การพัฒนารายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาระดับปริญญาบัณฑิตสาขาวิชาการประชาสัมพันธ์โดยยึดหลักสมรรถนะ

นางสาว ฟ้าสว่าง พัฒนะพิเชฐ

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
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บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2552

A DEVELOPMENT OF THE COMPETENCY-BASED ENGLISH ORAL COMMUNICATION COURSE FOR UNDERGRADUATE PUBLIC RELATIONS STUDENTS

Miss Fasawang Pattanapichet

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

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Thesis Title	A DEVELOPMENT OF THE COMPETENCY-BASED ENGLISH ORAL COMMUNICATION COURSE FOR UNDERGRADUATE PUBLIC RELATIONS STUDENTS
By	Miss Fasawang Pattanapichet
Field of Study	English as an International Language
Thesis Advisor	Associate Professor Sumalee Chinokul, Ph.D.

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ฟ้าสว่าง พัฒนะพิเชฐ : การพัฒนารายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาระดับปริญญาบัณฑิต สาขาวิชาการประชาสัมพันธ์โดยยึดหลักสมรรถนะ. (A DEVELOPMENT OF THE COMPETENCY-BASED ENGLISH ORAL COMMUNICATION COURSE FOR UNDERGRADUATE PUBLIC RELATIONS STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก :รศ.ดร. สุมาลี ชิโนกุล. 361 หน้า.

งานวิจัยนี้มีจุดมุ่งหมายที่จะพัฒนารายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาระดับปริญญาบัณฑิต สาขาวิชาการประชาสัมพันธ์โดยยึดหลักสมรรถนะ วัตถุประสงค์ในการวิจัยเพื่อ1)สำรวจสมรรถนะทางการพูดสื่อสารภาษาอังกฤษที่จำเป็นต่อนักศึกษาสาขาวิชาการประชาสัมพันธ์ในการสมัครงานและทำงานเป็นพนักงานประชาสัมพันธ์ระดับล่างได้อย่างมีประสิทธิภาพ 2)เพื่อพัฒนารายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาสาขาวิชาการประชาสัมพันธ์โดยยึดหลักสมรรถนะ 3)เพื่อทดสอบประสิทธิภาพของรายวิชาตามเกณฑ์ที่กำหนดไว้

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจและการวิจัยเชิงทดลองซึ่งประกอบไปด้วย2ขั้นตอนหลักคือการพัฒนารายวิชาและการสอนรายวิชา ในการระบุสมรรถนะทางการพูดสื่อสารภาษาอังกฤษที่จำเป็นสำหรับนักศึกษา เทคนิคดาคัม (DACUM)ถูกดัดแปลงโดยใช้การสัมภาษณ์ผู้เชี่ยวชาญ28 คนและการสำรวจความคิดเห็นโดยใช้แบบสอบถามกับนักศึกษาสาขาวิชาการประชาสัมพันธ์ 222 คน ผลการสำรวจระบุ 4 สมรรถนะที่จำเป็นต่อนักศึกษาในการสมัครงานและ 8 สมรรถนะที่จำเป็นในการทำงาน หลังจากนั้น 4สมรรถนะได้ถูกเลือกให้เป็นวัตถุประสงค์การเรียนรู้สำหรับการพัฒนารายวิชา เครื่องมือสำหรับการวิจัยเชิงทดลองประกอบไปด้วยข้อสอบก่อนและหลังเรียน แบบประเมินตนเองก่อนและหลังเรียน แบบประเมินตนเองในห้องเรียน แบบจดบันทึกของครู แบบจดบันทึกของนักเรียน การสัมภาษณ์และแบบสอบถามเพื่อประเมินรายวิชาหลังเรียน บทเรียนตัวอย่างและอุปกรณ์ประกอบการเรียนการสอนรวมถึงชุดข้อสอบได้รับการประเมินคุณภาพและเป็นที่ยอมรับจากผู้ผู้เชี่ยวชาญก่อนการเรียนการสอน ระหว่างการเรียนการสอนผลการประเมินตนเองในห้องเรียนแสดงให้เห็นถึงความเปลี่ยนแปลงในเชิงบวกของความคิดเห็นของนักเรียนต่อสมรรถนะของตนเอง ผลการสอบหลังการเรียนพบว่าคะแนนสอบพูดดีขึ้นกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติ นักศึกษาทั้งหมดมีความคิดเห็นด้านบวกกับรายวิชาดังกล่าว ผลการวิจัยเจตคติเชิงคุณภาพชี้ชัดว่า หลักสูตรรายวิชาดังกล่าวเป็นประโยชน์และตอบสนองความต้องการของนักศึกษาเป็นอย่างยิ่ง งานวิจัยได้อภิปรายประสิทธิภาพของรายวิชาและปัญหาในทางปฏิบัติเกี่ยวกับหลักสูตรในปัจจุบันพร้อมเสนอข้อแนะนำในการแก้ปัญหา

สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ ลายมือชื่อนิสิต ฟ้าสว่าง พัฒนะพิเชฐ

ปีการศึกษา2552 ลายมือชื่ออ.ที่ปรึกษาวิทยานิพนธ์หลัก

4989683320: MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
KEYWORDS:ENGLISH FOR SPECIFIC PURPOSES / COMPETENCY-BASED EDUCATION / UNDERGRADUATE PUBLIC RELATIONS STUDENTS/ ENGLISH ORAL COMMUNICATION / COURSE DEVELOPMENT

FASAWANG PATTANAPICHET: A DEVELOPMENT OF THE COMPETENCY-BASED ENGLISH ORAL COMMUNICATION COURSE FOR UNDERGRADUATE PUBLIC RELATIONS STUDENTS. THESIS ADVISOR: ASSOC. PROF. SUMALEE CHINOKUL, PH.D., 361 pp.

The study was aimed at developing the competency-based English oral communication course for undergraduate public relations students. The objectives of the study were as follows: (1) to investigate the needed competencies in English oral communication for undergraduate public relations students to enable them to handle public relations job interviews and to perform entry-level public relations work (2) to develop the competency-based English oral communication course for undergraduate public relations students (3) to examine the effectiveness of the developed course against the set criteria.

The study was a descriptive and experimental research consisting of two phases: course development and course implementation. To develop the course, needs analysis was conducted based on the modified DACUM technique using interviews with 28 experts and a questionnaire survey with 222 PR students. The results revealed four competencies needed for public relations job interviews and eight competencies needed for entry-level public relations work. Then, 4 needed competencies were chosen to be the learning objectives for developing the course. The instruments for the experiment consisted of pretest, posttest, self-checklists, in-class self-checklists, teacher'logs, students'logs, the end-of the course evaluation forms and a semi-structured interview. Before the course implementation, the sample lesson plans, the course materials including the English oral test and the scoring rubrics were evaluated by experts and the results of the evaluation indicated that all of the proposed plans and the materials were accepted. During the course implementation, the results of in-class self-checklists illustrate significant improvement of the students' opinions of their competencies.

After the course implementation, the findings revealed that the posttest scores of the students were significantly higher than the pretest scores and all of the students had positive opinions toward their needed competencies and the overall course. The findings from qualitative data indicated that the course was practical and able to serve the needs of the students. Finally, the study discusses theoretical justifications of the course effectiveness and points out some practical issues concerning the current curriculum and the issue of cooperation. Some recommendations are also included.

Field of Study: English as an International Language Student's Signature Fasawang P.
Academic Year :2009 Advisor's Signature S. Chinokul

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

"English has a dominant position in science, technology, medicine, and computers; in research, books, periodicals, software; in transactional business, trade, shipping, and aviation; in diplomacy and international organizations, in mass media entertainment, news agencies, and journalism, in youth culture and sport; in education system, as the most widely learnt foreign languages"

(Phillipson, 1992: 6 cited in Rajagopalan, 2004:115)

The above paragraph illustrates the great influence of English learning and teaching. It is obviously and commonly agreed that English has nowadays become the language of international communication and has acquired so much importance at the worldwide level with the development of world economy and technology as well as with the widespread use of computers and the Internet. This idea is also agreed with Flowerdew and Peacock (2001) stating that English is by far the most popular language to learn as a second or foreign language for two main reasons – the economic power of the English speaking countries and the access to their technology and expertise. From the two consistent points of view, it can then be inferred that English has become a powerful resource–a key factor for success. Especially for non-native speakers of English, proficiency in English becomes a necessity and of vital advantage. As a result, teaching and learning English has been increasingly in demand. It has become a goal of educational system in every level.

In Thailand, there has also been an emphasis on English learning at every level of education nationwide according to the former Prime Minister Surayuth Juranon's speech to the group of the national student council and student committees on 18th January 2007 stating that "The nation's youth need to learn and pay attention to English so that we can understand other countries." Moreover, it is reported that over the past three years Office of The Basic Education Commission under Ministry of Education has simultaneously been promoting and developing the quality of teaching/learning English in order to improve Thai students' knowledge and their ability to communicate in English. (Office of the Basic Education Commission, 2007).

The emphasis on English teaching/learning is also extended to higher education. In the International Conference on "Language in a Global Culture. : Bridge or Barrier?" 2008, Dr. Sumate Yamnoon, Secretary General of Commission on Higher Education Thailand, stated in his opening and keynote addresses that English learning and teaching has been the first priority in the policy of the Commission on Higher Education (Proceedings of the International Conference 2008 "Language in a Global Culture: Bridge or Barrier?", 2008).

There is no doubt that English proficiency is essential for university students as it is a requirement for success both in education and at work. University students with a high level of English proficiency will receive more and better opportunities in higher education and in career recruitment. Ms. Wilailuk Noipayak, Market Intelligence Division Director of the Tourism Authority of Thailand once said "it is about time for us to say 'No English, No job'" (Une-Aree, 2006:1).

Thus, numerous English courses are offered for university students to be equipped with English proficiency in order to be ready for their future pursuit either in higher education or a chosen profession. Apart from general English courses, English for Specific Purposes (ESP) such as English for Academic Purposes (EAP) and English for Occupational purposes (EOP) are among those courses offered in universities aiming to prepare the students for professional communication.

1.2. Rationale for the study

Bangkok University realizes the significance of English to its students' future. It is one of the university policies to equip the students to be able to use English to communicate in the real world. Many ESP courses are provided for Bangkok University students such as English for Business Purposes, English for Fine Arts, English for Communication Arts, etc. However, it seems that those courses are not sufficient. According to "A Study of Problems and Needs of Undergraduate Students at Bangkok University in Learning English for Specific Purposes" conducted by Munsakorn (2006), it is revealed that there is a call for additional English courses with each particular occupational focus.

The researcher has conducted a preliminary interview with the Director of the Language Institute of Bangkok University and the Head of Public Relations Department. From the interview, it has been revealed that there is a call to set up a specific English course for Bangkok University students majoring in Public Relations (PR). The reason behind the idea is that English proficiency is usually a requirement to work in the field of PR, but most of the PR students do not have strong English proficiency. It seems that the courses offered to them as parts of their degree requirements are not enough to help them be able to get a job in the field of their expertise. Instead, inexperienced lack-of-PR-knowledge English-major students are chosen over PR students in the PR job market. Ms. Penruedee Sriwattana, Director of

Ernst & Young Recruitment Ltd., responsible for recruiting staff for many companies, shares a similar opinion "a major problem of job applicants is that some very competent people in their profession regrettably fail to land a good job/position due to a lack of competence to communicate in English" (Une-Aree, 2006:1).

In the world of public relations (PR), oral communication is one of the skills that PR practitioners need to possess (Monagehan 1972; Pohl 1995; Lwin and Aitachison 2003; Newsom, Turk and Kruckeberg 2004). Setawedin (2005) explains that oral communication is an important task to enable PR personnel to build and maintain the organization's image. As in any other type of business, English oral communication plays a significant role in PR business. Many scholars agree that it is considered a valuable asset for PR practitioners (Thamavipat 2000; Dachacheep, Pimchareon, Gumjornmanukul and Punnaraj 2001; Setawadin 2005). In addition, English oral skills are reported as the most wanted and needed for Communication Arts students (Munsakorn,2006).Therefore, this study aims to develop an English course designed specifically for PR students. The course emphasizes competencies in English oral communication. The course is thus expected to equip PR students with English oral competencies so that they will receive more opportunities in PR job employment.

1.3. Research Questions

The research questions for this study are:

1. What competencies in English oral communication are needed for undergraduate PR students in order to get a PR job and work effectively as entry level PR personnel in an international organization?

2. How can a competency-based English oral communication course for undergraduate PR students be developed?

3. How effective is the course as evaluated against the set criteria?

1.4. Objectives of the Study

The objectives of the study are:

1. To investigate the competencies in English oral communication needed for undergraduate PR students in order to get a PR job and be able to work effectively as entry-level PR personnel in an international organization.

2. To develop the competency-based English oral communication course for undergraduate PR students.

3. To examine the effectiveness of the developed course to meet the following criteria of both cognitive and affective aspects by

3.1. comparing the students' scores on the English oral tests before and after the course implementation and examining the magnitude of the effect (cognitive criterion)

3.2. comparing the students' in class self-assessment scores of their first and their second performance on the in-class self-checklists during the course implementation and examining the magnitude of the effect (affective criterion)

3.3. comparing the students' self-checklists before and after the course implementation of the course and examining the magnitude of the effect (affective criterion).

3.4 evaluating the process of teaching and learning during the course implementation using teacher's logs and students' logs (affective criterion).

3.5. studying the students' opinions towards the overall developed course in terms of their satisfaction, its usefulness and its practicality through the use of questionnaire and interview at the end of the course(affective criterion).

1.5. Statement of hypothesis

Research shows competency-based approach has been beneficial to students in language learning classrooms. Vasavakul (2006) reports that the students in a competency-based English oral communication course demonstrated significant improvement in terms of their English oral proficiency and their confidence using the language. Luka (2009) also reports that ESP competence of the students taking an ESP course for the tourism specialists based on competence theory significantly improved in the indicator mutual oral communication.

To examining the effectiveness of the competency-based English oral communication course for PR students, the students' performances of the needed competencies, their opinions about the needed competencies and their satisfaction of the overall course, the following hypotheses have been formulated:

1. The students' scores of the post-test will be significantly higher than the scores of the pre-test.

2. The scores of the students' self-checklists after the course implementation will be significantly higher than the scores of the students' self-checklists before the course implementation.

3. The results of the end-of-the –course questionnaire survey will be greater than 3.50 which indicate positive opinions of the students toward the overall course at the end of the course implementation. The criteria for evaluation are described as follows:

- 0.00-1.50 = very disagree

- 1.51-2.50 = disagree
- 2.51-3.50 = moderately agree
- 3.51-4.50 = agree
- 4.51-5.00 = strongly agree

1.6. Scope of the study

This section provides information about involved participants and variables in the study as follows:

1. The subjects of the survey study consist of two groups of experts and one group of students.

1.1. The first expert group consists of twelve PR experts (four PR teachers, four PR in-house managers in different international organizations and four PR managers working in international consultancies)

1.2. The second group of experts consists of twelve PR experts (four PR head teachers and eight PR working professionals) and four experienced ESP teachers.

1.3. The student group consists of two hundred and twenty-two junior or senior PR students at Bangkok University.

1.4. The subjects of the experimental study consist of thirty-five junior or senior undergraduate students majoring in PR at Bangkok University.

1.5. The study aims to develop an English oral communication course for undergraduate PR students and to find its effectiveness. The independent variable is the competency-based English oral communication course for undergraduate PR students and the dependent variables are students' scores on the oral test and their opinions towards the course.

1.7. Definition of Terms

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

1. Needs

"Needs" in this present study refer to competencies (see the description below) in English oral communication that PR students need to have in order to get a job and to function effectively as new PR personnel in an international organization (necessities), competencies in English oral communication that PR students do not have (lacks) and competencies in English oral communication that PR students want or feel they need (wants or expectations). All these data are collected via needs analysis.

2. Needs Analysis or Needs Assessment

"Needs Analysis or Needs Assessment" refers to procedures used to collect information about learners' needs. In this study, analysis of PR students' needs in terms of the necessities which are competencies in English oral communication required to perform typical tasks as new PR personnel in an international organization are derived based on findings from document research and the modified DACUM technique using interviews with experts in the field. The analysis of PR students' needs in terms of lacks and wants/expectations come from a questionnaire survey with PR students. The information obtained are used as the basis for developing the course.

3. Competency

In this study, competencies refer to general descriptions of English language abilities needed to perform oral communication tasks necessary for PR students to be able to get a PR job and to work effectively as entry-level PR personnel in an international organization.

In order to describe each of the competencies, data gained from the interviews with the PR working experts and PR teachers about the needed competencies in English oral communication for PR employment prospects and each of the PR routine tasks is analyzed in order to find out the needed skills and knowledge. Moreover, competencies also mean English language abilities that PR students feel they lack, that they want to learn and expect to achieve in order to communicate effectively in a PR job application and in working contexts. These competencies are combined to make a list of needed competencies in English oral communication for PR students and are translated into the objectives of the course. Then, the competencies are later explicitly assessed through the students' performances on the English oral tests against the scoring rubrics for PR English oral communication and the use of the self-checklists.

4. Competency-based Education (CBE)

CBE is constructed based on a set of competencies derived from the needs analysis. It is a learner-centered instructional system which focuses on outcomes (competencies) learner can do at the end of the course. In CBE, students are given credit for performing to a prespecified level of competency under prespecified conditions.

In this present study, needed competencies in English oral communication for PR students derived from the needs analysis are selected on the basis of priority and translated into the objectives' of the course as well as of the English oral test. At the beginning of the course, the objectives of the course, instructional and criterion-referenced assessing means as well as the criteria of expected performance must be readily available, clearly stated and agreed upon by all of those stakeholders. Various class activities are provided in pursuit of a given outcome goal.

5. English oral communication

English oral communication is defined as a person's ability to use spoken English to communicate effectively and interact confidently with a range of audiences such as his or her clients, media, supervisors and colleagues.

6. Effectiveness of the course

In this study, effectiveness of the course refers to the degree to which the course has achieved the criteria as stated in the objectives of the study. To examine the effectiveness of the course, the course is evaluated against the set criteria as stated in the objectives of the study on page 4.

7. Undergraduate Students

In this study, undergraduate students are those junior or senior students majoring in Public Relations at Bangkok University.

8. English Oral Communication Course for PR

It is a course offered for PR students. It focuses on competencies in English oral communication needed for getting a job and working effectively as PR entry-level personnel.

9. The English oral test

The English oral test is a performance-based test designed for the English oral communication course for undergraduate PR students at Bangkok University. It is a criterion-referenced test of which objectives focus on selected competencies in English oral communication necessary for PR entry-level personnel in an international organization. The test involves oral production and integrated interactive tasks assessed through individual performance. The test assesses the students as they actually perform actual oral tasks or simulated real world tasks such as interviews and role-plays. Prespecified levels of performances are used to assess the results of the test in order to certify attained competencies.

1.8. Significance of the study

The significance of the study can be viewed from three different perspectives. Theoretically, the research study reflects some theoretical aspects of ESP. It also provides some insights and makes contributions to additional knowledge concerning oral skills in the field of ESP where writing skills also have been a dominant area of study. Pedagogically, the study will present a complete process of ESP course design (beginning from needs analysis and course design, to course implementation and course evaluation). The knowledge gained from the process can be beneficial for teachers and course developers to develop other similar courses. Practically, this research attempts to put theory into practice. The research presents a development of an English course to enhance competencies in English oral communication of PR students with a hope to promote more courses of this kind. As the course can actually be implemented in Thai universities, it can help the students to be ready and qualified for their future PR employment. This can be a valuable contribution to not only English Education in Thailand but also a development of the Thai PR workforce.

1.9. Overview of the Dissertation

The dissertation consists of five main chapters.

Chapter I describes the background of the present study regarding the need for a particular English oral communication course for undergraduate PR students. To fill such a gap, a development of the competency-based English oral communication course for undergraduate PR students has been proposed in which the needs analysis is the first requirement for such development.

Chapter II reviews the underlying principles and concepts that are considered relevant and necessary for the development of the proposed course. Such concepts are definitions and types of English for Specific Purposes (ESP), ESP course development, needs analysis, competency-based education, significance of English oral communication in workplace, Public Relations and English oral communication for PR.

Chapter III covers the research methodology of the study. This includes the research design, research instruments and the methods of data collection and data analysis.

Chapter IV presents the results and findings from the study. Information from the needs analysis to the course development and course implementation has been demonstrated.

Chapter V summarizes the study, discusses the findings and suggests implications and recommendations for further study.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The main purpose of this study is to develop and then evaluate the competency-based English oral communication course for undergraduate PR students. It is therefore very important to review some of the relevant principles and concepts necessary for the development of the course. This section thus presents the review of the following topics. Theories of English for Specific Purposes and frameworks of course development including ESP course design and needs analysis provide an overall understanding and a foundation for developing an ESP course. Next, the principle of competency-based approach plus the Backward Design of Wiggin and McTighe, Vygotsky's ZPD and scaffolding, Thornbury (2006)'s three stages of instructional process and three key items in speaking classes of Brown and Nation (1997) give an idea of how the course, its learning process and instructional plans will be designed. Then, competencies in English oral communication, an overview of PR careers and needed competencies for PR specialists provide broad knowledge of the context of the study. Finally, English oral communication for Public Relations and the related ESP courses are reviewed to find a gap in research studies and a rationale for the present study.

In short, each of these concepts is explored and reviewed in order to conceptualize a framework suitable for developing the course.

2.2. English for Specific Purposes (ESP)

Due to the fast development of the world economy and the expansion of the role of English as an international language, the ESP movement has been thriving rapidly as more and more people are wanting and being required to learn English. According to Kennedy and Bolitho (1985), these demands and requirements have come from groups of learners with no need for the general course. But, they are a new group of learners who want to learn English for clear and specific reasons (Hutchinson and Waters, 2006: 6). These learners often are adults who have already acquired some knowledge of English and are now well aware of their purpose in learning the language either for their academic pursuits or career opportunities. While most of the materials and courses available are designed as general English of which scope is too wide and which usually includes irrelevant materials, the situation creates a gap that has to be filled for these specific –purposes learners.

Vasavakul (2006) explains this gap by borrowing the marketing concept– 'demand and supply' to refer to ESP phenomenon as a supply to serve or fill in the demand of learners for their particular language needs. Apart from the supply and demand phenomenon that brought ESP into play, it was stated that there were two major movements in the field of English Language Teaching that came to be influential towards ESP development (Kennedy and Bolitho, 1985). The first one is the shift towards a focus on the learners as a main consideration in course design. The second one is the shift towards a view of language as a set of functions not just grammatical structures. It seems that the development of ESP came in to fill the gap of what is left off by general English teaching and it was originated and developed in consistence with the trend in general ELT. However, later on some of ESP teaching has developed its own methodology and its research since it opens up to the insights of other disciplines (Dudley-Evans and St John, 2002).

Nevertheless, the two distinctive features: the learners' needs and utilitarian purposes have always been retained as the two main roots of ESP development. It can be concluded that under these two elements considered as a firm foundation of ESP, ESP has become a prominent part of EFL teaching (Anthony, 1997b) as Dudley-Evans (2001:115) put it 'the demand for English for specific purposes…continues to increase and expand throughout the world.'

2.2.1. Definitions and Characteristics of English for Specific Purposes

What is ESP? It seems that a concrete answer for this question has not yet been agreed on (Belcher, 2006; Dudley-Evans and St. John, 1998; and Anthony, 1997). People are still asking this question as Sinha and Sadorra (1991:20) point out this problem as "the lack of any very clear-cut definition that will clearly characterize all the various contexts in which ESP has come to be practiced." However, as mentioned earlier, learners' needs and practical purposes are the two significant components of ESP. Even though different scholars have proposed a particular definition of ESP, these two distinctive aspects of ESP can be observed in all of the proposed definitions. Some of the definitions are listed as follows:

In a broad sense, Hutchinson and Waters (2006:19) put great emphasis on learner purposes define 'ESP' as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." Wright (1992) offers a similar definition defines ESP as "language learning which has its focus on all aspects of language pertaining to a particular field of human activity, while taking into account the time constraints imposed by learners". Within this broad definition, he also identifies two central areas regarding ESP: content (the scope of a particular course) and methodology (teaching and learning). He suggests that the content of any ESP course should be determined by comprehensive needs analysis in order to maximize the effectiveness of the course. As for methodology, he proposes that learning in ESP courses should take place in contexts which are as authentic as possible and content-based.

Some other theorists have listed absolute and variable characteristics of ESP in order to give a more specific definition. Strevens (1988) makes a distinction between four absolute and two variable characteristics of ESP.

Absolute characteristics are as follows:

- ESP is designed to meet specific needs of the learner.
- ESP is related in content to particular disciplines, occupations and activities.
- ESP is centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse.
- ESP is in contrast with General English.

Variable characteristics are as follows:

- ESP may be restricted as to the language skills to be learned.
- ESP may not be taught according to any pre-ordained methodology.

Following on from earlier work by Strevens (1988), Dudley-Evans and St. John (2002) point out that Strevens'definition can lead to certain confusion. They disagree with the relation to content in the second absolute characteristic as it may lead to a misunderstanding that ESP is always and necessarily related directly to subject content. In their opinion, ESP teaching does not necessarily have to be related to content. But it should always reflect the underlying concepts and activities of the broad discipline. Therefore, they offered a modified definition below.

Absolute Characteristics are as follows:

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

Variable Characteristics are as follows:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at the secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

This description helps clarify to a certain degree what an ESP course constitutes. Still, numerous authors have put forward a number of other characteristics of ESP. Belcher (2006:135) states that 'ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored to fit instruction.' Mohan (1986:15) inserts that ESP course focus on preparing learners 'for chosen communicative environments.' Basturkmen (2003) briefly points out that ESP courses are devised on the basis of specific work-related or academic needs of the learners and the course offers descriptions of language use in the disciplines or occupations they serve.

Similar to Basturkmen (2003), Robinson (1980:32) defines an ESP course as "purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students' needs and should be 'tailor-made'". Her definition is chosen to be a focus of the study since the definition can explain very well the nature of ESP and its role in language teaching. The following analysis of this definition will help give a clear picture of ESP courses and specifically the course of the present study.

The use of the word 'tailor- made' not only covers the key concepts of ESP– learner' needs and practical purposes but it is also well used to imply some additional distinctive characteristics of ESP courses.

First of all, not only the word 'tailor-made' is associated with learner's needs in the sense that it is made to serve the needs of the client learners but it also implies that ESP courses need to be flexible and adjustable in order to make it fit the learners. Second, it is common that we usually have things tailored for a purpose. The same idea discussed by Carter (1983, cited in Gatehouses, 2001:5). Carter identifies purpose-related orientation as one of the three ESP course features. "Purpose-related orientation refers to the simulation of communicative tasks required of the target setting" (Gatehouse, 2001: 5).

However, we must not forget that customers set a high expectation on a tailor-made order. To live up to the expectation, it creates a pressure on ESP course developers and teachers in terms of course effectiveness. Therefore, it is very important that ESP courses should, according to Robinson (1980:20), “aimed at the successful performance of occupational or educational roles.”

Moreover, whatever is tailor-made usually comes with a guaranty of a customer’s satisfaction. Again, learner’s needs are the priority of ESP courses. This means that not only the effectiveness of the course refers to explicitly successful learner’s performances right after the completion of the course but it also relates to the degrees to which the course can respond to learner’s needs and their satisfaction.

Another characteristic of tailor-made ESP courses is that they should be student-directed. Since ESP courses are tailored to meet learner’s needs and their expectations, learners should then be the center of teaching and learning process. This goes along with “self-direction”, the second characteristic of ESP courses identified by Carter (1983, cited in Gatehouses, 2001:5). He explains that “ESP is concerned with turning learners into users.” Therefore, ESP teacher must give certain freedom to students in order to decide when, what, and how they will study.

In addition, the word ‘tailor-made’ entails the last characteristic of ESP courses mentioned by Carter which is authentic learning materials. The word ‘authentic’ here doesn’t always refer to genuine or unsimplified. In fact, authenticity here means “the nature of the interaction between the reader (and hearer) and the text (Widdowson, 1978). Since ESP course is a purposeful ‘tailor-made’ course aiming at the successful performance, the use of authentic materials is necessary as it promotes the simulation of target performances.

Finally, time limit is likely to be another characteristic of a ‘tailor-made’ course. Limited duration is likely to be another factor in designing tailor-made courses. Unlike general English courses aiming to develop proficiency of general

English skills which naturally require an extensive amount of time to achieve, ESP courses are a focused course with a specific time period with clear and specific objectives to be achieved. Learners are expectantly aimed to be able to achieve their target skills in order to perform a professional/ academic role right after their course completion. Therefore, time cannot be wasted for irrelevant materials in ESP course design.

Wright (1992)'s discussion on three benefits of English for Specific Purposes reinforces the above interpretation. The first one is learning speed since ESP courses learners learn what they actually need, when they need it, in authentic, content-based context. Another benefit of ESP is learning efficiency as ESP trainees make the maximal use of their learning resources. The last one but not the least is learning effectiveness because trainees are ready to use language appropriately and correctly in job related tasks after the completion of the course.

All of the above mentioned advantages of ESP strongly emphasize the characteristics of ESP. Learning speed, leaning efficiency and learning effectiveness all strongly support the significance of ESP and the need for ESP courses.

2.2.2. Classification of ESP

According to Dudley-Evans and St John (2002), ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). In a very broad sense, EAP is defined by Kennedy & Bolitho (1985:25) as a course "taught generally within educational institutions to students needing English in their studies" and EOP is defined as a course "taught in a situation in which learners need to use English as part of their work or profession".

Many tree diagrams illustrating ESP classification have been proposed by many scholars. Each of them is different in the classification criterion. Below are some of the examples. Dudley-Evans and St. John (2002) offer an ESP classification by professional area as in Figure 2.1.

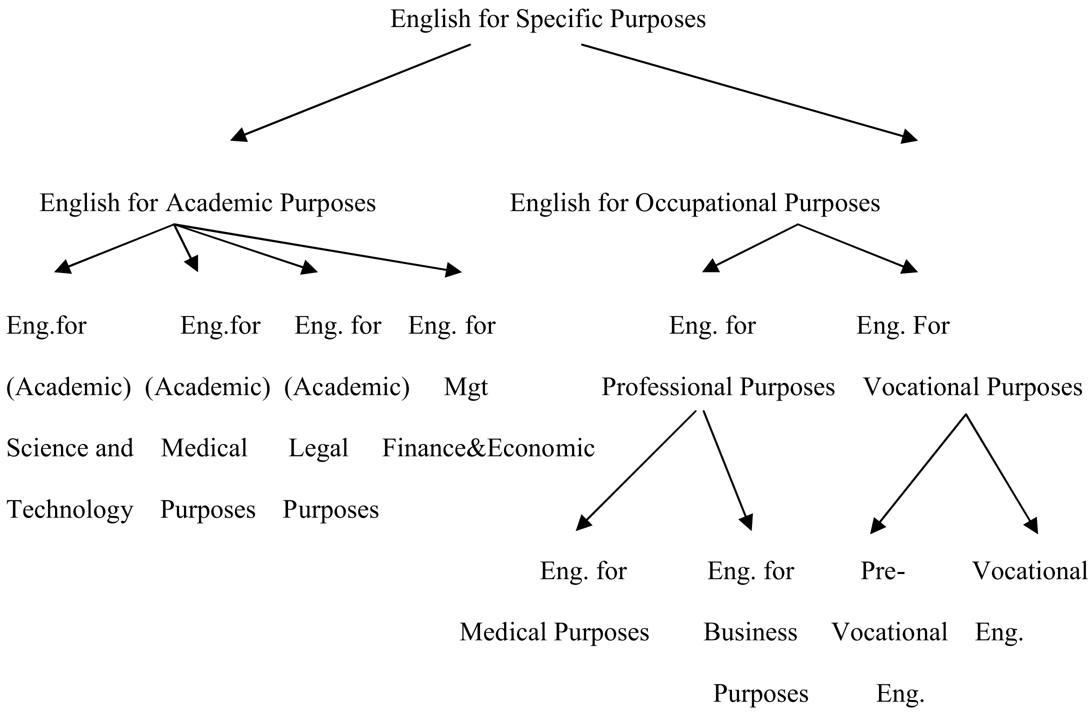

Figure 2.1: ESP classification by professional area (Dudley-Evans and St. John, 2002)

While the above diagram sub-divides EAP and EOP according to the disciplines or occupations with which it is concerned, Strevens (1977) offers an ESP classification by experience as in Figure 2.2.

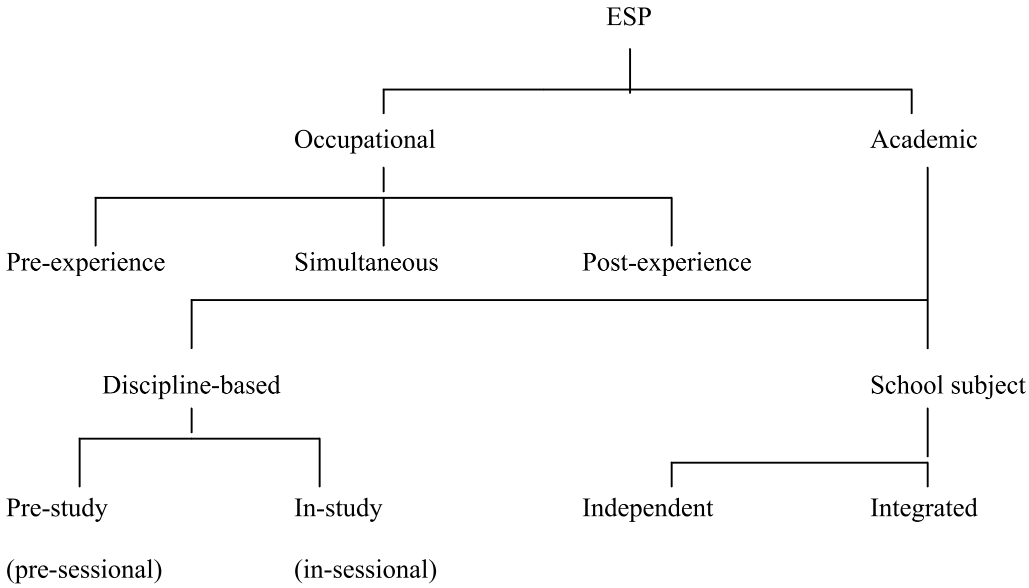

Figure 2.2: ESP classification by experience (Strevens, 1977)

It can be concluded that no matter what criterion is used to classify ESP, EAP and EOP exist as the two main strands of ESP.

2.2.3. An Overlap of EAP and EOP

Under the umbrella term of ESP, there are a myriad of subdivisions. Generally, ESP is broadly divided into two major branches: EAP and EOP. Even though these two branches are clearly separated in the above diagrams, there is no clear-cut distinction between EAP and EOP (Hutchinson and Waters, 1987). An overlap between the two branches can be found and has been discussed by many scholars. Hutchinson and Waters (1987) explain that people can work and study simultaneously, and that the language learnt in a teaching setting for academic purposes can be useful and employed by the learner in the occupational environment when he/she takes up, or returns to a job. They also emphasize that the end of both EAP and EOP seems similar: employment, but the means through which the same end is achieved are very different.

Kennedy and Bolitho (1985) discuss this issue with different perspectives by referring to the Strevens' diagram (1977). They think that the diagram helps make it clear that EAP and EOP division is useful but not complete. According to them, both EAP and EOP serve the category of students (for example, pre-experience, pre-study). Among them, English is needed in order to gain access to knowledge or to express in English the existing knowledge. They also give the example of a trainee secretary who may have more in common with an undergraduate than with a businessman and the undergraduate student may, in turn, have more in common with the trainee secretary than with a postgraduate research fellow who want English to give a paper on his findings to an international congress.

Similarly, Flowerdew and Peacock (2001) use the example of English for Business in the university to illustrate the overlap of EAP and EOP. They explain that the course designed to help learners in their studies would clearly be EAP, but university business courses, like other vocationally-oriented courses, usually seek to prepare their students for business careers. English support for the more vocationally-oriented aspects of the Business course could perhaps be described as EOP as much as EAP.

Flowerdew and Peacock (2001) provide the following diagram in Figure 2.3 sub-divisions of EAP to illustrate their point of view.

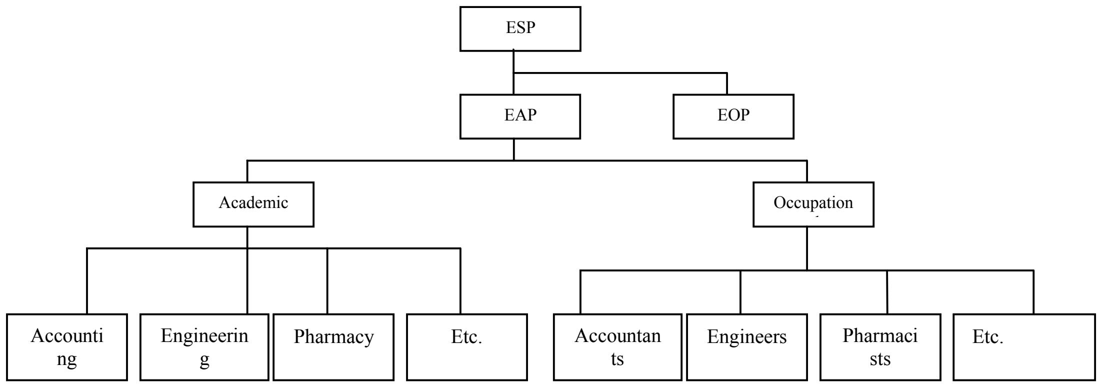

Figure 2.3:Sub-divisions of EAP (Flowerdew and Peacock, 2001)

Dudley- Evans and St. John (2002) also agree that there is confusion between academic and professional contexts. They mention the case of nurse students who have EAP needs while following the academic part of their course and EOP needs while on the ward.

A similar opinion has been stated by Dominguez and Rokowski (2007). They conclude in their paper explaining the extent to which EAP and EOP overlap "it seems logical to assume that English for Academic Purposes and English for Occupational Purposes share overlapping goals, in which the former, undertaken at university, lays the groundwork for the latter, in the practical application of acquired language skills."

