

A DEVELOPMENT OF ENGLISH ORAL COMMUNICATION FOR MARKETING COURSE
BASED ON THE PROJECT-BASED LEARNING APPROACH TO ENHANCE
UNDERGRADUATE STUDENTS' ORAL COMMUNICATION ABILITIES AND SOCIAL SKILLS



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A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy Program in English as an International
Language
(Interdisciplinary Program)
Graduate School

Chulalongkorn University

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

Academic Year 2013

เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ ที่ส่งผ่านทางบัณฑิตวิทยาลัย

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การพัฒนารายวิชาการพูดภาษาอังกฤษเพื่อการสื่อสารสำหรับการตลาดตามแนวคิดการเรียนรู้
แบบโครงการ เพื่อเสริมสร้างความสามารถในการพูดเพื่อการสื่อสารและทักษะทางสังคมของ
นักศึกษาระดับปริญญาตรี

นางสาวธัญลักษณ์ สุนารัตน์

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต

สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (สหสาขาวิชา)

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2556

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	A DEVELOPMENT OF ENGLISH ORAL COMMUNICATION FOR MARKETING COURSE BASED ON THE PROJECT-BASED LEARNING APPROACH TO ENHANCE UNDERGRADUATE STUDENTS' ORAL COMMUNICATION ABILITIES AND SOCIAL SKILLS
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สัญลักษณ์ สุวรรรัตน์ : การพัฒนารายวิชาการพูดภาษาอังกฤษเพื่อการสื่อสารสำหรับการตลาดตามแนวคิดการเรียนรู้แบบโครงงาน เพื่อเสริมสร้างความสามารถในการพูดเพื่อการสื่อสารและทักษะทางสังคมของนักศึกษาระดับปริญญาตรี. (A DEVELOPMENT OF ENGLISH ORAL COMMUNICATION FOR MARKETING COURSE BASED ON THE PROJECT-BASED LEARNING APPROACH TO ENHANCE UNDERGRADUATE STUDENTS' ORAL COMMUNICATION ABILITIES AND SOCIAL SKILLS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ดร.ปราณภา โหมดหิรัญ, 223 หน้า.

งานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนารายวิชาการพูดภาษาอังกฤษเพื่อการสื่อสารสำหรับการตลาดสำหรับนักศึกษาระดับปริญญาตรีตามแนวคิดการเรียนรู้แบบโครงงาน และเพื่อหาประสิทธิภาพของรายวิชาต่อการพัฒนาทักษะการพูดเพื่อการสื่อสารและทักษะทางสังคมของนักศึกษา กลุ่มตัวอย่างคือนักศึกษาระดับปริญญาตรีสาขาการตลาด ชั้นปีที่ 3 ที่ลงทะเบียนเรียนในรายวิชาการฟังและการพูดเพื่อการอาชีพจำนวน 20 คน เครื่องมือในการวิจัยประกอบด้วย แบบสอบถามเกี่ยวกับความต้องการทางการพูดภาษาอังกฤษเพื่อการสื่อสารและทักษะทางสังคมของนักศึกษาสาขาการตลาด แผนการเรียนการสอนตามแนวคิดการเรียนรู้แบบโครงงาน แบบทดสอบการพูดเพื่อการสื่อสาร แบบประเมินตนเองเกี่ยวกับทักษะทางสังคมของผู้เรียน และบันทึกของครู สถิติที่ใช้ในงานวิจัยประกอบด้วย สถิติเชิงพรรณนา (Descriptive statistics) การเปรียบเทียบค่าเฉลี่ยก่อนและหลังการเรียน (A paired samples t-test) และ การวิเคราะห์เนื้อหา (Content analysis)

ผลการทดลองแสดงให้เห็นว่ารายวิชาการพูดภาษาอังกฤษเพื่อการสื่อสารสำหรับการตลาดที่พัฒนาตามรูปแบบการเรียนการสอนแบบโครงงานนี้สามารถช่วยพัฒนาความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและทักษะทางสังคมของนักศึกษาได้อย่างมีนัยสำคัญทางสถิติ ($p < 0.05$) และความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสารหลังการทดสอบสูงกว่าก่อนการทดลอง 10% ขึ้นไป คะแนนเฉลี่ยทักษะทางสังคมของนักศึกษาหลังการทดลองสูงขึ้นอย่างมีนัยสำคัญทางสถิติ ($p < 0.05$)



สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ

ปีการศึกษา 2556

ลายมือชื่อนิสิต

ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก

5287777020 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE

KEYWORDS: PROJECT-BASED LEARNING / ORAL COMMUNICATION ABILITIES / SOCIAL SKILLS

THANYALAK SUNARATN: A DEVELOPMENT OF ENGLISH ORAL COMMUNICATION FOR MARKETING COURSE BASED ON THE PROJECT-BASED LEARNING APPROACH TO ENHANCE UNDERGRADUATE STUDENTS' ORAL COMMUNICATION ABILITIES AND SOCIAL SKILLS. ADVISOR: PRANNAPHA MODEHIRAN, Ph.D., 223 pp.

The purpose of this study is to develop the English Oral Communication for Marketing course using the Project-based Learning Approach (PBLA), and to investigate its effectiveness on undergraduate marketing students' oral communication abilities and social skills. Participants were 20 third-year marketing students enrolled in Listening and Speaking for Careers course. Research instruments included a questionnaire on the needs of English oral communication and social skills for marketing students, English oral communication for marketing course based on the Project-based Learning Approach, oral communication abilities test, social skills checklist, and teachers' diaries. Data were analyzed by descriptive statistics, paired samples t-test, and content analysis.

Findings of the study indicated that this English oral communication for marketing course based on the Project-based Learning Approach could, statistically, enhance students' oral communication abilities and social skills. The gained score of the students' oral communication abilities was higher than 10% comparing with the pre-test scores ($p < 0.05$). The gained score of students' social skills was higher than 10% ($p < 0.05$).



Field of Study: English as an International
Language

Student's Signature

Advisor's Signature

Academic Year: 2013

ACKNOWLEDGEMENTS

This dissertation would not have been accomplished without the support of many people. First and foremost, I would like to express my gratitude to Burapha University (BUU) for my scholarship.

I take immense pleasure in thanking my advisor, Dr. Prannapha Modehiran, for her enthusiasm, support, and valuable insights throughout. My gratitude also goes to my dissertation committee, Asst. Prof. Apasara Chinwonno, Assoc. Prof. Sumitra Augwatanakul, Assoc. Prof. Punchalee Wanasasomsithi, and Dr. Suttiral Sapsirin, who gave valuable time and comments to enhance my work.

I would like to show my greatest appreciation to all professors from the English as an International Language Program who have guided, supported, and inspired me since the first day of my study. My deepest appreciation also goes to many professors for their valuable assistance and meaningful advice with research instrument development, validation, and rating. I also want to thank my EIL colleagues who shared good and bad experiences and also motivated me to have more strength to pursue my study. My dissertation would not been possible without the kind participations of the students from BUU.

I do owe more than thanks to my dear husband for his love, support and understanding during my program of study. I am also indebted to my brother and his family for their constant support and help.

Last but not least, I cannot find adequate words to express my gratitude to my parents for their unconditional love, spiritual support, encouragement, understanding, and belief in me. Without their guidance and support, I would not have been able to accomplish my doctoral study.

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CHAPTER I INTRODUCTION

1.1 Background of the Study

English has acquired a major global role in several contexts,- finance and commerce, politics and diplomacy, science, education, publishing, mass media, and entertainment (Foley, 2005; Seidlhofer, 2004). It is positioned as the international language, a lingua franca. It is valued as a communication tool in a variety of authentic settings, as a device helping learners perceive their knowledge and as a qualification in professional employment and advancement (Luciana, 2005).

The language's global importance of English is increasing due to links between development of a world economy and advances in technology. It is the preferred language for dissemination of new knowledge in commerce and technology; information necessary to stay competitive and efficient in an information-hungry world. As a result, the numbers of people learning English in countries where English is not a native language are significantly increasing; the proportion of ESL speakers is rapidly growing (Wiriyachitra, 2001). Consequently, development of English language teaching gives people involved in educational systems a responsibility to enhance the English proficiency of their students.

In Thailand, English became a compulsory subject studied from Pratomsuksa 1 (Grade 1) in 1996. Language practitioners and stakeholders in the Thai education system have acknowledged the need for curriculum development emphasizing English language teaching and learning at a tertiary level if we are to succeed in improving English language proficiency among Thai graduates (Wiriyachitra, 2001).

However, the level of business English skills, especially oral communication abilities, of Thai graduates is unsatisfactory - too low compared with other Asian countries, such as Malaysia, Philippines, and Singapore (Foley, 2005; Wiriyachitra, 2001). This oral communicative deficiency is obvious among Thai graduates who have difficulties gaining employment in information technology, business and tourism, as well as in higher academic contexts. Employers and business owners want graduates endowed not only with knowledge and skills in particular fields, but also appropriate English speaking and listening skills. Basic skills would include, for example, how to present products and services, how to negotiate, as well as how to deal with customers successfully. Consistently, other Thai educators have proposed in studies that teaching and learning English at university level should focus on encouraging students to use English in real life settings as often as possible rather than emphasizing accuracy or competency in grammar (Poonpon, 2011; Wiriyachitra, 2001).

Many factors obstruct students' English achievements in Thailand. Many people cannot differentiate between teaching business subjects in English and Business English teaching. Business English teaching is a skill-based instruction in English skills for business purpose-telephone conversation strategies, oral presentation skills, and writing business correspondence. On the other hand, teaching business subjects in English refers to content-based teaching in any particular business context using English as a means for transferring knowledge.

Most English textbooks used in Thailand lack authentic Thai context (Kaewdang, 1999). Content and activities in some textbooks are alien to Thai cultural values and ways of life (Kaewdang, 1999). Some activities may not even focus on

target skills. For example, some textbooks used in oral English for business courses provide little in the way of speaking activities for learners to practice their oral skills.

Most Thai classroom activities in English courses are still traditional, teacher-centered (Kaewdang, 1999; Wiriyachitra, 2001). Classroom activities are dominated by a teachers' lecture; learners are usually passive, waiting for knowledge from the teacher. Students seldom participate in discussion or sharing ideas. At the same time, content is often taught in their mother tongue and mostly emphasizes linguistic competence, such as grammar, reading, vocabulary, rote learning, and translation skills (Fry, 2002; Kaewdang, 1999).

Moreover, teaching English in remote areas presents more challenges. While teaching services in urban areas are rather well-organized and fully equipped, services in rural areas are relatively different (Fry, 2002). Materials and opportunities for learners to practice their English are not readily available. Access to English language resources (e.g. native speakers, movie soundtracks, magazines, and music) is poor. Chances for students to practice English daily are rare (Wiriyachitra, 2001).

A number of Thai English teachers do not have sufficient English skills and knowledge or relevant experiences. They may lack the confidence students require for understanding (Fry, 2002; Wiriyachitra, 2001).

Much research has already cast doubt on whether the academic knowledge and English language skills delivered in Thai universities actually meet the needs of English usage in the workplace (Wiriyachitra, 2001). Listening and speaking skills are needed in the business world but they are not focused skills in Thai universities' curricula. English courses offered should focus on teaching students' knowledge and

skills appropriate for their future professions (Wiriyachitra, 2001). Burapha University (henceforth BUU) is one Thai public university that recognizes that graduates need to acquire more than academic knowledge in specific fields. They should receive communication and social skills that enhance their future careers or in higher education. Apart from the main campus at Bangsan, Chonburi, the university has two other campuses in the east of Thailand: Chanthaburi and Srekaew. All students at Chanthaburi Campus must complete at least four English courses. Two are foundation language courses and a range of options, such as Writing I, Reading for Humanities and Social Sciences, and Listening and Speaking I. Only one of the elective courses focuses on developing listening and speaking skills. However, this listening and speaking course might not provide adequate knowledge, skills and opportunities to practice for enthusiastic students. Students lack opportunities to develop their oral English abilities with native speakers. BUU, Chanthaburi Campus is in a remote area so students clearly lack opportunities to expose themselves or practice their English speaking skills outside the classroom.

According to an informal survey conducted with graduate marketing students from BUU, Chanthaburi Campus, oral communication ability was the skill they wanted to improve, highlighting a need for skills required in authentic professional contexts.

This study employs the Project-based Learning Approach (henceforth PBLA) as a pedagogical framework for developing the course investigated with the purpose of enhancing students' English oral communication abilities and social skills in a business marketing environment. The PBLA is beneficial for EFL learners because it provides a meaningful context for learners to use the target language outside the

classroom (Diaz-Rico, 2004). The Project-based pedagogical strategy focuses on encouraging learners to participate actively in classroom activities to accumulate their own learning outcomes, developed and presented in the forms of projects. Students need to articulate, investigate, and regulate their own learning through a sequence of activities. They have opportunities to collaboratively practice and employ content knowledge and language skills for developing their own projects. Topics for learning are developed from learners' interests, needs, and must be relevant to authentic settings. Activities in PBL classrooms are practical and authentic to real-life communication dealing with cooperative and collaborative structured activities - group discussions, brainstorming, and group projects. Consequently, students are encouraged to communicate frequently with their peers or other participants, and participate in group activities to accomplish projects (Coffey, 2007; Epstein & Ormiston, 2007; Stoller, 1997; Tippelt & Amorós, 2004). Project-based instruction also relates to social skills (Garabet & Miron, 2010). When students negotiate or enter discussion with group members, they must acquire not only academic knowledge but also social skills. The skills might include interpersonal, negotiation and communication skills, and exchange of information and opinions. Students need self-management (e.g. anger management and compensation strategies) and problem-solving skills (e.g. defining problems and making plans) to behave appropriately and be accepted in cooperative learning activities. The Association for Supervision and Curriculum Development (ASDC, 2008) declares that the PBLA provides not only linguistic knowledge and skills, but also skills in communication and presentation, organization and time management, research and

inquiry, self-assessment and reflection, group participation, and leadership skills; all regarded as skills learners need for success in 21st century life.

Students not only employ and practice academic skills but also social skills. They develop their academic skills through activities practiced. As students interact or communicate with classmates or teachers, they learn how to behave constructively to accomplish learning outcomes. Social skills refer to abilities to bridge the gap between oneself and other people (Chen, 2006; Kolb & Hanley-Maxwell, 2003; Steedy & Schwartz, 2008). They help people understand, perceive, and respond to others appropriately. Social skills exist in everyday communication when people deal with others whether in formal or informal situations, such as introducing people, making a phone call to friends, sending e-mails to customers, or delivering academic oral presentations (Bremer & Smith, 2004; NASP, n.d.; Steedy & Schwartz, 2008). Social skills are also regarded as another vital factor that can help or hinder students achieve learning goals. Students with appropriate social skills know how to interact and communicate with others, enhance their positive relationships, and gain acceptance. Students with deficient social skills may not be able to participate or interact appropriately. This deficiency may lead to ignorance, impulsiveness, aggression, and other anti-social behavior. In other contexts, good social skills enhance a person's prospects for acceptance, positive relationships, and create more opportunities for promotion and higher achievements.

The interrelation between oral communication, the PBLA, and social skills can be seen in a project group in which students are expected to participate with other members in order to send desired messages through on-going cooperative learning activities, part of the process of communication. Students need to negotiate shared

goals/ objectives to achieve mutual understanding of messages vital to successful collaborative activities (Garabet & Miron, 2010). Collaborative communication in a group project helps students form and develop their personalities, attitudes, and social skills. Whether consciously or unconsciously, students employ social skills in practicing language skills, investigating needed information, negotiating findings, and presenting their project.

The PBLA seems effective in enhancing students' oral communication abilities in the business domain and their social skills. It enables students to develop their knowledge and skills, as well as experiences in oral communication in a practical way. Students are expected to speak up during numerous group meetings, class discussion, negotiations for meaning and research, and oral presentation. The numerous opportunities to practice in systematic, well-planned, and authentic activities should enhance students' oral English communication abilities and social skills.

1.2 Objectives of the Study

Much research has been conducted with the aim to promote students' oral communication abilities (Siritaratn, 2007) and to develop the effectiveness of the course based on PBLA in business contexts (Anderson-Cruz & Vik, 2007; Glbahar & Tinmaz, 2006; Siritaratn, 2007; Xiufang & Meihua, n.d.). This study has been conducted with the following objectives:

1. To develop an English oral communication for marketing course based on the Project-based Learning Approach for undergraduate students.

2. To investigate the effectiveness of the developed English oral communication for marketing course based on the Project-based Learning Approach on:

2.1 Undergraduate students' oral communication abilities, and

2.2 Undergraduate students' social skills?

1.3 Research Questions

Guided by the objectives, research questions of this study are:

1. How can the English oral communication for marketing course based on the Project-based Learning Approach for undergraduate students be developed?

2. How effective is the developed English oral communication for marketing course based on the Project-based Learning Approach in enhancing undergraduate students' oral communication abilities and social skills?

1.4 Statements of Hypotheses

Many previous studies have reported findings about the effectiveness of the PBLA in enhancing students' oral communication abilities (Anderson-Cruz & Vik, 2007; Siritaratn, 2007) and social skills (Xiufang & Meihua, n.d.). Siritaratn (2007) conducted a study with undergraduate students who enrolled in a listening and speaking course developed based on the PBLA. She reported that participating students had been able to improve their oral communication abilities. Similarly, Xiufang and Meihua (n.d.) confirmed in their study that the Project-based instruction used as a teaching approach in a marketing research course had helped students

develop learning capabilities as well as having raised their social skills. Additionally, O'Loughlin and Arkoudis (2009) studied the IELTS exit gained scores of international students in Australia. Their findings were that the gain score of students' speaking skills was 7% higher.

To examine the effectiveness of the developed English oral communication for marketing course, and its impact on students' oral communication abilities and social skills, the following hypotheses have been formulated:

1. After having attended the English oral communication for marketing course based on the Project-based Learning Approach, the average post-test scores of students' oral communication abilities are significantly higher than their pre-test's average scores at the level of 0.05.
2. The average post-test score of students' oral communication abilities is 10% higher than the average pre-test score.
3. After having attended the English oral communication for marketing course based on the Project-based Learning Approach, the average post-test scores of students' social skills are significantly higher than their pre-test's average scores at the level of 0.05.

1.5 Scope of the Study

This quasi-experimental research with the one-group pre-test and post-test design was conducted with marketing students from the faculty of Science and Arts, BUU, Chanthaburi campus. The students have completed three English courses:

English I, English II, and Reading I before enrolling in the *Listening and Speaking for Careers* course in the first semester of academic year 2012. An independent variable was the listening and speaking course developed based on the PBLA. Dependent variables were the level of students' oral communication abilities and social skills.

1.6 Limitations of the Study

This study was conducted with a one-group pre-test-post-test design. Data was collected in a semester, so it was considered a short period of time. Samples of the study were third-year marketing undergraduates, BUU, Chanthaburi Campus: considered a small sample size. This study was implemented at Chanthaburi, a small province in east Thailand, so its findings may be generalizable to related contexts only.

Another limitation was shortage of experimental time; some critical topics of oral communication in the marketing context obtained from needs analysis instruments were grouped together. As a result, the contents might not cover all interesting aspects of the course.

1.7 Definition of Terms

1.7.1 English Oral Communication for Marketing Course

It refers to the *Listening and Speaking for Careers* course offered to third-year marketing students at Science and Arts Faculty, BUU, Chanthaburi Campus. This three credits course is provided in the first semester of an academic year and lasts

15-16 weeks. Its objectives are to construct students' knowledge and skills focusing on *basic speaking abilities* relevant to situations likely in students' future careers. It emphasizes listening to realistic conversations, stories, *etc.* as well as learning and practicing spoken English using appropriate vocabulary and grammar. In this study, the PBLA is used as the framework for developing and designing this listening and speaking course.

1.7.2 Project-based Learning Approach

It is a transformative, systematic learning approach focuses on increasing students' participation and responsibility to control their own learning (Thompson & Beck, 2007). It can expand students' understanding with knowledge and experiences in real situations (Anderson-Cruz & Vik, 2007). This approach aims to stimulate learners' progress through active and collaborative engagement with peers and participants in project work activities.

In this study, the PBLA is used to stimulate students to complete a sequence of designed learning activities collaboratively and interactively in order to accomplish their project; their learning outcomes. Together, students have to identify a topic based on their interests, make a plan for developing their final projects, search for required information, and develop and formulate the project work. Students have to brainstorm, discuss, assign responsibilities for each group member, gather information, analyze, negotiate meanings, design and develop final projects, and present them at the end of the course.

1.7.3 Oral Communication Abilities

Oral communication refers to spoken interaction between two or more people. It is a transactional skill that requires abilities to encode, decode, and transmit messages through an agreed channel. Communicators need to understand and decide what to say and how to say it (Rahman, 2010). In this study, oral communication abilities refer to the abilities of speakers to use English linguistic knowledge considering comprehensibility, fluency, functional competence, vocabulary pronunciation, and grammar to communicate appropriately and effectively in the form of spoken language in various marketing contexts, such as social greeting, talking about products and services, describing a company profile, meetings, and presentations, *etc.* Students' oral communication abilities are the scores gained in the oral communication abilities test (pre-and post-test) and an analytical rubric for assessing oral communication abilities in a marketing context constructed by the researcher.

1.7.4 Social Skills

Social skills refer to vital skills that help an individual to communicate and interact appropriately not only in academic and professional contexts but also in daily routine (NASP, n.d.; Steady & Schwartz, 2008). In this study, social skills refer to non-verbal communication skills which can be categorized as interaction, self-management skills, and organizational skills. Students' social skills are measured by the scores gathered using a social skills checklist adapted from "How are My Social Skills Checklist", University of Illinois at Urbana-Campaign (n.d.) and "Social Skills Checklist", University of Washington (2004).

1.8 Significance of the Study

1. This study aims to develop the English Oral Communication for Marketing course to enhance undergraduate students' oral communication abilities and social skills. The contents and approach will be implemented in this continuing course if results are deemed positive.

2. Positive results from this study can support use of the PBLA in other English for specific purposes courses.

3. This research can provide some insights and contribute to knowledge regarding oral communication abilities in the field of ESP and students' social skills.

1.9 An Overview of the Study

This study comprises five chapters.

Chapter 1 includes its background of the study, objectives, and research questions. It also presents statements of hypotheses, its scope, limitations, significance of the study, and a note on the limitation of terms.

Chapter 2 reviews related literature and relevant previous studies.

Chapter 3 describes research methodology including research design, population and sample, research procedures, research instruments, data collection, and data analysis.

Chapter 4 reports the findings and answers for each research question.

Chapter 5 summarizes the study, discusses the findings, and presents recommendations for further research.



CHAPTER II

LITERATURE REVIEW

This chapter reviews six elements vital to the present study: course development, Project-based Learning Approach (PBLA), oral communication abilities, social skills, needs analysis, and theoretical framework of the study.

2.1 Course Development

2.1.1 Definition of Course Development

In 1938, Dewey proposed that a curriculum should enable students to combine their preconceptions with knowledge and skills learned in courses to deal appropriately and effectively with society. He also suggested activities in authentic professional settings be adapted as classroom activities. A course was defined as a systematic, disciplined integration of several organized pedagogical components. Organized components including course content, methodologies, activities, materials, and evaluation in the curriculum, should add to students' learning progress in terms of experiences, knowledge, and skills beneficial in real-situations like daily communication, academic settings, and workplaces.

Course development is the process of designing a new course or revising components of an existing course. Development should serve the needs of students, teachers, parents, and societies, thus enhancing the effectiveness of a course. It should encourage students to develop their learning skills as well as social skills (e.g. problem-solving, cooperative learning, and communication skills) for a changing

world (Graves, 2000). Furthermore, every pedagogical component of the course should be modified, conceptualized, and implemented correlatively and continuously until a developed course meets students' needs effectively (Graves, 2000).

In this study, course development refers to processes based on an eclectic pedagogical approach serving the needs of learners as well as workplaces. They should enhance and expand academic knowledge and skills, as well as other skills necessary to careers in the 21st Century: problem-solving, critical thinking, cooperative working, and social skills.

2.1.2 Frameworks of Course Development

Various frameworks of course development have been designed and developed by educators. For example, Tyler (1949: 131-133 cited in (Oliva, 2009)), described a curriculum developer as a person who analyzes and assesses general aspects of a course before scoping down to specifics. He proposed a deductive model of course development as in Figure 2.1.

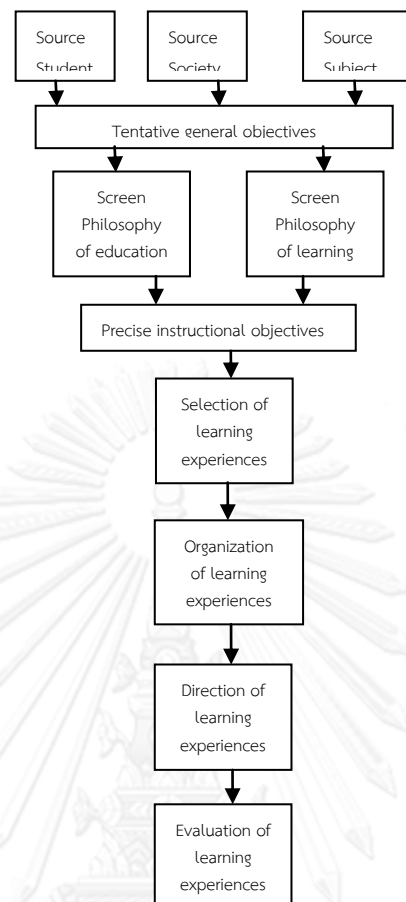


Figure 2.1: A Deductive Model of Course Development (Tyler, 1949)

In 1962, Taba (1962: 133-134 cited in(Oliva, 2009)) proposed an inductive approach to course development. Her framework started from creating pilot units for students and ended up at installing and developing other new units (see Figure 2.2).

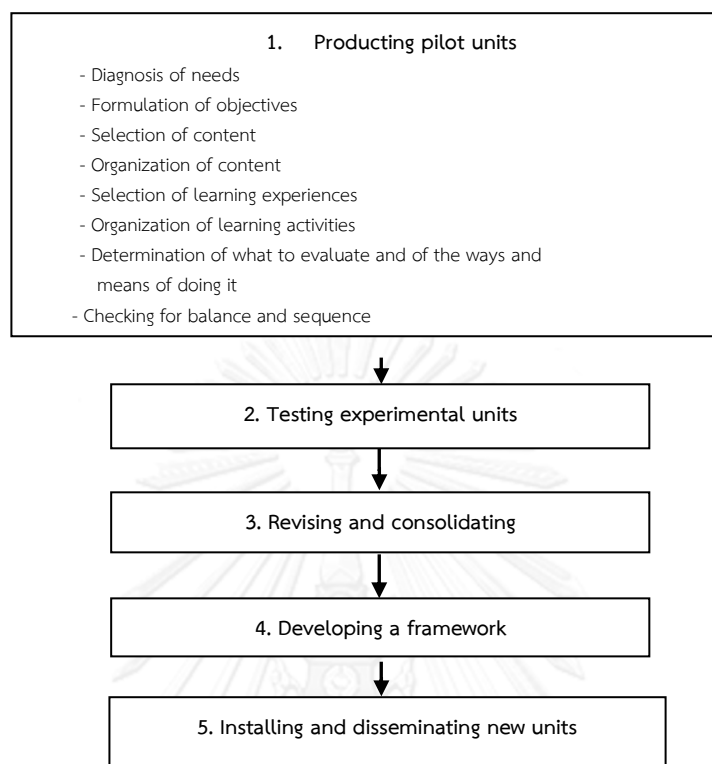


Figure 2.2: Five-step Sequence of Course Development (Taba, 1962)

In 1995, Brown presented his work, “Systematic Approach to Designing and Maintaining Language Curriculum” adapted from his earlier work in 1989. He added two elements: materials and testing (see Figure 2.3).

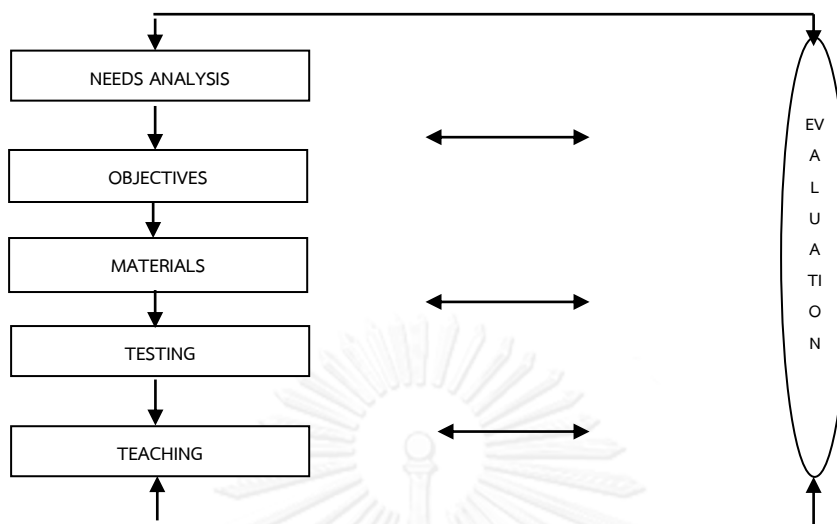


Figure 2.3: A Systematic Approach to Designing and Maintaining Language Curriculum (Brown, 1995)

In 2000, Graves proposed an update of her framework of course development processes first presented in 1996. She declared: *“there is no hierarchy in the course development processes and no sequence in their accomplishment”* (Graves, 2000) so that her framework was presented in a cycle model. Her framework was in Figure 2.4 below:

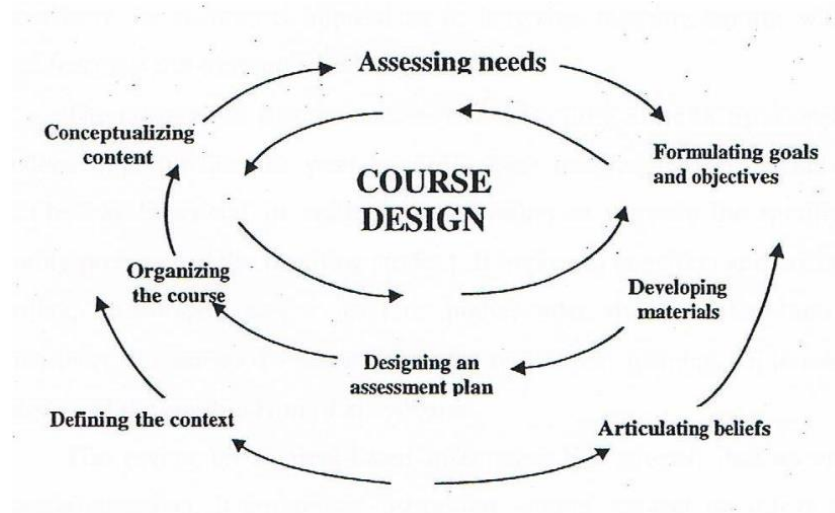


Figure 2.4: A Framework of Course Development Processes (Graves, 2000)

From the frameworks above, one can conclude most contain similar processes starting from investigating needs analysis, formulating goals, objectives, content, and materials, teaching plans, assessment, and evaluation. However, some differences in sequence of sub-processes are observed. Graves (1996) proposed that slight differences in the sequence of the sub-processes can be accepted as long as they contain planning, teaching, and re-planning stages of course development.

