising field. In phase 3, after the course had been implemented, it was evaluated to determine its effectiveness. The instruments in this phase consisted of the English oral tests, the scoring rubrics, the end-of-course attitude questionnaire, the attitude interview, the students' logs, and the teacher's logs.

CHAPTER 4
Research Findings

Introduction:

The objectives of this study are to develop an English Oral Communication Course for Thai undergraduate advertising students. This chapter presents the results of the findings in accordance with the research questions.

Phase 1 reports the results of the needs analysis. This part will respond to Research Question 1: What are needs of an English oral communication course for students majoring in advertising?

Phase 2 reports the effectiveness of the course after the implementation of the course qualitatively and quantitatively based on the students' total scores of the post test, the students' logs, the teacher's logs and class observation. This part will respond to Research Question 2: To what extent is the English oral communication course effective for students majoring in advertising?

Phase 3 reports the opinions of the students' towards the course based on the results from the end-of-course attitude questionnaire and attitude interviews after the

end of the implementation of the course. This part will respond to Research Question 3: What are the attitudes of the students towards English oral communication course?

4.1 Phase 1: Needs Analysis

In order to find the needs of the students regarding oral communication skills questionnaire and interview were used to gather information regarding students' needs, wants, lacks, and problems in English oral communication skills. The results of the needs analysis were used as the guidelines in developing the course.

Steps 1-5 have already been reviewed in Chapter 2. Therefore, this part presented the results of the interviews with the experts and the questionnaire survey with the students. The purpose of the needs analysis is to investigate the needs of the English oral communication course for third-year advertising students.

4.1.1 The findings from the questionnaire

A questionnaire survey was employed during February 2011 with the 91 third-year students majoring in advertising in the Communication Arts Tracks, ICT Faculty, Silpakorn University.

The survey aims at investigating students' needs regarding their English oral communication skills. The information collected from the questionnaires was coded

and analyzed using the SPSS program for data processing and presentation. The results

of the survey serves as guidelines in determining the learning objectives for an English

oral communication course for advertising students at ICT Faculty, Silpakorn University.

The findings from the questionnaire were divided into seven parts:

1. Demographic data of the students

2. Expectations for their future careers

3. The students' views on the importance of English oral communication skills

4. Problems in English oral communication skills

5. The importance of English oral communication skills for advertising careers

6. Expectation regarding the content, the teaching/learning and assessment

plan for an English oral communication course for advertising students

7. Additional suggestions

Demographic data of third-year students majoring in advertising, ICT

Faculty, Silpakorn University

The sample of the study in this phase was 91 students who enrolled in the

English for Communication Arts III, 18 were male and 73 were female (see Table 4.1).

Table 4.2 presents the students' grades in English I and II in the first year and English

for Communication Arts I and II in the second year.

Table 4.1 Background information of the students

Gender	Samples	Percent	Valid Percent	Cumulative percent
Male	18	19.8%	19.8%	19.8%
Female	73	80.2%	80.2%	100%
Total	91	100%	100%	

Table 4.2 Students' grades

Subjects	A	B+	B	C+	C	D+	D	Missing	Total
English 1	42	18	21	3	2	2	3	3	91
English 2	44	13	8	12	4	1	2	7	91
English for Communication Arts 1	10	4	8	7	7	2	1	52	91
English for Communication Arts 2	12	5	10	8	5	2	1	48	91

Part 2: Expectations for future careers

Table 4.3 Types of jobs in the advertising that the students want to work for

	Samples	Percent	Valid percent	Cumulative percent
Creative Group	31	34.1	36.5	36.5
Production	21	23.1	24.7	61.2
Account Executive	18	19.8	21.2	82.4
Graphic designer	10	11.0	11.8	94.1
Other	5	5.5	5.9	100.0
Total	85	93.4	100	
Missing System	6	6.6		
Total	91	100		

From Table 4.1, the participants in the survey consisted of 73 female students (80.2%) and 18 male students (19.8%). Table 4.2 shows students' grades in the first and second year, indicating a significant drop in the grades in the second year. As seen from the Table 4.3 regarding the percentage of the types of jobs in the advertising that the students wanted to work for after the graduation, 34% of the students were interested in working in the 'creative section' followed by 'production' (21%), 'account executive' (18%), and 'graphic designer', respectively. Next, the opinions of the

students regarding the importance of English oral communication course are reported

in the Table 4.4 below.

Table 4.4 The students' opinions on the importance of ability in English oral communication

	$\overline{\mathrm{X}}$	CV
For increasing job employment opportunities and success	3.77	11.27%
For increasing educational opportunities and success	3.73	12.04%
For job success and earning income	3.65	15.48%
For expanding your visions and enhancing your learning	3.62	13.51%
For building relationship with foreigners	3.56	15.79%
For life in general	3.41	17.47%
For social status and image	3.27	18.83%

Table 4.4 shows students' opinions on the abilities in English oral

communication. The Four-likert scale questionnaire was used to gather information

from the students with 4 is the most important, 3 is somewhat important, 2 is not so

important, and 1 is the least important.

The findings revealed that the students rated the importance of English oral

communication relatively high as the students rated more than 3 in all categories. The

most important reason for studying English oral communication is for increasing job

employment opportunities and success ($\overline{X}$ = 3.71). The second reason is for increasing

educational opportunities and success ($\overline{X}$ = 3.73). The third reason was for job

success and earning income ($\overline{X}$ = 3.65). The fourth reason was for expanding the

visions and enhancing the learning ($\overline{X}$ = 3.62). The fifth reason was for building

relationships with foreigners ($\overline{X}$ = 3.56) and the sixth reason was for life in general ($\overline{X}$

= 3.41). The last one was for social status and image ($\overline{X}$ = 3.27).

The criteria showed the percent of coefficient variation (CV < 25%) which

indicated that the students' responses were consistent with little variation. The results

of the importance of English oral communication regarding the advertising careers are

reported in Table 4.5 below.

Table 4.5 The students' opinions on the importance of English oral communication for advertising careers

	$\overline{\text{X}}$	CV
For communicating with foreigners	3.80	11.92%
For success and promotion in advertising careers	3.59	14.37%
For good image	3.51	15.53%
For successful job employment	3.48	15.06%
For career in advertising	3.45	15.13%
For communicating within the organization	3.16	22.25%

Table 4.5 shows the students' opinions on the importance of English oral communication for advertising careers. The results indicated that the students regarded English oral communication as very important factor in working in the advertising field as they rated all items more than 3 ($\overline{\text{X}}$ = >3.00).

The students rated 'communicating with foreigners' as the most important reason ($\overline{\text{X}}$ = 3.80). The second reason was 'for success and promotion in advertising careers' ($\overline{\text{X}}$ = 3.59). The third reason was for 'good image' ($\overline{\text{X}}$ = 3.51) and the fourth reason was 'for success job employment' ($\overline{\text{X}}$ = 3.45). The fifth reason was 'for

communicating within organization' ($\overline{X}$ = 3.16). The students' responses represent

consistency as coefficient variation was less than 25%.

Part 3 of the questionnaire asked the students to rate their perceived problems

regarding English oral communication ability.

Table 4.6 Perceived problems regarding students' English oral communication

	$\overline{X}$	CV
Unable to participate in English business conversation	3.22	22.11%
Unable to present in English in front of a large number of audience	2.98	24.59%
Unable to speak with correct accent	2.95	25.46%
Unable to communicate fluently	2.84	21.80%
Unable to communicate with confidence	2.81	33.27%
Unable to get main ideas from different kinds of media	2.69	23.98%
Unable to convey their ideas and information to others	2.56	29.22%
Unable to participate in English conversation about daily life fluently and appropriately	2.52	32.06%
Unable to catch main ideas from their interlocutors	2.37	26.41%

Table 4.6 indicates the findings in relation with students' perceived problem in

English oral communication. The students rated 'the problem is participating in English

business conversation' the highest ($\overline{\text{X}}$ = 3.22), indicating their difficulties in using

speaking skills. Other problems rated by the students were 'presenting in English in

front of a large number of audience' ($\overline{\text{X}}$ = 2.98) and 'using the correct accent' ($\overline{\text{X}}$ =

2.95). The percentage coefficient variation was between 21% and 34%, indicating that

students' responses somewhat varied in terms of their perceived problems. In the

following table, the results for teaching and learning are reported.

Table 4.7 Problems regarding teaching/learning

	$\overline{\text{X}}$	CV
No opportunity to use English outside classes	3.01	26.11%
Insufficient practices	2.88	25.42%
Lack of motivation	2.68	29.51%
Poor English background	2.65	26.75%
Content is irrelevant, outdated, not practical	2.34	27.31%
Inadequate contact time	2.32	36.47%
Assessment is inappropriate	2.20	33.5%
Teaching approach is inappropriate or uninteresting	2.07	40.82%
Teachers lack teaching skills	1.78	43.60%

When it came to problems regarding teaching and learning, the students rated

'lack of opportunity to use English outside classes' as their main problem ($\overline{\text{X}}$ = 3.01).

The second most problematic issue was 'lack of practice' ($\overline{X}$ = 2.88) and the third

problem was lack of motivation ($\overline{X}$ = 2.68). The majority of the criteria showed the

percent of coefficient variation higher than 25% (CV > 25%), representing consistency

of the mean scores which indicated that the students responses varied moderately.

Next, the students were asked to assess their abilities regarding English oral

communication. The results are shown in Table 4.8 below.

Table 4.8 Students' ability in English oral communication

Regarding job application	$\overline{X}$	CV
Students can talk about their abilities, hobbies, strengths, weaknesses, likes and dislikes	2.95	17.76%
Students can introduce themselves, describe their educational background, extra curriculum activities and job experience	2.68	24.18%
Students can give details about the organization they are applying for	2.36	24.07%
Students can use communicative strategies during the interview (for example to answer difficult questions)	2.35	25.66%
Regarding the jobs in the advertising career	$\overline{X}$	CV
Students can use language to express social courtesy and participate in small talks	2.76	19.71%
Students can analyse advertising campaign(s)	2.57	24.71%
Students can introduce new products	2.51	26.14%

Students can talk about advantages and disadvantages of different types of advertising campaign	2.47	28.54%
Students can explain advertising process	2.46	25.20%
Students can catch important points and communicate the ideas to the supervisors or colleagues	2.45	25.27%
Students can criticize the work	2.44	26.07%
Students can handle telephone conversation	2.35	27.91%
Students can give opinions with supporting reasons in the meeting	2.33	28.67%
Students can explain advertising campaign	2.29	27.95%
Students can persuade, convince and negotiate simple issues	2.20	29.73%
Students can describe marketing contexts of the customers and their competitors to their colleagues and supervisors	2.12	29.72%
Students can discuss in the meeting	2.11	31.14%
Students can propose projects to foreign customers	2.10	29.48%

Students rated their abilities in English oral communication considerably low ($\overline{X}$ = <3) with regard to their abilities in applying for a job. They rated 'giving details about the organization and 'using communicative strategies when dealing with difficulties questions' the lowest ($\overline{X}$ = 2.36 and 2.36, respectively).

In terms of required oral skills for communication at work, students rated 'proposing new project to foreigner customer' the lowest ($\overline{X}$ = 2.10) and the second

lowest is 'discussing issues in the meetings' ($\overline{X}$ = 2.11). The majority of the criteria

showed the percentage of CV between 17% and 28%, representing consistency of the

students' opinions which indicated that students' responses varied little. Regarding

the students' needs and expectation, four-point rating scale was used from 4 as the

most needed/expected to 1 as the least needed/expected. The results are presented

in Table 4.9 below.

Table 4.9 Students' needs and expectation from the English Oral Communication
Course for advertising students

Regarding job application	$\overline{X}$	CV
Students will be able to talk about their abilities, hobbies, strengths, weaknesses, likes and dislikes	3.16	21.23%
Students will be able to use communicative strategies during the interview (for example to answer difficult questions)	3.16	25.09%
Students will be able to introduce themselves, describe their educational background, extra curriculum activities and job experience	3.14	21.53%
Students will be able to give details about the organization they are applying for	3.12	23.33%
Regarding the jobs in the advertising career		
Students will be able talk about advantages and disadvantages of different types of advertising campaign	3.2	21.97%
Students will be able to criticize the work	3.20	22.94

Students will be able to use language to express social courtesy and participate in small talks	3.16	22.75%
Students will be able to introduce new products	3.16	23.23%
Students will be able to catch important points and communicate the ideas to the supervisors or colleagues	3.14	25.38%
Students will be able to persuade, convince and negotiate simple issues	3.14	26.24%
Students will be able explain advertising process	3.14	25.06%
Students will be able to analyze advertising campaign(s)	3.13	22.94%
Students will be able to describe marketing contexts of the customers and their competitors to their colleagues and supervisors	3.12	24.74%
Students will be able to give opinions with supporting reasons in the meeting	3.12	26.54%
Students will be able to handle telephone conversation	3.10	26.35%
Students will be able to propose projects to foreign customers	3.10	28.48%
Students will be able to discuss in the meeting	3.07	27.98%
Students will be able to explain advertising campaign	3.07	26.06%

Students need and expect to learn all English oral skills both for applying for jobs and for working to be included in the course as every item was rated above 3 ($\overline{X} > 3.0$). As for job interview, students chose the abilities to talk about their abilities,

hobbies, strengths, weaknesses, likes and dislikes as well as the abilities to use

communicative strategies to deal with difficult questions to be the highest ($\overline{X}$ = 3.16).

In terms of abilities in order to work in the advertising field, students rated the

ability to discuss advertising campaigns the highest ($\overline{X}$ = 3.20), other abilities that are

related to work that were chosen the most were 'ability to criticize the work' ($\overline{X}$ =

3.20), 'ability to use language to express social courtesy' and 'ability to introduce new

product' ($\overline{X}$ = 3.16). The following abilities that were rated included 'abilities to

explain advertising process,' 'ability to catch important points,' and ability to

negotiate/persuade simple issues ($\overline{X}$ = 3.14). In Part 6, the students were asked to

rate their preferences concerning teaching/learning. The results are demonstrated in

the following table.

Table 4.10 Teaching/Learning methods

	$\overline{X}$	CV
Class discussion	3.10	20.42%
Group activity	3.00	23.30%
Self-study	2.90	27.72%
Role play	2.85	26.63%
Project work	2.78	28.06%

Table 4.10 shows students' preferences regarding the approach of teaching/learning in the class. The students chose 'class discussion' to be the wanted activities ($\overline{X}$ = 3.10) followed by group activities ($\overline{X}$ = 3.0) and self-study ($\overline{X}$ = 2.90). The next table presents the results of assessment preferred to be used by the students.

Table 4.11 Assessment methods

	$\overline{X}$	CV
Performance-based assessment	2.98	19.93%
Paper test	2.91	17.25%
Other	2.69	26.17

As for assessment, Table 4.11 reports the students most preferred methods of assessment. Students rated 'performance-based assessment as their first preference ($\overline{X}$ = 2.98), followed by paper test ($\overline{X}$ – 2.91). The majority of the criteria show the percentage of CV > 30%, which represents little variation in terms of consistency in students' opinions.

Students' Suggestions

Part 7 was an open-end question asking students to state their ideas of how the English oral communication class should be developed and taught in order to help students to be successful in job application and work effectively in advertising companies. Open-ended answers were used to obtain insightful and in-depth information and students may or may not provide the answer. In addition, some students may provide more than one suggestion. The answers provided by the students were grouped and categorized using content analysis. The results are reported in the table below.

Table 4.12 Suggestions from the students on an oral English communication course

Suggestions	Frequency	Percent	Valid Percent	Cumulative Percent
Need opportunity to practice English	22	24.2	32.4	32.4
Vocabulary in advertising	15	16.5	22.1	54.4
Focus on speaking activities	10	11.0	14.7	69.1
Focus on the advertising content	10	11.0	14.7	83.8
Focus on presenting student's work in English	5	5.5	7.4	91.2

Less pressure in studying and fun	3	3.3	4.4	93.6
Use different speaking activities	3	3.3	4.4	100
Total	68	74.7	100	
Missing System	23	25.3		
Total	91	100		

From Table 4.12, 68 out of 69 students provided the suggestions about the course. The percent used in the discussion were calculated from the total number of the students (91 students). Twenty-two students suggested more English speaking practice (24%), followed by more vocabulary on advertising (15%) and the lessons should focus more on improving students' speaking skills (10%). The students also suggested integrating vocabulary and content related to advertising as well as to have different types of speaking activities.

In conclusion, according to the findings from the questionnaires, it is evident that the majority of the students need to improve their English oral communication skills to apply for a job in the advertising field and also to work effectively in the field. In addition, the students lack specific knowledge pertaining to the requirements and

expectations for various functions in the advertising field. Next, the findings from the

interviews are reported.

4.1.2 Findings from the interviews

Interviews were used to gather information from three groups of participants

namely ESP teachers, advertising teachers and advertising personnel.   Three

participants from each group were interviewed during March 2011 using a semi-

structure interview in order to gain in-depth information regarding the needs for English

oral communication course.   The results are presented in accordance with the

interview questions.

Table 4.13 First interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advrtising Personnel (3)
1. Are English oral communication skills important for advertising jobs? Why or why not?	100%	100%	100%

All nine participants in the interviews agreed that English oral communication

skills are important for advertising jobs. They mentioned several advertising tasks that

require English communication skills such as discussing advertising campaign with the clients, presenting the work and taking part in general everyday English with foreign customers, their executives, and colleagues. One of the participants from the ESP group mentioned the importance of English communication skills in the interview as follows:

ESP Teacher 1: Very important. In fact, all skills are important depending on the areas of the work. But even in the work related to production, there are times where people are required to engage in general conversation especially if they are working in a multinational company.

Another comment from advertising teacher also supported the importance of English oral communication as shown below:

Advertising Teacher 5: English are increasingly used as the medium of communication in all business sectors even in advertising. Advertising production houses in Thailand have clients from all over the world which means most of the transactions are done in English.

As for advertising personnel, all of them provided similar responses in terms of English oral communication. In terms of the skills for getting the job in the advertising field, he also gave importance to interpersonal skill and dealing with difficult questions.

Advertising Personnel 9: *Yes, when dealing with project deadline adherence here and overseas, English is used most frequently. During job interviews, we also look for other aspects as well such as confidence in handling difficult questions and their interpersonal skill and how they can express themselves using English.*

Table 4.14 Second interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advertising Personnel (3)
2. What are the most important oral skills required to work in the advertising field?			
(i) introducing themselves	100%	100%	100%
(ii) negotiating with the clients	66%	66%	66%
(iii) proposing new campaign	100%	100%	66%
(iv) presenting the work	66%	100%	100%
(v) giving feedback	66%	100%	100%

Regarding the important oral skills required to work in the advertising field, ESP teachers mentioned several tasks that students would be engaged in the workplace such as taking part in conversations with people in the company or clients, introducing themselves, negotiating with the clients, proposing new products, discussing in the meeting. Most of the mentioned skills required both knowledge and experiences. The ESP teacher responded,

ESP Teacher 2: They should be able to discuss general topics with people working with them and also with the customers. Also, they have to be able to introduce themselves, the company as well as discuss job-related issues such as proposing new campaign, present their work or negotiating with potential customers.