To conclude from the above views, it is possible that some of ESP courses offered in the university setting can share a combination of EAP and EOP characteristics. The overlap of EAP and EOP features usually lie in the context and the content of the course. Both elements are used to identify which element of the course belongs to EAP or EOP.

Despite the overlapping and the potential confusion that occur when classifying ESP courses, Dudley- Evans and St. John (2002) suggest that it is important to make the attempt to define and classify what we mean by ESP. Therefore, it would be more clarified to identify the type of the course on the scale of continuum of ELT course types. Figure 2.4 illustrates the continuum of ELT course types.

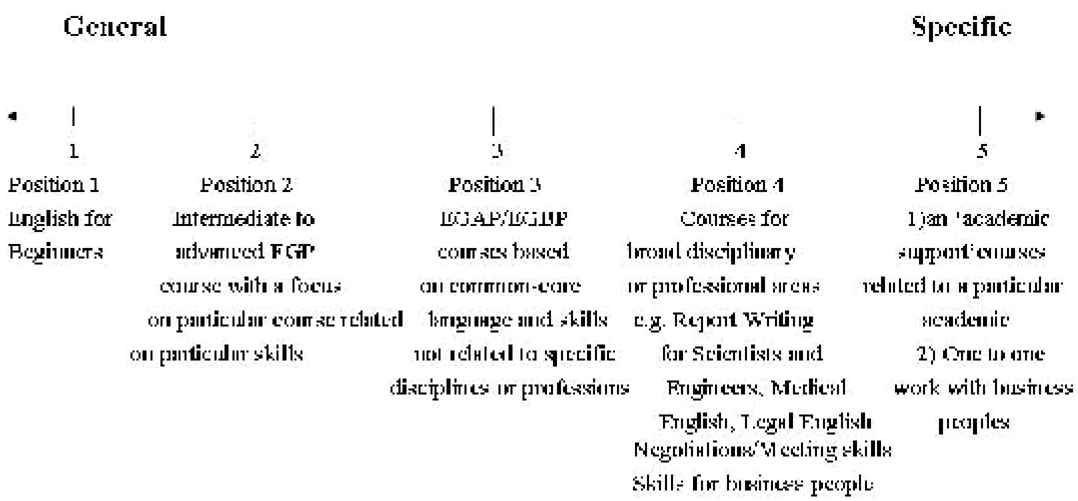

Figure 2.4: Continuum of ELT course types (Dudley-Evans and St. John 2002)

According to Dudley-Evans and St John (2002), it seems that position 2 and 3, which are towards the center of the continuum, are very similar except only the overall context of the program that would help identify whether a given course is classified as ESP or not. Moreover, Dudley-Evans and St John (2002) go further explaining that the use of the continuum also clarifies the nature of more specific ESP work. At position 4, the work is very specific in terms of the skills taught, but the groups themselves are broad group’s not homogenous groups from one discipline or profession. They recommend that teaching material prepared for such groups needs contexts that are acceptable and understandable to all branches. They point out that the position 4 courses is in contrast to the course at position 5 which becomes really specific since it aims to the specific needs of the target situation and of the individual concerned, and can make an extensive use of authentic material in their own subject area. They then conclude that the key feature of this very specific course is that teaching is flexible and tailored to individual or group needs as they arise.

In order to develop a course, it is very important to define and classify the course. Even though the distinction between EAP and EOP remains ambiguous, this continuum can be very helpful to indicate the type of the course before moving into a process of designing a course.

2.3. Course development

2.3.1 Frameworks for Course Development

There are several frameworks of course development proposed by experts in the field. It is obvious that most of these available frameworks contain the same basic processes necessary for developing a course: needs analysis, goals and objectives, materials, teaching, assessment and evaluation. However, the differences among these frameworks lie in sequencing of the processes and perspectives on how each process relates to one another as presented in diverse flow charts. For instance, Yalden (1991) provides stages in language program development in Figure 2.5 below:

Needs survey
Description of purpose
Selection/development of syllabus type
Production of a protosyllabus
Production of a pedagogical syllabus
Development and implement of classroom procedures
Evaluation

Figure 2.5: Stages in language program development (Yalden, 1991)

Later, Brown (1995) also offers what he calls 'Systematic Approach to Designing and Maintaining Language Curriculum' which was adapted from Brown 1989a. Some elements such as materials and testing are added in the process of course development. Moreover, all elements in the process appear to be related and corresponding to one another. His framework is presented in Figure 2.6 as follows:

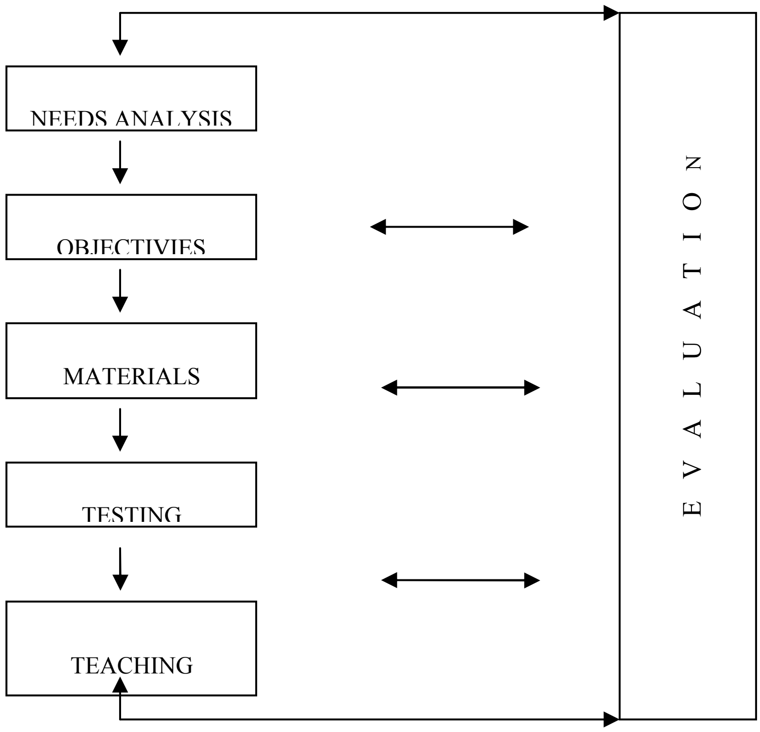

Figure 2.6: Systematic approach to designing and maintaining language curriculum (Brown, 1995)

Similar to Brown's view, Graves (2000) proposes the following framework of course development processes and points out that each of the elements in course development is interrelated and each of the processes affects and is affected by the other in some way. What makes her framework distinctive from Brown's and Yalden's is that it is presented in a cyclical representation not linearly-related one because she thinks that there is no hierarchy in the processes and no sequence in their accomplishment. Her framework therefore looks like the flow chart in Figure 2.7 below:

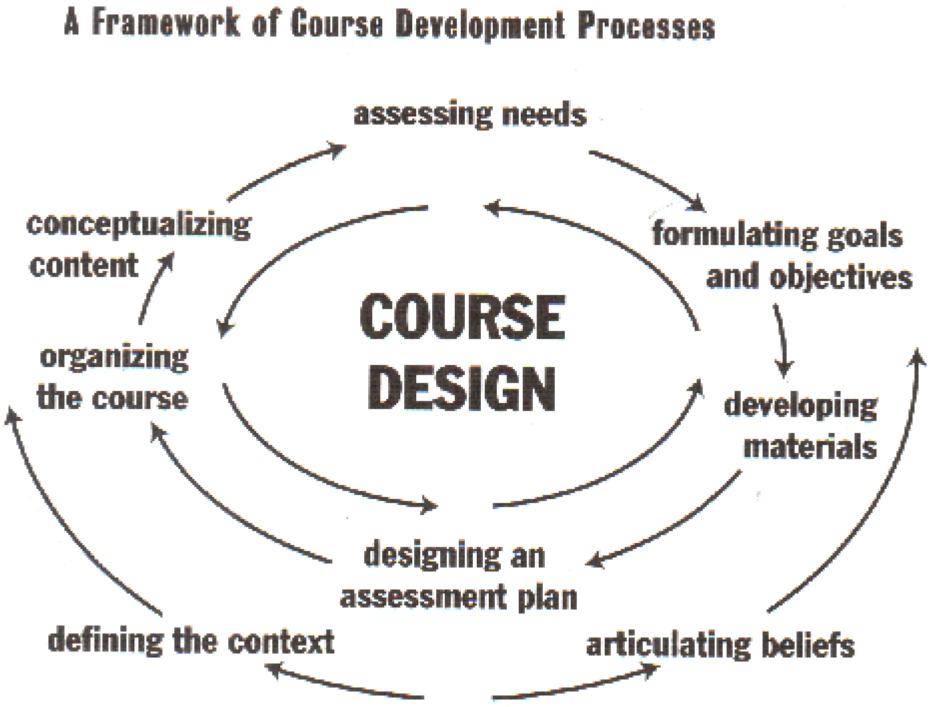

Figure 2.7: A Framework of Course Development Processes (Grave, 2000)

Grave (2000) suggests that a course designer can begin anywhere in the framework depending on his/her beliefs and understandings, the reality of the context and what he/she knows about his/her students. She also explains that the flow chart captures a system approach to course design in the way that the components are interrelated and each of the processes influences and is influenced by the other someway. Another cyclical represented framework similar to Grave's (2000) is called 'Stages in the ESP process reality' in Dudley-Evans and St John (2002). The process consists of five key stages in ESP: needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation. Another resemblance to Grave's, the framework is explained that the phases overlap and are interdependent as illustrated in the Figure 2.8 below.

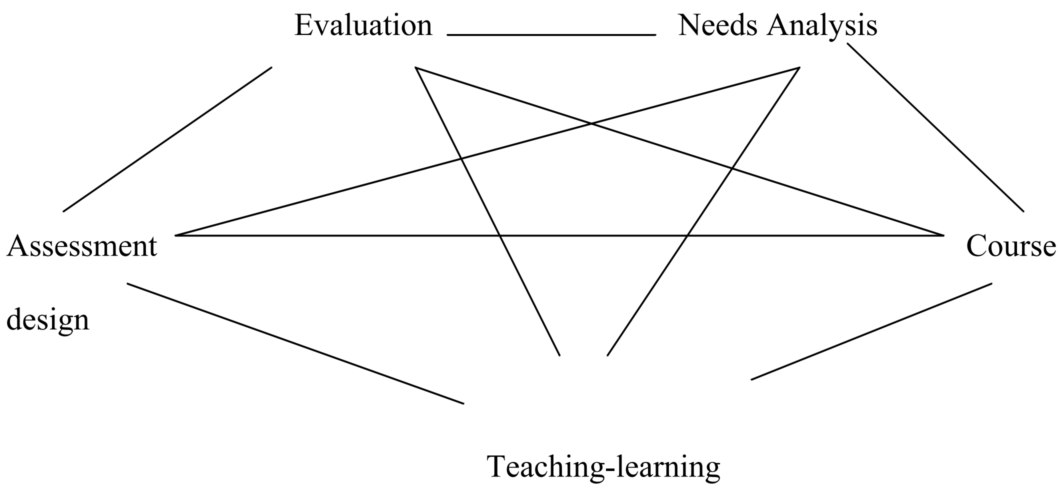

Figure 2.8: Stages in the ESP process reality (Dudley-Evans and St John, 2002)

From the graphic representation, it can be concluded that all of the components overlap and are interdependent in the sense that one component will contribute to others; changes to one component will influence all the others. However, what seems to be different from Grave's is that the framework layout looks less complicated and the cycle of course development processes seems more complete. It seems that Grave's framework illustrates only the preparatory stage of course development. It doesn't show a stage of implementation and evaluation. These are the reasons why the above framework of Dudley-Evans and St John (2002) is chosen for this present study. The framework is designed specifically for ESP courses and it consists of all aspects of ESP course development. The phases are arranged correspondingly to our stages of the study. The study will start with needs analysis and course design to answer the first two research questions while the other phases give an answer to the last question. Designing and developing a suitable ESP course that appropriately serves target ESP groups can be very challenging for teachers and course developers due to various complexities, insufficiency of time and budget, a lack of cooperation from teachers of the subject teachers as well as a lack of the knowledge of designing effective courses that cover the specific language needs of their students. As the result, many of ESP courses may not be entirely based on comprehensive needs analysis. A consequence of the mismatch between what offers in the university courses and the demands in the workplace is that university graduates cannot communicate effectively in the real world. Crosling and Ward (2002)'s investigation into workplace communication needs of non-native English employees graduated in Monash University in Australia reveals that the preparation for oral communication is not sufficiently provided during the undergraduate study. In Thailand, Tubtimtong (1995) also reports on a complaint from a group of university administrators and employers about the low standard of the English of science and engineering graduates from Chulalongkorn University and that the majority of graduates could not communicate effectively in the real world. Therefore, concern about quality ESP courses is always of paramount importance in all educational contexts (Kaur, 2007). ESP teachers/course developers need to be careful of designing and developing ESP courses to meet the English language needs of their learners. To do so, it is essential to take into consideration some of the issues on ESP course design. The next section covers a review of some widely discussed issues concerning ESP course design in attempt to seek for better understanding of process of ESP course development.

2.3.2. Some Issues on ESP course design

Some controversial issues concerning ESP course design have been raised and discussed. John and Dudley-Evans (1991) raise and discuss following questions.

1. How specific should ESP courses and texts be?

While Hutchinson and Waters (1987 :166) believe that “students should be grouped for ESP classes across the broad subject areas with materials drawing from topics that give access to a number of different specialist area”, Johns and Dudley-Evans (1991) argue that the common core approach may not be suitable for all ESP courses especially for graduate students and professionals. They suggest the attempt to supplement more specific needs and actual language difficulties that learners face on a day-to day basis in classes in their disciplines or in their professional lives. The same point of view proposed by Hyland (2002). He supports the idea of specificity in English courses in university. Kaurs (2007) also adds that students were very happy with a narrow focused course as they felt no time was wasted during the course.

This conflict is reflected in different types of ESP course design. While some courses are designed for a group of learners with almost homogenous needs targeting one particular discipline or occupation (narrow-angled), some are designed for a group of learners with somewhat similar needs and interests targeting a board field (wide-angled) or some courses are not focused on needs but on a language variety (features of language use in broad area) such as business or science (wide-angled). However, Basturkmen (2003) disagrees with these two types as suggested by the narrow-vs. wide –angled dichotomy and argues that there are in fact three different types of ESP course design: one narrow-angled option and two wide-angled options (courses that focus on common needs and those that focus in a language variety). Table 2.1 illustrates three types of course design in ESP according to Basturkmen (2003).

Table 2.1: Types of course design in ESP (Basturkmen, 2003)

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

According to Basturkmen (2003), each of the options has pros and cons. While highly specific ESP courses (Type 1) supports social constructivism views of language and psychological perspectives of learning, an issue of not always responding to students' motivation, highly demanding of time in preparation and an argument concerning a restricted version of English are pointed out. On the contrary, Type 2 courses may be suitable for a mixed group of students targeting their common needs but the fact that no actual needs are addressed in the course is in concern. Finally, even though Type 3 courses can focus on a variety of English for any proficiency level, some rationale evidences showing that some items are particularly salient in that subject are needed in order to determine the content in Type 3 courses. As for teachers/course developers to decide on a type of course design for their target course, it is recommended that choices depend as much on circumstances as on their preferences. Basturkmen (2003: 61) finally concludes that "ESP can never be specific enough on the one hand can also be too specific at the same time". It seems that Basturkmen's conclusion could be an answer to the above question. Even though the answer is not clear-cut, Basturkmen's view gives some useful implication on designing an ESP course and helps eliminates some ambiguity related to this particular issue.

2. Should they focus upon one particular skill, e.g., reading, or should the four skill always be integrated?

Even though some experts point out that concentration on one skill is limiting and that some attention to other skills is likely to improve performance in the target skill, it seems that John & Dudley-Evans (1991) position on this issue leans toward the focus upon a single skill. They refer to many studies proving the success of mono skill classes such as in China (Johns, 1986), and in Brazilian ESP Project (Celani et al., 1988).

This present study also focuses on English oral communication only due to time constrain in course preparation and implementation. However, this does not mean that one skill focus is an obligation in ESP course design. Focus on more skills could also be possible in some other contexts when resources are sufficient and appropriate.

3. Can an appropriate ESP methodology be developed?

This is another area of debate within ESP. Widdowson (1983:87) argues that "methodology has generally been neglected in ESP." John and Dudley-Evans (1991) take a firm stand on the requirement of specialized or unique methodology for ESP. Two aspects of ESP methodology are stressed: "all ESP teaching should reflect the methodology of the disciplines and professions it serves and in more specific ESP teaching the nature of the interaction between the teacher and learner may be very different from in a general English class"(Dudley-Evans & St. John , 2002 : 4). This is because teachers sometimes become more like a language consultant, enjoying equal status with the learners who have their own expertise in the subject matter.

Nevertheless, Brunton (2009) thinks that it is impossible to discuss this question because there are so many various courses under the ESP umbrella and those courses use different methodologies according to their course design, their goals and their outcomes. In this present study, competency-based approach is chosen since it aims to the target performances. The approach is suitable to help undergraduate students be qualified for their future employment. The review of the literature concerning competency-based approach is presented later in the chapter.

2.3.3. Criteria for designing ESP courses

Apart from the above questions, Dudley-Evans and St John (2002) also propose criteria for ESP course design and suggest useful steps for ESP teachers and course developers to consider. These criteria are in form of nine questions as the following:

1. Should the course be intensive or extensive?
2. Should the learners' performance be assessed or non-assessed?
3. Should the course deal with immediate needs or with delayed needs?
4. Should the role of the teacher be that of the provider of knowledge and activities, or should it be as facilitator of activities arising from learners' expressed wants?
5. Should the course have a broad focus or narrow focus?
6. Should the course be pre-study or pre-experience or run parallel with study or experience?
7. Should the material be common core or specific to learners' study or work?
8. Should the group taking the course be homogenous or should it be heterogeneous?

9. Should the course design be worked out by the language teacher after consultation with the learners and the institution, or should it be subject to a process of negotiation with the learners?

Unlike the above questions John and Dudley-Evens (1991) raise in 2.3.2 which are general in terms of asking about the overview belief of ESP course, these questions Dudley-Evans and St. John (2001) propose are more specific and the answers can vary depending upon a particular course which is about to be developed.

Again, it is suggested that ESP teacher should ask and answer these questions before planning a course design because they can be better prepared. It is very important that the teachers have to balance out some of these parameters which are linked to institutional and learner expectation.

2.4. Needs Analysis

"There is no such thing as General English"

The above statement summarizes ELT in the eyes of ESP. Case (2007) refers to the statement stating " the idea behind it is that nobody needs 'General English' because they all have their own specific needs for the language". His idea goes along with many other scholars. Hutchinson and Waters (2006) also confirm that all courses are based on a perceived need of some sort. Long (2005) similarly concludes that every language course should be considered a course for specific purposes. He then gives a rationale for needs analysis saying that no language teaching program should thus be designed without a thorough needs analysis.

So, what is the difference between ESP and General English? It is neither the existence of a need as such nor the nature of the need which distinguishes ESP from General English but rather an awareness of the need (Hutchinson and Waters, 2006).

In ESP arena, the needs of students are of paramount importance and an effective ESP course hinges on specified needs of learners (Sinha and Sadorra, 1991). Needs analysis or needs assessment then becomes a vital process in a development of ESP courses. Tumtimtong (1995) shares the same perspective and explains in details the important roles of needs analysis. She thinks that needs analysis is a very significant process as it enables teachers to form an in-depth knowledge and insightful understanding of contextual situations. She also believes that needs analysis helps bridge the gap between what is expected and what is offered. It is a useful process for providing continuous revision as well as upgrading of teaching materials, and ultimately, for ensuring quality and cost effectiveness in all teaching programs as well as for assisting in the refinement of language policy at the university level.

2.4.1. Definitions of Needs

According to Dudley-Evans and St John (2002), there is a confusion of the terms proposed by various scholars. For example, needs are described as objective and subjective (Brindley, 1989), perceived and felt (Berwick, 1989), target situation/ goal oriented and learning, process oriented and product oriented (Brindley, 1989); in addition, needs are described as necessities, wants and lacks (Hutchison and Waters, 1987). They also give a comment on the variety of the definitions of the term. They believe that these terms are used to describe the different factors and perspectives contributing to a development of the concept of needs. They conclude that each of these terms represents a different philosophy or educational value, and merits careful thought.

However, Dudley-Evans and St John (2002) synthesize all of the above definitions and propose the following concept of needs analysis.

A. Professional information about the learners: the tasks and activities learners are/will be using English for target situation analysis and objective needs.
B. Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English-wants, means and subjective needs.
C. English language information about the learners: what their current skills and language use are-present situation analysis-which allows us to assess (D).
D. The learners' lacks: the gap between (C) and (A) – lacks.
E. Language learning information: effective ways of learning the skills and language in (D) – learning needs.
F. Professional communication information about (A): knowledge of how language and skills are used in the target situation – linguistic analysis, discourse analysis, genre analysis.
G. What is wanted from the course
H. Information about the environment in which the course will be run-means analysis.

In this present study, 'needs' refers to competencies in English oral communication that PR students need to have in order to function effectively as a PR personnel (necessities), competencies in English oral communication that PR students do not have (lacks) and competencies in English oral communication that PR students want or feel they need (wants or expectations).

According to Jones (2001), research-based strategies are needed to identify important competencies and to reach a consensus. Two strategies are suggested as following. The first one is called DACUM. It is the strategy of developing curriculum which is used for guiding the formal analysis of positions or occupations at the professional, managerial, technical-skilled, and semi-skilled levels. According to Norton (1998), DACUM is based on three assumptions. First, expert workers (typically whoever working full-time in the position) can describe and define their job or occupation more accurately than anyone else. Second, important competencies can be identified by considering the nature of particular jobs and describing the tasks the expert workers perform. Third, the tasks that employees perform require the use of a combination of certain knowledge, skills, tools, attitudes, and behaviors. To use this strategy, a group of six to twelve experts who have actually performed these tasks and job under investigation are selected to carefully review and analyze the necessary knowledge, skills, and attitudes. A trained facilitator leads the group through two-day brainstorming process. The group primarily identifies general areas of responsibility, pinpoints specific tasks performed in connection with each duty, reviews and refines the tasks and duty statements, sequences them, and identifies entry-level tasks (Norton, 1987). The group has to articulate the essential behaviors, attitudes, and knowledge that workers need to successfully perform their jobs. A DACUM chart is developed, which provides a graphic display of the tasks involved in a certain job. Then the chart is usually validated by a second group of experts. This group reviews the chart to determine if the tasks are entry level, if they are important for the particular occupation, how frequently the tasks are performed, and if certain tasks are missing. The chart is then revised based on feedback from the second group and it becomes the foundation for developing or revising the associate curriculum. There is a shorter version of the DACUM process, in which the group of experts begins with an existing task list and modifies or verifies the tasks on the list. This process can be accomplished less than one day. In this short process, employers or supervisors indicate what is important based on their own perceptions and experiences working with employees instead of the actual workers themselves.

The other strategy recommended by Jones (2001) is to use Delphi Approach. In this process, leaders usually solicit nominations to get the best experts to make informed judgments. Experts usually complete several rounds of surveys. For example, after each round, researchers analyze the results to identify the items with agreements and those items with significant disagreements. If there are significant differences in the mean responses across groups, subsequent survey rounds ask respondents to again rate the importance of those items on which there were significant disagreement and to take the opportunity to revise their responses. The main goal is to reach a consensus through successive iterations of the survey.

To compare between the two strategies, each technique has some pros and cons. Ideally DACUM process is unique and innovative. It is considered a reliable and defensible method to be adopted in any occupational setting since the method capitalizes group synergy, brainstorming, interaction and consensus. However, feasibility is a matter of concern to ESP course developers (typically ESP teachers). This method requires a willing participation and cooperation of the content experts to spend a day or two days attending a workshop. Resources in terms of time and money investment to arrange a workshop is a major obstacle for individual ESP course developers who wish to develop an ESP course on their own. Moreover, this method relies on the expertise of a skilled facilitator in order to guide the meeting to reach a group consensus. The facilitator usually requires particular training in order to perform this job effectively. Inexperienced ESP course developers may not be suitable to perform this task. These shortcomings are taken into consideration and are a limitation of the present study.

As for the Delphi technique, it is a useful tool because it helps larger groups of diverse individuals reach a collective judgment about the important competencies. The subsequent surveys to confirm the findings and the consensus from larger groups of experts are the major advantages of this Delphi technique. The technique is believed to provide reliable judgment because the procedure involves sharing of information, reasoning and confirming among experts from a broad analytical perspectives. In addition, the technique allows participants to remain anonymous, free of social pressure, personality influence and individual dominance. It can be used to reach consensus among groups hostile to each other. Last but not least, the technique is affordable and more convenient since it does not require a face-to-face interaction. However, the technique also has some disadvantages. It is concerned that judgment is from those of a selected group and may not be representative. Moreover, the procedure requires commitment and cooperation from the respondents to complete several rounds of surveys (Balsiri, 2000). The most importantly, the whole procedure can be time consuming to reach a consensus. Each round of Delphi survey takes about 40 days (Yuxiang, Donghau and Changgeng, 1990 as cited in Balsiri, 2000).

Nevertheless, in order to apply this technique in reality, the technique can be modified in many ways such as reducing rounds of survey or adapting the methods of data collection.Thorough consideration should be given to issues of time and cooperation of the experts since they highly affect success and failure of their research project. Stapp (1998) discusses an impact of the employer’s collaboration on a success of a design of a workplace English course in a printing company. She comments that collaborative efforts between instructors and employers in workplace courses are necessary in all of the steps of course development especially to ensure the relevance and accuracy of course content and materials. Braine (2001) also discusses about a lack of cooperation from content subject professors when conducting undergraduate writing task surveys in Hong Kong that results in a failure of the EAP research project. To select a proper approach, available resources as well as pros and cons of each approach need to be in careful consideration. With this in mind, an adaptation of DACUM approach will be used for the present study.

2.4.2. Steps in conducting needs analysis

Steps in conducting the needs analysis as proposed by Jordan (2000) is presented in Figure 2.9 below.

10. Evaluate procedures and results
9. Implement decisions (i.e. decide upon syllabus, content, materials, methods, etc.
8. Determine objectives
7. Analyze and interpret results
6. Collect data
5. Select method of collecting data
4. Acknowledge constrains/limitations
3. Decide upon the approach
2. Delimit student population
1. Purpose of analysis

Figure 2.9: Steps in needs analysis (Jordan, 2000)

As for the present study, each step in needs analysis may be described based on the Figure 2.9 as follows:

1. Purpose of analysis. The study aims to investigate the needs of PR students to be used as the basis in the development of an English Oral Communication Course for Undergraduate Public Relations Students.

2. Delimit student population: the delimitation or scope of the study covers undergraduate PR students at Bangkok University.
3. Decide upon the approach: Competency-based approach is the main focus of the study.
4. Acknowledge constraints/limitations: the full version of either DACUM or Delphi technique to survey needs cannot be employed due to the limitation of time and resources as discussed earlier.
5. Select method of collecting data: DACUM technique is modified to be used as a method of data collection.
6. Collect data: information from document analysis of the available Standards of English for Public Relations, data from interviews will be collected from PR expert professionals as well as a questionnaire survey collected from PR students.
7. Analyze and interpret data: Data obtained will be analyzed and interpreted using SPSS program for descriptive statistics.
8. Determine objectives: The objectives of the course will be established based on the results of the needs analysis
9. Implement decisions: the course content, assessments and materials will be designed based on information from the needs analysis.
10. Evaluate the course: the tailor-made course will be validated by experts and a pilot test. The main study will be conducted and evaluated in three phases. The first phase is the evaluation of the course materials by experts and a pilot study before the implementation of the course. The second phase is the evaluation of teaching, learning and assessment

process during the implementation of the course. The final phase is the evaluation of the overall course by examining the students' gain scores of the oral tests as well as on the self-checklists and by studying the participants' opinions after the implementation of the course.

2.5. Competency-Based Education (CBE)

Due to a widespread concern about the quality of students learning, competency-based education was originated in response to increased calls for teacher accountability, for measurable assessment of student achievement, and for skilled-based curricula which train students for specific tasks (Auerbach,1986). Especially in postsecondary education, there has been a gradual movement toward competencies and a corresponding focus on learning outcomes as universities have attempted to be more responsive to business needs. This shift has happened in parallel with an extensive interest in using competencies as a unit of analysis and a growing trend in using performance-based models of the human resources field in the business sector (Paulson, 2001).

As for language curriculum development, competency-based curricula have been called "the most important breakthrough in adult ESL" (Center for Applied Linguistics, 1983b:1). Unlike traditional programs, in which certificates and diplomas certify that the students have completed a specific number of credit hours, certificates and diplomas granted under CBE programs certify that the students can perform specified tasks. According to the article titled "Educational Accountability" in ERIC Digest (1985), it is one method of assuring the general public that degree attainment is a process of learning. Polk (1982) explains that CBE requires students to achieve mastery of sequentially ordered course material, require students to demonstrate competence in performing skills and behaviors that are central to specific tasks, activities or careers. Findley and Nathan (1980:222) support the approach as "a successful model for the delivery of educational services that allows for responsible and accountable teaching". As the result, the approach has come to be accepted and widely used in many social survival or workplace-oriented language programs.

As discussed earlier, the present study aims to design a professional preparation course for PR undergraduate students. The course will be similar to a workplace-oriented language program since the course has a goal to enable the students to be able to use English to orally communicate in PR job routines. Therefore, the competency-based approach is selected to be the focus of the study since the approach is performance-based emphasizing 'the outcomes or outputs of learning in the development of language program' (Richards and Rodgers, 2001: 141). The focus of the approach matches with what the PR undergraduate students who are about to enter the labor market will need.

2.5.1. Definitions of "competencies"

There are numerous definitions of 'competencies' provided by scholars in the area. Some of them are listed as follows.

A very broad definition of 'competencies' in general terms is proposed by Spady (1977) as "Competencies are indicators of successful performance in life-role activities". The key terms in his definition are 'indicators' and 'successful performance'. His definition is very broad since there is no specific indication of what contributes to the successful performance in life-role activities.

Other scholars propose a more specific definition of 'competencies'. MacAshan

(1979) offers a more specific description of 'competencies' as follows "competencies are the knowledge, skills and abilities or capabilities that a person has, which become part of his or her being to extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors'. Keys terms here are 'knowledge', 'skills', 'abilities or capabilities', ' to satisfactorily perform particular behaviors'. According to this definition, MacAshan not only specifies competencies as knowledge, skills and abilities/capabilities', he also identifies types of performance (cognitive, affective, and psychomotor behaviors).

Hall and Jones (1976) propose a similar definition of competencies but in terms of learning dimension- "competencies are composite skills, behaviors, or knowledge that can be demonstrated by learners and are derived from explicit conceptualizations of the desired outcomes of learning. The key terms in their definition are 'composite skills, behaviors, or knowledge' and 'desired outcome of learning'. According to their definition, composite skills, behaviors or knowledge implies multiple and compound elements involved. It could be a mixture of skills, behavior or knowledge but the definition does not state the combination of the three as a constitution of competencies

On the other hand, U.S. Department of Education (2001) defines competency as "a combination of skills, abilities, and knowledge needed to perform a specific task" (cited in Voorhees, 2006:1). The key terms here are "a combination of skills, abilities and knowledge" and "to perform a specific task". This definition implies that all of the components (skills, abilities and knowledge) are necessary and have to be combined in order to form a competency. Figure 2.10 illustrates a conceptual learning model which depicts the development of competencies.

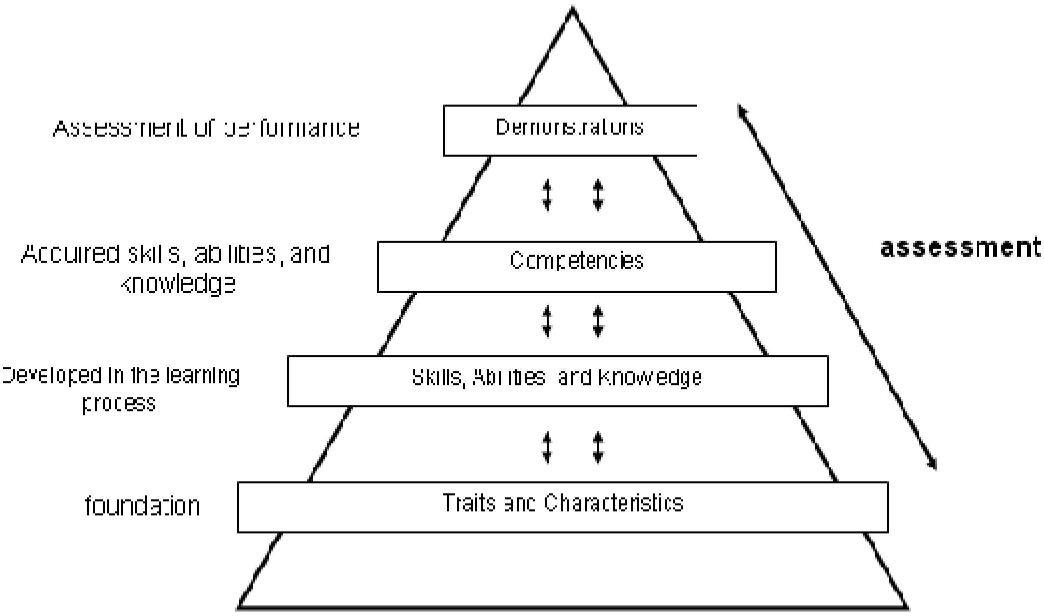

Figure 2.10: A Conceptual Learning Model (Voorhees, 2001)

In a conceptual learning model, there are the hierarchical interrelationships of key elements involved in a process of learning. The model starts with traits and characteristics of individual as a foundation. This helps explain why people pursue different learning experiences and acquire different levels and kinds of skills, abilities, and knowledge. The second step consists of skills, abilities, and knowledge which are developed through learning experiences. The next one then is competencies which are the result of integrative learning experiences in which skills, abilities, and knowledge interact to form learning packages in relation to a specific task. On the final step are demonstrations which are the results of applying competencies. It is at this level that assessment of performance-based learning can occur. Not only does the model help clarify what competencies are, the model is also helpful in portraying the competency-based learning system. Based on the model, Bers (2001:5) come up with a nice conclusion about competency-based learning as follows.

"Competency- based learning models bundle competencies in ways that require students to demonstrate performance in a setting that more or less simulates the real world context in which the competency would be applicable."

It is obvious that there is no universally accepted definition of competency. Kierstead (2001) mentions that the confusion surrounding the definition of competency has been a topic of debate in the UK literature since the late 1980's and there is no end to this confusion in sight. He also comments that for every definition of competency brought forward, a new definition that contradicts the first will be provided by another researcher, practitioner, consultant or management guru. For example, among all of the above definitions, it is interesting that attitudes are not explicitly included in the above definitions of 'competencies'. However, Richard (2001) offers a similar definition but adds " attitudes" in the definition of 'competencies' stating "competencies are a description of the essential skills, knowledge, and attitudes required for effective performance of particular tasks and activities". His definition goes along with Docking (1994:11) when defining 'competencies' as "an attribute of an individual that contributes to the successful performance of a task, job, function or activity in an academic setting/ and or a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills. Nothing is excluded that can be shown to contribute to performance".

There is an argument regarding whether to include attitude as a part of competencies or not. On one hand, Jones (2001) states that in the process of identifying potential competencies for undergraduate job-related courses it is important to include attitudes in an analysis of relevant competencies since attitudes are what motivate a person to perform at a high level. In addition to this, National Employer Survey reports that attitude is the most desirable characteristic that employers seek in prospective employees, followed closely by the ability to communicate. On the other hand, Clark (1999) offers an interesting insight. He points out that attitudes can be changeable in different contexts throughout people's lifetime while the real competencies should be buried deep within a person and are hard to be significantly weakened. Therefore, he does not think that attitudes should be included in the definition of 'competencies'. However, he agrees with Docking that attitudes contribute to performance. He states that people need a combination of competency and attitude in order to perform a task. He proposes the following formula:

Competency + Attitude = Performance

Clark (1999) distinguishes between competencies and attitudes by stating that competencies give a person ability to perform, while attitudes give a person the desire to perform. He explains that while a person may have the skills or knowledge (competency) to perform a task, it does not mean he or she will have the desire (attitude) to do so correctly (performance).

In addition, according to psychological theory of 'attitude', attitudes do not always determine or predict actual behaviors (LaPiere, 1934). People may not always speak their mind and may not always act the same way they feel. They can lie and be hypocritical. Attitudes are defined as "a hypothetical construct that represents an individual's like or dislike for an item" (Sherif and Havland, 1961:2). It is a challenge for researchers to measure emotion and attitude since we cannot see them. A survey is a well known method used to measure people's attitudes towards something. However, there are several threats to the validity of the instrumentation process in questionnaire surveys causing individuals to respond differently than they might otherwise such as leading questions, the characteristics of data collectors or an extraneous event which might affect the respondents making them respond to the interview questions differently than they would otherwise.

In competency-based education, measurability is the key concept of the system. Many sources concerning human resource management emphasizes this aspect when talking about competencies. For example, McNamara (2002:1) points out that "competencies are general descriptions of the abilities needed to perform a role in the organization. They are described in term such that they can be measured". Kierstead (2001) express a similar opinion saying that competencies translate the strategic vision and goals for the organization into measurable and observable behaviors or actions which employees must display. Lastly, according to www.citehr.com, "competencies descriptions are usually worded in measurable terms therefore they are useful for reference when identifying training". Since measurability of attitude is in question, attitudes will then not be included as part of competency in this present study.

Another confusion is about the term 'ability'. In some of the above sources such as MacAshan (1979) and U.S. Department of Education (2001) as cited in Voohees (2001:1), the term 'ability' is indicated as a component of competency when combined with other components such as skills and knowledge. However, some people believe that abilities and skills are synonymous (Kierstead, 2001) or nearly synonymous (Braude, 1992). According to Voorhees (2001), there is an ambiguity in the definition in relation to 'ability'. On page 8 in his article, the term 'ability' is included in the US. Department of Education's definition of competency. But later on page 9, the term 'ability' is missing out. It is written as follows "competencies within different contexts require different bundles of skills and knowledge".