Course development can be regarded as a starting point for developing ESP courses. ESP is an English course mainly designed and developed from identified learning and language needs of specific groups of learners; the syllabus is designed to serve their requirements. ESP focuses on the function of English used in any particular setting.

Steps in developing the course used in this study follow course development processes endorsed by Graves in 2000. Details of the processes could be clarified as follows:

1. *Articulating beliefs.* It refers to instructional theories a teacher or course developer uses as foundations for developing conceptual knowledge and course components in pedagogical settings. Later, these pedagogical beliefs become the foundation of the learning approach to be used in the course.

2. *Defining context.* It refers to understanding the profile of students in the course. Things in the context a course developer should consider would include ages, genders, and level of the students, capacity, settings, materials provided, etc.

3. *Assessing needs.* It refers to developing instruments for assessing the needs of stakeholders. Findings from needs analysis instruments can identify course components that best serve the needs of students and society.

4. *Formulating goals and objectives of the course.* To identify knowledge, skills and other learning performances students are expected to be able to accomplish after the course.

5. *Developing materials.* To develop materials including course contents, instructional materials, and learning activities for the course including course.

6. *Designing an assessment plan.* To identify what content knowledge, language skills, or learning performance should be assessed. It also refers to what instruments should be used, as well as when and how they should be used. The assessment plan should be relevant to content knowledge, language skills, or learning performance specified in the objectives of the course.

7. *Organizing the course.* To implement aspects of pedagogical course components. After implementation, some components of the course might be redesigned in order to enhance its effectiveness.

The next section contains a review of the Project-based Learning Approach (PBLA) applied to the developed course for this study.

2.2 Project-based Learning Approach (PBLA)

2.2.1 Definition of the PBLA

According to the Buck Institute for Education (BIE), the PBLA was developed from the philosophy of John Dewey (BIE, 2007). Since the latter half of the 20th century, this learning approach has gained popularity; it is a systematic authentic learning approach that emphasizes students' participation, collaboration, and interests, along with learning strategies, real-world issues, social skills, and lifelong learning. Nevertheless, many scholars and researchers define the PBLA slightly differently.

Fried-Booth (1997), one of the most knowledgeable experts in the field of PBL claimed the PBLA referred to a collaborative language learning methodology that can be compared to a bridge connecting language learners might perceive in the classroom to the language they acquired in a real-life context.

Tippelt and Amorós (2004) described the PBLA as a teaching strategy combining development of integrated tasks or projects with students' active and

independent collaboration. It also refers to a strategy that enables students to develop knowledge, learning and social skills in a practical way.

For Debski (2006), the PBLA was a learning strategy that motivated students' collaboration through social concepts in order to develop their own learning outcomes through a project.

Anderson-Cruz and Vik (2007) suggested the PBL as an effective teaching and learning strategy related to the dynamic of students' active involvement, contributing to a deeper understanding of key concepts because it deals with "real-life" communication.

Coffey (2007) described this teaching and learning strategy as one that valued students' collaboration through authentic, direct, and well-planned activities and independent learning rather than linguistic competence.

David (2008) defined the PBLA as a systematic teaching method engaging students in complex and specific objectives/activities or carefully designed tasks with continuous feedback.

In consideration of the above, the PBLA can be summarized as a systematic approach that shifts from a traditional classroom and instead emphasizes authentic, practical learning activities that are interdisciplinary, student-centered, and integrated with real world issues and practices. It relates to knowledge acquisition and transfer. Knowledge acquisition occurs when students engage in the learning process directly to accumulate their learning outcomes. Knowledge transfer happens when students acquire or process their knowledge through a teacher's mediation and peer

collaboration. Project-based instruction motivates students to develop learning autonomy as they have more freedom to plan activities, organize their knowledge information, and finalize it in a pre-determined time. It also motivates students to learn autonomously and become life-long learners. Students, or collaborative peers, will be able to develop their learning strategies, along with their social skills and self-esteem.

In the PBL classroom, students' learning outcomes are presented in the form of project work. Such, project work can be categorized differently in terms of diverse criteria, including: nature and sequencing of activities, how to report information, and data collection technique. In this study, project work refers to the combination of production and performance projects. Students need to learn and practice knowledge and skills for developing a project, plan a series of activities for gathering information, use various sources of information, communicate, negotiate, and discuss obtained information to determine its relevance to a specific theme. Besides searching for information through written references (textbooks, journals, and studies, *etc.*), they are expected to collaborate and communicate orally in English with other people (teachers, peers, and people from the broader community) as well as use technology to complete projects. In the final stage students must present their projects. Through these activities, students need to plan their project carefully and systematically and participate directly in communication and collaboration in order to achieve their own learning outcomes.

2.2.2 Underlying Theories in the PBLA

PBLA possesses interrelated theoretical foundations: social constructivism, student-centeredness, and cooperative learning:

2.2.2.1 Social Constructivism

Several social constructivists claim Project-based learning pedagogy and social constructivism share a close relationship (Anderson-Cruz & Vik, 2007; Tippelt & Amorós, 2004). “Learning by doing”, supported by John Dewey in the early 1900s, reflected the connection between social constructivism and PBL learning. It is an approach that emphasizes the importance of active involvement of students in building knowledge by integrating new information with experiences. Social constructivist advocates believe individuals can construct their knowledge through interactions with other people in society, and that individuals construct knowledge at different paces.

One significant tenet in social constructivism, promoted by Vygotsky (1978), is the notion called “Zone of Proximal Development (ZPD)”. It is the difference between an individual’s capacity to solve problems on their own, and the level of their capacity to solve problems with assistance from someone else. In this process, children are scaffolded by other people who have already mastered that particular knowledge, called “More Knowledgeable Others (MKO)”: teachers, peers, parents, and people in broader society. Social constructivists propose this scaffolding instruction can facilitate students’ ability to learn from prior knowledge and

internalize new information through planned activities. In short, they believe the more children interact with others, the better they learn language.

To sum up, instructional models within the social constructivism theory value the need for collaboration among learners and practitioners in society; the process stimulates students to learn and construct their knowledge.

Similarly, the PBLA is an instructional approach that emphasizes the construction approach for learners. It is an effective teaching tool because it requires students to take part in the construct of their own learning and also provides authentic activities to connect real-life experiences with classroom theory. Through their project development, students are supported and guided by MKOs in order to expand their level of proficiency and accomplish the predetermined project. In addition, students have more autonomy to decide what and how they want to learn.

2.2.2.2 Student-centered Approach

Traditional teaching allows class time to be dominated by teachers' lecturing. Students' participation and collaboration are discouraged. Fortunately, current teaching approach has shifted to focus on students; "a student-centered approach".

Student-centered approach is based on the constructivist model in which students construct their own learning rather than passively receive or assimilate knowledge. It emphasizes process rather than product and learning through practical activity. It focuses on empowering students to take autonomy for their own learning and to learn through collaboration and participation rather than a teacher's

explanation. Students try to figure out solutions by themselves before asking for help from a teacher. Students have responsibility to set their learning goals, make a plan for their learning, and search for learning sources by themselves (Gubacs, 2004; Jones, 2007).

PBLA provides a student-centered context of engagement which places responsibility for the learning process upon the student, who should rely on constant guidance from a teacher. Students engage in a series of tasks from negotiating a topic for a project (if needed) through to presentation. Students are expected to be able to develop and organize project plans, research needed information, cope with possible problems, present the results of their work, and evaluate and adjust the process as required.

Technology can be integrated into Project-based learning to encourage complex thinking about academic and pedagogical content, searching for information, and enhance students' presentation skills.

Learning is a social activity. Teaching approach can scaffold students' prior knowledge while acknowledging community and culture needs. Moreover, in a fast-changing technological and global society, Project-based learning activities can prepare students to react positively to the authentic workplace. They provide a wide range of necessary academic and social skills; critical thinking, collaborative skills, project planning, problem-solving, decision making, and communication skills, to help a person fulfill greater achievements in their 21st century careers.

2.2.2.3 Cooperative Learning

Cooperative learning is based on constructivist theory that people need other people to help them learn. In cooperative learning, an individual's success is dependent on the group's success; students work together to maximize their own and each other's learning (Johnson & Johnson, n.d). Cooperative learning provides opportunities for students to share, negotiate ideas and information, work together in small groups as well as work individually on a structured activity to accomplish shared learning goal. Students understand and realize the value of cooperation and interaction through a series of learning activities. Effective cooperative learning comprises five essential elements: positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing (Dahley, 1994). Positive interdependence refers to the correlation between the success of an individual student and the success of the group. Face-to-face interaction is learning through sharing, negotiating, and supporting each other. Individual accountability refers to each student being accountable for their work, and members' works combine lead to group success. Social skills refer to interpersonal skills students require during cooperative activities. These skills will help students build stronger cooperation and positive relationships throughout their lives. Group processing refers to the opportunities for students to review, to express in an appropriate manner, their feelings and opinions about problems and benefits in the group learning process and to correct unwanted behaviors to enhance successful learning outcomes in group work.

In the cooperative learning classroom, learning takes place whenever students work together on a structured project in a small group. This learning

approach is beneficial especially when students work in mixed-skill groups since the better students can take a role as a teacher or supporter who helps other students enhance or expand their knowledge and skill (Dahley, 1994). At the same time, the student teacher has more opportunities to practice and enhance their knowledge and skills while teaching or scaffolding friends. Besides developing intellectual skills, cooperative learning in project-based learning also enhances students' skills in several other ways: as active learners, gaining hands-on experience, deeper understanding of content, enhancing their self-esteem, valuing ownership of their own learning, improving teamwork skills, and developing interpersonal and self-management skills at the same time.

In summary, cooperative learning focuses on learning together in groups to accumulate learning outcomes and accomplish shared goals. The success of individual students affects the success of the group because group success derives from individual group member's success. It affirms the importance of group interaction and participation as elements of learning. Cooperative learning can enhance students' academic skills along with other vital complementary skills. It also provides students with opportunities to practice working in groups to develop collaborative skills, gain practical hands-on experience, and improve interpersonal and self-management skills.

As previously mentioned, cooperative learning is a fundamental theory of the PBLA. In the PBLA, students are expected to work cooperatively in a series of structured activities to accumulate their learning outcomes in the form of project work. As a result, students have to participate directly and take full responsibility for accomplishing their own learning. This learning approach also focuses on structured

group activities. Participants enhance and expand their knowledge and skills through authentic group activities including sharing, negotiating, brainstorming, and discussing. The PBLA also emphasizes practicing and improving communication abilities and other social skills through cooperative activities. This study assumed that a series of cooperative learning activities in support of project work activities could enhance students' oral communication abilities and social skills.

With the theories above in mind, the PBLA acquires six significant as follows:

1. Scaffolding and Collaboration

Project-based learning emphasizes creation of a learning community through scaffolding and supportive assistances provided to novices or low-proficiency students. Collaborative activities can be provided either intentionally or as opportunities arise (e.g. asking for suggestions, modeling, training, visiting, and brainstorming) by MKOs (more knowledgeable others) who acquire expertise or meaningful hands-on experiences in that particular context. MKOs could be either adults in the community (e.g. parents, local specialists, or authorities from public organizations and the private sector) or advanced peer mentors who have mastered those particular areas of interest. In the final stage of these learning approaches, the teacher as well as other participants scaffold students' learning by providing them with feedback. Students learn to respond to responsibility for their own learning, assess their strengths, weaknesses, and consider suggestions for developing better learning performances.

In developing a school project, more knowledgeable partners engage in planning activities; provide needed assistance, knowledge, as well as information in implementation stage; and assess the effectiveness of the product outcome or a project. The teacher monitors and facilitates; when groups encounter unanticipated difficulties the teacher would direct them toward the project's goals and objectives (Garabet & Miron, 2010; Gu, 2002; Kwok & Tan, 2004; White & Burnham, 1995).

2. Cooperation and Team-based Approach

Cooperation is a method of teaching and learning in which students team together to explore or create a significant learning outcome or a meaningful project (Educational, 2004). Students engage in working in groups to formulate their project activities. For example, students cooperate with others when specifying topics relating to an agreed theme, planning or designing activities, resources, materials to be included in their learning activities, gathering information from a variety of resources information, and organizing and preparing a group presentation (Epstein & Ormiston, 2007; Stoller, 1997; Tippelt & Amorós, 2004).

3. Interdisciplinary Learning

Interdisciplinary learning refers to the relationship between different fields of knowledge or subject matters in developing students' learning outcomes. In project work learning, students must be able to employ a variety of knowledge and skills in a range of subject matters in order to formulate and accomplish the final product

(Aalborg University, 2010; Tippelt & Amorós, 2004). For example, in developing a marketing project, students need not only knowledge and skills in marketing but also abilities in management skills to administer project activities, and communication skills to deal with other knowledgeable people in related areas of interests for appropriate and effective collaboration. They also need computer literacy to search information bases, and to organize and design their project.

4. Active-learning

Active-learning covers learning activities in which students are expected to participate. Positive interaction is necessary to accomplish their learning goals. In project-based learning pedagogy, students have to participate directly with people in a community and take full responsibility for every stage of learning. Students negotiate project topics appropriate to a given theme, scope the area of their projects, plan activities, search for knowledge and information, analyze and discuss the findings, then organize or design activities or campaigns to serve the needs of community concern, present the outcome, and provide feedback about the Project-based learning approach. Through these active engagements, students become active learners able to understand and retain what they have learned better than in a traditional classroom (Fried-Booth, 1997; Stoller, 1997; Tippelt & Amorós, 2004; Villani, 2000; White & Burnham, 1995).

5. Autonomous Learning

Autonomous learning refers to the ability learners have to direct, formulate, and assess their learning. They know reliable sources for investigating the relevant knowledge and information, know how to analyze their findings, as well as know how to assess their own progress to accomplish particular learning goals. The PBLA aims to stimulate students to become autonomous learners. Students have opportunities to enhance their self-determination (rights to plan, formulate, and make a decision on their own learning related to the community stated in the theme), self-help (abilities to search for the solutions independently). By these learning performances, students will become lifelong learners able to administer and direct their learning whenever they need to (Glbahar & Tinmaz, 2006; Tippelt & Amorós, 2004; Villani, 2000; White & Burnham, 1995).

6. Inquiry-based Learning

Inquiry-based learning is learning strategies by which students can articulate, direct, and investigate information and knowledge needed systematically. The PBLA is an exploratory-based instruction process which motivates students to become organized researchers who administer a given sequence of activities systematically. Students start their learning activities in systematic ways from exploring their learning through on-going activities, proposing some questions or hypothesizing and manipulating learning, validating related information sources, searching for answers through authentic learning activities, as well as analyzing and collating findings before

organizing their final product (BIE, 2007; Katz, 1994). Figure 3.5 below presents the characteristics of the PBLA.

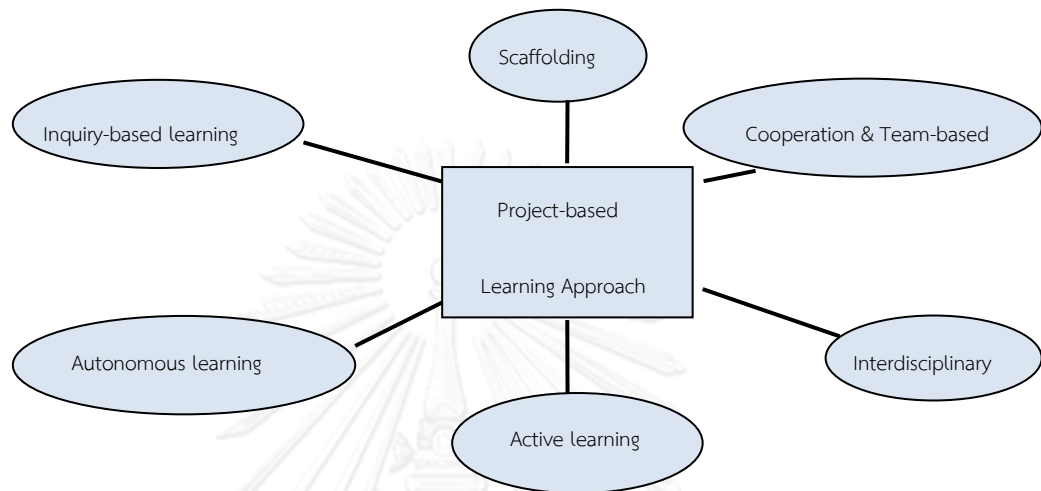


Figure 2.5: Characteristics of the Project-based Learning Approach

2.2.3 Roles of Teachers and Students in the PBLA

In project-based learning, a teacher's tasks are not reduced. The PBLA process emphasizes creating and designing learning environments. The most important responsibility is planning learning processes. This learning approach requires the teacher to be a counselor, a designer, a facilitator, a coordinator, and a peer. From the works of Fried-Booth (1997), Glaser (n.d.), Tippelt and Amorós (2004), and Coffey (2007), main changes in the role of teachers include the following:

1. The teacher becomes a counselor or advisor who helps students construct the learning process through systematic and meaningful activities.

2. The teacher has to define clear learning objectives, project objectives, and scope of the project. He/ She must thoroughly explain all tasks that can be complicated and provide detailed directions for developing the project.
3. The teacher creates a learning environment emphasizing development of an atmosphere of collaborative learning or sharing information.
4. The teacher tends to stay outside the direct learning process except when all other resources are unavailable or inconsistent. The teacher should not provide students with any answers (this would defeat their learning process). However, the teacher can support student learning by giving proper and relevant guidance.
5. The teacher must motivate students to develop academic, personal and social skills: critical thinking, problem-solving, self-esteem, self-reflection, negotiation, and communicative competence, *etc.* These skills can be developed through participation in learning activities.
6. The teacher helps students link their current knowledge with new knowledge.
7. The teacher needs to assess students' learning processes and products regularly against the combination of learning objectives, project objectives, checklists, and rubrics. By doing this, the teacher will know whether student activities are in line with assigned objectives.
8. The teacher provides students with feedback that will help them realize and strengthen their skills for the next project.

For students, Project-based learning is learner-centered and intrinsically motivating. Students are actively engaged in “doing things” rather than “learning

about things”. They generally work in small, collaborative groups and participate in project activities. They can be called “a self-manager” since they take full responsibility for organizing their own work and managing their own time within specific limits.

Students have more opportunities to develop communication skills and learning strategies through practical experiences when they investigate, negotiate and share their knowledge and findings with others.

They can be “student researchers”, who extend the learned knowledge through various sources outside a traditional classroom setting, connect it with other issues, then analyze it, and constantly make their own choices when considering how to obtain, display, manipulate, evaluate share information, and finally present their ideas. They gain insights about technology as a tool to communicate and strengthen their finding and learning outcomes and to enhance their presentation. Students can also evaluate and give feedback on peers’ projects and presentations.

2.2.4 Stages of the Project-based Learning Framework

A Project-based learning framework consists of stages of planning and developing activity leading to final project. Scholars have defined processes, with some variation, in the sequence of Project-based learning frameworks.

Freid-Booth (1986) proposed eight steps for developing a project work: (1) defining a theme that guides students future work; (2) determining the final project students will have to formulate; (3) structuring the project to determine tasks,

activities, or steps students must perform; (4) identifying language skills and strategies students need to perform; (5) gathering information related to the theme of the project; (6) compiling and analyzing information; (7) presenting their project or learning outcome to the class; (8) evaluating the project, providing feedback on the presentation, project or product, and assigned tasks.

Tippelt and Amorós (2004) described six stages of a project-based learning framework-information/definition of goals, planning, decisions, implementation, control, and assessment.

Later, Epstein and Ormiston (2007) identified eight stages in the Project-based learning framework. While negotiating a theme, a teacher and students also identify steps to be taken through the project. Next, when defining project objectives, students and a teacher create objectives together. Preparation requires students to learn and practice content knowledge and language skills. Students then negotiate and design appropriate written materials, leading into gathering information to be used in their projects. Students work in small groups to compile and analyze the information. Students formulate and develop projects based on information gathered. Culmination of their efforts is when students present their project.

Table 2.1 on the next page presents a summary of stages of the Project-based learning frameworks proposed by Freid-Booth (1986), Tippelt and Amorós (2004), and Epstein and Ormiston (2007).

**Table 2.1: Stages of the Project-based Learning Frameworks
(Epstein, 2007; Fried-Booth, 1986; Tippelt, 2004)**

Freid-Booth (1986)	Tippelt and Amorós (2004)	Epstein and Ormiston (2007)
<ol style="list-style-type: none"> 1. Defining a theme, to identify and clarify project activities. 2. Determining the final project, to define the type of a project. 3. Structuring the project, to determine activities and in project activities. 4. Identifying language, to practice students with language skills and learning strategies. 5. Gathering information, to have students search of the information. 6. Compiling and analyzing information, to discuss and analyze the information. 7. Presenting, to have students present their project outcome. 8. Evaluating the project, to give comments and/or feedback. 	<ol style="list-style-type: none"> 1. Information/definition of goals, to clarify information and the definition of goals. 2. Planning, to have students plan steps to be taken to reach the final product. 3. Decision, to let students make a decision on strategies to work on the assigned tasks. 4. Implementation, to have individual Students implements his tasks. 5. Control, to let students discuss the information gathered in groups and organize their projects. 6. Assessment, to discuss and evaluate project together. 	<ol style="list-style-type: none"> 1. Negotiating a theme, to negotiate theme, type, and steps to be taken to complete the project. 2. Defining project objectives, to define and adjust project objectives together. 3. Preparing, to prepare the language skills for working on the project for students. 4. Negotiating written materials, to negotiate and design the written materials to be used. 5. Gathering information, to have students gather information. 6. Compiling information, to have students collate, compile, and analyze the information. 7. Organizing a final project, to let students organize the final product. 8. Presenting the project, to have students present their final project.

2.2.5 Related Research on the Project-based Learning

This section aims to review previous studies relevant to the Project-based instruction. Details as follows:

Hosie (1999) conducted a study at Payette Elementary School, to explore how students could develop their communication skills through a hands-on project classroom. She selected a communication project, “Tall Tower”, developed in four different phases. Results showed that the “Tall Tower” activity allowed students to learn and develop oral skills naturally without perceiving that they were learning, evidenced by more descriptive and complete sentences in their oral presentation.

Hosie’s findings suggested that an age-appropriate project that interests students could develop their oral communication skills in a target language. Offering a hands-on project with enjoyable activities could increase students’ language acquisition, self-esteem, confidence, and willingness to use the target language.

Gu (2002) conducted a qualitative study to determine whether a web-based project learning experience could improve students’ learning performances. Results showed that students had more positive learning outcomes, such as participation, motivation, and language perception after having completed online writing projects.

Lowenthal (2006) investigated students’ retention abilities in “*Project-Based Learning and New Venture Creation*”. He compared project-based learning to problem-based learning instruction to find an appropriate instructional strategy that maximized retention of entrepreneurship and business plans development. His findings showed significant improvements among students throughout the course.

Evidence indicates students in a Project-based learning classroom retained more of what they had learned than those in a problem-based classroom. Students could extend their interest to a wide range of subjects, learn how to collaborate, and communicate with others effectively. Based on such findings, it could be assumed that retention ability could be developed as long as project work is carefully

designed. Students who acquire hands-on experience tended to participate willingly and dig more deeply, and make connections to other real world issues. Additionally, collaborative learning in project-based learning instruction could improve students' social skills.

In 2007, Anderson-Cruz and Vik conducted a study focusing on improving students' communication skills through writing and speaking, especially for presenting financial and business information, according to project-based instruction theory, in a business communication course. Their study showed the PBLA could develop students' communication skills - interviewing, critical thinking, oral presentation, *etc.* through a wide range of authentic activities in processing information.

Garabet and Miron (2010) conducted a study on development of students' oral communication ability in physics classrooms based on the project method. The findings pointed out that with Project-based instruction, students could develop academic knowledge and boost their oral communication ability. Through run-on cooperative project activities, students developed better communication ability when they made a plan together, negotiated, gathered and discussed the information, and presented it.

Eguchi and Eguchi (2006) revealed a significant point affecting the project work classroom. They had introduced an English language course that focuses on project work involving production of an English magazine. Their study examined the effect of the magazine projects on the language proficiency of students. Results showed that although the English magazine project was an enjoyable experience, it did not have a significant effect on improving the proficiency of low level students.

Due to the issues of project-based learning in an EFL context, the reasons for this failure were deduced to be students' extensive dependency on their mother tongue to achieve the tasks and a lack of natural contact with native English speakers outside the classroom. The results led to the conclusion of the necessity to design a course that encourages EFL learners to use English more often and to seek more exposure to English speakers. The possible solution for replacing natural interaction with native English speakers in EFL context was to use information technology (e.g. the Internet) to engage in real communication in English.

In a Thai context, Siritaratn (2007) studied the effectiveness of the PBLA in developing English oral communication ability. Findings revealed students' oral communication and oral presentation skills were developed through this project work instruction. Additionally, the collaboration required in PBLA could effectively promote students' learning abilities and interpersonal skills as well. This study showed project-based learning has a positive impact on students' oral communication abilities as long as the project is carefully designed. Project work instruction required authentic tasks with appropriate and adequate opportunity for scaffolding, interaction, and collaborative learning could enhance students' development of oral communication ability in a target language.

Patthamalai (2008) based her research on investigating problems of English competence in project work, to enhance students' English competence in project work and to develop the formats of project work. Results showed students could develop English competence through project work and achieve development processes above 80%, based on pre- and post-test scores. These results indicated project works could assist students to improve their English language skills and

learning strategies (e.g. pronunciation, grammatical structures, critical thinking, and acquiring and analyzing knowledge), project management skills (e.g. collaboration, project planning, and time management), and personal skills (e.g. motivation and self-confidence). One can conclude that a well-organized, designed model of project-based instruction boosts the success and efficiency of this learning approach. Course and project objectives should be specified and explained clearly at the beginning of a course so that consequent processes could be developed and directed successfully. However, this study showed that teachers should encourage students to involve themselves as much as possible in designing projects. It is important to select a project that interests them. Students will participate more willingly and enthusiastically in managing their own learning outcomes.

Studies showed the PBLA is beneficial for improving language skills as well as personal and interpersonal skills. Through articulating cooperative activities in the Project-based classrooms, students could increase their personal skills: self-esteem, self-directed skill, confidence, motivation, willingness, and participation (Anderson-Cruz & Vik, 2007; Doppelt, 2003; Patthamalai, 2008), and their interpersonal skills, such as negotiation (Lowenthal, 2006; Siritaratn, 2007). Additionally, Breiter, Fey, and Drechsler (2005) and Patthamalai (2008) also proposed the hands-on learning approach was effective in enhancing students' project management skills, such as planning, decision making, and time management and could expand students' interests and curiosity in learning activities (Lowenthal, 2006; Patthamalai, 2008). Various studies concluded that it was important to design a course that encourages EFL learners to use more English and to increase exposure to its use. An alternative

to natural interaction with native English speakers in an EFL context was to use information technology, (e.g. the Internet).

Nevertheless, in some contexts, such as when students suffer lack of exposure to English or low language ability, the teacher needs to supply an environment in which students can interact in English in daily routine. For example, the teacher might use technology as a resource to search for knowledge, or provide original soundtrack movies, English songs, or magazines. Students could tackle assignments relevant to their interests and level of proficiency to motivate them to be familiar with an English language environment and to engage in more English - speaking activities.

It can be concluded from the above studies that Project-based learning is a meaningful pedagogy that can enhance learners' academic skills, and complementary communication and social skills. Well-organized, systematic Project-based instruction prepared before implementing the course helps students develop learning ability through knowledge acquisition and transfer. Students have more responsibilities to formulate and accumulate their knowledge and learning outcomes associated with the teacher's mediation and peers' cooperation.

In this study, the Project-based pedagogical approach is regarded as an independent variant used to investigate oral communication abilities and social skills. Both are reviewed in the following sections. The next section is a summary of literature about oral communication abilities, definitions, principles and models of oral communication, their developments, teaching oral communication abilities in an EFL context, and relevant research and studies.

2.3 Oral Communication Abilities

2.3.1 Definition of Oral Communication Abilities

Rahman (2010) defined oral communication competence as a dynamic process of interaction that involves the ability to transmit, receive and process facts, ideas, thoughts, opinions, feelings, and values effectively. It is dynamic because it involves a variety of activities interacting over time. It is interactive since communicators need to consciously and actively to transmit and understand messages (Rahman, 2010). Additionally, it is regarded as a process because communication is viewed as a continuous series of steps. It also refers to the ability to understand the intended message and to choose language relevant to the context to transmit orally to an audience.

Oral communication refers to a spoken interaction between two or more people. It is a unique learned rhetorical skill that requires abilities to understand and decide what and how to say things (Rahman, 2010). Further, it refers to the ability to use linguistic knowledge to decode, transmit, and encode an intended message in a social context. Oral communication also refers to the ability of a speaker to use a language to communicate in face-to-face interaction to express ideas or an intended message for a specific purpose. Proficient speakers must be able to think critically about how to present their intended message and how to function in a variety of speaking environments. Rahman (2010) suggested successful oral communication required other elements beyond the formal ability to speak well using a wide range of expressions. Apart from spoken language, proficient speakers should be adept in more subtle communication skills: gestures, facial expressions, eye contact, style,

understanding their audience, active and reflexive listening, politeness, precision, and directness.

Oral communication refers to any type of interaction in spoken words. It is regarded as a vital part of a modern business world. Murphy and Hidebrandt (1991) pointed out the importance of oral competence in the business context. To know “who” or “what” in business is one thing, but how you convey that knowledge requires effective oral communicative competence.

In the business world, oral communication can be categorized into two basic areas: within and outside an organization. Common oral communication within an organization would include staff meetings, personal discussions, presentations, telephone conversation, and informal conversation. Outside the organization, oral communication might be performed in face-to-face meetings, telephone calls, speeches, teleconferences, or video-conferences.

Oral communication abilities in this study could be defined as the ability of speakers to use appropriate English linguistic knowledge and skills to express, share, negotiate, or discuss ideas, information, or transfer intended messages interactively for marketing purposes. Speakers take the role of sender-receiver in transactional communication through interactive channels, such as a discussion, a meeting, or a presentation.

2.3.2 Basic Principles of Oral Communication

Though people normally communicate orally in everyday life, many might not realize the influences of oral communication. Busby and Majors (1987) proposed six principles to enhance the effectiveness of oral communication.

1. Meanings are in people, not in words.

When people communicate, they express how they feel, believe, value, and perceive the world through the words they use. For example, when a mother says she wants to kiss her little son, she then touches his cheeks and lips with her lips. By doing this, mother conveys the meaning of “kiss” through how she treats her baby.

2. Meanings are learned.

From the above example, the little boy learns the meaning of “kiss” from the way his mother treats him. In every day communication, people learn meanings of a wide range of words. The more they communicate, the more they learn.

However, meanings of words may vary and convey different meanings in different contexts. People can develop new meanings through slang, jargon, and dialects.

3. Meanings are not static.

Meanings of words can change overtime depending on consensus among opinion leaders in different generations.

4. Meanings can be both intentional and unintentional.

People usually send unintentional messages when they communicate. This coincidence occurs subconsciously through the process of word-choice selection. People can reflect their cultural and educational background, socio-economic status, and personal attitudes, values and beliefs in their word choices.

5. Meanings are determined by context.

Formation of meanings may vary depending on the psychological context. In a sentence “Henry runs his own coffee shop,” for example, the speaker aims to communicate that Henry manages his own coffee shop. “Run” in this sentence does not refer to moving faster than walking.

6. Meanings are personal and important.

People have different styles of communication. Styles also reflect aspects of the speaker. Additionally, people may unconsciously reveal something of themselves and judge other people by the language and styles of communication they use. Language use can influence our opinions of others.