As for advertising teachers, all participants supported the same ideas that English oral skills is very important but the specific oral skills required would depend on the types of jobs students will be responsible if they work in the advertising field.

Advertising Teacher 4: There are different kinds of work in the advertising field. Some may need to have one skill more than the other but generally speaking; anybody in this field should be proficient in English speaking. Other oral skills can be learned from experience and practice.

Advertising Teacher 5: *There are a lot of presentations and meetings. Anybody in advertising should have basic knowledge of how to besides the knowledge of what to say.*

Moreover, the participants who are working in the advertising field confirmed the importance of English oral skills regarding the advertising work.

Advertising Personnel 7: *People who work in this area should be able to introduce themselves, or talk about their work but the most important thing they should be able to express themselves clearly and effectively.*

Advertising Personnel 9: *Oral skills that are important include giving opinions, jargons, convincing, elaborating, justifying.*

Table 4.15 Third interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advertising Personnel (3)
3. What are the general tasks that advertising personnel need to use their English oral communication skills? (i) communicating with foreigners	100% 66%	100% 100%	100% 66%

(ii) discussing in the meeting	66%	66%	66%
(iii) negotiating contracts	100%	100%	100%
(iv) coordinating with clients	100%	100%	100%
(v) presenting work			

There were several tasks mentioned that are common in the advertising industry such as introducing new advertising campaigns, presenting story boards to potential clients, dealing with customers, negotiating contracts, giving opinions etc. The degree of involvement in the English communication would largely depend on the specific area that one is working in. One ESP teacher said,

ESP Teacher2: People working in the advertising are required to perform several tasks that use English oral communication skills such as handling foreign customers, taking part in the meeting discussions, and even presenting their ideas to other members in the team and the customers.

The advertising teachers also added that advertising staff need to be proficient in English as their jobs are closely related overseas or foreign customers as they are now a large group of customers in Thai advertising industry.

Advertising Teacher 5: *Most tasks in the advertising companies concerning with foreign customers are carried out in English so people working in this field should know how to communicate with their customers appropriately and fluently.*

In addition, the participants who are working in the advertising companies confirmed the importance of English oral communication together with the familiarity with the rules of speaking in different contexts. The advertising personnel mentioned that,

Advertising Personnel 8: *They should at least have some abilities in participating in conversations and some familiarity with the rules of speaking in different countries for example asking for information, giving their comments, and negotiating techniques and so on.*

Advertising Personnel 9: *Tasks that the staff could be involved include video conferencing, meetings, phone etiquette, building ideas off other ideas i.e. slogans, jingles etc. Also, giving presentation on story boards for potential clients is almost inevitable these days.*

Table 4.16 Fourth interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advertising Personnel (3)
4. What are the most difficult or problematic tasks for Thai staff to perform? Why? (i) communicating in English (ii) writing report in English (iii) presenting work (iv) participating in the discussing	100% 66% 100% 100%	100% 66% 100% 100%	100% 66% 100% 66%

The participants mentioned different types of difficult or problematic tasks for

Thai staff, however, most of these tasks are related to communication especially in

English both speaking and writing. Some mentioned that the problems were due to

insufficient practice outside the class and limited vocabulary as shown below by one

of the ESP teachers:

ESP Teacher 3: *Students generally do not have any chance to practice their*

English outside the class so they are not fluent and they also have limited vocabulary.

These could be the problems when they have to work with customers from other

countries.

Advertising teachers also provided similar opinions regarding the problems for

Thai staff as shown below.

Advertising teacher 4: *English terms related to advertising and business genre*

could be one of the most difficult skills to be mastered since most students will be

more concerned with the use of correct grammar.

The advertising personnel had included another weakness of Thai staff

concerning speaking which was speaking in front of large audience as mentioned

below:

Advertising Personnel 7: *The most problematic task are probably speaking*

in front of large audience whether it is about introducing new campaign for the

product, explaining the details and convincing the potential clients. These kinds of

tasks require high level of English proficiency and experiences.

Table 4.17 Fifth interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advertising Personnel (3)
5. What are the methods used in recruiting advertising staff?			
(i) interviews	-	-	100%
(ii) resume and application letter	-	-	100%
(iii) demo presentation	-	-	33%

All advertising personnel stated that interviews are commonly used for screening candidates since interviews can reveal candidates' English proficiency as well as their attitudes, confidence and interpersonal skills as stated below.

Advertising Personnel 7: Interviews are commonly used after we have short-listed candidates. Applicants will normally go through a series of interviews, starting from human resources department and department head or sometimes a group of committee.

Advertising Personnel 8: We will screen the applicants from their resume and application letters. Interviews would be the final stage in making decisions.

During the interview, the applicants may be asked to do a short demonstration

presentation to see how much they are familiar about giving presentation.

Table 4.18 Sixth interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advertising Personnel (3)
6. What qualifications do the employers look for when hiring advertising staff regarding their English oral skills?			
(i) able to communication to English both speaking and writing	-	-	100%
(ii) able to handle general tasks ex. writing report, giving opinions, business communication	-	-	100%

All participants who are in the advertising field provided similar responses

regarding the oral skills of the candidates that they need to be able to communicate

in English clearly and effectively. One also mentioned the importance of the contexts

and intercultural communication as mentioned in the following:

Advertising Personnel 7: *The applicant should be fluent in English to a*

certain degree. Besides it's also important to know how to speak with people from

different cultures. It's a plus if they can perform difficult tasks like dealing with

customers from abroad or negotiating business contracts.

Table 4.19 Seventh interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advertising Personnel (3)
7. How will the employers test English oral communication skills of advertising staff regarding their English oral proficiency? (i) interview	-	-	100%

Most advertising personnel agreed on the use of interviews for recruiting apart

from screening the applicants from their resume and application letter for their

qualities as well as their English writing proficiency. Moreover, they also looked for

other qualities that manifested themselves during interviews such as interpersonal

skills, dealing with difficult questions and confidence.

Advertising Personnel 8: *Interviews would be the easiest method which can*

be done within a short period of time. However, during the interviews, we tend to

look for some qualities like how they answer the questions and express themselves

rather than looking for the small specific points like their grammar or accent.

Table 4.20 Eight interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advertising Personnel (3)
8. What is your suggestion regarding English course (content, materials, assessment)?			
(i) related topics to advertising	100%	100%	100%
(ii) vocabulary/jargons used in advertising	100%	100%	100%
	66%	66%	100%
(iii) different types of speaking activities related to advertising jobs	100%	100%	100%

Regarding the content, the participants had similar views that it should be related

to advertising especially students should be taught with the jargons and terms that are

commonly used in the advertising field. Furthermore, the teaching of specific skills

such as writing and speaking was also recommended due to limited time and

resources. The ESP teachers said,

ESP Teacher 2: About the course, the content should be relevant to their field.   Due to the limited resources and time the course should cover only specific skills such as speaking and writing.

ESP Teacher 3:   I personally think that using a lot of examples or circumstances that are likely to occur in their future workplace increase students' motivation and will be very helpful too.

Regarding the materials, the participants agreed that the materials used in the course should reflect the tasks in the real world and topics should be related to advertising. However, one advertising personnel stated that the materials should not be too specific to any particular areas of work and should be applied to all the staff working in the advertising field.

Advertising Personnel 7: The course should reflect the real tasks that the students will be undertaken in the future. In terms of English, students should learn basic vocabulary concerning advertising and give them an opportunity to apply the theories they have learned into practice before they enter the real working environment.

Advertising Personnel 8: *It should be real advantageous for the students to enroll in the course that are focus on using English for specific field. Since this is a new course and students have different aims, the content and the materials should not be too specific and deal with general topics about speaking such as presentation, discussion so that it can be beneficial for all areas of work.*

In terms of the assessment, all participants suggested performance-based tests which reflect the use of English oral speaking in the work place rather than paper-based assessment which may not truthfully reflect students' performance.

Advertising Teacher 5: *The assessment may consist of different types of speaking activities rather than the paper exams. For example, creating more hands on activities and real life situation so that students can maximize their output.*

Table 4.21 Ninth interview question

Interview Questions	Advertising Teachers (3)	ESP Teachers (3)	Advertising Personnel (3)
9. How can the ESP advertising course be developed or improved to help advertising students to be successful candidates and perform their work efficiently?			

(i) conduct pre-post tests	66%	100%	33%
(ii) authentic assessment	100%	100%	100%
(iii) adequate practice of oral communication skills	100%	100%	100%

Although different ideas had been proposed regarding the development of the course such as using pre and posttest, conducting needs analysis, using authentic materials etc., all participants agreed that the course should resemble the work of advertising in the real situations especially in the tasks that require the use of English oral communication.

ESP Teacher 2: Conducting pre- and post-test could be a good idea to check their progress. The assessments should be authentic that is to say represent the real situation as much as possible.

Advertising Teacher 5: I think the course should focus on the improvement of students' performance in the areas that are related to advertising instead of general topics.

Advertising Personnel 8: *There should be a lot of speaking activities so that students have an opportunity to develop their speaking skills with the emphasis on advertising topics.*

Summary

From the interviews with the ESP teachers, advertising teachers and advertising personnel, it became evident that English oral communication skills are not only important for all those who want to work in the advertising field but it is one of the major criteria in recruitment. Moreover, the most common weakness of Thai graduates is the ability to communicate effectively in English. In so doing, it is recommended that the course needs to focus on the real tasks that are common in the field such as presentation, discussion, giving opinions, sharing information, providing feedback and negotiating. Apart from the general speaking activities, it is also suggested that students should be able to express themselves well enough to get hired or pass the interviews which are commonly used in recruitment. Despite the fact that work in the advertising involves different areas such as creative, production, accountant executives, and graphic designer etc., English is still widely used to communicate with clients or among colleagues in the same organization due to the increasing market share from overseas customers and increasing rate of multinational staff. Therefore, it is inevitable that

English oral ability has become one of the main requirements for anybody who are looking for a job in the advertising field. However, the results from the interviews also suggested the content should be related to the field but not too specific so that it can accommodate the needs of all staff working in different areas in the advertising field.

Based on the interviews with nine experts, the following English oral communication skills are regarded as the most important skills to work in the field of advertising:

1. Ability to share their opinions/skills with supporting reasons

2. Ability to handle presentation

3. Ability to introduce new campaign

4. Ability to persuade, convince, negotiate with customers

5. Ability to answer and give information about company services to customers

6. Ability to provide feedback or suggestions regarding advertising campaign

In order to get a job in the advertising field, the advertising personnel recommended the following skills as the most important:

1. Ability to introduce themselves, talk about their educational backgrounds, previous working experiences

2. Ability to talk about their abilities, skills, interests, strengths and weaknesses

3. Ability to talk about the organization they are applying for

4. Ability to ask questions regarding the company

As a result, the development of an English oral communication course is necessary in order to provide an opportunity for the students to learn and familiarize themselves with the skills and knowledge that are related to English job application and English for advertising business. The course, therefore, should emphasize oral communication skills in accordance with the activities and functions carried out in the advertising field. In the next section, the details in developing and implementing the course are provided.

4.2 Phase 2: Course Development and Course Implementation

The steps in translating the findings from the needs analysis to a course development are as follows:

Course Development

1. Specifying important findings from needs analysis

2. Conceptualizing content

3. Formulating goals and objectives

4. Organizing the course

5. Developing assessment plan

6. Validating and evaluating the proposed course and lesson plans and

materials by the experts

7. Adjusting the course

8. Piloting study

9. Readjusting the course

4.2.1 Specifying important findings from needs analysis

Based on the findings from the interviews with the ESP teachers, advertising

teachers, advertising personnel and the results from the survey conducted earlier, it is

apparent that the students need an English course that specifically focuses on oral

communication skills that are related to advertising. Since working in the advertising

industry involves different functions from account executives to creative, the needs of

English oral communication skills, therefore, varies accordingly.

Several skills in oral communication had been chosen based on what were

perceived as the most required and could be applied to any functions to be the

learning objectives of the course as listed in Table 4.22 below.

4.2.2 Conceptualizing contents:

The course was conceptualized according to the language, the

learning/learner and social contexts. The details for each part were chosen in

accordance with the findings from the needs analysis as shown in Table 4.22-4.24.

Table 4.22 Focus on Language

Skills/Contents	Details
Linguistics Skills	- Pronunciation, vocabulary
Topics/Themes	- Language related to advertising, job interview and oral [presentation
Situations	- Job interviews, presentation / meetings / discussions
Speaking	- Self-introduction, answer job interview questions, sharing ideas/opinions, giving presentation, proposing new products, handle difficult questions (interview/presentation), giving feedback
Listening	- Listening for comprehension
Writing	- Producing CV, application letter
Reading	- Reading job advertisements, understanding advertising-related articles
Tasks	- Proposing new campaign to potential customers

Genre	- Using appropriate language for job interviews, oral presentation

Table 4.23 Focus on Learning and the learner

Skills	Details
Interpersonal skills	- group work presentation, group discussions and participation
Self-awareness	- self-assessment (students' logs)

Table 4.24 Focus on Social Context

Skills	Details
Sociolinguistic Skills	- Using appropriate language for job interview, oral presentation and giving feedback
Sociocultural skills	- Using and presenting advertisements both printed/screen by considering different norms and value of different cultures.

4.2.3 Formulating learning objectives of the course

The course focused on the application of English communication skills to practical uses relevant to advertising particularly in job interview, presentation, and group discussion. An emphasis was placed upon collaborating, peer/self-assessment

as well as writing appropriate texts such as curriculum vitae, job application letters, editing and print adverts.

The selected learning objectives of the course consisted of following points:

1. Learning how to answer interview questions appropriately and effectively

    1.1 able to introduce themselves

    1.2 able to talk about their educational backgrounds, previous experiences, interests, strengths and weaknesses

    1.3 able to answer about the organization they are applying for

2. Giving well-organized presentation

    2.1 able to give presentation individually and in groups

    2.2 able to talk about their roles, introducing new campaign advertising process

3. Using various oral communication skills to handle advertising-related activities

    3.1 able to introduce new campaign

3.2 able to talk about the advantages and disadvantages of different

types of advertising

3.3 able to explain advertising process

3.4 able to provide appropriate feedback

4. Writing application letter and job application letter

5. Participating in different types of group discussions

6. Improving peer assessment skills

4.2.4 Organizing content and activities:

The course was organized based on the following steps:

1. determining the organizing principles:

2. identifying units, modules or strands based on organizing principles

3. sequencing the units

4. determining the language and skills content of the units

5. organizing the content within each unit

4.2.4.1 Determining the organizing principles:

The content of the course was derived from the functions and duties of the

advertising personnel working in different units in the advertising companies. The

focus of the course is on improving and developing students' English oral

communication skills related to get the job and work in the advertising

company/department.

4.2.4.2 Identifying units, modules based on organizing principles:

The course was divided into three modules: English for Job Interview, English

for Advertising and English for Presentation. Each module was divided into three

lessons followed by students' assessments.

4.2.4.3 Sequencing the units:

The units were sequenced in relation to the learning objectives and course

modules as shown in Table 4.25.

Table 4.25 Weekly Teaching Plan

Wk	Lessons	Class Activities	Quizzes & Homework Due
1	- Introduction to the course and evaluation plan	- Pretest (interview)	List of group members
2	**Module 1: English for Job Interview** Lesson 1: - Introduction to advertising business and related job, answering interview questions about their backgrounds, working experiences and interest, different types of resume	Oral: discussion, role play interview situation (paired-work) Written: writing resume	Writing resume
3	Lesson 2 - Writing cover letters - Preparing for job interview - talking about students' strengths and weaknesses	Oral: practice answering interview questions about ones' strengths and weaknesses	Writing application letter
4	Lesson 3 - softening negative responses - handle different types of questions - asking questions	Oral: class discussion, Listening: clips of job interview	Group work: searching screen / printed adverts
5	**Module 2: English for Advertising** Lesson 1 - forms of advertising - purpose of advertising - choosing the media - advertising process - developing advertising message	Oral: discuss students' chosen TVC and printed ads Written: practice writing advertising reports	Group work: writing reports

6	Lesson 2: - language of slogan (devices) - giving opinion - agreeing/disagreeing - giving feedback - reassuring clients	Oral: group discussion Written: slogan and headlines writing (group-work)	Prepare job interview midterm test (posttest)
7	Students' assessment (job interview) Posttest		Prepare group/individual presentation
8	Pretest: 2 and 3 (group/individual presentation)		
9	Lesson 3: - advertising media selection - proposing new campaign - handling questions	Oral: discuss students' presentation and provide written feedback	Group work: analyzing screen ads
10	**Module 3: English for Presentation** Lesson 1: - Introduction to different types of presentation - The structure of the presentation	Oral: group discussion on presentation techniques	Group work: prepare for class presentation
11	Lesson 2: - Discuss important aspects of presentation (organization, delivery, language devices)	Oral: practice giving presentation (individual)	Group work: preparing a presentation for advertising project

12	Lesson 3: - Giving feedback, suggestions and criteria in evaluation	Oral: practice giving presentation (group)	Group work: preparing a presentation for advertising project
13	Students' assessment - group presentation	Oral: Group presentation Written: Peer assessment	Writing peer assessment
14	Students' assessment - individual presentation	Oral: Individual presentation Written: peer assessment	Writing peer assessment

4.2.4.4 Determining the language and skills content of the units

Each unit integrates speaking activities and language lessons in accordance with

the topic of the lessons as shown in the Table 4.26.

4.2.4.5 Organizing the content within each unit

The content of each unit follows the goals and objectives of that unit as can

be seen the Table 4.26.

Table 4.26 Sample lesson Plan

Course: English Oral Communication Course 3rd Year Advertising **Students**

Class Duration: One session (180 minutes)

Class size: 41 students

Students: Third year Advertising Students, ICT Faculty

Module 1: English for Job Interview

Lesson 1: Talking about students' backgrounds and experiences

Goal: Students will be able to answer the questions regarding their background and working experiences and write appropriate curriculum vitae

Learning objectives: By the end of this unit, the students will be able to

1. answering interview questions about themselves, talking about their educational backgrounds, their extra-curriculum activities and their work experiences related to the jobs in the advertising field.

2. write appropriate curriculum vitae

Knowledge	Skills
- Basic expressions for answering job interview questions regarding the backgrounds, education, work experiences, interests and skills related to advertising - pronunciation and common vocabulary - How to write a resume	- Speaking about themselves - Listening for comprehension - Answering interview questions - Writing resume to apply for a job in the advertising field

Materials: Computer, projector, speakers, microphone, worksheet, CD, DVD, Powerpoint Slides

Phase 1: Discuss students' views regarding jobs and the requirements in the advertising business (60 minutes)

Topic	Targeted Areas	Performance Objectives	Activities	Teaching Aids	Assessment
1. Warm-up (10 mins) 2. Advertising Jobs (50 min)	Jobs available in the field and vocabulary about job application and requirements	- Students will be able to share their views about the different kinds of jobs in the advertising including some basic information	- Search Job advertisements from the Internet that they are interested to work (group work)	- Example of Job ads in advertising	- Observe and check if the students can understand and participate in the discussion - Each group present 3 advertising ads that they are interested to work

Break 5 minutes

Phase 2: Talking about students' background, work experiences and interests (60 mins)

Topic	Targeted Areas	Performance Objectives	Activities	Teaching Aids	Assessment
1. Talking about students background, work experiences and interest	- Useful expressions for job interview. - Past tenses and Present tenses	- Students will be able to write about themselves on the worksheet - Students will be able	- Watching interview dvd and discuss - Each student fill in the information on the	DVD for job interviews, Worksheet	- Observe and check whether the students are able to write about themselves on the worksheet

	- Pronunciation - Listening	to use appropriate expressions to talk about their backgrounds, work experiences and interests	worksheet provided - Brainstorm common interviews that are frequently asked during the interviews and choose the five top interview questions for practice - Practice anwering (pair work)		- Observe and check if the students can pronounce the expressions correctly - Observe and check if the students are able to answer the selected job interview questions correctly and appropriately

4.2.5 Designing an assessment plan

In order to evaluate the effectiveness of the course, the main instruments used

to collect data were the oral tests (interview test, presentation (group/individual).