It seems that there is no clear-cut solution to the above confusion. Kierstead (2001) suggests one possible solution to adopt a definition that makes sense to that organization, meets its needs and is used consistently in HR application. Moreover, apart from the confusion of the terms and its components, the concept of 'competency' in terms of measurability is commonly agreed upon and is considered the key concept of competency-based education in all sources.

In terms of measuring language competencies, the same concept appears in two well-known frameworks of language testing: Common European Framework of Reference for Languages (CEFR) and ALTE (Association of Language Testers in Europe) framework. According to www.cambridgeesol.org, the CEFR is a series of descriptions of abilities which can be applied to any language and can be used to set clear targets for achievements within language learning. It has now become accepted as a way of benchmarking language ability all over the world. The ALTE framework is a framework of levels for the comparison of language tests. These two internationally recognized frameworks describe language ability in a scale of levels which ranges from A1 for beginners to C2 for those who have mastered a language. The levels are described by a series of Can-do statements. These statements describe what language users can typically do with the language at different levels and in different contexts (general, social and tourist, work, study).

Therefore, in order to establish mutual understanding, competencies identified in this present study refer to general descriptions of English language abilities needed to perform oral communication tasks necessary for PR students to be able to get a PR job and to work effectively as entry-level PR personnel in an international organization. Competencies in this study will be described in forms of 'can do' statements.

2.5.2. Essential components of CBE

In order to provide greater conceptual clarity to the understanding of competency-based education, essential components of competency-based education are reviewed as follows.

Larson (1980) identifies three essential components in any competency-based education. First, the skills that students are expected to acquire must be defined with precision. Second, activities must be provided which allow students to practice these skills. Third, the students' ability to perform the skills must be assessed once instruction completed. Spady (1977) views this a little bit differently. By defining competency-based education (CBE) as ' a data-based, adaptive performance-oriented set of integrated processes that facilitate, measure, record and certify within the context of flexible time parameters the demonstration of known, explicitly stated and agreed upon learning outcomes that reflect successful functioning in life roles' (Spady,1977:10), He identifies and discusses six critical elements of CBE. The First element concerns outcomes. In CBE, the outcome goals must be stated clearly and explicitly with regard to the criteria of an expected performance known and agreed upon all those of stakeholders. The second element is that time must be used flexibly in terms of when, how long, and how often opportunities for both instruction and evaluation. The third element is that instructional means must be known, explicit, agreed upon, readily available, and closely tied to recognized outcome goals. A variety of instructional activities should be provided for students to choose in order to pursue a given outcome goal. The fourth element is about measurement. The criteria for student performance and the particular means of measuring them need to be explicit, known, agreed upon, and criterion-referenced. The fifth element unique to the concept of CBE is about certification which is the verified demonstration of competencies constitutes the exclusive criterion for student success, program placement, certification and graduation. The final element is program adaptability. A CBE system needs to remain constantly sensitive to the need to change indicators, procedures, or settings in the face of evidence that student progress is faltering.

In conclusion, Competency-Based Education (CBE) is constructed based on a set of competencies that are derived from an analysis of tasks typically required in real life situations. It is an instructional system where students are given credit for performing to a prespecified level of competency under prespecified conditions.

2.5.3. Some pros and cons of CBE

The identification of critical elements of CBE comes with discussion of its pros and cons. Some of the examples are discussed as follows. The major concern is about a lack of creativity. Some teachers express a concern that selecting and adhering to a set of student skills diminishes their ability to be creative in their instruction. However, Larson (1980) argues that where skills selection is concerned, creativity is seldom a factor. If a skill is important for students to learn, it must be taught. Creativity can come in when decisions are made with respect to how information will be presented and what practice opportunities will be given to students. The teacher's creativity in designing instruction and developing learning activities is not restricted in a competency-based program. Another concern is about prescribing social roles for students by providing only a limited range of competencies. However, Savage (1993) believes that CBE does not limit the range of competencies. Since the first step of CBE is assessment of students needs, CBE process allows for a broad range of competencies depending on the needs of the students. Students whose goal is to succeed academically may need to take notes in an academic lecture while students whose goal is employment may need to follow directions for performing a vocationally related task.

According to Auerbach (1986), issues about CBE mainly come from the practical aspect that CBAE practitioners are torn between the pulls of these two tendencies: is it concerned accountability, management, quantification, and production of outcomes, or is it concerned with empowering students to determine and meet their own goals? Savage (1993) thinks that both the United States Office of Education definition and the work of APL Project have led to misinterpretations resulting in errors in implementation. Those issues might have an impact on general English programs of which the scopes are wide. On the contrary, for ESP, EAP and EOP program of which objectives are clearly pre-determined and very specific, CBE is a good match since all teaching and learning activities are related to the development of specific competencies and anything not related has no valid claim for being included in the curriculum (Hertling, 1981: 2). In addition, Berg and Schwartz (1981) view it as a humanistic student-centered curriculum which stresses learner-generated content, including both language competencies and language skills; immediate usefulness of instruction to students; and the role of the teacher as a facilitator rather than transmitter of information. Last but not least, a number of comparative research studies in this area also agree that learners from competency-based or outcome-based teaching have higher learning achievement than those in traditional teaching class (Stevens, 1997 cited in Sunthornwatanasiri, 2000:84).

To sum up, it seems that existing literature supports competency-based approach in ESP courses. Therefore, the present study will explore how to apply the CBE theory in developing an English oral communication course for PR undergraduate students.

2.5.4. Recent Related Research

As cited in Wong (2008),recent researches mainly focused on studying the CBLT on the aspects of vocational training (Jang and Kim, 2004; Kaslow, 2004; Jorgensen, 2005; Chyung et al., 2006; Jackson et al., 2007; Mulder et al., 2007), information technology (Caniels, 2005; Chang, 2006, 2007; Sampson et al., 2007) or its impact on general education (Biemans et al., 2004; Baines and Stanley, 2006). The emphasis mostly is put on researching how CBE relates to curriculum planning (Williamson, 2007) and assessment (Heideman, 2005; Nahrwold, 2005;Baartman et al., 2006; Barrie, 2006). In terms of English language teaching, there are not so many studies concerning competency-based approach since the year of 2000. Most of the available studies report on a development of a competency-based course.

Among the recent studies, most of the studies talk about Indonesian context. It seems that competency-based education is highly recommended in Indonesia. For example, Dedy (2003) discussed how Competency-Based Teaching (CBT) can be implemented in English language training in Indonesia. Madya (2003) offered an eight-step model of designing CBT, with emphasis on the development of the students' EAP (English for Academic Purposes) including indicators of students' EAP performance. Riyandari (2004) examines the steps to develop a competency-based

English language teaching where student's attitude and achievement comprise the important segments of evaluation.

Sujana (2005) discusses the application of competency-based approach in designing second language syllabus/curriculum. She suggests six steps in finding out English competencies needed in particular workplace below:

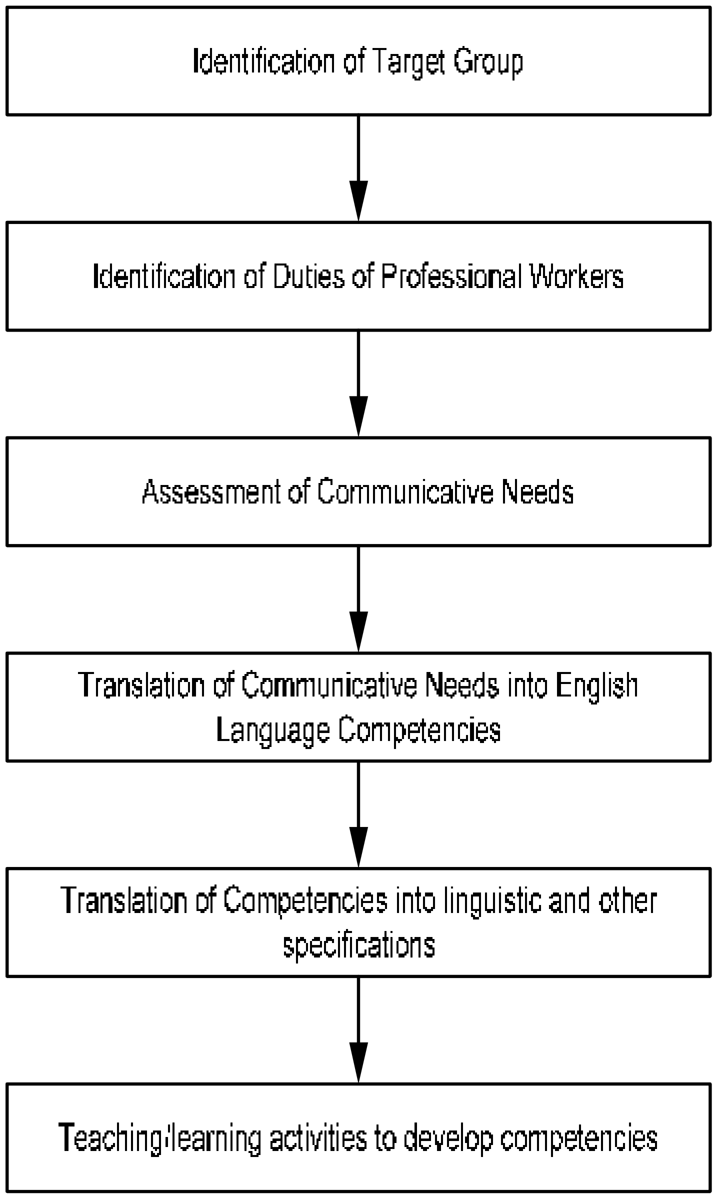

Figure 2.11: Steps in finding out English competencies needed in a particular workplace (Sujana, 2005)

These steps can be used as a guideline to determine needed competencies in English oral communication for PR personnel in this study.

In China, Wei and Weidong (2007) applied the competency theory to professional performance appraisal of college students in order to help them improve their professional competency and realize the transition from colleges to jobs orderly. They proposed 8 steps to appraise the college students' professional competency and discusses a few issues how to implement college students' professional performance appraisement.

Another research is Wong (2008). She investigated the effectiveness of the implementation of competency-based ESL teaching and the learning situation of a group of 70 pre-service teachers of Chinese in a Hong Kong tertiary institute. The study found that students in fact held strong preference for learning English and collaboration across departments is also strongly recommended. It was also suggested that the effectiveness of competency-based language teaching can be enhanced when the language program is locally developed so that curriculum, instruction and assessment can be correlated with each other. Moreover, it was said that competency-based language education should also have an instructional emphasis so that the program is not another form of standardized testing.

The most recent study is conducted by Luka (2009). The study conducted in a tertiary education institution of Latvia reports the efficiency of the English language learning model in the development of tourism specialist's English for Special Purposes (ESP) competence. In his study, ESP competence components, criteria and indicators were defined; the description of the competence levels was made. Based on the ideas derived from action theory and social constructivism theory, and the results of the analysis of curriculum and syllabus theories and competence theories, the model for the development of tourism students' ESP competence was constructed and validated in the studies as well as suggestions for ESP educators were elaborated. The study indicates that the created model promotes students' language competence and educator's professional activity.

In Thailand, recent studies concerning competencies and competency-based approach are found in different areas of professions. For example, Pechting (2004) studied desired competencies of social science instructors in using information and communication technology in state institutions of higher education. Sudsomboon and Anmanatarkul (2007) develop a competency-based curriculum model on automotive technology subjects for the mechanical education program at King Mongkut's University Technology Thonburi. However, not many recent studies concerning English language teaching and learning using competency-based approach in Thailand have been found. Thakhong (2003) developed a standard-based curriculum in an English Teaching competency enhancement course for teacher students. Nonetheless, the study is more about teacher's teaching competencies which cover wide ranges of competencies not just English competencies.

The most related study is Vasavakul (2006) developed a business English oral communication course for customer services staff at international banks. The study explained the process of translating needs analysis to a course development. The findings revealed that participants achieved improvements in their English oral proficiency, the use of vocabulary in context and higher level of confidence as well as motivation after attending the class. This work strongly supports the ideas of using competency-based approach in designing EOP courses.

To sum up, despite the fact that there have not been many recent studies concerning competency-based approach in English teaching and learning, all of the above recent research is in favor of competency-based approach. The present study therefore is another contribution to present a process of how to develop a competency-based English course with an occupational focus for university students.

2.5.5. Designing Competency-based Instructional units: Applying the Backward Design

In the process of course design, the Backward Design developed by Grant Wiggins and Jay McTighe (2002) is selected for this study. A rationale for this is that the design is a powerful framework for designing courses and suitable for ESP courses because the design aims at mastery of key performance. According to the website of the Center for Teaching of Vanderbilt University (2007), it is a framework for improving student achievement focusing on the teacher's critical role as a designer of student learning. Moreover, the design works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. It is believed that increased clarity among learning goals, teaching and learning process eventually leads to better student performance (Popa, 2006:3)

It is a process that focuses on assessment first and instructional activities last so it is developed on the premise that the teacher needs to clarify what the students should learn, understand, and be able to do at the end of the course in order to identify what material should be covered and what activities and assessments should be done. Based on this design, perspectives concerning education are changed from the traditional curriculum designs which are based on textbooks or activities to cover a design of a course/a curriculum and assessment at the end to the curriculum which was developed with the end or desired result in mind. The end result is checked by a set of evidence measures. Results will be mediated by standards and teaching needed to train students to be able to achieve desired results or objectives. In short, a backward course design forces educators to shift the focus from content-focused design to result-focused design. It is obvious that this type of course designs well matches with the outcome-based focus of CBE.

According to Wiggins and McTighe (2002), the Backward Design Process consists of three stages below:

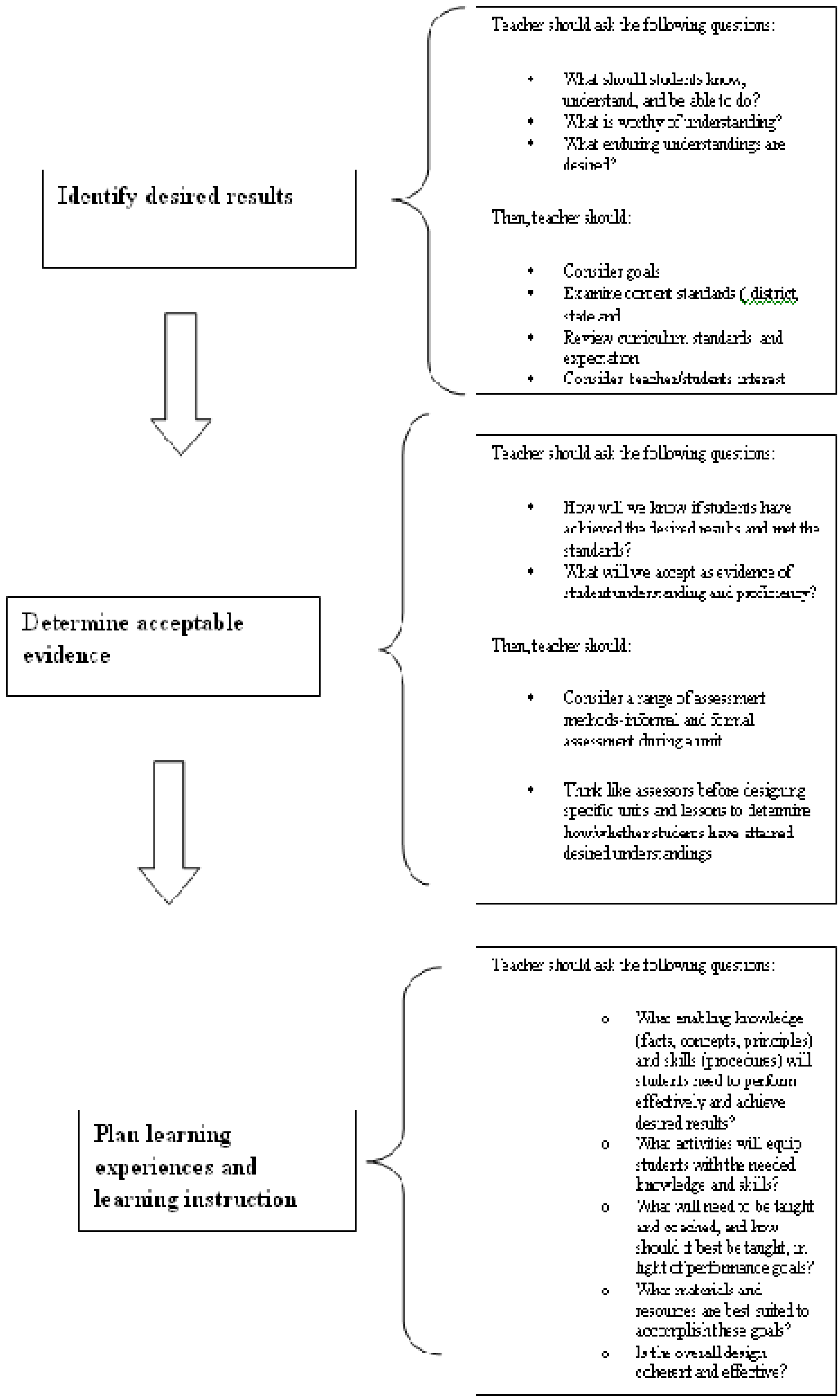

Figure 2.12: The Backward Design adapted from Understanding by Design (Wiggins and McTighe, 2002)

The first stage is “Identify desired results”. This stage focuses on identifying the enduring concepts and desired student outcomes before outlining specifics of the lesson plan. Wiggins and McTighe (2002) define the term “enduring concepts” as important ideas or core processes that are transferable to new situations and are at heart of the discipline. Teachers should ask the following questions: “What should students know, understand, and be able to do?”, “What is worthy of understanding?”, “What enduring understandings are desired?”

The second stage is “Determine acceptable evidence” which concentrates on the variety of assessment tasks needed to validate the students’ achievement of the desired enduring understanding. At this point, an interesting question arises. How will a teacher know if students have achieved the desired results? To answer the question, Wiggins and Mctighe (2002) identify the six facets of understanding as below:

- Explanation provides thorough, supported, and justified accounts of phenomena, facts, and data.
- Interpretation is designed to personalize information, contributing to relevancy and long-term retention.
- Application provides opportunities to utilize and apply understanding in diverse contexts.
- Perspective sees points of view through critical eyes and ears, the big picture.
- Empathy finds value in what others might find odd, alien, or implausible; i.e., to perceive sensitively on the basis of prior direct experience.
- Self-knowledge recognizes that personal style, prejudices, projections, and habits of mind shape and impede one's own understanding.

It is suggested that students reveal understanding when they participate in complex, authentic opportunities to engage in the six facets of understanding. Wiggins and McTighe (2002) continue suggesting that a variety of tools, including informal checks in class, observation and student dialogue, formal quizzes and tests, academic prompts, and open-ended assessment tasks are required for meaningful assessment.

The last stage is “Plan learning experiences and instruction”. This stage takes place when enduring understandings and appropriate evidence of understanding culminate in an effective instructional activity. The Backward Design process flips from starting at stage 3 to the beginning at stage 1 and moving to stage 3.The important key is the enduring concept, not the activity. At stage 3, teachers should ask, "What activities will equip students with the desired knowledge and skills?" By asking this question, the teachers are required to consider the intersection of engaging tasks and effective tasks. Activities at this intersection motivate students to explore understandings and misconceptions.

In backward planning, teachers set up the vision or the essential understanding of their course, decide how students will provide evidence of their learning, and finally design instructional activities to help the students learn and achieve what is needed to be successful. This process concentrates on developing the lessons in a different order than in traditional lesson planning. Table 2.2 illustrates the differences between the traditional design and the Backward Design.

Traditional	Backward Design
Topics	Goals & objectives
Activities	Assessments
Assessments	Activities

Table 2.2 the differences between the traditional design and the Backward Design

Traditional planning often begins with textbooks or activities teachers want to teach or are required to cover and then design an instructional plan, often on the go and then decide on some type of assessment at the end. However, the Backward Design requires forward thinking. Teacher needs to think in advance the whole plan before executing the plan. This helps the teacher understand the whole picture of the course before implementing it.

The Backward Design Process is selected for this study because of the focus on the end results which goes along with the focus on the outcome of CBE. Each stage of the Backward Design Process will be followed in constructing the instructional units of the present study.

2.5.6. Design learning process: Applying Vygotsky's Zone of Proximal Development, scaffolding and collaborative learning

- **Zone of Proximal Development and scaffolding**

Social constructivism developed by Lev Vygotsky in 1962 (cited in Atherton, 2005) is a learning theory emphasizing an important role of social interaction and collaborative nature of much learning. Language and knowledge are socially constructed. Therefore, language learning is the collaborative process by which learners are integrated into a knowledge community. Learning language in contexts via interaction with others is the key of this theory. There are two concepts relating to this theory. The first one is the zone of proximal development (ZPD) and the second one is scaffolding. Regarding ZPD, Vygotsky distinguished between two developmental levels- the level of actual development which is the level at which learners have already reached and the level of potential development which is the level of development that learners are capable of reaching under the guidance of teachers or in collaboration with peers. Scaffolding refers to teaching techniques or strategies that provide support through learners' ZPD. Tharp and Gallimore (1988) describe as a four-stage process below:

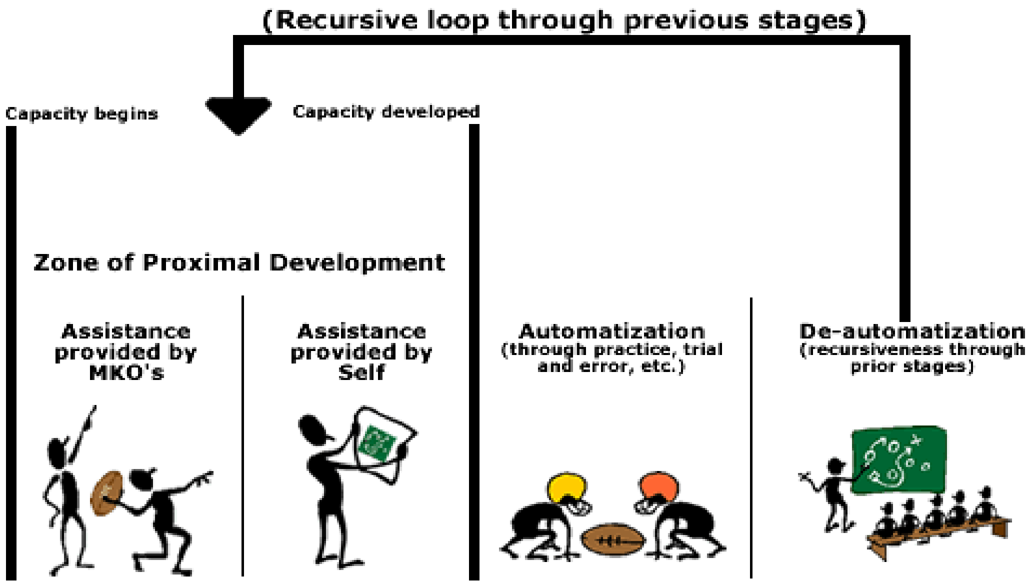

Figure 2.13: Four-stage scaffolding process (Tharp and Gillimore, 1988)

Stage 1: Assistance provided by more knowledgeable others (MKO)

Stage 2: Assistance provided by self

Stage 3: Automatization through practice

Stage 4: Deautomatization ; recursiveness through previous three stages

In order to achieve autonomy in a skill (stage 3), learners first need to experience other-regulation (stage 1) that is the mediation of a 'more knowledgeable other' (parent, peer, or teacher). In classroom terms, it takes place in cycles of assisted performance, in which learning is collaborative, co-constructed, and scaffolded. The teacher or sometimes their peers interact with learners to provide a supportive framework (or scaffold) within which learners can extend their present competence. Through this shared activity, new knowledge is jointly constructed until learners are in a position to appropriate it (make it their own) at which stage the scaffolding can be gradually withdrawn (stage 2). At this point, learners are now able to function independently in a stage of self-regulation (stage 3).

In this present study, the focus will be on stage 1,2,3. Stage one: assistance provided by more knowledgeable others and stage 2: assistance provided by self will occur in the classroom. Then, competencies developed immediately after classroom instruction will be assessed informally by the use of peer-assessment, self-assessment and teacher observation. Stage three: automatization through practice will happen outside the classroom when students are assigned homework to practice on their own and in the next session as they have to prepare for a small quiz. The students will later be assessed formally by the use of the English oral test (posttest).

In scaffolding instruction, teachers and more knowledgeable others help the learners master a task or a concept by providing support so that the students can accomplish the tasks that they could otherwise not complete by themselves. As the learner's abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally, the learner is able to complete the task or master the concepts independently. Teacher scaffolding in classroom will be provided in two occasions (Sharpe, 2001 as cited in the website of State of Victoria Department of Education and Early Childhood Development). The first one is 'Designed-in' scaffolding is the kind of scaffolding that begins during planning. The teacher will consider both the outcomes that will be assessed and the students' previous knowledge. The teacher then designs a series of learning experiences or a designed in scaffold that will support students developing new knowledge, skills and behaviors. The second one is 'Point of need' scaffolding such as repetition, recasting, elaboration which will be used as strategies arising in the immediate context.

The concept of ZPD and scaffolding are supported in many studies. Even though competency-based approach is product-oriented, there is no obligation about how the learning activities should be implemented. The approach itself is open for varieties of methods as long as those methods would lead to the target outcome at the end. It is believed that language learning should involve both process and product. The application of ZPD and scaffolding are chosen to be a framework and techniques for designing the learning process in this present study.

- **Collaborative learning**

Another concept which is derived from Vygotsky's social constructivism is collaborative learning. According to Smith and MacGregor (1992), it is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. It is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Allowing students to work together to maximize their own and others' learning is its goal. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs. Collaborative learning strategies also offer promising possibilities for promoting active learning and student-relience in community college classrooms (Foote, 1997). Oxford (1997: 443) stated that collaborative learning is a reacculturative process which support learners become members of the knowledge communities whose common property is different from the common property of knowledge communities they already belong to. While Wiener's view focus on the relationship between members in a group. Wiener (1986:5) cited in Sillis (1988:21) said that collaborative learning is dependent on the positive interdependence of group members, which provides the achievement of a common goal. Specially, students put into groups are only students grouped and are not collaborators, unless a task that demands consensual learning unifies the group activity. Thus, teachers must foster positive attitudes in group members that will result in interactive and productive group learning.

According to Gross(1993), students learn best when they are actively involved in the process. Many studies report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes (Beckman, 1990; Chickering and Gamson, 1991; Collier, 1980; Cooper and Associates, 1990; Goodsell, Maher, Tinto, and Associates, 1992; Johnson and Johnson, 1989; Johnson, Johnson, and Smith, 1991; Kohn, 1986; McKeachie, Pintrich, Lin, and Smith, 1986; Slavin, 1980, 1983; Whitman, 1988)

It is also a debatable issue whether or not collaborative learning and cooperative learning are the same. Oxford (1997) draws a conclusion from Mattrews, Cooper, Davidson, and Hawkes (1995) that their concepts are different. Cooperative learning is considered more structured, more prescriptive to teach about classroom techniques, more directive to students about how to work together in groups, and more targeted to the public school population than to postsecondary or adult education. Table 2.3 illustrates the differences of the two concepts.

Aspects	Cooperative learning	Collaborative learning
Purpose	Enhances cognitive and social skills via a set of known techniques	Acculturates learners into knowledge communities
Degree of structure	High	Variables
Relationships	Individual is accountable to the group and vice versa; teacher facilitates, but group is primary	Learner engages with more capable others(teachers, advanced peer, etc.), who provide assistance and guidance
Prescriptiveness of Activities	High	Low
Key Terms	Positive interdependence, accountability teamwork, roles, cooperative learning structure	Zone of proximal development, cognitive apprenticeship, acculturation, scaffolding, situated cognition, reflective inquiry, epistemology

Table 2.3: The differences between cooperative and collaborative learning (Oxford, 1997:444)

So far, the clarification of both cooperative learning and collaborative learning is concluded clearly above. It seems that collaborative learning has less technique-oriented, less prescriptive, but more concerned with acculturation into the learning community. Collaborative learning is more explicitly oriented to negotiating and fulfilling the potential of each L2 learner. In addition, cooperative learning concentrates on prescribed features of classroom organization designed to lead to skill development while collaborative learning has a possibly deeper focus on social relationships in a community of learners.

The Conditions for Effective Collaborative Learning

Many scholars have listed the conditions for effective collaborative learning. Some of the lists are provided as follows:

According to Johnson, Johnson, and Smith (1991), collaborative learning (CL) is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

- Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
- Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
- Face-to-face promotive interaction. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging one another's conclusions and reasoning, and perhaps most importantly, teaching and encouraging one another.
- Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
- Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Collaborative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as CL to the extent that the listed elements are present. Later, Smith and MacGregor (1992) provide a more detailed list as follow:
Learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge.

- Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it.
- Learners benefit when exposed to diverse viewpoints from people with varied backgrounds.
- Learning flourishes in a social environment where conversation between learners takes place. During this intellectual gymnastics, the learner creates a framework and meaning to the discourse.

In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. Dillenbourg and Schneider (1993) offer a shorter list by categorizing factors of effective collaborative learning into three main components: group composition, task feature and communication media. Moreover, they also try to relate collaborative learning with the use of technology such as the Internet and computer processors. They explain each of the components as follows:

- **Group composition** is indicated as one factor that determines the efficiency of collaborative learning. This factor is defined by several variables: the age and levels of participants, the size of the group, the difference between group members, etc. It is stated that small groups seems to function better than large groups in which some members tend be 'asleep' or excluded from interesting interactions. In addition, Another factor is the heterogeneity of the group which refers to the objective (age, intelligence, development, school performance, ...) or the subjective differences (how subjects perceive each other) among group members. It is recommended that there exists some 'optimal heterogeneity', i.e. some difference of viewpoints is required to trigger interactions, but within the boundaries of mutual interest and intelligibility.

- **Task feature** causes the effects of collaborative vary. It is suggested that teachers use only collaborative learning for tasks for which it will get its optimal efficiency. Another solution is to modify the task to make them more suited for collaboration. For instance, the 'jigsaw' method consists of providing group members with partial data. This method artificially turns a monolithic problem into a task which requires collaboration. In addition, it is explained that task features also include the environment in which the task has to be performed. This is especially important in computer-based tasks. The software features may modify interactions among learners. For instance, if a computer-based task provides the learner immediately with a feed-back on their actions, it may prevent them to discuss the consequences of their action
- **Communication media** can affect the effectiveness of collaborative learning in different ways. For example, the cost of interaction being higher with text, the group members may reduce the number of disambiguating sub-dialogues used in social-grounding. At the opposite, in asynchronous text messages, they

have more time to build sentences which are less ambiguous. Without video link, members also lose facial expressions which are useful to monitor the partner's understanding. Even with video images, they may see their partner but ignore where the partner looks, something which is important for understanding what she refers to. It can be concluded teacher should take these factors in to account when trying to incorporate technology with collaborative learning.

In addition to the above lists, there is an interesting article by Susan Fiechtner and Elaine Davis (1992), "Why Some Groups Fail: A Survey of Students' Experiences with Learning Groups" which sheds light on how to assist in making the group experience for students a success. These researchers surveyed several upper-division speech communication and business classes, and from the response of 155 students, generalized some group structures and assignments that may create a more positive experience for students. They come up with criteria for forming groups, assigning activities including assignments, grading policies and giving feedbacks. Their criteria are listed as follows:

Forming groups

- Students have a better experience with groups established by instructors and not students.
- Though not causing a significant difference in student experiences, groups of four to seven students were preferred.
- Allow groups to become cohesive - do not continually dissolve groups.

Assignments and activities

- Assign one or no class presentations.

- Assign one to three group written assignments.
- Have five or more group exams.
- Provide for more than the minimum amount of in-class time for group work.

Grading policies

- Group work should count for more than 20% of the total grade.
- Include peer evaluations worth 21% to 41% in the course grade.

Feedback

- Make sure students can not simply divvy up an assignment and have each group member do their own individual part of the assignment.
- Have large group projects due before the end of the semester and provide continual feedback.

To sum up, it can be said that collaborative learning is a useful learning technique. In a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and to be actively engaged. All of the above information provides a good basis for constructing learning activities for the course of the study.

2.5.7. Designing an instructional process for speaking classroom

Thornbury (2006: 5) indicates the challenge of speaking in a second/other language in terms of what learners need as follows:

- knowledge that enables speech consists of a core grammar, core vocabulary of at least 1000 high-frequency items, some common discourse markers, a core ‘phrasebook’ of multi-word units (or chunks) , formulaic ways of performing common speech acts (such as requesting or inviting) , mastery of those features of pronunciation that inhibit intelligibility;

- skills that would allow learners to automate their knowledge of the language system sufficiently to ensure fluency;
- affective factors such as confidence or self-consciousness; and
- the context factors including the cultural context and the context of the immediate situation.

He then proposes three stages of instructional process below:

- **Awareness-raising activities**

At this stage, learners will be made aware of features of the target knowledge-base. The awareness-raising activities are other regulated involving at least three processes:

- Attention

Learners need to be paying attention. They need to be alert, interested, involved, and curious.

- **Noticing**

This is more than simply paying attention. Noticing is the conscious registering of the occurrence of some event or entity. For example, many learners, having recently been taught a new word, will be familiar with the experience of noticing it everywhere. Another example, they can notice the absence of something. They might notice ‘a hole’ in their language proficiency as the result of being incapable of expressing a particular idea. They can also notice the difference between their own novice performance and the performance of an expert. This is called ‘noticing the gap’.

- **Understanding**

Understanding means the recognition of a general rule or principle or pattern. This is more likely if there are several instances of the item that is being targeted for learning, so that the pattern or rule can be more easily perceived.

- **Appropriation activities**

Appropriation has connotations of taking over the ownership of something, of making something one's own. Practiced control is the key term used to describe demonstrating progressive control of a skill where the possibility of making mistakes is ever-present but where support is always at hand. In practiced control, control (self-regulation) is the objective of the practice.

In short, appropriation activities attempt to help learners gain control of the speaking skill. To do so, learners need to practice that control.

- **Towards autonomy activities**

Autonomy is the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated. Moreover, the self-confidence gained in achieving a degree of autonomy can be a powerful incentive for taking further risks in this direction. In a classroom, activities that involve minimal assistance and allow learners to take risks and boost their confidence provide an important launch pad for subsequent real world language use are called 'real operating conditions'. Those conditions involve the kinds of urgency, unpredictability, and spontaneity that often characterize real life speech events.

Moreover, six criteria for speaking tasks aiming for autonomous language use are proposed below:

- **Productivity**

A speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use.

- **Purposefulness**

Often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose.

- **Interactivity**

Activities should require learners to take into account the effects they are having on their audience. The possibility of interaction is required in any speaking activities where there is an audience present to demonstrate interest, understanding, and even ask questions or make comments at the end.

- **Challenge**

The task should stretch the learners so that they are forced to draw on their available communicative resource to achieve the outcome. This will help them experience the sense of achievement, even excitement that is part of autonomous language use. Moreover, it is very important for the teacher to be sensitive to the degree of difficulty a task presents individual learners and to adjust the task accordingly.

- **Safety**

While learners should be challenged, they also need to feel confident meeting those challenges and trying autonomous language use without too much risk. The classroom should provide the right conditions for experimentation including a supportive classroom dynamic and a non-judgmental attitude to errors on the part of teacher.

- **Authenticity**

Speaking tasks should have some relation to real life language use. In order to become autonomous, learners will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. The kind of tasks, topics, genres and situations that are selected for speaking activities need to have some relation to the learners' perceived needs and interests.

Similar to Thornbury's ideas, Brown and Nation (1997) make a suggestion on how to teach speaking skill. They assert that learners must be exposed to three key items in speaking classes. The three key items are below:

- **Form-focused instruction**

This means that attention should be paid to the formal aspects of speaking such as pronunciation, vocabulary, grammar, and the appropriate use of the spoken language.

- **Meaning-focused instruction**

In addition to form-focused speaking, language learners should also be exposed to and given opportunities to practice and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication.

- **Opportunity to improve fluency**

This means the opportunity for the learners to gain truly fluent use of what is already known.

In this present study, the above ideas will be adapted in order to create a framework which will be used as a designed-in scaffolding for each of the course lessons.

2.6. The significance of English oral communication in workplaces

According to Human Resources and Skills Development Canada (2004), oral communication pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group. In addition, based on the U.S. National Communication Association's (NCA) national standard on oral communication competency, oral communication is defined as the art of expressing and exchanging ideas in speech. It involves the ability to compose, critically analyze, and deliver information through verbal, vocal, and visual interactions. As for the purpose of the study, the focus is on English. Therefore, English oral communication is defined as a person's ability to communicate in coherently and appropriately in order to express and exchange ideas in spoken English. This ability includes an appropriate use of verbal, interpersonal and physical strategies needed to interact confidently and effectively with a range of audiences.

On the common ground, oral communication is considered to be a core aspect of employability (Knight and Yorke, 2006). It is widely accepted and indicated as one of generic employability skills on the list of United States Labor Secretary's Commission on Achieving Necessary Skills (SCANS), Canada Employability Skills Profile, United Kingdom (NCVQ) core skills and Australian Mayer Key Competency.

In research arena, several researchers vouch for the importance and the needs of oral communication skills in the workplace. For example, Maes et al. (1997) discover that oral communication skills are identified as the most important skills in the workplace. In addition to being one of the most essential skills for employment, oral communication skills are strongly needed among business graduate employees as it is vital to job success and promotion (Crosling and Ward, 2002). Similarly, Huckins and Olsen (1984)'s view that employees who do not demonstrate good oral communication skills are rarely given managerial responsibility. Disanza and Legge (2000) also agree with this stating that effective oral communication skills are vital to people who hold managerial positions because managers need to explain, listen to, persuade, guide, coach, encourage, facilitate and direct group members to meet the goals of individuals to be understood and help create understanding between people and foster good relationship among workers in any business context. According to the documents referenced above, it is obvious that expertise in oral communication skills is extremely desirable for job seekers and employees.