2.3.3 Models of Communication

In this study, three classic communication models are presented as follows:

2.3.3.1 Shannon and Weaver’s Model of Communication Process

Shannon and Weaver (1949) viewed communication as a linear on one-way process in which information moves from a sender to a receiver. Components

include information source, message, transmitter, signal, channel, noise, receiver, and destination. (see Figure 2.6). Examples of this model of communication are radio, TV, books, newspapers, and magazines. Main feature of this model is a lack of interactivity or immediate feedback.

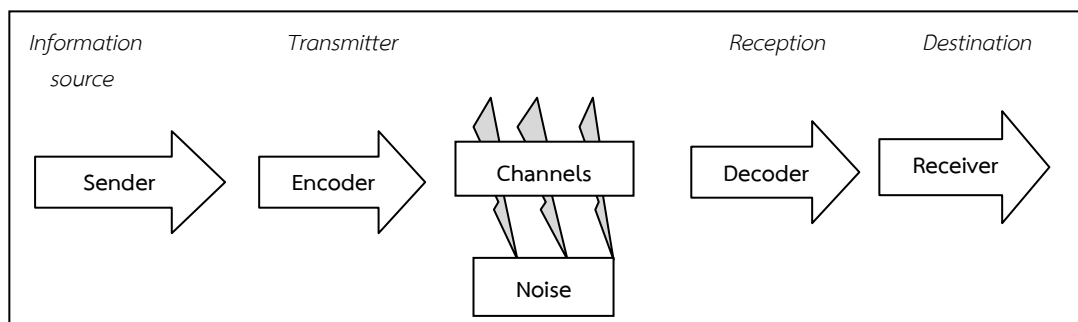


Figure 2.6: A Model of Communication Process (Shannon and Weaver, 1949)

2.3.3.2 An Interactive Model

In this model, communication is viewed as a two-way process since the receiver or the listener also provides feedback. It is acknowledged shared fields of experience, e.g. cultural background, race, and geographic location between the sender and the receiver could enhance the model's effectiveness (see Figure 2.7). Some examples of this communication model are *Facebook*, *Twitter*, and *Whatsapp*.

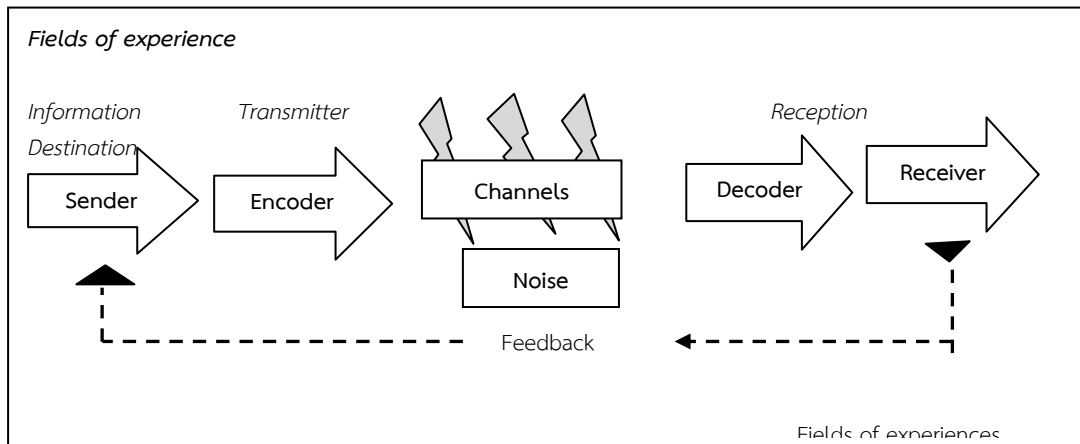


Figure 2.7: An Interactive Model

2.3.3.3 A Transactional Model

In this two-way communication, Foulger (2004) proposed the communicator takes the role as a sender-receiver who both creates and consumes messages. A transactional model contains simultaneous feedback presented in the form of verbal and non-verbal messages so that it is more interactive (see Figure 2.8).

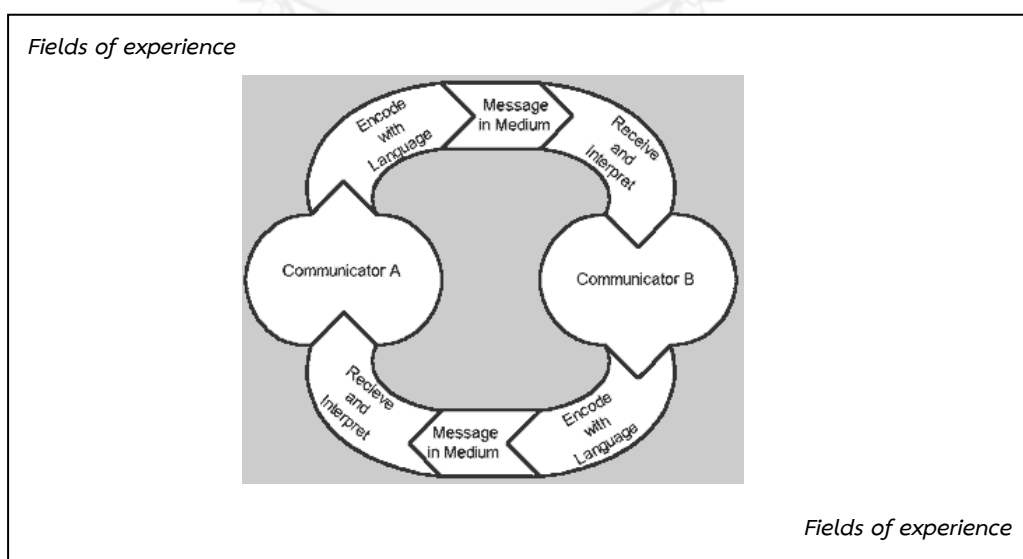


Figure 2.8: A Transactional Model (Foulger, 2004)

2.3.4 Developing Oral Communication Abilities

Luciana (2005) defined oral communication as a skill related to sociolinguistic (abilities to be aware of formulating ranges of language in a particular society and context) and sociocultural aspects (awareness of cultural diversity in any particular society and context). Context and cultural nuance is interwoven in communication. As a result, teaching oral communication takes these two aspects into consideration to enhance the effectiveness of learners' oral communication abilities.

Activities in an oral communication classroom should focus on motivating students to improve communication and negotiation skills to develop oral communication ability. Activities should intensify interaction skills while promoting students' awareness of the value of cultural diversity, beliefs, and different background knowledge. The teacher could employ a model of communication associated with the awareness of contextual and sociocultural aspects for the students to practice. However, this should be done in a way that does not disparage or demean one culture in favor of another. To do so could encourage conflict between group members. Negative feelings will reduce the effectiveness of communication.

Additionally, it is important to understand aspects of oral communication (see Figure 2.9) to design an appropriate oral communication classroom. Oral communication relates to two different aspects of processing: top-down and bottom-up (Luciana, 2005).

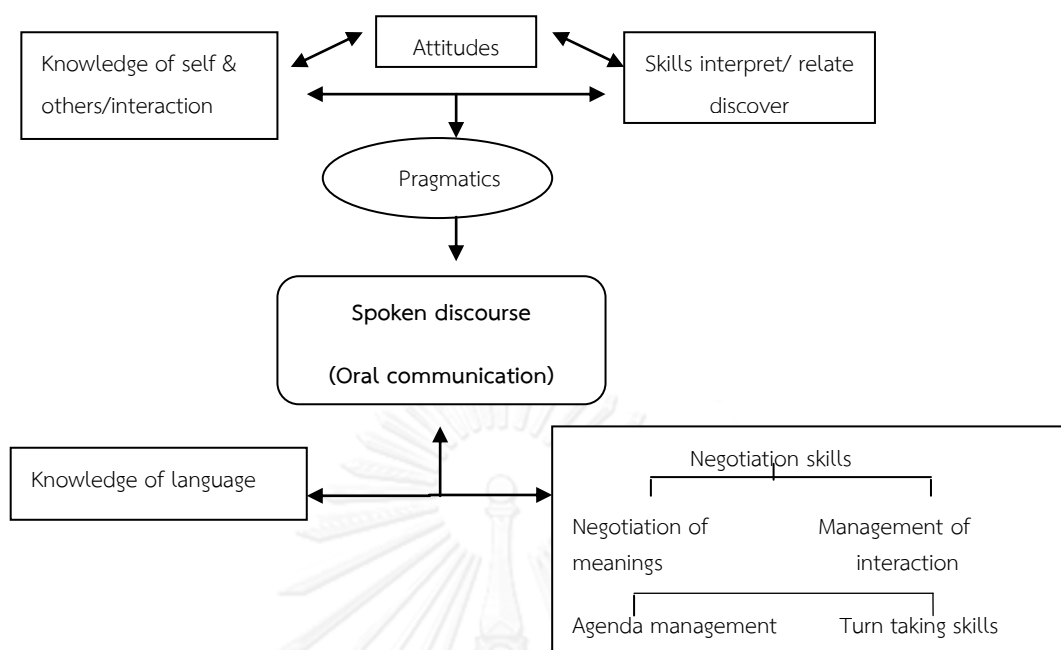


Figure 2.9: Aspects of Oral Communication (Luciana, 2005)

At the top-down level, oral communication focuses on sociocultural and contextual knowledge. Students must be aware of formulating attitudes in interaction. They need to have a skill to control or eliminate prejudice against their own or other's cultures or beliefs. This enables students to communicate critically and maintain their inherited cultural identities while opening themselves to others' cultures.

Attitudes also relate to knowledge of self and others as well as knowledge of interaction. Knowledge of self refers to knowledge perceived and developed on one's own through family and social acculturation. In contrast, knowledge of others relates to knowledge constructed and developed through social interaction. Knowledge of interaction relates to the ability to interact properly and acceptably. To obtain knowledge of interaction, students need to have interpretation and

discovery skills. The first focuses on a skill to interpret and respond to documents written in another language. The second refers to a capacity to be open-minded and willing to understand unexpected cultural phenomena. As a result, students are able to make appropriate language choices in a particular context (pragmatics) to formulate spoken discourse.

Bottom up processing, on the other hand, concerns language knowledge and operational skills needed to manipulate interactions. Students are expected to practice their knowledge of interaction using language and negotiation skills

Negotiation skills refer to negotiation of meaning and management of interaction. The negotiation of meaning relies on achieving mutual understanding and agreement on meanings in communication. Management of interaction is divided into agenda management skills and turn taking. Agenda management skills are used to consider what issues should be discussed as well as when and how to change topics. It includes the ability to organize and operate communication smoothly and coherently. Secondly, Bygate (1997: 34-35, cited in (Luciana, 2005)) defined turn taking as a skill to formulate and manipulate conversation protocols.

These aspects affect the effectiveness and appropriateness of oral communication. The more students can practice these skills, the more successful their communication will be. Students are expected to learn and practice the above skills in order to strengthen their oral communication ability.

2.3.5 Teaching Oral Communication Abilities in an EFL Context

Though the subject matter for language skill courses varies, there are several vital compositions to be considered in designing and developing what is taught and the delivery method that will make a course effective. Basic considerations would include who the students are, their current level of speaking and listening abilities, extent of exposure to English, their future goals, expectations from the course, their preference of speaking abilities, and skill deficiencies, *etc.* Such information can be collected by conducting a needs analysis survey or a questionnaire, or a pre-test. Results can be used as a resource for designing and planning appropriate and effective content, materials, activities, and evaluations. Another thing to take into consideration is the teacher may, or may not focus on specific textbooks or materials for their oral class; oral skill varies depending on the courses. Teachers might also choose contents and activities from a variety of sources and generate their own materials as well. They must still consider whether those materials are appropriate to students' needs, and course objectives.

Teaching oral communication in an EFL context is formidable and challenging for teachers. Lazaraton (2001) proposed that there are some ambiguous challenges in the EFL classroom, such as a lack of student motivation and skills and quality of participation, first language usage, numbers of students in a class, and non-native English teachers. Students may have little motivation simply because they have inadequate speaking abilities, lack of confidence and self-esteem, or do not realize the importance of English in a globalized world. Large classes often limit students' speaking opportunities and teachers' opportunities to provide feedback. Teachers may not be competent or confident in speaking English if they are not native English

speakers or not graduates in an English major. Nevertheless, EFL teachers must provide authentic and motivating classroom activities to encourage students' attention, motivation, and participation. Activities should vary depending on unit objectives. Technology, movies, video-clips, and CDs or online lessons can be used to ensure students' enjoyment and also provide them with authentic practice in listening to native speakers' speech. Teachers can arrange an English environment, such as an English club, or commemorate English holidays and festivals to provide opportunities for communication in English. Teachers can invite native English speakers to give presentations and organize activities in which students can interact with guest speakers. These activities provide students more opportunities to practice their English speaking ability and raise their confidence and self-esteem, enhance their social skills, and highlight awareness of the impact of English in the world.

2.3.6 Related Research on Oral Communication Abilities

Several researchers used different teaching and learning approaches to investigate and enhance students' oral communication abilities, such as cooperative learning activities focusing on group discussion and case discussion seminar (Tang & McNichols, 1992), oral presentation (Grace & Gilsdorf, 2004), group activities (Khan & Ali, 2010), project method (Garabet & Miron, 2010), and task-based learning approach (Boonkit, 2010). Findings from these studies were based on quantitative and qualitative research instruments, e.g. a questionnaire, a survey, an interview, and an observation (Boonkit, 2010; Khan & Ali, 2010; Miguel, 2006).

These findings showed that interactive and cooperative learning activities in group discussions, group activities, project-led and task-based learning approaches

which required students to communicate with their peers and other participants directly to reach learning outcomes could help them improve their oral communication abilities (Boonkit, 2010; Garabet & Miron, 2010; Grace & Gilsdorf, 2004; Miguel, 2006; Tang & McNichols, 1992). These teaching and learning strategies, moreover, helped students strengthen their academic knowledge in the course (Grace & Gilsdorf, 2004; Tang & McNichols, 1992).

Besides strengthening oral communication abilities and academic knowledge, interactive approaches also expanded students' creativity, encourage them to become active learners who participate and interact more in group activities, and enhanced their confidence, motivation, and autonomy (Boonkit, 2010; Garabet & Miron, 2010; Tang & McNichols, 1992). Students were encouraged to direct and articulate their learning activities by themselves directly associated with the teacher's guidance. They were motivated to investigate and search for knowledge and information from a variety of sources, not limited to the teacher's lectures (Garabet & Miron, 2010). Additionally, Tang and McNichols (1992), Grace and Gilsdorf (2004), and Boonkit (2010) noted that oral communication skills were influential to career success. Oral communication abilities were a vital skill for academic success as well as success in daily life communication.

However, the results from these studies presented some limitations in employing these learning approaches to enhance students' oral communication abilities. Students usually felt uncomfortable, nervous, and anxious when they felt they were not ready to communicate with others. The reasons of nervousness and anxiety might be the fear that they have oral communication deficiencies, lack confidence, have fear of failure, feel shyness, as well as having no knowledge or

information to share (Grace & Gilsdorf, 2004; Khan & Ali, 2010; Tang & McNichols, 1992). As a result, these barriers could impede students' development and achievement in oral communication.

Khan and Ali (2010) claimed the quality and the difficulty of textbooks used, time allotted for practicing, activities included in the textbook, and activities implemented in the classroom influence students' learning achievement. Grace and Gilsdorf (2004) illustrated that when proper numbers of oral communication activities were included in course content, they could enhance both academic knowledge and oral communication abilities without disturbing course structure.

From reviewed studies, it could be concluded that to help improve their oral communication ability, students' confidence and motivation should be enhanced, while their fear and anxiety should be minimized at an early stage so students have more willingness to practice and participate in the activities provided (Grace & Gilsdorf, 2004; Khan & Ali, 2010; Tang & McNichols, 1992). Some aspects which influence the rate of improvement in students' oral communication ability included: fear of failure and humiliation, a lack of confidence, and anxiety. Various activities should be arranged and combined properly. They should be practical and relevant to what students are going to confront in real-life communication. The textbook and activities included should not be too difficult for students' current level. Unreasonable difficulty could impede students' motivation, encouragement, and achievement. Time allotment for each exercise should be appropriate so students have enough time for practicing (Grace & Gilsdorf, 2004; Tang & McNichols, 1992). Classrooms should not be overcrowded both for students to participate equally as well as for teachers to facilitate and monitor individual students' learning.

Learning should be regulated in a friendly and constructive environment. Teachers should be positive, willing to motivate students to enhance their participation, interaction, motivation, and confidence in classroom activities. Comments on students' learning should be positive and constructive; students should want to keep on practicing for prospective advancement.

The next section is a review of social skills regarded as another dependent variable. It includes a definition, types of social skills, why teaching social skills?, and related research.

2.4. Social Skills

2.4.1 Definition of Social Skills

According to Kolb and Hanley-Maxwell (2003), Chen (2006), Steady and Schwartz (2008), NASP (n.d.), and Stanberry (n.d.), social skills are defined as abilities or skills that help an individual interact or maintain satisfactory relationships with other people in various contexts. They included skills in peer and group interaction, problem-solving, and self-management. Social skills take time to mature and can be developed continuously through a person's lifespan.

Social skills are regarded as vital in daily routine, as well as in academic and professional contexts. Pearse (2005 cited in (Lovett & Jones, n.d.)) claimed social skills were one of the foundations of business successes. Innovative business courses that focused on a convergence of business and social skills were needed for the competitive business world.

In a business sense, social skills refer to skills to communicate and express oneself appropriately to accomplish desired goals. Social skills also refer to the abilities to maintain a positive relationship with colleagues and clients. Social skills refer to social competence that human beings demonstrate when transferring or receiving information in their careers (Chen, 2006). They also refer to abilities one can formulate for success in peer and social interaction, self-management, emotional regulation, and organizational skills (Lovett & Jones, n.d.; Nieragden, 2000). Casperson (2000) recommended that the need to practice power etiquette (e.g. courtesy, politeness and good manners) could ensure success within business administration field. Kelly (1992, cited in (Lovett & Jones, n.d.)) mentioned that marketing students have greater need to master positive social skills than any other majors since they will usually deal and communicate directly with customers.

From the studies of Bremer and Smith (2004), Steedy and Schwartz (2008), and NASP (n.d.), besides helping an individual enhance and maintain positive relationships, social skills also:

1. Increase students' academic success since they know how to interact properly when they have any difficulties or need help.
2. Enhance strong positive relationships among peers and with teachers. They cooperatively and collaboratively learn and share to achieve learning goals.
3. Explore successfully adult issues such as career advancement and acceptance from colleagues.
4. Develop both mental and physical health when people know how to behave appropriately for acceptance.

Students need to improve their social skills in order to avoid negative consequences of social deficiency (e.g. loneliness, stress, job loss) and to enjoy positive consequences of well-developed social skills (e.g. friendship and acceptance from others) (Bremer & Smith, 2004). Social skills are normally formulated and enhanced in a cooperative learning classroom. Students are motivated to enhance their positive and constructive relationships when they discuss, negotiate, construct, and share knowledge or information. Types of social skills will be reviewed in the following section.

2.4.2 Types of Social Skills

To define exact types of social skills is problematic because there is some overlap. Different scholars define social skills differently depending on their interests:

NASP (n.d.) focuses on the importance of social skills in academic success and behavior. Social skills are divided into four types: survival skills (e.g. listening, following directions, and ignoring distractions); interpersonal skills (e.g. sharing, joining an activity, and turn taking); problem-solving skills (e.g. asking for help, apologizing, and accepting consequences); and conflict resolution skills (e.g. dealing with teasing and accusations, being left out, and other peer pressures).

In 2003, Kolb and Hanley-Maxwell (2003) conducted a study on social skills parents believed their disabled children needed. They defined social skills in two major areas: interpersonal skills (e.g. handling relationships: getting along with others and empathy: recognizing emotions in others) and intrapersonal skills (e.g. self-awareness and managing emotions).

In Bremer and Smith (2004), social skills were categorized into five dimensions: peer relational skills (e.g. responding to humor, supporting others, and greeting), self-management skills (e.g. being on time, asking for help, and respecting time limits), academic skills (e.g. checking one's own understanding, staying on topic, and clarifying intended ideas), compliance skills (e.g. following group rules, staying with one's own group, and keeping hands and feet to oneself), and assertiveness skills (e.g. asking appropriate questions, offering to explain, and criticizing ideas, not people).

Nieragden (2000) proposed four types of social skills in business English settings: interaction (e.g. attitude awareness, conflict handling, cooperation, etiquette, and teamwork willingness), self-management (e.g. compensation strategies, decision making, anger management, and self-discipline), communication (e.g. listening skills and presentation skills), and organizational skills (e.g. problem solving and system thinking).

Lovett and Jones (n.d.) defined social skills in five areas: dining etiquette, business lunch behavior, business introductions, general business courtesies, and telephone or cell phone. They emphasized the importance of table manners because they claim that almost 50% of all business transactions are handled during meals. Consequently, dining etiquette could increase opportunities for signing contracts or completing transactions.

In this study, social skills refer to competence and abilities to interact and communicate in positive and productive ways. Though this study concerns a business context, the researcher aims to focus on measuring and enhancing skills beneficial

and practical in daily routine. As a result, the focused social skills in this study are developed from the study of Nieragden (2000):

1. Interpersonal skills: Skills for handling and interacting with other people appropriately and effectively in order to get the job done (e.g. attitude awareness, social interaction, sharing information, and teamwork willingness). In the PBLA, these interpersonal skills could be developed through various cooperative and collaborative learning activities, such as giving and sharing ideas or information, initiating conversations, brainstorming, and formulating other group work activities.
2. Self-management skills: Skills for managing and regulating oneself to behave properly in society (e.g. anger management, emotional regulation, and compensation strategies). Self-management skills are needed in project work activities. They might include expressing anger or frustration appropriately, accepting refusal properly, and identifying likes and dislikes in self and others.
3. Organizational skills: Skills for handling, managing, and solving difficulties (e.g. problem-solving, making plans, utilizing strategies, and critical thinking). In manipulating a sequence of activities in the project work, students normally formulate problem-solving skills, such as identifying problems, making a decision on a plan, and employing their critical thinking skill to find solutions with appropriate strategies.

However, communication skills are not included in types of social skills to be assessed in this study because they are already incorporated in oral communication abilities, another dependent variable in this study. Targeted social skills will be part

of learning content; students will be asked to be aware of these skills in processing classroom activities.

2.4.3 Why Teaching Social Skills?

Students spend a lot of hours at schools learning various academic knowledge and skills. Students also learn social skills for their emotional health and social acceptance (Lawson, n.d.). Lawson (n.d.) claimed in her study that good social skills and good communication skills have a positive relationship. Students with verbal and non-verbal communication skills tend to be more readily accepted by peers. On the other hand, students with inadequate verbal and non-verbal communication skills are more likely to be ignored, rejected, and/or isolated. Helping students to improve their social skills could also improve their communication skills, and vice versa.

Social skills are necessary when people engage in a new context in schools or workplace. They need to acquire the norms for behaving in an appropriate way to gain positive relationships and acceptance from others. Bremer and Smith (2004) proposed that instruction should focus on skills relevant to individuals' daily routine (social validity), used generally in a variety of contexts (generalization), and maintained over time (treatment adherence).

Social skills deficits can be a lifelong problem (Lawson, n.d.). The sooner children's social skills deficits are addressed, the better opportunities the students have to succeed in their life skills. At school, a teacher can help students improve their social skills by providing them the collaborative and/or cooperative activities in which students can help each other learn. Teachers can facilitate this process by

creating a learning environment that focuses on diversity, sense of belonging, and self-esteem. Classroom activities should encourage students to value both individuality and group contributions (Bremer, Mulé, & Smith, n.d.). While students participate in classroom activities, teachers should be aware of children's teasing and bullying as well as who is rejected or left behind. The teacher should not focus only on academic competence but also enhance students' social skills awareness by addressing cultural diversities and sociocultural issues. With opportunities to learn and practice appropriate social skills, students should have less difficulty formulating themselves properly in a society (Nieragden, 2000), maintain positive relationships with peers, and enjoy learning cooperatively.

Following are principles for teaching social skills in school settings (Haag, 2005):

1. Identify targeted social skills clearly including specifying the actual behavior, setting, and situation.
2. Social skills should be taught only one or two at a time.
3. Social skills are practiced best in role-plays or simulations but are learned best in real-life interactions.
4. Positive and productive feedback and reinforcement on social skills should be given.
5. Teaching and improving social skills is time-consuming. It needs a lot of time for teaching and training, observing students' behaviors in real-life interactions, and correcting and revising their social skills in real contexts.

Social skills are important in every context. People confront them in their daily routines from birth; when they interact with their families and friends, with peers and teachers in a school context, or with colleagues and customers in a workplace.

The PBLA, is hypothesized as a teaching approach which could enhance students' social skills after students interact and participate directly in cooperative learning activities to accomplish projects. This hypothesis has been developed on the proposition that students' formulate a lot of interaction and communication skills in completing cooperative learning activities in a Project-based classroom.

Students' oral communication abilities and social skills will be investigated in this study. The course, English oral communication for marketing, in which oral communication abilities and social skills are expected to be studied, is regarded as an ESP course.

2.4.4 Related Research on Social Skills

Social skills are an important element of human behavior. From an early age, children expand their world when they come into contact with people who are not part of their families, such as playmates, peers, and teachers (Rothenberg, n.d.). Black and Langone (1997: 1 cited in (Bremer & Smith, 2004)) claimed that instead of academic or professional skills, positive social skills are criteria for determining whether a person is qualified as a competent individual since the individual is expected to be able to adjust him/herself to appropriately communicate and interact with other people. Welsh (2001) conducted a study to investigate the relationship between students' social skills and academic competence. They

reported that students' social skills and academic achievement were reciprocally related. They added that the academic competence of students in early grades level would be more effective if teaching emphasized not only academic competence, along with social skills.

Bremer and Smith (2004) claimed in their study that deficits in social skills are key obstruction to students' academic progress and achievement, especially in cooperative student-centered classrooms. Students may have difficulties in interacting with peers, controlling anger and emotions, and asserting their own needs. Likewise, Woodie (2007) reviewed the importance of social skills training programs and found that social skills related to emotional intelligence (EQ) which impacted on academic, professional, and social achievement. Ji and Sung (2009) revealed analogous findings in their study which was conducted with immigrant students. They found out that students with limited English proficiency who were able to demonstrate positive social skills could accomplish academic competence more easily than those who displayed unstable social skills. Further, students with stable development in all aspects of social skills (e.g. self-control, interpersonal skills, and externalizing and internalizing problem behaviors) were able to adjust themselves more positively and were more likely to succeed in academic performance and social life.

Social skills are also necessary for students with learning disabilities (Rothenberg, n.d.; Woodie, 2007). A lot of students with learning disabilities lack five main groups of social behaviors: cooperation, assertion, responsibility, empathy, and self-control (Elliott and Busse, 1991 cited in (Woodie, 2007)). These difficulties actively influenced their verbal and/or non-verbal communication skills (Rothenberg,

n.d.). However, Woodie (2007) claimed in her study that though students' learning disabilities could debilitate their achievements, these groups of students had more tendencies to improve success in both academic settings and the market place if they had opportunities to learn and practice the appropriate social skills.

In the market place, adults and adolescents also need to improve their social skills. They want to be accepted by other people in society, e.g. families, friends, and colleagues, *etc.* and to be successful in work and community (Bremer et al., n.d.; Rothenberg, n.d.). Another reason is they want to avoid negative consequences of social skills deficits, such as humiliation at school or work. Holmes and Fillary (2000) revealed concordant findings from their study into the ability of mildly intellectually disabled adults to engage in "small talk" as a part of communication in the real workplace. They found that adults with intellectual disabilities who are able to employ appropriate social skills gain more positive responses or reactions from others than those who lack social skills (Bremer & Smith, 2004).

A correlation between the PBLA and social skills could be detected from the above studies. Collaborative learning activities in the PBL classroom force students to enhance not only learning performance, learning abilities, and knowledge in particular fields of study, but also social skills and other critical skills (e.g. group management, development skills, inquiry skill, self-esteem, confidence, and autonomy). These skills enhance their prospects of success in personal or professional domains (Lou & MacGragor, 2004; Poonpon, 2011). Jackson (2012) claimed that with the opportunities to demonstrate positive interaction and communication with peers in processing PBL activities, students also have ample opportunity to polish their social skills to enhance their learning achievement.

In a business context, Pearse (2005: 3 cited in (Lovett & Jones, n.d.)) pointed out that social skills are one of the foundations of business success. As a result, innovative business courses that focus on the intervention of business and social skills are needed in a competitive business world. Kelly (1992:2 cited in (Lovett & Jones, n.d.)) claimed that marketing students are expected to master positive social skills, more so than any other majors, as they usually deal and communicate directly with customers and business partners in their careers.

The next section is a review of needs analysis, an important step in developing the course.

2.5 Needs Analysis

2.5.1 Definition of Needs Analysis

In an educational setting, a learning needs analysis is considered a vital step for learners, teachers, course designers, and other educators. This section reviews components of learning needs analysis: definitions, purposes, whose needs?, approaches to needs analysis, stages of the process, and steps in conducting needs analysis.

Needs analysis can be defined as a systematic process that helps the teacher investigate relevant information about learners. It also helps learners identify or realize their personal information in an educational setting. Needs analysis provides meaningful information for learners: their current level of knowledge, skills and competence, reasons for studying a language, learning deficiency, learning goals. All help clarify learning needs. Information from needs analysis can be used as

references to develop appropriate components of a language course including course objectives, content, classroom activities, and materials to meet learners' needs (Bachman & Palmer, 1996; Nunan, 1999; Witkin & Altschuld, 1995; Wynne, 2005).

Conducting needs analysis is regarded as a vital responsibility of the teacher before designing a proper language course. Data from well-designed instruments makes it easier for the teacher to determine what content is to be taught and how, to enhance the students' learning (Moll, 1999).

Needs analysis is not only significant in an educational context. It is also important for business organizations. Wynne (2005) pointed out that needs analysis helps determine the gap between existing skills and knowledge, as well as the current abilities of learners, and the needed skills or abilities of learners to learn effectively. Needs analysis can be regarded as a bridge that connects “What it is” with “What it is supposed to be”.

2.5.2 Purposes of Needs Analysis

Received data will be used to reveal required information to develop prospective courses, services, and products.

Based on the studies of Witkin and Altschuld (1995), Nunan (1999), and Wynne (2005), the common purposes of conducting needs analysis in an educational domain can be listed as follows:

1. To provide information about any specific student groups.

2. To identify students' learning expectations and goals.
3. To identify students' current skills and knowledge.
4. To outline what language skills students need in order to perform effectively and appropriately.
5. To identify a gap between students' current level of proficiency and their required level.
6. To collect information about students' learning difficulties and to determine possible solutions.
7. To collect students' opinions and suggestions about the existing course.
8. To determine whether the existing course matches the needs of the students.
9. To identify course components, such as course contents, teaching approaches, classroom activities, textbooks, and materials.
10. To clarify changes toward the language learning process.
11. To develop a budget and cost benefit analysis.

2.5.3 Whose Needs?

Nunan (1999) proposed that when conducting needs analysis in an educational domain, the first priority should be students' needs as they are the center of the learning experience. However, consideration of students' needs alone is not enough for designing or developing effective, appropriate courses. Other perspectives of needs should be concerned as well: the consideration of the needs of people in related domains: teachers, academics, parents, communities, employers, policy makers, and Ministry of Education policies. Educational institutions have a duty

to produce graduates able to serve the needs of communities and employers (Nunan, 1999).