Students and teacher's logs were used to collect qualitative data. The instruments

such as assignments, quizzes, peer assessment were used for evaluating students

progress and providing feedback. Table 4.18 provides a summary of an assessment

plan.

Table 4.27 Assessment before and after the implementation

Before the implementation	After the implementation
- The pre-oral tests	- The post-oral tests

4.2.6 Validating the course

After the course modules and materials had been designed, a group of experts

which consisted of one assessment teacher, one ESP teacher, and one advertising

personnel were invited to validate and evaluate the proposed course plan and English

oral tests.

The 5-scale checklist adapted from 'Sample Checklist for Assessing Activities

and Materials' (Genesee & Upshur, 1996) and 'What can be evaluated' (Graves, 2000)

were used in the validation process. The results of the evaluation are shown in Table

4.28.

Table 4.28 Criteria for evaluating the course plan (See Appendix K)

Criteria for evaluating the course plan	$\overline{\mathrm{X}}$	SD	CV
1. The unit objectives are realistic	5	0.00	0
2. The unit objectives are appropriate	5	0.00	0
3. The unit objectives are achievable	4.66	0.58	12.38
4. The contents are relevant to the students' needs.	4.33	0.58	13.33
5. The contents are at the right level.	4.66	0.58	12.38
6. The contents are suitable for the time allotted.	4.33	0.58	13.33
7. The sequence of the contents is appropriate.	4.66	0.58	12.38
8. The contents are comprehensive enough.	5	0	0
9. The contents are focused enough.	5	0	0
10. It flows from unit to unit.	4.66	0.58	12.38
11. It flows within units.	4.33	0.58	13.33
12. It allows the students to perceive a sensible progression.	4.66	0.58	12.38
13. The materials/activities match the unit objectives.	4.66	0.58	12.38
14. The materials/activities make clear the communicative uses of the language.	4.33	0.58	13.33
15. The materials/activities are age appropriate, at the right level and of appropriate difficulty.	4.33	0.58	13.33

16. The materials/activities are engaging and learner-centered.	4.66	0.58	12.38
17. The materials/activities encourage cooperative learning.	5	0	0
18. The materials/activities are meaningful and useful to students.	5	0	0
19. The materials/activities are varied and can accommodate different learning styles and preferences	4.33	0.58	13.33
20. The materials/activities include cultural content appropriate to the target culture.	4.66	0.58	12.38
21. The materials/activities are authentic.	4.66	0.58	12.38
22. The materials/activities seem fun and interesting.	5	0	0
23. The instructions are clear and appropriate to the students.	4.66	0.58	12.38
24. The instructions are clear and appropriate to the students.	5	0	0
25. There is enough practice for the students.	4.66	0.58	12.38
26. The assessment/evaluation plan allows the students to understand how and why they will be assessed.	5	0	0
27. The assessment activities assess what has been learned.	5	0	0
28. The assessment activities are appropriate to the students' level.	4.66	0.58	12.38

29. The assessment activities are able to measure progress or achievement.	4.66	0.58	12.38
30. The assessment activities are suitable for the time allotted.	4.66	0.58	12.38

4.2.7 Adjusting the course

Based on the comments and suggestions from the experts, students should be trained to provide feedback by providing them with the worksheets with important points. Moreover, there should be more visual examples on DVD on giving presentation on various topics and job interviews.

4.2.8 Piloting the study

The purpose of the pilot study is to ascertain that the proposed lesson plan can be implemented successfully. In addition, it also allows teacher to check students' comprehension and feedback on the content, language prior to the implementation of the course.

Three sample lessons with six sessions were piloted during August – October 2011 with forty third year advertising students at Silpakorn University. The students who took part in the pilot study were the third year students, majoring in advertising

and were assigned to the researcher (intact group). The sample lessons are presented

in Appendix D.

At the end of the pilot study, the students were asked to fill out the course

evaluation form which was adapted from "The evaluation form for the sample study"

in Vasavakul (2006). Likert scale of 1 to 5 was used with 1 = not agree at all, 2 = do

not agree, = 3 = neutral, 4 = agree, and 5 = strongly agree. The data was analyzed

using descriptive statistics of means and standard deviations.   The findings are

presented in Table 4.29.

Table 4.29 The results of the students' attitudes after the pilot study
 (see Appendix M)

Criteria for evaluating the course	Min	Max	$\overline{\text{X}}$	SD.	CV
1. The lesson responded to the needs of the students.	3	5	4.42	.549	12.42%
2. The lessons were useful and practical.	3	5	4.75	.492	10.36%
3. The lessons were suitable to the students' language level/knowledge and age.	3	5	4.55	.597	13.12%
4. The lessons were authentic.	3	5	4.43	.594	13.41%

5. The sequence and the organization of the lessons were suitable.	3	5	4.40	.591	13.43%
6. The timing of the lessons was suitable.	3	5	4.32	.616	14.26%
7. The speed of the lessons was appropriate.	3	5	4.27	.716	16.77%
8. The lessons were fun and interesting.	2	5	4.03	.733	18.19%
9. The lessons were taught in different styles	2	5	3.88	.757	19.51%
10. The teacher/the teaching method helped the students in learning.	3	5	4.73	.506	10.70%
11. The teacher/the teaching methods allowed students to share different ideas and exchange knowledge.	3	5	4.68	.526	11.24%
12. The materials were useful and appropriate.	3	5	4.15	.580	13.98%
13. The assessment was clear and useful.	3	5	4.43	.594	13.41%
14. The students have learned and improved oral communication after the lessons.	3	5	4.48	.554	12.37%
15. Overall, the student likes the lessons and the teaching and would like to study more lessons.	3	5	4.45	.597	13.42%

16. The student thinks that there should be a course like this one offered in the university.	3	5	4.62	4.90	10.60%
17. The student thinks that there should be some other sequential or related courses like this one.	3	5	4.73	.452	9.56%

Table 4.29 shows that the means of all area were rated above $\overline{X}$ = 3.88, indicating highly positive attitudes of the students toward the course. The lowest mean was in the areas of teaching with different styles $\overline{X}$ = 3.88. The students rated the highest with $\overline{X}$ = 4.73 in the teaching methods which helped them in learning and there should be some other sequential or related courses. As regards to open-ended question, most students required more time for practice and the lessons were too short to cover every area required. Ten students suggested that a similar course should be offered in the future, five students recommended that the teaching hours should be extended. Each criterion shows a low percent of coefficient variation (CV> 25%), indicating consistency of the mean scores which means that the students' responses were consistent.

In addition, during the pilot study, one ESP teacher was asked to observe and evaluate the class using a 5-Likert's scale for classroom observation adapted from

Classroom Observation in Community College Survey of Student Engagement (CCSSE)

available online at website: www.cdcsse.org/publications/CCSSE%20Classroom%

20Observation%20Form.pdf. The scale range from 5 to 1 with 5 = excellent, 4 =

good, 3 = moderate, 2 = poor, and 1 = very poor. The results are presented in Table

4.30.

Table 4.30 The result of the class observation form (see Appendix J)

Criteria for observing and evaluating teaching and learning of each class	Class 1	Class 2	Class 3	Class 4	Mean	Comments
1. Learning organization and management						
a. Clearly explained the learning objectives for the class session	5	5	5	5	5.00	
b. Was prepared to conduct class	5	5	5	5	5.00	
c. Spent time for each part	5	4	5	4	4.50	Students seem to need more time to practice
d. Ensured that students were engaged in the learning activities	5	5	5	5	5.00	

planned for the class session						
e. Noticed when a student or students were not engage and took action to involve the student(s) in the class activity	5	4	4	5	4.50	There are too many students in the class to engage them all.
f. Summarized the major points at the end of the session	4	5	5	5	4.75	The teacher used questions for the students to get the major points discussed
2. Knowledge of subject matter						
a. Explained concepts clearly	4	5	4	5	4.50	The teacher tried to integrate students'knowledge in advertising with English
b. Gave 'real world' examples to illustrate concepts	5	5	5	5	5.00	Many examples from both teacher and students
c. Responded adequately to students questions	4	5	5	5	4.75	Time was not enough to get all the questions answered
3. Teaching Style						
a. Spoke clearly and audibly	5	5	5	5	5.00	

b. Showed enthusiasm for the subject matter and teaching	5	5	5	5	5.00	
c. Encouraged questions and students participation	4	5	5	4	4.50	Used different types of questions to engage students
d. Provided feedback that gave students direction for improvement	4	5	5	5	4.75	
e. Interacted with individual students during the class session.	4	4	3	4	3.75	Due to the large number of students, it was not possible for teacher to interacted with every student
f. Interacted with students working in small groups during the class session	4	5	5	4	4.50	
g. Used techniques that reflect an awareness of different learning styles	4	5	5	5	4.75	
h. Appropriately used Web-based resources, Powerpoint or other technological tools	5	5	5	5	5.00	Technology was used to help students understand better

4. Assessment						
a. The assessment /evaluation activities assess what has been learned.	5	5	5	5	5.00	
b. Overall, did the instructor create an engaging learning during the observed class session?	5	5	5	5	5.00	Students seemed to have positive attitude towards the class since it was closely related to their major

According to the result of the class observation, the means of every lesson range from 3.75 to 5.00. The observer also added some comments regarding the following areas:

1. The class size should be smaller especially when focusing on teaching speaking skills.

2. The students should be given enough time for practice the speaking activities.

3. The teacher may assign students to prepare for the following week's topic so that they would be able to share ideas and exchange opinions.

4.2.9 Readjusting the course

Based on the result of the pilot study and the feedback from the students and the teacher observer, the lesson plans and the teaching process were adjusted accordingly. The language used in the class was simplified and more examples of real world speaking activities were added. Moreover, some speaking activities were modified so that all students could have adequate time to practice.

After the course had been implemented, the effectiveness of the course was determined using instruments namely the pre/posttest, students' logs, and teacher's logs. With regards to students' attitudes toward the course, a questionnaire survey and interviews were conducted with all learner participants. Moreover, the results of the survey and interviews yielded how the participants viewed the course as well as how it should be adjusted to suit their needs.

Hypothesis 1: **The students' scores of the posttest will be significantly higher than the scores of the pre-test**

The participants were pre- and posttested for their English oral communication skills. Two raters were assigned to rate each participants using the five

scales on the scoring sheets (see Appendix E). Two sets of scores from two raters were

combined and divided by two to find out the mean scores for each of the participants.

There were two raters who rated the students' oral tests. Based on Pearson

Correlation, the correlation of raters in the English oral pre- and posttest were 0.96

and 0.95 respectively. The correlation is significant at the 0.01 level. In terms of inter-

rater 'reliability,' high correlation among raters were found in pre and posttest which

indicates the degree to which the ratings of one rater can be predicted from the ratings

of the other raters (Hatch & Farhady, 1982, p. 203). For the present study, three sets

of tests were used to evaluate students' performances on their oral communication

skills which included answering interviews questions, group and individual

presentations. The results of the t-tests are demonstrated in Tables 4.31-4.33.

Table 4.31 The interview test – Paired samples test (t-test) and effect size (Hedges'g)

			Paired Differences				
	Min	Max	$\overline{\text{X}}$	SD	t-test	Sig (1-tailed)	g
Pretest	6	22	10.48	3.84	24.14	0.00	4.298
Posttest	18	29	25.48	3.14			
Posttest – Pretest			15.00				

It can be seen from Table 4.31 that there was a significant improvement in the students' performances in their English oral communication skills (pre-test $\overline{X}$ = 10.48, posttest = $\overline{X}$ 25.48) with the effect size at 4.30 which is considered effective. Moreover, the results of 24.14 from t-test showed that the students had higher scores in their oral interview test at a significant level (P < .05).

Table 4.32 The Group Presentation Test – Paired samples test (t-test) and effect size (Hedges'g)

			Paired Differences				
	Min	Max	$\overline{X}$	SD	t-test	Sig (1-tailed)	g
Pretest	9	15	12.29	2.00	9.76	0.00	1.853
Posttest	14	17	15.19	1.13			
Posttest – Pretest			2.90				

Table 4.33 The Individual Presentation Test – Paired samples (t-test) and effect size (Hedges'g)

	Min	Max	$\overline{\text{X}}$	SD	t-test	Sig (1-tailed)	g
			Paired Differences				
Pretest	5	11	7.30	1.49	19.64	0.00	3.465
Posttest	10	18	13.19	1.91			
Posttest – Pretest			5.89				

As for students' presentation skills (group and individual), Tables 4.31 - 4.33 show significant improvement in both tests. The pretest mean for group presentation was $\overline{\text{X}}$ = 12.29, posttest $\overline{\text{X}}$ = 15.19 with the effect size at 1.86. The pretest mean for individual presentation was $\overline{\text{X}}$ = 7.30, posttest $\overline{\text{X}}$ = 13.19 with the effect size at 3.47.

In the presentation tests, the results of the t-tests were 9.76 for group presentation and 19.64 for individual presentation, indicating higher score in their oral tests at a significant level ($p < .05$). According to Cohen (1988), the values of the effect size were used for the interpretation in terms of the correlation between an effect (the English

oral communication course) and the dependent variable (students' improvement of their oral communication skills.)

To sum up, there was the significant improvement of the students' performance in their oral skills with a large effect size. As a result, the first hypothesis was accepted.

4.3 Phase 3: Students' attitudes towards the course

4.3.1 The end-of-course attitude questionnaire:

After the course had been implemented, the survey of students' attitudes towards the course were conducted and reported in the Table 4.34 below.

Table 4.34 The results of the end-of-the-course evaluation survey

Criteria for evaluating the course	Min	Max	$\overline{\mathrm{X}}$	SD.	CV
1. The lesson responded to the needs of the students.	3	5	4.27	.672	15.74%
2. The lessons were useful and practical.	3	5	4.83	.442	9.15%
3. The lessons were suitable to the students' language level/knowledge and age.	2	5	4.51	.771	17.10%
4. The lessons were authentic.	3	5	4.32	.650	15.05%

5. The sequence and the organization of the lessons were suitable.	2	5	4.27	.672	15.74%
6. The timing of the lessons was suitable.	3	5	4.27	.633	14.82%
7. The speed of the lessons was appropriate.	2	5	4.17	.738	17.70%
8. The lessons were fun and interesting.	2	5	3.98	.790	19.85%
9. The lessons were taught in different styles	2	5	3.66	.762	20.82%
10. The teacher/the teaching method helped the students in learning.	3	5	4.54	.596	13.13%
11. The teacher/the teaching methods allowed students to share different ideas and exchange knowledge	3	5	4.56	.634	13.90%
12. The materials were useful and appropriate.	2	5	4.00	.742	18.55%
13. The assessment was clear and useful.	3	5	4.22	.690	16.35%
14. The students have learned and improved oral communication after the lessons.	3	5	4.34	.693	15.97%

15. Overall, the student likes the lessons and the teaching and would like to study more lessons.	3	5	4.46	.596	13.36%
16. The student thinks that there should be a course like this one offered in the university.	3	5	4.63	.581	12.55%
17. The student thinks that there should be some other sequential or related courses like this one.	3	5	4.71	.512	10.87%

Based on the findings from table 4.28, the students indicated positive attitudes

towards the course. Every criterion was rated above 3.50. The highest mean is about

the usefulness and practicality of the lesson ($\overline{X}$ = 4.83). The lowest is about the

different teaching styles ($\overline{X}$ = 3.66). Overall, the students likes the lessons and the

teaching and would like to study more ($\overline{X}$ = 4.46). Moreover, they think that there

should be a sequential or related course like the present one ($\overline{X}$ = 4.71). Most

criterion was rated over 4.00, indicating that the students were satisfied with the

course. As for the percentage of coefficient variation (CV), all of the criterion show CV

< 25%, representing consistency of the students' opinions. In other words, the

responses of the student vary little and are consistent.

The last part of the questionnaire was an open-ended question, allowing

students to put any additional comments regarding the course they attended.   There

were 35 students who provided the answers with some providing more than one. All

answers were grouped by means of content analysis. The results are shown in Table

4.35.

Table 4.35 Comments at the end of the course

Comments at the end of the course	Frequencies
1. Very useful and practical for working in the advertising field	14
2. Want to learn about terms/vocabulary related to advertising	10
3. There should be more opportunity to practice speaking activities	7
4. Like the presentation modules	3
5. Like the advertising modules	3
6. Want to continue the course in the fourth year	2
7. Like the content and the sequence of teaching	1

The majority of comments were about the usefulness and practicality for working in advertising field. Most students required more speaking activities and practice in the class. However, the size of the class was also considered too large for learning oral skills.

4.3.2 The end-of-course interview questions:

In order to gain more understanding and to triangulate the data gathered from the students on their attitudes, an interview was used after the implementation. All 41 students were interviewed for their opinions regarding the course and its effectiveness. The data was categorized and analyzed using content analysis. The findings are reported in four topics: the teaching/learning, the content, assessment and suggestion for improvement.

Students' attitudes on teaching/learning:

Regarding the teaching/learning, most students had the same opinion that the class was relaxing and free from pressure. They were able to build up their confidence in speaking through different kinds of speaking activities. The following are some of the comments from the students:

S11: I like the classroom atmosphere, it was relaxing and fun. At first I was so scared to know that this class would focus on speaking because I'm not good at speaking but after a few lessons, it seemed to be one thing that I look forward to it. I really enjoy speaking even I can't speak very well.

S25: My speaking skill is not very good at all so I was worried about the course. After a while I got used to speaking and had fun to participate in the classroom discussions. More important I find the comments from the teacher and my friends are very useful because it show how I can improve my speaking performance in the future.

S38: Teacher tried to build the confidence of the students by starting something very easy and let us participate in the speaking practice which helped me to speak a lot more fluent even it's not very accurate yet. I think that speaking is not as hard as I first thought and we all can do it with a lot of practice and guidelines.

Students' attitudes on the content of the course

All the participants had positive opinions regarding the content of the course. The students found that the course was very useful for their future job in the advertising field since the content of the course was derived from advertising-related activities such as proposing new campaigns, giving feedback etc. Some students also

mentioned that the course should be continued in the fourth year and the size of the

class should be smaller. Some of the comments are listed below:

S20: The course is new so were not quite sure at first. Then we found out

that everything is about advertising which gave me a lot of motivation in learning.