Corresponding to the significant role of oral communication in the workplace and the expanding role of English as an international language in ESL/EFL contexts, English oral communication has become extensively needed among non-native undergraduate students. In a survey conducted by Maes et al. (1997), oral communication in English is one of the most important skills demanded by employers when hiring new staff. Another study supporting this point of view is Taillefer's (2006). His investigation of the professional language needs of Economic graduates in the French context indicates that English spoken communication is the most foreign needed language skill. However, the study also states that English spoken communication is perceived as the most area of difficulties in meeting their target needs among graduates and students. The same results found in a case study done by Dominguez and Rokowski (2007). It is indicated that English nowadays is necessary to obtain s job, get promoted and perform effectively at work. Their study reveals that English oral communication is considered by workers the required norm. The researchers also conclude that English skills especially English oral communication should be given priority in university programs since it is used as means of selection and makes job future seekers more marketable.

The same scenario has been observed in the Thai situational context. Several research studies report the need of English oral communication. Some examples of the studies are as following.

Phosward (1989) conducts an assessment of English language needs in computer science and discovers that English oral communication is chosen to be the most needed skills while it is also the area causing a discrepancy between university language curriculum and language requirements on the job. The same result was found in a study of specific needs of science graduate conducted by Silpa-Anan (1991) and a study of English language needs and problems in English use of the officers at the counters of the post offices in Bangkok conducted by Boonjaipet (1992). Another study conducted by Vasavakul (2006) talks about the needs for business English oral communication of customer-services staff in international banks. The most two relevant studies are conducted by Komolsevin and Sumano (2000) and Dachacheep et al. (2001). In the first study entitled “Communication Education in Thailand”, oral communication is identified as one of the needed skills. The second study about the expectation of Public Relations Management on the qualification of Public Relations Graduates shows the similar result indicating that communicative oral skills including knowledge of foreign languages is indicated as parts of the qualifications of public relation’s graduates according to the profession’s expectations. Specifically, the study also points out that communicative English is considered as ‘one of the most important courses’ and are highly expected to be parts of the university curriculum. Last but not least, the most recent study of problems and needs of undergraduate students at

Bangkok University in learning English for specific purposes done by Munsakorn (2006) reveals that English oral communication is viewed as the most important among Communication Arts students.

It is obvious from the above studies that English oral communication has a significant role in the workplace and English oral competencies are of vital for university students. In order to construct a course for PR students, the below section will explore more about competencies in English oral communication and PR job characteristics.

2.6.1. Competencies in English oral communication

As mentioned earlier that competencies refer to general descriptions of English language abilities described in forms of 'can do' statements, many sources provides different set of competencies in English oral communication. Some provide broad perspectives by listing a number of competencies and ranking them in different levels. The examples are given below:

The first example is International Second Language Proficiency Ratings (ISLPR) from Wylie and Ingram (1999). They categorize second language proficiency into twelve levels from 0 (zero proficiency) to 5 (native-like proficiency). Each level of proficiencies will be given some examples of 'can do' statements. The second example is The ALTE Framework. The ALTE Framework as shown in Table 2.4 is used as a basis for many other frameworks such as Common European Framework of Reference for Languages (CEFR) and BULATS Benchmarking Levels, Cando and Job Roles.

Table 2.4 illustrates the ALTE Framework for work typical abilities.

http://www.alte.org/can_do/work.php

Levels	**Listening/speaking**
C2 (level 5)	Can advise on handle complex delicate or contentious issues, such as legal or financial matters, to the extent that he/she has the necessary specialist knowledge
C1 (level 4)	Can contribute effectively to meetings and seminars within own areas of work and argue for or against a case.
Levels	Listening/speaking
B2 (level 3)	Can take and pass on most massages that are likely to require attention during a normal working day.
B1 (level 2)	Can offer advice to clients within own job area on simple matters.
A 2 (level 1)	Can state simple requirements within own job area, such as 'I want to order 25 of…'
A1 (ALTE breakthrough level)	Can take and pass on simple message of a 'routine kind, such as 'Friday meeting 10 am'.

Another example of the broad perspectives is Grognet (1997). She classifies competencies in to three groups: those that help the learner get a job, survive on the job, and thrive on the job. She describes those competencies as shown in Table 2.5 below:

Table 2.5: Adult ESL competencies adapted from Grognet (1997)

To get a job, second language learners need to be able to	**To survive on the job, second language learners need to be able to**	**To thrive on the job, second language learners need to be able to**
1. orally give personal information such as express ability, likes and dislikes.	1. follow oral and written directions.	1. participate in group discussions
2. answer and ask questions	2. understand and use safety language	2. give as well as follow directions
	3. ask for clarification	3. teach others
	4. make small talk	4. hypothesize
	5. request reasons	5. predict outcomes
	6. locate written information	6. state position
	7. find facts or specifications in text materials	7. express an opinion
	8. determine the meaning of technical vocabulary and those enabling words attached to them and cross-reference text information with charts, diagrams, and illustration	8. negotiate 9. interrupt 10. take turns

The third example is the work of Guilford Technical Community College sponsored through a Grant from the CIBA Educational Foundation (cited in Perin and

Boehlen, 1999), oral communication defined as "exchanging ideas and information in oral form with peers, supervisors, internal and external customers" is included in one of employability skills. The details are as follows:

- Practice good telephone etiquette.
- Ask open ended questions.
- Use correct grammar and appropriate vocabulary.
- Maintain two-way communication.
- Give and receive constructive feedbacks.
- Practice active listening.
- Demonstrate understanding through paraphrasing.
- Use effective tone, pace and inflection in verbal exchanges.
- Interact with difficult people rationally.
- Deliver effective oral presentation.
- Participate in interviews.

In Thailand, Poovittayaporn (2007) proposes a 5 -level-benchmark indicating expected competencies in oral communication for working in a corporate organization as illustrated in Table 2.6. Her benchmark covers general workplace oral communication for each personnel in a corporate organization.

Table 2.6: Expected competencies in oral communication for working in a corporate organization (Poovittayaporn, 2007)

Level	Descriptors
Basic level-1 **(entry level position)**	1. listen to other people 2. allow other people to express their opinion without interrupting 3. able to give accurate and clear information 4. able to express opinion casually to other people
Doing level -2 **(Senior level)**	1. express enthusiasm and willingness to listen to other people and answer to inquiries. 2.understand the main point of the questions and able to answer them 3. possess strategies used to clarify received information from other people 4. able to organize ideas and able to present them to other logically
Developing level -3 **(Supervisor level)**	1.use word choices and a tone of voice appropriately to a variety of audiences 2. able to present ideas and suggestions to a variety of audiences. 3. able to adjust the content and method of communication suitably to various contexts. 4. able to use strategies and suitable methods of communication to handle unfriendly audiences
Advanced level -4 **(managerial level)**	1. able to give examples to illustrate 2. able to persuade other people 3. able to assist others to communicate with unfriendly people 4. able to teach other people to communicate effectively with broad audiences
Expert level-5 **(Directorial level)**	1.able to inform others about important information of the corporate 2. negotiate with others in high stake situation 3. give advice for others regarding communicating with tough or hard to convince people 4. represent a corporate in training strategies for effective communication

Poovittayaporn (2007) also points out a significance of oral communication in the workplace that people with competencies in oral communication are likely to receive cooperation and assistance from others. She recommends that working people should use the benchmark to develop themselves in pursuit of their career success. While the above lists of English oral competencies are generally described, the other sets of competencies offer more in-depth views by focusing on one competency, analyzing its elements and describing each element thoroughly in details. The examples are as follows:

In term of public speaking, the U.S. National Communication Association (NCA) outlines the specific competencies that define good oral communication as in Table 2.7.

Table 2.7: The specific competencies outlined by the NCA that define good oral communication (as cited in State Council of Higher Education for Virginia)

	Descriptors
Content	The speech topic is appropriate for the specific purpose of the speech context and the audience. The development of the topic represents the speaker's unique and original approach in researching the subject. Content expansion is accomplished through the inclusion of facts, statistics, examples, experiences, and professional perspectives, as appropriate for the speech type. The speech goal and main points are clearly differentiated and supported by credible research.
Organization	The speech offers an introduction that attracts the audience's attention and orients the listeners to the goal of the speech. A clearly stated thesis statement provides an overview of the main points. The body of the speech offers well differentiated and developed main points presented in an appropriate order. The speech concludes with a summary of major points and an appropriate final impression making strategy.
Wording	The speech integrates effective wording and imagery to define, elaborate upon, and emphasize key elements of the speech. Transitions are included to guide the audience through the speech. An audience centered approach reveals language adapted to the listeners.
Delivery	The speaker uses effective verbal and nonverbal communication skills in the spontaneous/extemporaneous delivery of the speech. S/he connects with the audience through good eye contact, posture, body movements and gestures, and enthusiasm, and appears at ease. The speaker uses visual aids appropriately. S/he speaks clearly and articulately and varies his/her voice for emphasis. S/he completes the speech in the time allotted.
Outline	The speaker develops a complete sentence outline that appropriately develops the speech in a logical format for the speech type.

The second example is The E.A.R. Assessment System from Northwest Regional Education Laboratory (1998). The E.A.R. Assessment System from Northwest Regional Education Laboratory provides the rubrics used to assess oral presenters under three main criteria: verbal effectiveness, non verbal effectiveness, appropriateness and responsiveness. Moreover, three levels starting from Exceptional (5) to Developing (3) and Emerging (1) will be used to assess each of the competencies under each of the criteria. In addition, on the Northwest Regional Education Laboratory website, there is a comparison chart that presents how the E.A.R Assessment System can be related to the SCANS Interpersonal Communication Competencies.

Speaking of competencies in English oral communication, they are broad areas. The available information suggests that competencies in English oral communication can be viewed and described as in general or in specific details. For the present study, competencies in English oral communication needed for PR students as the results of needs analysis will be first listed as in general 'can do' statements for PR students. Later, the selected competencies for the course implementation will be analyzed and described in details as seen in the developed scoring rubrics which will be used to assess and evaluate the students' competencies (see Appendix E: the English oral test).

2.7. Public Relations (PR)

"Some are born great, some achieve greatness, and some hire public relations officer" (anonymous)

The above statement illustrates the significance of public relations in association with success both of individuals and organizations. In today's competitive world, reputation is a key to survival and success. People always have an opinion about whatever they are in contact with – whether good or bad, right or wrong. These perceptions will drive their decision about whether they want to work with, shop with and agree or disagree with.

2.7.1. Definitions of 'public relations'

According to The British Institute of Public Relations (IPR), 'public relations' is defined as 'reputation management'and effective PR can help manage reputation by communicating and building good relationships with all organization stakeholders. The Public Relations Society of America (PRSA cited in Harrison, 1995: 2) offers this:

"Public relations helps an organization and its publics to adapt mutually to each other."

"Public relations is an organization's efforts to win the co-operation of groups of people."

"Public relations helps organizations effectively interact and communicate with their key publics."

The above definitions seem to capture only the conceptual elements of public relations. As in terms of practical aspects, The First World Assembly of Public Relations Associations, held in Mexico City in August 1978, defined the practice of public relations as "the art and social science of analyzing trends, predicting their consequences, counseling organizational leaders and implementing planned programs of action which will serve both the organization and the public interest" Another operational definition is defined by Public Relations News: "Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and plans and executes a program of action to earn public understanding and acceptance"(Cutlip et al., 2001:4)

To sum up, there are two key aspects of public relations: communication and a management function. For the communication aspect, public relations concerns with relating to the public. It serves as an intermediary between an organization and all of that organization's publics. There is also a popular quote saying that "public relations not only tells an organization's story to its publics, it also helps to shape the organization and the way it works" Therefore, as for a management function, public relations involves responsibility and responsiveness in policy and information to the best interests of the organization and its publics (Newsom et al., 2004). In practice, through research, feedback communication and evaluation, PR practitioners need to find out the concerns and expectations of an organization's public and explain them to its management in order to help shape the organization leading to its success.

2.7.2. Career Tracks

As public relations has such an essential role for an organization, PR practitioners can be found working across a wide range of industries. According to the UK Chartered Institute of Public Relations (CIPR) website, there are two broad categories in the field of public relations: in-house and in a consultancy.

For working in-house, PR practitioners work exclusively for one organization, originating and implementing a PR program geared to its management's requirements. For PR practitioners working in-house, it is a must to acquire an in-depth knowledge of their organization and the market it operates in. Public relations takes many forms in different organizations and comes under many titles, including public information, investor relations, public affairs, labor relations, crisis management, marketing or customer relations and so forth. Not all these titles always relate accurately to public relations, but all of them cover at least part of what public relation is. For example, the work in these departments sometimes can be similar, but the focus is on reaching a particular target-relating to investors, the public, labor unions, and so on.

As for working in a consultancy, a consultant provides an independent service to several clients. PR consultant practitioners need to learn quickly about a variety of companies and their markets. The work is likely to be more diverse. Much of the role involves account management, creating and executing communication plans.

In addition, PR works can be divided into different types of sectors. According to Kleechaya (2000), there are 21 different sectors PR practitioners work in: Oil and Gas,Technology and Telecommunications, Transportation, Healthcare, Industry firm, Finance, Consumer Product, Media, Travel, Entertainment, Public Affair, Politics, Army, Sport, Education ,Art and Culture, Nonprofit Organization, Agriculture, Construction, Environment, Private Consultancy.

2.7.3. Career Ladder

According to Lwin and Aitchison (2003), PR company career ladder consists of four steps ranking from the highest to the lowest as following: group account director, account director, account manager and account executive (A/E). However, PR career development is described a bit different on the Princeton Review website (n.d). The ladder also has four steps but starts at being an account coordinator or PR coordinator and then moving onto become an account executive, an account supervisor and a director. There are some other related positions such as media relations, government PR departments and self-employment.

2.7.4. An overview of PR job description

"In public relations, your job is to make your client seem great without anybody knowing you were trying". This quotation from www.wetfeet.com, a career advice website, gives some idea about PR job description.

However, in reality public relations people do more than make their clients seem great. According to the Princeton Review website (n.d.), A PR specialist is 'an image shaper'. Their job is to generate positive publicity for their client and enhance their reputation. Their client can be a company, an individual or a government. In government arena, PR people are called press secretaries. They keep the public informed about the activity of government agencies, explain policy and manage political campaigns. PR people working for a company may handle consumer relations, or the relationship between parts of the company such as the managers and employees, or different branch offices. It is indicated in many resources that successful PR person must be a good communicator -in print, in person and on the phone. Examples of regular PR duties are cultivating and maintaining contacts with journalists, setting up speaking engagements, writing executive speeches and annual reports, responding to inquires and speaking directly to the press on behalf of their client, etc.

O*NET offers another description. It is stated on O*NET website that public relations specialists handle organizational functions such as media, community, consumer, industry, and governmental relations; political campaigns; interest-group representation; conflict mediation; and employee and investor relations. Moreover, the website also provides some descriptions of PR specialists working in various types of organization. It is stated that key public relations executive in large organizations may develop overall plans and policies with other executives. Public relations departments employ public relations specialists to write, research, prepare materials, maintain contacts and respond to inquires. For people who handle publicity for an individual or who direct public relations for a small organization, They may deal with all aspects of job such as contacting people, planning and researching, and preparing materials for distribution. They also may handle advertising or sales promotion work to support marketing efforts.

In short, it can be concluded that public relation personnel engage in promoting or creating good will for individuals, groups, or organizations by writing or selecting favorable publicity material and releasing it through various communications media. There are many web resources (A CarreerZone Occupational Brief by New York State Department of Labor, America's Career InfoNet, etc.) providing information about PR tasks. The provided lists are quite similar except some lists are more detailed than the others. The most detailed one belongs to Occupational Information Network (O*NET) which identifies PR occupational specific tasks, generalized work activities, and detailed work activities of PR specialists as the followings.

Occupational Specific Tasks:

1. Arrange public appearances, lecture, contests or exhibits for clients to increase product and service awareness and to promote goodwill.
2. Consult with advertising agencies or staff to arrange promotional campaigns in all types of media for products, organizations or individuals.
3. Establish and maintain cooperative relationships with representatives of community, consumer, employee, and public interest groups.

4. Plan and direct development and communication of informational programs to maintain favorable public and stockholder perceptions of an organization's accomplishments and agenda.
5. Prepare or edit organizational publications for internal and external audiences, including employee newsletters and stockholders' reports.
6. Respond to requests for information from the media or designate another appropriate spokesperson or information source.
7. Study the objectives, promotional policies and needs of organizations to develop public relations strategies that will influence public opinion or promoted ideas, products and services.
8. Confer with other managers to identify trends and key group interests and concerns or to provide advice on business decisions.
9. Confer with production and support personnel to produce or coordinate production of advertisements and promotions
10. Prepare and deliver speeches to further public relations objectives.

Generalized Work Activities:

1. Communicating with person outside organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing or by telephone or e-mail.
2. Getting information, observing, receiving, and otherwise obtaining information from all relevant sources.
3. Thinking creatively, developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

4. Communicating with supervisors, peers, or subordinates, providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

5. Organizing, planning and prioritizing work, developing specific goals and plans to prioritize, organize, and accomplish your work.

Detailed work activities

1. Access media advertising services.
2. Advise clients or customers.
3. Assemble advertising displays.
4. Communicate visually or verbally.
5. Conduct market research.
6. Conduct training for personnel.
7. Confer with other departmental heads to coordinate activities.
8. Coordinate production materials, activities or process.
9. Design advertising layouts.
10. Develop plans for programs or projects.
11. Direct and coordinate activities of workers or staff.
12. Discuss advertising strategies.
13. Edit writing material.
14. Ensure correct grammar, punctuation, or spelling.
15. Establish and maintain relationships with community organizations.
16. Identify potential markets.
17. Maintain awareness of social trends.

18. Maintain cooperative relationships with agency personnel or community organizations.
19. Make presentations.
20. Monitor consumer or marketing trends.
21. Plan meetings or conferences.
22. Prepare reports for management.
23. Provide customer service.
24. Use knowledge of written communication in sales work.
25. Use public speaking techniques.
26. Use sales techniques.
27. Use word processing or desktop publishing software.
28. Write sales or information speeches.

Apart from the above lists, on CIPR Careers & Education website, it is added that day-to-day PR work is very flexible and various. However, the website also gives some idea about typical PR activities below:

1. Program planning, analyzing problems, defining goals, recommending and planning activities, etc.
2. Writing and editing such as press releases, film scripts, articles, speeches, newsletters.
3. Media relations such as maintaining a good working contact with the media
4. Corporate identity such as corporate advertising, presenting the company's name and reputation
5. Speaking with individuals and groups such as meeting, presentation and platform participation

6. Production such as brochure, reports, film and multi-media programs
7. Special events such as news conferences, exhibitions, open days, etc.
8. Research and evaluation.

Since this present study's aim is to help PR students be ready to enter into a PR job position and be able to work effectively as new PR personnel, the study will focus on the context of the entry-level PR jobs only.

All of literature report similarly about the entry-level PR job descriptions. Typically, entry-level positions in public relations play an administrative role, supporting an account supervisor such as making and answering phone calls, visiting, escorting visitors and clients, taking briefs, clipping newspaper, assisting in research, assembling information for speeches and pamphlets , working on invitation lists and details for press conferences, planning special events, preparing annual reports, etc. Ekachai and Komolsevin (1996) provide a term called 'communication technicians' referring to the role of PR practitioners who design and arrange for dissemination of messages as needed to help carry out public relations programs enactors of this role use such technical skills as writing, graphic productions, photography and organization of events designed to gain publicity. They also indicate that the role of communication technicians is different from the manager role. Public relations managers would take a role of expert prescriber, communication facilitator and problem-solving process facilitator. Therefore, it is likely that a role of communication technicians belongs to entry-level PR personnel. This present study will conduct an in-depth investigation of entry-level PR tasks that are required competencies in English oral communication.

2.7.5. Needed Competencies for PR specialists

In terms of needed competencies and job requirements for entry-level PR personnel, it is commonly agreed that strong communication skills, an ability to articulate both with the written and spoken word rank on the top priorities for PR jobs. However, from the above lists of PR tasks and activities, PR professionals need a lot more than communication skills. To help PR job seekers, many related resources such as Occupational Information Network (O*NET) and Career One Stop website provide information about needed characteristics and needed competencies of PR specialists. O*NET website provide some career guide information about needed skills, knowledge, abilities and tasks for public relations specialist as follows:

Skills

1. Communicating effectively in writing as appropriate for the needs of the audience.
2. Talking to others to convey information effectively.
3. Persuading others to change their minds or behavior.
4. Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
5. Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
6. Being aware of others' reactions and understanding why they react as they do.
7. Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
8. Adjusting actions in relation to others' actions.
9. Understanding written sentences and paragraphs in work related documents.

10. Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Knowledge

1. Principles and methods for showing, promoting and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques and sales control systems.
2. Media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
3. Arithmetic, algebra, geometry, calculus, statistics, and their applications.
4. Transmission, broadcasting, switching, control, and operation of telecommunications systems.
5. Human behavior and performance; individual differences in ability, personality and interest; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
6. Structure and content of the English language including the meaning and spelling of words rules of composition, and grammar.
7. Administrative and clerical procedures and systems such as word processing, managing files and records, designing forms, and other office procedures and terminology.
8. Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

The Ability to

1. Communicate information and ideas in speaking so others will understand.
2. Communicate information and ideas in writing so others will understand.

3. Listen to and understand information and ideas presented through spoken words and sentences.
4. Speak clearly so other can understand.
5. Come up with a number of ideas about a topic.
6. Read and understand information and ideas presented in writing.
7. Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
8. Identify and understand the speech of another person.
9. See details at close range (with a few feet of the observer).
10. Apply general rules to specific problems to produce answers that make sense.

From the same source, the summery of the above list indicating the most important knowledge, skills and abilities (KSAs) of PR specialists are also provided in Table 2.8 below.

Table 2.8: KSAs of PR specialists (taken from O*NET website)

Knowledge	**Skills**	**Abilities**
English Language	Writing	Oral Expression
Communications and Media	Critical Thinking	Oral Comprehension
Sales and Marketing	Reading Comprehension	Speech clarity
Customer and Personal Service	Active Listening	Written Expression
Administration and Management	Speaking	Problem Sensitivity
		Written Comprehension

Some other useful information is from Career One Stop website which provides a similar list but emphasizes only the aspect of important skills. Three areas of important skills : basic skills, social skills, complex problem solving skills, technical skills, systems skills, resource management skills, desktop computer skills are explained in details.

Apart from the above lists of competencies, Chartered Institute of Public Relations in UK (CIPR) make some guidelines and recommendations for PR prospects in terms of what the PR job markets are looking for. It is indicated that PR prospects need to have good verbal and written communication skills, ability to multi-task and manage time well. Moreover, they need to have an interest in all forms of media and they need to be aware of current trends and issues. Flexibility and abilities to learn quickly and cope well under pressure are also essential. In addition, someone who are outgoing, persuasive, assertive and quick thinkers are more likely to be succeed in getting PR jobs. Those with additional language capabilities will be in great demand.

In Thailand, Thamavipat (2000) identifies basic characteristics of public relations practitioners in three main categories: knowledge, thinking and skills.

As for the knowledge dimension, there are five as listed below:

Public relations practitioners should

1. have a bachelor's degree and it would be even better if the degree is in the area of Public Relations.
2. have knowledge about products, services, organizations and competitors including current trends and issues.
3. have knowledge about communicative English.
4. have knowledge in communicative technology.
5. keep learning both in class and outside class in order to improve oneself.

In terms of the thinking dimension, there are nine as listed below:

Public relations practitioners should

1. have creative mind.

2. have knowledge about product, service, organization, competitor and current trends.

3. be fully responsible for their jobs.

4. knowledgeable in communicative technology.

5. have positive attitude toward public relations work.

6. love their organization.

7. be patient and determined, always be prepared to deal with any situation.

8. have good personality, good taste in style and in artistic work.

Regarding practical skills, there are six as listed below:

Public relations practitioners should

1. be skillful in all of the four communication skills: listening skill, speaking skill, reading skill and writing skill for public relations.

2. be skillful in time management in correspondence with their assigned jobs.

3. be skillful in PR planning

4. be skillful in research and evaluation

5. be skillful in contacting and constructing good relation with others

6. be skillful in teamwork

From these given lists, it is noticeable that public relations encompasses numerous tasks and many different activities. As a result, PR specialists require various competencies in order to perform those tasks and activities effectively. For PR students who are about to enter into PR job markets, they need to be well prepared for job employment. It is reported that keen competition in PR job markets is expected for entry-level jobs despite the fact that PR employment is projected to grow faster than average (the employment of public relations specialists is expected to grow by 18 percent from 2006 to 2016, faster than average for all occupations). The demand for good public relations accelerates in organizations of all types and sizes due to an increasingly competitive business environment (O*NET website). The same scenario is happening in Thailand. According to Business Thai (24-1-2003), a current trend in PR business has been continuously going strong in response to the demand of clients who rely on professional PR to help promote their images, their success and their brand. According to an article appeared on MSN Women website, careers in public relations are receiving popularity in Thailand right now. This provides a rationale for the present study.

2.8. English Oral communication for Public Relations

As previously mentioned in the above section as well as in many PR textbooks (Monagehan; 1972, Pohl; 1995, Lwin andAitachison; 2003 and Newsom et al.; 2004), oral communication is one of skills that PR practitioners need to possess. Satawedin (2005) explains that speaking for PR is an important task of PR personnel; it can build and maintain the organization's image. He also specifies that speaking on the phone and speaking in public are essential because PR personnel face them in daily life.

As mentioned above, English oral communication has become influential in Thai society especially in terms of a required qualification in many professions. Especially in the field of Public relations, English oral communication is considered a valuable asset for PR practitioners. In 2005 The English Language Development Center (ELDC) developed standards of English for 25 occupations in order to use them as criteria to assess personnel English proficiencies and as a basis for workplace English curriculum development, lesson planning, materials development, resource selection learner placement and assessment. Standards of English for Public Relations were included in 2006. The standards concerning English oral communication for Public Relations is described in Table 2.9.

Table 2.9: Standards of English for Public Relations (ELDC, 2006)

<table>
<tr><th colspan="2">Using spoken English at an intermediate level</th></tr>
<tr><td colspan="2">Benchmark indicators:
use and respond to basic courtesy formulas, e.g. greetings, leave-taking, introductions
use and respond to questions, requests opinions, suggestions and advice from employers and guests
give employers'/guests' directions, instructions, suggestions, compliments, advice, confirmations, apologies and warning
initiate and carry on small talk
handle phone conversations and standard replies
express and respond to gratitude, appreciation, complaints, disappointment, dissatisfaction, satisfaction and hope
give clear directions and instructions in a workplace situation
speak with considerable fluency and accuracy with emphasis on clear pronunciation patterns
adjust language for clarity and accuracy</td></tr>
<tr><th>Using an appropriate language variety and register according to audience, purpose, setting and culture</th><th>Understanding and using nonverbal communication appropriate to audience, purpose, setting and culture</th></tr>
<tr><td>Advanced Benchmark indicators:
use appropriate language register to interact with employers/guests
respond appropriately to compliments, refusals, negative value judgments, criticism and complaints from employers/guest
use polite language to interact with guests, especially when persuading, negotiating, and expressing value judgments and emotions
use idiomatic expressions appropriately
use appropriate strategies to handle communications problems</td><td>Advanced Benchmark indicators:
understand body language norms among various cultures
identify nonverbal cues that cause misunderstandings or indicate communication problems
identify attitudes and emotions of employers/ guest from their nonverbal communication
understand and use gestures, facial and body language appropriate to employers'/guests' cultures e.g. space to maintain while standing/sitting near guests, level of eye contact
use intonation, pitch, volume and tone of voice appropriately</td></tr>
</table>

Even though the ELDC list provides a good basis for setting a standard of English teaching and assessment, the list cannot be taken as an absolute source for this study for two main reasons. First, the ELDC list provides only two levels: Intermediate and Advanced level. Second, the indicators used in the list do not specify any detail related to Public Relation job descriptions.

The present study focuses on specific competencies for undergraduate PR students. It is very necessary to investigate the needed competencies for them so as to develop the course to suit their needs. The result of the investigation will be a validated list of the needed competencies for PR students which will later be translated into the course objectives. From the validated list, a specific set of benchmarks called "A scoring rubrics for PR English oral communication" will be developed .These rubrics will then be used as a prespecified standard to assess the PR learner participants' achievement in this study.

2.9. English Oral Communication Course for Public Relations

In Thailand, usually wide-angled courses such as English for Communication Arts are commonly offered in universities. For example, Bangkok University offers EN 314 English Speaking for Communication Arts. The course is designed to increase the students awareness of different types of presentations related to Communication Arts (translated from the university course descriptions available in the Bangkok University undergraduate program manual, 2007-2008).

There is another type of courses such as two courses offered at Thammasat University of which the scope is narrowed down focusing specifically on public relations. According to www.tu.ac.th, the first course is called EB 417: English for Public Relations. This course is a part of the Bachelor's degree of Arts in Business English Communication (international program). The other course is called 'EG 476: English for Public Relations' which belongs to the faculty of Liberal Arts. It is described on the university website that the course is about studying and practicing techniques and patterns both in written and oral forms of different PR tasks. The focus is on how to present information, to convey different meanings and to select proper language and styles as well as how to conduct interviews and press releases. However, this type of the course usually emphasizes integrated skills: writing and speaking.

The third type of course which is the most relevant to the present study is the one offered at University of The Thai Chamber of Commerce. It offers a course called 'CP 425: Speaking English for Public Relations'. The course focuses on principles and methods of speaking English for different types of Public Relations such as welcoming guests, giving an introduction of people and places, answering to inquires, etc.(translated from the university course descriptions available on www.utcc.ac.th).The course is designed specifically for the speaking area of public relations. Its focus is only on different functions of PR tasks. This may only responses to only some parts of the students' needs as in the aspect of necessities. The present study intends to create a course which will respond to all aspects of the needs (necessities, lacks and wants). That is why competency-based approach is chosen and the focus of the study will be on competencies in English oral communication needed for PR students to get a PR job as well as to work effectively as entry-level PR personnel.

2.10. The Present Study

The purpose of this study is to develop an English oral communication course for undergraduate Public Relations students due to the fact that the current courses offered in the university seem not to adequately match with labor market needs. This conflict has also been mentioned and discussed in many studies. For example, Casner-Lotto and Barrington (2006) state in their article 'Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce' "The future workforce is here--and it is woefully ill-prepared for the demands of today's (and tomorrow's) workplace" (Casner-Lotto and Barrington, 2006:9). Cuban (1990) also mentions 'a mismatch between school skills and job requirements appears pervasive; higher education thus faced…the familiar process of 'reforming again and again and again in order to achieve greater integration between school and work' (Cuban, 1990:10).

Vasavakul (2006) shares the same view on this issue pointing out that the academic and employment sectors tend to have dissimilar notion about the use of English and skills most needed which results in a mismatch between what is taught in school and what is expected at workplace. She attempted to fill such a gap by constructing a specific course tailored to the particular group of an important employment sector such as customer-services staff in the area of international bank. Dominguez and Rokowski (2007) refer to the same issue as 'the abyss existing between the goals of the academic and the professional world.' They propose an idea of bridging the gap between English for Academic and Occupational purposes.

What these studies have shown corresponds to what Grubb and Lazerson (2005) state in The Journal of Higher Education that there has been a trend toward the promotion of occupational/ professional education in higher education.

Therefore, in the area of English teaching and learning in an educational environment with a goal to prepare university students for the job market, some English for Academic Purposes courses (EAP) perhaps need to integrate with English for occupational purposes in order to respond to the current trend and demand of the labor world. However, there is not much information about the integration and how to develop such a course of the integration in the existing literature.

Academic-for-occupational purposes English (EA/OP) is the term used in Belcher(2004)'Trends in Teaching English for Specific Purposes' for the integration between English for academic purposes (EAP) and English for occupational purposes

(EOP). In her paper, she gives a brief example of the integration supported with the use of new technologies such as video cameras, networked computers and the Internet allowing access to virtually real world settings. She states that technology facilitates not just collecting and analyzing data but also generating teaching materials from those actual occupational situations.

The most detailed information available concerning the integration is provided by Grubb and Eileen (1992:29). They present a model called remediation and English-as-a-second-Language (ESL) program with an occupational focus. Below is the description of the integration.

'…the integration of occupational content and academic instruction involves teaching basic skills (or English) within courses that draw reading, vocabulary, writing exercises and other applications from a broad occupational area as well as providing what might be termed career exploration---an introduction to the specific jobs within the occupation and to the concepts, practices and demands in these positions'.

The course of the present study illustrates such an integration of EAP and EOP since the course is designed to teach undergraduate students but is based on the oral English needs and uses of PR personnel and staff in international organizations. Such a course is provided as part of their degree program and is taught alongside with other subject academic courses.

In order to clarify the idea of the integration between EAP and EOP, the following diagram in Figure 15 adapted from Flowerdew and Peacock (2001) is selected to identify the type of this course.

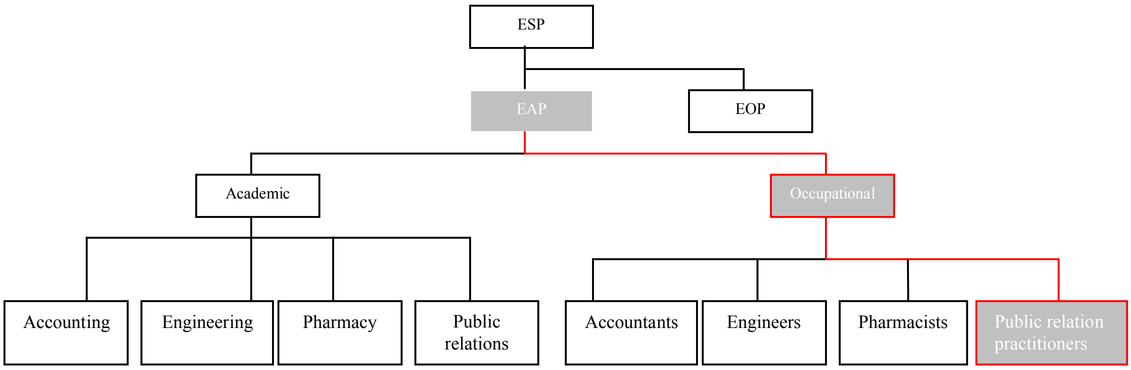

Figure 2.14: Identification of the course as a sub-division of EAP (adapted from Flowerdew and Peacock, 2001)

As shown in Figure 2.14, the course is considered EAP by virtue of the fact that it takes place in the academy, but it also has the vocationally-oriented dimensions as it is directed towards the professional preparation (public relation practitioners).This is similar to an in-sessional course at Nanyang Technological Institute, Singapore that Dudley-Evans and St John use as an example of EAP/Communication Skills courses. They said that a course of this kind has geared toward the preparation of students for the communication tasks that they will have to carry out in work situations once they have finished their academic course.

Another way to identify the type of this course is by using the following scale called ‘Continuum of ELT course types’ (Dudley-Evans and St. John 2002).

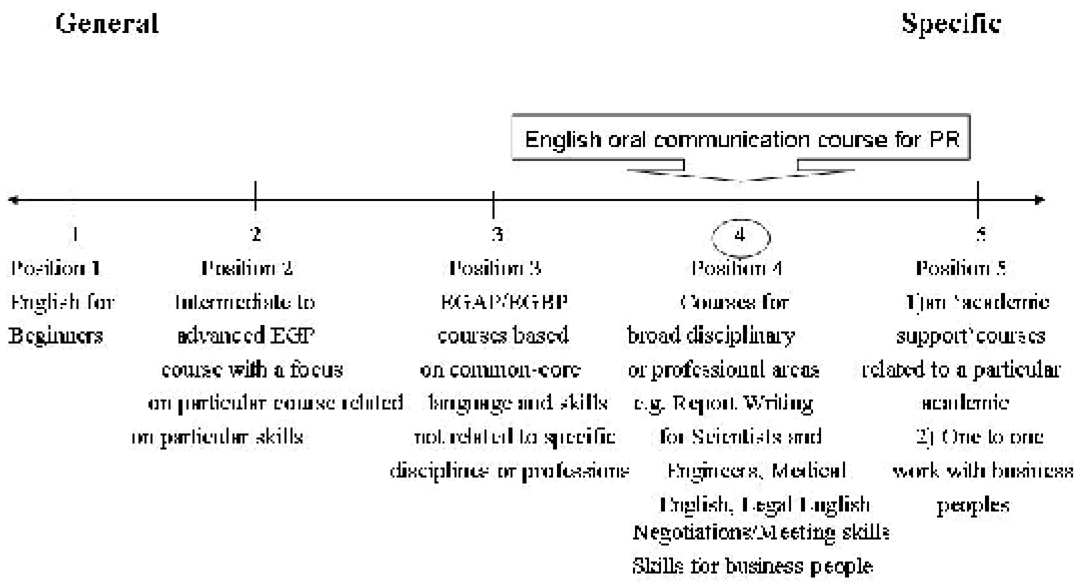

Figure 2.15: The position of the course on The Continuum of ELT course types (adapted from Dudley-Evans & St John 2002)

On this continuum, this course would be located at position 4 since the work is very specific in terms of skills taught, but the groups of learners are not homogenous groups from one discipline or profession. They are broad groups of public relations-majoring students who may have quite different needs and backgrounds. The contexts where each of them will be working as public relations practitioners can be varied from governmental organizations, business companies and non-profit organizations, etc.

Moreover, the present study focuses on competencies in English oral communication for Public Relations. The study attempts to fill a gap of knowledge in ESP arena as well as to respond to the students' needs and the requirements of the workplace. From the literature review, it is clear that English oral communication is vital for success in the professional world. At the same time, lack of confidence and skills in oral communication can have serious consequences for students in their academic and professional lives (Friedland, 2004). However, it is clear that the analysis of ESP written text has always been the dominant focus in ESP research publications while many researchers agree that speaking skills in ESP remain a relatively neglected skill and an under-researched area of ESL teaching (Clennell, 1999; Flowerdew & Peacock, 2001; Hewings, 2005).

Hewings (2005) analyses the situation and expresses a concern that the bias in published research in ESP journals towards writing may not reflect the real focus of ESP courses since in many aspects of EAP settings and in most target situations for EOP programmes speech is more important than writing. Therefore, with a focus on English oral communication, the findings of this study will definitely contribute to knowledge in ESP research community.