Different groups of people can be involved in the needs analysis process. A target group refers to people whose information will ultimately be gathered. An audience group comprises people who eventually are required to act upon the analysis. A needs analyst is responsible for conducting the process. A resource group represents any people who serve as sources of information.

What is to be analyzed depends on the purposes of any particular needs analysis (Nunan, 1999). It may be the analysis of a target situation, present situation, deficiencies, and strategies, *etc.*

2.5.4 Approaches of Needs Analysis

A range of methods are included in several influential models, such as learner-centered approaches by Berwick (1989) and Brindley (1989), a learning-centered approach by Hutchinson and Waters (1987), a sociolinguistic model by Munby (1978), a systemic approach by Richterich and Chancerel (1977), and a task-based approach by Long (2005).

2.5.4.1 Learner-centered Approach

Learner-centered approaches in needs analysis can be placed in three groups: perceived vs. felt needs; product vs. process oriented interpretations; and objectives vs. subjective needs. “Perceived needs” are derived from the perspective of the

experts while “felt needs” are from the perspective of learners (Berwick, 1989). For product-oriented interpretation, learners’ needs refer to the language learners require in target situations. A process-oriented interpretation focuses on how individuals respond to their learning situation, involving affective and cognitive variables which affect their learning (Brindley, 1989). Brindley (1989) also stated that objective needs can be derived from various kinds of factual information about learners: their background knowledge, real-life language-use situations, current language proficiency and difficulties. Subjective needs can be derived from information concerning their affective and cognitive factors, such as learning strategies, learner’s personalities, confidence, attitudes, learning wants, learning expectations, and cognitive style. While Brindley (1989) mentioned objective needs as needs explored prior to a course, whereas subjective needs are addressed while the course is underway. Similarly, Nunan (2004) differentiated between needs explored before a course and “ongoing” needs identified once a course has begun. Kaewpet (2009) claimed that to combine the concepts of needs as specified in the sociolinguistic model and the learning-centered approach would be able to raise the consideration of learner-centered approaches effectively. For example, needs in the product-oriented interpretation are similar to the concepts of communication needs and target needs. Needs in the process-oriented interpretation can also be combined with learning needs.

2.5.4.2 Learning-centered Approach

Hutchinson and Waters (1987) believed other needs approaches gave too much attention to language needs at the expense of looking at “how” learners learn.

They suggested that a learning needs approach is the best route to transform learners from a beginning point to the target situation. Learners' needs derived from two directions; target needs and learners' needs. Target needs are defined as needs that learners really want in the target situation. They can be divided into three categories: necessities, lacks and wants. Necessities are considered to be what learners have to know in order to communicate effectively in a target situation. Lacks are the gap between what learners know and the necessities. Wants are what learners think they need in the target situation. Another focus in this approach is on learners' needs, including who learners are, the socio-cultural background, their learning background, age, gender, background knowledge of the specific contents, proficiency in English, attitude towards English and cultures of English speaking countries, and their expectations from studying English. Learners' needs also involve teaching and learning styles learners are familiar with, teaching and learning methods, instructional materials, study location and activities, and how necessary the courses are for the learners in real-life situations.

2.5.4.3 Sociolinguistic Model

Munby (1978) developed an influential sociolinguistic model that can be used to specify valid 'target situations'. A profile of presented communication needs comprises communication events (e.g. daily discussion and duties), purposive domain (e.g. educational and business), medium (e.g. spoken or written), mode (e.g. dialogue), channel of communication (e.g. face-to-face or telephone conversation), setting of communication, main communicator(s), dialect, attitudinal tone (e.g. formal or informal), subject content, and level of English ability required for the

communication. After a profile has been created, the communication needs are developed into a syllabus. Although the model reveals an abundance of detail, it is impractical, inflexible, complex and time-consuming. It does not include needs that are dependent on human variables (for example, learners' voices are not taken into account).

2.5.4.4 Systematic Approach

Richterich and Chancerel (1977) proposed that a systematic approach could be used to identify the needs of adults' learning a foreign language. This approach showed a distinct concern for learners in a sociolinguistic model in terms of flexibility. The emergent nature of learners' needs is also taken into account. Learners' needs can be analyzed by examining information before a course starts as well as during the course by the learners themselves and by 'teaching establishments', this accords with what Nunan (2004) noted. Richterich and Chancerel (1977) also suggested needs analysts could use more than one or two data collection methods for analyzing, such as surveys, interviews and attitude scales. However, there are two issues of concern in this approach: lack of attention to learners' real-world needs and over-reliance on learners' perceptions of their needs. Therefore, course designers should consider real-world learners' needs in terms of the target situation and in the systematic model as complementary approaches (Jordan, 1997).

2.5.4.5 Task-based Approach

A task-based approach can be brought into needs analysis based on the argument that structures or other linguistic units, such as structure and lexical items, *etc.*, should not be the focus of teaching and learning. In this approach, tasks refer to the units of analysis and samples of discourse certainly involved in performance of target tasks. Nunan (2004) similarly claimed that a task-based approach is developed based on the combination between function and context. Both the function and context should match with learners' needs. Instructional activities should focus on how to communicate effectively rather than linguistic units.

2.5.5 Stages of Conducting Needs Analysis

There are three stages of conducting needs analysis: a planning stage, a teaching or re-planning stage, and an end of course stage (Nunan, 1999; Witkin & Altschuld, 1995).

Firstly, the planning stage, called “an initial needs analysis”, will be conducted at the beginning of a course. A teacher formulates course objectives or goals, and determines other course components.

The teaching or re-planning stage is “a formative evaluation or an on-going needs analysis”. This will be conducted while the course is running. It is beneficial to ensure the course components are effective and appropriate to defined objectives. The teacher may need to adjust or redesign components based on the results.

The end of the course stage, “a summative needs analysis” will be conducted at the end of the course to review the effectiveness of the course.

Considerations would include student satisfaction with learning progress, problems that arose, effectiveness of course components, *etc.*

2.6 Theoretical Framework of the study

This present study is developed based on factors including theoretical characteristics of the PBLA and the findings from the needs analysis instruments. Theoretical aspects of the PBLA are social constructivism, student-centered approach, and cooperative learning; while characteristics include scaffolding and collaboration, cooperation and team-based approach, interdisciplinary, active-learning, autonomous, and inquiry-based learning. Formative needs analysis will be conducted with two groups of participants including marketing students and stakeholders (marketers). Findings from needs analysis as well as PBLA characteristics from three underlying theories will be incorporated into the processes of course development proposed by Graves (2000).

The procedures of this research study will be divided into three phases considering constructing needs analysis, developing the course, and investigating the effectiveness of the course. Course development processes can be divided into seven phases: articulating beliefs; defining context; assessing needs; formulating goals and objectives; developing materials (contents, instructional materials, and teaching and learning activities); designing an assessment plan; and organizing the course. Components will be developed based on the Project-based learning framework proposed earlier. Two independent variables regarding oral communication abilities and social skills will be unified in the PBL framework. The theoretical framework of this present study is presented in Figure 2.10.

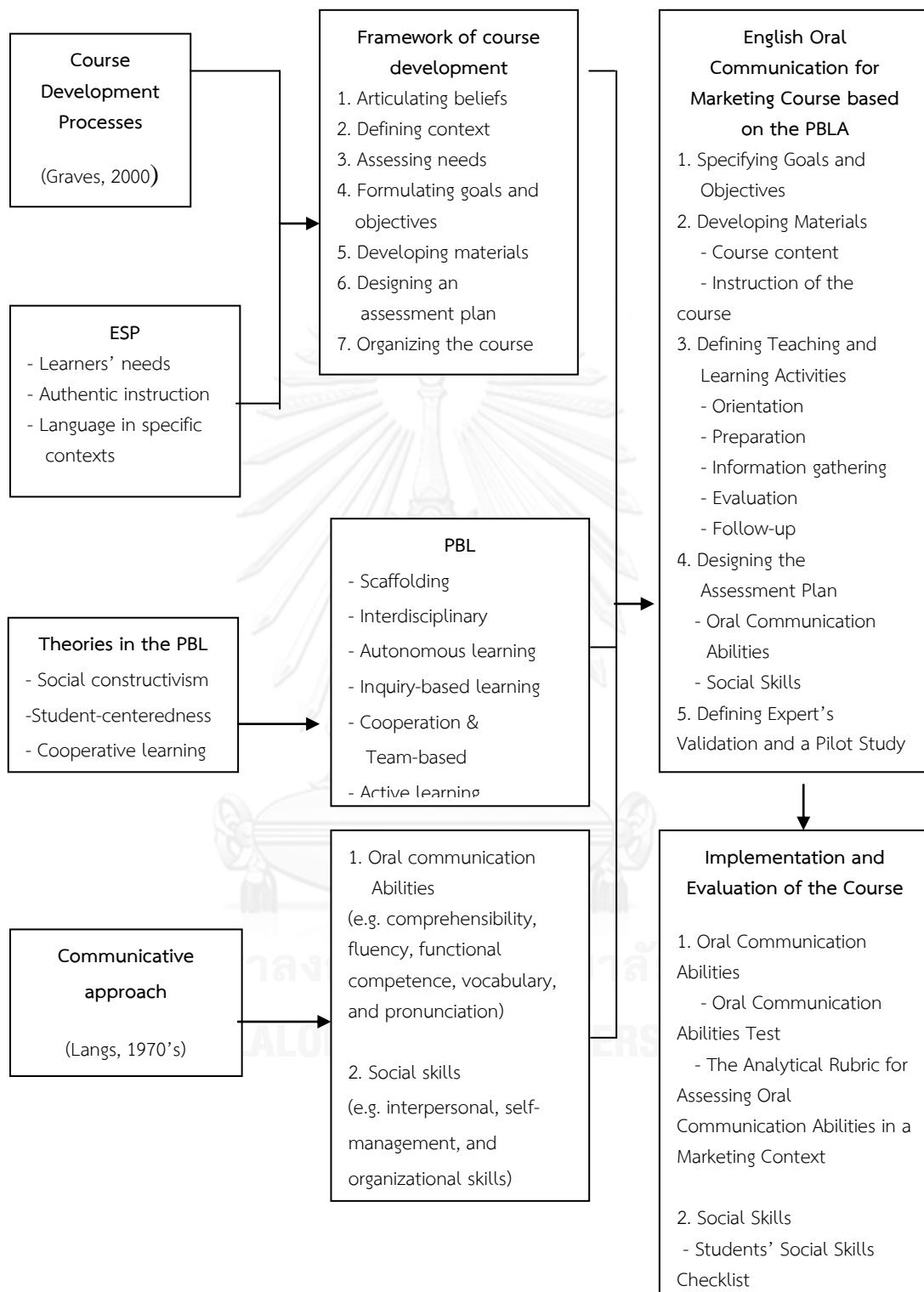


Figure 2.10: Theoretical Framework of the Study

Research methodology including research design, research procedures, research instruments, data collection, and data analysis will be presented in chapter three.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research procedures, research instruments, data collection, and data analysis.

3.1 Research Design

This present study was a mixed-method research between quantitative and qualitative research using one-group pre-test, post-test design to elicit quantitative data. In addition, qualitative research instruments, such as a teacher's diary was used to triangulate the quantitative data.

3.2 Research Procedures

Research procedures could be divided into three phases as follows:

- 3.2.1 Constructing Needs Analysis
- 3.2.2 Developing the English oral communication for marketing course based on the Project-based Learning Approach and findings from needs analysis instruments
- 3.2.3 Investigating the effectiveness of the English oral Communication for Marketing course based on the Project-based Learning Approach and findings from the needs analysis instruments

Each phrase could be described as follows:

3.2.1 Constructing Needs Analysis

3.2.1.1 Population and Sample

The Population

The population of needs analysis was divided into two groups: fourth-year marketing students from Science and Arts Faculty, BUU, Chanthaburi Campus and marketing employees from east Thailand.

This group of students was designed because they have completed two foundation English courses and two selected English courses. In addition, they also enrolled in the cooperative education course in which students became trainees in real workplace settings. They had direct experience in practicing and formulating academic knowledge and language skills learned in the classroom. The second group comprised marketers in Chonburi, Rayong, and Chanthaburi provinces who work in industries where the marketing graduates are likely to find employment.

The Sample

There were two sets of samples in this study consisting of 30 fourth-year marketing students from BUU, Chanthaburi campus and 100 people who work in marketing: marketers, marketing analysts, admen, and sales representatives in business organizations in Chonburi, Rayong, and Chanthaburi provinces.

The 30 marketing students and 100 marketers were asked to complete a needs analysis questionnaire. For the structured interview, a sample group of 40

marketers in Chonburi, Rayong, and Chanthaburi provinces (with a minimum five-year experience) was selected using a convenience sampling method.

The sample completing in the needs analysis questionnaire should be representative of the population; therefore, the researcher gathered information from people in the relevant context to ensure the representativeness of the sample (Anderson-Cruz & Vik, 2007; Freid-Booth, 1986; Richards, 2001; Wasanasomsithi, 2004).

Although a random sampling is appropriate to increase the equality of representation, it was impractical for this study due to unavailability of population lists. Therefore, an intact group of sampling was used with BUU students, while a convenient sampling method was used with other groups.

Convenient sampling is applicable when qualifications or the context of individuals are relevant to the objectives of the study and the researcher can use their qualifications to represent the sample (Siritaratn, 2007; Wasanasomsithi, 2004).

3.2.1.2 Needs Analysis Instruments

Needs analysis instruments used included a questionnaire on the needs of English oral communication and social skills for marketing students and a structured - interview. The instruments could be described as follows:

3.2.1.2.1 Questionnaire on the Needs of English Oral Communication and Social Skills for Marketing Students

Objective

The objective of this instrument was to elicit data about learning needs in course content, skills needed in doing the assigned activities in order to enhance students' oral communication abilities and social skills in a course, "Listening and Speaking for Careers".

Construction of the Instrument

The needs analysis questionnaire was self-administered. Items and constructs were developed based on previous studies (Bachman & Palmer, 1996; Nunan, 1999; Richards, 2001; Siritaratn, 2007) and from commercial textbooks for business English for marketing. Questionnaire design was based on objectives of the study, which focused on enhancing students' oral communication abilities and social skills. Activities to motivate students to practice their oral communication abilities and social skills were also considered part of the questionnaire. The questionnaire was designed using the five-point Likert scale. It was written in both Thai and English languages. Items were classified into five parts: general information, oral communication topics useful in marketing, useful skills for project activities, useful teaching and learning activities for enhancing oral communication abilities, and other suggestions, elaborated as follows (see Appendix A).

Part I: General information

This part was designed to identify informants' general information - gender, educational background, and number of years learning English - to establish students' profiles.

Part II: Oral communication topics useful in marketing

Informants were asked to rate given oral communication topics based on their perceived usefulness in a real marketing context. Another objective was to develop content to be included in the course based on the PBLA. The relevant part of the questionnaire contained 16 items. Responses were presented in a five-point Linkert scale with the following descriptors: 5= Highly useful, 4= Moderately-very useful, 3= Moderately useful, 2= Slightly-moderately useful, and 1= Slightly useful.

Part III: Useful skills for project activities

Objective was to elicit informants' opinions about what skills were useful in project work and to design activities to enhance such skills. Informants were asked to evaluate eight skills, also using the five-point Linkert scale system.

Part IV: Useful teaching and learning activities for enhancing oral communication abilities

This section enabled informants to evaluate relevant teaching and learning activities. This part contained seven items. The evaluation used the five-point Linkert scale.

Part V: Suggestions

An open-ended question asked informants to offer further comment (in Thai) about the course's content, activities, and materials.

Data from the questionnaires were triangulated with data collected from structured interviews. Findings of these two research instruments were used as evidence in developing contents, activities, and materials to be used in the main study.

3.2.1.2.2 Structured Interview

Objectives

This instrument was designed to collect in-depth information and opinions from marketers towards topics addressing oral communication abilities, social skills, and project work used in a practical and authentic business context. Another objective was to triangulate the data with the findings collected from the needs analysis questionnaire. Analysis of results helped in design and development of the English oral communication for marketing course for undergraduate marketing students at BUU, Chanthaburi campus. The data from this instrument was calculated, analyzed, and triangulated with data from the needs analysis questionnaire to enhance content validity.

Construction of the Instrument

This instrument was developed to be compatible with the questionnaire. Resulting information was to be triangulated with data collected from the questionnaire. The structured interview targeted topics related to oral communication in a marketing context, social skills for enhancing oral

communication abilities and skills for project activities. The interview contained five open-ended questions. All questions were asked in Thai; interviewees were encouraged to respond in their native language (see Appendix B).

3.2.1.3 Experts' Validation of the Needs Analysis Instruments

Experts in related fields of the study were asked to validate the needs analysis instruments. The intention was to enhance the instruments' contents and construct validity. The details were presented as follows:

3.2.1.3.1 Questionnaire on the Needs of English Oral Communication and Social Skills for Marketing Students

Three experts in the field of language learning and teaching, business teaching, and language assessment were asked to evaluate the questionnaire by using the Item Objective Congruence (IOC), a checklist marking: agreeable (+1), disagreeable (-1), and questionable (0) items. Data from this IOC and the experts' comments and suggestions were used to revise the content validity of the questionnaire. Items were revised if their IOC was lower than 0.67. For example, one expert mentioned that item 3.1 and 3.2 were not appropriate or unnecessary in some situations. However, the two other experts recommended they remain in the questionnaire because of their relevance to oral communication in a marketing context.

The experts recommended that rating scales presented in the directions of each table had to be rearranged exactly the same as the order of the rating scales in

the questionnaire to avoid confusion among informants. They suggested the sequence of items number 7 to number 11 in part 2 should be rearranged to be more content-oriented. The experts pointed out items 16 to 18 in part 2 were not topics for oral communication in a market context but were skills that should be moved to part 3 which focused on skills for processing project activities. Their recommendations were enacted. The value of the content and construct validity or the Index of Item Objective Congruence (IOC) of the needs analysis questionnaire was at 0.92.

3.2.1.3.2 Structured Interview

Three experts in the field of language teaching, business teaching, and marketing reviewed interview questions, aiming to enhance its content validity. The experts used the Item Objective Congruence (IOC) with the checklist marking: agreeable (+1), disagreeable (-1), and questionable (0) for their validation. Afterward, data from this IOC as well as the experts' comments and suggestions were used to revise the content validity of the questionnaire. For example, the experts suggested to rewrite item 1 and 2 to improve clarity. Another suggestion was to justify item 4 to make it more specific for interviewees. As a result, item 1, 2, and 4 were adjusted. The content validity measured by the IOC Index of the needs analysis structured-interview for the marketers was at 0.86.

3.2.1.4 A Pilot Study

A pilot study was presented in the description on the next page:

3.2.1.4.1 Questionnaire on the Needs of English Oral Communication and Social Skills for Marketing Students

After revision, the pilot study of the needs analysis questionnaire was carried out with 24 marketing students at BUU, Bangsan campus in the second semester of academic year 2011. Objective of the pilot study was to ensure the reliability of the instrument (Coefficient $\alpha = 0.68$). Students were asked to complete the questionnaire in the classroom as well as to indicate directions or items they did not understand. Some students did not understand items 2.2, 8, and 9 in part 2 and item 1 in part 3. As a result, some examples were added in part two items 2.2, 8, and 9 and part three item 1 in order to justify them.

3.2.1.4.2 Structured Interview

The structured interview was piloted with 9 marketers in Chonburi and Chanthaburi provinces. The pilot study showed the questions could elicit the needed information; however, some marketers suggested minor revision of content to help interviewees understand the questions better.

3.2.1.5 Data Collection

Data collection process is presented on the next page:

3.2.1.5.1 Questionnaire on the Needs of English Oral Communication and Social Skills for Marketing Students

In November 2011, after the second revision, needs analysis questionnaires were distributed to 30 fourth-year marketing students from Science and Arts Faculty, BUU, Chanthaburi campus. Another 100 questionnaires were distributed to people working in marketing in Chonburi, Rayong and Chanthaburi provinces. 117 of 130 questionnaires were completed and returned.

3.2.1.5.2 Structured Interview

In December, structured interviews were administered to 40 marketers individually. The sampling method was a convenient sampling selected from marketers in Chonburi, Rayong, and Chanthaburi provinces.

3.2.1.6 Data Analysis

Data analysis for the two needs analysis instruments could be presented as follows:

3.2.1.6.1 Questionnaire on the Needs of English Oral Communication and Social Skills for Marketing Students

All 117 returned questionnaires were analyzed and interpreted by the SPSS computer program by means of descriptive statistics, such as frequency, percentage, mean, and standard deviation. The findings revealed that talking about products/

services was rated the highest (mean score = 4.64). Talking about prices and brand and marketing strategies were rated respectively with the mean scores 4.53 and 4.20. For useful skills for project activities, interpersonal skills was rated the highest (mean score = 4.59). The second and the third were self-management skills and delivering oral presentation with the mean scores 4.51 and 4.40.

3.2.1.6.2 Structured Interview

The data collected from 40 marketers were analyzed and calculated using content analysis. Afterward, the data were triangulated with information from the needs analysis questionnaire and sequenced in order to design and develop content and activities in the main study.

The findings showed that talking about products was rated the highest with 100% of the marketers. Talking about prices and telephone conversation were rated the second and the third with 95% and 92.5% of the marketers. 97.5% of the marketers rated interpersonal skills could enhance the effectiveness of oral communication abilities. Self-management skills were rated the second with 90% of the marketers.

Findings about useful oral communication topics in the field of marketing were grouped and adjusted so that course content would suit the one semester time limit. Similarly, the useful skills components for project activities and related learning activities also had to be adjusted the instructional course's duration.

3.2.2 Developing the English Oral Communication for Marketing Course based on the Project-based Learning Approach and the Findings from Needs Analysis Instruments

The processes of course development of the English oral communication for marketing course based on Project-based Learning Approach could be presented in details as follows:

3.2.2.1 Processes of Course Development

This study employed the processes of course development proposed by Graves (2000), as follows:

1. *Articulating beliefs.* In this study, beliefs used as the basic foundation for developing the course were social interaction, learning by doing, and cooperative learning. The researcher believed students would be able to construct and expand their knowledge, skills, and abilities if they had opportunities to communicate and interact with other people. This also meant students needed to directly participate or engage in various cooperative activities, such as workshop, discussion, and think-pair-share. During these activities, students would be able to comprehend and retain both content knowledge and language skills better than had they been passive learners in a traditional classroom. With opportunities to manipulate cooperative learning activities with their peers, students would have opportunities to develop other critical skills (e.g. critical thinking, social skills, and problem-solving) were also meaningful for achievement in academic and personal life.

2. *Defining the context.* As the researcher aimed to design and develop a course based on the Project-based learning approach, considerations included course description and whether students likely to enroll in the course would find the course appropriate.

3. *Assessing needs.* The needs analysis instruments were developed based on context and pedagogical beliefs outlined above. Needs analysis instruments used in this study included a questionnaire on the needs of English oral communication and social skills for marketing students and a structured interview. Investigated needs included oral communication topics in a marketing context, skills for processing project activities, and teaching and learning activities. Findings were analyzed and formulated to be incorporated into course components.

4. *Formulating goals and objectives of the course.* The goals and objectives of the course, including content knowledge, language skills, and students learning performance expectation were designed and constructed based on findings collected from the needs analysis instruments. Context as well as beliefs for founding the course was also integrated into course goals and objectives.

5. *Developing materials.* Materials included course content, instructional materials, and teaching and learning activities. Course content was developed based on goals and objectives of the course and findings from the needs analysis instruments, and pedagogical beliefs. Instructional materials were also formulated based on developed course content and objectives. Teaching and learning activities were developed based on course content, goals and objectives, and needs analysis findings. Teaching and learning activities were sequenced in accordance with the

PBLA framework of the study, designed and developed based on Freid-Booth (1986), Tippelt and Amorós (2004), and Epstein and Ormiston (2007) (see Table 2.1 in chapter 2). The framework was divided into five stages:

Stage 1: Orientation

Aims of this stage were to connect students' interests to the contents of the course and to make a commitment to the final project work. Activities included:

- 1.1 The teacher connected students' interests and background knowledge and introduced them to the knowledge content.
- 1.2 The teacher and students negotiate and discussed topics and types of project outcomes, scope, tasks, language skills, social skills as well as criteria for assessing the students' final project. The teacher also proposed and negotiated other project components, e.g. time allocation, criteria for evaluation with the students (to help them adhere to the scope of the project), and asked them to make a sequence of plans to accomplish their final work, such as designing and assigning duties for group members. The teacher provided some samples of typical project outcomes.

Stage 2: Preparation

Purpose of this stage was to provide students with opportunities to learn and practice content knowledge, language skills, and activities needed prior to active

implementation. Students learned about one topic of marketing communication and an aspect of social skills relevant to the focused content of the unit. Activities in the preparation stage can be performed through practicing language skills focusing on oral business communication and social skills including interpersonal, self-management, and organizational skills. Another support was to familiarise students with computer programs and websites, using online search engines, Windows movie maker, www.youtube.com, and www.keepvid.com. This technology could be useful in gathering information or knowledge needed, and to develop project outcomes as well as their presentations.

Stage 3: Information gathering

After planning and practicing needed content knowledge, language and social skills, and technology, students directly engaged in investigation according to their assigned responsibilities. Students had to plan activities for developing the projects. Later, they had to complete agreed-upon tasks using academic knowledge, language and social skills practiced to communicate and socialize with others. Students had opportunities for direct experience of planning, searching, and gathering information that they needed in their final project. External participants would participate in this stage depending on tasks and activities. For example, external participants could take a role as an advisor, a lecturer, a trainer, or a supervisor who scaffolded, facilitated, or guided the students' learning through a variety of information gathering tasks: field trips, workshops, surveys, and interviews. Using available technology, students could

search for relevant information through several reliable websites. Activities included in this stage:

- 3.1 Students made plans about things they needed to do in order to accomplish projects. Individual student were assigned to tasks. They needed to fulfil their responsibilities to accomplish the final project.
- 3.2 Students accomplished assigned tasks or activities through relevant resources and technology. They had to employ content knowledge, language and social skills to fulfil their assigned duties.
- 3.3 Students interpreted, analyzed, discussed, and negotiated collected findings with other group members. In this activity, the teacher would facilitate students' learning processes by scheduling individual group discussions. The teacher could monitor students' progress and provide any suggestions regarding any conflict or issues that needed to be justified.

Stage 4: Evaluation

This is the phase in which students developed their final projects and presented them to the classroom. Activities included:

- 4.1 Each group presented their final project. Numbers of presenters in each presentation varied depending on its scope or group commitment. Presenters should be rotated to allow every student to display presentation skills.

4.2 The teacher recorded, monitored, and evaluated the presentations focusing on learned language skills, their oral communication abilities and content associated with the criteria assigned.

Stage 5: Follow-up

The teacher evaluated students' learning processes (performances) and products (projects) and gave them constructive comments to develop their learning progresses. Activities included:

- 5.1 After the presentation session, the teacher gave comments to each group focusing on their strengths. At the same time, some valuable advice for further development of skills was given.
- 5.2 Teacher and students wrapped up classroom activities. Students were asked to reflect on their personal experiences, give opinions about activities, what they liked or disliked, what they had learned or improved, and what their weaknesses were. The teacher sought suggestions for developing the next course's project activities.

A summary of the Project-based learning framework used in this study is presented in Figure 3.1.

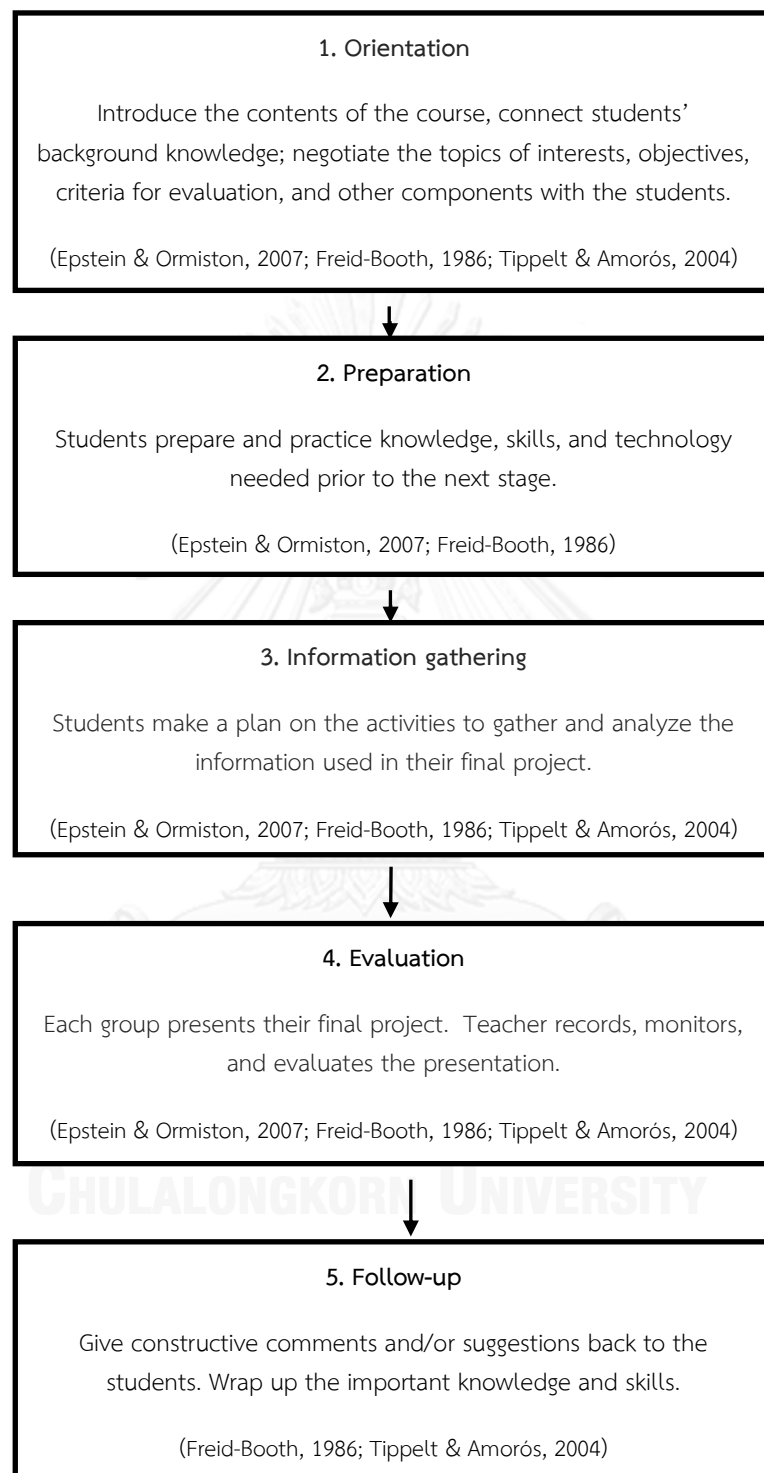


Figure 3.1: Project-based Learning Framework

6. *Developing an assessment plan.* The assessment plan of this course was developed based on the objectives of the course (to enhance the students' oral communication abilities and social skills). Students' oral communication abilities and social skills were evaluated twice in the pre-and post-tests. Scores were compared and analyzed to see whether students' investigated abilities and skills improved.

7. *Organizing the course.* The developed course was organized based on the scope and sequence of the course developed in the previous process.