The course was very useful and practical for our future job. I hope there is a similar

course in the fourth year.

S39: I really like the course because the content of the course is about my

major. I learned a lot especially about the terms frequently used. I also find the

topic about presentation extremely useful.

S41: The topics that teacher chose to include in the course are very important

for our work in the future. I have learned a lot but I think we should have the course

in the fourth year with less students.

Students' attitudes on the assessment

In terms of the assessment, most students found that the speaking tests were

reasonable and valid as it followed the instructions that were taught and covered in

the class. Although some students thought that it had hard time trying to remember

the script for the presentation, they were also given sufficient time to practice with

appropriate guidelines before the tests. The following are the comments regarding the assessment.

S13:   I like the speaking tests because I can check my own speaking performance from the recordings and from the teacher afterwards. I think the tests were more practical than the paper-based tests.   Everything on the tests was exactly the same as we learned in the class.

S15: The tests were not difficult as we knew in advance what we had to do and how to do it. What made it difficult was how we did it according to what we had practice earlier. Overall, I found that speaking tests helped me a lot in building my confidence. Now, I'm less scared to give any kind of presentation.

S21: Most of the assessments are in the form of speaking and discussion in the class which was the objectives of the course. We all had the information about the tests in advance so I paid good attention and tried to participate in the class discussions. I don't like to remember the script and find it very difficult so I need to practice more.

4.3.3 Students' and Teacher's logs

The attitudes of the students and the teacher (the researcher) regarding the course and the process of teaching/learning were recorded after the end of each lessons by using students' and teacher's logs in order to determine the effectiveness of the course and to obtain insight into the learning/teaching process. As it was open-ended question, the students may or may not provide the answers to every item asked. In addition, they may provide more than one answers. The information was divided into three categories according to their perception of the lessons: 'Appropriate,' 'Too Difficult,' and 'Need Help'. The data was coded and categorized according to the modules taught namely English for job interview, English for advertising, and English for presentation.

Students' logs

Table 4.36 Module 1: English for job interview

Appropriate		Too Difficult		Need help	
Learning vocabulary related to job interview	21	Vocabulary	19	Vocabulary related to job application	15
How to write CV and application letter	12	Speaking/answering interview questions	15	Writing CV and application letter	10
Practice speaking/answering interview questions	10	Grammar	5	Speaking/listening	9
		All skills (reading, writing, speaking, and listening)	3	Grammar	2
				Answering interview questions	2

Other comments and suggestions

Most students found that activities in relation to the interviews for job

application were useful and appropriate even though the vocabulary used in the

lesson was considered too difficult. The students, hence, needed help in vocabulary

for both answering interview questions and for writing CV and job application letters.

Some students mentioned their opinions regarding the lesson as follows:

S9: I like to share conversation with friends in groups and brainstorm possible

questions and answers for job interview

S13: When I speak English, sometime I don't know how to express myself in the

conversation and that's why I'm not confident to speak out.

S14: Sometimes, I think I have to practice speaking English more but since I have no

opportunity to speak in my daily life so I am hoping that this class will allow me or

help me to practice my speaking and listening skills.

S25: I can apply what I learned in this lesson for job interview in the future. I learned

how to talk about my weaknesses and to response difficult interview questions.

S31: I like this course as it can be used in real life situation. I normally feel shy to

speak English but this lesson helps me to be more confident.

Teacher's logs

From the observation of the class and students, it can be concluded that most

students were willing to practice or participate in speaking activities after they get used

to the class environment and with one another. They seemed to understand their weaknesses in speaking especially in the use of specific terms to express their opinions. Some of the points listed below show how students progressed as the lesson continued.

- *Students seem to be worried about their speaking skills and quite reluctant to speak or ask any questions during the class. Need to include more interesting speaking activities to encourage them to speak and participate more.*

- *Students are more relaxed after participating in class discussions and activities. They seem to adjust with the class environment pretty well. Some students are still too worried and noted down everything as they are still used to writing down things before they comprehend.*

- *I felt that the number of the students in the class is too large to monitor their speaking performances. This might affect their opportunity to practice their oral skills in the class.*

- *Overall, at the end of Module 3, students seem to be more comfortable with one another and with the teacher as well. They are less shy and try to participate more during class discussions.*

Table 4.37 Module 2: English for advertising

Appropriate		Too Difficult		Need help	
Vocabulary related to advertising	14	Speaking	25	Speaking	20
Discussion in the class	11	Vocabulary related to advertising	10	Grammar	10
Using a variety of language devices for writing slogans	8	Presenting work in front of the class	10	Vocabulary related to advertising	8
Watching and analyzing different kinds of television commercial and printed adverts	5	Discussing advertising campaign	6	Discussion	5
		Listening	2	Presentation	3

Other comments and suggestions

The students viewed the lessons on advertising beneficial as they were directly linked to students' educational background and interests. However, most of them had difficulties in applying their knowledge learned into speaking activities as they have not had sufficient opportunity to speak or practice communication skills in English.

Therefore, the students stated that they needed help in speaking in terms of the accuracy and fluency as well as the specific terms related to advertising. Some of the students' opinions are presented below.

S1: I can practice my speaking skill when I present my advertisement and also get the feedback from my teacher and my friends.

S6: The topic is very interesting and I can apply in my future job and other subjects

S10: I like to watch television advertisements that every group presented in the class and I also like to listen to other opinions about advertisements.

S12: I can't talk about my ideas during the presentation and I don't understand some of the vocabulary from the teacher's questions.

Teacher's Logs:

It was obvious that the students perceived that the lessons were beneficial as they focused on their major and were willing to participate more in speaking activities. Most of them started to notice or be aware of their own problems in speaking and consulted the teacher for help.

- Students enjoy discussing the topics about advertising even though they sometimes got stuck and could not find the words to express their ideas. In this situation, using

Thai language turned out to be helpful as it allows us to share some ideas on how the meanings of the words are changed or interpreted in different contexts and cultures.

- Some students needs more practice on their listening skill. I have to include more listening practice and spend more time. Some students requested handouts before the class which I usually give them after the class to prevent them from taking note instead of participating in speaking activities.

Table 4.38 Module 3: English for Presentation

Appropriate		Too Difficult		Need help	
Practice presentation skills	18	Speaking	15	Speaking	18
How to deal with difficult questions	9	Remember the scripts	10	Grammar	12
Learn different ideas from other groups	5	Vocabulary	9	Vocabulary for presentation	6
		Not feeling confident	3		
		Deal with questions	3		

Other comments and suggestions

The students had positive opinions regarding the lessons on presentation. Most students required more practice since they have difficulties in remembering the script and speaking confidently in front of the audience. In addition, the students also needed more training in giving feedback to their peers. Some of their feedbacks are presented below.

- S2: I think presentation skills are very important for my future so I really enjoyed the lessons. I found that it was quite hard at first but the more we have chance to practice, I can notice my own improvement.

- S13: We have to provide feedback for our friends about the presentation which I find very difficult since I don't know what is considered alright and what is not. I just hope that my judgment is appropriate.

- S21: The most difficult part for me is to remember the script and I always get very nervous to present in front of the class. I think we have to practice more in order to get familiar with the activities and increase our confidence in speaking.

Teacher's log:

The teacher noticed some difficulties of the students in presenting their work and also in giving feedback. By providing more examples of presentation clips and giving training on peer-assessment helped both the teacher and the students to achieve the objectives of the lessons and yielded positive outcomes.

- Students like to watch different types of presentation and share their comments in the class. Learning to assess others seem to be the new thing and quite difficult at first but after a few practice and guidelines, they are able to provide constructive feedback and also gain some confidence to speak up their ideas.

- Students do not feel comfortable with the individual presentation but they are willing to practice as it is going to one important part of their future task.

- Students seem to like working together in groups as well as feeling more comfortable in giving each other feedback about their presentation and speaking performance.

Summary of Students' logs and Teacher's logs

Keeping records /logs enabled both students and teacher to assess their own performance and aware of their own learning and teaching. The students became aware of their learning progress and their obstacles in speaking English. In other words,

when the students were pushed during speaking activities, they noticed what they were able to accomplish and what they were not and how these gaps were being narrowed as the lessons continued. The logs demonstrated that the students were aware of their own problems and ways to overcome their own difficulties. It was also a good indication of students' progress as they proceeded each week which helped the teacher to plan and adjust the lessons to best suit the students 'needs. Moreover, keeping logs allowed teacher to assess herself from the students' perspectives and provided a good source for improvement.

4.3.4 Summary of the students' attitudes towards the course

The majority of the students found the course practical and useful for their career. Further, the course helped the students to improve their speaking skills and. They had positive opinions regarding the teaching/learning, the assessment and the content of the course. However, some students mentioned that the size of the class being too big to have adequate speaking practice. Overall, the students enjoyed the course and proposed a similar course to be continued in the fourth year.

With regards to hypothesis 3, the result of the end-of-course questionnaire survey will be higher than 3.50 indicating positive opinions of the students towards the overall course.

4.4 Summary

This chapter reports the results and finding of every step of the study in accordance with the research questions.   The information was divided into three phases: (1) needs analysis, (2) course development and implementation and (3) course evaluation.   The findings from the needs analysis with the use of survey questionnaires and semi-structured interviews indicated that students required the course that are specifically designed to help them for their future career in the advertising field with the main focus on oral communication.   In phase 2, the findings from the needs analysis were used as the guidelines for the course development process.   The comments from the group of experts and the results of the pilot study were reported and the adjustments of the course were made accordingly.   The results of the course effectiveness were presented.   In the final phase, after the course had been implemented, the evaluation of the course was made with the use of survey questionnaire and in-depth interviews.   The information was analyzed using descriptive statistics for quantitative information and content analysis for qualitative information.

The findings indicated the significant improvement of the students' oral abilities with a large effect size. The results of the end-of-course attitude questionnaire and

interviews conducted with the students at the end of the course implementation were positive.   The next chapter will present a summary, a discussion of the findings, implications, and recommendations for further study.

CHAPTER 5
Conclusion

This chapter reports a summary of the research and discussion of the results as well as the limitations of the study. Finally, the recommendations for further studies are offered.

Summary

The study aimed at developing an English oral communication course for 3rd year undergraduate advertising students. The objectives of this study were as follows: (1) to investigate the needs for oral communication skills of the undergraduate advertising students, (2) to assess the effectiveness of the English oral communication course for advertising students, and (3) to explore the attitudes of the students toward the developed course.

The study consisted of three main phases: needs analysis, course development and implementation, and course evaluation.

The needs analysis was conducted to investigate the needs for an English oral communication course. A questionnaire survey was conducted with 91 students majoring in advertising at Faculty of Information and Communication Technology, Silpakorn University, in 2011. Interviews were used to gather in-depth information from

nine stakeholders consisting of three advertising staff, three advertising instructors and three ESP instructors. All participants were selected based on the inclusion criteria. The results of the findings from the needs analysis were used as guidelines in developing a course specifically for advertising students based on several ESP course development theories (H. D. Brown, 1995; Graves, 2000). The study followed ten steps in developing the course as follows: 1. specifying important findings from needs analysis, 2. conceptualizing content, 3. formulating goals and objectives, 4. organizing the course, 5. developing an assessment plan, 6. validating of the proposed course by the experts, 7. adjusting the course,   8. conducting a pilot study, 9. readjusting the course, and 10. implementing and evaluating the course.

The results from the questionnaire were analyzed using SPSS and content analysis and the data from the interviews was coded and categorized using content analysis. After the course was developed, it was validated by a group of experts, consisting of an advertising instructors, an ESP teacher and an expert from the field of assessment. Based on the feedback provided by the panel of experts, the lesson plans, and the oral tests were adjusted accordingly. Next, four lesson plans were piloted with 40 students for four weeks under the observation of one ESP teacher. At the end of the pilot study, all the learner participants were asked to complete the

evaluation form. After the course had been adjusted following the information obtained from the pilot study, it was implemented with 41 third year students majoring in advertising for one semester (December 2011 to March 2012) totaling 15 weeks. Questionnaires, interviews and oral tests were employed to evaluate the effectiveness of the course.

At the end of the course implementation, the students were asked to complete the questionnaire regarding their attitude toward the course. The questionnaire was divided into seven parts, consisting of questions about their background, education, needs, problems etc. In order to triangulate the information from the questionnaire, semi-structured interview was conducted with the same students. The answers were coded and analyzed using content analysis.

Summary of the findings

The results of the findings revealed that all participants in the needs analysis shared similar opinions regarding the needs for developing a specific course to enhance students English oral communication skills so as to fulfill the job requirements and to get a job in the advertising field. However, the fact that English oral communication skills are considered to be one of the most important factors for getting hired in the advertising field as well as facilitating advertising related work, the extent to which the

course should cover all the functions that are highly varied is still yet to be determined.

Since the functions and tasks in advertising are different and so as the skills needed,

the question of how specific the course should be to prepare the students for their

future career is a crucial one. Moreover, students are still in the stage of developing

their skills and preferences which are also based from the classroom teaching rather

than from direct experience. In this sense, the course could only equip students with

the skills that are common in all areas of advertising activities rather than the specific

skills related to any single type of work.

Therefore, in order to yield the most benefits for the students, it is necessary to apply

certain degree of flexibility to fit the general needs for English oral communication

skills for advertising students.

With regards to students' English oral proficiency, the findings from needs

analysis revealed that students were not confident for English interview. This is due

to the lack of practice and inadequate exposure of English speaking-based activities in

their first and second year. In addition, in terms of their English oral skills that are

needed to perform their work effectively such as giving opinions, analyzing

advertisement, negotiation skills, proposing work etc., most students rated these skills

relatively low to moderate whereas, according to the advertising personnel, they were

the most needed in order to perform general tasks in the advertising field. Hence, the

course targeting these areas would be necessary to help students gain confidence in

English oral communication as well as to prepare them with the authentic tasks so

that they can apply or make connections with what they have learned to their areas

of work.

In the similar vein, the results from the working professional suggest that most

newly graduates are not competent enough in their English oral communication skills

as can be seen during the interviews or during the job performance. One of advertising

personnel made the following comment regarding this issue: "most Thai students are

not prepared enough for the real world's tasks and they have to start from the

beginning and struggle even with the general tasks which required communication

skills. Therefore, many companies have set up training programs or register English

courses with the language institutions to enhance their staff's English skills".

As such, an important conclusion can be drawn from the findings that despite

the knowledge in advertising and English grammatical skills previously learned, the

students could not make any links and apply in their work. Hence, the course should

not only focus on specific skills required but also allows the student to bridge their

knowledge into practical skills based on the chosen field of work in the advertising

field. Moreover, the course would have to be flexible to the certain degree, enabling the improvisation and adaptation whenever needed.

In the main, it can be concluded that there is a high demand to develop a course that could provide an opportunity for students to link what they have learned and how they could apply it in the real situations.

As for the findings from the questionnaire survey and semi-structured interviews employed after the implementing the course, it was indicated that the students were very positive about the course as well as the teaching/learning and assessment. As the students realized the importance of English oral communication skills for their future careers, they also noticed the discrepancy of their own performance during the lessons and speaking activities. In order to overcome this limitation, the students were motivated to engage in the class activities positively and attentively.   In addition, when the course used and adapted the content from their field of interest and familiarity, the rate of involvement in the learning process were relatively high. It should also be noted that the students were taking the final English course in their third year and were about to start their two-month job training in the advertising companies during summer which may result in positive attitudes towards the course that emphasize the use of oral skills in different situations.

5.1 Discussion

The effectiveness of the course

The effectiveness of the English oral communication course was assessed with the use of the instruments namely pre and posttests, students' and teachers' logs. Based on the findings, the course was effective as the students' oral performance has significantly improved after the implementation of the course. Several factors contributing to the success of the course can be specified as follows:

A needs analysis

ESP course development is by the use of a needs analysis to gather information regarding students' wants, needs, problems and expectations together with the insights from the stakeholders on the required skills and expectations. In so doing, the course was able to satisfy their specific needs of the students and motivate them to engage positively and attentively throughout the course. The study supports the arguments stated in H. D. Brown (1995) that the information from the needs analysis is a vital factor for a successful course design as the students can make connection with what is taught in class to their future careers. Moreover, the results of the questionnaire survey at the end of the course indicated that all the students

thought that the course was tailored to fulfill their needs for both working and applying

for a job in the advertising field. All students shared similar opinions during the

interviews that the course was appropriate, practical, and relevant to their field of

work. In the present study, the needs analysis played a crucial role in helping the

researcher to determine the learning objectives and instructional materials for the

course due to the varied nature of advertising-related activities. As the functions and

tasks in the advertising field comprise different areas, it is, therefore, necessary to

specify the learning objectives based on the findings of the needs analysis that could

accommodate the needs of the students with certain degree of flexibility and

practicality. However, the students who participated in the study were in the stage of

developing their skills and preferences which are based from the classroom teaching

rather than from direct experience. Moreover, the comments provided by the

stakeholders included details of the skills required to get a job and to work effectively

in the advertising field, providing broad and accurate picture of the advertising-related

activities.

With regards to translating needs into an ESP course, the findings from the

needs analysis revealed that students were not confident to participate in English

interviews. Many have been due to the lack of practice and inadequate exposure to

English speaking-based activities in their first and second years. In addition, in terms of their English oral skills that were needed to perform their work effectively such as giving opinions, analyzing advertisements, engaging in negotiation, proposing work, and doing oral presentation, most students rated these skills relatively low, when in fact, according to the advertising personnel, they were the most needed skills in order to perform general tasks in the advertising field. Also, the results of the interviews with the stakeholders suggested that most new graduates were not competent enough in their English oral communication skills as can be observed during the interviews or during the job performance such as giving English oral presentation or participating in the discussion with foreign clients. These needed oral skills were later translated into course objectives, focusing on language, skills, and social contexts where English oral communication skills were practiced and used. This would allow students to bridge their knowledge with practical skills based on their chosen field in advertising. Moreover, the course would have to be flexible to a certain degree, which can be achieved by involving the students in the process of learning and teaching in order to understand their specific needs and allows for the improvisation and adaptation whenever needed.

The study coincided with the previous studies (Chostelidou, 2011; Vasavakul, 2006). Vasavakul (2006) developed a Business English Oral Communication course for customer-service staff at international banks in Thailand, and the use of a questionnaire survey and a semi-structured interview was an important element in the process of needs analysis which resulted in the success of the course. As Chostelidou (2011) states that in order to promote students' performance, the development and implementation of the needs-based ESP course was regarded as highly effective in achieving the desired outcomes in ESP courses.

It could be concluded that the effectiveness of the course was largely influenced by considering and investigating the needs of all parties involved as to set up the course that fully answered all expectations and requirements.

Using authentic materials

The use of authentic materials in ESP courses is common as the courses are usually set up to facilitate the learning in the areas that are related to students' future work. Authentic materials allow students practice the skills which includes discussing, giving feedback, proposing new campaigns etc. that are crucial and required in the workplace so that the students have the opportunity to apply what they have learned

in the simulated situations thereby encourage students to engage actively in the learning process.