In professional world, today's business leaders expect that a person looking for a skilled job has mastered basic and advanced knowledge and skills in oral communication. In U.S. workforce markets, there is an expectation that new hires should also bring to the job the competencies outlines in the Secretary's Commission on Achieving Necessary Skills (SCANS) requirements (Goldberg and Traiman, 2001). In Thailand, the English Language Development Center (ELDC) under the Commission on Higher Education, Ministry of Education developed standards of English for various occupations in hope that the standard can be used as a basis for workplace English curriculum development.

The competency-based education system that allows for responsible and accountable teaching (Findley and Nathan, 1980) is chosen for the present study. The approach is based on a functional perspective on language teaching. Its framework is tailored to meet learners' needs and language skills they need can be fairly accurately determined. According to Docking (1994), the positive consequence of implementing competency-based teaching is that it serves as an agent of change and it improves teaching and learning. Research findings (Vasavakul, 2006; Wong, 2008 and Luka, 2009) establish the success of competency-based approach as evidenced by data on students' improvement in terms of language proficiency, confidence and motivation as well as their strong preference of the course. Moreover, based on the rationale of the study which is to develop a course to serve specific needs of PR students, a competency-based approach with its focus on specification of the competencies that learners are expected to master in relation to specific situations and tasks seem to be a good solution for the situation.

In order to come up with needed competencies, a thorough needs analysis will be conducted. As mentioned earlier in the previous section, the present study integrates many frameworks in the process of developing the course. Dudley-Evans and St. Johns' stages on ESP process (2002) is the main framework to be used to present the overall process of the course development. Sujana (2005)'s steps in finding out English competencies needed in a particular workplace (2000) are used as a guideline to conduct the needs analysis. Some concepts of DACUM technique are adapted and applied to construct a method of collecting data for the study. The DACUM technique, an occupational analysis process and widely used in human resource management to provide a picture of what the worker does in terms of duties, tasks, knowledge, skills, traits and in some cases the tools the worker uses, allows the researcher to systematically collect data from experts in the field. The researcher adopts two ideas from the DACUM technique. First, the three basic principles of the DACUM process will be used as the basis for selecting experts to identify competencies in oral communication needed for PR students. Second, the idea of having different groups of experts to validate the list will be applied.

However, due to time and resources limitation, the DACUM technique was modified to better serve the context of the situation by utilizing two rounds of in-depth interviews with the experts instead of conducting a workshop.

There has been debate if gathering expert and data driven objectives information about learners is enough (Tudor, 1997) and there is increasing focus on looking at learners' subjective needs, their self-knowledge, awareness of target situations, life goals, and instructional expectations (Belcher, 2006: 136). There is also an increasing focus on 'appropriate perspectives on language learning and language skills.' (Far, 2008:2). Brunton (2009) also emphasizes that needs analysis must include the students input from the beginning of a course design because many times stakeholders, institutions, and employers often perceive wants and needs differently from students. Therefore, the questionnaire survey with PR students was then conducted to examine their views on competencies English oral communication, their problems regarding learning and teaching English and their self-assessment of the needed competencies including their wants and expectation

Once the results of the data are analyzed and interpreted, the Backward Design is selected for the course framework. Vygotsky's zone of proximal development (ZPD) and scaffolding including the concept of collaborative learning will be used to design learning process. In addition, Thornbury's (2006) ideas as well as Brown and Nation (1997)'s suggestion are integrated to create an instructional process to be used as a design-in scaffolding for each of the course lessons.

In conclusion, this present study proposes to develop the English oral communication course for PR undergraduate students using competency-based approach to enhance undergraduate PR students' English oral competencies in English oral communication. The nature of the course is EA/OP. The course is offered in the academic setting. The content of the course gears toward the preparation of students for tasks that they will have to carry out in PR work situations once they have finished their academic course.

Many theories and frameworks are carefully selected and integrated into the process of developing the course. Stages in the ESP reality (Dudley-Evans and St. John, 2002) and components of competency-based approach provide a basis of developing the course. Sujana (2005)'s steps in finding out the competencies needed in a particular workplace are adjusted and applied for carrying out the needs analysis. The DACUM technique is modified and adopted to investigate the needed competencies. The concept of the Backward Design (Wiggins and McTighe, 2002) is used for course design. Vygotsky's ZPD and scaffolding as well as the concept of collaborative learning are used to create a framework for designing learning process. Thornbury (2006)'s three stages of instructional process including Brown and Nation (1997)'s suggestions on how to teach speaking give insight on how to design instructional process and what kind of activities will be provided for the course. The proposed course aims to help students develop applicable skills in English oral communication and in turn this will help increase qualified PR graduates for PR career market.

CHAPTER III

Research Methodology

3.1. Introduction

This chapter describes the research methodology of the study. The description covers research design, participants, and research instruments for each stage of the research together with methods of data collection and data analysis.

The main objectives of the present study are to investigate the needed competencies in English oral communication for undergraduate PR students in order to get a PR job and work effectively as entry-level PR personnel based on the needs analysis and to develop the competency-based English oral communication course for undergraduate PR students and to evaluate the effectiveness of the developed course.

3.2. Research Design

This research study is a descriptive and experimental research. The study consists of two phases: course development and course implementation/evaluation. Table 3.1 illustrates the research plan and the steps taken in this study.

Phase of the study		Steps to be taken
Phase1 :Course Development	Part 1: Needs analysis	1. Identify population and samples 2. Review related literature 3. Gather information about needs/competencies required for PR students in order to get a PR job and work effectively as PR entry-level personnel by using a documentary research. 4. Design the research instruments (the Preliminary Interviews Form A) 5. Validate the research instruments 6. Collect data by a preliminary interview with 12 PR experts 7. Design the research instruments (the Interviews Form B) 8. Validate the research instruments 9. Conduct a second round interview with the second group of 16 experts to validate the data 7. Analyze the data 8. Compile and develop a validated list of competencies in English oral communication for PR students. 9. Design a questionnaire (Form C) to survey the students' needs. 10. Validate the questionnaire 11. Try out the questionnaire with 30 PR students to find out the reliability coefficient of the questionnaire 12. Collect data from 222 PR students 13. Analyze the data
	Part 2 : Course Design (Translating needs analysis to a course design)	1.Explore theoretical framework for course development 2.Map the results of the DACUM process and Sujana's (2005) steps to find out the needed competency 3 Specify important findings from needs analysis 4. Construct the course assessment plans 5. Construct the course modules and course materials
	Part 3 : The verification of the course developed	1. Validate and evaluate the content of the course lessons and materials by the experts 2. Adjust the course accordingly 3. pilot study (4 sessions) with class observations 4. readjust the course
Phase 2 Course Implementation and evaluation of the effectiveness of the course	Part 1 : Course Implementation	1.Conduct the main study (12 sessions)
	Part 2 : Evaluate the effectiveness of the course	1.Evaluate the effectiveness of the course using the following instruments: a)The English oral test and the Scoring Rubrics for PR English Oral Communication b)The self-checklists (full version) c)The in-class self-checklist (short version) d)The end-of –the course evaluation form e)The semi structured interviews f)The teacher's and students' logs 2) write up the results and the findings

Table 3.1: Research plan for the study

Phase I – Course Development

There are three steps to be performed during this phase.

Step 1: Needs Analysis

The first step is to conduct a needs analysis to investigate the English needs of the learner participants in the study. Three research instruments consisting of a documentary research, questionnaires and interviews were designed and utilized.

1.1.Participants

- **The experts**

The participants of the study consist of the following groups of people: the experts. Table 3.2 illustrates how the expert participants were grouped.

The first group for preliminary interview			**The second group for validation process**			
4 PR Teachers	4 In-house PR managers	4 PR managers in consultancies	4 ESP head teachers	4 PR head teachers	4 In-house PR professionals	4 PR professionals in consultancies
Total : 12 experts			**Total : 16 experts**			

Table 3.2: the expert participants in the needs analysis

1.1.1. The first expert group consisted of twelve PR experts (four PR teachers in four different private universities, four PR managers working in-house in different organizations and four PR managers working in different consultancies). This group was the subject of the preliminary interview. Twelve experts is the maximum number suggested by the Inter-American Centre for Knowledge Development in Vocational Training to be used in the process of occupational analysis (DACUM).

1.1.2. The second group of experts consisted of sixteen individuals: four PR teachers who are the head of PR department in the Faculty of Mass Communication Arts in four different private universities, four in-house PR employees in four different organizations, four PR employees in four PR consultancies and four ESP teachers who are the head of ESP department in four private universities.

- **PR students**

The student group consisted of two hundred and twenty-two junior or senior PR students at Bangkok University. According to the office of registration, the population of the junior and senior PR students at Bangkok University students is approximately five hundred. Two hundred twenty-two is the suggested sample size (n) for the population (N) of five hundred with 5% sampling error at 95% confidence level according to Yamane(1973).

Purposive Sampling to Obtain Participants for the Needs Analysis

In this present study, purposive sampling was employed to obtain the subjects of the study. According to Emory (1976), purposive sampling normally involves an effort to obtain a sample that conforms to some predetermined criteria. In the present study, the criteria for selecting participants for the main study are listed as follows:

For the experts in preliminary interview:

- **PR Teachers**

They are PR teachers from four private universities: Bangkok University, University of the Thai Chamber of Commerce, Durakij Bundit University, Sripathum University. They are chosen based on the following criteria:

1) PR teachers must possess a degree in public relations.

2) PR teachers must have been working as PR teachers for at least two years.

3) PR teachers must have some experiences working as a PR practitioner for at least two years.

- **In-house PR managers**

They are PR managers working in four different organizations: a government organization, a non-profit organization, a financial organization and a private company. They are chosen based on the following criteria:

1) PR managerial personnel who have experiences working as a PR practitioner for at least five years.

2) PR managerial personnel who have experiences working in a managerial position for at least three years.

3) PR managerial personnel who have experiences recruiting PR entry-level personnel.

- **PR managers in consultancies**

They are PR managers/directors working in four different PR consultancies. They are chosen based on the following criteria:

1) PR managerial personnel who have experiences working as a PR practitioner for at least five years.

2) PR managerial personnel who have experiences working in a managerial position for at least three years.

3) PR managerial personnel who have experiences recruiting PR entry-level personnel.

For the experts in validation process

They are ESP head teachers and PR head teachers from the four universities, PR in-house professionals from four different organizations: a government organization, a non-profit organization, a financial organization and a private company including PR professionals in four different consultancies. They are chosen based on the following criteria:

1) ESP teachers must have been teaching ESP speaking courses for PR undergraduate students for at least five years and are responsible for the ESP course plan for PR students in the four private universities as mentioned above.

2) PR teachers must possess a degree in public relations.

3) PR teacher must have been working as PR teachers for at least five years.

4) PR teacher must be currently in the position of the head of PR department in the Faculty of Mass Communication Arts or any equivalent position in charge of curriculum planning for PR students in the four private universities as mentioned above.

5) In-house PR professionals who have experiences working as an in-house PR practitioner for at least five years.

6) PR professionals who have experiences working as a PR practitioner in consultancies for at least five years.

For PR students:

1) Participants who are in either third-year or fourth-year PR students at Bangkok University.

2) Participants who are aiming to pursue a career in the field of Public Relations.

3) Participants who have already passed EN 211 Intermediate English

1.2 Instruments

Needs analysis was conducted to find out the needs of PR personnel including opinions and expectations from PR professionals regarding competencies in English oral communication which PR students should have in order to get a related PR job and be able to work effectively as entry-level PR personnel. The following is the description of each instrument used in the needs analysis. All of the instruments were validated by the experts and tried out before the actual use. To ensure reliability, a variety of data gathering, i.e. content analysis of related documents, questionnaires and interviews will be used for triangulation purposes.

1.2.1 Content Analysis of the Standards of PR English

Literature concerning competencies in PR oral communication such as the Secretary Commission on Achieving Necessary Skills (SCANS) documents from U.S. Department of Labor and Standards developed by National Standards System of Canada was reviewed and analyzed, Occupational Information Network (O*NET), etc. In Thailand, English Language Development Center (ELDC) developed standards of oral English for Public Relations and there is information from related research studies. The information from those sources gave the researcher ideas of PR jobs and was used in constructing Preliminary Interview Form A.

1.2.2. Preliminary Interview Form A (Appendix A)

The researcher needed to acquire an overview of what PR practitioners are actually doing in their jobs, for instance, their tasks, their needs and problems. Since the researcher did not have any knowledge and work experience in the PR area, the researcher conducted a preliminary semi-structured interviews with twelve experts in the field: four PR teachers, four PR managers working in-house in four different organizations, four PR managers working in consultancies in order to gather the necessary information and validate the existing data. Then, a list of needed competencies was later proposed based on the findings.

Before the interview, the interview questions in the Preliminary Interview form A was validated by three experts: one expert in the field of ESP assessment/ English teaching, one PR teacher and one PR personnel working at the managerial level. The three experts were asked to evaluate each item in the Preliminary Interview Form A using three scales (-1 means the item is not appropriate, 0 means 'I am not sure', +1 means the item is appropriate) on an index of congruence (IOC). The researcher adjusted the interview questions based on the comments from the experts and tried out the interview questions with a few PR experts to make sure that the questions were clear and appropriate.

1.2.3. Interview Form B (Appendix B)

Interview Form B was used to collect data from the second group of experts for validation process. The interview was structured asking the participants either to accept or revise each of the statement items.

Three experts were invited to validate the interview form. The experts consisted of one ESP assessment specialist and two PR content experts. The three experts were asked to evaluate each item in the Interview Form B using three scales (-1 means the item is not appropriate, 0 means 'I am not sure', +1 means the item is appropriate) on an index of congruence (IOC). The instrument was approved by the experts with little adjustment (e.g. some wording and spellings) based on the comments from the experts for clarity.

1.2.4. Questionnaire Form C (for PR students)(Appendix C)

Two hundred and twenty-two copies of questionnaire Form C were used to collect data from PR students. The questionnaire using Likert's scales (1-5)aims to obtain information about the needs of the students in terms of lacks and wants including their problems concerning English oral communication and English learning. The questionnaire consists of seven parts.

Part 1: Participants' Background Information

This part aims to gather background information of the participants about their gender, age, years of studying English, their English grades etc. This part asks the respondents just to check the answer that most corresponds to themselves.

Part 2: Preferences in career sectors

This part asks the respondents to indicate three PR sectors they want to work in the future after their graduation. A list of PR sectors based on what is indicated in the literature is provided for the respondents to select from. This part asks the respondents just to check the answer that most corresponds to themselves.

Part 3: The importance of English oral communication

This part asks the respondents' opinions about the importance of English oral communication to their lives and to the PR profession. The respondents were asked to rate the degree of the importance of English oral communication on four scales from 'the most important' (4) to 'the least important' (1).

Part 4: Problems concerning abilities in English oral communication and English learning and teaching

This part asks the respondents' opinions about their problems concerning their abilities to orally communicate in English and their problems concerning English learning and teaching. The respondents were asked to rate the degree of the problems on four scales from 'the most problematic' (4) to 'the least problematic' (1).

Part 5: Self-Assessment

This part asks the respondents to evaluate their competencies in English oral communication for a successful PR job application and effective working as PR entry-level personnel. The items in this part are competency statements obtained from the former interviews with the experts. The respondents were asked to evaluate their competencies on four scales from ‘excellent’ (4) to ‘very much in need of improvement’ (1).

Part 6: Wants and Expectations from English Oral Communication Course for PR undergraduate Students

This part asks the respondents to rate the degree of wants and expectations of the course content, the teaching and the assessment methods. The items in this part are competency statements obtained from the former interviews with the experts. The respondents were asked to evaluate their competencies on four scales from ‘the most wanted and expected’ (4) to ‘the least wanted and expected’ (1).

Part 7: Additional suggestions

This part asks the respondents to provide their additional suggestions in the open space.

The researcher invited three experts to validate the content validity of the questionnaire. The experts consist of one English language teacher with a doctoral degree, two content specialists with some teaching and working experiences. The three experts were asked to evaluate each item in the questionnaire using three scales (-1 means the item is not appropriate, 0 means ‘I am not sure’, +1 means the item is appropriate) on an index of congruence (IOC). The experts found the instrument acceptable with a few minor comments mostly in terms of spellings and word choices for respondents’ best understanding. The instrument has been adjusted accordingly.

Thirty copies of the revised questionnaire were distributed to third-year and fourth-year PR students who attended summer courses at Bangkok University in May 2008 as a pilot study. Cronbach Alpha coefficient has been used to measure the instruments' internal consistency reliability. As a result, the Cronbach Alpha coefficient of the questionnaire is 0.89 which is considered acceptable.

1.3 Data Collection

To start, some literature concerning competencies in PR was reviewed. Next, a preliminary interview was conducted with the first group of twelve PR experts (four PR teachers, four PR managers working in-house in four different organizations and four PR managers working in consultancies). The interview questions covered needed competencies in English oral communication the PR students should have as required for successful PR job application and for effective working as entry-level PR personnel. The data from the preliminary interview was used to construct a proposed list of competencies in English oral communication for PR students and the Interview Form B for the process of validation.

Then, the second group of experts consisting of twelve PR experts (four PR teachers in four private universities, four in-house PR professionals and four PR consultants) including four ESP teachers in four different private universities was asked to validate a proposed list of competencies in English oral communication for PR students.

The participants were asked to make a decision to either accept or revise each of the items on the list. Each item yields the consensus based on the majority of the answers. The results of this round were called 'the validated list of the competencies in English oral communication for PR students'. The list was used to design the

Questionnaire Form C. On the Questionnaire Form C, the validated list of the competencies in English oral communication for PR students was included in Part 5 and 6 of the questionnaire. Finally, the questionnaires were distributed to the group of PR students (two hundred twenty-two PR students at Bangkok University). The results of the student survey give information about the students' needs especially in terms of their lacks, their wants and their expectations which helped the researcher develop the course suitable for the students.

1.4. Data Analysis

Content analysis was used to analyze the data from literature review and the interviews while descriptive statistics (frequency and mean) was used to analyze data gathered from the questionnaires. Coefficient variation (CV) was used to determine the degree of consistency of the respondents' opinions. The criteria for interpreting CV are as follows:

- 0.0 %-25.0% = somewhat different
- 26.0%-50.0% = moderately different
- > 50.0% = widely/very different

Step 2: Course development

The second step is to translate the information obtained from the needs analysis and synthesis of ESP development literature to a process of course design which includes creating an assessing and instructional plan as well as developing instructional and assessing materials.

Steps in developing the course

The following steps will be taken:

1. Explore theoretical frameworks for ESP course development.

2. Map the results of the DACUM process and Sujana (2005)'s 'Steps of finding out English competencies needed in a particular workplace'.

3. Specify important findings from needs analysis.

4. Construct the course assessment plans.

5. Construct the course modules and the course materials.

Step 3: The verification and evaluation of the developed course

The third step is to validate and evaluate the lessons plans and the materials.

3.1 Experts' validation and evaluation of the course materials

After the course plan and materials were designed, eight experts in the field consisting of two ESP teaching experts, two ESP assessment experts and two PR teaching and working experts were invited to validate and evaluate the proposed course plan and materials. The eight experts were divided into two groups. The first group consisting of three experts was asked to validate and evaluate the lesson plans and the course materials while the second group with five experts was asked to validate and evaluate the oral test.

There are two forms of the checklists for the experts' validation/evaluation of the course materials. The first one is for validating the sample lesson plans and the instructional materials. It is a five-scale checklist called 'The checklist for the experts to validate the lesson plans and materials' (Appendix M) adapted from 'Sample Checklist for Assessing Activities and Materials' in Genesee and Upshur (2002) and 'What can be evaluated' in Graves (2000).The second one is for validating the English Oral Test. It is a five-scale checklist called 'The checklist for the experts to validate the English oral test and the scoring rubrics' (Appendix N) of which the criteria taken from 'Criteria for assessment instruments of oral communication' available online at the website of National Communication Association (NCA),

http://www.natcom.org/instruction/Assessment/CriteriaAssessment.htm .

After receiving the evaluation from the experts, the researcher made some adjustment of the materials based on the feedbacks from the experts and conducted a pilot study.

3.2 A pilot study

After the verification/evaluation of the developed course and materials, a pilot study was conducted for four sessions before implementing the actual course. The purpose of the pilot study was for the researcher to try out and adjust the instructional plan, assessment and materials. During each session of the pilot study, one ESP experienced teacher at Bangkok University were asked to observe and evaluate the class using Class Observation Form (Appendix O). The form was adapted from Class Observation Form (2006) Community College Survey of Student Engagement (CCSSE). The class observation form uses Likert's scales 1,2,3,4,5. After the pilot study, the adjustment of the course lessons and materials was conducted based on feedbacks from the class observation before actual use.

Phase II –The course implementation/evaluation

There are two steps to be performed during this phase.

Step 1: Implementing the course

The actual course was implemented for fourteen sessions. The instruction covered twelve sessions with two sessions for in-class midterm and final examinations. That was altogether thirty hours of instruction (one-hundred and fifty minutes per one session)

1.1 Participants

The learner participants for course implementation consisted of thirty-five third-year and fourth-year PR students at Bangkok University. They were required to take this course as part of their program.

Purposive Sampling to Obtain Participants for the Course Implementation

A purposive sampling has been used to obtain approximately thirty-five PR learner participants that meets the criteria as learner participants in the main study. The criteria are listed as follows:

- The learner participants must be 3rd year or 4th year undergraduate PR students majoring in Public Relations at Bangkok University.
- They must pass EN 211 intermediate English

The competency-based English oral communication course for PR students aims to prepare PR students to be ready for PR job application and PR working at entry-level. Therefore, this course was provided after the students completed all of the required General English courses (EN 111, EN 112 and EN 211). Moreover, the course is suitable for junior and senior PR students who have finished all of the basic PR courses, who are about to graduate and enter the job market.

1.2 Instruments

1.2.1 The validated list of needed competencies in English oral communication for PR students

The validated list of needed competencies in English oral communication for PR students is the results of the needs analysis that has undergone validation process.

1.2.2 The developed course lesson plans and materials (Appendix D)

Twelve-session course lesson plans were constructed based on the results of the questionnaire survey with the students. Then, authentic materials were selected and compiled to corporate with the course lessons. A group of three experts (one English teacher with a doctoral degree and experiences in teaching ESP, one ESP specialist and one PR content specialist) was invited to validate and evaluate the sample lessons and the materials. A Checklist for the Experts to Validate the Sample Lesson Plans and the Instructional Materials was constructed and used in the process of material evaluation. The checklist uses Likerts'scales 1,2,3,4,5. All of the course materials received > 3.50 which indicate positive opinions of the experts before the course implementation.

Step 2: Evaluating the course

The second stage is to evaluate the effectiveness of the course both quantitatively and qualitatively. A single group pretest-posttest design was employed for its experimental aspects aiming to investigate the effects of the course (independent variable) on the participants' competencies of English oral communication for PR undergraduate students (dependent variable 1) and their opinions towards the course (dependent variable 2).

2.1 Participants --- the same participants as in step 1 implementing the course

2.2 Instruments

After the main study, the effectiveness of the course was evaluated. The course is intended to help improve the research participants' level of proficiency and foster competencies in English oral communication that PR students need in order to get a PR job and be prepared for becoming entry-level PR personnel. Instruments for course evaluation include a pre and a post oral performance test, self-evaluation checklists, the end-of-course evaluation, the-end-of-the-course interviews, teacher's logs and students' logs were used to evaluate the course effectiveness. Each of them is listed as follows:

2.2.1 The English oral test (Appendix E)

The English oral test was used to measure the learner participants' competencies against The Scoring Rubrics of Public Relations English Oral Communication. The test was criterion-referenced aiming to measure the target competencies taught in the course. The test was used as a pretest and a posttest administered before and after the course.

To ensure the content validity of the test, the test was validated and evaluated by three experts (one in the field of assessment, one English teacher with a doctoral degree and experiences in teaching ESP and one PR content specialist). The experts were asked to validate and evaluate the test by completing the Checklist for the Experts to Validate the English Oral Test. The test was expected to receive at least $\geq$ 3.50 on the five-scale which indicate positive opinions of the experts.

2.2.4 The scoring rubrics (Appendix E)

Information from needs analysis was used and analyzed to design the scoring rubrics for PR English Oral Communication. The rubrics were used for the assessment of the learner participants' achievement on the English oral test. The scoring rubrics were validated by the same group of experts who validated and evaluated the English oral test.

2.2.5 The self-assessment checklists (Appendix F, G and H)

Two forms of self-assessment checklists were used in this study. The first one was a complete version which the participants were asked to complete at the beginning and at the end of the course. The second type was a short version. It was called 'the in-class self-checklist'. This in-class self-checklist was used at the end of each unit lesson. The learner participants were asked to evaluate their competencies against the scoring rubrics for PR English Oral Communication on 4 rating scales. The checklists were validated by the experts and were tried out during the pilot study.

2.2.6 The end-of-course Evaluation Form (Appendix I)

The end-of-course evaluation form was designed to ask about the participants' opinions toward the overall course. This evaluation form use Likert's scales 1, 2, 3, 4, 5 in which each participant would rank each aspect accordingly. It was validated by three experts (one English language teacher with a doctoral degree, one English language assessment specialist with a doctoral degree and one PR content specialist). It was also tried out during the pilot study before the actual use in the main study.

2.2.7 The end-of-the-course interview (Appendix J)

The semi-structure interview was conducted to ask for participants' additional comments on the effectiveness of the course. The interview questions was validated by three experts consisting of one English language teacher with a doctoral degree, one English language assessment specialist with a doctoral degree and one PR content specialist before use and some of the questions was tried out at the end of the pilot study.

2.2.8 Students' log (Appendix K)

Learner participants in the study were asked to complete a student's log after finishing each unit lesson as part of their regular homework assignments to keep track of their feedbacks/comments and what was going on in class. The participants were asked to evaluate and reflect on their learning experiences in class.

The instrument was validated by three experts consisting of one English language teacher with a doctoral degree, one English language assessment specialist with a doctoral degree and one PR content specialist before use and was tried out during the pilot study.

2.2.9 Teacher's log (Appendix L)

The researcher who held the role of the teacher for the course was keeping record of what was going on throughout the course on the teacher's log. The main aspects observed were the class participation and an overall impression from each class. The information was gathered together with participants' logs for qualitative aspects of the study. The information was useful to add information to confirm and give a further in-depth study on some points which quantitative data may not have captured. The teacher kept a record in the log on a daily basis at the end of each class session.

The instrument was validated by three experts (one in the area of ESP assessment and two ESP teachers) and was tried out during the pilot study.

2.3 Data Collection

Both quantitative and qualitative data was collected to evaluate the competency-based English oral communication course for undergraduate PR students. Quantitative data was obtained from the oral performance tests, in-class self-checklists, self-checklists (the full version) and the end-of-course evaluation.

Procedures used for collecting quantitative data are:

1) The whole set of the English oral test consisting of three tasks was administered once before the implementation of the course (pre-test). A week after completing six sessions of Module 1: English for job interview, the first task of the

English oral test which covers job interview was administered as the students' midterm exam (posttest 2). Then, a week after six session of Module II: English for entry-level PR personnel, the second task and the third tasks of the English oral test which cover PR-related business telephone conversations were administered as the students' final exam (posttest 2). The test was audio-recorded for analysis. For reliability of the rating, the same two raters were used in both of the pre- and the post-test. The first rater was the researcher herself and the second rater was an experienced ESP teacher with a master's degree in TESOL at Dhurakij Pundit University.

2) Participants' self-assessment checklists (the full version) were distributed to every learner participants at the beginning of the course and again at the end of the course to self-assess their competencies in English oral communication. The in-class self-checklists (the short version) were used at the end of each class lesson.

3) The end-of-course evaluation forms were distributed to every participant to rate his/her opinion after taking the competency-based English oral communication course for undergraduate PR students. This was conducted on the last day of the course.

Qualitative data was collected via students' logs, the teacher's logs and interviews for additional insights into the study. Participants were asked to complete the student's log after finishing each unit lesson as well as the teacher of the course completed the teacher's logs at the end of each class session. All of the learner participants were asked to participate in the end-of–the-course interview at the end of the course. The interviewer was a research assistant who was hired to conduct this interview. This allowed the participants to answer to the interview questions freely without the presence of the teacher.

2.4 Data Analysis

For quantitative data, t-test was used to compare the mean scores for the pre- and the post-test, the in-class self-checklists and the self-checklists (the full version). Then, the results of gain scores from t-test to be used to indicate if participants in the study had higher scores in their oral post-test at a significant level ($p < .05$). Next, the gained scores of the pre-test were calculated to find the effect size (Cohen'd). According to Cohen (1988), the values of the effect- size will be used for the interpretation in terms of the correlation between an effect (in the present study – the competency-based English oral communication course for PR students) and the dependent variable (in the study – participants' improvement in English oral competencies). Different people offer different advice regarding how to interpret the resultant effect-size, but the most accepted opinion is that of Cohen (1992: 155-159) where 0.2 is indicative of a small effect, 0.5 a medium and 0.8 a large effect-size. In the study, the formula used to calculate the effect size is Hedges'g since it is recommended by Barnett (2006) as the best choice for the same groups like pre-test, post-test design. The magnitude of the effect was expected to be at least = 0.5 which can be accepted as it indicates a medium effect size.

As for the results from the end-of-the course evaluation, mean and one sample t-test were used to analyze the data.

For qualitative data, the information from the students' logs, the teacher's logs and the interviews was studied and analyzed using content analysis for additional insights into the study. Lists of the research instruments used in the study are summarized in Table 3.3.

Table 3.3: the list of research instruments

Instruments	Participants	Purpose	Schedule /period	Validation	Analysis
Preliminary interview A	12 experts were interviewed [4 PR Ts + 4 in-house PR + 4 consultancy PR	To obtain information about needed competencies in English oral communication for PR Ss in order to construct a list of needed competencies.	During March /08	By experts	Content analysis: categorizin g, grouping, counting frequency
Interview Form B (for validation process)	16 experts were interviewed [4 PR head Ts* + 4 in-house PRs** + 4 consultancy PR + 4 ESP head Ts*)	To confirm the data	After the analysis of Interview A The interview B began in April /08	By experts	Descriptive statistics (frequency) and content analysis
Questionnaire Form C	222 copies of the questionnaire were distributed to PR Ss at Bangkok University for the actual data collection.	To obtain information about participants both their personal information and their English needs. For quantitative data used to develop the course.	During June 2008	By experts and Cronbach's Alpha coefficient (0.89)	Descriptive statistics (frequency, mean)
Checklists for the Experts to validate the test and the lesson materials	The checklists were distributed to five experts to evaluate the English oral test, and three experts for the sample lesson materials evaluation.	To evaluate the developed course materials	After designing the course materials and before the course began	By experts	Descriptive statistics (mean)
The English oral test	35 PR Students were tested	To measure the learner participants' level of their competencies in English oral communication for PR students against the scoring rubrics before and after the course. (Mainly for quantitative data)	Before and after the course	By experts -two raters was used for inter-rater reliability	t-test to compare the means of the pre and post-test Effect-size using Hedges'g (aiming to achieve =0.5)

Instruments	Participants	Purpose	Schedule /period	Validation	Analysis
The scoring rubrics	The researcher constructed the scoring rubrics	To be used as criteria for assessing the oral performance tests	When grading the tests	By experts	---
Lesson plans	The researcher designed the lesson plans and was the teacher of the course	To be used for the course implementation	During the course	By experts	---
The in-class self-checklist	35 PR students (the learner participants) assess their performances by completing the self-checklist	To examine the progress of the participants during the course implementation	The In-class self-checklist was used after each class session.	By experts	t-test to compare the means of the 1st and 2nd performanc e + effect size using Hedges'g (aiming to achieve 0.5)
The self-checklist (the full version)	35 PR students (the learner participants)	To compare the students' self-assessment scores before and after the course implementation	The full version was used before and after the course		t-test to compare the means + Effect-size using Hedges'g (aiming to achieve 0.5)
The end-of-the course evaluation form	The same group of 35 PR students	To survey the research participants' opinions toward the course (For quantitative and qualitative data)	At the end of the course	By experts	Mean and one sample t-test
The end-of-the course semi-structured interview	All of the learner participants (35 students) were interviewed by a research assistant.	To obtain information about the research participants' opinions toward the course (For qualitative data)	At the end of the course	By experts	Content analysis : categorizin g, grouping, counting frequency
Teacher's log	The researcher constructed the log and used the log	To record what is going on in the class. (Mainly for qualitative data)	At the end of each class session	By experts (Triangulat ed with other instruments)	Content analysis : coding, grouping, emerging theme
Students' log	The research participants (35 PR students) were asked to fill in the logs.	To record how they feel, what they think about the lesson and their learning. (Mainly for qualitative data)	At the end of each class session	By experts (Triangulat ed with other instruments)	Content analysis : coding, grouping, emerging theme

* T= teacher **PR = PR professional Ss= students

3.3. Summary

The study consisted of two phases: course development and course implementation/evaluation of its effectiveness. The process of course development was divided into three steps. Step one began with the needs analysis which consisted of two groups of participants: PR experts (PR teachers and PR managerial personnel) and PR students. To start with, a preliminary interview was conducted with twelve PR experts (four PR teachers and four PR in-house managers in four different organizations and four PR managers working in consultancies). Purposive sampling was used to obtain all of the above respondents. Then, the data gained from the interview was used to construct the list of needed competencies in English oral communication required to work as entry-level PR personnel and the Interview Form B for the validation process. The second group of experts (twelve PR experts and four ESP experts) was asked to validate the list. The results of this second-round interview were called the validated list of needed competencies in English oral communication for PR students. Based on the validated list, Questionnaire Form C was then designed and distributed to two hundred twenty-two junior and senior PR students to find out the students' needs especially in terms of lacks and wants. Then, course modules and materials were constructed based on the analysis of the needs and were validated and evaluated by the experts before implementing a pilot study. Later, a pilot study was also conducted for about four sessions in order to try out the course and materials with a group of fifteen PR students.

The second phase was course implementation and evaluation of its effectiveness. Thirty-five PR students at Bangkok University from purposive sampling were the learner participants of the main study. A single group pretest-posttest design was used to measure the participants' competencies in English oral communication and their opinion toward the course.

To answer the first question, "What competencies in English oral communication are needed by Thai undergraduate PR students to get a PR job and to work effectively as entry-level PR personnel in international organizations?" three main research instruments i.e. a review of related literature, questionnaires and interviews were employed to conduct the needs analysis.

To answer the second research question, "How can the competency-based English oral Communication course for undergraduate PR students be developed?" the lesson plans and course materials for the course were developed based on information obtained from the needs analysis. Three experts were invited to validate the sample lesson plans plus materials while five experts were asked to validate and evaluate the English oral test and the scoring rubrics. Four sample lessons were piloted with a group of thirty PR students for four sessions. An experienced ESP teacher was asked to observe the four classes of the pilot study. The course was then be adjusted in response to the experts' comments and feedback from the pilot study.

The main study consisted of twelve sessions. The course was implemented during November 2008 to February 2009.

To answer the third research question, "How effective is the course as evaluated against the set criteria?", the following instruments: the English oral test including the scoring rubrics for PR English oral communication, the self-checklists, the in-class self checklists, the end-of-course evaluation form, the semi-structured interviews, the teacher's logs and the students' logs were used to measure the effectiveness of the course as well as to gather additional insight information.

The research results and findings for each research question are presented in details in Chapter IV

Chapter IV

Research Findings

4.1 Introduction

The objectives of this study are to develop a competency-based English oral communication course for Thai undergraduate public relations students and to implement it in an actual classroom in order to prepare the students for their future PR job applications and working situations. Therefore, this chapter presents the findings from the study in such a way as to answer the proposed research questions as follows:

Part I reports the result of the needs analysis. This part will respond to research question 1: What competencies in English oral communication are needed by Thai undergraduate PR students to get a PR job and to work effectively as entry-level PR personnel in international organizations?

Part II reports the process in translating data from the needs analysis to a course development and a validation of the course through experts and pilot test. The effort of translating needs analysis to course development will respond to research question 2: How can the Competency-based English Oral Communication Course for Thai Undergraduate Public Relations students be developed?

Part III reports the results of the effectiveness of the course after the implementation from both quantitative and qualitative aspects. The quantitative data based on the course material evaluation by the experts, the students' total scores of the post test, their gain scores from the pre-test, the results of the self-checklists and the end-of the course questionnaire survey as well as qualitative findings based on the students' logs, the teacher's logs and the end-of- the course interviews with the students are presented. All of the findings respond to research question 3: How effective is the course as evaluated against the set criteria?

4.2. Part I: Conducting a Needs Analysis to find out the needed competencies in English oral communication for undergraduate PR students

As presented in Table 3.1, the steps for conducting the needs analysis of this study are:

1. Identify population and samples

2. Review related literature

3. Gather information about needs/competencies required for PR students in order to get a PR job and work effectively as PR entry-level personnel by using a documentary research.

4. Design the research instruments (the Preliminary Interviews Form A)

5. Validate the research instruments

6. Collect data by a preliminary interview with 12 PR experts and propose a list of needed competencies to be validated in the second round interview

7. Design the research instruments (the Interviews Form B)

8. Validate the research instruments

9. Conduct a second-round interview with the second expert group (16 experts) to validate the data

7. Analyze the data

8. Compile and develop a validated list of competencies in English oral communication for PR students.

9. Design a questionnaire (Form C) to survey the students' needs.

10. Validate the questionnaire

11. Analyze the data

Step 1-5 have already been covered in Chapter I and II. This part then focuses on data collection of all of the two-round interviews with the experts, the questionnaire survey with the students, and analysis of the results obtained in depth. The results are reported based on the research instruments i.e. semi-structured interview, structured interview and questionnaires. The aim here is to find out the competencies in English oral communication needed for Thai undergraduate PR students in order to get a PR job and work effectively as entry-level PR personnel in an international-related organization.

4.2.1 Preliminary interview: Semi-structured interview with 12 PR experts

During March 2008, twelve PR experts consisting of four PR teachers from four private universities, four in-house managers and four managers in consultancies were invited to be the participants of the first-round semi-structured interview using the Preliminary Interview Form A

The information collected from the interviews was recorded, transcribed and analyzed qualitatively by using content analysis (categorizing) according to the main interview questions. Table 4.1 demonstrates a summary of the results of the preliminary interview.