After designing and developing the course through the process previously mentioned, an experts' validation and a pilot study were conducted:

3.2.2.2 Experts' Validation of Course Development

Objective of the experts' validation process was to enhance content and construct validity and to see whether it was relevant to the study objectives and the Project-based Learning instruction approach. Content for two units, materials, and two lesson plans were submitted to three experts in the field of English language instruction and business English teaching. The experts used the Item Objective Congruence (IOC) for their validation. The value of the overall IOC was 0.89 (see Appendix C). Some comments and suggestions covered vocabulary, sequence of activities, and format. The experts felt some vocabulary in the directions might be too difficult and too long, and could confuse students. Activities should be sequenced based on their level of difficulty. If materials used in activities were long, scripts should be prepared and provided to the students. The content and lesson

plan were revised to comply with experts' suggestions. Vocabulary used in the content was simplified. Directions were revised to make them more concise. Scripts for long conversations or video clips were prepared.

3.2.2.3 A Pilot Study

Main purpose of the pilot study was to try out instructional materials developed based on findings from the needs analysis instruments and theories and characteristics of the PBLA. Instructional materials had been revised on experts' suggestions. The pilot study ran for two weeks with 24 third-year marketing students at BUU, Bangsan Campus in the second semester of academic year 2011. Instructional materials tested included one unit content, materials, and a lesson plan. (see Appendices D and E for samples of unit content and lesson plans). Findings from the pilot study were as follows:

Sometimes the teacher had to explain activities in two languages, Thai and English, since students could not understand completely information delivered in English only. Each activity took longer than estimated because students needed more time to comprehend and accomplish requirements. Thirdly, students had problems with grammatical structure and functional language. Finally, the students were not willing to participate in whole-class discussion; they usually answered or talked in Thai when called on.

To solve such problems, the teacher/researcher planned to simplify the explanation in the main study and give more examples or ask more questions to encourage students. In the main study, students would be called one-by-one to

answer questions or share ideas or opinions in a whole-class discussion. Another solution was to extend the time for each activity; students needed more time to comprehend and prepare themselves to learn and complete them.

3.2.3 Investigating the Effectiveness of the English Oral Communication for Marketing Course based on the Project-based Learning Approach and the Findings from the Needs Analysis Instruments

3.2.3.1 Population and Sample

The Population

The population of the main study was marketing students in public Thai universities in east Thailand. They had attended at least two foundation English courses and one selective English course.

The Sample

Sample of the main study were 20 third-year marketing students from Science and Arts Faculty, BUU, Chanthaburi campus. The students had previously completed two foundation English courses and one selective course. They enrolled in a course entitled “Listening and Speaking for Careers” in first semester of academic year 2012. The class met every Monday afternoon for three consecutive hours.

3.2.3.2 Instruments for Course Implementation

The study contained three research instruments including oral communication abilities test (pre-and post-test), social skills checklist, and teacher's diary. The detail of each instrument could be described as follows:

3.2.3.2.1 Oral Communication Abilities Test

This instrument was used to compare the students' oral communication abilities before and after implementing the developed course and to see whether the gain scores could indicate the effectiveness of the English oral communication for marketing students based on the PBLA. The test was developed by the researcher. Content was developed based on the content knowledge and language skills learned in the implemented course (see Appendix F).

The test comprised four tasks: greeting and introducing yourself, OTOP product presentation, company profile, and marketing. In task no. 1, students took the role of a businessman who created a conversation to introduce him/herself to another businessperson (a teacher researcher) and ask for personal information: name, position, and company. In task no. 2, students read an OTOP product description passage and later were asked to make a brief presentation about it. In task no. 3, students read a profile of one company, and answered seven related questions. In their final task, students took the role of a marketing manager who asked a marketing staff (a teacher) about the marketing plan of the product of his/her company by using given prompts. Each task was weighted 30 points, 120 points in total. Time allotted for the test was 40 minutes. Students' responses were

recorded for evaluation by the teacher and two other raters. In this study, the oral communication abilities test was used as the pre-and post-test.

The Analytical Rubric for Assessing Oral Communication Abilities in a Marketing Context.

The students' oral communication abilities in this study were assessed based on the analytical rubric for assessing oral communication abilities in a marketing context. This analytical rubric was adapted from the SOLOM (Student Oral Language Observation Matrix) developed by San Jose Unified School District, San Jose, California (2000) and the Analytical Rubric for General Oral Communication of GPST developed by Siritaratn (2007). Objectives of these rubrics were similar to the objective of this study (to measure the oral communication ability of non-native English speakers). However, another descriptor, functional competence, was added due to the study of Huang (2010) which claimed that functional competence is a significant aspect of communication abilities. He claimed that students who have opportunities to practice functional competence have higher potential to improve their oral communication strategies and abilities. The findings of Huang's study are relevant to one of the objectives of this study, to enhance the marketing students' oral communication abilities. The six components of the criteria included:

1. Comprehensibility: ability to grasp and understand important ideas and information before responding or transferring and the ability to express ideas and information clearly and informatively.

2. Fluency: ability to deliver utterances smoothly, fluently, expressively with appropriate rate of redundant pausing, repetition, and hesitation markers.

3. Functional competence: ability to select and use appropriate functions for specific jobs to transfer intended ideas or messages and accomplish tasks in various contexts.

4. Vocabulary: ability to use varied and appropriate words choice to convey intended messages precisely and accurately.

5. Pronunciation: ability to correctly pronounce vowel sounds, stress, rhythm, and intonation of words in a spoken language.

6. Grammar: an ability to use correct forms of grammatical structure and word order in the form of a spoken language.

The analytical rubric was a 5-Point Likert Type Scale, range from 1 to 5 which was the highest. Table 3.1 on the next page presents details of the analytical rubric for assessing oral communication abilities in a marketing context.

Table 3.1: The Analytical Rubric for Assessing Oral Communication Abilities in a Marketing Context

Dimensions	Level 1	Level 2	Level 3	Level 4	Level 5
Comprehensibility	Cannot or barely understand even simple conversations.	Has great difficulty to understand simple conversations spoken slower-than-normal speed with frequent repetitions.	Understands most of the conversation spoken at almost normal speed with some repetitions.	Understands nearly everything at normal speed. Although occasional repetition may be necessary.	Understand eligible native-like conversation and classroom activities without difficulty.
Fluency	Speech is usually halting and fragmentary, has a lot of disfluencies, such as “er...”, “uhms” or repetition and ineffective silences that make the utterances/ conversations almost impossible.	Speech in utterances/ conversations has frequently hesitation and repetition, occasionally forced to silence by language limitations that effect disfluencies.	Speech in utterances/ conversations flows, but occasionally interrupted by the student’s search for the correct manner of expression/ appropriate words.	Speech in utterances/ conversations generally fluent with occasional lapses while the speaker searched for the correct manner of expression.	Speech in utterances/ conversations fluent and effortless; approximate that of a native speaker.
Functional Competence	Cannot select appropriate language to address functions that flexible to tasks.	Usually has difficulties in selecting language to carry out the appropriate functions that reasonably to a range of tasks.	Usually has difficulties in selecting language to carry out the appropriate functions that reasonably to a range of tasks.	Is usually able to select language to address the appropriate functions that reasonably to a range of tasks.	Is highly skillful in selecting language to address the appropriate functions that reasonably to a range of tasks that of a native speaker.

Dimensions	Level 1	Level 2	Level 3	Level 4	Level 5
Vocabulary	Vocabulary is very limited and inaccurate or inappropriate words are usually used, and this adversely affects the ability to convey the intended message.	Words are limited to simplistic vocabulary that barely conveys the intended message.	Words are appropriate for the intended messages and the context, but inaccurate or problematic words that interfere the meanings occasionally happened.	Appropriate words are chosen for the precise and accurate meanings.	Rich and varied words choices chosen to precisely and accurately convey the intended messages approximate that of a native speaker.
Pronunciation	Pronunciation problems usually so severe as to make speech unintelligible or hard to understand.	Pronunciation occasionally unclear or influenced by first language and lead to misunderstanding and/or frequently repeat in order to make him/herself understood. Usually has monotonous intonation.	Pronunciation is clear with words/terms that interfere with communication. Occasionally has monotonous intonation.	Pronunciation always intelligible with a few incorrectly pronounced words/terms and occasionally inappropriate intonation patterns.	Pronunciation and intonation approximately that of a native-like speaker.
Grammar	Frequent errors in grammar and usage and word orders so severe as to interfere the meaning.	Grammar and word-order errors make comprehension difficult and/or restrict himself/herself to basic patterns.	Grammar and usage and word orders usually correct with occasionally errors that obscure the meaning.	Occasionally makes errors in grammar and usage and/or word orders but no interferes with the meaning.	Grammar and usage almost entirely correct. Only minor mistakes are detected with no major errors.

3.2.3.2.2 Social Skills Checklist

The social skills checklist used in this study was developed from “How are My Social Skills Checklist”, University of Illinois at Urbana-Champaign (n.d.) and “Social Skill Checklist”, University of Washington (2004) However, some aspects of the social skills were eliminated because they were not relevant to the social skills focused on in this study. At the same time, some items were added and revised to match the level of the informants.

The checklist was written in Thai because this research instrument was designed for measuring students’ social skills not their English abilities and some of the students would have had difficulties understanding the checklist if it was written in English (see Appendix G). The checklist consisted of two parts. The first part was 22 items of questionnaires in three categories of social skills including interpersonal, self-management, and organizational skills. The rating scale of this questionnaire was a 5-Point Likert Type scale consisting of: 1: never; 2: hardly ever; 3: sometimes; 4: usually; and 5: always. The purpose of this part was to ask the students to evaluate their social skills through the checklist provided. The second part consisted of eight open-ended questions. The purpose of this part was to investigate in-depth information of the students’ responses to the situations stated and to triangulate with how the students evaluated themselves in the first part. Students were asked to answer each question briefly to express how they felt and regulated themselves in each situation.

In this study, the social skills checklist was used twice, before and after the treatment regarding the pre-and the post-test. The students were asked to complete the form in the classroom and return it to the teacher in 20 minutes later. The

findings from the pre-and the post-test were compared to see whether there were any propensities in students' social skills.

3.2.3.2.3 Teacher's Diary

This teacher's diary was a free form research instrument with no guiding questions designed for collecting the qualitative data. Data from this instrument reflected the teacher's perspective on the students' oral communication abilities displayed during classroom activities. It was to be triangulated with data from other research instruments to nullify unconscious bias.

3.2.3.3 Experts' Validation of Instruments for Course Implementation

The purpose of conducting the experts' validation was to enhance the content and construct validity of the instruments for course implementation. The details of the experts' validation could be described as follows:

3.2.3.3.1 Oral Communication Abilities Test and Analytical Rubric for Assessing Oral Communication Abilities in a Marketing Context

The oral communication abilities test and the analytical rubrics were validated by three experts in the fields of English language teaching and instruction, business teaching, and English instruction and assessment. The overall IOC value of the content validity and construct validity of the oral communication abilities test

was 0.89. The IOC value of the descriptors of the Analytical Rubrics for Assessing Oral Communication Abilities was 0.99. For the oral communication abilities test, the experts commented that the passage given in test tasks no. 2 and no. 3 would be a little long compared with the time allotment, possibly too difficult for students to prepare themselves in the limited time. As a result, the passages in test tasks no. 2 and no. 3 were revised again.

3.2.3.3.2 Social Skills Checklist

The social skills checklist was validated by three experts in the fields of Social Sciences and English instruction and assessment. The overall IOC value of the content validity and construct validity of the social skills checklist was 0.85. The experts commented that the rating scale included in the direction of the first part should be sequenced in the same order as the rating scale provided in the survey. The experts also thought that the vocabulary in some test items should be revised for better understanding, e.g. item no. 2, and items no. 17-21; and alternative choices should be added in part 2 of the checklist to help the students focus on the point. The suggestions were incorporated in further revision.

3.2.3.4 A Pilot Study

A pilot study was conducted with the aim to check whether aspects of the developed instruments should be revised again before using in the main study. Details of a pilot study of each instrument for course implementation were presented as follows:

3.2.3.4.1 Oral Communication Abilities Test

The oral communication abilities test was tried out with only 10 students due to time constraints. Students' speeches were recorded. After finishing the test, each student was asked to reflect their opinions toward the test regarding the sequence of the test items, the time allotment of each test task, the directions and the vocabulary used in the test. Some students revealed that some vocabulary used in test tasks no. 2 and no. 3 was too difficult to understand and some students did not understand the directions of test task no. 4. Consequently, vocabulary in test tasks no. 2 and no. 3 were simplified and the directions of test task no. 4 were revised again.

3.2.3.4.2 Social Skills Checklist

The social skills checklist developed as the instrument for assessing students' social skills before and after implementing the course was also tried out. Students were asked to complete the checklist, indicating any areas that created doubt. Students did not have any confusion with the first part of the instrument. However, there were some problems revealed in the second part. Some students did not give any examples or reasons to clarify their answers. When students submitted their checklists, the teacher asked students to ensure they included examples or reasons for their answers.

3.2.3.5 Data Collection

The process of data collection could be described as follows:

3.2.3.5.1 Oral Communication Abilities Test

The oral communication abilities test was administered twice in this course with 20 third-year marketing students. In the first week, it was used as the pre-test to measure the students' oral communication abilities. In week 15, this oral communication abilities test was used again as the post-test to evaluate the students' oral communication abilities. Time allocation for each student was 40 minutes. The oral communication abilities test comprised of four tasks: greeting and introducing yourself, OTOP product presentation, company profile, and marketing. Before the test, the teacher set up the video recorder and distributed one test task to the student at a time. Students read the directions and prepared themselves for a few minutes. Students started to orally present their response. The teacher recorded the students' speeches at the same time. Later, moved to the next test task with the repeated process. The teacher and other raters assessed the students' oral communication abilities from the recorded videos. The gained scores from the pre- and post-test were compared to assess the extent of any oral communication abilities enhancement.

Apart from the researcher, two other raters were invited to rate the recorded of students' oral communication abilities both pre-test and post-test to ensure inter-rater reliability ($K= 0.69$, mean good agreement). One rater was a highly experienced Thai teacher who had been teaching English for more than ten years. The other was an experienced native English teacher. All raters received appropriate training before

examining students' records. Results of assessments were calculated to determine mean scores and calculated later by using the SPSS program.

3.2.3.5.2 Social Skills Checklist

The social skills checklist was used twice in this course with the participants. It was used as the pre-test in the first week to measure the students' social skills prior to the experiment. In week 14, this instrument was used again as the post-test to evaluate any change in students' social skills after the course. In week one and week 14, the teacher distributed the checklist to the students and gave them 10 minutes to complete the checklists before turning them back to the teacher. This social skills checklist was used to investigate the gain scores of the students' social skills regarding interpersonal, self-management, and organizational skills. Findings from this instrument were triangulated with data from the teacher's diary.

3.2.3.5.3 Teacher's Diary

This qualitative research instrument was conducted by the teacher researcher from week 2 to week 12 (except week 11 when there were no classroom activities). The teacher observed the students' learning performances, their oral communication abilities, and social skills when communicating with other peers to accomplish the assigned project activities and other cooperative classroom activities.

3.2.3.6 Data Analysis

Data analysis for each instrument could be described as follows:

3.2.3.6.1 Oral Communication Abilities Test

The records of students' oral communication abilities tests both pre-and post-test were analyzed by the teacher researcher and two other experienced raters based on the dimensions of oral communication abilities presented in the analytical rubric. The mean pre-test and post-test scores from three raters were analyzed using a paired samples *t*-test. A paired samples *t*-test was used to compare mean scores of each dimension of oral communication abilities in each student's pre- and post-test. It helped to determine whether the students' oral communication abilities improved, and to determine whether the students' oral communication abilities were statistically improved at .05 level.

3.2.3.6.2 Social Skills Checklist

Scores from the first part of both pre- and the post-test and the social skills checklist were calculated using a paired sample *t*-test to determine whether the students' social skills had made any improvement after the course. A paired samples *t*-test also helped determine whether the gain scores of the students' social skills were statistically improved.

The second part of the social skills checklist was calculated by using content analysis to elicit significant points from the students' answers and categorized them into themes. Afterward, data in the themes were elaborated and triangulated with the data from the teacher's diaries.

3.2.3.6.3 Teacher's Diary

Content analysis was employed to analyze data from the teacher's diary. Key extracts were depicted and categorized into themes similar to those derived from the comparative instruments. Later on, categorized extracts from the teacher's diary were compared and triangulated by data from the students' oral communication abilities test and social skill checklist.

Table 3.2 on the next page presents the summary of research instruments used in this study.

Table 3. 2: Summary of research Instruments

Research questions	Instruments	Administration	Statistics
1. How can the English oral communication for marketing course based on the Project-based Learning Approach for undergraduate students be developed?	1. Needs Analysis Questionnaire 2. Structured-Interview	-Before the implementation of the course - Before the implementation of the course	- Descriptive statistics - Content analysis
2. How effective is the developed English oral communication for marketing course based on the Project-based Learning Approach in enhancing the undergraduate students' oral communication abilities and social skills?	3. The English Oral communication for Marketing course based on the project-based Learning Approach 4. Oral Communication Abilities Test 5. Teacher's diary 6. Social Skills Checklist	-During the implementation of the course (15 weeks) - Week 1 and week 15 - Week 2- week 12 - Week 1- week 14	- A paired samples <i>t</i> -test - Content analysis - A paired samples <i>t</i> -test

CHAPTER IV

RESULTS

This chapter deals with data obtained from the research instruments including oral communication abilities test, social skills checklist, and teacher's diary. Qualitative and quantitative data were analyzed and presented in relation to each of the research questions described at the beginning of the study.

4.1 Results of Research Question 1

Research question 1: How can the English oral communication for marketing course based on the Project-based Learning Approach for undergraduate students be developed?

The course in this study was developed based on findings collected from needs analysis instruments, namely a questionnaire on the needs of English oral communication for undergraduate marketing students and the structured interview. Three underlying theories of the PBLA regarding social constructivism, student-centered approach, and cooperative learning were incorporated into the course development process:

1. *Articulating beliefs.* The course was developed based on three beliefs including social constructivism, student-centeredness, and cooperative learning. The beliefs were related to the objectives of the course as well as the objectives of this study which aimed to enhance the students' oral communication and social skills. In order to enhance the students' oral communication and social skills, the students

needed to directly participate in interpersonal activities with other people to practice focused skills. Social constructivism and student-centeredness emphasized the students' direct participation in and interaction with society, or other peers, to construct and develop content knowledge and language skills. Content learned in the course emphasized knowledge and skills students would require in tasks or activities in their future professions. Cooperative learning focused on learning cooperatively rather than competitively. Students enhanced their knowledge and skills through cooperative learning activities, such as group discussion, oral presentation, and simulations. The three pedagogical beliefs led to employing the PBLA to develop a course which aimed to enhance students' direct participation in performing cooperative learning activities since the underlying theories of the PBLA also focus on learning by doing, helping each other learn, and also learning from others. PBLA helped students formulate their own learning outcomes relevant to real world situations.

2. *Defining the context.* The context of this study was third-year marketing students from Burapha University, Chanthaburi campus who enrolled in one listening and speaking course in the second semester of academic year. This group lacked adequate opportunities to communicate with native English speakers since the university is in a remote area. As a result, the researcher planned to use the Internet for instructional materials to help students experience more English in the classroom.

3. *Assessing needs.* In this study, needs analysis instruments focused on investigating the needs of students as well as the needs of marketers when assessing the usefulness of the topics of oral communication, skills for enhancing project activities, and activities meant to enhance oral communication abilities and social

skills of students. The needs analysis instruments included a questionnaire and a structured interview. Findings were analyzed using descriptive statistics, such as frequency, percentage, mean, and SD (Appendix I and J for findings from the needs analysis questionnaire and structured interview). The findings from a questionnaire and a structured interview integrated with components of the course-goals and objectives, content, instructional materials, teaching and learning activities, and assessment.

4. *Formulating goals and objectives of the course.* The findings from needs analysis revealed the oral communication topics, skills for processing project activities, and teaching and learning activities for enhancing oral communication abilities, with input from marketing students and marketers. The findings were interpreted and set as the goals and objectives of the course. Goals and objectives are detailed in Table 4.1 below.

Table 4.1: Goals and Objectives of the English Oral Communication for Marketing Course

Goals	Objectives
1. Students are able to enhance their oral communicative abilities in different authentic marketing contexts.	By the end of this course, students should be able to: 1. enhance their oral communication abilities in the marketing context. 2. enhance the effectiveness and the appropriateness of their oral communication abilities in authentic marketing situations.
2. Students are able to develop their social skills, e.g. interpersonal, self-management, and organizational skills	3. use appropriate and effective social skills when communicating with other people. 4. enhance the effectiveness of their communication by using the appropriate social skills.

Goals	Objectives
3. Students are able to perform the basic skills necessary for developing the project, such as group discussion, brainstorming, searching for the information, learning how to use the Internet, and presentation skills.	5. enhance their knowledge and skills through cooperative learning activities. 6. use the Internet effectively to search for the related information for developing the project. 7. deliver the oral presentation effectively. 8. develop their oral presentation skills
4. Students will learn how to develop the projects and be able to accumulate their learning outcomes in the forms of the projects.	9. understand the characteristics of the Project-based learning classroom. 10. make plans on the project activities. 11. perform several effective tasks in processing the project as planned.

5. *Developing materials.* The process for developing materials could be presented as follows:

5.1 *Developing course contents.* Contents of the implemented course were constructed based on findings from needs analysis questionnaires (see Appendix H) and the structured interviews (see Appendix I). Findings from the questionnaires shared similarities with findings collected from the structured interview. To illustrate, findings from two instruments pointed out that the content to be included in the course should focus on business English oral communication abilities, e.g. talking about products/services, talking about prices, brand and strategies, oral presentation, telephone conversations, promotion and selling. However, topics of oral communication with a mean score below 3.00 were not included in the course due to time limitation (one semester). Course contents were designed and developed into eight units. Contents were grouped together based on the relevance or the

correlation of the content due to the limitation of the implemented time. For example, greeting/ saying goodbye, introducing yourself, and introducing other people were grouped together as unit two. All units were sequenced based on the difficulty of the content and the sequence of the communication in a practical sense. According to the objectives of the study, the contents in each unit focused on two aspects, oral communication topic and a social skill. The social skill in each unit was relevant to the topic or task outcomes students had to achieve in that particular unit. Table 4.2 on the next page presents all eight unit contents.

Table 4.2: Contents of the Course

Units	Titles	Weeks
1	An Introduction to the Project-based Learning Classroom	2
2	Greeting and Introducing Oneself in a Business Context (Demonstrating how to introduce oneself and ask for background information in a business context)	3
3	Describing a Company Profile (Describing the information of the company)	4
4	Describing OTOP Products (Presenting information regarding OTOP products)	5
5	Presenting Marketing Strategies (Describing and presenting marketing strategies)	6
6	Describing the 4P's of Marketing (Describing and presenting the 4P's of marketing)	7
7	Business Telephone Conversations (Performing telephone conversations in a business context)	8
8	Presentation of Final Project	9

5.2 Developing instructional materials. Materials focused on relevance to content knowledge and language skills. The instructional materials used in this developed course were authentic, such as video clips, samples of OPOP products, brochures, and business cards, practical and relevant to the students' future careers. Materials were chosen based on their relevance and appropriateness.

5.3 Teaching and learning activities. Data from two needs analysis instruments revealed similar findings: that interactive and cooperative small-group activities, such as simulation, role-play, small-group discussion, information gap, and oral presentation were needed and will be included in the course. Whole-class discussions will be included to negotiate meanings and understanding and to summarize the knowledge and skills of the course. Activities in the implemented course were sequenced based on the Project-based framework of the study which was divided into five stages: orientation, preparation, information gathering, evaluation, and follow-up. All activities stressed the need for students' active participation and accountability for their own learning.

In each unit, each group had to formulate one task relevant to tasks they would have to perform in their future careers. Later on, the task outcomes of each unit were revised or redesigned to incorporate into the final project, namely an OTOP product presentation. There were eight tasks students had to formulate as their learning outcomes including the final project presentation in week 13. Table 4.3 presents the task outcomes of the course.

Table 4.3: Task Outcomes

Activities	Weeks
1. A business card	Week 3
2. A company poster	Week 4
3. OTOP products brochure	Week 5
4. A mind-map of marketing strategies	Week 6
5. A mind-map of the 4P's of marketing	Week 7
6. Business telephone simulations	Week 8
7. PowerPoint presentation	Week 9
8. Final project presentation, OTOP product presentation	Week 13

6. *Designing an assessment plan.* Main objectives of this study were to enhance the students' oral communication abilities and social skills in a marketing context. Assessment of students' oral communication abilities focused on aspects, such as comprehensibility, fluency, functional competence, vocabulary, pronunciation, and grammar. Students' oral communication abilities were assessed by an oral communication abilities test and teacher observations in classroom activities. Development of students' social skills focused on interpersonal, self-management, and organizational skills. Students' social skills were assessed by the social skills checklist and teacher observations.

7. *Organizing the course.* The developed English oral communication for marketing based on the Project-based Learning Approach was implemented for 15 weeks in the first semester of the academic year with third-year marketing students. Design and development work culminated in the following course program:

Week 1: Students were asked to introduce themselves to the teacher. The teacher distributed the course syllabus and explained it to the class. The final project handout and criteria for the final project assessment (see Appendix H) were distributed and explained. At the end of the session, students were asked to sign their names in a timetable for the oral communication abilities test (pre-test) to be administered during the first week of instruction. Students were also asked to complete the Social Skills Checklist (another pre-test).

Week 2: Students started the lesson by watching a video clip containing samples of project activities done by students. Students were asked to study and later discuss the content in a handout about the Project-based learning classroom with the whole class. Students were assigned to form 5 groups of 4 members (each with a company name) for the project activities. Groups were encouraged to discuss the detailed description in the sample outline of the project and later shared their discussions with the whole class. At the end of the session, the teacher revisited the significant information of the Project-based learning classroom as well as the description in the outline of the project.

Week 3: Main content was greeting and introducing oneself in a business context; the focused social skill addressed ways to introduce oneself and other people properly in a business context. In group-work activities, each group had to create business cards for members. At the end of the session, each group was asked to create and present two conversations regarding greeting and introducing themselves, as well as exchanging business cards. The teacher commented on students' conversations and reviewed the knowledge and skill of the week.

Week 4: Content focused on describing a company profile. Social skill was problem-solving. The teacher showed students some samples of company posters. Groups had to search for information about a poster on the Internet and create one poster using information about the company in a handout. At the end of the session, each group was asked to create a poster describing their company profile and provide a relevant class presentation. The teacher critiqued students' presentations and reviewed the content of the week.

Week 5: This week emphasized describing OTOP products. Focus of social skill was how to participate in a group discussion. The OTOP product was relevant to the theme of the students' final project. After learning and practicing, students were asked to work in assigned groups to create a brochure giving detailed description of the OTOP products of their companies, using websites recommended in the handout as the guideline. Afterward, each group presented their brochures.

Week 6: Content centered on logo, trademark, slogan, marketing strategies, and skills to manage conflict. Students had to search the Internet to find out about a mind-map. After that, each group was asked to create a mind-map to present the marketing strategies of their companied OTOP products.

Week 7: Content focused on manipulating marketing mix and skills for expressing refusal and disagreement appropriately. After learning and practicing their knowledge and skills, each group had to extend mind-map research. They had to create a mind-map to use in presenting the marketing mix of their companies.

Week 8: Business telephone conversations and telephone etiquette were the focus. Students were asked to set up a telephone simulation and create a

conversation in the form of pair-work activity. At the end of the session, each pair presented the conversations.

Week 9: Students had to create a short presentation; social skill focus was delivery of an oral presentation. Each group had to prepare a Power Point presentation as a tentative overview of their final project to the class.

Week 10: Each group was asked to make a plan to organize activities for their final projects. Students had to complete a planning sheet with assigned responsibilities for each group member. Each group was asked to make an appointment for a small-group discussion session in week 12. Before class dismissed, students were informed there would be no class the next week. But students needed to perform assigned tasks to develop their final projects.

Week 11: No class on this week. Students took a trip to the Tourist Information Center at Chanthaburi to search for information or inspiration for developing their final projects. Individual students worked on their assigned tasks.

Week 12: In this session, each group met with the teacher at the appointed time. Objectives of the small-group discussion session were explained. Students had to report the previous week's progress as well as discuss and analyze findings with other group members and the teacher. Each group was asked to reflect on problems they encountered. The teacher encouraged them to look for solutions by giving them guidelines when needed.

Week 13: Each group made their final project presentations. Presentations included a Power Point presentation and other products developed. These might

include a brochure, a poster, and a mind-map. All presentations were video recorded. Other marketing students (2nd year students) were invited to the presentation sessions. After the presentation session was over, all participants were asked to vote for one OTOP product they wanted to buy and the presentation they liked the most.

Week 14: Students viewed their final presentations from the recorded videos. After viewing, the teacher gave comments and/or suggestions on good performances and performances that needed improvement. Students were asked to complete the social skills checklist used as the post-test. At the end of the session, students were assigned times for an oral communication abilities test in week 15.

Week 15: Students performed the oral communication abilities test (post-test) one-by-one.

Table 4.4 presents a summary of the scope and sequence of the course.

Table 4.4: Scope and Sequences of the Course

Weeks	Units	Activities	Task Outcomes
1	-	<ul style="list-style-type: none"> - Explaining contents, and activities of the course - Asking students to complete a social skills checklist (pre-test) - Making an appointment with students for assessing their oral communication abilities (pre-test) 	-
2	1. An Introduction to the Project-based Learning Classroom	<ul style="list-style-type: none"> - Dividing students into small groups for conducting a series of project activities - Discuss elements included in the outline of the project 	-

Weeks	Units	Activities	Task Outcomes
3	2. Greeting and Introducing Oneself in a Business Context	<ul style="list-style-type: none"> - Students name their groups as the companies - Creating business cards of the company (group work) - Orally present on “Greeting and exchanging business cards” (pair work) 	A business card
4	3. Describing a Company Profile	<ul style="list-style-type: none"> - Whole class discussion - Using an online search engine to search for information needed task (group work) - Creating a poster to present company profile - Orally present the poster to the class 	A company poster
5	4. Describing OTOP Products	<ul style="list-style-type: none"> - Using the online search engine to search for information needed to complete tasks (group work) - Creating a brochure to present a detailed description of the OTOP products of the companies (group work) - Orally present brochures to the class 	OTOP products brochure
6	5. Presenting Marketing Strategies	<ul style="list-style-type: none"> - Whole class discussion - Creating a mind-map to present the marketing strategies of 2 OTOP products (group work) - Orally present mind-maps to the class (group work) 	A mind-map of marketing strategies
7	6. Describing the 4P's of Marketing	<ul style="list-style-type: none"> - Whole class discussion - Creating a mind-map to present the marketing mix of the company (group work) - Orally present mind-maps to the class (group work) 	A mind-map of the 4P's of marketing
8	7. Business Telephone Conversations	<ul style="list-style-type: none"> - Whole class discussion - Creating business telephone conversations based on given simulations (pair-work) - Orally present conversations to the class (group work) 	Business telephone simulations
9	8. Presentation of Final Project	<ul style="list-style-type: none"> - Creating PowerPoint to present a tentative outline of the final project (group work) - Orally deliver presentations to the class (group work) 	PowerPoint presentation

Weeks	Units	Activities	Task Outcomes
10	-	<ul style="list-style-type: none"> - Making plans on activities for developing the final project - Identifying responsibility for each group member in a planning sheet (group work) - Searching for needed information for the final project 	-
11	-	A field trip to Tourist Information Center, Chanthaburi	-
12	-	<ul style="list-style-type: none"> - Small group discussion session, each group discussed findings and reported progress of their project to the teacher. 	-
13	-	-Delivering final project presentation	OTOP product presentation
14	-	<ul style="list-style-type: none"> - Viewing the presentations and giving comments/feedbacks - Wrapping up knowledge and skills learned in the course - Completing the social skills checklist (post-test) and the opinions survey - Make an appointment with the students for assessing their oral communicative abilities (post-test) 	-
15	-	- Assessing oral communication abilities (post-test)	-

4.2 Results of Research Question 2

Research question 2: How effective is the developed English oral communication for marketing course based on the Project-based Learning

Approach in enhancing undergraduate students' oral communication abilities and social skills?