There have been a number of studies that support the benefits of using authentic materials in the classroom (Keller & Drisdell, 1984; Valentine & Repath-Martos, 1997).   Despite reported success of authentic materials, there are some cautions in the application process. For example, students need to be equipped with the knowledge of grammar, vocabulary related to advertising and examples of how they are used in the field as well as for communication in different contexts. As a result, students would be better prepared to function effectively and confidently when adequately exposed to a variety of authentic materials and activities.

Students with the advertising major are normally exposed to different kinds of advertisements for example, television commercials, printed ads, web-based advertisements etc. as the source of their learning. With the same objective to enhance students' English oral communication skills, television commercial were also employed in the present study as the means to stimulate students' discussions in the area where they are most familiar with. Using TVC in the class has proved to be greatly effective especially when considering the amount of contributions provided by the students during the class and group discussions. TVC is regarded as one of the most

used forms of media in the classroom due to its short, informative and entertaining

which enable to hold students' attention.   In addition, it is the effective material to

stimulate interests and enhance the learning process. (Nah, Lim, & Yih, 2012). As for

the course, the materials used were not only relevant to their field of study but were

selected by the students themselves. As part of the classroom assignments, the

students were assigned to find television commercials for class discussions and project

which enabled them to link their existing knowledge regarding the content of the their

major and apply them during the discussions sessions using English oral

communication skills. In addition, the students were given opportunities to practice

their communication skills related to proposing campaigns, analyzing TVC, giving

feedback, and present their work in front of the class.

In this way, students were actively engaged in learning as their chosen pieces

became the subject of the discussions and got ample opportunities to be exposed to

different types of TVCs presented by the other groups or students. Littlewood (1984)

states that when students are able to control the pace of their learning and involved

in the material selection, they will be motivated to engage positively in independent

learning which enables them to progress to the higher level of learning. Furthermore,

these constant exposures to authentic or related materials play a crucial role in

promoting students' oral communication skills as well as students' motivation and engagement. In other words, the materials that were derived from students' field were the effective tools by which students could apply any learned knowledge or the content into practice by using the skills that they required the most in the real working situations.

Most responses and feedback received after the course also supported that when students could make a connection between their subject matter and how to communicate them effectively using English, they were encouraged to be involved positively in the learning process such as participating in the class discussions, providing feedback and taking part in the material selection. In sum, the relevancy and authenticity of the instructional materials appeared to foster students' motivation and engagement and contribute to the success of the course as seen in the students' oral performance and positive opinions towards the course.

Collaborative Learning

In the present study, most of the class activities were done in groups including group discussion, and the final project with a group presentation. It became evident that even in the homogeneous groups where students shared similar educational background and life experiences, group work can also be useful as students were able

to express their ideas freely and confidently regarding the issues in advertising where they all had some familiarity. Moreover, as the degree of familiarity to subject matter was high, students were able to progress to the higher level of thinking and communicating in helping each other to achieve the shared goals. In other words, they were actively engaged in interacting, discussing, negotiating various types of issues to reach the goal or to complete the assigned tasks and projects somewhat effectively. Previous studies have mentioned how working in groups develops students' oral communication skills while they are communicating their ideas to their group and the class (Johnson, 1989; Panitz, 1999; Yager, Johnson, & Johnson, 1985). Numerous benefits regarding the use of group work were also listed in different categories including social, psychological, academics and assessment (Laal & Ghodsi, 2012). As for language class with the focus on speaking skill, working in groups offers more opportunities for students to develop communication skills, social relationship as well as increase students' autonomy (Zhou, 2012).

On the whole, working collaboratively in groups enables students to acquire necessary communication skills to deal with conflicts and problems during class discussions. Following Vygotsky's ZPD (Zone of Proximal Development), when students use collaborative exercises and activities, providing the appropriate assistance or

scaffolding, the less skillful students could develop within the zone (Vygotsky, 1978).

Working in groups allows students to accomplish the assigned tasks as well as

encourage them to develop their own creativity and motivation. In the present study,

collaborating learning played an important part in group discussions and group

presentation where each member was assigned to accomplish various tasks

collaboratively. However, in a larger setting, careful planning regarding the expectation

and the roles of the group members would enable teacher to keep track of students'

involvement and participation.

Integrating peer assessment and logs to promote self-awareness and motivation

The present study employed peer assessment during group presentation in

order to provide students with feedback from their classmates and also help raise

awareness of their own performance. Moreover, the students' logs were also used in

this study for students to record their own learning process regarding their difficulties,

feedback from the lesson learned in order to help teacher understand students'

learning progress and also served as a valuable feedback for the teacher. The present

study was in line with the previous research on using logs and peer-assessment as the

tools in promoting self-awareness.

A growing body of research has stated the benefits of self-awareness and the crucial role it plays in fostering students' learning performance in all areas. The use of peer assessment and logs appears to be effective tools that help raise students' self-awareness (Nunan, 1988).

The study employed peer assessment during group presentation as a means to encourage motivation and responsibility. It allowed students to observe and compare peers' works and reflect on their own works. Several research studies have already recognized the benefits of implementing peer assessment in the class to promote learning outcomes in a variety of forms. The use of peer assessment to provide qualitative contributions on classmates' oral presentation had a positive outcome as can be seen from the logs and interviews. While observing and assessing their classmates' performance, the students could make connection to their own performance, thus help motivate to perform better (Ballantyne, Hughes, & Mylonas, 2002; Chang, Tseng, & Lou, 2012; Chen, 2010; P. Davies, 2000; Topping, 1988).

Furthermore, it was obvious that not only did it help to raise self-awareness, it also played a vital part in promoting the students' motivation and engagement. The results were commensurate with other studies regarding the benefits of peer assessment (Birenbaum et al., 2006; P. Davies, 2000; Dochy & Macdowell, 1997).

However, since the focal point of the study was not peer assessment, it is inconclusive to draw any conclusion on the effect of peer assessment on the improved performance of the students at the end of the implementation. It should be noted that in order to fully benefit from peer assessment, students should be involved in the criteria setting with the opportunity to practice assessing in advance to ensure the justified decision from students' part. Moreover, students should also learn to come to terms with different opinions regarding the scores and how to reach satisfied conclusion on each criteria. On the other hand, they need to learn how to accept feedback about their performance from their classmates' point of view. Therefore, it is necessary for the teacher to take this factor into account before assigning them to assess their classmates' performance. Another factor that greatly influenced students' motivation was the use of logs to records students' learning on a regular basis after each session.

Writing logs and journal has become increasingly common in educational context usually in the form of handwritten notebooks or email exchanges. According to Burton and Carol (2001, p. 3), writing logs can promote students' autonomy by shifting the responsibilities from "teacher-directed courses to negotiated curriculum," and allows students to define their learning needs as well as encourage self-awareness.

The regular learning logs from the students provide an essential source to understand students' learning process and help teacher prepare the teaching materials and class activities effectively. As Nunan points out, "diaries, logs, and journals are important introspective tools in language research" (Nunan, 1992, p. 118).

In EFL context where students are reluctant to speak out in class either due to anxiety or the issue of confidence, logs appear to be an avoidable tool for students to voice their opinions especially when they have doubts about their performance in the class. Most of the feedback stated in the logs was related to difficulties in oral performance and accomplishing assigned tasks. These logs were analyzed and responded promptly and became an efficient means for teacher to adjust the course that best catered the needs of the students.

Apart from reflecting their own learning, students became familiar with the concept of sharing their learning experiences and perceived to be valuable opportunities for language practice. The results were consonant with previous studies in terms of promoting self-awareness (Kaufman & Brook, 1996; Whitney, 2002). In summary, the use of peer assessment and logs, though not as the main instruments of the study, contributes and facilitates the learning and teaching process and played an important roles in the success of the course.

5.2 Conclusion

It can be, thus, concluded that a course that was developed in the present study with the focus on English oral communication skills based on the findings from the needs analysis and the use of authentic materials in providing students with the opportunity to enhance their communication skills helped students heighten their motivation and engagement as can be seen from the findings of the attitude questionnaire and the interviews after the implementation of the course. This resulted in the better oral performance of the students and the positive attitude toward the course at the end of the implementation. Furthermore, the use of peer-assessment and logs to promote self-awareness of the students should be taken into account as another factor that plays an essential part in the success of the course apart from the other mentioned factors. This study reaffirms the fact that in ESP teachers cannot afford to be perceived as "passive technicians, who mainly practice others' theories," (Abednia, 2012, p. 706) but rather as "reflective practitioners, who have the ability to enhance learning process that best fits the needs of the students.

5.3 Implications

Based on the reported findings that certain factors namely the needs analysis, the use of authentic material and collaborative learning, peer-assessment and

students' logs contributed the effectiveness of the course, the following implications can be made:

1. The use of needs analysis in developing the course

This study demonstrates how ESP courses can be developed, implemented and evaluated by following the concepts in ESP course development and applying them to fit the specific situations and requirements. It is generally accepted that in order for the course to be effective, the needs of all parties involved namely students, stakeholders should be taken into consideration when planning the learning objectives and designing instructional materials.   By tailoring the students' specific needs, students are likely to be positively engaged in the learning process when they perceive the relevancy of the topics and the materials being used are related to their future careers. However, some precautions regarding topic selection should be noted in the areas that encompass different types of activities similar to advertising. The extent to which the course can be narrowed toward any particular discipline also depends greatly on the nature of the job in that field. Teachers responsible for designing ESP courses may be able to determine the scope of the content by conducting a thorough needs analysis prior to the implementation of the course.

2. The use of authentic materials

As reflected from the end-of-course questionnaire survey and interviews, the students performed better with higher motivation when they perceived what was being taught derived from the real working contexts. The use of authentic materials not only increased students' motivation and engagement but also helped them to enhance their performance in communication skills which are required to get a job and work in the advertising field. The selection of authentic materials, however, should take students' opinions into consideration in order to yield the most benefits during the teaching and learning process. In sum, the relevancy and authenticity of the instructional materials appeared to foster students' motivation and performance.

3. Collaborative learning

The application of logs, peer assessment and group work to facilitate learning process played a vital part in the effectiveness of the course as well as in the positive attitude of the course at the end of the implementation. They served as tools to foster learning at different level be it motivation or the degree of engagements throughout the course. In the oral class, group work allows students to generate ideas, sharing opinions, making decisions with the help of each other in order to accomplish any assigned tasks.

In addition, when applying peer assessment as part of the group work, it could

help students to become aware of their own learning while attempting to compare

others' performance with oneself, with their own group and other groups in order to

reach a justified decision for each criterion.   Consequently, students tend to be

informed and aware of what constitutes an effective result for their performance. It

is, therefore, necessarily to employ different types of activities which require students

to perform and accomplish these assignments in groups.

However, if the members of the group are large, it may be difficult for teacher

to monitor individual performance and contribution. Assigning different roles to each

member of the group could help to ensure full participatory and engagement

throughout the course.   All in all, given the time constraints and curriculum

requirements, the use of group work, if carefully planned, can be used to ease the

process of teaching and learning to achieve the desired outcomes.

4. Self-reflection

With regards to logs which student were required to fill in at the end of each

session regarding their learning, progress, difficulties and suggestions had benefited

both the teacher and the learning the great deal. Students had an opportunity to

reflect on their own learning and development whereas teacher was provided with

valuable insights of students' performance. This information was used for making important decisions about instructional materials and activities apart from monitoring teacher's own performance to in order to fulfill the needs of the students that may have arisen during the implementation. Previous studies (Cannon, 2000; Nah et al., 2012) mention that when students take responsibility and were aware of their own learning and progress, the chance of improving their performance is also increased. More importantly, these logs can be used as one of the communication mode between the teacher and students when students are not confident to discuss the issue during the class.

Feedback from students can be valuable source for the effectiveness of the course and can take different forms such as written logs, journals, diary, questionnaire, interviews etc. depending on the practicality of the settings and the decisions of the people involved. Nevertheless, the information from the students need to be weigh carefully while taking into account the different learning strategies and styles. To conclude, given the benefits provided by the use of peer assessment and logs to raise self-awareness, it would be useful to incorporate these tools to any ESP courses especially when students' needs are the main focus and valued.

5.4 Limitations of the study

1. The number of the students in the class was 41 which was generally considered too large for practicing speaking class. In order to reinforce English oral skills, students should have adequate time for practice speaking and giving feedback to gain the maximum results.

2. There was some possibility that practice effect might occur in the study. This was due to the fact that the content of the pretests and posttests were the same and both tests were administered only five weeks apart.

5.5 Recommendations for further studies

According to the findings of the present study, recommendations for future research can be made as follows:

1. It is recommended that future research regarding the investigation of the needs of the staff for specific advertising activities such as for accountant executives, creative staff, production staff, etc. can be beneficial for the students who plan to pursue their work in these areas in order to familiarize themselves with the knowledge and skills designed specifically to suit them.

2. Even though the present study focused on the development of oral communication skills of advertising students, data gathered during the interviews of stakeholders have shown that writing skills are also of significance for advertising students. Therefore, further studies should be conducted to explore the needs of English writing courses for this group of students to equip them with all English skills they would need to function efficiently and effectively after graduation in the workplace.

3. More investigation could be done on the needed skills for other professions such as journalism, customer relation management (CRM), film and television/radio to cover all disciplines that are part of Communication Arts track.

4. Finally, in order to ensure the effectiveness of the course that focuses mainly on promoting students' speaking skill or oral communication skills, the class size should not exceed the maximum number of 30 students. This will provide adequate opportunity for students to be engaged in speaking activities in the class with the help of teacher monitoring and providing feedback.

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APPENDICES

APPENDIX A

Needs Analysis Questionnaire for Advertising Students

แบบสอบถามความคิดเห็นของนักศึกษาเกี่ยวกับการพัฒนารายวิชาการสื่อสารภาษาอังกฤษทางวาจา สำหรับนักศึกษาปริญญาตรีสาขาการโฆษณา

 (A Development of an English Oral Communication for Undergraduate Advertising Students)

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แบบสอบถามนี้แบ่งออกเป็น 7 ส่วน

ส่วนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความต้องการในการประกอบอาชีพด้านโฆษณาในอนาคต

ส่วนที่ 3 ความคิดเห็นเกี่ยวกับความสำคัญของการพูดสื่อสารภาษาอังกฤษ

ส่วนที่ 4 ปัญหาเกี่ยวกับความสามารถในการพูดสื่อสารภาษาอังกฤษ

ส่วนที่ 5 การประเมินความสามารถของตนเองด้านการพูดสื่อสารภาษาอังกฤษเพื่อการสมัครงานและเพื่อการ ทำงานด้านโฆษณาอย่างมีประสิทธิภาพ

ส่วนที่ 6 ความต้องการและความคาดหวังเกี่ยวกับ เนื้อหา การเรียนการสอนและวิธีการวัดประเมินผลหลักสูตร รายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาสาขาวิชาเอกโฆษณาโดยยึดหลักเนื้อหาเป็นฐาน

ส่วนที่ 7 ข้อเสนอแนะเพิ่มเติม

ส่วนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดเขียนเครื่องหมาย ✔ ลงในช่อง ☐ ข้อความที่ตรงกับความจริง

1. เพศ   ☐ หญิง   ☐ ชาย

2. กำลังศึกษาชั้นปีที่   ☐ 3   ☐ 4

3. ท่านสอบผ่านรายวิชา English I ด้วยเกรด □ A □ +B □ B □ +C □ C □ +D □ D

   ท่านสอบผ่านรายวิชา English II ด้วยเกรด □ A □ +B □ B □ +C □ C □ +D □ D

   ท่านสอบผ่านรายวิชา English For Com Arts I ด้วยเกรด □ A □ +B □ B □ +C □ C □ +D □ D

   ท่านสอบผ่านรายวิชา English For Com Arts II ด้วยเกรด □ A □ +B □ B □ +C □ C □ +D □ D

4. จำนวนปีที่ท่านศึกษาภาษาอังกฤษ

   ☐ 3-5 ปี   ☐ 6-10 ปี   ☐ 11-15 ปี   ☐ มากกว่า 15 ปี

_____

ส่วนที่ 2 ความต้องการในการประกอบอาชีพด้านโฆษณาในอนาคต

คำชี้แจง โปรดเขียนเครื่องหมาย √ ลงในช่อง ☐ ข้อความที่ตรงกับความจริง

1. นักศึกษามีความสนใจและต้องการประกอบอาชีพในองค์กรประเภทใด
   ☐ องค์กรภาครัฐบาล   ☐ องค์กรภาครัฐวิสาหกิจ

   ☐ องค์กรภาคเอกชน   ☐ องค์กรไม่แสวงกำไร

   ☐ อื่นๆ โปรดระบุ _____

2. นักศึกษามีความสนใจ และต้องการประกอบอาชีพทางด้านการโฆษณาลักษณะใด
   ☐ งานโฆษณาในองค์กร (in-house)

   ☐ งานเกี่ยวกับการให้คำปรึกษาด้านการโฆษณา (consultancy)

   ☐ อื่น ๆ โปรดระบุ_____

3. ตำแหน่งในองค์กรที่นักศึกษาต้องการทำงาน _____

<u>**ส่วนที่ 3**</u>   **ความคิดเห็นเกี่ยวกับความสำคัญของการพูดสื่อสารภาษาอังกฤษ**

<u>**คำชี้แจง**</u> โปรดอ่านข้อความที่กำหนดให้แล้วพิจารณาถึง<u>ระดับความสำคัญ</u>ของความสามารถในการ
พูดสื่อสารภาษาอังกฤษของนักศึกษาในการทำงานด้านโฆษณา จากนั้นกรุณาทำเครื่องหมาย **√** ลงใน
ช่องที่กำหนดไว้ให้ตรงตาม<u>ระดับความสำคัญ</u>ตามความคิดเห็นของท่าน

<div align="center">

4   หมายถึง   สำคัญ มากที่สุด

3   หมายถึง   สำคัญค่อนข้างมาก

2   หมายถึง   สำคัญค่อนข้างน้อย

1   หมายถึง   สำคัญน้อยที่สุด

</div>

<u>**3.1ความสำคัญของความสามารถในการพูดสื่อสาร ภาษาอังกฤษของนักศึกษาโดยทั่วไป**</u>	**4** มากที่สุด	**3** ค่อนข้าง มาก	**2** ค่อนข้าง น้อย	**1** น้อย ที่สุด
1. การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อชีวิตของ นักศึกษาโดยทั่วไป				
2.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการแสดง สถานะทางสังคมและภาพลักษณ์ของนักศึกษา				
3.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการติดต่อสร้าง สัมพันธภาพกับชาวต่างชาติ				
4. การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการเปิดโลก ทัศน์ เพิ่มประสบการณ์การเรียนรู้ของนักศึกษา เช่น การ เดินทางท่องเที่ยว การเรียนรู้วัฒนธรรมของชาติต่างๆการได้รับ ข้อมูลข่าวสารต่างๆ				
5.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการเพิ่มโอกาส ทางการศึกษา และความสำเร็จทางการศึกษา				
6.การพูดสื่อสารทางภาษาอังกฤษมีความสำคัญต่อการเพิ่ม โอกาส และความสำเร็จในการสมัครงาน				