Table 4.1: a summary of the results of the preliminary interview

Interview Questions	**Answers**	**%**
How is English oral communication important for PR jobs?	-English is a requirement for PR personnel. -English is used for communicating with foreign clients and the international press.	100% 100%
	-English is used for communicating with their foreign executives and colleagues.	50%
	-Ability to communicate in English promotes their image	25%
Do you think that PR new graduates are ready for PR jobs in terms of their competencies in English oral communication?	-No for Thai PR graduates from Thai programs. -Maybe for those with international degree either from overseas or from local international programs or those with English major.	100% 16.67%
What seems to be the problems of the new PR graduates concerning their English oral communication?	-Lack of confidence -Need more practice	100% 100%

What competencies in English oral communication are needed by Thai undergraduate PR students to get a PR job and to work effectively as entry-level PR personnel in international organizations?	For PR job application: 1. Can introduce themselves, describe their educational backgrounds, their participation in extra curriculum activities, and job experiences. 2. Can talk about their abilities, their hobbies, their strengths and weaknesses, as well as their likes and dislikes. 3. Can give some information about the organization they are applying for. 4. Can use some proper communicative strategies to help them when they are asked some difficult or problematic questions. For PR work: 1. Can use basic courtesy formulas and carry on small talk. 2. Can handle phone conversations and standard replies (e.g. receiving a telephone call, taking messages, and making a basic phone call like inviting guests to press conferences or arranging appointments)	 100% 100% 100% 41.67% 100% 100% 100%

	3. Can welcome company guests and assist them when they pay a visit to the company or when they come to join the company events.	80% 80%
	4. Can catch important points from information received and be able to communicate it to their bosses, their colleagues, and the press.	80% 80%
	5. Can answer and give information about company products and services to clients and the press.	80%
	6. Can describe marketing contexts of clients and clients' opponents to their colleagues and their supervisors.	
	7. Can share their opinions plus their supporting reasons in a meeting.	
	8. Can persuade, convince, or negotiate (e.g., taking basic complaints from clients or from the press or persuading/convincing the press to come to the press conference or to publish their press release)	

What are your suggestions for developing an English oral communication course for PR students?	For content -focus on day-today business conversation -Put emphasis on Grammar -put emphasis on PR context -there should be cooperation between English teachers and PR teachers in the course development. For materials -Need authentic and tailor-made - Adjustment of some available materials is also possible. For teaching and learning methods -Student-centered and situation-based -Need to promote confidence and practice speaking -Include workshop, seminar or field trip For assessment -performance-based assessment	 100% 80% 50% 16.67% 85% 15% 100% 100% 50% 100%

According to Table 4.1, all of the experts seem to provide similar answers to most of the questions. However, a bit differences are found in their supporting answers. Below are descriptions of their answers in detail.

- **How is English oral communication important for PR jobs?**

All of the expert respondents in the preliminary interviews supported the significant roles of English oral communication for PR jobs. First, they said that PR job candidates will be tested for both their English oral and written competencies in the recruitment process and a job interview will be normally used to test the candidates' English oral competencies, and their knowledge, personality, and attitudes. They all agree that English oral competencies are a basic requirement but not exactly the only indicator of success in PR job interviews. One of the expert respondents (ER) clarified by saying:

ER1:"Public relations is communication. In every international organization, English is a main requirement for PR staff. You need to be able communicate in English. But, in job interviews, we normally also look at other aspects of the candidates, such as how they handle questions, their attitudes and confidence levels."

As for the role of English oral communication in PR workplaces, all of the expert respondents shared the same idea that English oral communication is needed to communicate with their foreign clients, the press, their executives, and colleagues. One of the expert respondents said,

ER2:"PR is a science of the Western world so most of our clients are from other countries and, for this reason, we also need to deal with the international press."

Moreover, there are certain cases in which some of the executives and the staff are not local people. Half of the expert respondents mentioned that English is also used as a communication tool in international offices. They indicated that many of their executives are foreigners and some of their staff members are from different countries.

The final reason is that English oral communication promotes the image of the employee and that of the organization. Three of the expert respondents made a connection between ‘English oral communication’, ‘being well-educated’, and ‘image of the person’ and the company as follows:

ER3:“Our local clients are well-educated. English therefore is chosen to be used as amedium of communication.”

ER4: “English oral communication is demanded as to help create a good image of PR practitioners and, at the same time, the organization they represent.”

ER5:“PR is the image of the company. If you speak well, you present well.”

Do you think that PR new graduates are ready for PR job in terms of their competencies in English oral communication?

All of the expert respondents thought that PR new graduates in local Thai programs are not satisfactorily ready for PR jobs in terms of their competencies in English oral communication. One of the expert respondents from a PR consultancy said:

ER6:“We have never recruited graduates from local universities. We only accept those who graduated abroad because they already have the competencies and are ready to work”.

However, a few expert respondents thought that there could be an exception for graduates who have educational backgrounds from overseas, from local international programs, or those graduates with an English major. One of the expert respondents commented:

ER7:"Depending on which institute or with which major they graduated, you don't quite need to have a PR degree in order to work in this field. Some of those graduates with a degree in English are alright, but those graduates with a Communication Arts degree are not quite okay".

This response is consistent with a comment made by the head teacher of the Public Relations Department, Communication Arts Faculty at Bangkok University. She expressed her concern that English major students were usually chosen over PR students in the PR job market because of their better English proficiency.

- **What seems to be the problems of the new PR graduates concerning their English oral communication?**

The researcher investigated further on the problems of students, which affect their English oral communication. All of the experts agreed that the students need more confidence and more practice in speaking English. Some of their comments were as follows:

ER8:"They need confidence. They are afraid of speaking English. They are afraid that they are going to make mistakes, speak inaccurately".

ER9: "They need more practice to speak naturally, need to take lots of English courses, and be well prepared for interview questions."

ER10:"They need more practice to speak naturally, need to take lots of English courses and be well prepared for interview questions."

- **What competencies in English oral communication are needed by Thai undergraduate PR students to get a PR job and to work effectively as entry-level PR personnel in international organizations?**

Based on the preliminary interviews with the 12 experts, a list of needed competencies in English oral communication for undergraduate PR students was made. The first four competencies on the list are needed competencies for a job interview:

1. Can introduce themselves, describe their educational backgrounds, their participation in extra curriculum activities, and job experiences.
2. Can talk about their abilities, their hobbies, their strengths and weaknesses, as well as their likes and dislikes.
3. Can give some information about the organization they are applying for.
4. Can use some proper communicative strategies to help them when they are asked some difficult/problematic questions.

Due to the current situation in which English-competent PR job candidates are hard to find, all of the experts provided very similar answers, saying that, for entry-level PR positions, basic job interview questions are what they use to assess the candidates. They are expected to just have the ability to express themselves and tell who they are, including an ability to demonstrate some basic knowledge about the job and the company they are applying for. In addition to that, five experts mentioned that PR candidates also need to be able to demonstrate the use of some basic communicative strategies to help them get through problematic questions when being interviewed. One of the expert respondents shared his viewpoint:

ER11:"They need some conversation skills. For example, even though they *don't understand the question, they are able to ask the interviewer to repeat or clarify the question, instead of shaking their head or saying only 'I don't know.'"*

As for competencies needed for entry-level PR work, eight competencies were proposed:

1. Can use basic courtesy formulas and carry on small talk.
2. Can handle phone conversations and standard replies (e.g. receiving a telephone call, taking messages, and making a basic phone call like inviting guests to press conferences or arranging appointments)
3. Can welcome company guests and assist them when they pay a visit to the company or when they come to join the company events.
4. Can catch important points from information received and be able to communicate it to their bosses, their colleagues, and the press.
5. Can answer and give information about company products and services to clients and the press.
6. Can describe marketing contexts of clients and clients' opponents to their colleagues and their supervisors.
7. Can share their opinions plus their supporting reasons in a meeting.
8. Can persuade, convince, or negotiate (e.g., taking basic complaints from clients or from the press or persuading/convincing the press to come to the press conference or to publish their press release)

At this stage these four needed competencies for PR job interviews and eight needed competencies for PR entry-level work are called 'the proposed list of needed competencies in English oral communication for Thai undergraduate PR students'. These proposed lists were then translated into the learning objectives for 'English Oral

Communication Course for PR Students'. The learning objectives were included to construct Interview Form B for a validation process in the next stage.

- **What are your suggestions for developing an English oral communication course for PR students?**

This question is an open-ended question. It asks the interviewees to share their ideas to help develop the English oral communication course for PR students.

All of the expert respondents suggest the same idea about the design of the course. They all thought that the focus of the course content should be day to day business conversations. Half of the expert respondents would like the course content to emphasize PR contexts. One the expert respondents commented that the ESP courses currently provided for PR students are too general and not realistic. She thought that the courses should be tailor-made and the focus should be relevant to PR contexts. Another two experts similarly added that cooperation between English teachers and PR teachers in a process of developing English courses for PR students is very necessary. Some other suggested content are PR technical terms, word choices, presentation skills, problem-solving skills, cross-culture, social and business etiquettes. It is interesting that many of the experts thought that grammar also needs to be emphasized since speaking with accuracy promotes good image while broken English conveys bad image of that particular PR personnel.

As for the course materials, most of the expert respondents believed that the materials should be authentic and tailor-made to suit the course, but a few of the experts commented that it is not necessary that all of the materials be authentic and tailor-made. They thought that it is also possible to adjust or use some of the available materials to be used for the course.

Concerning teaching and learning methods and techniques, all of the expert respondents would like the course to focus on ways to help the students to build up their confidence and having students have a lot of speaking practice. All of them mentioned teaching/learning activities like class discussions, role-plays and group works. Half of the respondents also suggest that other activities such as workshops, seminar, field trip and real job training be provided. All of the respondents also added that the course should be student-centered and situation-based.

Concerning course assessment, all of the expert respondents agree that performance-based assessment is appropriate for the course. One of the expert respondents commented that most of the assessments are paper-based; they are not realistic and do not really reflect the intended competencies. Other alternative assessments such as self-assessment and peer-evaluation are also recommended.

4.2.2. Validation process: structured interview with 16 experts

The structured interviews were conducted with sixteen experts (four PR head teachers from the four private universities, four PR in-house personnel, four PR working in consultancies and four ESP teachers from the four private universities) asking the experts to validate the proposed lists of the objectives in terms of its appropriateness for the proposed course.

These sixteen experts were asked to validate the proposed list of needed competencies for undergraduate PR students. For the needed competencies for the PR job interview, the results of each of the four competencies yielded 100% agreement. This means that all 16 experts agreed on all four competencies. As for the needed competencies for effectively working as an entry-level PR staff, six out of eight proposed competencies yielded 100% agreement. They are listed below:

Competency no. 1: Can use basic formulas and carry on small talk

Competency no. 2: Can handle phone conversations and standard replies (e.g. receiving a telephone call, taking messages, and making a basic phone calls like inviting guests to press conferences or arranging appointments)

Competency no.3: Can welcome company guests and assist them when they pay a visit to the company or when they come to join the company events

Competency no.4: Can catch important points from information received and be able to communicate it to their bosses, their colleagues and the press

Competency no. 7: Can share their opinions plus their supporting reasons in a meeting

Competency no. 8: Can persuade, convince or negotiate (e.g. taking basic complaints from clients or from the press or persuading/ convincing the press to come to the press conference or to publish their press release)

This means that all 16 experts agreed on the above six competencies. As to competency no. 5, (ability to answer and give information about company products and services), the result was 93.75% agreement. One expert who is a PR teacher thought that this competency might be too difficult for students. With respect to competency no. 6 (ability to describe marketing contexts of clients and clients' opponents), two PR teachers and two PR managers also commented that the competency might be too difficult and might not really be entry-level. However, these two competencies merited an 'agreed' rating based on the majority of the answers. The validated list of the needed competencies was later included as part of the student questionnaire used in the survey of students' needs and wants/expectations.

As for the teaching and learning, class discussion, role-plays and group-work activities were proposed to the experts to consider whether they are acceptable or need to be revised. All of the three proposed methods were accepted with some of the comments below:

ER1:"Class discussions help practice analytical skills. Students learn to share opinions and suggest solutions to problems"

ER2:"Class discussions enhance ideas and participation"

ER3: "Role-plays encourage students to be more expressive and confident and not afraid of acting out and express their own opinions"

ER4:"Role-plays are dynamic and interesting. They are highly recommended as they add up interest of the lessons"

ER5:"Group-work activities promote working as a team, listening to others and sharing ideas"

ER6: "Group-work activities allow students to do research, brainstorm and work in a group."

For assessment, performance-based assessment as suggested by the first expert group was proposed to the experts to consider whether it is acceptable or need to be revised. The method was accepted with some comments and suggestions below:

ER7:"Performance-based assessment is realistic and fair. No bias involved"

ER8:"Performance-based assessment can tell students' their strengths and weaknesses for improvement."

Finally the expert respondents were asked to share additional comments and suggestions for developing the course. Their comments and suggestions are listed below:

ER11:"There should be cooperation between English teachers and

Communication Arts teachers in developing the curriculum or supports should be offered for ESP teachers to take one or two discipline courses."

ER12:"Students have a problem when assigned a project. They do not know their role and are not seriously search for information."

ER1:"Grammar needs to be emphasized. Broken English is unacceptable for PR business."

ER2:"Students need to learn business etiquettes such as business telephone etiquettes, speaking appropriately to situations and audiences."

Students also need to learn social manners such as how to dress for the interview, how to answer questions with confidence and at the same time modesty."

ER6:"More workshops, training, visiting companies should be offered to students."

ER8:"One thing to make the lessons more interesting is to bring in different cases and have students discuss and apply their knowledge to propose solutions.(

ER9: "Assessment should involve both process and product of learning. Teacher should consider the students' performances in the classroom during the course as well as their performances at the end of the course."

All of the above suggestions provide some insights in developing English courses for PR students. These suggestions were taken into consideration when developing the course of the study.

4.2.3. A questionnaire survey to find out the students' needs

After the validation process, the researcher conducted a questionnaire survey with third-year and fourth-year PR students at Bangkok University. The survey aims to explore the students' point of views in order to gain insights about the students' views on the importance of English oral communication, their English learning and teaching problems concerning English oral communication, their self-assessment of their competencies in English oral communication for PR, their wants and expectations of the needed competencies to be included in their ESP course. The result of the survey will help make decision in choosing the needed competencies to be used as the learning objectives for English Oral Communication Course for PR students at Bangkok University. Three hundred-fifty copies of the Questionnaire Form C were distributed to the students aiming to receive at least two-hundred twenty-two copies. The information collected from the questionnaires was coded and analyzed using the SPSS Program for data processing and presentation.

Table 4.2 and Table 4.3 show general information of third-year and fourth-year PR students at Bangkok University. The results demonstrate the sampled students' demographic data i.e. gender, educational level, wants and expectations for their future career. The results are presented as follows:

Table 4.2: Demographic Data of third-year and fourth-year PR students at Bangkok University

Gender	Samples	Percent	Valid Percent	Cumulative Percent
Female	185	83.3 %	83.3%	83.3%
Male	37	16.7%	16.7%	100%
Total	222	100%	100%	
Educational Level				
Third-year student	88	39.6%	39.6%	39.6%
Fourth-year student	134	60.4%	60.4%	100%
Total	222	100%	100%	

Table 4.3: Wants/ Expectations for future careers

	Samples	Percent	Valid Percent	Cumulative Percent
What kind of organizations do the students want to work for?				
Government sector	12	5.4%	5.4%	5.4%
Government Corporate	18	8.1%	8.1%	13.5%
Private sector	179	80.6%	80.6%	94.1%
Non-profit	3	1.4%	1.4%	95.5%
Others	10	4.5%	4.5%	100%
Total	222	100%	100%	
What types of public relations business the students want to work for?				
In-house	131	59%	59%	59%
Consultancy	91	41%	41%	100%
Total	222	100%	100%	

Table 4.2 reveals that majority of the sampled students are females (83.3%). Only 16.7 % are males. Regarding the educational level, most subjects are fourth-year students (60.4 %) and 39.6% are third-year students.

In terms of participants'wants and expectations for their future careers as illustrated in Table 4.3, most of them want and expect to work for private sector (80.6%), for government corporate (8.1%), for government sector (5.4%), for non profit organizations (1.4%) and others (4.5 %). When asked about the types of public relations business the students want to work for, most of the students want and expect to work for in-house PR departments (59%) and 41% want and expect to work for PR consultancies.

Part 2 of the questionnaire asks the students their opinions about the importance of competencies in English oral communication. To get the students' points of view, they were asked to rate the importance of English oral communication on a four-rating scale: 4 is the highest (the most important), 3 is the next highest (pretty much important), 2 is low (little importance), and 1 is the lowest (the least important). The findings are shown in Table 4.4.

Table 4.4: The students' views on the importance of competencies in English oral communication

Views	$\overline{X}$	**CV**
For increasing job employment opportunities and success.	3.71	14.02%
For making contacts and building relationship with foreigners.	3.68	16.30%
For increasing educational opportunities and success.	3.67	14.71%
For job success and progress in money making.	3.64	14.29%
Views	$\overline{X}$	**CV**
For expanding your visions and enhancing your learning experiences.	3.60	15.00%
For your social status and your image.	3.38	18.93%

Table 4.4 shows the students' views on the importance of English oral communication. The students were asked to rate the importance of English oral communication on a four-rating scale where 4 is the highest (the most important), 3 is the next highest (pretty much important) while 2 is low (little important) and 1 is the lowest (the least important). The findings reveal that overall the students realize the importance of English oral communication (all of the reasons were rated $\overline{X} >$ 3.00).The students think that the first priority of English oral communication is for increasing job employment opportunities and success ($\overline{X}$=3.71) while the second is for making contacts and building relationship with foreigners ($\overline{X}$ =3.68). The third is for increasing educational opportunities and success($\overline{X}$=3.67).The fourth is for job

success and progress in money making ($\overline{X}$=3.64). The fifth is for expanding your visions and enhancing your learning experiences. ($\overline{X}$=3.60) and the sixth is for your social status and your image. ($\overline{X}$=3.38). All of the criteria show the percent of coefficient variation (CV< 25%) representing consistency of the students'opinions meaning that the students' responses little vary.

Next, the students were asked to rate the importance of competencies in English oral communication for PR career. The results are shown in Table 4.5 below.

Table 4.5: The students' views on the importance of competencies in English oral communication for PR career

Views	$\overline{X}$	**CV**
For communicating with international clients	3.81	11.02%
For communicating with international press	3.79	11.61%
For success and advancement in PR career	3.50	17.14%
For successful job employment	3.47	15.85%
For good image	3.40	15.59%
For communicating in the office	3.20	21.88%

The findings show that the students were aware of the importance of competencies in English oral communication for PR career (all reasons were rated above 3.0).

The students' opinions pretty much go along with the experts' on the significance of oral communication in PR business ($\overline{X}$> 3.00) (Table 1). The students gave first priority to communicating with international clients ($\overline{X}$=3.81), while the second priority is communicating with the international press ($\overline{X}$=3.79). The third is for success and advancement in PR careers ($\overline{X}$=3.50). The fourth is for successful job employment ($\overline{X}$=3.47). The fifth is for good image ($\overline{X}$=3.40) and the sixth is for communicating in office ($\overline{X}$=3.20). All of the criteria show the percent of coefficient variation (CV< 25%) representing consistency of the students'opinions meaning that the students' responses little vary.

Part 3 of the questionnaire asks the students to rate problems concerning their English oral communication and the results are presented in Table 4.6.

Table 4.6: Problems concerning the students' English oral communication

Problems	$\overline{X}$	**CV**
Unable to have a business conversation fluently and properly	3.40	22.06%
Unable to do public speaking fluently and properly	3.32	23.49%
Feel nervous, not confident when speaking English with foreigners	2.99	28.43%
Unable to speak English fluently and appropriately	2.98	22.82%
Unable to speak with correct pronunciation	2.98	25.50%
Feel nervous, not confident when speaking English with Thai people	2.89	26.99%
Unable to orally convey their ideas and information to others	2.80	28.57%
Unable to catch main ideas and details when receiving information over the telephone, on the radio and television	2.79	27.96%
Unable to have basic daily life conversation fluently and properly	2.59	33.20%
Unable to catch main ideas when directly speaking with their conversation partners	2.53	32.02%

Their rating of the problems showed that having a fluent and proper business conversation is the most difficult ($\overline{X}$=3.40). Other problems with lower rating were doing public speaking fluently and properly ($\overline{X}$=3.32) and feeling nervous/ not confident when speaking English with foreigners ($\overline{X}$=2.99). The majority of the criteria show quite the percent of CV (26%-50%) representing consistency of the students'opinions meaning that the students' responses moderately vary.

Then, the students were also asked to indicate their problem concerning learning and teaching of English. Table 4.7 shows the results.

Table 4.7: Problems concerning the learning and teaching of English

Problems	$\overline{X}$	CV
Lack of additional practices	3.19	21.00%
Poor English language background	2.88	28.47%
Difficulty in the language itself	2.86	23.43%
Lack of motivation	2.64	31.44%
Too little time and few courses are provided	2.50	35.60%
Content is not appropriate.	2.44	31.15%
Teaching methods are not interesting and appropriate.	2.43	31.69%
Assessment is not appropriate.	2.29	33.62%
Teachers lack teaching skills	2.06	36.41%

According to Table 4.7, lack of practice was indicated as the most problematic ($\overline{X}$=3.19). Poor English language background was the second most problematic ($\overline{X}$=2.88) and difficulty in the language itself was third ($\overline{X}$=2.86). The majority of the criteria show the percent of CV (CV > 25%) representing consistency of the mean scores meaning that the students' responses vary.

As for the students' opinions on the needed competencies, the students were asked to do a self-assessment of these. The results are presented in Table 4.8.

Table 4.8: Students' self-assessment of the needed competencies

Competencies for PR job interview	$\overline{X}$	**CV**
1. You can introduce yourself; describe your educational backgrounds, your participation in extra curriculum activities, and job experiences.	2.37	29.54%
2. You can talk about your abilities, your hobbies, your strengths and weaknesses, as well as your likes and dislikes.	2.43	29.22%

Competencies for PR job interview	$\overline{X}$	CV
3. You can give some information about the organization you are applying for.	1.96	35.71%
4. You can use some proper communicative strategies to help you when you are asked some difficult/problematic questions.	1.98	40.40%
Competency for working effectively as entry-level PR personnel	**Mean**	**CV**
1. You can use basic courtesy formulas and carry on small talk.	2.42	31.40%
2. You can handle phone conversations and standard replies.	2.31	32.03%
3. You can welcome company guests and assist them when they pay a visit to the company or when they come to join the company's events.	2.17	33.18%
4. You can catch important points from information received and communicate it to your bosses, colleagues, and the press.	2.17	33.18%
5. You can answer and give information about the company products and services to clients and the press.	2.12	33.02%
6. You can describe marketing contexts of clients and clients' opponents to your colleagues and supervisors.	1.97	31.98%
7. You can share your opinions plus supporting reasons in a meeting.	2.02	36.14%
8. You can persuade, convince, or negotiate (e.g., taking basic complaints from clients or from the press or persuading/convincing the press to come to the press conference or to publish your press release).	2.02	38.12%

Based on the students' self assessment on the four scales starting from the highest 4 (excellent/nearly native), 3 (quite good/moderately workable), 2 (poor/in need of some improvement) to the lowest 1 (very poor/ in need of major improvement), they rated their competencies quite low ($\overline{X} < 2.5$) for both aspects of the needed competencies. Concerning the needed competencies for job interview, giving some information about the organization you are applying for was the lowest ($\overline{X}$=1.96) and using some proper communicative strategies to help you when asked some difficult/problematic questions is the second lowest ($\overline{X}$=1.98). As for the needed competencies for effective work, describing marketing contexts of clients' and clients' opponents to colleagues and supervisors was rated lowest ($\overline{X}$=1.97). Sharing opinions in meeting and persuading, convincing, or negotiating were the second lowest ($\overline{X}$=2.02). The majority of the criteria show quite high percent of CV (26%-50%) representing consistency of the students' opinions meaning that the students' responses moderately vary.

While the interviews with experts showed that the new PR graduates were unprepared, the students themselves also felt that their competencies are not quite good.

In terms of the students' wants and expectations, the students were asked to indicate their wants and expectations about the proposed learning objectives of the competency-based English oral communication course for undergraduate PR students on a four-rating scale starting from the highest 4 (the most wanted/expected) to 1 (the least wanted/expected). The results are reported in Table 4.9 below.

Table 4.9: The students' wants and expectations of the needed competencies

Competencies for PR job interview	$\overline{X}$	**CV**
1. Students can introduce themselves; describe their educational backgrounds, their participation in extra curriculum activities, and their job experiences.	3.05	25.25%
2. Students can talk about their abilities, their hobbies, their nature, their strengths and weaknesses, as well as their likes and dislikes.	3.03	24.42%
3. Students can give some information about the organization they are applying for.	3.02	28.15%
4. Students can use some proper communicative strategies to help them when they are asked some difficult/problematic questions.	3.00	28.00%
Competencies for working effectively as entry-level PR personnel	**Mean**	**CV**
1. Students can use basic courtesy formulas and carry on small talk.	3.05	23.93%

Competencies for working effectively as entry-level PR personnel	$\overline{X}$	**CV**
2. Students can handle phone conversations and standard replies.	3.10	24.84%
3. Students can welcome company guests and assist them when they pay a visit to the company or when they come to join the company's events.	3.05	25.57%
4. Students can catch important points from information received and be able to communicate it to their bosses, their colleagues, and the press.	3.00	26.67%
5. Students can answer and give information about the company products and services to clients and the press.	3.00	26.67%
6. Students can describe marketing contexts of clients and clients' opponents to their colleagues and supervisors.	3.01	27.57%
7. Students can share their opinions plus their supporting reasons in a meeting.	3.03	27.06%
8. Students can persuade, convince, or negotiate (e.g., taking basic complaints from clients or from the press or persuading/convincing the press to come to the press conference or to publish their press release.	3.02	26.82%

All of the needed competencies for job interview and PR work are wanted and expected by the students to be included in the English course ($\overline{X}$> 3.00). Concerning competencies for PR job interviews, the students chose the ability to introduce themselves, describe their educational backgrounds, their participation in extra curriculum activities, and job experiences ($\overline{X}$=3.05); and the ability to talk about their abilities, their hobbies, their strengths and weaknesses, as well as their likes and dislikes ($\overline{X}$=3.03). As for competencies for PR work, the ability to handle business phone conversations and standard replies ($\overline{X}$=3.09), to use basic courtesy formulas and carry on small talk ($\overline{X}$=3.05), and to welcome company guests and assist them when they visit the company or when they join company events ($\overline{X}$=3.05) were rated highest, respectively. The majority of the criteria show the percent of CV (26%-50%) representing less consistency of the students' opinions meaning that the students' responses moderately vary.

As for teaching and learning methods, the students were asked to indicate their wants and expectation about the proposed teaching/learning and the assessment of the course. The results are in Table 4.10 as follows:

Table 4.10: The proposed teaching/learning and assessment methods

The proposed teaching and learning methods	$\overline{X}$	**CV**
1. Class discussions	2.86	25.17%
2. Role-plays	2.90	24.83%
3. Group activity-based learning and teaching	3.00	22.33%
The proposed assessment method	$\overline{X}$	**CV**
Performance-based assessment	3.01	22.92%

The students wanted and expected group activity-based learning and teaching the most ($\overline{X}$=3.00). Role-plays and class discussions were placed the second ($\overline{X}$=2.90) and the third ($\overline{X}$=2.86) as the wanted and expected teaching/learning methods respectively. In terms of assessment method, performance-based assessment was rated as much wanted/expected assessment method ($\overline{X}$=3.01). The majority of the criteria show quite percent of CV (CV > 25%) representing consistency of the students'opinions meaning that the students' responses little vary.

- **Suggestions**

This is an open-ended question. It asks the students to share their ideas of how to develop the competency-based English oral communication course for undergraduate PR students efficiently in order to assist the third- and the fourth-year PR students to be successful in job application and effectively working as entry-level PR personnel in international organizations. As this is open-ended question, the students may or may not provide any answer. Some students may provide more than one suggestion. From those who provided answers to this question, the researcher groups the suggestions using content analysis. The results are demonstrated in Table 4.11.

Table 4.11: Suggestions from the students for the development of the course

Suggestions	Freq	%	Valid Percent	Cumulative Percent
English courses currently provided for the students are not enough/ The university should provide additional English training/courses or extend English class hours.	25	11.3%	29.4%	29.4%
Focus more on daily and business English conversations	23	10.4%	27.1%	56.5%
It is a good idea to have English courses specifically for PR students	10	4.5%	11.8%	68.3%
Teaching/ learning should be activity-based with an emphasis on language application more than theory	7	3.2%	8.2%	76.5%
Focus more on English for job application.	6	2.7%	7.1%	83.5%
Confidence in using English should be focused in class	2	0.9%	2.4%	85.9%
Listening skills should be focused	2	0.9%	2.4%	88.3%
Grammar should be focused	1	0.5%	1.1%	89.4%
Vocabulary should be focused	1	0.5%	1.1%	90.5%
Teachers should be native speaker of English	2	0.9%	2.4%	92.9%
Teacher should try to reduce pressure and pay more attention to students	3	1.4%	3.6%	96.5%
Learners in the class should have same level of English competence	2	0.9%	2.4%	98.6%
There should be an English course for beginners	1	0.5%	2.4%	100%
Total	85	38.29%	100%	
Missing System	137	61.71%		
Total	222	100%		

Notes: This part is open-ended question and 137 out of 222 respondents did not answer or provide any suggestions. The percents used in the discussion were calculated from the total number of the respondents (222).

From Table 4.11, the most suggested aspects for developing the course are providing more English training/courses (11.3%), focusing more on English conversations (10.4%) and English for PR (4.5%). There are a few points worth mentioning. One of them is the suggestion that teaching and learning English should be activity-based emphasizing real application more than the theory (3.2%). Another point is that several students would like to their English course to focus more on job applications (2.7%).

To conclude, the information obtained from the questionnaires indicates that the students value the importance of English and need more English training. Lack of practice is their major problem affecting their English oral communication. The result of their self-assessments of the needed competencies and their wants/expectation show that all of the needed competencies are in demand. This clearly signifies the needs for English for Specific Purposes to solve their language problems and serve their needs. Such ESP course should aim to cover English conversations especially emphasizing English for job application and English for PR business. Teaching and learning should be activity-based focusing on the real application of the language.

Part II: Translating Needs Analysis to a Course Development

This part will cover the steps in translating needs analysis to a course development which include:

1) Explore theoretical frameworks for course development

2) Map the results of the DACUM process and the step of competency-based approach (Sujana 2005)

3) Specify important findings from needs analysis

4) Construct the course assessment plan

5) Construct the learning and instructional plan

5) Validate and evaluate the proposed course and lesson plans and materials by the experts

6) Adjust the course accordingly

7) Pilot study

8) Readjust the course

Each step is described as the following:

4.3.1. Explore theoretical frameworks for course development

Several theoretical frameworks have been explored in order to develop specific frameworks to be used for the course. Stages in ESP process reality proposed by Dudley-Evans and St. John (2002) and the principles of competency-based approach are chosen to be a basis framework for the development of the course. Steps in finding out English competencies needed in particular workplace proposed by Sujana (2005) and the principles of DACUM technique provide an idea in conducting the process of needs analysis. The Backward Design of Wiggins and McTighe (2002) is chosen to be a groundwork for the course design while Vygotsky's theory of ZPD and scaffolding together with three stages of instructional process of Thornbury (2006) and three key items in speaking tasks proposed by Brown and Nation (1997) are chosen to design an instructional framework for the course. In terms of assessment and evaluation, the LSP testing (Douglas,2000) including a concept of multiple assessment as well as formative and summative assessment are incorporated to construct an assessment plan and a framework for the English oral test to be used for the course of the study. Figure 4.1 below illustrates the competency-based English oral communication course theoretical framework

Stages in the ESP process reality (Dudley-Evans & St John, 2002)

\+

Competency-based approach

Steps in finding out English competencies needed in a particular workplace
(Sujana, 2005)

=

English oral communication course for PR students

Needs Analysis

Document Analysis
DACUM
Questionnaire survey

Identifying target group
Identifying duties of professional workers
Assessing communicative needs
Translating communicative needs into English language competencies
Validating the competencies
Specifying important findings from needs analysis

Course Desi**Test value = 3.5**gn

Backward Design (Wiggins & McTighe, 2002)

Vygotsky's ZPD & Scaffolding

Identifying the desired results
Selecting the learning objectives
Translating the selected competencies into linguistic and other specifications

Determining acceptable evidence
Planning assessment
Designing assessment materials

Planning learning experiences and learning instruction
Designing lesson plans and materials

Teaching – learning

- Three stages of instructional process

Thornbury (2006)

- Three key items in speaking class

Brown & Nation (1997)

Awareness-raising activities (form-focused instruction)
Attention, noticing, understanding
Appropriation activities (meaning focused instruction)
Towards autonomy (developing fluency instruction)

Verifying the developed course
Implementing & Evaluating the course

Assessment

- Three stages of assessment: before,during,after implementation
- Formative & Summative Assessment
- Multiple means of assessment

(Cohen, 1994)

- The LSP testing theory

(Douglas,2000)

Before the implementation
Pre-English oral test
Self-checklists (the full version)
During the implementation
S'logs & T'slogs
In-class self-checklists
After the implementation
Post- English oral test
Self-checklists (the full version)
End-of the course questionnaires
Interview

The components of the course:
1) The target competencies must be defined with precision based on a careful process of needs analysis with an attempt to involve all of the stakeholders.
3) The outcome goals must be stated clearly and explicitly with regard to the criteria of an expected performance known and agreed upon all those of stakeholders.
4) The instructional means must be known explicitly, agreed upon, readily available and closely tied to recognized outcome goals. A variety of activities must be provided which allow students to practice the target competencies.
5) Formative and summative assessment with the use of multiple means is required to collect both quantitative and qualitative data.
6) The students must be assessed once instruction completed. The criteria for assessment need to be explicit, known, agreed upon and criterion-referenced. Students are given credit for performing to a pre-specified level of competencies under prespecified conditions.

Figure 4.1: The competency-based English oral communication course theoretical framework

4.3.1.1. The proposed framework for Course Development

The competency-based English oral communication course for PR students was designed based on the framework and theories of ESP and competency. The framework of the course was adapted from the framework and theory of Backward Design developed by Wiggins and McTighe (2002) and the steps in finding out English competencies needed in a particular workplace designed by Sujana (2005). This framework is used for designing the course. Figure 4.2 illustrates the framework for developing the competency-based English oral communication course.

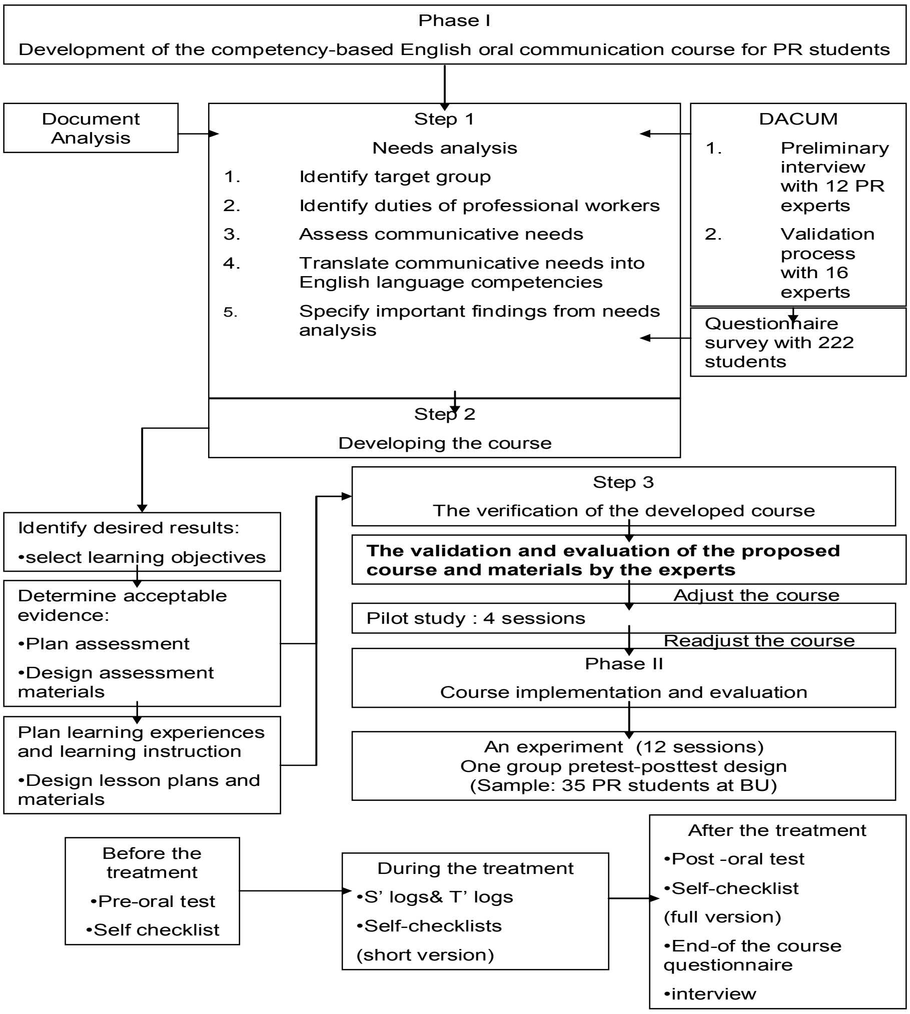

Figure 4.2: Framework for developing the competency-based English oral communication course

Information for course development was mainly derived and translated from the needs analysis. Once the course has been designed, it was verified by experts and pilot study prior to the main course implementation. After the implementation, the course was evaluated in terms of its effectiveness via the t-test and effect-size.