4.2.1 Undergraduate Students' Oral Communication Abilities

To answer this research question, the paired sample *t*-test was used to calculate if the difference in the students' mean pre-test and post-test scores in the oral communication abilities test was statistically significant. Hypotheses 1 and 2 guide the comparison of the students' oral communication abilities in the pre-test and post-test scores.

Hypothesis 1: After having attended the English oral communication for marketing course based on the Project-based Learning Approach, the average post-test scores of students' oral communication abilities are significantly higher than their pre-test's average scores at the level of 0.05.

Hypothesis 2: The average post-test score of students' oral communication abilities is 10% higher than the average pre-test score.

Results of the paired samples *t*-test were presented in Table 4.5

Table 4.5: Paired Samples *t*-test of the Mean Pre- and Post-test Scores of the Oral Communication Abilities Test

Pair Differences						
Mean	Std.	Std. Error			Sig.	Effect
Difference	Deviation	Mean	<i>t</i>	df	(1-tailed)	Size
16.00	4.31	0.96	16.65	19	.000*	2.81

(77.30-61.30)

* $P < 0.05$

Results in table 4.5 showed that the difference between the mean pre-test scores and post-test scores in the oral communication abilities test was statistically significant. Mean scores of the gained scores were 16.00 and the standard deviation was 4.31. The significant improvement, *t*-value, was 16.65 with a one-tailed *p* value of 0.00. The effect size of the pre- and post-test mean scores calculated by using Cohen's *d* (Cohen, 1988) was 2.81: a large effect. This indicated the students had made significant gained scores in oral communication abilities at .05 level; Research Hypothesis 1 was accepted.

Findings from Table 4.5 also reported that gained score of the students' oral communication abilities was 16.00. This highlighted that the students' mean post-test score was more than 10% higher than the students' mean pre-test score; Research Hypothesis 2 was accepted.

For further information, the mean pre-test, post-test, and gained scores in all six dimensions of oral communication abilities were presented in Table 4.6.

Table 4.6: Mean Pre-test, Post-test, and Gained Scores of the Detailed Components in the Oral Communication Abilities Tests

Tasks	Comprehensibility (5)	Fluency (5)	Functional Competence (5)	Vocabulary (5)	Pronunciation (5)	Grammar (5)	Total Scores (30)	Gained Scores
Task 1								
Mean Pre-test	2.75	2.75	2.80	2.60	2.65	2.65	16.20	
Mean Post-test	3.60	3.60	4.30	3.30	3.10	3.20	21.1	4.90
Task 2								
Mean Pre-test	2.25	2.60	2.30	2.30	2.40	2.15	14.00	
Mean Post-test	2.80	3.00	3.55	2.80	2.50	2.55	17.20	3.20
Task 3								
Mean Pre-test	2.60	2.65	2.70	2.65	2.60	2.30	15.5	
Mean Post-test	3.35	3.30	4.05	3.20	2.85	2.80	19.6	4.05
Task 4								
Mean Pre-test	2.75	2.65	2.60	2.55	2.60	2.45	15.60	
Mean Post-test	3.25	3.25	4.05	3.10	2.85	2.95	19.45	3.85
Total								
Mean Pre-test	10.35	10.65	10.40	10.10	2.60	9.55		
Mean Post-test	13.00	13.15	15.95	12.40	2.85	11.50		
Gained Scores	2.65	2.50	5.55	2.30	1.05	1.95		16.00

N= 20

According to the findings presented in Table 4.6, task 1, namely greeting and introducing yourself was the task upon which students made the highest gained score, at 4.90. Gained scores of tasks 3 and 4 were second and third highest at 4.05 and 3.85, respectively. Task 2, OTOP product presentation was the task on which students made the least gained score, at 3.20. As far as components of the investigated oral communication abilities are concerned, functional competence was the dimension on which students made the highest gained scores, at 5.55. On the other hand, pronunciation was the component on which students made the least gained scores, at 1.05.

From the above data, it could be concluded that task 2 of the oral communication abilities test was the task in which the students acquired the highest gained score. Functional competence was the aspect of oral communication abilities the students could enhance the highest; pronunciation was the aspect the students enhanced the least.

Additionally, the findings from the teacher's diaries were analyzed and triangulated to enhance the reliability of the findings of the oral communication abilities test. The findings from the teacher's diary were summarized as follows.

At the end of the course, students could improve their overall oral communication abilities. The students' comprehensibility was improved after the course was implemented for a few months. The students were able to express their ideas better, be able to respond to the interlocutors better, and had more participation in group-work activity. Many students were able to express their ideas in the form of sentences better with more fluently and smoothly than they used to

be in the beginning of the course. They also made less pauses and used less disfluency markers. For functional competence, students could obviously accomplish their conversations by making decisions on using more appropriate language to express the intended messages and to address the functions. They knew what to say in the conversation and could say it correctly and appropriately.

At the same time, students' vocabulary was improved in light of the appropriate words or terms, the richness, and the variety of words choices; however, the improvement was limited to the simple vocabulary. The students' abilities in grammar were improved in forms of basic grammar usage obviously in present form verb be, wh-questions, present simple, and future simple tenses. However, some mistakes in word order could be detected. On the other hand, the students could not significantly improve their pronunciation after the implementation of this oral communication course. Many of them still had difficulties in vowels, pronunciation, intonation, and final sounds.

In summary, the findings from the teacher's diaries were harmonized with the difference mean pre-test and post-test scores of the oral communication abilities test. After the implementation of this English oral communication for marketing course based on the PBLA, the students were able to improve their oral communication abilities in light of comprehensibility, fluency, functional competence, vocabulary, and grammar. Nevertheless, the data from these two research instruments revealed that the students' pronunciation was not significantly improved after the implementation of this project-led instruction.

4.2.2 Undergraduate Students' Social Skills?

This research question investigated the effects of the English oral communication for marketing course based on the PBLA on students' social skills. The paired samples *t*-test was employed to see whether the difference in the students' mean pre-test and post-test scores in the social skills checklist was statistically significant. Hypothesis 3 guided the comparison of the students' social skills in the pre-test and post-test scores.

Hypothesis 3: After having attended the English oral communication for marketing course based on the Project-based Learning Approach, the average post-test scores of students' social skills are significantly higher than their pre-test's average scores at the level of 0.05.

Results of the paired samples *t*-test were discussed in Table 4.7.

Table 4.7: Paired Samples *t*-test of the Mean Pre- and Post-test Scores of the Social Skills Checklist

Pair Differences						
Mean	Std.	Std. Error			Sig.	Effect
Difference	Deviation	Mean	<i>t</i>	df	(1-tailed)	Size
12.25	4.47	0.99	12.25	19	.000*	2.14
(94.75-82.50)						

* $P < 0.05$

Findings in Table 4.7 showed students made a significant improvement in their social skills by comparing mean pre- and post-test scores. The mean of gained scores was 12.25; standard deviation was 4.47. The t -value was 12.25 with a one-tailed p value of 0.000. The effect size of the students' social skills pre-test and post-test scores was 2.14 which is a large effect (Cohen, 1988). It could be concluded that students made a statistical improvement in social skills at .05 level. Therefore, Research Hypothesis 3 was accepted.

For further explanation, Table 4.8 presented results of the mean pre-test, post-test, and gained scores of the students' social skills in the form of three categories.

Table 4.8: Comparison between Pre-and Post-test Scores of the Three Categories of Social Skills

Social Skills	Mean Pre-test	Mean Post-test	Gained Scores
Interpersonal	30.20	35.40	5.20
Self-management	27.20	30.45	3.25
Organizational	25.10	28.40	3.80

N=20

Findings in Table 4.8 showed students' interpersonal skills achieved most improvement with the gained score at 5.20. Organizational skills were the second

highest, gained score at 3.80. Students rated their self-management skills as having made least improvement with the gained score at 3.25.

Findings from the second part of the checklist supported the first part. Findings from the second part of the social skills checklist in both pre-test and post-test were analyzed by means of content analysis and presented in three categories (interpersonal skills, self-management skills, and organizational skills). Details appeared in Table 4.9.

Table 4.9: Findings from the Second Part of the Social Skills Checklist, Pre-and Post-test, Presented in Three Categories of Social Skills

Questions	Pre-test		Post-test	
	Answers	Frequency	Answers	Frequency
Part I: Interpersonal Skills 1. How do you describe your relationships with other people?	- Good - Moderate - Not sure	10 3 7	- Good - Moderate	15 5

Questions	Pre-test		Post-test	
	Answers	Frequency	Answers	Frequency
2. What kind of the activities do you prefer, individual-work, pair-work, or group-work activity? And why?	- Group-work, discussed and shared ideas and information	9	-Group-work, discussed, exchanged ideas, and shared responsibilities	12
	- Pair-work, shared and discussed together but less time-consuming	7	- Pair-work, share ideas and responsibilities but less time-consuming	7
3. How do you feel when you have to work with other people?	- Individual-work, planned and managed the activities by themselves	4	- Individual-work, made plans on their own and some peers did not participated enough	1
	- Uncomfortable	6	- Enjoyed & happy	11
	- Enjoyed	5	- Excited but in positive way	6
	- Excited	5	-Uncomfortable	3
3. How do you feel when you have to work with other people?	- Hesitated & had no confidence	4		
Part II: Self-management skills				
4. How do you feel if somebody does not agree with the idea that you propose?	- Sad but acceptable	9	- Acceptable if other ideas were more practical or appropriate	13
	- Upset and disappointed	4	- Acceptable if it was majority of the group	4
	- Asked for the reasons	3	- Felt nothing	3
	- Lost confidence to participate	3		
5. How do you manage your anger, frustration, or disappointed?	- Walked away	7	- Concentrated on other things	10
	- Concentrated on other things	7	- Did self-review	5
	- Talked to somebody	4	- Talked to somebody	3
	- Cried out alone	1	- Counted 1 to 10	2
	- Wrote down in the paper and burned	1		

Questions	Pre-test		Post-test	
	Answers	Frequency	Answers	Frequency
6. What do you do when you feel sad, guilty, or ashamed on things that you have done?	<ul style="list-style-type: none"> - Talked to somebody - Concentrated on other activities - Confessed your guilt directly to that person - Stayed alone 	<ul style="list-style-type: none"> 9 6 3 2 	<ul style="list-style-type: none"> - Talked to somebody - Concentrated on other activities - Confessed your guilt directly to that person - Stayed alone 	<ul style="list-style-type: none"> 11 6 2 1
Part III: Organizational skills				
7. How often do you make plans before doing things?	<ul style="list-style-type: none"> - Always - Sometimes - Usually made plans on important things - Hardly ever - Never 	<ul style="list-style-type: none"> 5 5 4 3 3 	<ul style="list-style-type: none"> - Always - Usually made plans on important things - Sometimes - Never 	<ul style="list-style-type: none"> 8 8 3 1
8. What do you use as a criteria when you have to make a decision?	<ul style="list-style-type: none"> - Reasons - Feelings - Appropriateness and possibility - Guts - Conscious 	<ul style="list-style-type: none"> 7 5 4 2 2 	<ul style="list-style-type: none"> - Reasons - Conscious - Appropriateness and possibility 	<ul style="list-style-type: none"> 9 8 3

Findings from Table 4.9 supported findings in Table 4.8: students' interpersonal skills gained most when compared with other aspects. After the course, several students believed they could interact with other people more appropriately in social activities. They realized they had positive relationships with other people, felt more comfortable, happy, and were excited when participating in group-work activities. For self-management skills, the students' answers were slightly

different. However, students' answers about self-management skills in the pre-test varied. For organizational skills, the students' answers were slightly different. In the post-test's answers, the students revealed that they made plans in advance more before doing things.

4.3 Summary of the Results

Findings have shown that the English oral communication for marketing course was successfully developed based on data obtained from two needs analysis instruments: needs analysis questionnaire and needs analysis structured-interview for the marketers, as well as the theories of the PBLA. The course development process was based on those proposed by Graves (2000) starting from assessing needs through organizing the course.

The findings showed this developed course was effective in enhancing BUU marketing students' overall oral communication abilities and social skills in comprehensibility, fluency, functional competence, vocabulary, pronunciation, and grammar. At the same time, this PBL classroom could statistically enhance students' social skills-interpersonal, self-management, and organizational skills.

Discussion of the findings, significant pedagogical implications, and recommendations for further research are discussed in the next chapter.

CHAPTER V

DISCUSSION AND RECOMMENDATION

This chapter is divided into four main parts: a brief summary of the study, discussion of the findings, a conclusion, and recommendations for further study.

5.1 Summary of the Study

The main objective of this study was to investigate the effectiveness of the English oral communication for marketing course which was developed based on the PBLA, in enhancing undergraduate students' oral communication abilities and social skills.

Research procedures were divided into three phases: doing needs analysis, developing the course based on the PBLA and findings from the needs analysis instruments, and investigating the effectiveness of the English oral Communication for Marketing course based on the Project-based Learning Approach and the findings from the needs analysis. At the stage of conducting needs analysis, the subjects, including 30 marketing students and 100 marketers, were asked to complete the questionnaire on the needs of English oral communication for marketing students. Later on, a group of 40 marketers were interviewed by the researcher.

To develop the course, based on the Project-based Learning Approach the researcher used the findings from the needs analysis instruments, the processes of

course development proposed by Graves (2000) as a model for developing the course starting from articulating beliefs, defining context, assessing needs, formulating goals and objectives, developing content, activities, and materials, designing the assessment plan, and organizing the course. Findings collected from the needs analysis instruments, characteristics of PBLA, and the Project-based learning framework of the study were incorporated into the processes.

In investigating the effectiveness of the course, the researcher implemented the course to 20 third-year marketing students from Burapha University, Chanthaburi campus. Students were asked to form fixed small groups (4 students) to formulate project activities throughout the semester. This developed course lasted 15 weeks. There were totally eight units. The class met every Monday afternoon for three consecutive hours. Students were asked and encouraged to perform a series of cooperative learning activities with their group mates to formulate learning outcomes in the form of products.

The oral communication abilities test and the social skills checklist were developed to measure students' oral communication abilities and social skills. Their oral communication abilities were measured according to the Analytical Rubric for Oral Communication Abilities in a Marketing Context adapted from the SOLOM (Student Oral Language Observation Matrix) developed by San Jose Unified School District, San Jose, California (2000) and the Analytical Rubric for General Oral Communication of GPST developed by Siritaratn (2007). The social skills checklist was developed from "How are My Social Skills Checklist", University of Illinois at Urbana-Champaign (n.d.) and Social Skill Checklist, University of Washington (2004). Findings from an oral communication abilities test and the social skills checklist were

analyzed by using a paired samples *t*-test to compare mean scores of the students' pre- and post-test as well as their gain scores to determine whether the students' oral communication abilities and social skills were significantly improved.

The quantitative data were triangulated with the qualitative data obtained from the teacher's diaries with the aim of increasing the breadth and depth of the findings. Findings of a paired samples *t*-test showed there was a statistical difference between the pre- and post-test mean scores in students' oral communication abilities and social skills at the level of 0.05. Moreover, the gained score of students' oral communication abilities was higher than 10%. Similarly, data obtained from the teacher's diaries led to the harmonious findings that this English oral communication for marketing course, which was developed based on the PBLA, was very effective in enhancing the students' oral communication abilities and social skills. Students had more interaction and participation in classroom activities, felt more comfortable to participate in group activities, and they were able to participate more effectively in the cooperative project activities.

Findings from oral communication abilities (pre- and post-test) and the teacher's diaries reported relevant findings: students were able to improve across a range of vital linguistic areas: comprehensibility, functional competence, fluency, grammar, and vocabulary in oral communication abilities in a marketing context. However, students' functional competence was improved the most and students' pronunciation was improved the least. For social skills, data from the social skills checklists emphasized that students' social skills in all three aspects: interpersonal, self-management, and organizational skills, were significantly improved.

In conclusion, findings from both quantitative and qualitative data demonstrated that this English oral communication course developed based on the PBLA, was effective in enhancing students' oral communication abilities and social skills.

5.2 Discussion of the Findings

Based on results, discussions of this study focused on development of the English Oral Communication for Marketing course based on the Project-based Learning, students' oral communication abilities, and social skills. Details of each aspect could be described as follows:

5.2.1 Development of the English Oral Communication for Marketing Course based on the Project-based Learning Approach.

5.2.1.1 The results showed that the PBLA could enhance the students' learning. The content in the course were developed from the needs analysis and focused on knowledge and skills that the students would administer in their future careers. Classroom activities were also developed from the needs analysis findings. The activities were designed to encourage the students to become active learners to develop their learning.

5.2.1.2 Teaching and learning activities took longer than planned in course developed. Causes of this phenomenon were discussed as follows:

1. Teacher's explanations in instructional activities usually took a lot of time more than anticipated. The teacher always used simple or simplified English to explain or communicate with the students in classroom activities as an attempt to adjust for their English proficiency. However, the teacher still had to explain the content, tasks, or activities in English a second time or even in Thai, or give more examples to help students understand when they said they did not understand what the teacher was explaining. Most teaching and learning activities took longer than had been planned.

2. Most students usually took longer than expected to complete assigned tasks or activities. Instructional activities were largely cooperative pair or group activities in which students needed to talk with a partner or peers to accomplish assigned activities. Many students took a lot of time thinking and preparing themselves before initiating conversations. Cooperative activities generally took longer than expected; some groups could not finish some assigned tasks or activities in time.

Therefore, a teacher or course developer should take care allotting time for tasks or activities when considering difficulty of the subject matter, complexity of activities, or the level of students. This finding was identical with findings from the studies of Tang and McNichols (1992) and Grace and Gilsdorf (2004). They reported that the time allotment for each teaching and learning activity should allow students enough time for practicing.

5.2.2 Students' Oral Communication Abilities

5.2.2.1 Findings of this study pointed out that students' oral communication abilities were enhanced after participating in this Project-based learning classroom. They had to communicate and interact with others to accomplish shared goal. Project tasks incorporated in every unit were designed to correspond with tasks students would have to carry out in their real-life careers. Correspondingly, findings in this study were identical with those of several previous studies which conclude that a series of systematic and authentic teaching and learning activities in the PBLA are effective in enhancing students' oral communication abilities in the target language (Garabet & Miron, 2010; Hosie, 1999; Patthamalai, 2008; Siritaratn, 2007).

The findings reported that task 1, greeting and introducing yourself, was the task in which students could make the highest gained scores, at 4.90. This could be because in classroom activities, the students usually started their conversations by introducing themselves when they practiced their communicative drills. With repeated opportunities to practice greetings and introductions, students were able to greet others and introduce themselves appropriately and effectively. In addition, the findings also indicated that functional competence was the component of oral communication abilities in which students gained most improvement. This advance could be attributed to good explanatory factors of this significant enhancement: course content, classroom activities, and test tasks in the oral communication abilities test. Content provided in the course was developed based on the findings of the needs analysis instruments. The content in all eight units focused on useful expressions the students would perform in their tasks to accomplish the assigned tasks or activities. Classroom activities used in this course were also developed from

findings of the needs analysis instruments and the theories of the PBLA. All classroom activities were relevant to an authentic context, such as simulations about product presentations and business telephone conversations. Activities aroused students to practice and demonstrate their functional competence by using the expressions learned in the content to communicate more appropriately and effectively. Test tasks in the oral communication abilities test were correlated to content knowledge as well as classroom activities where students learned and practiced.

Such factors motivated students to enhance their functional competence. This significantly helped students improve their oral communication abilities. Similarly, the study of Huang (2010) reported that functional competence is a significant factor influencing students' development in oral communication competence and learning. Students who acquire opportunities to sharpen their functional competence tend to have more potential to succeed in enhancing their oral communication abilities than those who have rare opportunities to practice this aspect of oral communication.

5.2.2.2 Students' abilities in using specific frequent grammatical points were slightly enhanced (see table 4.6). Insights from the teachers' diaries pointed to students' abilities to use the correct form of grammatical structures in the frequent grammatical points (e.g. countable and uncountable nouns, present simple tense) were gradually increased. One likely cause for this improvement would be that students frequently used these aspects of grammar when communicating and formulating their project activities. Students had opportunities to practice and polish these aspects of basic grammar usage. Their abilities in these aspects of basic

grammar improved. This finding is in line with a finding reported in the study of Siritaratn (2007) that students were able to improve their grammar in oral communication after participating in an experimental Project-Based classroom.

This researcher reported that students might need more time to overcome other aspects of basic grammar usage, such as word order, comparison of adjectives and adverbs, and present continuous tense. Nevertheless, the students' improvement in the basic grammar usage was a meaningful sign for their further improvement in more advanced grammar usage.

5.2.2.3 From this study, pronunciation was the aspect of oral communication abilities the students improved the least. Although this phenomenon was different from the studies of Siritaratn (2007) and Garabet and Miron (2010) which claim that the PBLA helped improve students' pronunciation. Possible causes for this phenomenon could be:

- 1 The implemented time of this developed course was limited. The course lasted 15 weeks, 3-hour session a week. This limited time might not have been enough to improve students' pronunciation.
2. Pronunciation was not explicitly taught in this Project-based instruction. Students were asked to correct errors in pronunciation which were collected from the teacher's observations during classroom activities. However, in the limited contact time no discernible improvement in students' pronunciation was detected.

3. In this study, most students generally communicated with their group mates and peers who also lacked ability to pronounce correctly. Most students adapted to pronunciation they were familiar with in their conversations.

5.2.3 Students' Social Skills

5.2.3.1 From the findings, formulating tasks in the Project-based learning classroom could enhance students' social skills, such as interpersonal, organizational, and self-management skills, and students' interpersonal skills gained most. The developed course provided opportunities to practice and formulate cooperative small-group activities, students were able to enhance their interpersonal skills. Project-based learning requires students to learn cooperatively rather than competitively. Students need to adjust themselves to the group in order to get along; to maintain positive relationships with other people while formulating project activities. Students who got the abilities realized the importance of social interaction through processing project activities. Students learned to be more open-minded, respect different opinions or ideas, and follow the social rules: all necessary qualifications for their future careers (Kelly, 1992 cited in Lovett and Jones, 2011). Interpersonal skills enhanced students' confidence, pleasure, and willingness to participate in project activities. Interpersonal skills enhancement also helps students to succeed not only in their academic achievement, but also in professional and personal contexts. The findings in this study were identical with those in the study of Siritaratn (2007) and Ji and Sung (2009); that cooperative project activities could enhance students' interpersonal skills and influence students' achievements in academic, their profession, and social life.

Project-based teaching and learning activities also enhanced students' skills to control and manage their anger, depression, excitement, and anxiety; all can affect their learning performances and achievement. Students could behave themselves properly without harming other people when they were depressed, angry, or anxious. They were capable of controlling and managing their excitement, disappointment, or when they felt uncomfortable; important for their future when they will have to interact or communicate with different kinds of people.

Findings from the social skills checklists reported students were able to make plans and manage project activities in a timeline. Most students were able to consider reasonable solutions and make plans to solve problems they faced while formulating project activities. These were the preferred skills marketers must have to achieve in their field (Kelly, 1992 cited in Lovett and Jones, 2011).

Findings about students' social skills enhancement in this study agreed with findings mentioned in other PBLA studies. When students work collaboratively in a PBL classroom, they maximize their language as well as social skills since students can polish their social skills when working in teams. Students are motivated to interact effectively to maintain positive relationships with other group members in order to accomplish a common goal (Asan & Haliloglu, 2005; Faris, 2008; Lou & MacGragor, 2004).

5.3 Conclusion

PBL is a comprehensive instructional approach, from designing a preconceived idea as an end product and later formulating diverse systematic

activities to accomplish that agreed end product. Objectives of the present study were to develop the English oral communication for marketing course based on the Project-based Learning Approach and to investigate its effects in enhancing BUU marketing students' oral communication abilities and social skills.

The course was developed based on processes of course development by Graves (2000). Course development also relied on findings collected from needs analysis instruments, and theories and characteristics of the PBLA which were calculated, analyzed, and intervened into the components of the course. Findings showed students' oral communication abilities and social skills were significantly improved after participating in this Project-based instruction.

5.4 Recommendations for Further Study

Based on the findings and limitation of this study, recommendations for future research are:

5.5.1 Though the findings pointed out that students were able to improve their overall English oral communication abilities and social skills after attending the implemented course, this group of samples represented only marketing students at this particular setting, BUU Chanthaburi Campus. Similar courses should be conducted in other settings with a large number of participants so that the study can be generalized.

5.5.2 Conducting an ice-breaking session at the beginning of the course is recommended to accelerate familiarity among participants. Students' engagement in

group interaction and communication could start from the outset, improving their oral communication abilities and social skills earlier.

5.5.3 This experimental study was not able to raise awareness of students' pronunciation skills. Therefore, a specific pronunciation course should be designed and developed with appropriate teaching and learning activities to take this aspect into account.

5.5.4 A students' log could be used as another qualitative research instrument. In-depth information from a student's perspectives would be useful. Therefore, the findings in future research may shed more light on students' voices in the course.

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APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A: A Questionnaire on the Needs of English Oral Communication and Social Skills for Marketing Students

This questionnaire is part of a Ph. D. of English as an International Language (EIL) at Chulalongkorn University. The main objective of this questionnaire is to investigate the needs of marketing students and the employees in the field of marketing in terms of course content, skills for doing a project work, and learning activities to be included in a listening and speaking course. Please answer the questions below and/or write short answers in the space provided. The results from this study will be used to design a course to improve marketing students' English business oral communication abilities.

The questionnaire is divided into five parts.

Part I: General information

Part II: The oral communication topics useful in marketing

Part III: Useful skills for project activities

Part IV: Useful teaching and learning activities for enhancing oral communication

Part V: Suggestions

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยระดับปริญญาเอกสาขาภาษาอังกฤษเป็นภาษานานาชาติ จุฬาลงกรณ์มหาวิทยาลัย โดยมีวัตถุประสงค์เพื่อสำรวจความต้องการของนักเรียนสาขาการตลาดและบุคลากรในอาชีพที่เกี่ยวข้องกับการตลาด ที่มีต่อเนื้อหาในรายวิชา, ทักษะในการทำโครงการ, และ กิจกรรมการเรียนการสอนในรายวิชาการพูดและการฟัง กรุณาตอบคำถามและเขียนคำตอบสั้นๆ ลงในช่องว่างที่กำหนด ข้อมูลที่ได้จากแบบสอบถามนี้จะนำไปใช้เพื่อออกแบบหรือปรับปรุงวิชาทักษะการพูดเพื่อการสื่อสารสำหรับนิสิตสาขาวิชาการตลาด

แบบสอบถามนี้แบ่งออกเป็น 5 ส่วนประกอบด้วย

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2: หัวข้อการพูดเพื่อการสื่อสารที่มีประโยชน์ในการสนทนาด้านการตลาด

ส่วนที่ 3: ทักษะที่เป็นประโยชน์สำหรับกิจกรรมโครงการ

ส่วนที่ 4: กิจกรรมการเรียนการสอนที่เป็นประโยชน์สำหรับการเสริมสร้างทักษะการพูดเพื่อการสื่อสาร

ส่วนที่ 5: ข้อเสนอแนะเพิ่มเติม

Items (หัวข้อ)	5 Highly useful (มีประโยชน์ มาก)	4 Moderately- very useful (มีประโยชน์ ปานกลางถึง มาก)	3 Moderately useful (มีประโยชน์ ปานกลาง)	2 Slightly- moderately useful (มีประโยชน์ น้อยถึงปาน กลาง)	1 Slightly useful (มีประโยชน์ น้อย)
1. Greeting/saying good bye (การทักทาย/การกล่าวคำอำลา)					
2. Introducing yourself (การแนะนำตนเอง) 2.1 Personal information (ข้อมูลส่วนตัว) 2.2 Positions, responsibilities, and work places, e.g. “I’m a general manager at IBM. (ตำแหน่ง หน้าที่ และสถานที่ทำงาน เช่น “ผมเป็นผู้จัดการทั่วไปของ IBM)					
3. Introducing other people (การแนะนำผู้อื่น) 3.1 Personal information (ข้อมูลส่วนบุคคล) 3.2 Positions, responsibilities, and work places, e.g. “He is responsible for hiring staffs and organizing division meetings.” (ตำแหน่ง, หน้าที่ที่ รับผิดชอบ และสถานที่ทำงาน เช่น “เขา ทำหน้าที่เกี่ยวกับการจ้างพนักงานและการ จัดประชุมของแผนก”)					
4. Describing a company profile (การบรรยายข้อมูลเกี่ยวกับบริษัท)					
5. Talking about products and services (การพูดเกี่ยวกับสินค้าและ บริการ)					

Items (หัวข้อ)	5 Highly useful (มีประโยชน์ มาก)	4 Moderately- very useful (มีประโยชน์ ปานกลางถึง มาก)	3 Moderately useful (มีประโยชน์ ปานกลาง)	2 Slightly- moderately useful (มีประโยชน์ น้อยถึงปาน กลาง)	1 Slightly useful (มีประโยชน์ น้อย)
6. Talking about prices (การพูดเกี่ยวกับราคา)					
7. Talking about brand and marketing strategies (การสนทนา เกี่ยวกับภาพลักษณ์ของสินค้าและกลยุทธ์ ทางการตลาด)					
8. Promotion and selling, e.g. persuasion (การส่งเสริมการขายและ การขาย เช่น การโน้มน้าวใจ)					
9. Negotiation, e.g. bargaining prices (การเจรจาต่อรอง เช่น การ ต่อรองราคา)					
10. Telephone conversations, e.g. receiving calls, taking and leaving messages (การสนทนาทางโทรศัพท์ เช่น การรับโทรศัพท์, และการจดบันทึก ข้อความและการฝากข้อความ)					
11. Oral presentation, e.g. the organization of the presentation (การพูดเพื่อนำเสนอผลงาน เช่น องค์ประกอบของการนำเสนอผลงาน)					
12. Making an appointment (การนัดหมาย)					
13. Describing location (การบรรยายตำแหน่ง, ที่ตั้ง)					

Items (หัวข้อ)	5 Highly useful (มีประโยชน์ มาก)	4 Moderately- very useful (มีประโยชน์ ปานกลางถึง มาก)	3 Moderately useful (มีประโยชน์ ปานกลาง)	2 Slightly- moderately useful (มีประโยชน์ น้อยถึงปาน กลาง)	1 Slightly useful (มีประโยชน์ น้อย)
14 Giving suggestions (การให้คำแนะนำ)					
15. Dealing with complaint (การจัดการกับการร้องทุกข์)					
16. Other (please specify) (อื่นๆ กรุณาระบุ)					