7.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อความสำเร็จและความเจริญก้าวหน้าในหน้าที่การงานและการหารายได้				
8.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อนักศึกษาในด้านอื่นๆ *(โปรดระบุรายละเอียดด้านล่าง และ กรุณาทำเครื่องหมาย ✓ เพื่อเลือกระดับความสำคัญในช่องด้านซ้าย)* _____				

3.2 ความสำคัญของความสามารถในการพูดสื่อสารภาษาอังกฤษต่ออาชีพด้านโฆษณา	**4** มากที่สุด	**3** ค่อนข้างมาก	**2** ค่อนข้างน้อย	**1** น้อยที่สุด
1. การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่ออาชีพโฆษณา				
2.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อภาพลักษณ์ที่ดีในการทำงานด้านโฆษณา				
3.การพูดสื่อสารทางภาษาอังกฤษมีความสำคัญต่อความสำเร็จในการสมัครงานที่เกี่ยวกับการโฆษณา				
4.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการติดต่อสื่อสารภายในองค์กร				
5.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการทำงานติดต่อสื่อสารกับลูกค้าต่างชาติ				
6.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อความสำเร็จและความเจริญก้าวหน้าในหน้าที่การงาน				
7.การพูดสื่อสารทางภาษาอังกฤษมีความสำคัญต่ออาชีพโฆษณาในด้านอื่นๆ*(โปรดระบุรายละเอียดด้านล่าง และ กรุณาทำเครื่องหมาย ✓ เพื่อเลือกระดับความสำคัญในช่องด้านซ้าย)* _____				

<u>ตอนที่ 4</u> ปัญหาเกี่ยวกับความสามารถในการพูดสื่อสารภาษาอังกฤษและการเรียนการสอน
ภาษาอังกฤษ

<u>คำชี้แจง</u> โปรดอ่านข้อความที่กำหนดให้ แล้วพิจารณาถึง<u>ระดับปัญหา</u>ที่เกี่ยวกับความสามารถในการ
พูดสื่อสารภาษาอังกฤษของนักศึกษาและการเรียนการสอนภาษาอังกฤษ จากนั้นกรุณาทำ
เครื่องหมาย **√** ลงใน ☐ ที่กำหนดไว้ให้ตรงตาม<u>ระดับปัญหา</u>ของท่าน

4	หมายถึง	มีปัญหามากที่สุด
3	หมายถึง	มีปัญหา ค่อนข้างมาก
2	หมายถึง	มีปัญหา ค่อนข้างน้อย
1	หมายถึง	มีปัญหาน้อยที่สุด

<u>4.1 ปัญหาด้านความสามารถของนักศึกษา</u>	**4** มาก ที่สุด	**3** ค่อนข้าง มาก	**2** ค่อนข้าง น้อย	**1** น้อย ที่สุด
1. นักศึกษาไม่สามารถพูดสื่อสารภาษาอังกฤษได้อย่าง คล่องแคล่ว				
2. นักศึกษาไม่สามารถพูดภาษาอังกฤษด้วยสำเนียงที่ถูกต้อง				
3. นักศึกษาไม่มั่นใจ ประหม่า ขัดเขิน เมื่อต้องสื่อสาร ภาษาอังกฤษ				
4. นักศึกษาไม่สามารถจับใจความสำคัญหรือรายละเอียด ข้อความจากสื่อต่างๆ เช่น การรับข้อความทางโทรศัพท์, วิทยุ หรือ โทรทัศน์ได้				
5. นักศึกษาไม่สามารถจับใจความสำคัญของคู่สนทนาที่พูด ภาษาอังกฤษได้				

6.นักศึกษาไม่สามารถถ่ายทอดความคิดหรือข้อมูลที่ต้องการสื่อความหมายเป็นคำพูดได้				
7.นักศึกษาไม่สามารถสนทนาโต้ตอบพื้นฐานภาษาอังกฤษที่ใช้ในชีวิตประจำวันได้อย่างคล่องแคล่วและเหมาสม				
8. นักศึกษาไม่สามารถสนทนาโต้ตอบเชิงธุรกิจเป็นภาษาอังกฤษได้อย่างคล่องแคล่วและเหมาะสม				
9.นักศึกษาไม่สามารถพูดสื่อสารภาษาอังกฤษต่อหน้าผู้ฟังจำนวนมากได้อย่างคล่องแคล่วและเหมาะสม				
10. อื่นๆ *(โปรดระบุรายละเอียดด้านล่าง และ กรุณาทำเครื่องหมาย ✓ เพื่อเลือกระดับปัญหาในช่องด้านซ้าย)*				

4.2 ปัญหาด้านการเรียนการสอนภาษาอังกฤษ กรุณาพิจารณาปัจจัยดังต่อไปนี้ว่าปัจจัยใดเป็นสาเหตุที่ทำให้ท่านมีปัญหาในการใช้ภาษาอังกฤษ	**4** มากที่สุด	**3** ค่อนข้างมาก	**2** ค่อนข้างน้อย	**1** น้อยที่สุด
1. พื้นฐานภาษาอังกฤษไม่ดี				
2. ไม่มีโอกาสในการฝึกฝนเพียงพอ				
3. เนื้อหาการเรียนการสอนไม่เหมาะสม เช่น ไม่ตรงกับความต้องการ ไม่ทันสมัย ไม่สัมพันธ์กับวิชาชีพหรือไม่สามารถนำมาใช้ได้จริง				
5. ครูผู้สอนขาดทักษะในการสอน				
6. วิธีการสอนไม่เหมาะสม ไม่น่าสนใจ				
7. การวัดผลไม่เหมาะสม				
8. เวลาเรียนและจำนวนรายวิชาภาษาอังกฤษมีน้อยเกินไป				
9. ไม่มีโอกาสใช้ภาษาอังกฤษนอกห้องเรียน				

10. ขาดแรงจูงใจ				
11. อื่นๆ *(โปรดระบุรายละเอียดด้านล่าง และ กรุณาทำ เครื่องหมาย √ เพื่อเลือกระดับปัญหาในช่องด้านซ้าย)* _____				

ตอนที่ 5 การประเมินความสามารถในการพูดสื่อสารภาษาอังกฤษที่จำเป็นต่อความสำเร็จในการ สมัครงานและการทำงานด้านโฆษณา

คำชี้แจง โปรดอ่านข้อความที่กำหนดให้แล้วพิจารณาประเมินระดับความสามารถของนักศึกษาในการ พูดสื่อสารภาษาอังกฤษที่จำเป็นต่อความสำเร็จในการสมัครงานและการทำงานด้านโฆษณา จากนั้น กรุณาทำเครื่องหมาย √ ลงในช่องที่กำหนดไว้ให้ตรงตามระดับความสามารถของการใช้ภาษาอังกฤษ ของท่านในแง่ของความคล่องแคล่ว ถูกต้อง เหมาะสม

4 หมายถึง ดีเยี่ยม เทียบเท่าหรือใกล้เคียงเจ้าของภาษา

3 หมายถึง ค่อนข้างดี พอใช้งานได้

2 หมายถึง ไม่ค่อยดีนัก ต้องปรับปรุงบ้าง

1 หมายถึง ไม่ดีเลย ต้องปรับปรุงอย่างมาก

5.1 ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อความสำเร็จในการสมัครงานด้านโฆษณา	**4** **ดี** **เยี่ยม**	**3** **ค่อนข้าง** **ดี**	**2** **ไม่ค่อยดี** **นัก**	**1** **ต้อง** **ปรับปรุง** **อย่าง** **มาก**
1. นักศึกษาสามารถพูดแนะนำตนเอง ประวัติการศึกษา และประวัติการเข้าร่วมกิจกรรมหรือประวัติการทำงานของตนเองในการสัมภาษณ์งานได้				
2. นักศึกษาสามารถบอกความสามารถ งานอดิเรก นิสัย ข้อดีและข้อเสีย สิ่งที่ชอบและไม่ชอบของตนเองได้				
3. นักศึกษาสามารถบรรยายรายละเอียดคร่าวๆเกี่ยวกับองค์กรที่ตนสมัครงานเพื่อแสดงว่าตนมีความรู้ ความเข้าใจเกี่ยวกับองค์กรที่ตนสมัครงานได้				
4. นักศึกษาสามารถใช้กลยุทธ์ต่างๆในการตอบคำถามขณะสัมภาษณ์ที่เป็นปัญหา (เช่น คำถามที่ตนไม่เข้าใจ คำถามที่ยาก คำถามที่ตนเองตอบไม่ได้ หรือไม่มีคำตอบให้)ได้				
5.2 ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อการทำงานด้านโฆษณาได้อย่างมีประสิทธิภาพ 1. นักศึกษาสามารถใช้ภาษาแสดงมารยาททางสังคมและสนทนาเพื่อสร้างสัมพันธภาพได้				
2.นักศึกษาสามารถพูดโต้ตอบทางโทรศัพท์ได้ (เช่น การรับโทรศัพท์อย่างสุภาพ การโทรนัดหมายการประชุมงาน การติดต่องานทั่วไป)				
3.นักศึกษาสามารถร่วมอภิปรายในการประชุมได้				
4.นักศึกษาสามารถจับประเด็นสำคัญจากข้อมูลที่ได้รับ และสามารถพูดสื่อสารให้หัวหน้างานและ ผู้ร่วมงาน เข้าใจได้				
5.นักศึกษาสามารถเสนองานให้กับลูกค้าชาวต่างชาติได้				

6.นักศึกษาสามารถพูดบรรยายบริบททางการตลาดของลูกค้า และของคู่แข่งของลูกค้าให้ผู้ร่วมงาน และหัวหน้างานได้				
7.นักศึกษาสามารถพูดแสดงความคิดเห็น พร้อมทั้งให้เหตุผล สนับสนุนในที่ประชุมได้				
8. นักศึกษาสามารถพูดชักจูง โน้มน้าว และต่อรองเบื้องต้นได้				
9. นักศึกษาสามารถวิเคราะห์โฆษณา				
10. นักศึกษาสามารถแนะนำสินค้าใหม่ได้				
11. นักศึกษาสามารถอธิบายการรณรงค์การโฆษณา				
12. นักศึกษาสามารถอธิบายขั้นตอนการทำงานโฆษณา				
13. นักศึกษาสามารถวิเคราะห์โฆษณา ให้เหตุผลสนับสนุน ข้อดี ข้อเสียของโฆษณาประเภทต่าง ๆ ได้				
14. นักศึกษาสามารถวิพากษ์วิจารณ์งานได้				

**ตอนที่ 6 ความต้องการและความคาดหวังจากรายวิชาการสื่อสารภาษาอังกฤษทางวาจาสำหรับ
นักศึกษาระดับปริญญาตรีบัณฑิตสาขาวิชาการโฆษณา (A Development of an English
Oral Communication for Undergraduate Advertising Students)**

คำชี้แจง โปรดอ่านข้อความที่กำหนดให้แล้วพิจารณา<u>ระดับความต้องการและความคาดหวัง</u>ของ
นักศึกษาต่อ เนื้อหา วิธีการสอน และการประเมินผล หลักสูตรรายวิชาการพูดสื่อสารภาษาอังกฤษ
สำหรับนักศึกษาสาขาวิชาเอกโฆษณาโดยยึดหลักเนื้อหาเป็นฐาน จากนั้นกรุณาทำเครื่องหมาย **V** ลง
ใน ☐ ที่กำหนดไว้ให้ตรงตาม<u>ระดับความต้องการและความคาดหวังของท่าน</u>

4   หมายถึง   ต้องการและคาดหวังมากที่สุด

3   หมายถึง   ต้องการและคาดหวังค่อนข้างมาก

2   หมายถึง   ต้องการและคาดหวังค่อนข้างน้อย

1   หมายถึง   ต้องการและคาดหวังน้อยที่สุด

	4 มาก ที่สุด	3 ค่อนข้าง มาก	2 ค่อนข้าง น้อย	1 น้อย ที่สุด
6.1 ด้านเนื้อหา				
6.1.1 ลักษณะเนื้อหาที่มีเป้าหมายมุ่งเน้นที่การเตรียมความพร้อมด้านความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อความสำเร็จในการสมัครงานด้านโฆษณา				
กรุณาพิจารณาจากวัตถุประสงค์การเรียนรู้ต่อไปนี้ 1. นักศึกษาจะสามารถพูดแนะนำตนเอง ถึง ประวัติการศึกษาและประวัติการเข้าร่วมกิจกรรมหรือประวัติการทำงานของตนเองในการสัมภาษณ์งานได้				
2. นักศึกษาจะสามารถบอกความสามารถ งานอดิเรก นิสัยข้อดีและข้อเสีย สิ่งที่ชอบและไม่ชอบของตนเองได้				
3.นักศึกษาจะสามารถบรรยายรายละเอียดคร่าวๆเกี่ยวกับองค์กรที่ตนสมัครงานเพื่อแสดงว่าตนมีความรู้ ความเข้าใจเกี่ยวกับองค์กรที่ตนสมัครงานได้				
6.1 ด้านเนื้อหา	*4* *มาก* *ที่สุด*	*3* *ค่อนข้าง* *มาก*	*2* *ค่อนข้าง* *น้อย*	*1* *น้อย* *ที่สุด*
4. นักศึกษาจะสามารถใช้กลยุทธ์ต่าง ๆในการโต้ตอบคำถามขณะสัมภาษณ์ที่เป็นปัญหา(เช่น คำถามที่ตนไม่เข้าใจ คำถามที่ยาก คำถามที่ตนเองตอบไม่ได้ หรือไม่มีคำตอบให้)ได้				
6.1.2 ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อการทำงานด้านโฆษณาได้อย่างมีประสิทธิภาพ				
1. นักศึกษาสามารถใช้ภาษาแสดงมารยาททางสังคมและสนทนาเพื่อสร้างสัมพันธภาพได้				

2.นักศึกษาสามารถพูดโต้ตอบทางโทรศัพท์ได้ (เช่น การรับโทรศัพท์อย่างสุภาพ การโทรนัดหมายการประชุมงาน การติดต่องานทั่วไป)				
3.นักศึกษาสามารถร่วมอภิปรายในการประชุมได้				
4.นักศึกษาสามารถจับประเด็นสำคัญจากข้อมูลที่ได้รับ และสามารถพูดสื่อสารให้หัวหน้างาน และผู้ร่วมงาน เข้าใจได้				
5.นักศึกษาสามารถเสนองานให้กับลูกค้าชาวต่างชาติได้				
6.นักศึกษาสามารถพูดบรรยายบริบททางการตลาดของลูกค้า และของคู่แข่งของลูกค้าให้ผู้ร่วมงาน และหัวหน้างานฟังได้				
7.นักศึกษาสามารถพูดแสดงความคิดเห็น พร้อมทั้งให้เหตุผลสนับสนุนในที่ประชุมได้				
8. นักศึกษาสามารถพูดชักจูง โน้มน้าว และต่อรองเบื้องต้นได้				
9. นักศึกษาสามารถวิเคราะห์โฆษณา				
10. นักศึกษาสามารถแนะนำสินค้าใหม่ได้				
11. นักศึกษาสามารถอธิบายการรณรงค์การโฆษณา				
12. นักศึกษาสามารถอธิบายขั้นตอนการทำงานโฆษณา				
13. นักศึกษาสามารถวิเคราะห์โฆษณา ให้เหตุผลสนับสนุน ข้อดี ข้อเสียของโฆษณาประเภทต่าง ๆ ได้				
14. นักศึกษาสามารถวิพากษ์วิจารณ์งานได้				

	4 มาก ที่สุด	3 ค่อนข้าง มาก	2 ค่อนข้าง น้อย	1 น้อย ที่สุด
6.2 ด้านการเรียนการสอน **กรุณาพิจารณาจากรูปแบบการเรียนการสอนต่อไปนี้**				
1.การอภิปรายความคิดเห็น ประเด็นปัญหาในชั้นเรียน (Class discussion)				
2. บทบาทสมมุติ (Role –play)				
3.กิจกรรมการเรียนการสอนกลุ่ม เช่น ให้นักศึกษาจับกลุ่มทำงานเป็นกลุ่ม หาข้อมูลและเสนอ ผลงานหน้าชั้นเรียน (Group activity-based learning and teaching)				
4. การเรียนด้วยตนเอง (self-study)				
5. การทำโครงงาน (Project work)				
6. อื่น ๆ โปรดระบุ_____				
6.3 ด้านการวัดและประเมินผล **กรุณาพิจารณาจากรูปแบบการวัดและประเมินผลต่อไปนี้** 1.การวัดและประเมินผลจากการปฏิบัติจริง (Performance-based assessment)				
2. การทำข้อสอบประเมินผล				
3. อื่น ๆ โปรดระบุ _____ _____				

<u>**ตอนที่ 7 ข้อเสนอแนะเพิ่มเติม**</u>

กรุณาเสนอแนะและแสดงความคิดเห็นอื่นๆเพิ่มเติม เพื่อการพัฒนาหลักสูตรรายวิชาการสื่อสารภาษาอังกฤษ
ทางวาจาสำหรับนักศึกษาปริญญาตรีสาขาวิชาการโฆษณา ให้มีประสิทธิภาพและช่วยให้นักศึกษา ชั้นปีที่ 3 มี
ความพร้อมสำหรับการทำงานด้านโฆษณาในอนาคต

_____

_____

_____

_____

_____

APPENDIX B

Interview with the experts

Part I: Personal Information

Interviewee's Name: _____

Contact No. : _____ e-mail address: _____

Date: _____ Time: _____

Type of Experts: ___ ESP teacher   ___ advertising expert

                              ___ ESP assessment   ___ advertising teacher

                              ___ Others (please specify) _____

Education Background: _____

_____

No. of working years: _____

Part 2: Interview Questions

1. Are English oral communication skills important for Advertising jobs? Why? Or why not?

2. What are the most important oral skills required to work in the advertising field?

3. What are the general tasks that advertising personnel need to use their English oral communication skills?

Task 1: _____

Task 2: _____

Task 3: _____

Task 4: _____

Additional **S**uggestions _____

_____

_____

4. Among those tasks, what are the most difficult or problematic for Thai staff to perform? and why?

5. What are the methods used in recruiting advertising staff?

6. What qualifications do the employers look for when hiring advertising staff regarding their English oral proficiency?

7. How will the employers test English oral communication skills of advertising candidates?

8. What is your suggestion regarding English course for advertising staff regarding content, instructional materials, and assessment?

9. How can the ESP advertising course be developed or improved to help advertising students to be successful candidates and perform their work efficiently?

10. Any additional suggestion?

Thank you for your kind cooperation.