4.3.2. Map the results of the DACUM process with the Steps of Competency-based Approach (Sujana 2005)

Table 4.12: Identification of English competencies for PR students: An attempt to map the results of the DACUM process with the principles based on the steps suggested in Sujana (2005)

Steps	**Main aspects to be explored**	**Specific descriptions in the study**
1. Identification of target group	Who are the participants of the particular course under development?	PR students at Bangkok University
2. Identification of duties of professional workers	What are responsibilities of the professional workers in the target situation (in terms of the use of language)?	According to the preliminary interview, main Responsibilities of PR students: Getting a PR job 1.1. Searching for an opening position 1.2. Writing a resumé and a cover letter. 1.3. Taking a screening test. 1.4. Attending a job interview Working effectively as entry-level PR personnel 2.1 Communicating with clients 2.2 Communicating with the press 2.3 Communicating with bosses 2.4 Communicating with colleagues

Steps	Main aspects to be explored	Specific descriptions in the study
3. Identification of communicative needs	What kinds of communicative needs do professional workers need to be able to handle those responsibilities?	According to the findings from the modified DACUM process, in order to satisfactorily handle the responsibilities no. 1 and 2 in which speaking English is required, PR students should possess language ability on: 1. Answering basic job interview questions 2. Greeting and having small talks 3. Handling phone conversations and standard replies 4. Welcoming guests 5. Catching important points from information received and communicating with bosses, colleagues and the press 6. Answering and giving information about the company's products and services 7. Sharing opinions in a meeting 8. Describing marketing contexts 9. Persuading and convincing or negotiating
4. Translation of communicative needs into English competencies	What English competencies do they need to have in order to be able to function effectively?	**According to the findings from the modified DACUM process, needed English Competencies for job interviews are:** 1. Able to introduce oneself , describe one's educational backgrounds, participation in extra curriculum activities and job experiences 2.Able to talk about one's abilities, hobbies, strengths and weaknesses as well as likes and dislikes 3.Able to give some information about the organization one's applying for 4.Able to use some proper communicative strategies to help when asked some difficult/problematic questions **For working as entry-level PR personnel:**

		1. Able to use basic courtesy formulas and carry on small talk 2. Able to handle phone conversations and standard replies. 3. Able to welcome company guests and assist them when they pay a visit to the company or when they come to join the company's event 4. Able to catch important points from information received and communicate it to one's bosses, colleagues and the press 5. Able to answer and give information about the company products and services to clients and the press 6. Able to describe marketing contexts of clients and clients' opponents to one's colleagues and supervisors 7. Able to share one's opinions plus supporting reasons in a meeting 8. Able to persuade, convince, or negotiate (e.g. taking basic complaints from clients or from the press or persuading/convincing the press to come to the press conference or to publish one's press release)
5. Translation of English competencies into linguistic and other specifications	What language input should be included in the syllabus in order to achieve the language needed in the target situation?	To discover the learning needs or language input for class activities, the competencies can be further translated into detailed linguistic and other specifications. For example, To handle phone conversations and standard replies, the students will need -Expressions for greetings -Expressions for receiving telephone calls -Expressions for taking messages -Expressions for making telephone calls -Expressions for ending calls -Business telephone etiquettes (From Hughes, J. (2006). Telephone English. Oxford: Macmillan)

6. Identification of Teaching and learning activities to develop competencies	How does the teacher impart the language input in teaching and learning process?	See Figure 4.2 for a framework for designing the instructional plans

In the process of finding out the needed competencies, Sujana's steps were followed by answering each of the questions in the third column. The modified DACUM process using two rounds of interview was employed as a technique to obtain the answers.

4.3.3. Specify Important Findings from Needs Analysis

Main findings are listed as follows

1) It is obvious that the students need an English course to improve their English competencies. The results of their self-assessment show that the students rated their competencies quite low for all of the needed competencies. Furthermore, the results of their wants and expectations indicate that all of the competencies are wanted and expected to be included into their English courses. However, due to time constraint, the researcher needed to select only some needed competencies to be the learning objectives of the course. Since the course consists of twelve sessions for instructions and two sessions for assessment and evaluation, the researcher needed to deliberate on which needed competencies should be chosen as to be the learning objectives of the course. The following points were taken into consideration for the decision making.

- According to the results of the students' lacks, the students rated all of the needed competencies quite low. This means that all of the needed competencies require treatment.

- Choosing the needed competencies based on the students' wants and expectation would promote high motivation. Based on the students' wants and expectations, the students want and expect to learn all of the needed competencies.
- The course was new to the students and the teacher. It was the only ESP speaking course the students needed to take. Considering the low assessment of the students's and inexperience of the teacher's, the course should be too difficult.
- Priority was given to competencies that would likely to be needed the most.

After deliberating on the above criteria, only four needed competencies were chosen to be the learning objectives of the course as listed in Table 4.13 below:

Table 4.13: The selected learning objectives for the course

Learning objectives of the course
1. Students will be able to introduce themselves; describe their educational backgrounds, their participation in extra curriculum activities and job experiences.
2. Students will be able to talk about their abilities, their hobbies, their nature, their strengths and weaknesses as well as their likes and dislikes.
3. Students will be able to give some information about the organization they are applying for.
4. Students will be able to handle phone conversations and standard replies.

The first three needed competencies for PR job interviews were chosen because these competencies are very essential for the students to get a job. The students need to go to a process of job interview before they work. Moreover, the results of their self-assessment show that they rated their competencies quite low (in range of $\overline{X}$ =1.96-2.43). This means that the competencies are poor and still in need of some improvement. Competency in handling telephone conversations was chosen because it was rated as the most wanted and expected course objective for working effectively as entry-level PR personnel. In addition, literature and information from the preliminary interview indicate that communicating over the telephone is one of the tasks that entry-level PR personnel need to handle daily and most frequently. The results of the self-assessment show that this competency is poor and still in need of some improvement as well.

2. For degree of problems in English oral communication, 'unable to have a business conversation fluently and properly' was on the top of the list. Inexperience as well as the lack of practice, which was indicated as the biggest issue for their English learning and teaching, could be the most important factors. Also, it is important to focus on business English and business etiquettes. It is therefore necessary to give the students a lot of opportunity to practice their skills in order to achieve the target competencies.

3. As for learning and teaching method, group activity-based learning and teaching was on the top of the list while role-plays and class discussions were placed the second ($\overline{X}$=2.90) and the third ($\overline{X}$=2.86) respectively. Moreover, there were seven comments in the open-ended part suggesting that the lessons should be group activities focusing on real applications instead of theories. Therefore, the lessons should provide the students with opportunity to do a lot of group activities so as to help the students learn and practice their English with their peers.

4. Concerning assessment, performance-based assessment is agreeable to both groups of the experts and the students ($\overline{X}$ = 3.01). Therefore, this study employs performance-based assessments involve learners in actually performing the behavior that we want to measure.

4.3.4. Construct the course assessment plan

It has become clear that assessment of language benefits from the use of multiple means over time (Cohen,1994). Therefore, the course assessment plan consists of several instruments for both formative and summative assessment. Table 4.14 illustrates the course assessment plan and the research instruments involved.

Table 4.14: The course assessment plan

	Formative assessment	**Summative assessment**
Before the implementation	**During the implementation**	**After the implementation**
The pre-oral test Self-checklist (pre-test)	Homework assignments Teacher' logs Quizzes Student's logs Self-checklist A group project Peer-assessments	The post-oral test Self-checklist (post test) Interview

As for research purpose, the main instruments used to collect quantitative data were the oral test and the self-checklist while logs and interview were used to collect qualitative data. The other instruments (homework assignments, quizzes, a group project and peer assessments) were used for instructional purposes such as diagnosis, evidence of progress, giving feedback to the students and evaluating teaching.

As for the English oral test, which is the main instrument in assessing the participants' competencies, the LSP testing theory developed by Douglas (2000) was used to design a framework for developing the English oral test (Figure 4.3) below:

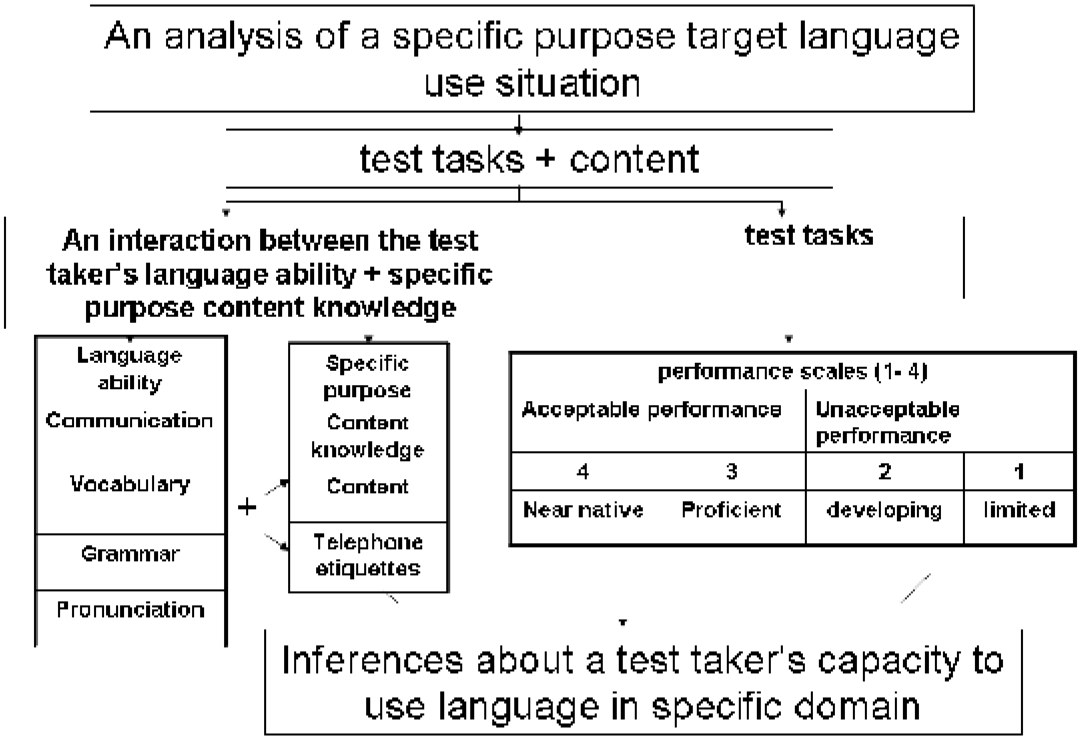

Figure 4.3: Framework for developing the English oral test (adapted from the LSP testing theory developed by Douglas (2000)

The framework illustrates how the English oral test was developed. The process of developing the English oral test started with an analysis of a specific purpose target language use situation which was the results of the needs analysis and followed by a design of test tasks and content which is the representative of tasks in the target situation. Next, scoring rubrics were created based on an interaction between the test taker's language ability and specific purpose content knowledge on one hand, and the test tasks on the other. In this case, the test taker's language ability refers to four scales in measuring language proficiency (communication, vocabulary, grammar, pronunciation).Then, 'content' representing special purpose content knowledge is added as a criterion on the scoring rubric for a job interview while 'business telephone etiquettes' is an additional criterion on the scoring rubric for business telephone conversation. As for the test tasks, it consists of four performance scales starting from 1 means 'limited', 2 mean 'developing', 3 means 'proficient' and 4 means 'near native'. The scales 1 and 2 indicate the test taker's performance is unacceptable (still in need of improvement) while the scales 3 and 4 indicate that the test taker's performance is acceptable. As a result, inferences about a test taker's capacity to use language in specific domain are the expected outcomes of the English oral test in this study.

4.3.5. Construct the learning and instructional plan

- **Construct the Course Module and Course Materials**

The course structure of the Competency-based English Oral Communication Course for PR students was then proposed as shown in Table 4.15.

Table 4.15: The Course Structure

English Oral Communication Course for PR students
• **Module I: English for Job Interview (6 sessions)**
Introduction to PR job recruitment process and PR job positions
• Talking about your background and experiences
• Talking about your strengths
• Talking about your weaknesses
• Talking about companies and organizations
• Practicing a job interview
+++ In-class Midterm Exam /Posttest 1 (1 session)
• **Module II: English for entry-level PR personnel (6 sessions)**
II.1 Receiving business telephone calls (3 sessions)
• Taking business telephone messages
• Receiving business telephone calls
• Receiving complaint calls
II.2 Making business telephone calls (2 sessions)
• Making PR-related business telephone calls
• Practicing making PR related business telephone calls
II.3 Wrap-up session (1 session)
+++ In-class Final Exam / Posttest 2 (1 session)

The course consisted of 14 sessions (2 hours and 30 minutes / session). The first six sessions were dedicated to English lessons for job interview. Then, a week after the students needed to take a midterm exam which was considered their posttest

1. The content of the exam covered the first four learning objectives. For lessons under the module of English for entry-level PR staff, six sessions were dedicated to cover the most required aspects of business telephone conversations (three sessions for receiving business telephone calls, two sessions for making business telephone calls and one session for wrap-up practice). A week later, in their last session at the end of the course the students needed to take in-class final exam which was their posttest

2. The content of the exam covered only the learning objective 5 which is about handling business telephone conversations. The lessons were developed and adapted from several international and Thai sources. The key criteria used to selecting the materials for the course are relevance and appropriateness. For example,

- The materials are relevant to the lesson objectives.
- The materials are appropriate to the learners in terms of age and language difficulties.
- The materials are up-to-date.

Some of the materials needed to be adapted in order to meet the criteria. The researcher also tried to include authentic materials such as real PR job advertisements and video clips from the Internet in the lessons. Some materials were tailor-made for the course. The sample lessons and materials were verified and evaluated by two English language teachers with a doctoral degree and one PR teacher with PR working experiences as being appropriate and useful for the students.

- **The framework for designing the instructional/learning plan**

The learning and instructional plan was based on Vygotsky's Zone of Proximal Development (ZPD) and scaffolding as well as stages of instructional process of Thornbury (2006) and Brown and Nation (1997). Figure 4.4 illustrates the framework.

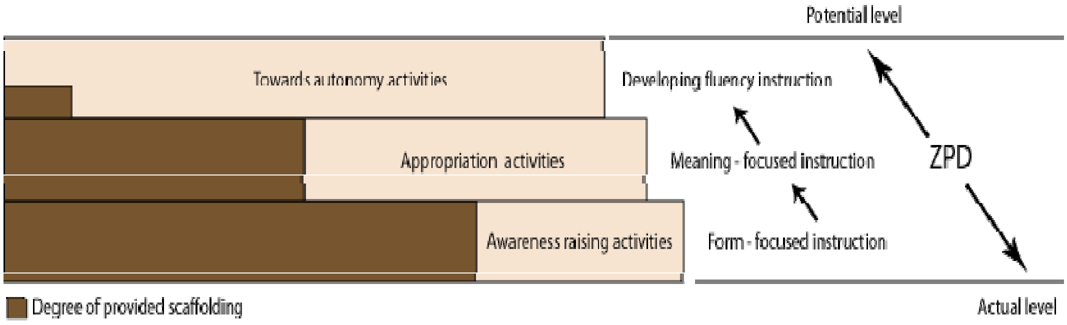

Figure 4.4: Framework for designing the instructional plan of the competency-based English oral communication course for PR students

Vygotsky's zone of proximal development (ZPD) explains a gap of capacity and how the students are able to move up to an expected level. Scaffolding provides steps of how to fill the gap.

The three stages of instructional process proposed by Thornbury (2006) and the three key items suggested by Brown and Nation (1997) match perfectly and are used as a guideline to provide scaffolding instruction. Both of the concepts of Thornbury (2006) and Brown and Nation (1997) provide details of how to develop each of the stages of the scaffolding.

This framework clearly presents how to develop a language competency: starting from form to meaning and to fluency. According to this framework, each student is guided to move up step by step with support of instructions through learning activities and be able to reach his/her potential level. The fact that the students were provided with ample opportunities to practice their language competencies at their own paces was the key for success in achieving a particular competency.

There were three kinds of activities in a lesson plan. Awareness raising activities were used to start the lesson. The activities were intended for stimulating the students' background knowledge and introducing the students to language use. The examples of the scaffoldings would be reading or listening activities to introduce the students to the topic of the lesson and to prepare the students for some useful words, phrases or language structures related to the lesson. Class discussions on interesting topics related to the lessons was also an alternative to activate the students' background knowledge. Among these activities, the most popular activity for this course was quiz games. The activity was similar to quiz shows on TV. Students were divided into teams and have to compete to give correct answers to the prepared questions within a time limit in order to earn scores. The researcher found that the students loved this activity very much. The key element for preparing this activity was to make sure that the questions are interesting, not too difficult but still challenging for the students. The questions need to allow the students to make guesses and have a chance to answer them correctly. In one session concerning job interview on the topic of talking about your background and your experience, the researcher prepared a powerpoint presentation to give the students an overview of job application process. After that, the students were divided into groups to participate in a quiz game. The questions were about useful words, phrases and sentences on the topic of job application. Next, the researcher raised a topic: what would be job qualifications for PR job?

Next, appropriation activities were provided aiming at practicing the forms as well as meanings focused by providing contexts of the situations. The examples of the scaffolding activities would be listening to or watching real conversations, doing exercises on the provided worksheets and conducting a drill practice. During this phase, the teacher had to direct the students to focus on the correct forms used in the target situation and how the forms were correctly used. Then, the teacher had the students practice pronunciation and fluency by doing drill practice. For the job interview session mentioned earlier, after the students listened to the job interview conversations, the teacher gave the students an exercise worksheet which asks the students to fill in the blanks of what they have heard from the video. Then, the teacher explained, summarized the needed structures and conducted drill practice with the students using the examples on the worksheet. Later, another exercise worksheet was given to the students to write down their answers to the job interview question. The teacher walked around monitoring and providing help. When the students finished writing their answers, the teacher called some of the students to role-play the situation. The teacher took the role of employer asking the students: Tell me about yourself and your working experience.

Later, towards autonomy activities were provided for more practices to enhance fluency. The students worked in pairs and took turns taking a role of an employer and a job candidate. They were also required to assess their first performances and their partners' by completing the in-class self checklist. In addition, towards autonomy activities were also done as an assignment and a preparation for a quiz on the next class. Outside of the classroom, the students were asked to revise their answer or add more information to make the answer more interesting and practice speaking for the quiz on the next class. The follow-up week at the beginning of the class, the teacher used a small quiz to monitor and assess each of the students' performances. Before the quizzed started, the students were told to practice the task with their partner and do s self-assessment and a peer-assessment of their second performances of the target competencies. A sample lesson plan is provided below for more detail.

In short, concerning the types of the instruction, it can be said that each of the lesson units normally started with form-focused instruction before moving on to meaning-focused and finally to developing fluency. However, each of the lessons was flexible. The type of instruction could be overlapping for some activities. For example, it was possible that appropriation activities could be both form-focused and meaning-focused. It could also be acceptable if appropriation activities allowed some sorts of 'developing fluency' instruction in a way.

- **A sample lesson plan and materials**

Unit 1 : Job interview/ lesson 1: Tell me about your background and experience

Goal: Students will be able to answer the questions asking about their educational backgrounds, their extra-curriculum activities and their work experiences which relate to typical PR job requirements/qualifications.

Targeted areas:

Knowledge	**Skills**
Common job interview questions and expressions used to answer them. past tenses and present tenses Dos and Don't for job interview	Reading job advertisements Reading an article about job interview Listening Answering interview questions

Lesson 1: Your background

____________________Getting Ready for the class (10 mins) ____________________

Phase I: Awareness raising (60 mins)

Topic	**Targeted areas (knowledge & skills)**	**Performance Objectives**	**Activities**	**Teaching Aids**	**Assessment**
Read PR job ads Tips for a job interview: how do I handle the question “Tell me about yourself” Sample Job Interviews	-Vocabularies about job application and qualifications -Tips for a job interview -Practicing reading -Practicing listening	1. Students will be able to answer questions concerning the details of the PR job ads 2. Students will be able to answer questions about their past experiences about job interviews or any other interviews. 3. Students will be able to listen to the same recordings and fill in the blank.	1. How to find a job : Intro to PR job ads (15 mins) 2. Reading ***“Tips for the job interview”*** & having group discussion (30 mins) 3. Listening to audio clips of sample job interviews and do the provided exercise (15 mins)	1. PR job ads 2. Student Worksheet A ***(Tips for a job interview)*** 3. Student Worksheet B (Listen and fill in the blanks) 4. Blackboard +markers	1. Observe and check whether Ss can answer the questions 2.Observe and check whether Ss can answer the questions. 3. Observe and check whether Ss can answer the questions.

________________________________BREAK (5 mins)______________________

Phase 2: Appropriation (45 mins)

Topic	**Language/ Skill Focus**	**Performance Objectives**	**Activities**	**Teaching Aids**	**Assessment**
1.	-Useful expressions for job interview. -Past tenses and Present tenses -Pronunciation	1. Students will be able to repeat useful expressions for job interview 2.Students will be able to write about their personal information about their background and experiences on the Student Worksheet C	1. Drills (20 mins) 2. Preparing for the answers (30 mins)	1. Student Worksheet E ***"The Most Common Interview Questions and Useful Expressions for job Interview (1)"***	1. Observe and check whether the students write about their background and experiences on the worksheet 2. Observe and check whether the students can repeat the expressions correctly.

Phase 3: Toward autonomy (30 mins)

Topic	**Language/ Skill Focus**	**Performance Objectives**	**Activities**	**Teaching Aids**	**Assessment**
Job interviews	Speaking Monitoring their performances	1. Students will be able to perform drill practices for those useful expressions	1. Role-play 2. Self-assessment And peer assessment	1. In-class self checklists	-Observe if the students can complete the self assessment. -Examine the self-checklists.

4.3.6. The validation and evaluation of the proposed course and materials by the experts

After the course plan and materials were designed, eight experts in the field were invited to validate and evaluate the proposed course plan, materials and the English oral test.

To validate and evaluate the lesson plans and the course materials, three experts were asked to use a five-scale checklist called 'The checklist for the experts to validate the sample lesson plans and materials'adapted from 'Sample Checklist for Assessing Activities and Materials' (Genesee and Upshur, 2002) and 'What can be evaluated' (Graves, 2000). The results of the evaluation are presented in Table 4.16.

Table 4.16: The experts' evaluation of the sample lesson plans and materials

Criteria for evaluating the course plan	$\overline{X}$	SD	CV
1. The objectives are realistic.	4.66	0.57	12.39%
2. The objectives are appropriate.	4.33	0.57	13.26%
3. The objectives are achievable.	5.00	0.00	0.00%
4. The contents are relevant to the students' needs.	4.66	0.57	12.39%
5. The contents are at the right level.	4.66	0.57	12.39%
6. The contents are suitable for the time allotted.	4.66	0.57	12.39%
7. The sequence of the contents is appropriate.	4.66	0.57	12.39%
8. The contents are comprehensive enough.	4.66	0.57	12.39%
9. The contents are focused enough.	4.00	0.57	14.25%
10. It flows from unit to unit.	4.66	0.57	12.39%
11. It flows within units.	4.33	0.57	13.26%
12. It allows the students to perceive a sensible progression.	4.66	1.15	25.00%
13. The materials/ activities match the unit objectives.	4.66	0.57	12.39%
14. The materials/activities make clear the communicative uses of the language.	4.66	0.57	12.39%
15. The materials/activities are age appropriate, at the right level and of appropriate difficulty.	4.66	0.57	12.39%
16. The materials/ activities are engaging and learner-centered.	4.00	1.00	25.00%
17. The materials/activities encourage cooperative learning.	4.66	0.57	12.39%
18. The materials/activities are meaningful and useful to these students.	5.00	0.00	12.39%
19. The materials/ activities are varied and can accommodate different learning styles and preferences.	3.66	0.57	13.26%

Criteria for evaluating the course plan	$\overline{X}$	SD	CV
20. The materials/activities include cultural content appropriate to the target culture.	4.00	1.00	25.00%
21.The materials /activities are authentic	4.33	0.57	13.26%
22. The materials/activities seem fun and interesting.	4.66	0.57	12.39%
23. The materials/activities are suitable for the time allotted.	4.00	1.00	25.00%
24. The instructions are clear and appropriate to the students.	5.00	0.00	0.00%
25. There is enough practice for the students.	4.66	0.57	12.39%
26. The assessment/evaluation plan allows the students to understand how and why they will be assessed.	4.66	0.57	12.39%
27. The assessment activities assess what has been learned.	4.00	1.00	25.00%
28. The assessment activities are appropriate to the students' level.	4.66	0.57	12.39%
29. The assessment activities are able to measure progress or achievement.	4.00	0.00	0.00%
30. The assessment activities are suitable for the time allotted.	5.00	0.00	0.00%

Overall, on the scales where 5 means strongly agree /excellent, 4 means agree/good, 3 means neutral/moderate, 2 means disagree/poor and 1 means not agree at all/very poor, all of the listed criteria were rated with the mean score greater than 3.50 which was set as the cut-off score to pass the evaluation. The lowest mean is 3.66 was given to criterion no. 19 the materials/ activities are varied and can accommodate different learning styles and preferences. Criterion no. 3 the objectives are achievable, criterion no. 18 the materials/activities are meaningful and useful to these students, criteria no. 24.the instructions are clear and appropriate to the students and criterion no. 30 the assessment activities are suitable for the time allotted were rated the highest ($\overline{X}$ = 5.00).

- **Additional comments and suggestions from the experts**

According to the results of the evaluation, it can be said that the lesson plans and the materials were approved by the three experts (E). Their additional comments are listed below:

E1:"The overall lesson plans and the instructional materials were carefully designed and realistic."

However, some suggestions for improvement were also provided as follows:

E2:"As for content, more focus should be put on PR industry and what they're likely to talk about"

E3:"Developing back-up class activities, as students in the same class might have varied English proficiency level, in order to maximize individual student learning outcome"

E4: "Demonstrating the mapping chart to illustrate the overview, structure and flow of the study plan at the early page of the study plan (linking the objectives, content and evaluation together in the form of visual expression)"

E5:"Standardizing the page format and add numbering to make the plan easy to follow"

To validate and evaluate the English oral test, the other five experts were asked to use a five-scale checklist called 'The checklist for the experts to validate the English oral test and the scoring rubrics' of which the criteria were taken from 'Criteria for assessment instruments of oral communication' available online at the website of National Communication Association (NCA), http://www.natcom.org/instruction/Assessment/CriteriaAssessment.htm.

The results of the experts' evaluation are presented in Table 4.17.

Table 4.17: The experts' evaluation of the English oral test and the scoring rubrics

Criteria for evaluating the oral test	$\overline{X}$	SD	CV
1. The test is valid and consistent with its objectives.	4.80	0.44	9.17%
2. The test has appropriate content validity.	4.80	0.44	9.17%
3. The test assesses competencies in oral communication through actual performance in social settings appropriate to the competencies being assessed.	4.20	0.83	19.76%
4. The results of the test will reflect the intended competencies.	4.80	0.54	14.21%
5. The length of the test is appropriate.	4.20	0.83	19.76%
6. The test is suitable for the time allotted.	3.80	0.44	11.58%
7. The language is used appropriately.	4.40	0.83	19.76%
8. The instructions of the test are clear and suitable.	4.00	0.00	0.00%
9. The test has an acceptable level of reliability (e.g. inter-rater reliability)	4.60	0.54	11.74%
10. The test is free from cultural, sexual, ethical, racial, age and developmental bias.	4.40	0.54	12.27%
11. The test is suitable for the developmental level of the individual being assessed.	4.20	0.44	10.48%
12. The scoring rubric for assessing oral communication describes degrees of competencies.	4.40	0.54	12.27%
13. The scoring rubric consists of appropriate and enough criteria to assess the intended competencies.	4.40	0.54	19.76%

Overall, on the scales where 5 means strongly agree /excellent, 4 means agree/good, 3 means neutral/moderate, 2 means disagree/poor and 1 means not agree at all/very poor, all of the listed criteria were rated greater than $\overline{X}$=3.50 which was set as the cut-off score to pass the evaluation. Criterion no. 1 the test is valid and consistent with its objectives, criterion no. 2 regarding content validity and criterion no. 4 the results of the test will reflect the intended competencies were rated the highest ($\overline{X}$=4.80). Criterion no. 6 concerning time allotted for the test administration were rated the least ($\overline{X}$=3.80). All of the criteria show low percent of coefficient variation (CV< 25%) representing quite consistency of the mean scores meaning that the experts' responses were quite similar.

- **Additional comments and suggestions from the experts**

According to the results of the evaluation, it can be said that the English oral test approved by the five experts. One of the experts gave an additional comment ---"The items are well-constructed." However, a few suggestions are provided as follows:

E6: "Please ask them to discuss the organization they are applying for"

E7: "The writing of example answers should be added"

E8: "For the scoring rubrics, five criteria should be enough and appropriate. Fluency can be moved to be included in criterion no. 1 ---Communication"

4.3.7. Adjusting the course

Some adjustment was done based on the experts' comments and suggestions such as focusing more on PR industry by providing PR situations and having the students discuss them, designing and preparing additional activities as a backup plan, reformatting and standardizing the lesson plans. As for the oral test, a question--- 'What do you know about the company?' was added, the writing of example answers were provided and the criteria instead of six were cut down to five by merging the two topics ---'fluency' and 'communication'.

4.3.8. The pilot study

The pilot study is aimed to ascertain that the proposed lesson plan can be effectively used for the purpose of this study and to get the teacher to be familiarized with the environment and the lesson. Three sample lessons on the topic of job interview and one sample lesson on the topic of receiving telephone calls were piloted with a group of fifteen PR students at Bangkok University. These students have similar characteristics with those of the students in the main study. The sample lessons are presented in Appendix D.

Four weeks of the pilot study were arranged at Bangkok University (Rangsit campus) during August and September 2008. Fifteen students joined the four sessions of the pilot study. At the end of the pilot study, the students were asked to fill the course evaluation form. The form was adapted from "The evaluation form for the sample study" in Vasavakul (2006). Likert's scale of 1 to 5 is used with 1 = not agree at all, 2 = do not agree, 3 = neutral, 4 = agree and 5 = strongly agree. Descriptive statistics on means and standard deviations of each area of the lesson using SPSS are presented in Table 4.18.

Table 4.18: The students' evaluation of the piloted lessons

Criteria for evaluating the course	N	Min	Max	$\overline{X}$	CV
1. The lessons responded to the needs of the students.	15	5.00	5.00	5.00	0.00%
2. The lessons were useful and practical.	15	4.00	5.00	4.93	5.07%
3. The lessons were understandable and suitable to the student's language level/knowledge and age.	15	4.00	5.00	4.66	10.30%
4. The lessons were authentic.	15	3.00	5.00	4.46	14.13%
5. The sequence and the organization of the lessons were suitable.	15	3.00	5.00	4.33	14.09%
6. The timing was suitable.	15	3.00	5.00	3.93	22.39%
7. The speed was appropriate.	15	3.00	5.00	3.86	19.17%
8. The lessons were fun and interesting.	15	3.00	5.00	4.26	13.85%
9. The lessons and teaching styles were various.	15	3.00	5.00	4.00	16.25%
10. The teacher/ the teaching methods helped you to learn.	15	4.00	5.00	4.33	11.09%
11. The teacher/the teaching methods allowed opportunities for exchanging knowledge and promoted shared learning.	15	4.00	5.00	4.46	14.13%
12. The materials were useful and appropriate.	15	2.00	5.00	4.06	21.67%
13. The assessment was clear and useful.	15	3.00	5.00	4.06	19.46%
14. You have learned and improved your competency in English oral communication after the lessons.	15	4.00	5.00	4.53	11.26%

Criteria for evaluating the course	N	Min	Max	$\overline{X}$	CV
15. Overall, you like the lessons and the teaching and you would like to continue to study more lessons.	15	4.00	5.00	4.93	5.07%
16. You think that there should be a course like this one offered for you in the university.	15	4.00	5.00	4.93	5.07%
17. You think that there should be some other sequential or related courses like this one e.g. English courses teaching other skills of English for PR students that are necessary for job application and working as PR personnel.	15	5.00	5.00	5.00	0.00%

Table 4.18 shows that the students were satisfied with the pilot lessons. Every criterion was rated above $\overline{X}$=3.86. The lowest mean is about the appropriateness of the speed of the lessons ($\overline{X}$=3.86) and the timing ($\overline{X}$=3.93). All of the students absolutely agreed that the lessons responded to their needs ($\overline{X}$=5.00) and that there should be some other sequential or related courses like this course ($\overline{X}$=5.00). In the open-ended part which asks the students to write additional comments and suggestions, seven of the students similarly commented that class time was too short and they would like the class time to be extended. Eight of the students thought that the course is useful, practical and necessary for their future. They also thought that the course should really be offered in the university. All of the criteria show low percent of coefficient variation (CV< 25%) representing quite consistency of the mean scores meaning that the experts' responses were quite similar.

Moreover, in each class of the pilot study, one ESP teacher at Bangkok University was asked to observe and evaluate using a five-scale classroom observation form ranging from 5 means 'excellent', 4 means 'good', 3 means 'moderate', 2 means 'poor' and 1 means 'very poor'. The form was adapted from Classroom Observation Form (2006) in Community College Survey of Student Engagement (CCSSE) available online at website: www.ccsse.org/publications/CCSSE%20Classroom%20Observation%20Form.pdf.

The results are reported as in Table 4.19:

Table 4.19: The results of the class observations

Criteria for observing and evaluating teaching and learning of each class	**Class 1**	**Class 2**	**Class 3**	**Class 4**	**Mean**	**Some Comments**
1. Learning organization and management						
a. Clearly explained the learning objectives for the class session	5	5	5	5	5.00	The objectives were clearly explained at the beginning of the class.
b. Was prepared to conduct class	5	5	5	5	5.00	Very well prepared.
c. Spent time for each part appropriately	3	3	4	4	3.50	Spent too much time on some parts.
d. Ensured that students were engaged in the learning activities planned for the class session	5	5	5	5	5.00	Good use of questions and compliments to encourage students
e. Noticed when a student or students were not engaged and took action to involve the student(s) in the class activity.	4	4	4	4	4.00	
f. Summarized the major points at the end of the lesson	4	5	5	5	4.75	Able to summarize the major points very well

Criteria for observing and evaluating teaching and learning of each class	C 1	C 2	C 3	C 4	Mean	Some Comments
2. Knowledge of subject matter						
a. Explained concepts clearly	5	4	5	5	4.75	
b. Gave "real world" examples to illustrate concepts	4	4	5	5	4.50	Good examples Authentic examples
c. Responded adequately to students questions	5	5	5	5	5.00	The students seemed satisfied with the answers.
3. Teaching style						
a. Spoke clearly and audibly	5	5	5	5	5.00	Very good
b. Showed enthusiasm for the subject matter and teaching	5	5	5	5	5.00	A lot.
c. Encouraged questions and student participation	5	5	5	5	5.00	
d. Provided feedback that gave students direction for improvement	5	4	4	4	4.25	
e. Interacted with individual students during the class session	5	5	4	4	4.50	
f. Interacted with students working in small groups during the class session	5	5	5	5	5.00	
g. Used techniques that reflect an awareness of different learning styles	4	4	5	5	4.50	A lot of activities are provided
h. Appropriately used Web-based resources, PowerPoint or other technological tools	4	4	3	3	3.50	I like the video clips.
4. Assessment						
a. The assessment/ evaluation activities and instruments appropriately assess what has been learned.	4	4	4	4	4	Yes. A lot of assessment/evaluation activities
Overall, did the instructor create an engaging learning during the observed class session?	5	4	5	5	4.75	It seems that the students love your class.

From Table 4.19, the result of the class observations shows that means of all areas of the lesson range between 3.50 and 5.

Some additional comments and suggestions from the observer are

1. Be careful on time spent for each part. Perhaps shorten/cut some activities and it is better to stay focused on only 2 or 3 activities per session.
2. Simplify the materials so that the students complete the tasks easily.
3. Add more examples related to PR contexts. Perhaps bring up some PR cases and ask the students to share their opinions and discuss.

4.3.9. Readjust the course

Based on information gathered from the pilot study, the lesson plans were adjusted accordingly. For instance, the researcher needed to cut down some listening parts since they appear to be too difficult for the students. In addition, the researcher simplified the layout of the worksheet and added a discussion part by asking the students questions about some particular PR scenarios.

The lessons were later prepared and printed out as a manual for both the teacher and the learners.

4.4. Part III: Course Implementation and Evaluation

4.4.1. Course Implementation

The course was offered for PR students in substitution for their requirement of EN 314 ‘Speaking English for Communication Arts Professionals’. Normally EN 314 is scheduled to open for students to register and study in the first semester of every year (during June to September). However, this course was scheduled for the students to register and study in the second semester of the academic year 2008 (during November 2008 to February 2009). Due to this unusual schedule of the course, the

researcher had to open two sections: Tuesday from 11.20 a.m. to 13.50 p.m. and Thursday from 2.00 p.m. to 4.20 p.m. for the students to register for the course. This increased a chance to gain at least thirty-five participants for the main study.
At the beginning of the course, thirty students had registered for the Tuesday section and twenty-eight students had registered for the Thursday section. However, only twenty students in Tuesday section and sixteen students in Thursday section showed up on the first day of the class. The researcher managed to give an introduction of the course and arrange with these students an appointment for pre-test which needed to take place outside the classroom upon each of the students' appointment. Finally, it turned out that the total of thirty-five students from both sections were able to complete the pre-test before the second class began. Therefore, these thirty-five students were chosen to be the subject of the main study.

Total class time for each section was 35 hours (14 sessions). However, the real instructions consisted of twelve sessions as one session needed to be scheduled for the in-class midterm exam (posttest 1) and one session at the end of the course needed to be scheduled for the in-class final exam (posttest 2).

4.4.2. Course Evaluation

This section describes the process of evaluating the course in such a way to answer the research question: How effective is the course as evaluated against the set criteria? Refer to page 5, seven criteria have been set for course evaluation and several instruments have been exploited to gather information both in terms of quantitative and qualitative aspects from the participants.

The following reports the effect of the course implementation on the students' performances of the needed competencies, the students' opinions of their competencies and the students' opinions of the overall course. Both quantitative data and qualitative data are triangulated to present the findings.

4.4.2.1. The students' performances of the needed competencies

Hypothesis 1: The students' scores of the post-test will be significantly higher than the scores of the pre-test.