**** Part III: Useful skills for project activities (ส่วนที่ 3: ทักษะที่เป็นประโยชน์สำหรับกิจกรรมโครงการ) ****

Directions: (คำชี้แจง): In your opinion, please check (✓) the column that presents the degree of usefulness of these skills in doing project work activities. (กรุณาทำเครื่องหมาย (✓) เพื่อระบุระดับความคิดเห็นของท่านที่มีต่อประโยชน์ของทักษะต่อไปนี้ในการทำกิจกรรมโครงการ)

5= Highly useful (มีประโยชน์มาก)

4= Moderately - very useful (มีประโยชน์ปานกลางถึงมาก)

3= Moderately useful (มีประโยชน์ปานกลาง)

2= Slightly-moderately useful (มีประโยชน์น้อยถึงปานกลาง)

1= Slightly useful (มีประโยชน์น้อย)

Items (หัวข้อ)	5 Highly useful (มีประโยชน์ มาก)	4 Moderately- very useful (มีประโยชน์ ปานกลางถึง มาก)	3 Moderately useful (มีประโยชน์ ปานกลาง)	2 Slightly- moderately useful (มีประโยชน์ น้อยถึงปาน กลาง)	1 Slightly useful (มีประโยชน์ น้อย)
1. Skills to use the Internet e.g. online-dictionary and search engine (ทักษะในการใช้อินเตอร์-เน็ต เช่น การใช้ดิกชันนารีออนไลน์ และการใช้โปรแกรมที่ช่วยในการสืบค้นข้อมูลทางอินเทอร์เน็ต)					
2. Skills to use computer programs e.g., PowerPoint, Movie Maker (ทักษะในการใช้โปรแกรมคอมพิวเตอร์ เช่น PowerPoint และ Movie Maker)					
3. Skills to deliver oral presentation (ทักษะการพูดนำเสนอผลงาน)					
4. Skills to summarize main ideas (การสรุปใจความสำคัญ)					
5. Interpersonal skills e.g. social interaction and teamwork willingness (ทักษะระหว่างบุคคล เช่น ปฏิสัมพันธ์ทางสังคม และความเต็มใจในการทำงานกลุ่ม)					
6. Self-management skills e.g. anger management and emotional regulation (ทักษะในการจัดการตนเอง เช่น การจัดการความโกรธ และการควบคุมอารมณ์)					
7. Organization skills e.g. problem-solving, making plans, and critical thinking (ทักษะในการจัดการ เช่น การแก้ปัญหา การวางแผน และการคิดวิเคราะห์)					

Items (หัวข้อ)	5 Highly useful (มีประโยชน์ มาก)	4 Moderately- very useful (มีประโยชน์ ปานกลางถึง มาก)	3 Moderately useful (มีประโยชน์ ปานกลาง)	2 Slightly- moderately useful (มีประโยชน์ น้อยถึงปาน กลาง)	1 Slightly useful (มีประโยชน์ น้อย)
8. Other (please specify) (อื่นๆ กรุณาระบุ)					

**** Part IV: Useful teaching and learning activities for enhancing oral communication ability (ส่วนที่ 4: กิจกรรมการเรียนการสอนที่เป็นประโยชน์สำหรับการเสริมสร้างทักษะการพูดเพื่อการสื่อสาร)****

Directions: (คำชี้แจง): To practice your oral communication abilities, please rate (✓) the column that presents the degree of usefulness of the following teaching and learning activities. (เพื่อการฝึกทักษะการพูดเพื่อการสื่อสารของท่าน กรุณาทำเครื่องหมาย (✓) เพื่อระบุระดับความคิดเห็นของท่านที่มีต่อประโยชน์ของกิจกรรมการเรียนการสอนต่อไปนี้)

5= Highly useful (มีประโยชน์มาก)

4= Moderately - very useful (มีประโยชน์ปานกลางถึงมาก)

3= Moderately useful (มีประโยชน์ปานกลาง)

2= Slightly-moderately useful (มีประโยชน์น้อยถึงปานกลาง)

1= Slightly useful (มีประโยชน์น้อย)

Items (หัวข้อ)	5 Highly useful (มี ประโยชน์ มาก)	4 Moderately- very useful (มีประโยชน์ ปานกลางถึง มาก)	3 Moderately useful (มีประโยชน์ ปานกลาง)	2 Slightly- moderately useful (มีประโยชน์ น้อยถึงปาน กลาง)	1 Slightly useful (มี ประโยชน์ น้อย)
1. Debate (การโต้วาที)					
2. Information gap (การแลกเปลี่ยนข้อมูล)					
3. Oral presentation (การพูดนำเสนอข้อมูล)					
4. Role-play (การเล่นตามบทบาทสมมติ)					
5. Simulation (การจำลองสถานการณ์)					
6. Small-group discussion (การสนทนากลุ่มย่อย)					
7. Other (please specify) (อื่นๆ กรุณาระบุ)					

**** Part V: Suggestions (ส่วนที่ 5: ข้อเสนอแนะเพิ่มเติม) ****

Directions: (คำชี้แจง): Please write a short answer regarding how to develop a business English oral communication course on the following topics (in Thai or English). กรุณาเขียนข้อเสนอแนะ เกี่ยวกับการพัฒนา รายวิชาการพูดภาษาอังกฤษเพื่อการสื่อสารทางธุรกิจของท่านต่อหัวข้อต่อไปนี้ (เป็นภาษาไทยหรือภาษาอังกฤษ)

1. Course content (เนื้อหา)

.....

.....

.....

.....

2. Activities besides teacher's lectures (กิจกรรมอื่นๆ นอกเหนือจากการบรรยายของอาจารย์)

.....

.....

.....

.....

3. Materials besides a textbook (สื่อการสอนอื่นๆ นอกเหนือจากหนังสือเรียน)

.....

.....

.....

.....

4. Others (อื่นๆ กรุณาระบุ)

.....

.....

.....

End of the Questionnaire



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix B: Structured Interview

(คำถามในการสัมภาษณ์แบบมีโครงสร้าง)

วัตถุประสงค์: เพื่อสัมภาษณ์ความคิดเห็นของบุคลากรด้านการตลาดขององค์กร/บริษัท ที่มีต่อทักษะการพูดเพื่อการสื่อสาร, ทักษะทางสังคม, และการทำโครงงานด้านการตลาด โดยข้อมูลที่ได้จะนำไปใช้ในการวิจัยเพื่อการพัฒนา รายวิชาการพูดภาษาอังกฤษเพื่อการสื่อสารสำหรับการตลาด คณะวิทยาศาสตร์และศิลปศาสตร์ มหาวิทยาลัยบูรพา วิทยาเขตจันทบุรี ปีการศึกษา 2555 คำถามประกอบด้วย:

1. คุณใช้ภาษาอังกฤษในการสนทนาเพื่อการสื่อสารเวลาทำงานบ่อยแค่ไหน
2. กรุณาบอก 5 หัวข้อสนทนาภาษาอังกฤษเพื่อการสื่อสารทางการตลาดที่ใช้บ่อยในการทำงานของคุณ
3. คุณคิดว่ามีทักษะทางสังคมอะไรบ้าง ที่ช่วยให้ทักษะการสนทนาเพื่อการสื่อสารทางการตลาดมีประสิทธิภาพเพิ่มมากขึ้น
4. คุณทำ Project ร่วมกับผู้อื่นบ่อยแค่ไหนต่อปี
5. คุณคิดว่านอกจากการบรรยายในห้องเรียนแล้ว ควรจะมีกิจกรรมการเรียนการสอนใดเพื่อเสริมสร้างทักษะต่อไปนี้
 - 5.1 ทักษะการใช้ภาษาอังกฤษเพื่อการสื่อสารทางการตลาด
 - 5.2 ทักษะการทำ Project สำหรับนักศึกษาระดับปริญญาตรีด้านการตลาด

Appendix C: Content and Construct Validity of the Instructional Materials and Lesson Plans

The objective of this experts' validation is to validate the instructional materials used in the implemented course, English Oral Communication for Marketing course, for the undergraduate marketing students at Burapha University, Chanthaburi campus in the academic year 2012.

Directions: Please check (✓) in the column that presents your degree of opinions.

(+1): Congruent

(0): Questionable

(-1): Incongruent

Objective: To test...	Experts' Validation			Comments
	+1	0	-1	
I. Rational of the study 1. clear description of the background 2. logical rational 3. sequenced ideas 4. adequate information	$IOC = \sum R/N$ 1. R=3 N =3, = 1 2. R =3 N =3, = 1 3. R =2 N =3, = 0.67 4. R =3 N =3, = 1			
II. How well the theoretical framework has been defined and translated into the instruction? 5. clear description of the concepts 6. adequate information 7. appropriate application to the developed instructional materials	5. R =2 N =3, = 0.67 6. R =3 N =3, = 1 7. R =3 N =3, = 1			
III. How appropriate the Project-based Learning Framework used in this study? 8. appropriate contents which relevant to the theoretical framework 9. clear description of the concepts 10. adequate information	8. R =3 N =3, = 9. R =2 N =3, = 0.67 10. R =3 N =3, = 1			1. The diagram of the Project-based Learning framework should be added to make it easier to follow

Objective: To test...	Experts' Validation			Comments
	+1	O	-1	
<p>IV. The sample instructional materials</p> <p>11. appropriate objectives which relevant to the content of the unit</p> <p>12. appropriate contents which relevant to the framework of the study</p> <p>13. appropriate task sequenced relevant to the framework of the study</p> <p>14. the tasks relevant to the framework of the study</p> <p>15. appropriate time allotment of each task</p> <p>16. appropriate audio/visual aids</p> <p>17. appropriate instructional manual which related to the content and materials of the unit</p>	<p>11. R =3 N =3, = 1</p> <p>12. R =3 N =3, = 1</p> <p>13. R =2 N =3, = 0.67</p> <p>14. R =3 N =3, = 1</p> <p>15. R =2 N =3, = 0.67</p> <p>16. R =3 N =3, = 1</p> <p>17. R =3 N =3, = 1</p>			1. Should specify time for each task in the lesson plans
<p>V. Lesson plan</p> <p>18. related to theoretical framework</p> <p>19. relates to the Project-based Learning Framework used in this study</p> <p>20. relates to tasks included in the unit</p>	<p>18. R =3 N =3, = 1</p> <p>19. R =3 N =3, = 1</p> <p>20. R =3 N =3, = 1</p>			
<p>VI. Assessment and Evaluation</p> <p>21. appropriate objectives of the assessment</p> <p>22. appropriate tasks</p> <p>23. appropriate scoring proportions</p>	<p>21. R =2 N =3, = 0.67</p> <p>22. R =3 N =3, = 1</p> <p>23. R =2 N =3, = 0.67</p>			<p>1. The objectives should be described for the students and relevant to the objectives of the study.</p> <p>2. Scoring criteria should be added in the students' handout.</p>

The value of the content validity or Index of Item Objective Congruence (IOC) of the Instructional materials and Lesson Plans was at 0.89.

Appendix D: Samples of Course Contents

Unit 1: An introduction to the Project-based Learning Classroom



Objectives:

- ❖ *To comprehend the definitions, stages, benefits of the Project-based learning.*
- ❖ *To comprehend the roles of the students and the teacher in the Project-based learning classroom.*
- ❖ *To comprehend the objectives and the criteria of the final project of the course.*

1. Warm up

1.1 Before reading, watch the video clip and answer the questions.



2. Knowledge & Skills

2. 1 Reading, group work, read the passage and answer the questions:

1. What is the Project-based learning?
2. What are the stages of the Project-based learning approach?

3. What are the students' roles in this type of classrooms?



Project-based English language instruction is a systematic teaching methodology which focuses on learning knowledge and skills in English through classroom activities which is authentic to the real situational context. This teaching methodology believes that learning is developed from cooperation and interaction so that it emphasizes learner's accomplishment through cooperative learning activities. This strategy focuses on cooperation among learners, therefore; classroom activities focuses on cooperative learning activities, such as, pair- or group-work, discussion, debate, or field-trip.



At the beginning, students form the group with 4-5 members. Students start their project activities by determining the predefined project that they will develop later as their learning outcomes. They generally work in small, collaborative groups and directly participate in project activities. In this learning, students need to participate directly through a series of systematic cooperative activities including planning, searching for the information, analyzing data, developing the project work, presenting, and evaluating their learning. Students need to work both individually and collaboratively, and

also value the importance of group success teacher only takes the role as a coach or a mentor who gives some helps or constructive suggestions whenever they need. As a result, students have a lot of responsibilities in order to accomplish their learning goals. They need to participate, negotiate, share, discuss with other classmates and have a lot of responsibilities.



Students' and teacher's roles in the Project-based learning classroom

From the student's point of view, project-based learning is learner-centered and intrinsically-motivating. Students are actively engaged in "doing things" rather than "learning about things". At the same time, a teacher takes the role as a coach or a mentor who gives some helps or constructive suggestions whenever they need. As a result, students have a lot of responsibilities in order to accomplish their learning goals. They need to participate, negotiate, share, discuss with other classmates and have a lot of responsibilities.

Stages of the Project-based learning

1. **Orientation:** At this stage, students' interests are connected to the contents of the course and to make a commitment on the final project

work including objectives, topics, timeframe, and criteria for evaluation with the students.

2. Preparation: A teacher teaches and prepares students with content knowledge, language skills, and activities before they go directly to develop their own projects.

3. Information gathering: to give At this stage, students acquire hands-on opportunities to participate directly in planning, gathering or searching for the information, analyzing, and developing their projects.

4. Evaluation: Students receive the opportunities to share and present their findings to the classroom.

5. Follow-up: A teacher gives constructive comments, suggestions, or feedback to the students and to wrap-up all knowledge, skills, and activities used in the projects. Students are asked to share their experiences, problems, as well as opinions toward the activities and the course with the whole class.

Benefits of project-based Learning

Project-based learning:

- Promotes students' responsibilities and team-worked skill.
- Utilizes hands-on approaches.
- Provides for in-depth understanding.
- Utilizes various modes of communication.
- Enhances students' confidence in autonomous learning.

References:

<http://www.edutopia.org/project-based-learning-guide-importance>

<http://www.pbl-online.org/pathway2.html>

<http://www.cccoe.net/social/Cooperative.htm>

<http://www.smarta.com/advice/business-mentoring-and-skills/skillsandtraining/how-to-brainstorm-effectively>

2.2 Watch the video clip. What are the students in the clip doing? 

2.3 Form 5 groups of 4 members. Name your groups as companies.

3. Project activities

3.1 In groups, go through the websites in activity 2A. Study the information about the Project-based learning classroom in the websites and prepare to present the information to the classroom.

4. Presentation

4.1 In groups, deliver your presentation to the class.

5. Follow-up

5.1) Study the final project outline. Discuss the outline with the class.

5.2) Ask the questions about the Project-based learning approach and the final project outline.

Source adapted from: <http://www.google.com>



Unit 2: Greeting and Introducing Oneself in a Business Context



Objectives:

- ❖ To demonstrate how to introduce oneself in a business context.
- ❖ To demonstrate how to ask for personal background information in a business context.
- ❖ To understand of some highlighted useful expressions, basic grammatical structure, and vocabulary in a business context.

1. Warm up

1.1 Answer the following questions. What do you say when you introduce yourself to:

- a new friend - a new neighbour - a new client - a new colleague



2. Knowledge & skills

2.1 Practice the following conversation with a partner. Miss Young is welcoming a new client at her office.

Beth: *Good morning, May I introduce myself? My name is Beth Young.
Welcome to APM Company.*

Adams: *Good morning, My name is Paul Adams. Nice to meet you today.*

Beth: *Nice to meet you, too. And I'd like to introduce my assistant, Miss
Lue Cheng. She will take care of you here today.*

Adams: *Good morning, Miss Cheng. Nice to meet you.*

Lue: *Good morning Mr. Young. Pleased to meet you and welcome to
APM Company.*

2.2 When you meet someone for the first time:

1. Introducing yourself to other people

- May I introduce myself. My name's .../ Let me introduce myself. My name is...
- Good morning/ Good afternoon/ Good evening/ Hello, I'm
- How do you do? Pleased to meet you/ Nice to meet you.

2. Introducing another person in a formal context

- Let me introduce you to Mr.../ Miss.../ Mrs...
- May I introduce you to my colleague, Mr.../ Miss.../ Mrs...

- I'd like to introduce you to Mr.../ Miss.../ Mrs...

3. Other useful expressions for asking and giving personal information.

Wh- questions:

How do you spell your name? "Simon, S-I-M-O-N."

What is your last name? "Thompson"

Where are you from, Mr. Thompson?  "I'm from New Zealand."

- Where do you come from? "I come from Australia."

Where do you work?/

What's the name of your company? "Sony."

Where do you live? "I live in Bangkok."

What is your occupation/ job? "I'm an accountant."

May I have your telephone number (mobile number, e-mail address)?

- What is your telephone number (e-mail address/...)? "It's 036 597 67."

2.3 Present of be (review)

Am	I from India?	
Is	he from Columbia?	What is your name?
	she from Norway?	I 'm Peter Smiths./ My name is Peter Smiths.
Are	it our new fax machine?	What is his company?
		His company is Warner Brothers./ He works at Warner Brothers.
Are	you from HP?	What are their names?
	we from Thailand?	They are Susan Green, Michael Jones, and Liz Sue.
	they from Sony, Japan?	Where are they from? They are from Apple.

2.4 Now listen to the CD then practice the conversations with a partner. 

Conversation 1:

Steven: Good morning.

Paula: Good morning.

Steven: How are you doing today?

Paula: Pretty good.

Steven: My name is Steven. I come from the north of England, Harrogate.

Paula: Mm-hm. Is it a big place?

Steven: Um, not so much, it's about 20,000 people I think.

Paula: I see. I'm Paula, a researcher at Uni Lab. Where do you work?

Steven: I work for Delta Airline.

Paula: That's interesting.

Conversation 2:

Staff: Hello!

Leo: Hello! My name's Leonard Stewart.

Staff: Nice to meet you, Mr. Stewart. Could you spell your name, please?

Leo: Certainly, L-E-O-N-A-R-D S-T-E-W-A-R-T.

Staff: Thank you. Where is your hometown?

Leo: Brooklyn, New York.

Staff: OK. Where do you work and what's your occupation?

Leo: I work for Joe & Brothers. I'm an attorney.


Staff: Really?? I used to work for that company, too. May I have your e-mail address and your mobile number?

Leo: It's leo222stewart@yahoo.com. And my number is 554-8677.

Staff: Thank you very much for your help.

2.5 Give the business cards to the students individually, discuss the detailed information on the cards with a partner. Practice asking for information on the cards with a partner.



2.6 Complete the conversation and practice it with a partner. Listen to the CD and check the answer. 

Man: Excuse me, Madam. Have you got a moment? I'm doing a survey on TV watching habits. Could I ask you a few questions?

Anne: OK, go ahead.

Man: First of all, can I (1) first name?

Anne: Anne. Spell A-N- N-E.

Man: And, your (2)?

Anne: Yes, Wylder.

Man: Wylder.

Anne: Yes, do you want me to spell that?

Man: Yes, please.

Anne: (3).

Man: Thanks, and can I have your (4)?

Anne: Yes, it's 14 Paine Road, Liverpool.

Man: Paine, ah. Is that P-A-I-N-E?

Anne: Yes.

Man: Have you got a telephone?



Anne: Yes.

Man: And could I have (5)?

Anne: Oh, yes. Sorry, I thought you just want to know that I have a telephone. The number, yes, it's 051 22 063.

Man: (6).

Anne: That's right.

Man: And, you're British?

Anne: Well, actually, I'm American. I live here in Liverpool, but I was born in New York.

Man: *You don't have an accent.*

Anne: *No, well, I've been here a long time.*

Man: *And, I'm sorry, I have to ask your date of birth.*

Anne: *That's OK. It's the 9th of September 1949.*

Man: *9th September 1949.*

Anne: *That's right.*

Man: (7) *you married?*

Anne: *No, I'm single, actually.*

Man: *Could you tell me what you do for (8)?*

Anne: *Pardon?*

Man: *What's your job?*

Anne: *Well, I'm a doctor.*

Man: *Really?*

Anne: *Oh, yes. I work in the University Hospital.*

Man: *O K.*

3. Social skill: How to introduce oneself/ other in a business context

3.1 When you want to introduce yourself to someone:

1. Look at the person directly and use eye contact.
2. Ask permission to introduce yourself, for example, “Excuse me. May I introduce myself?” Further, you might give more information about yourself, such as, hometown and occupation.
3. Say “Nice to meet you.” or “Pleased to meet you.”
4. Shake the person’s hands.

When you want to introduce people to know each other:

5. Determine the seniority between those people. Introduce the younger to the older or introduce the person in the lower position to the higher position. For example, “Jessica, I’d like you to meet my boss.”
6. Let the people shake hands.

3.2 Complete the conversations and check the answer with the class. Practice the conversation with a partner by using the social skills in activity 3.1.

Conversation 1:

Carson: (1). I’m Scott Carson. How do you do? It’s nice to meet you.

Lue: Good morning, Mr. Carson. I’m very well, thank you. And nice to meet you too.

Carson: Are you working at TMF Agency?

Lue: That’s right. I’m a sales representative there.(2)?

Carson: I’m a sales manager at Travelling & Tour.

Conversation 2:

Joe: Good afternoon, Mrs. Brown. I'd like to (3) Mr. Levi to you. He is a colleague of mine from Watson & Friends.

Brown: Good afternoon, Mr. Levi. (4).

Levi: Good afternoon, Mrs. Brown. It's pleased to meet you, too.
Where (5)?

Brown: I'm an executive secretary at Brothers Company.

6. Project activities

4.1 In the project group work, ask students to create the business cards for their group members.

4.2 Exchange the business cards, introduce yourself and ask for information, such as position, company's name, telephone number, and e-mail address from people from different groups.

4.3 With the project group mates, compare the information in the business cards and redesign the business cards of your company. Prepare to present the class how to introduce yourself and the information you have in your business card.

5. Presentation

5.1 In groups, present the conversation in a form of a simulation to the class.

6. Follow-up

6.1 Teacher gives students the comments or feedbacks regarding their presentation.

6.2 Teacher wrap-up the content, knowledge, and skills of the unit.

Sources: Adpated from:

1. Hollett, V. (2009). *Business Objectives*. 20th ed. Oxford: Oxford University Press.
2. Johnson, C. (2005). *Intelligent Business, Skills Book*. China: Pearson Education.
3. <http://www.cccoe.net/social/skillslist.htm>
4. <http://www.google.com>

Appendix E: Samples of Lesson Plans

Week 2: Unit 1 An Introduction to the Project-based Learning Classroom

Terminal Objective:

Students will be able to understand the Project-based learning approach and the final project of the course.

Enable Objectives:

1. Students will be able to understand the Project-based learning approach, the stages of the Project-based learning, the benefits of the Project-based learning, and the roles of the students and the teacher in the Project-based learning classroom.
2. Students will be able to understand the objectives and the criteria of the final project of the course.

Background Knowledge of the students: -

Language Content: -

Materials:


- Samples and pictures of OTOP products
- Project-based English language instruction worksheet
- Project presentation clip from *www.youtube.com*
- A final project outline
- Whiteboard, marker, and speakers
- Computer and the Internet

- Assessments:**
1. Students actively engage in learning tasks.
 2. Students' answers and participation in small group and class discussions.

Time Allocation: 3 hours

Teachers	Students
<p>Part: 1. Warm up</p> <p>Time: 15 minutes</p> <p>Materials: a video clip from www.youtube.com, computer, and speakers</p> <p>Activities:</p> <p>Activity 1.1 (15 minutes): video clip 1</p> <ol style="list-style-type: none"> 1. Show the students the video clip and ask what they see in the clip. <p><i>Guided questions:</i></p> <ul style="list-style-type: none"> - “What content or information is presented in the clip?” - “What is this clip about?”, “What are the students doing in the clip?” <ol style="list-style-type: none"> 2. Declare to the students that the clip they watched is a project of a group of students who develop their learning outcomes and present them in the form of project work. 	<p>Activity 1.1</p> <ol style="list-style-type: none"> 1. Look at the video clip and answer the teacher’s questions.

Teachers	Students
<p>Part: 2. Knowledge and skills</p> <p>Time: 35 minutes</p> <p>Materials: 1. Project-based English language instruction worksheet 2. A video clip 3. Microphone and speakers</p> <p>Activities:</p> <p>Activity 2.1 (20 minutes)</p> <p>1. Distribute the Project-based English language instruction worksheet to the students. Let students read for 15 minutes.</p> <p>2. In groups, ask students to brainstorm and answer for the following questions: <i>Guided questions:</i> - “What is Project-based learning?”, “What are the stages of the Project-based learning approach?, and “What do students have to do in this type of classroom?”</p> <p>3. Choose a few students to share their answers to the class.</p> <p>4. Summarize students’ answers and explains more about the content of the Project-based learning classroom in the worksheet.</p>	<p>Activity 2.1</p> <p>1. Study the worksheet.</p> <p>2. Brainstorm and discuss the content in the worksheet in group to find out the answers.</p> <p>Possible answers: - “It is a systematic teaching methodology which focuses on learning knowledge and skills in English through classroom activities which is authentic to the real situational context.” - “Orientation, preparation, information gathering,</p>

Teachers	Students
 <p>Activity 2.2 (10 minutes): video clip 2</p> <p>1. Play the second video clip to the class and ask students to pay attention to the activities to form the project.</p> <p><i>Guided talk:</i></p> <p>- <i>“Please pay attention to the activities that the students do in their project.”</i></p>	<p>- <i>“Students have to actively engage in teaching and learning activities. Not just wait for the teacher’s explanation.”</i></p> <p>3. The chosen groups share their answers to the class. At the same time, other students listen and compare their answers with the class.</p> <p>4. Listen attentively to the teacher’s summarization about the Project-based classroom.</p> <p>Activity 2.2</p> <p>1. Look at the VDO clip attentively.</p> <p>2. Discuss and summarize the activities in the clips with the whole class.</p>

Teachers	Students
<p>2. Summarize the activities students in the clip perform with the whole class.</p> <p><i>Guided talk:</i></p> <p>- “What activities do these students do in their project?”</p> <p>Activity 2.3 (5 minutes)</p> <p>1. Ask students to form 5 small groups (5 groups with 4 members) for the project activities throughout the semester. Emphasize to students that in this class, they need to work together as a company throughout the semester. Students they give their groups company names.</p>	<p>Activity 2.3</p> <p>1. Split into 5 groups of 4 members.</p> <p>2. Name the groups.</p>
<p>Part: 3. Project activities</p> <p>Time: 25 minutes</p> <p>Materials: 1. Microphone and speakers 2. Computer and the Internet</p> <p>Activities:</p> <p>Activity 3.1 (25 minutes)</p> <p>1. In groups, give students 25 minutes. Ask students to search for further information of the Project-based learning approach. Use the websites provided in activity 2A.</p> <p>2. Motivate students to study the information in the websites and prepare to share it to the classroom.</p> <p><i>Guided talks:</i></p> <p>- “Now is a good time for you to practice your cooperative working skills by working as team with your group mates. You will have 25 minutes to search on the Internet to get information about Project-based</p>	<p>Activity 3.1</p> <p>1. Go through the chosen website and search for the information of the Project-based learning approach.</p> <p>2. Study and discuss the information with other group mates.</p> <p>3. Prepare to deliver the presentation to the class.</p>

Teachers	Students
<p><i>learning instruction which will be used as the teaching and learning approach in this course throughout this semester. Visit one of the websites given in the reading passage in activity 2A, one group, one website. Study the information and prepare to orally present the information that you get to the class. If you have any questions or need any helps for your activities, please feel free to ask me.”</i></p> <p>3. Walk around the classroom to observe students’ learning behaviors. Provide help or suggestions when needed.</p>	
<p><i>Part: 4. Presentation</i></p> <p><i>Time: 20 minutes</i></p> <p><i>Materials: 1. Microphone and speakers</i></p> <p><i>Activities:</i></p> <p><i>Activity 4.1 (20 minutes)</i></p> <p><i>1. Declare that every group will have 3-4 minutes to orally present the information that they searched to the class.</i></p> <p><i>2. Encourage the first group to deliver the presentation then take turn to every group.</i></p> <p><i>3. Sums up the importance of the project-based learning approach.</i></p>	<p>Activity 4.1</p> <p>1. Deliver the group presentation to the class.</p> <p>2. Listen attentively to the summarization of the Project-based learning approach.</p>
<p><i>Part: 5. Follow-up</i></p> <p><i>Time: 25 minutes</i></p> <p><i>Materials: 1. Microphone and speakers</i></p> <p style="padding-left: 40px;"><i>2. The final project outline</i></p> <p style="padding-left: 40px;"><i>3. Samples of OTOP products</i></p>	

Teachers	Students
<p>Activities:</p> <p>Activity 5.1 (15 minutes)</p> <ol style="list-style-type: none"> 1. Distribute the final project handout to students. 2. Explain and discuss the content in outline with students. Make sure students understand what they have to formulate as their final project. <p>Guided talks:</p> <ul style="list-style-type: none"> - “In this course, your learning achievement will be evaluated mainly on the final project that you will have to formulate at the end of the course. You will learn both content knowledge and language skills which later you have to use and integrate this knowledge and skill to developing your own final project.” - “This is the outline of the final project that you and your group mates have to work cooperatively to develop and present it as your learning achievement” So, after learning this course, you have to do a project which presents the OTOP products of Chanthaburi, our community that you will develop to sell worldwide....” 3. Show students some samples of OTOP products. Direct students’ interests to realize the importance of OTOP products by asking them questions. 	<p>Activity 5.1</p> <ol style="list-style-type: none"> 1. Listen carefully to the teacher’s explanation of the final project outline. 2. Together with the teacher, discuss the information presented in the outline. 3. Try to answer the teacher’s questions. 4. Ask the questions to the teacher for the better understanding. <p>Possible answers:</p> <ul style="list-style-type: none"> - “It is a product which is developed from the local community.” - “To promote the product of the community, to increase more income for people in the community.”

Teachers	Students
<p>Activity 5.2 (10 minutes)</p> <ol style="list-style-type: none"> 1. Give students opportunities to ask questions regarding the Project-based learning classroom and the final project they will have to develop. 2. Summarize the significance of Project-based learning instruction. 	<p>Activity 5.2</p> <ol style="list-style-type: none"> 1. Ask the questions regarding the Project-based learning approach and the final project outline. 2. Listen to the teacher's summarization of the Project-based learning instruction.

Week 3: Unit 2 Introducing oneself

Terminal Objective:

Students will be able to introduce themselves and others appropriately in a business context.

Enable Objectives:

1. Students will be able to introduce themselves and other people appropriately in a business context.
2. Students will be able to demonstrate how to ask for personal background information in a business context, such as position, company, and e-mail address, etc.
3. Students will be able to demonstrate understanding of some highlighted useful expressions, basic grammatical structure, and vocabulary regarding greeting and personal information.

Background Knowledge of the students:

1. Expressions about greeting, for examples, hello, hi, good morning, and good afternoon, etc.
2. Expressions about introducing oneself, for examples, My name's ..., I'm ...
3. Vocabulary about occupations, such as, accountant, sales representative, and marketing manager, etc.

Language Content:

Vocabulary: introduce (V.), introduction (N.), countries (N.), and nationalities (Adj.)

Expressions: greeting and introducing oneself,. For examples, How do you do?, Nice to meet you., Pleased to meet you, May I introduce myself?, Let me introduce.....

Structure: - I'm + article (a/an)+ N. for example, I'm a sales representative.

- Wh-question+ do/does+ subject+ verb? For example, where do you work?