APPENDIX C

Research Validation Form

Expert's Name: _____

Type of Experts: ___ ESP teacher   ___ advertising expert

                  ___ ESP assessment   ___ Advertising teacher

                  ___ Others (please specify) _____

Contact No. :_____ e-mail address: _____

Date:_____ Time:_____

Type of Instrument: _____

Please Mark in the rating box below   +1   means   the item is appropriate

                                          0   means   'I am not sure'

                                         -1   means   the item is not appropriate

Item No.	Objectives	+1	0	-1	Comments/Suggestions
Personal Information	To find out background information of the students				
Q. 1	To find out the importance of English for advertising jobs				
Q. 2	To find out the skills that are important for advertising jobs				
Q. 3	To find the tasks that concern the use of oral communication skills				
Q. 4	To find out the tasks that are difficult for Thai staff				
Q. 5	To find out the methods used in recruiting advertising staff				
Q. 6	To find out the qualifications that employers need when hiring advertising staff				
Q. 7	To find out the types of oral test used for advertising candidates				
Q. 8	To get suggestions regarding the content, materials and assessment				
Q. 9	To get suggestions regarding the course				
Q. 10	To get additional suggestion about the course				

Overall Scores _____

Overall Comment _____

_____

_____

_____

_____

Thank you very much for your kind cooperation.
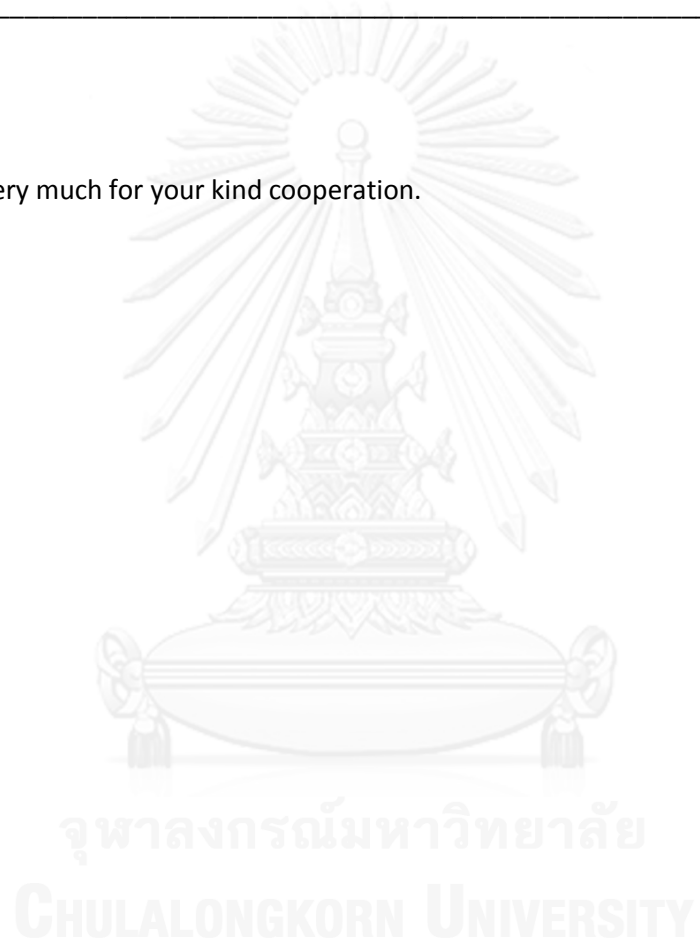
APPEXDIX D

Sample Lesson Plan

Faculty of Information and Communication Technology, Silpakorn University –
2011

803 302   English for Communication Arts IV

Course Duration: 28 Nov 2011 – 10 March 2012 (Second Semester)

Course Prerequisites: English for Communication I, II, III

Course Description

This course focuses on the application of English communication skills to practical uses relevant to advertising particularly in job interview, presentation and group discussion. Emphasis is placed upon collaborating, peer/self-assessment as well as writing appropriate texts such as resume, job application letter, editing and print adverts.

Course Objectives

Students will

1. learn how to answer to interview questions appropriately and effectively

2. give well-structured presentation

3. participate in different types of group discussions

4. provide appropriate feedback

5. collaborate in accomplishing different types of group activities and assignments

6. improve peer/self-assessment skills

7. learn to integrate their knowledge, creativity and writing skills into the production of different types of written media including resume and job application letter

Requirements			Evaluation		
Individual Speaking (interview)	=	10 %	80 – 100	=	A
Group Presentation	=	20 %	75 – 79	=	B +
Writing assignments			70 – 74	=	B
(Cover letter, Resume, Notebook,			65 – 69	=	C+
Student's log)	=	30 %	60 – 64	=	C
Final Examination	=	10 %	55 – 59	=	D+
Project (Printed ads & presentation)	=	20%	50 – 54	=	D
Class attendance and participation	=	10 %	0 – 49	=	F

Weekly Teaching for English for Communication Arts IV

Lesson	Content	Language Focus	Skills	Materials	Assignments
1	Introduction to the course Evaluation Plan English Oral Pretest			Rubrics for scoring oral interview test	
2	**Module 1: English for Job Interview** Introduction to advertising business and related jobs, writing a resume	Discuss job interview questions and answers, writing resume	Oral: discussion, role play interview situations (paired-work) Written: writing resume	Powerpoint, worksheet, Internet, examples of resume	Writing resume (individual)
3	Discuss different types of job interview questions and possible answers, writing a cover letter for the job application	Language of job interview, word choice and writing cover letters.	Oral: practice answering job interview questions Written: a cover letter	Powerpoint, examples of cover letters	Write application letter
4	**Module 2: English for Advertising** Discuss advertising campaigns	Language of slogan, Proposing, giving feedback	Oral: group discussion Writing: slogan /headline writing	Powerpoint, worksheet	Groupwork: searching different kinds of TVC for next class discussion
5	Advertising media	Language of giving feedback , asking for opinions, agreeing and disagreeing	Oral: discuss different types of TVC	Powerpoint TVC from students	Writing slogan for one of the chosen product Group work: searching example of print ads
6	Midterm: post test (interview questions)			Rubrics	

7	Print adverts	Language of persuasion, convincing and negotiation	Oral: group discussion Written: creating print adverts (group) Reading: stages in planning campaign	Powerpoint, worksheet, Print adverts, reading materials and exercise	Preparing print adverts for presentation
8	Advertising Design **Pre-test Oral presentation** Presentation of finished adverts	Language of describing process, asking question	Oral: group discussion Written: writing comments	Student's own print adverts, rubrics	Writing student's feedback regarding the presentation in the class
10	Screen adverts	Language of describing process, asking and making suggestions	Oral: group discussion Written: writing ads process	Clips of TVC, worksheet	Preparing TVC for class presentation (group work)
11	**Module 3: English for presentation** Introduction to different types of presentation	Language and structure of presentation	Oral: practice giving presentation (group work) Written: writing outline for presentation	Different types of presentation clips, powerpoint	Writing outlines for presentation
12	Discuss important aspects in giving presentation	Language of evaluating peer's performance	Oral: practice giving presentation (ind)Written: evaluating peer's performance	Powerpoint and presentation clips	Preparing presentation
13	**Posttest: student' presentation (individual/group)**				
14	Final Examination **Posttest: students' presentation (group/individual)**				

Background Information

Course: English for Communication Arts IV (advertising)

Class duration: three hours / session

Class size: 41 students

Students: Third-year students, majoring in advertising

_____

Module 1:   English for Job Interview

This module consists of 3 lessons of 9 hours as follows:

Lesson 1: Answering interview questions, writing resume

Lesson 2: Discuss ones strengths, weaknesses, interests, writing a cover letter

Lesson 3: Asking questions, answering difficult questions

The goals of this unit are:

1. Students will be able to introduce themselves, talk about their skills, strengths, weaknesses, interests

2. Students will be able to write effective resume and a cover letter for job application

3. Student will be able to soften negative statement and handle different types of interview questions.

Focus on Language	Students can introduce themselves, talk about their skills, interests and use appropriate language for writing resume and application letter
Focus on learning/learner	Students work in groups and brainstorm ideas, recording one's learning in students logs, provide feedback
Focus on social contexts	Students can use appropriate terms in answering job interview questions and writing resume and application letter

The objectives of the lesson are:

Lesson 1: Discuss Job Interview questions

1. Students will be able to share their views about the different kinds of jobs in the advertising including some basic information about the job's requirement

2. Students will be able to write about themselves on the worksheet

3. Students will be able use appropriate expressions to talk about their background, skills, and interests

4. Students will be able to write an effective resume for job application

Materials

1. VDO clips of job interviews

2. Worksheet

3. role-play card for interview practice

4. Powerpoint (examples of different types of resume, possible questions and answering)

5. Role play cards

6. In-class peer assessment form

Assessment

Students will be assessed on process of learning and product.

1. Students' learning process will be assessed during observation

2. Students' product will be assessed from presentation and answering interview questions during paired-work activity and students' drafts of resume

Note: 10 minutes will be given to students to complete student's log at the end of the lessons.

English Oral Communication Course 3rd Year Advertising **Students**

Class Duration: One session (180 minutes)

Class size: 41 students

Students: Third year Advertising Students, ICT Faculty

Module 1: English for Job Interview

Lesson 1: Talking about students' backgrounds and experiences

Goal: Students will be able to answer the questions regarding their background, skills, interests and write resume

Learning objectives: By the end of this unit, the students will be able to

1. answering interview questions about themselves, talking about their educational backgrounds, their extra-curriculum activities and their work experiences related to the jobs in the advertising field.

2. write effective resume

Knowledge	Skills
- Basic expressions for answering job interview questions regarding the backgrounds, education, work experiences, interests and skills related to advertising - pronunciation and common vocabulary - How to write an effective resume and application letter	- Speaking about themselves - Listening for comprehension - Answering interview questions - Writing resume to apply for a job in the advertising field

Sample lesson Plan

Phase 1: Discuss students' views regarding jobs and the requirements in the advertising business (60 minutes)

Topic	Targeted Areas	Performance Objectives	Activities	Teaching Aids	Assessment
1. Warm-up (10 mins) 2. Advertising Jobs (50 min)	Jobs available in the field and vocabulary about job application and requirements	Students will be able to share their views about the different kinds of jobs in the advertising including some basic information	Search Job advertisements from the Internet that they are interested to work (group work)	Example of Job ads in advertising on the Internet, Powerpoint slides	- Observe and check if the students can understand and participate in the discussion- Each group present 3 advertising ads that they are interested to work

Procedure	Purpose
1. Teacher asks students to name different kinds of jobs in the advertising field. 2. Teacher discuss the general requirements for each of job and asks the students to write their preferred job 3. Student to search job advertisements on the Internet that they are interested to work 4. Students to work in group of three and choose three advertisements to present to the class 5. Teacher asks students to write down the skills they have / don't have in order to apply for the job of their choice	This activity will help students to realize the different kinds of jobs available in the field and require specific skills. It helps students to be aware of their own preference in working in this field. Moreover, the students will have chance to work in groups, discussing the requirements for each job. Finally, students can practice giving a short presentation to the class regarding the job of their choice and the requirements. Also, they need to note down the skills they have and don't have in order to work in the advertised position. This activity will help students the gap in the performance and ability in order to improve or acquire those needed skills later.

Break 5 minutes

Phase 2: Talking about students' background, work experiences and interests (60 mins)

Topic	Targeted Areas	Performance Objectives	Activities	Teaching Aids	Assessment
1. Talking about students background, work experiences and interest	- Useful expressions for job interview. - Pronunciation - Listening	- Students will be able to write about themselves on the worksheet - Students will be able to use appropriate expressions to talk about their backgrounds, work experiences and interests	- Watching interview clips and discuss - Each student fill in the information on the worksheet provided - Brainstorm common interviews that are frequently asked during the interviews and choose the five top interview questions for practice - Practice anwering (pair work)	clips for job interviews, Worksheet	- Observe and check whether the students are able to write about themselves on the worksheet - Observe and check if the students can pronounce the expressions correctly - Observe and check if the students are able to answer the selected job interview questions correctly and appropriately

Procedure	Purpose
1. Teacher discuss possible questions during job interviews 2. Students brainstorm questions in groups of five and report to the class 3. Teacher shows VDO clips of job interview and ask students to note down questions and answers used during the interviews 4. Teacher introduces useful expressions commonly used during job interviews 5. Students to write information about themselves about their education, skills, interests and interested job. 6. Students choose the most common questions and prepare the answers. 7. Teachers observe and check students answers	The purpose of this activity allows students to brainstorm different ideas regarding the possible question usually asked during job interviews. In addition, students have an opportunity to view different types of interview sessions in order to get some basic information about the real interview situation. By allowing students to write information about themselves in the worksheet help them to plan and edit the information grammatically and appropriately.

Phase 3: Practice answering interview questions (30 minutes)

Topic	Targeted Areas	Performance Objectives	Activities	Teaching Aids	Assessment
Job interviews	Speaking Giving feedback	Students will be able to perform oral speaking using appropriate expressions.	1. Role-play 2. Peer-assessment (worksheet provided)	In-class peer assessment	- Observe and check if students can perform oral speaking - Observe and check if students can provide complete peer-assessment - Check students assessment forms

Procedure	Purpose
Teacher distributes role play cards and in-class peer assessment form for each student to assess their partners regarding answering interview questions. Students pair up and practice question-answer with their partners while teacher observes and provides assistance At the end of the practice, each student requires to assess their partners in the areas of content, language, and comprehension.	This activity also allows students to practice answering questions with their partners while teacher can provide help whenever needed with the feedback on their performance. In addition, students will have an opportunity to be familiar with giving feedback on the criteria that they will be used to assess their oral performance at the end of the module 1. This activity helps raise student's self-awareness on their own performance while they are practicing answering the questions.

Phase 4: Write a resume (30 minutes)

Topic	Targeted Areas	Performance Objectives	Activities	Teacher Aids	Assessment
1. Writing resume	Language, format in writing an effective resume	Students will be able to understand different types of resume and write one for themselves effectively	Students practice writing their own resume	Powerpoint	Check students' draft and provide feedback

Procedure	Purpose
1. Teacher shows different types of resume, namely, chronological, functional, combination resume and discusses their purposes in communicating messages 2. Teacher asks students to draft their resume according to the requirements of the job that they are interested in (from phase 1) 3. Students are required to exchange their draft with their partner for feedback and submit the final draft to the teacher in the following week	The activity aims at providing students with different types of resume writing style so that they can choose the one that suit both their needs and the requirements of the organization. By exchanging resume with their peers will promote self-awareness as well as giving feedback skills. Moreover, the resume can be used in students' real lives when they start their internship program after the completion of third year or after graduation.

APPENDIX E

Student's Log

Name: _____ **Date:** _____

1. The topic today is _____
_____

2. What I learned today _____
_____

3. What I like about the class today _____
_____

4. What I don't like about the class today _____
_____

5. What I think about my English oral performances in the class today
_____

6. My difficulties are _____
_____

7. What I would like help with _____
_____

8. Other suggestions for improvement of the course _____

_____

_____

APPENDIX F

Teacher's Log

Date:_____   **Lesson No.** _____

1. The topic(s) today	
2. Class content	
3. Class activities	
4. Class materials	
5. Class Evaluation	
6. Class Homework	
7. Problem(s)	
8. Feedback from the students	
9. Additional suggestions for the next class	

APPENDIX G

The End-of-Course Attitude Questionnaire

<u>แบบประเมินหลักความคิดเห็นต่อหลักสูตรรายวิชาการสื่อสารภาษาอังกฤษทางวาจา
สำหรับนักศึกษาปริญญาตรีสาขาวิชาการโฆษณา</u>

กรุณาใช้เกณฑ์ด้านล่างนี้ ระบุความคิดเห็นของท่านที่มีต่อหลักสูตรรายวิชานี้

ระดับความคิดเห็น	คำอธิบาย
5	เห็นด้วยอย่างยิ่ง **/** มากที่สุด
4	เห็นด้วย **/** มาก
3	เฉย ๆ **/** ปานกลาง
2	ไม่ค่อยเห็นด้วย **/** น้อย
1	ไม่เห็นด้วยอย่างยิ่ง **/** น้อยที่สุด

หัวข้อ	ความคิดเห็น				
	5	**4**	**3**	**2**	**1**
1. หลักสูตรตอบสนองความต้องการของนักศึกษา					
2.หลักสูตรนี้มีประโยชน์ที่จะนำไปใช้งานได้จริง					
3.บทเรียนเข้าใจง่ายเหมาะสมกับระดับภาษาความรู้และอายุของนักศึกษา					
4. บทเรียนมีความสมจริง (authentic)					

5. ขั้นตอน/ลำดับของบทเรียนเหมาะสม				
6.เวลาที่ใช้ในการสอนแต่ละช่วงมีความเหมาะสม				
7.ความเร็วในการเรียนการสอนพอเหมาะ				
8.บทเรียนและการเรียนการสอนสนุกและน่าสนใจ				
9. การเรียนการสอนสนุกและน่าสนใจ				
10. บทเรียนมีความหลากหลาย				
11. การเรียนการสอนมีความหลากหลาย				
12. ผู้สอนช่วยเหลือในการเรียนรู้				
13. วิธีการสอน ช่วยเหลือในการเรียนรู้				
14. ผู้สอนเปิดโอกาสและส่งเสริมการแลกเปลี่ยนเรียนรู้ระหว่างผู้เรียนและการเรียนรู้ร่วมกัน				
15.วิธีการสอนเปิดโอกาสและส่งเสริมการแลกเปลี่ยนเรียนรู้ระหว่างผู้เรียนและการเรียนรู้ร่วมกัน				
16. เอกสาร/ตำราเรียนเหมาะสมและมีประโยชน์				
17.อุปกรณ์การเรียนการสอนเหมาะสมและมีประโยชน์				
18.วิธีการวัดและประเมินผลเหมาะสมและมีประโยชน์				
19.นักศึกษาได้เรียนรู้และพัฒนาความสามารถในการพูดสื่อสารภาษาอังกฤษหลังจากเข้าเรียนหลักสูตรนี้				
20.โดยรวมแล้ว นักศึกษาชอบและพอใจกับหลักสูตรนี้				
21.นักศึกษาคิดว่าควรจะมีการเปิดสอนหลักสูตรนี้จริงในมหาวิทยาลัย				
22.นักศึกษาคิดว่าควรจะมีการพัฒนารายวิชาอื่นๆที่ต่อเนื่องหรือเกี่ยวเนื่องกับรายวิชานี้เพื่อส่งเสริมทักษะการพูดในการทำงาน				

ความคิดเพิ่มเติมต่อหลักสูตร

_____

_____

APPENDIX H

The-end-of-course interview questions

**คำถามสัมภาษณ์เกี่ยวกับความคิดเห็นในการเรียนรายวิชาการสื่อสารภาษาอังกฤษทาง
วาจาสำหรับนักศึกษาปริญญาตรีสาขาวิชาการโฆษณา**

1. นักศึกษามีความคิดเห็นอย่างไรเกี่ยวกับภาพรวมของหลักสูตรนี้

2. นักศึกษาคิดว่าหลักสูตรนี้ตอบสนองความต้องการในเรียนรู้ของนักศึกษาได้หรือไม่

3. นักศึกษาคิดว่าหลักสูตรนี้มีความเหมาะสมและเป็นประโยชน์ต่อการทำงานในอนาคตหรือไม่

4. นักศึกษามีความคิดเห็นอย่างไรต่อการเรียนการสอนโดยรวมของหลักสูตรนี้

5. หลักสูตรนี้เหมาะสมกับความสามารถทางภาษาของนักศึกษาหรือไม่

6. หลักสูตรนี้มีความน่าสนใจมากน้อยเพียงใด

7. หลักสูตรนี้ช่วยจูงใจให้นักศึกษาเรียนภาษาอังกฤษมากขึ้นหรือไม่

8. หลักสูตรนี้ช่วยให้นักศึกษาได้ฝึกฝนการพูดภาษาอังกฤษเพียงพอหรือไม่

9. นักศึกษามีความคิดเห็นต่อการประเมินผลเรียนอย่างไรบ้าง

10. นักศึกษาคิดการประเมินผลมีความเหมาะสมหรือไม่

11. นักศึกษาคิดว่าประเมินผลมีประโยชน์ต่อนักศึกษาหรือไม่

12. นักศึกษาคิดว่าการประเมินผลสะท้อนให้เห็นความสามารถทางภาษาของนักศึกษาอย่างแท้จริงหรือไม่

13. นักศึกษามีความคิดเห็นเพิ่มเติมเกี่ยวกับการประเมินผลหรือไม่

14. นักศึกษาคิดว่าได้เรียนรู้อะไรบ้างจากหลักสูตรนี้

15. นักศึกษามีความพึงพอใจมากน้อยเพียงไรเกี่ยวกับหลักสูตร

APPENDIX I

The English oral test and the scoring rubrics

Test Design

1. Planning and designing test

1.1 The purpose of the test

To create a measure of English oral proficiency of advertising undergraduate students for an advertising job interview and for presentation skill in order to

1. To assess the students' English oral proficiency to answer job interview questions regarding their background, their abilities

2. To assess the students' English oral presentation skill regarding advertising campaign

1.2 Characteristics of the test takers

1. 41 third-year students from Communication Arts track, majoring in advertising who enrolled in English for Communication Arts IV.

2. They are both males and females.

3. They are non-native speakers of the target language.

1.3 Definition of the construct

Construct for the interview

1. **Phonology:** refers to knowledge in pronunciation, stress and intonation

2. **Accuracy:** refers to syntax, knowledge of grammatical structures uses of cohesion

3. Fluency: refers to hesitation, repetition, re-selecting inappropriate words, re-structuring sentences.

4. Vocabulary: refers to knowledge of mechanic, range of vocabulary and word choices

5. Textual knowledge: refers to the structure of talk, pragmatic and sociolinguistics knowledge

Construct for the oral presentation

1. Language use: refers to knowledge of grammar and vocabulary

2. **Organisation:**   refers to knowledge of the structure of the presentation and the use of cohesion

3. **Delivery:**   refers to knowledge of the presentation skills

4. **Content:**   refers to knowledge of advertising campaign

1.4 Content of the test:

1. Organization of the test: The test will consist of three parts

  Test 1: 1 task (Job interview)

  Test 2: 1 task (Group presentation)

  Test 3: 1 task (Individual presentation)

2. Time allocation:

  Test 1: 8 minutes

  Test 2: 15 minutes

  Test 3: 8 minutes

1.5 Grading criteria: Each task weighs 20 points

1.6 Scoring: Analytic Scale

Task 1: The job interview

The criteria are described in the realms of phonology, accuracy, fluency, vocabulary and sociolinguistic competence

Task 2: Presentation

The criteria are described in the realms of content, organization and delivery

Task 3: Discussion

The criteria are described in the realms of content, organization and delivery

1.7 Plan for evaluating the qualities of test practice

Number of raters: Two (inter-rater)

Rater Selection: Rater No. 1:

                          Rater No. 2:

Rater Training: Assessors will be trained prior to the test events

Rating Procedures: Scores are marked on the scoring sheet

Rating Conditions	The no.1 rater will score during the test event while rater no.2 will score from the recorded video tapes
Statistic analysis:	The reliability of the rating procedure will estimated using both correlations and assessor agreement statistics

1.8 Test task details

Test 1: Job Interview

Format	Interlocutor to candidate interaction
Purpose	To assess candidates' English oral proficiency to respond to the job interview questions regarding their background, their knowledge and abilities
Response format	Live one-to-one candidate to interlocutor interaction
Known criteria	Candidates are informed of the procedure and assessment criteria in advance
Time constraints	- Every candidate takes 30 second to study the job interview situation - Each candidate has 1 minute to answer each interview question

Input

Language Specific

Purpose context	A job interview
Format / Vehicle of delivery	*Written:* the job interview question *Oral:* the interview questions for the interlocutor

Length	30 seconds to read and understand the job interview situation
Language	Standard business English

Expected Output

Format / Vehicle of delivery	Spoken

Response content

Length	1 minute for each interview question

Language

Background knowledge	Knowledge of their educational, work and extra curriculum activity background, knowledge of their abilities and their profession

Test 2: Presentation

Format

Purpose	To assess students' English oral skills and knowledge regarding giving presentation about advertising campaign

Response format

Known criteria	students are informed of the procedure and assessment criteria in advance
Time constraints	- Each group has 15 minutes to present their advertising

Input

Language Specific

Purpose context	Presentation
Format / Vehicle of delivery	*Written:* instruction
Length	2 minutes to prepare the presentation
Language	Standard business English
Expected Output	
Format / Vehicle of delivery	Spoken
Response content	
Length	15 minutes for presentation
Language	
Background knowledge	Knowledge of advertising campaign, the structure of presentation, and how to deliver effectively

Test 3: Individual Presentation

Format	
Purpose	To assess students' English presentation skills and knowledge of advertising campaign
Response format	
Known criteria	Candidates are informed of the procedure and assessment criteria in advance
Time constraints	- Each student has 8 minutes to give his/her presentation
Input	
Language Specific	
Purpose context	Discussion

Format / Vehicle of delivery	*Written:* instruction
Length	2 minutes to prepare the presentation
Language	Standard business English
Expected Output	
Format / Vehicle of delivery	Spoken
Response content	
Length	8 minutes for oral presentation
Language	
Background knowledge	Knowledge of advertising campaign, the structure of presentation, and how to deliver effectively

The English Oral Test (For Students)

Test 1: Job Interview

_____

You will have 2 minutes to read and understand the following situation:

Situation: You are applying for advertising position in an organization you wish to work for. You are going to have a job interview with the employer. Give your employer the resume. The interview consists of seven questions. After you hear each question, you will have about 1 minute to answer the question.

Test 2: Group Presentation

_____

You will have 2 minutes to read and prepare the presentation for the following situation:

Situation: Your group are going to give 15-minute presentation to the customer

regarding advertising campaign to promote the product. You have to include the

greeting, introducing yourselves, main body and concluding parts.

Test 3: Group Discussion

_____

You will have 2 minutes to prepare for the discussion regarding advertising campaign

Situation: You are going to give 10-minute discussion about the use of advertising

campaign in the chosen print/screen ads.

The English Oral Test for Examiner and Interlocutor

Test 1: Job Interview

_____

Please read the following information before administering the test

Procedure:

Before the test:

1. Set up video recording system

2. Candidate enter one by one at an appointed time

3. One candidate is examined concurrently

4. While examined, the candidate sits at the desk facing the interlocutor/examiner

5. Give the task situation to the candidate

6. The candidate mush hand in his/her mock resume

(All candidates are required to fill in the information on the mock resume form prior the test event)

7. The candidate will be given 30 seconds to read and understand the task situation

During the test:

The examiner will start asking the following questions:

(After hearing the questions, the candidate has one minute to answer each questions)

1. Tell me something about yourself

2. What skill did you develop at university?

3. Why did you choose to study advertising?

4. What are your greatest strengths?

5. What are your weaknesses?

6. Why do you want this job?

7. Do you have any questions you would like to ask?

Remarks: The total interview time should be approximately 8 minutes / student

---

Test 2: Presentation

Please read the following information before administering the test

Procedure:

Before the test:

1. Set up video recording system

2. Students enter by group at an appointed time

3. Give the task situation to the student

4. The students will be given 2 minutes to read and prepare the presentation

During the test:

1. The examiner will ask the student to present their campaign based on the outlines prepared earlier.

2. The examiner will evaluate the presentation based on the rubrics.

Remarks: The total time for task 2 should be approximately 15 minutes / group

Test 3: Individual Presentation

Please read the following information before administering the test

Procedure:

Before the test

1. Set up video recording system

2. Students enter individually at an appointed time

3. Give the task situation to the student

4. The students will be given 2 minutes to read and prepare the presentation

During the test:

1. The examiner will ask the student to give presentation about their chosen advertising campaign

2. The examiner will evaluate the presentation based on the rubrics.

Remarks: The total time for task 3 should be approximately 8 minutes / student

Scoring Rubric for Group Presentation

	Language	Content	Organisation	Delivery	Collaboratively
1	Errors in grammar are frequent but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	The presentation contained little to no valuable material, irrelevant information and very little comprehensible	The presentation lacked organization and had little preparation	Presenter were unconfident and demonstrated little evidence of planning, prior to presentation	There is very little collaboration observed during the presentation
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar and limited range of vocabulary	Presentation had moments where valuable material was presented but as a whole content was lacking	There were minimal signs of organization or preparation. The presentation lacked sufficient flow from one presenter to another	Presenters were not consistent with the level of confidence and preparedness	The group was sometime working as a team but overall lack collaboration
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively	Presentation had a good amount of material and benefited the class.	The presentation had organizing ideas but could have been much stronger with better preparation	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class	The group worked from others' ideas most of the time and the presentation flow was smooth
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class	The presentation was well-organized, well-prepared and easy to follow	Presenters were all very confident in delivery and they did an excellent job in engaging the class. Preparation is very evident	The presentation flow was smooth and all team members collaborated efficiently

	Grammar	Vocabulary	Comprehension
I	Errors in grammar are frequent but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
II	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can get the gist of most conversations of non-technical subjects (i.e. topics that require no specialized knowledge).
III	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for word	Comprehension is quite complete at a normal rate of speech
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary	Can understand any conversation within the range of his experience
V	Equivalent to that of an educated native speaker	Speech on all levels if fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker

Scoring Rubrics for Interview (2) (Continued)

	Fluency	Pronunciation	Task
I	(No specific fluency description. Refer to other four language areas for implied level of fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to provide short answers.
II	Can handle with confidence but not with facility most social situations, including introductions and casual events, as well as work, family, and auto biographical information.	Accent is intelligible though often quite faulty	Able to answer general questions; needs help in handling any complication or difficulties.
III	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics
IV	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
V	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Equivalent to and fully accepted by educated native speakers	Speaking proficiency equivalent to that of an educated native speaker.

APPENDIX J

Class Observation Form

Date …………………

Observer: …………………………………… **Topic……………………**

This class observation form is a guideline for observing and evaluating teaching and learning. Please put a tick in the box that is relevant to your opinions and please feel free to write your comments in the last column of each criterion.

Rating scales	Description
5	Excellent
4	Good
3	Moderate
2	Poor
1	Very poor

During the observed class, how well did the instructor demonstrate the following behavior?

Criteria for observing and evaluating teaching and learning of each class	Your opinions					Your comments
	5	4	3	2	1	
1. Learning organization and management						
a. Clearly explained the learning objectives for the class session						
b. Was prepared to conduct class						
c. Spent time for each part appropriately						
d. Ensured that students were engaged in the learning activities planned for the class session						
e. Noticed when a student or students were not engaged and took						

|					
action to involve the student(s) in the class activity.					
f. Summarized the major points at the end of the lesson					
a. Explained concepts clearly					
b. Gave "real world" examples to illustrate concepts					
c. Responded adequately to students questions					
3. Teaching style					
a. Spoke clearly and audibly					
b. Showed enthusiasm for the subject matter and teaching					
c. Encouraged questions and student participation					
d. Provided feedback that gave students direction for improvement					
e. Interacted with individual students during the class session					
f. Interacted with students working in small groups during the class session					
g. Used techniques that reflect an awareness of different learning styles					
h. Appropriately used Web-based resources, PowerPoint or other technological tools					
4. Assessment					
a. The assessment/ evaluation activities and instruments appropriately assess what has been learned.					
b. Overall, did the instructor create an engaging learning during the observed class session?					

Additional comments and suggestion

APPENDIX K

The Checklist for the Experts to Validate the Sample Lesson Plans

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This checklist is a guideline for assessing the lesson plans and instructional materials

for the research *"A Development of an English Oral Communication Course for*

Undergraduate Advertising Students".

This checklist comprises of five main topics: objectives, contents, the way the course is

organized, the materials/instructional activities and the assessment plans. **Please put a tick**

in the box that is relevant to your opinion and please feel free to write your comments and

suggestions in the last column of each topic.

Rating Scales	Description
5	**Strongly agree / Excellent**
4	**Agree / Good**
3	**Neutral / Moderate**
2	**Disagree / Poor**
1	**Not agree at all / Very Poor**

Adapted from "Sample Checklist for Assessing Activities and Materials" presented in

Genesee, F. & Upshur, J.A. (2002) and "What can be evaluated" by Graves, K. (2000)

Topics	Your opinions					Comments & Suggestions
	5	4	3	2	1	
A: Objectives:						
1. The unit objectives are realistic.						
2. The unit objectives are appropriate.						
3. The unit objectives are achievable.						
B: Contents:						
4. The contents are relevant to the students' needs.						
5. The contents are at the right level.						
6. The contents are suitable for the time allotted.						
7. The sequence of the contents is appropriate.						
8. The contents are comprehensive enough.						
9. The contents are focused enough.						
C: The way the course is organized						
10. It flows from unit to unit.						
11. It flows within units.						
12. It allows the students to perceive a sensible progression.						
D: The materials and instructional activities						
13. The materials/ activities match the unit objectives.						
14. The materials/activities make clear the communicative uses of the language.						

15. The materials/activities are age appropriate, at the right level and of appropriate difficulty.						
16. The materials/ activities are engaging and learner-centered.						
17. The materials/activities encourage cooperative learning.						
18. The materials/activities are meaningful and useful to students						
19. The materials/ activities are varied and can accommodate different learning styles and preferences.						
20. The materials/activities include cultural content appropriate to the target culture.						
21.The materials /activities are authentic						

Other comments or suggestions

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APPENDIX L

The Checklist for the Experts to Validate the English Oral Test

This Likert's scale checklist is a guideline for assessing the English Oral Test for the

research *"A Development of an English Oral Communication Course for Advertising*

Undergraduate Students".

Please put a tick in the box that is relevant to your opinion and please feel free to write

your comments and suggestions in the last column of each topic.

Rating Scales	Description
5	Strongly agree / Excellent
4	Agree / Good
3	Neutral / Moderate
2	Disagree / Poor
1	Not agree at all / Very Poor

Criteria	Your opinions					Comments & Suggestions
	5	4	3	2	1	
1. The test is consistent with its objectives.						
2. Students will be able to introduce themselves, describe their educational backgrounds, their extra curriculum activities and job experiences.						

3. Students will be able to talk about their abilities, strengths and weaknesses.						
4. Students will be able to give some details about the job and the organization they are applying for.						
5. Students will be able to provide feedback/comments effectively.						
6. The test has appropriate content validity.						
7. The test assesses competencies in oral communication through actual performance in social settings appropriate to the abilities being assessed.						
8. The results of the test will reflect the intended spoken abilities.						
9. The length of the test is appropriate.						
10. The test is suitable for the time allotted.						
11. The language is used appropriately.						

Criteria	Your opinions					Comments and Suggestions
	5	4	3	2	1	
12. The instructions of the test are clear and suitable.						
13.The test has an acceptable level of reliability (e.g. inter-rater reliability)						
14. The test is free from cultural, sexual, ethical, racial, age, and developmental bias.						
15. The test is suitable for the developmental level of the individual being assessed.						
16. The scoring rubric for assessing oral communication describes degrees of competencies.						
17. The scoring rubric consists of appropriate and enough criteria to assess the intended competencies.						

The criteria on this checklist were adapted from "Criteria for Assessment Instruments of Oral Communication" available online at the website of National Communication Association

(NCA),http://www.natcom.org/instruction/assessment/Assessment/CriteriaAssessment.htm

Other comments and suggestions:

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APPENDIX M

Lesson plan checklist

แบบประเมินนี้ จัดทำขึ้นเพื่อให้ผู้เรียนได้มีส่วนร่วมในการประเมินบทเรียนตัวอย่าง เพื่อวิเคราะห์ความเหมาะสมในการนำไปใช้จริง กรุณาทำเครื่องหมายในช่องที่ตรงกับความคิดเห็นของท่าน คำแนะนำหรือข้อเสนอแนะของท่านจะเป็นประโยชน์อย่างยิ่งในการ จัดทำหลักสูตรรายวิชาการสื่อสารภาษาอังกฤษทางวาจาสำหรับนักศึกษาปริญญาตรีสาขาวิชาการโฆษณา

5	เห็นด้วยอย่างยิ่ง / มากที่สุด
4	เห็นด้วย / มาก
3	เฉย ๆ / ปานกลาง
2	ไม่เห็นด้วย / น้อย
1	ไม่เห็นด้วยอย่างยิ่ง / น้อยที่สุด

หัวข้อ	ความคิดเห็น				
	5	4	3	2	1
1.บทเรียนตอบสนองความต้องการของนักศึกษา					
2.บทเรียนมีประโยชน์ที่จะนำไปใช้งานได้จริง					
3.บทเรียนเข้าใจง่ายเหมาะสมกับระดับภาษา/ความรู้และอายุของนักศึกษา					
4.บทเรียนมีความสมจริง					
5.ขั้นตอน/ลำดับของบทเรียนเหมาะสม					
6.เวลาที่ใช้ในการสอนแต่ละช่วงมีความเหมาะสม					
7.ความเร็วในการเรียนการสอนพอเหมาะ					
8.บทเรียนและการเรียนการสอนสนุกและน่าสนใจ					
9.บทเรียนและการเรียนการสอนมีความหลากหลาย					
10.ผู้สอน/วิธีการสอนช่วยเหลือในการเรียนรู้					
11.ผู้สอน/วิธีการสอนเปิดโอกาสและส่งเสริมการแลกเปลี่ยนเรียนรู้ร่วมกัน					
12.เอกสาร/ตำรา/อุปกรณ์การเรียนการสอนเหมาะสมและเป็นประโยชน์					
13.วิธีการวัดและประเมินผลชัดเจนและเป็นประโยชน์					

14.นักศึกษาได้เรียนรู้และพัฒนาความสามารถในการพูดสื่อสารภาษาอังกฤษหลังจากเรียนบทเรียนที่ผ่านมา					
15.โดยรวมแล้วนักศึกษาชอบบทเรียนและการเรียนการสอนที่ผ่านมาและอยากเรียนเพิ่มเติมอีก					
16.นักศึกษาคิดว่าควรจะมีการเปิดสอนหลักสูตรรายวิชานี้จริงในมหาวิทยาลัย					
17.นักศึกษาคิดว่าควรจะมีการพัฒนารายวิชาอื่นๆที่ต่อเนื่องหรือเกี่ยวเนื่องกับรายวิชานี้เช่นรายวิชาภาษาอังกฤษสำหรับนักศึกษาสาขาวิชาเอกการโฆษณาที่เน้นการพัฒนาความสามารถและทักษะการสื่อสารภาษาอังกฤษด้านอื่นๆที่จำเป็นต่อการสมัครงานและทำงานด้านโฆษณาเป็นต้น					

ความคิดเห็นหรือข้อเสนอแนะอื่นๆ

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Adapted from "แบบประเมินความเหมาะสมของบทเรียนตัวอย่าง" *designed by Vasavakul, A. (2006)*

VITA

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