Pronunciation: - ending sounds such as "t", "s", and "ch"

- blending sounds such as "st" in study, Stewart and "sp" in spelling

Materials:

- Handout
- Samples of business cards
- Computer and the Internet
- a video clip and CDs
- Visualizer, whiteboard and speakers
- a video tape recorder

Assessments: Class participation, demonstration of students' understanding from the assigned tasks, and observation on a students' presentation

Time Allocation: 3 hours

Teaching procedures:

Teachers	Students
<p>Part: 1. Warm up</p> <p>Time: 7 minutes</p> <p>Materials: a video clip from www.youtube.com, handout, microphone, and speakers</p> <p>Activities:</p> <p>Activity 1.1 (7 minutes):</p> <ol style="list-style-type: none"> 1. Have students answer the questions. 2. Select a few students to share their answers with the class. Go over the answers with the class. 	<p>Activity 1.1</p> <ol style="list-style-type: none"> 1. Answer the questions. 2. Share and discuss the answers with other classmates.

Teachers	Students
<p>3. Explain the difference between the two situations to the class as well as the difference between the expected answers.</p> <p>Guided talks:</p> <ul style="list-style-type: none"> - “The answers for these questions are subjective. However, the considerable thing of this activity is the situations or the context. In an informal situation, such as talking with a new friend or a new colleague on the street or in the cafeteria, you can use informal words or sentences, for example, hello, hi, hey. But in a formal situation, such as in a company meeting, in a conference or with the people who are superior, you should use polite and formal language, for example, Good morning, Mr. Heart. Nice to see you./ <i>How are you today?</i>” 	<p>3. Listen to the teacher’s explanation attentively.</p>
<p>Part: 2. Knowledge and skills</p> <p>Time: 75 minutes</p> <p>Materials: CDs, samples of business cards, visualizer, whiteboard, and marker</p> <p>Activities:</p> <p>Activity 2.1 (10 minutes)</p> <ol style="list-style-type: none"> 1. Ask students to study the conversation. 2. Encourage students to answer the questions. <p><i>Guided talks:</i></p> <ul style="list-style-type: none"> - “<i>Is this a formal or an informal situation?</i>” - “<i>How do Beth and Adams introduce themselves?</i>” 	<p>Activity 2.1</p> <ol style="list-style-type: none"> 1. Practice the conversation with a partner. The chosen pairs present the conversation to the class. 2. Pay attention to the errors on the board and try to practice how to pronounce

Teachers	Students
<p>3. Discuss the content of the conversation with the whole class. Declare to students what information they should say when they introduce themselves in a business context.</p> <p>Guided talks:</p> <ul style="list-style-type: none"> - “In a business context, when you to clients or somebody from different companies that you meet from the first time, you have to tell your name and give them some brief information about yourself, such as positions, a name of your company.” <p>Activity 2.2 (15 minutes)</p> <ol style="list-style-type: none"> 1. Explain the content of the activity to students. Remind them that people use different expressions, which have similar meanings, when we introduce ourselves depending on the formality of the context. 2. Have students practice the expressions. Pay attention to how to pronounce the final sounds of “Good...”, “introduce”, “myself”, and “colleague”. 	<p>them correctly.</p> <p>3. Try to answer the questions with the whole class.</p> <p><i>Possible answers:</i></p> <ul style="list-style-type: none"> - “A formal situation.” - <i>Beth begins with greeting, asking for permission to introduce herself, giving her name, and welcoming the visitor. Adams starts with greeting, giving his name, and saying nice to meet you.”</i> <p>3. Listen carefully to the teacher’s explanation regarding how to introduce oneself.</p> <p>Activity 2.2</p> <ol style="list-style-type: none"> 1. Study and listen to the teacher’s explanation attentively. 2. Practice pronouncing the vocabulary actively. 3. Take turn practicing the expressions in no. 3 with a partner.

Teachers	Students
<p>3. Prompt students to take turns to practice asking and answering the questions in no. 3 with a partner.</p> <p>4. Walk around the classroom to observe students' learning behaviors and help them to correct their mistakes.</p> <p>Activity 2.3 (10 minutes)</p> <p>1. Explain to students how to use the present form of <i>verb to be</i> in asking for personal information.</p> <p><i>Guided talks:</i></p> <p>- <i>“To make questions in the present simple tense verb to be forms are put before the subject of the sentence. Verb forms be are used differently depending on the subjects. “Is” is used with singular countable subjects (e.g., student, bicycle, textbook, etc.) and uncountable subjects (e.g., water, air, love, etc.). “Am” is only used if the subject of the sentence is “I”. “Are” is used with plural subjects (e.g, names, companies, products, etc.)”</i></p> <p>Activity 2.4 (15 minutes)</p> <p>1. Have students listen to the CD. Remind them to pay attention to the pronunciation and intonation presented in the conversation.</p>	<p>Activity 2.3</p> <p>1. Study activity 2.3 together with the class. Try to comprehend how to use the present form of “verb be.”</p> <p>Activity 2.4</p> <p>1. Practice the conversation with a partner.</p> <p>2. Listen to the CD and pay</p>

Teachers	Students
<p>2. Play the CD.</p> <p>3. Play the CD again. Have students listen and repeat the conversations to practice pronunciation.</p> <p>4. Have students practice the conversations with a partner. Ask them to replace the underlined information with their information.</p> <p>5. Choose a few pairs of students to present their conversations to the class.</p> <p>Activity 2.5 (12 minutes)</p> <p>1. Distribute samples of business cards to each student. In groups, ask students to discuss what information is presented on the cards.</p> <p><i>Guided talk:</i></p> <p>- “What information do you see on the given business cards?”</p> <p>2. Discuss and summarize what information is presented on the cards as a whole class. The answers might be different depending on the cards that students get.</p> <p>3. Have students practice greeting and asking for personal information by using the business cards with a partner and use the expressions</p>	<p>attention to how the speakers pronounce the conversation.</p> <p>3. Practice the conversations and try to pronounce like the two speakers.</p> <p>4. Practice the conversations with a partner. Think about the information that will be used to replace the underlined information in the conversations.</p> <p>5. The chosen pairs present the conversation to the class.</p> <p>Activity 2.5</p> <p>1. Look at the information showed on the cards. Discuss what information presented on the cards with other group mates.</p> <p><i>Possible answers:</i></p> <p>- “Logo, name, position, company name, address, e-mail address, telephone number of the company.”</p> <p>2. Discuss the information presented on the cards as a whole class.</p>

Teachers	Students
<p>in activity 2.2 as a guideline.</p> <p>4. Walk around the classroom, note students' errors, later write them on the board and ask the whole class to correct them.</p> <p>Activity 2.6 (13 minutes)</p> <p>1. Have students complete the conversation in activity 2.6 with a partner.</p> <p>2. Play the CD. Have students listen and check their answers.</p> <p><i>Answers:</i></p> <p>1. <i>have your</i> 2. <i>last name</i> 3. <i>W-Y-L-D-E-R</i> 4. <i>address</i> 5. <i>a number</i> 6. <i>051 22 063</i> 7. <i>Are</i> 8. <i>a living</i></p> <p>3. Have students practice the conversation with a partner. At the same time, walk around to observe students' conversations and note down if there are any mistakes.</p> <p>4. Write the mistakes on the visualizer and correct them as a whole-class activity.</p>	<p>3. Practice asking and giving personal information with a partner using the business cards given.</p> <p>4. Look at the errors on the board, try to correct them.</p> <p>Activity 2.6</p> <p>1. With a partner, complete the conversation.</p> <p>2. Listen to the CD and check the answers.</p> <p>3. Practice the conversation with a partner.</p> <p>4. Try to correct the mistakes with friends and the teacher.</p>
<p>Part: 3. Social skills</p> <p>Time: 15 minutes</p> <p>Materials: handout, visualizer, computer, and speakers</p> <p>Activities:</p>	

Teachers	Students
<p>2. Choose 2-3 pairs to read their complete conversations out loud and note down if there are any mistakes in pronunciations.</p> <p>3. Elicit answers from the class.</p> <p>3. Write down students' errors on the visualizer and encourage them to practice correct structure and correct pronunciation.</p> <p><i>Answers:</i></p> <p>1. <i>Good morning</i> 2. <i>And you?</i></p> <p>3. <i>Introduce</i></p> <p>4. <i>Nice to meet you./Pleased to meet you.</i></p> <p>5. <i>do you work</i></p>	<p>2. The chosen pairs read the conversation to the class.</p> <p>3. Correct the mistakes on the board with the class.</p>
<p>Part 4: Project activities</p> <p>Time: 30 minutes</p> <p>Materials: handout, pieces of paper, computer and the Internet , and speaker</p> <p>Activities:</p> <p>Activity 4.1 (18 minutes)</p> <p>1. Distribute some samples of business cards to every group of students.</p> <p>2. In groups, direct students' attention to discuss the information presented in the cards.</p> <p>Guided talk:</p> <p>- "Discuss in your groups what information is presented in the business cards that you have."</p> <p>3. Elicit students' answers from the class.</p>	<p>Activity 4.1</p> <p>1. Discuss about the information presented in the business cards.</p> <p>2. Participate in the whole-class discussion regarding the information in the business cards.</p> <p>Possible answers:</p> <p>- "Name, position, company's name, logo, address, telephone number, e-mail address."</p>

Teachers	Students
<p>4. Declare to students that business cards must contain appropriate information: name, position, company's name, company's logo, address, telephone number, e-mail address, etc.</p> <p>5. Have students create business cards for individual group members. Motivate students to use the given business cards as guides or search on the Internet to see samples of business cards format.</p> <p>Activity 4.3 (5 minutes)</p> <p>1. Ask students to go back to their groups and revise the business cards again if is needed.</p>	<p>3. Design and create the business cards for the company members. Search on the Internet for the format of the business cards and other information.</p> <p>Activity 4.3</p> <p>1. With group mates, revise the business cards again.</p>
<p>Part 5: Presentation</p> <p>Time: 25 minutes</p> <p>Materials: business cards, microphone, speakers, and VDO tape recorder</p> <p>Activities:</p> <p>Activity 5.1</p> <p>1. In pairs, have students take turn to present a conversation regarding greeting, introducing oneself, and asking for some personal information.</p> <p>2. Record students' conversations.</p>	<p>Activity 5.1</p> <p>1. Students orally present their conversations with a partner.</p>

Teachers	Students
<p>Part 6: Follow-up</p> <p>Time: 10 minutes</p> <p>Materials: handout, computer, microphone, and speakers</p> <p>Activities:</p> <p>Activity 6.1 (5 minutes)</p> <p>1. Give some constructive comments and feedback to students focusing on their presentations and the products (business cards).</p> <p>Activity 6.2 (5 minutes)</p> <p>1. Wrap up knowledge and skills of the unit. Remind students some important key points concerning how to introduce oneself or other people appropriately.</p>	<p>Activity 6.1</p> <p>1. Listen to teacher's feedback and comments.</p> <p>Activity 6.2</p> <p>1. Together with the teacher, students wrap up the important key points of the unit.</p>

Appendix F: Oral Communication Abilities Test

Test 1: Greeting and introducing yourself

Situation: At one international business conference, you are going to introduce yourself to one businessperson (a teacher). Use appropriate language to create a complete conversation regarding *introducing yourself, your name, position, and company*, and *ask for the name, position, and company* of that businessperson (a teacher).

You have *3 minutes to prepare your speech* and later start the conversation. You have *2 minutes to finish your conversation*. Do not start your speech until you are allowed to do so.

Test 2: OTOP product presentation

Situation: You are a marketer of one company. You need to look at the detailed description of the OTOP product and later present it orally. You have to include the greeting, introducing yourselves, main body and concluding parts in your presentation and cover as much as useful information (e.g. the name of that product, product description, ingredients, price, etc.).

You have **5 minutes to read** the advertisement below.

The mangosteen has various medicinal properties including amino acids, vitamins, zinc, iron, as well as minerals. It provides powerful support for every organ system and has a lot of anti-inflammatory property which may decrease inflammation, pain and joint damage. Moreover, it helps to protect brain and nerve health – help to combat Parkinson, Alzheimer disease.



The ingredients of our wine are mangosteen, mineral water, and yeast. Later, fermented in the vacuum oak barrels for 12 months. As a result, the wine is finely-blended and has a high quality in smell and color

The product will be sold in 2 different sizes:

- 1. 250 baht for 100 ml. a bottle*
- 2. 650 baht for 350 ml. a bottle.*

We plan to promote the product by creating one website on the Internet and give some samples at the tourist attractions and the commercial centers.

For more information, please contact 025-3355667 and visit our website at www.mangosteenwine.com.

Now you have another **5 minutes to prepare your presentation**. Later, you have another **3 minutes for your speech**. Do not start your speech until you are allowed to do so.

Test 3: Company profile

Situation: You are going to have a conversation about the company profile with a client. The conversation consists of seven questions from the client. You have **6 minutes to read and understand** the following company profile.



So Thai company was established in September 1985, the head quarter is located on Sukhumvit 79, Bangkok. Later in 2001, the company's had another office and one factory in Chanthaburi. Today they have about 780 employees. The company manufactures and sells food and beverages developed from Thai fruits and herbs. 40% of the circulation is from the exported market such as, Malaysia, Philippines, Hong Kong, and Japan.

The well-known products of the company are herbal Chinese sausage, spicy soup dried ingredients, and spicy curry chili paste. The company missions are to maintain the quality of our products, give the importance to the standards of the product manufacturing and operation, maintaining the popularity of products among the customers, and continuously improve the production process by using modern technology in the product's research and development. For more information, please call 02-664-3344 or visit www.vrsothai.com.

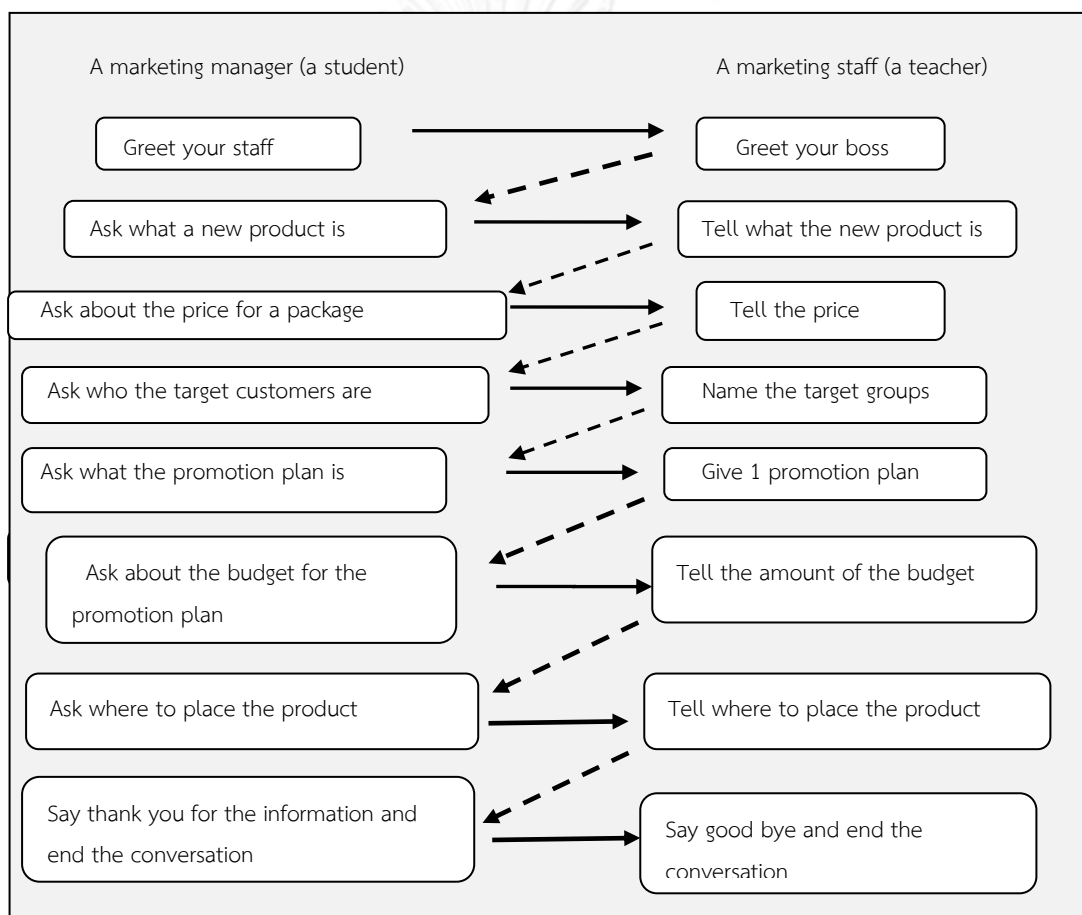
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Now you have to answer seven questions from the client. After you hear each question, you will have about 1 minute to answer the question. **Do not start your speech until you are allowed to do so.**

Test 4: Marketing

Situation: You are a marketing manager at one international company. You want to ask your marketing staff (a teacher) about the new product and its promotion plan. Use the giving prompts in your conversation.

You have *6 minutes to read and prepare* your questions.



You have *3 minutes to respond*. Do not start your speech until you are allowed to do so.

Appendix G: Social Skills Checklist

ชื่อ-นามสกุล: _____ ข้อมูลครั้งที่ _____

แบบประเมินนี้แบ่งออกเป็นสองส่วนประกอบด้วย

ส่วนที่ 1: แบบสอบถามแบบ rating scale

ส่วนที่ 2: คำถามปลายเปิด

คำชี้แจงส่วนที่ 1: กรุณาทำเครื่องหมาย (✓) เพื่อระบุระดับทักษะทางสังคมที่ใกล้เคียงกับตัวท่าน

(5= ทำเป็นประจำ): ทำพฤติกรรมนี้เป็นประจำในหลายๆ โอกาส

(4= ทำเกือบเป็นประจำ): ทำพฤติกรรมนี้เกือบเป็นประจำในชีวิตประจำวัน

(3= ทำเป็นบางครั้ง): ทำพฤติกรรมนี้ในบางโอกาส

(2= แทบจะไม่เคยทำ): แทบจะไม่ทำพฤติกรรมนี้ในชีวิตประจำวัน

(1= ไม่เคยทำ): ไม่ทำพฤติกรรมนี้ในชีวิตประจำวัน

นิสิต...บ่อยแค้ไหน?	5 ทำเป็น ประจำ	4 ทำ เกือบ เป็น ประจำ	3 ทำเป็น บางครั้ง	2 แทบจะ ไม่เคย ทำ	1 ไม่เคย ทำ
1. ทักษะในการสร้างปฏิสัมพันธ์					
1. แนะนำตนเองและผู้อื่นได้อย่างเหมาะสม					
2. รักษาความสัมพันธ์กับเพื่อนได้เป็นอย่างดี					
3. เคารพความคิดเห็นของผู้อื่น					
4. แสดงความคิดเห็นโดยปราศจากอคติ					
5. สามารถแสดงความคิดเห็นขัดแย้งได้อย่างเหมาะสม					
6. สามารถทำงานร่วมกับสมาชิกคนอื่นๆ ได้เป็นอย่างดี					
7. สามารถทำงานกลุ่มได้อย่างมีประสิทธิภาพและเหมาะสม					
8. สามารถดึงความสนใจจากผู้อื่นได้อย่างเหมาะสม เช่น เรียกชื่อ และ ตะโกน					
2. ทักษะในการควบคุมตนเอง					
9. รู้ว่าตัวเองชอบและไม่ชอบอะไร					
10. รู้จักอารมณ์ของตนเอง					
11. สามารถรับมือกับความรู้สึกที่ตื่นเต้นประหม่าได้อย่างเหมาะสม					
12. สามารถจัดการความโกรธหรือความคับข้องใจโดยไม่กระทบผู้อื่น					

คุณ.....บ่อยแค่ไหน?	5	4	3	2	1
	ทำเป็นประจำ	ทำเกือบเป็นประจำ	ทำเป็นบางครั้ง	แทบจะไม่เคยทำ	ไม่เคยทำ
3. ทักษะในการจัดการ					
16. สามารถเข้าใจและรับทราบปัญหาที่เกิดขึ้นของตนเอง					
17. สามารถระบุที่มาและ/หรือสาเหตุของปัญหาได้					
18. สามารถวางแผนได้อย่างรอบคอบก่อนลงมือแก้ปัญหา					
19. สามารถกำหนดวิธีการต่างๆ ที่จะใช้ในการรับมือกับสถานการณ์ที่เป็นปัญหา เช่น การระดมความคิด, การฟัง, การถาม, และการสืบค้นข้อมูล					
20. สามารถเลือกใช้วิธีที่สร้างสรรค์ในการแก้ปัญหา					
21. รู้สึกว่าการแก้ปัญหาเป็นสิ่งท้าทาย					
22. สามารถใช้เหตุผลในการเลือกทางแก้ปัญหาที่เหมาะสมกับสถานการณ์					
13. สามารถควบคุมความโกรธและยอมรับได้อย่างเหมาะสมเมื่อถูกปฏิเสธจากกลุ่ม					
14. สามารถใช้น้ำเสียงที่เหมาะสมในการปฏิเสธสิ่งที่ไม่ต้องการทำ					
15. สามารถใช้น้ำเสียงที่เหมาะสมในการถ่ายทอดข้อความ เช่น ใช้น้ำเสียงดังกว่าปกติเพื่อประกาศหรือแจ้งข้อความบางอย่าง					

คำชี้แจงส่วนที่ 2: กรุณาตอบคำถามต่อไปนี้ พร้อมยกตัวอย่างหรือเหตุผลประกอบ

1. กรุณาอธิบายความสัมพันธ์ของคุณที่มีต่อผู้อื่น

() ดี () ปานกลาง () ไม่ดี () ไม่แน่ใจ เพราะเหตุใด? จงอธิบาย

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2. ระหว่างการทำงานเดี่ยว, งานคู่, และงานกลุ่ม คุณชอบการทำงานประเภทไหนมากที่สุด

() งานเดี่ยว () งานคู่ () งานกลุ่ม เพราะเหตุใด? จงอธิบาย

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3. คุณรู้สึกอย่างไรเมื่อต้องทำกิจกรรมร่วมกับผู้อื่น?

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4. คุณรู้สึกอย่างไรเมื่อมีคนไม่เห็นด้วยกับความคิดที่คุณเสนอ?

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5. คุณมีวิธีจัดการกับความโกรธ, ความโมโห, หรือ ความไม่พอใจ อย่างไร? จงอธิบาย

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6. คุณจะทำอย่างไรเมื่อรู้สึกเสียใจ, รู้สึกผิด, หรือละลายใจในสิ่งที่ตัวเองได้ทำลงไป

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7. คุณมีการวางแผนล่วงหน้าก่อนลงมือทำสิ่งต่างๆ บ่อยแค่ไหน จงอธิบาย?

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8. คุณใช้อะไรเป็นเครื่องมือตัดสินใจในการเลือกทางแก้ปัญหา

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Appendix H: Findings from the Questionnaires on the Needs of English Oral Communication for Marketing Students

Demographic characteristics	Frequency	Percentage
Gender:		
Male	43	36.75
Female	72	61.54
N/A*	2	1.71
Section:		
Undergraduate students	30	25.64
People in a marketing context	87	74.36
Educational background:		
High school certificate	30	25.64
Vocational certificate	-	-
Bachelor's degree	74	63.25
Master's degree	10	8.55
N/A*	3	2.56
Number of years studying English:		
5-10	59	50.43
More than 10 years	57	48.71
N/A*	1	0.85
Number of years working in a marketing context (n=87)		
Less than 5 years	13	14.94
5-10 years	59	67.81
More than 10 years	15	17.24
Part II: The oral communication topics useful in marketing		
	Mean	S.D.
1. Greeting/Saying good bye		
2. Introducing yourself	3.27	0.93
3. Introducing other people	3.94	0.60
4. Describing a company profile	3.59	0.66
5. Talking about products/services	3.95	0.65
6. Talking about prices	4.64	0.54
7. Brand and marketing strategies	4.53	0.57
8. Promotion and selling	4.20	0.79
	3.75	0.68

Criteria		
1-1.49	Slightly useful	
1.50-2.49	Slightly-moderately useful	
2.50-3.49	Moderately useful	
3.50-4.49	Moderately-very useful	
4.50-5	Highly useful	
	Mean	S.D.
Part II: The oral communication topics useful in marketing		
(continued)		
9. Negotiation	3.23	0.58
10. Telephone conversations	4.05	0.61
11. Oral presentation	4.09	0.67
12. Making an appointment	2.65	0.63
13. Describing location	2.39	0.64
14. Giving suggestions	2.78	0.66
15. Dealing with complaints	2.89	0.61
Part III: Useful skills for project activities		
1. Using the Internet	3.95	0.73
2. Using computer programs	4.07	0.64
3. Delivering oral presentation	4.40	0.57
4. Summarizing main ideas	3.61	0.58
5. Interpersonal skills	4.59	0.51
6. Self-management skills	4.51	0.50
7. Organization skills	4.28	0.68
Part IV: Useful teaching and learning activities for enhancing oral communication abilities		
1. Debate	2.98	0.58
2. Information gap	4.19	0.71
3. Oral presentation	4.08	0.65
4. Role-play	4.53	0.52
5. Simulation	4.65	0.49
6. Small group discussion	4.57	0.55
Part V: Open-ended questions Suggestions on course content		
1. Emphasize authentic business marketing situations	74	63.24%
2. Be simplified to match the level of learners	38	32.48%
3. Intensify both business and daily-life communication	32	27.35%
4. Be concise	25	21.37%
5. Focus on a pronunciation	19	16.24%

Items	Frequency (n=117)	Percentage
Teaching and learning activities		
1. Simulation	106	90.60%
2. Role-play	101	86.32%
3. Group work and pair work activities	91	77.78%
4. Oral presentation	88	75.21%
5. Field trip	62	52.99%
Teaching materials		
1. Concrete and authentic materials	109	93.16%
2. Computer and the Internet	85	72.65%
3. PowerPoint	68	58.12%
4. Visualizer	61	52.14%

N/A* = The information was missing.

Appendix I: Findings from the Structured Interviews

Items	Frequency (n=40)	Percentage
Q1: The frequent use of English oral communication in the marketing context		
1. Sometimes	16	40%
2. Frequently	13	32.5%
3. Seldom	8	20%
4. Rarely	3	7.5%
Q2: Five topics of oral communication frequently used in the marketing context		
1. Products	40	100%
2. Prices	38	95%
3. Telephone conversations	37	92.5%
4. Oral presentation	32	80%
5. Promotion and selling	27	67.5%
Q3: Social skills for enhancing the effectiveness of oral communication abilities in a marketing context		
1. Interpersonal skills e.g., give assistance, maintain positive relationship with others, respect different opinions without bias.	39	97.5%
2. Self-management/ anger management skills (e.g., control anger in appropriate manners, express anger without harming others) and cooperative working skills (e.g., responsible to the assigned tasks, follow the group resolution)	36	90%
3. Problem solving skills e.g., make a plan before solving the problem, use constructive and appropriate strategies to solve the problem	31	77.5%
Q4: The frequency of group projects formulated in a year		
1. Less than one project/a year	7	17.5%
2. One project/ a year	9	22.5%
3. Two projects/a year	17	42.5%
4. More than two projects/a year	7	17.5%
Q5: Teaching and learning activities for enhancing:		
5.1 English oral communication abilities in the marketing context		
1. Simulation	39	97.5%
2. Role-play	37	92.5%
3. Oral presentation	31	77.5%
4. Guest speaker visiting	19	47.5%
5. Field trip	14	35%
5.2 Skills for processing project activities for the undergraduate marketing students		
1. Team-work skills	40	100%
2. Critical thinking	38	95%
3. Problem solving	33	82.5%
4. Summarizing main idea	29	72.5%
5. Making a plan	17	42.5%

Appendix J: Final Project Handout

271223 Listening and Speaking for Careers

Final Project Handout

Instructor: Miss Thanyalak Sunaratn

Purpose:

The purposes of this final project are:

1. To promote cooperative and collaborative group work activities using knowledge and skills regarding English oral communication abilities for marketing learned in the classroom.
2. To enhance students' experiences to participate in activities which are authentic to real situational context.
3. To provide students' opportunities to get in-depth information.
4. To strengthen students' confidence in learning.

Groups:

There will be 5 groups of 4 members. Students can choose their own group members.

Characteristics of the project:

The content of this project is divided into 2 main parts including:

1. A brief company profile

2. The detailed product description of the 2 developed OTOP products.

Project activities:

Students:

1. Create an imaginary company and a brief company profile.
2. Make a survey on OTOP products of the community.
3. Develop or renovate two OTOP products (the new OTOP products can be created as well) for selling in the international market.
4. Make a plan on the activities to formulate the final project.
5. Complete the outline of the project (will be given later).
6. Work on the planned activities to gather the information.
7. Analyze, discuss, and negotiate the information in groups as well as develop their final project presentation.
8. Develop the Power Point presentation to present the final project to the class.
9. Get feedbacks, comments, or suggestions from the teacher.

Project Schedule:

Activities	Timeline
Identify the limitation of the company profile	Week 3
Choose tentative OTOP products	Week 3
Identify the detailed description of the OTOP products	Week 6
Planning the project activities	Week 9
Information gathering	
- Field trip to the Tourist Information Center, Chanthaburi	Week 11
- Teacher-students conference (Progress report)*	Week 12
Oral presentation * *	Week 13
Follow-up session	Week 14

* Teacher-students conference (Progress report) is a small group discussion which teacher and each group talk about the progress of the project to assure that students are working in the line.

* * Each group must submit a draft handout and the soft file of PPT regarding their oral presentation in the presentation session. The draft handout should be only 2 pages long.

Criteria of the Presentation:

Oral presentations of the final project will take place in class on the 13th week. All students **must** attend the presentations and be in class on time.

1. The presentation session will involve presenting a clear and concise **10-minute of the well-organized oral presentation.**
2. Every group member has to participate in the oral presentation proportionally.
3. Students **must present the sample of the product on the day of the presentation.**
4. Presentation **must** include both written text and other graphics.
5. Presentation must be delivered in a complete organization.

Remarks

1. There will be no extensions or make-ups for oral presentation.
2. All students **must** attend the presentations and be in class on time.
3. Students who are unable to attend or do the presentation must consult with the instructor in advance, if possible.

Criteria for evaluation:**1. Content (5 points)**

- Covers all topics
- Uses various forms of relevant example and evidences relevant to the topics

2. Organization (5 points)

- Presentation is well-organized in an effective sequence of ideas and information

3. Volume and rate (5 points)

- Volume and rate are proper with appropriate pauses to add emphasis and interest

4. Articulation and pronunciation (5 points)

- Pronunciation is clear and correct with poised and clear articulation

5. Vocabulary (5 points)

- Use varied word choices
- Use precise and accurate vocabulary to convey the message

6. Grammar (5 points)

- Use correct forms of grammar and usage

7. Fluency (5 points)

- Speech in utterance flows smoothly and fluently
- Present information in a confident, poised, and enthusiastic manner.

VITA

Miss Thanyalak Sunaratn completed her high school education from Khon Kaen Wittayayon School, Khon Kaen. She graduated with a second class honors in a Bachelor's Degree in English from Mahasarakham University. Afterward, she pursued her Master's Degree in Teaching English from Mahasarakham University. She joined the Doctor of Philosophy in English as an International Language program (EIL) at Chulalongkorn University since June 2009. At present, she has been working as an English lecturer at the Faculty of Science and Arts of Burapha University, Chanthaburi Campus for 7 years. Her areas of interest involve curriculum development, English instruction, and classroom research.