The cognitive criterion for course evaluation is to compare the students' scores on the English oral test before and after the course implementation (cognitive criterion) and to examine the magnitude of the effect. The findings reveal the students' performances of the needed competencies as reported below:

Participants were pre-and post-tested their English oral competencies. Two raters rated each participant using the four scales on the scoring sheets (See Appendix E: The English oral test). In this study, correlations of raters in the English oral pre- and post-test using Pearson Correlation were 0.96 and 0.84 respectively. The correlation is significant at the 0.01 level. In terms of raters' reliability, high correlations (± 0.75) among raters have been found from both the pre-test and post-test. This indicates the degree to which the ratings of one rater can be predicted from the ratings of the other raters (Hatch and Farhady, 1982: 203).

For statistical measurements, two scores from both raters will be combined and divided by two to find out the mean scores for each of the participants. The results from t-test have been presented in Table 4.20.

Table 4.20: The oral test – Paired samples test (t-test) and effect size (Hedges'g)

			Paired Differences				
	Min	**Max**	$\overline{X}$	**SD**	**t-test**	**Sig (2-tailed)**	**g**
Pretest	1.00	3.00	1.62	0.59	16.55*	0.00	2.76
Postest	2.00	4.00	3.00	3.00			
Posttest-pretest				1.37			

*p<0.05

From Table 4.20, the results of 16.55 from t-test indicated that participants in the study had higher scores in their oral post-test at a significant level ($p < .05$). According, to Cohen (1988: 22), the values of the effect- size were used for the interpretation in terms of the correlation between an effect (in the present study – the competency-based English oral communication course) and the dependent variable (in the study – participants' improvements in their oral English competencies). It can be seen from Table 4.26 that there was significant improvement in the participants' performances of the needed competencies in English oral communication (pre-test $\overline{X}$ = 1.6286; post test $\overline{X}$ = 3.000) with the effect size at 2.76, which is considered a large effect.

In conclusion, the significant improvement of the students' performances of the needed competencies with a large effect show that the cognitive criteria were achieved and the first hypothesis was accepted.

4.4.2.2 The students' opinions of their needed competencies

In order to examine the effectiveness of the course in terms of affective aspects, the course was evaluated by comparing the students' in-class self-assessment of their first and their second performance on the in-class self-checklists and by comparing the students' self checklists before and after the course implementation. The findings show the students' opinions of their needed competencies.

During the course implementation, the researcher asked the participants to assess their performances at the end of the three main units: job interview, receiving business telephone calls, making business telephone calls. A quick training and rehearsing was provided at the beginning of the course to make sure that the participants understand how to use the self-checklist to evaluate their own performances and their peers'. The data was analyzed by using paired sample t-test to compare mean scores of their first performances with mean scores of their second performances of each unit. Moreover, the value of effect size was calculated. Hedge's effect size is an appropriate measure to use in the context of a t-test on means for the interpretation in terms of the correlation between an effect (in the present study – the competency-based English oral communication course) and the dependent variable (in the study – participants'in-class self-assessment scores). , an effect size of 0.2 to 0.3 might be a "small" effect, around 0.5 a "medium" effect and 0.8 to infinity, a "large" effect (Cohen 1988:25). The results of the in-class self-checklists are presented in Table 4.21, 4.22 and 4.23:

Table 4.21: A comparison of the participants' self-assessment on English oral communication for a job interview

Job interview			**Paired Differences**				
	Min	**Max**	$\overline{X}$	**SD**	**t-test**	**Sig (2-tailed)**	**g**
Performance 1	2.00	3.00	2.02	0.16	24.59*	0.00	6.13
Performance 2	3.00	4.00	3.80	0.40			

*p< 0.05

Table 4.22: A comparison of the participants' self assessments on receiving business telephone calls

Receiving calls			**Paired Differences**				
	Min	**Max**	$\overline{X}$	**SD**	**t-test**	**Sig (2-tailed)**	**g**
Performance 1	2.00	4.00	2.97	0.70	5.12*	0.00	1.20
Performance 2	3.00	4.00	3.68	0.47			

*p< 0.05

Table 4.23: A comparison of the participants' self assessments on making business telephone calls

Making calls	**Min**	**Max**	$\overline{X}$	**SD**	**t-test**	**Hedges'g**
Performance 1	2.00	3.00	2.62	0.49	10.49*	2.36
Performance 2	3.00	4.00	3.71	0.45		

*p< 0.05

From Table 4.21, the results of 24.59 from t-test indicated that the participants gave their second job interview performances higher scores than they gave their first performances at a significant level (p < .05) with the effect size at 6.13, which considered large.

Moreover, Table 4.22 shows the results of 5.12 from t-test indicated that the participants gave their second receiving business call performances higher scores than they gave their first performances on their in-class self-checklists at a significant level (p < .05) with the effect size at 1.20, which considered large.

Lastly, Table 4.23 also shows the results of 10.49 from t-test indicated that the participants gave their second making business call performances higher scores than they gave their first performances on their in-class self-checklists at a significant level ($p < .05$) with the effect size at 2.36, which considered large.

It can be seen from all of the above tables that there are significant differences of the participants' in-class self-assessments between their first and the second performances of each task. For all of the three tasks: a job interview, receiving business telephone calls and making business telephone calls, the participants' in-class self assessments of their second performances are significantly higher than the in-class self-assessments of their first performances with a large effect size. This illustrates the improvement of the students' opinions of their needed competencies. The students' opinions of their needed competencies were more positive after they had more chance to practice their skills. They think that they were able to do better on their second performances. It can also be interpreted that they were more confident with their competencies.

Another quantitative data to study the students' opinions of their needed competencies was collected through the use of the self-checklists (full version). The findings from the self-checklists were used to test the hypothesis 2 which is:

Hypothesis 2: The scores of the self-checklists after the course implementation will be significantly higher than the scores of the students' self-checklist before the course implementation.

Participants in the study were asked to rate their opinions on English oral communication, English learning and their level of competencies in English oral communication for PR jobs before and after the course implementation. They completed the self-checklist form on the first day of the class and again on the last day of the class using the same scales from 1 to 4 in which 1 indicates 'very poor/ need significant improvement/the least', '2' indicates 'poor/ developing/ less', '3' indicates 'good/ proficient/quite a lot', '4' indicates 'very good/ nearly native/ the most'. The results of the self-checklists are presented in Table 4.24.

Table 4.24: Paired-samples t-test of the self-checklists before and after the course implementation and the effect size (Hedges'g)

		$\overline{X}$	**SD**	**SE**	**t**	**Sig (2-tailed)**	**g**
General opinions about English and learning English	Posttest -pretest	0.28	0.42	0.71	3.97*	0.00	0.90
Opinions about competencies in English oral communication	Posttest	0.57	0.52	0.89	6.39*	0.00	1.50
Self-assessment of the needed competencies in English oral communication for PR job interview	Posttest	1.68	0.65	0.11	15.19*	0.00	3.73
Self-assessment of the needed competencies in English oral communication for entry-level PR work	Posttest	1.77	0.77	0.13	13.60*	0.00	2.90

*p<0.05

From Table 4.24, the results from t-test indicated that participants in the study had a more positive opinion about significance of English learning and competencies in English oral communication. The self-assessment also indicates that the students rated their self-checklist after the course implementation higher than their self-checklist before the course implementation at a significant level ($p < .05$). The results from calculating the effect size indicate a large effect for every item on the checklists.

This means reveal the significant improvement of the students' opinions of their competencies.

In conclusion, both of the findings from the in-class self-checklists and the full version self-checklists used before and after the course implementation show significant improvement of the opinions of the needed competencies with a large effect. This means that the above two affective criteria were achieved and the second hypothesis was accepted.

4.4.2.3 Opinions of teaching/learning process and the overall course

The course effectiveness was examined during the course implementation by evaluating the process of the teaching and learning via the use of teacher'logs and students'logs.

At the end of each class, students'logs and teacher's logs were used to collect data from both participants' and teacher's perspectives. Three interesting qualitative aspects which are classroom atmosphere, self-awareness and motivation were observed during the course implementation from the logs. The reasons that these three aspects were chosen as the topics for analyzing the logs are given as of the following. Firstly, many scholars such as Young (1991), Maley (1993), and Senior (2006) consistently suggested that classroom success and successful learning outcomes may be directly attributed to the classroom atmosphere created by the teacher (cited in Gabbrielli, 2009). Secondly, self awareness is a key factor in acquiring a second language (Brown, 2001). Finally, motivation is one of the most important elements in the development of ESP (Hutchinson and Waters 1993:48) and it is essential for the teacher to promote a number of motivational conditions in class to help enhance students' learning (Dornyei, 2001:31). The analysis of the logs regarding three topics is presented below.

- **Classroom atmosphere**

All of the participants stated in every of their logs that the class was fun, active stress-free. Below are some extracts from the participants' logs:

S1:"I liked the class activities that allowed everyone to participate. I had fun with my friends sharing knowledge. "

S2:"The class was enjoyable because everyone was active trying to answer questions and practice speaking"

S3:"I was happy learning with you. I liked class activities. The class was always fun and not tensed."

S4:"Today I had the most fun learning English in my life. I understood all of what you taught."

According to the teachers' log, on the first day of the course despite the fact that the class went well, some students felt intimidated and were not used to speaking up in class. However, as the class gradually went on, those intimidated students grew more confidence and became familiar with the class and the teaching styles. Here are some of the extract from the teacher's logs and the students' logs.

From the teacher's log:

Excertp1:"I tried to slow down. It is obvious that more students tried to speak up. A few students who were shy and not confident in the previous class started raising their hands and tried to give answers to the questions."

From the students' logs:

S5:"The class was fun. I am very happy with my performances today. I had never had this much interaction with teachers like today."

S6:"I have been improving since my previous classes. I am not afraid to speak English in class anymore. Even though my English is not fluent, I will try harder."

S7:"The teacher spoke more slowly today. I was able to understand a lot better and was able to answer some of the questions. I am so proud of myself today."

The examples above illustrate that the teacher was able to create a friendly and fun classroom atmosphere which the students were able to enjoy their learning.

- **Self-awareness**

Keeping logs has many benefits. One major advantage is that the teacher and the students have a chance to assess their own performances. By keeping teaching and learning logs regularly, the logs keeper take notes of their strengths as well as their weaknesses and can focus on how to improve for the future. Some of the extracts below demonstrate this aspect.

From the teacher' log

Excerpt2:"It seemed that most of the students were in lower and intermediate level. It seemed that some of the students did not quite understand when I spoke. Was I speaking too fast?" I need to speak more slowly and may need to use some more Thai."

Excerpt3:"I need to prepare more handouts and visuals. These may help them understand better."

Excerpt4:"Some of the students have a major problem in pronunciation. Once I corrected them, they seemed to like it. The students seemed to be interested in practicing pronunciation. Maybe I will do more drill practices next time."

From the students'logs, the students mentioned their weaknesses and their strengths in their logs as follows:

S8:"I think I have to improve my pronunciation."

S9:"I was nervous when I had a job interview. Maybe it was because I did not prepare myself in advance. I needed to practice more so I will feel more relaxed next time."

As the students became more familiar with keeping the logs, some of the students not only identified their strengths or weaknesses but they also provided an analysis of their strengths and weaknesses. The two excerpts below exemplify their analysis.

S10:"I think my group project was very much successful today. We worked together as a team. I was very confident with our group because we tried very hard. I went to collect real data and did a site observation. We were very much dedicated our time, effort and energy. At the beginning, there was some misunderstanding and miscommunication about which organization we wanted to do research about. We wasted time because our schedules were different. Later, we realized that we needed to organize time, start planning and work as a team. Final, all of our success came from those obstacles which taught us to be united and put more effort into the project."

S11: "My speaking part did not go smoothly. I think it was because I tried too much to follow the plan and cover everything on the script so I did not speak *naturally. I looked at the script the whole time. The best group project had good preparation and was more relaxed. They did not look at the script the whole time which made them more confident, more natural and more interesting."*

The students' analyses of their strengths and weaknesses illustrate that they were aware of their learning and that they were monitoring themselves during the process. This shows their interest and progress in acquiring the language.

- **Motivation**

It was obvious that the course was able to motivate the students to practice their English and to perform better. A lot of excerpts from several of the students'logs show the students' efforts and determination in practicing English. Some of the examples are presented below:

S12:"I was confident when I spoke but I used many wrong words. I will try harder."

S13:"My English oral performances today were a lot better than the previous ones, but I want to gain more confidence. Even though I am satisfied with my performances today, there are a lot more to improve. I want to be good at speaking English."

S14:"I want to have good command of English. I want to speak correctly."

S15:"I will try my best. I will change myself to become more confident and be assertive in class."

Several excerpts illustrate the students' motivation in learning and practicing as the students provided suggestions and asked for the teacher's help.

S16:"I forgot all about perfect tenses. Can you help me with the tenses? I want some suggestions."

S17:“Can you give us more homework assignments so that I can practice more?”

S18:“If possible, can you provide us more additional classes to teach other English skills?

It can be said that the course was able to motivate the students in learning English. This supports the effectiveness of the course.

The above analyses of the teacher’ logs and the students’ logs on the area of class atmosphere, self-awareness and motivation provide positive evidence of teaching and learning process which can justifies the course effectiveness.

Another affective aspect of the course effectiveness is to study the students’ opinions toward the overall course in terms of their satisfaction, its usefulness and its practicality through the use of the-end-of-the-course questionnaire and interview.

Hypothesis 3: the results of the end-of-the course questionnaire survey will be >3.50 which indicate positive opinions of the students toward the overall course at the end of the course implementation

At the end of the course the participants were asked to complete the end-of-course evaluation form. Information from end-of-course evaluation form is presented in Table 4.25.

Table 4.25: The results of the end-of-the course evaluation survey

						Test value = 3.5	
Criteria for evaluating the course	**Min**	**Max**	$\bar{X}$	**SD.**	**CV**	**df**	**t**
1. The lessons responded to the needs of the students.	4.00	5.00	4.69	0.47	10.02%	34	14.89
2. The lessons were useful and practical.	4.00	5.00	4.91	0.28	5.70%	34	29.45

						Test value = 3.5	
Criteria for evaluating the course	**Min**	**Max**	$\overline{X}$	**SD.**	**CV**	**df**	**t**
3. The lessons were understandable and suitable to the student's language level/knowledge and age.	4.00	5.00	4.86	0.36	7.41%	34	22.61
4. The lessons were authentic.	3.00	5.00	4.83	0.45	9.32%	34	17.35
5. The sequence and the organization of the lessons were suitable.	4.00	5.00	4.77	0.43	9.01%	34	17.65
6. The timing was suitable.	2.00	5.00	4.34	0.73	16.82%	34	6.87
7. The speed was appropriate.	3.00	5.00	4.43	0.56	12.64%	34	9.85
8. The lessons were fun and interesting.	4.00	5.00	4.69	0.47	10.02%	34	14.89
9. The lessons and teaching styles were various.	4.00	5.00	4.51	0.51	11.31%	34	11.83
10. The teacher/ the teaching methods helped you to learn.	4.00	5.00	4.89	0.32	6.54%	34	25.39
11. The teacher/the teaching methods allowed opportunities for exchanging knowledge and promoted shared learning.	3.00	5.00	4.80	0.47	9.79%	34	16.26
12. The materials were useful and appropriate.	3.00	5.00	4.49	0.61	13.59%	34	9.52
13. The assessment was clear and useful.	4.00	5.00	4.57	0.50	10.94%	34	12.62
14. You have learned and improved your competency in English oral communication after the lessons.	4.00	5.00	4.80	0.41	8.54%	34	18.95
15. Overall, you like the lessons and the teaching and you would like to continue to study more lessons.	4.00	5.00	4.89	0.32	6.54%	34	25.39
16. You think that there should be a course like this one offered for you in the university.	4.00	5.00	4.89	0.32	6.54%	34	25.39
17. You think that there should be some other sequential or related courses like this one.	4.00	5.00	4.89	0.32	6.54%	34	25.39

$p<0.05$

Table 4.25 shows positive results of the end-of-the-course questionnaire survey. Every criterion was rated above 4.00. The lowest mean is about the timing ($\overline{X}$=4.34). The highest mean is about the usefulness and practicality of the lessons ($\overline{X}$=4.91). As for the overall course, the participants indicate that they like the lessons, the teaching and would like to continue to study more lessons with the mean score of 4.89. They also agreed that there should be a course like this one offered for them in the university ($\overline{X}$=4.89) and that there should be some other sequential or related courses like this one ($\overline{X}$=4.89).

As every criteria of the questionnaire was rated above 4.00, it can be concluded that the students were satisfied with the overall course. All of the criteria show the percent of coefficient variation (CV <25%) representing consistency of the students'opinions meaning that the students' response little vary. The usefulness and the practicality of the course receives the highest mean ($\overline{X}$=4.91). This signifies that the course was useful and practical in the students' eyes. The low percent of CV(CV <25%) for each of the items represents consistency of the students'opinions meaning that the students response little vary.

To test the hypothesis no. 3, which is the results of the end-of-the course questionnaire survey will be higher than 3.50 indicating positive opinions of the students toward the overall course at the end of the course implementation, one-sample t-test was used to analyze the mean difference. The results of one sample test with the test value equal to 3.50 show that all of the criteria on the questionnaire have mean difference between 0.5937 – 1.3167. It means the hypothesis was accepted.

The last part of the form was the open-response question asking for participants' additional comments. As this is open-ended question, the students may or may not provide any answer. Some students may provide more than one suggestion. There were nineteen participants providing their comments/suggestions and six participants who did not provide any comment. From those who provided answers to this question, the researcher grouped the comments and the suggestions using content analysis. The results are demonstrated in Table 4.26

Table 4.26: Comments and suggestions at the end of the course

Comments and suggestions at the end of the course (Participants may provide more than one answer)	**No. of Learners Frequencies (percentages)**
1. This course is practical and appropriate. I have learned from real practices and performances.	7
2. The teaching styles were good, fun and stress-free. They were easy to understand and able to keep the students alert all the time.	5
3. Overall, everything was good.	3
4. The exams were nerve-wracking and real	3
5. Interesting practical content and materials	2
6. I have gained a lot of knowledge.	1
7. There should have been more time and more lessons provided because I want to study more.	6
8. More sections are needed so that more students could have taken the course.	2
9. There should be more courses like this one offered for the students.	2
10. More grammar lessons	1
11. The class should simulate real situations by providing students chances to practice English with native speakers.	1
12. If possible after this course, the teacher still continues providing consultation to students who need help.	1
Total comments and suggestions	**34**

The most frequent comment is that the course was practical and appropriate. Five students thought that the teaching styles were good, fun, stress-free, easy to understand and able to keep the students alert all the time. As for the suggestions, the most frequent suggestion is that there should have been more time and more lessons provided for this course. Two students suggested that more sections were needed so that more students could have taken the course.

In addition, in-depth interviews were conducted with all of the thirty-five participants. Each of the participants was asked to share their opinions about the course and its effectiveness. The researcher categorized their opinions using content analysis into five main topics. The findings are reported as follows:

- **Views on the overall course**

All of the participants had the same opinion that the course was appropriate, practical and served their needs with various reasons.

Twenty-one participants agreed that the course was appropriate and served their needs because of its practicality and usefulness. One of the participants shared her comment on practicality and usefulness of the course below:

S19:"The course was practical and useful for my future job application and everyday communication. It served my needs because I got to practice until I finally can speak. The course was 100% practical.

Fourteen participants said that the course was appropriate and served their needs because it was designed specifically for PR students. The following are comments of the participants:

S 20: "Good. I have gained a lot of knowledge about working in the field of PR in the future. Previously I saw my friends taking speaking courses like this but it did not focus specifically on PR. This course was good because it focused on PR business."

- **Views on the overall teaching, the lesson contents, the course activities and the materials**

All of the participants had positive opinions about the overall teaching. All of them liked the way the students were engaged in class activities and were able to actually practice their speaking skills. They believed that overall teaching and the activities helped motivate them to study English. Here are some comments from some of the participants.

S21:"I feel that the teacher taught consistently well. The class was small so the teacher was able to take care of every student… The activities were interesting and helped motivate me to study English because the teacher tried to engage the students to participate in class activities. She (the teacher) continuously provided activities and review sessions… There was sufficient speaking practice. The teacher had the students practice in class and outside classroom as homework assignments."

S22:"I liked the way that the course was activity-based learning because I was able to memorize better. I liked the way the teacher gave the students her comments so I learned about my weaknesses and was able to improve…the activities were interesting and very much engaging especially the homework assignments and the pair practice activity. They helped motivate me to practice speaking because my partner and I got to help each other learn to speak."

S23:"The overall teaching was appropriate. No stress. There were lots of activities to practice speaking. The fact that we got to actually perform the tasks made us want to learn. The activities were sufficient because the teacher always taught us how to speak including the pronunciation".

As for the lesson contents, thirty-three participants thought that the lesson contents were appropriate (not too easy and not too difficult). However, there was one participant stated that the lesson contents were too easy and one participant thought that the lessons were too difficult.

Regarding the course materials, all of the participants had positive attitudes toward the course materials. They commented that the course materials were informative and practical. One of the participants said *"I am going to keep all of the materials for reviewing in the future"*.

- **Views on the assessment and the evaluation**

Thirty-one participants agree with the methods used for assessment and evaluation. The participants similarly stated that the assessment was effective, appropriate and useful since they were able to realize their strengths and weaknesses and were able to make improvement. Some of the comments are provided below:

S24:"The teacher gained correct information from every assessment and used that information for developing her next lessons."

S25:"The assessment and evaluation were appropriate and reflected our performances because we had self assessment, peer assessment and assessment from the teacher. They (the assessment and evaluation) let us know our weaknesses for improvement next time. "

S26:"The assessment and evaluation were useful since there were assessment and evaluation every week."

Only four participants did not quite like the assessment and evaluation of the course. The following are some of their comments and suggestions:

S27:"Too frequent assessment. There should have been only two times of assessment: one for midterm and one for final exam. I wrote the same thing every week. I admit it was useful but doing it every week I didn't know what to write."

S28:"Peer assessment was not effective because friends always wrote something nice for one another which might not be the truth. Teacher should be the one who assesses our performances."

S29:"If possible, I want to have a test with a native speaker so I can be familiar with real situations."

S30:"Assessment was not interesting because we did the same thing every week. There should have had some changes of the assessment and evaluation.

- **Views on their performances and progress.**

All of the participants have positive opinions toward the effect of the course on their performances and progress in various aspects. Their comments have been grouped and reported in Table 4.27.

Table 4.27: The students' comments on their performances and progress

Comments on their performances and progress (Participants may provide more than one answer)	**No. of Learners Frequencies**
I can speak English better and more fluently.	35
I am more confident and not afraid of speaking English.	21
I want to learn/ practice more. I realize the importance of English more.	16
My English / learning English is improved	10
I like English/learning English more than I did in the past.	8
I have learned a lot about vocabulary	8
My listening skills have been improved.	3
I learned how to solve problems.	3
My grammar has been improved.	2
My writing skills have been improved	1
I have gained a lot of knowledge.	1
I can adapt what I have learned from this course to some other courses.	1
Total comments	**109**

All of the participants indicated that their progress in their English speaking. Twenty-one participants stated that they have gained more confidence in and are not afraid of speaking English. Sixteen participants stated that they have been motivated in learning and practicing English. Some of the comments are below:

S31:"I am really impressed with the course. I became interested in learning English. I have bought some books to study and practice by myself. I want to keep practicing and developing."

S32:"I grew more confident in speaking English. I even chat on MSN in English"

S33:"I feel that I am motivated to learn English more than before."

- **Other suggestions for improvement of the course**

The participants were asked to provide some suggestions for improvement. Thirty of the participants provided at least one suggestion. Three participants provided more than one suggestions. Only five participants provided no suggestion. The suggestions have been grouped and illustrated in Table 4.28.

Table 4.28: Suggestions for improvement

Suggestions for improvement (Participants may /may not provide suggestions or may provide more than one suggestion)	**No. of Learners Frequencies**
Provide more time per session	7
Provide more lessons	5
Provide more listening practice	4
The university should provide more speaking courses	4
Provide various activities such as field trip and practice with native speakers	2
Have more simulated situations and role-play activities	1
Provide more homework	1
Provide more classes	1
Provide more homework assignments for practice	1
Provide more sample materials	1
More illustrations	1
Good students teach poor students	1
Reduce class size	1
Reduce homework assignment	1
Invite some professions to share experiences	1
English fundamental courses should be like this course	1
Total suggestions	**33**

The majority of the provided comments is that time should be extended for each session. Seven participants commented that they wanted to have more practice time. Five participants said that they wanted to have more lessons. Four participants would like to have more listening practice especially with a native speaker. Moreover, four participants thought that the university should provide more speaking course for the students.

To sum up, the students' satisfaction of the overall course, of its usefulness and of its practicality appears in both the findings from the end-of-the course questionnaire survey and the interview. They support the effectiveness of the course.

4.5. Summary

This chapter presents the results and findings from each stage of the study in response to the research questions. Information from the needs analysis via the modified DACUM technique with the use of semi-structured interviews and the questionnaires survey has been reported. The information points out that the participants' current level of competencies in English oral communication for PR job interview and PR entry-level work is inadequate and they need more English training to be able to get a PR job and work effectively as entry-level PR personnel.

To fill the gap, a tailor-made competency-based English oral communication course for PR students has been developed. The second section of this chapter then presents the course development process. A framework for developing a competency-based English oral communication course is proposed. Then, comments from experts regarding the course together with the results from the pilot study are reported. The course is then adjusted according to the experts' comments and information obtained from the pilot study for actual course implementation. The main study was conducted and evaluation of the course is made.

With regard to quantitative side, the results of the English oral test, and the results of both of the self-checklists show statistically significant improvement of the students' competencies with a large effect size. The results of the end-of-the-course questionnaire survey yields very positive. The qualitative analysis of teacher's logs and students' logs on such aspects as the classroom environment, the self-awareness and motivation provide very positive evidence for teaching and learning process. The analysis from the in-depth interview with the participants is also support positive opinions of the students toward the overall course, its usefulness and its practicality. All of the data justifies the effective of the course.

The last chapter will cover a summary, a discussion of the findings, implications, and recommendations for further study.

CHAPTER V

SUMMARY, DISCUSSION, IMPLICATIONS & RECOMMENDATIONS

5.1. Introduction

This chapter begins with a summary and a discussion of the study. Next, some implications are suggested as well as the limitations of the study are stated. Finally, some recommendations for further study are also included.

5.2. Summary of the study

This study aims to develop the competency-based English oral communication course for undergraduate PR students. The primary objective is to investigate the competencies needed for undergraduate PR students to get a PR job and work effectively as entry-level PR personnel. To do so, a process of needs analysis was conducted based on the modified DACUM technique and a questionnaire survey. The next objective is to develop the competency-based English oral communication course for PR students. The results of the needs analysis were used to develop a syllabus and materials for the course. At this point, a framework for course development, the assessment plan, a framework for developing the English oral test and a framework for designing the instructional plan were proposed and used as a guideline for course design. The last objective is to examine the effectiveness of the course against the set criteria.

There are three main parts in the study - needs analysis, course development and course implementation/evaluation.

1. Needs Analysis

In order to develop the course, needs analysis was conducted via the modified DACUM technique. This process consists of three stages:

1.1. The first stage is a preliminary interview with 12 PR experts

1.2. The second stage is a second interview with 16 experts to validate data

1.3. The third stage is a questionnaire survey with 222 PR students at Bangkok University.

2. Course Development

The needed competencies in English oral communication for undergraduate PR students were listed and the top four ones were selected to be the learning objectives for the course. The Backward Design (Wiggins and Mctighe,2002) and the steps in finding out English competencies needed in a particular workplace (Sujana, 2005)were the underlying principles in designing the course. After the course was developed, it was validated and evaluated by experts. Three experts were invited to validate and evaluate the lesson plans and materials and five experts were invited to validate and evaluate the English oral test. Next, the lesson plans, materials and the English oral test were adjusted according to the experts' suggestions. Then, four sample lessons were piloted with fifteen participants having similar characteristics with the participants in the main study. During a four-week pilot study, a class observation by one English teacher at Bangkok University was conducted to observe how each class went each week. At the end, the participants were asked to complete the evaluation form for the sample lessons. After that, the information obtained from the pilot study was used to adjust the lesson as appropriate.

3. Course Implementation and Evaluation

The course was implemented with 35 participants in the main study (third-year and fourth-year PR students in Thai program at Bangkok University) for one semester totaling 35 hours. To evaluate the effectiveness of the course both quantitatively and qualitatively, the evaluation process was conducted in three phases: before, during and after the course implementation. The instruments used and their timing are summarized in Table 5.1 below:

Table 5.1: The timing and the research instruments used for course evaluation

The timing of the evaluation process	The instruments used	Types of the gathered data
Before the course implementation	1. The checklist for the experts to validate the sample lesson plans and materials	Quantitative and qualitative data
	2. The checklists for the experts to validate the English oral test and the scoring rubrics	Quantitative and qualitative data
	3. The English oral test (pretest)	Quantitative data
	4. The Self checklist (Day 1)	Quantitative data
	5. the class observation form (pilot study)	Quantitative and qualitative data
	6. the evaluation form for the sample lessons (pilot study)	Quantitative and qualitative data
During the course implementation	7. The in-class self-checklists	Quantitative data
	8. The teacher'logs and students'logs	Qualitative data
After the course implementation	9. The English oral test (posttest)	Quantitative data
	10. The self-checklist (The end of the course)	Quantitative data
	11. The end-of the course evaluation form	Quantitative and qualitative data
	12. Semi-structured interview with the participants	Qualitative data

Five criteria were set to examine the effectiveness of the course throughout the course. The criteria are listed in Table 5.2 below:

Table 5.2: List of criteria used to evaluate the developed course

Criterion number/ Type of the criteria	**Timing of the evaluation**	**Descriptions of each criterion**
Criterion no.1/ Cognitive criterion	After the course implementation	-comparing students'scores on the English oral tests before and after the implementation and examining the magnitude of the effect. -The students' scores of the post-oral test are significantly higher than the scores from the pre-test according to t-test and the Hedges'g effect size should be > 0.5 (a medium effect size)
Criterion no.2/ Affective criterion	During the course implementation	-comparing the students' self-checklists on their first and their second performance and examining the magnitude of the effect. -The students' scores of the self-checklist (on their second performance) are higher than the scores from the self-checklist (on their first performance) and the Hedges'g effect size should be > 0.5 (a medium effect size)
Criterion no.3/ Affective criterion	After the course implementation	-comparing the students' self-checklists before and after the course implementation -The students' scores of the self-checklist after the course implementation are significantly higher than the scores from the self-checklist before the course implementation. The Hedges' g effect size should be > 0.5 (a medium effect size)
Criterion no.4/ Affective criterion	During the course implementation	-evaluating the process of teaching and learning using teacher's logs and students' logs -The teacher's logs and students' logs indicate positive results.
Criterion no.5/ Affective criterion	After the course implementation	-studying the teacher's and the students' opinions towards the overall developed course in terms of their satisfaction, its usefulness and its practicality through the use of questionnaire -The results of the end-of-the course questionnaire survey are $\overline{X} > 3.50$ which indicates positive opinions toward the overall course at the end of the course.

Criterion number/ Type of the criteria	Timing of the evaluation	Descriptions of each criterion
		-studying the students' opinions towards the overall developed course in terms of their satisfaction, its usefulness and its practicality through the use of interview with the participants -The results of the interview with the participants indicate positive opinions toward the overall course, its usefulness and its practicality.

5.3. Findings

1. In response to the research question 1: What are the competencies in English oral communication needed for undergraduate PR students?, information from the needs analysis using the modified DACUM techniques and a questionnaire survey has been collected and analyzed.

The findings from the modified DACUM process reveal four competencies in English oral communication needed for PR undergraduate students to get a PR job and eight competencies needed to work effectively as entry-level PR personnel. The results of the questionnaire survey indicate that undergraduate PR students at Bangkok University rated their current competencies quite low. They also wanted and expected all of the twelve competencies to be included in their English courses.

2. In response to the research question 2: How can the competency-based English oral communication course for undergraduate PR students be developed?, several frameworks have been developed.

Overall, four frameworks were constructed and used in the process of developing the course. The first one is ‘A framework for developing the competency-based English oral communication course’ (Figure 4.2). The framework was designed and adapted based on the principle of the Backward Design (Wiggins and McTighe, 2000) and the‘ Steps in finding out English competencies needed in a particular workplace’ (Sujana, 2005). The second framework is ‘the assessment plan’. The framework illustrates how the learner participants will be assessed. The third framework is ‘A framework for developing the English oral test’ (Figure 4.3). The framework is based on LSP testing theory of Douglas’s (2000). The last framework is ‘A framework for designing the instructional plan of the competency-based English oral communication course for PR students’ (Figure 4.4). This framework is based on the theory of Vygotsky’s Zone of Proximal Development (ZPD), scaffolding and the concept of collaborative learning including stages of instructional process of Thornbury (2006) and Brown and Nation (1997).

All of these frameworks were used as a blueprint to develop the competency-based English oral communication course for PR students.

3. In response to the research question 3: How effective is the course as evaluated against the set criteria?, both quantitative and quanlitative data from several instruments has been collected and analysed.

The results of examining the effectiveness of the course against each criterion are reported as following:

Table 5.3: The results of examining the effectiveness of the course against each criterion

Criterion number/ Type of the criteria	Timing of the evaluation	Descriptions of each criterion	The results
Criterion no.1/ Cognitive criterion	After the course implementation	-comparing students'scores on the English oral tests before and after the implementation -The students' scores of the post-oral test are significantly higher than the scores from the pre-test according to t-test and the Cohen'd effect size should be > 0.5 (medium effect size)	The results of 16.55 from t-test indicated that participants in the study had higher scores in their oral post-test at a significant level ($p < .05$). The Hedges'g effect-size of 2.76 indicates a large effect size (see Table 4.20).
Criterion no.2/ Affective criterion	During the course implementation	-comparing the students' self-checklists on their first and their second performance. -The students' scores of the self-checklist (on their second performance) are higher than the scores from the self-checklist (on their first performance) and the Cohen'd effect size should be > 0.5 (medium effect size)	The results of the self-checklists during the course implementation from paired samples t-test indicate that participants rated themselves higher on their second performances at a statistical significant level ($p < .05$) The Hedges 'g effect-size of 6.13,1.20,2.36 indicate a large effect size (Table 4.21,4.22,4.23)
Criterion no.3/ Affective criterion	After the course implementation	-comparing the students' self-checklists DAY 1 and the students' self-checklists at the end of the course -The students' scores of the self-checklist (at the end of the course) are significantly higher than the scores from the self-checklist (DAY 1) and the Cohen'd effect size should be > 0.5 (medium effect size).	The results of the self-checklists before and after the course implementation from paired samples t-test indicate that participants rated themselves higher after the course implementation at a statistically significant level ($p < .05$). The Hedges' g effect-size of 0.90,1.50, 3.73,2.90 indicate a large effect size (see Table 4.24)
Criterion no.4/ Affective criterion	During the course implementation	-evaluating the process of teaching and learning using teacher's logs and students' logs -The teacher's logs and students' logs indicate positive results.	Three main aspects: classroom environment, awareness of their weaknesses and strengths and motivation were observed and there was positive evidence for all of the three aspects.

Criterion number/ Type of the criteria	Timing of the evaluation	Descriptions of each criterion	The results
Criterion no.5/ Affective criterion	After the course implementation	-studying the students' opinions towards the overall developed course in terms of their satisfaction, its usefulness and its practicality through the use of questionnaire -The results of the end-of-the course questionnaire survey are $\overline{X}$ > 3.50 which indicates positive opinions toward the overall course at the end of the course. --The results of the interview with the participants indicate positive opinions toward the overall course.	On the five-rating scale, all of the listed criteria on the evaluation form received $\overline{X}$ > 4.00 which indicates positive opinions of the participants toward the overall course (see Table 4.25) - All of the participants said that the course was 'useful' and 'practical'. This suggests that they were satisfied with the course.

In conclusion, all these outcomes indicate that all criteria were achieved. There were significant improvement in students' needed competencies in English oral communication, their opinions of the needed competencies. There are also quantitative data and qualitative data to support positive aspects of teaching/learning process and the students' satisfaction of the overall course. All of the evidence justifies the effectiveness oft the course.

5.4. Discussion

This section discusses some distinguishing features of the study: The findings of the needs analysis, the process of the course development and theoretical justifications of the course effectiveness

1. The findings of the needs analysis

The findings validate the significance of English oral communication for PR students. It also reveals that both experts and the students perceive needs quite similarly. Not only do both experts and future employers emphasize the importance of

English oral communication for PR students, but students, who will be future job candidates, are also aware of the situation and the demands of the jobs waiting for them. The findings reveal four competencies in English oral communication needed for undergraduate PR students to get a PR job and eight competencies needed to work effectively as entry-level PR personnel. The following will discuss the findings of the needs analysis.

- **The list of the needed competencies in English oral communication for undergraduate PR students and the developing scoring rubrics**

The ELDC list of competencies in English oral communication provides useful information and a good basis for developing the course of the study. However, as the ELDC list was developed based on working PR professionals, it was occurred to the researcher that an in-depth investigation of the needed competencies for PR students was still in need. It is because there might be some slight difference between the needs of PR professionals and PR students. For example, competencies for job application are priority for the students. Therefore, it is necessary to investigate on this aspect.

This is the same reason why the researcher had to construct the scoring rubrics to be used for the context of the course. As the course was designed to be implemented in university level with an aim to enhance the students' competencies in English oral communication, more detailed and systematic rubrics were needed for the purpose of formative and summative assessment. The developed scoring rubrics developed for each of the selected competencies from the list offer four levels of analytical scales starting from limited (1), developing (2), accomplished/proficient (3) to exemplary/native-like (4). Among these four levels, the scales also differentiate between the two levels below (1 and 2) indicating failure and the two levels above (3 and 4) signifying success in doing the task. The scoring rubrics contain five criteria which are commonly used in assessing language: communication, vocabulary, grammar, pronunciation and content in job interview or telephone business etiquettes in business telephone conversation. It is obvious that the first four criteria can be applied and used in any task and situation while the last one is opened for a special element which can be changeable depending on each particular task or situation. This means that the criteria on the provided scoring rubrics can be further adapted and developed to be used to assess the rest of the needed competencies.

- **The issue of English language incompetent graduates and the needs for a specific competency-based English course**

It is interesting that the needed competencies for PR job interview that are used in the process of selecting job prospects seem simple, but the needed competencies for entry-level PR jobs are wide-ranging from the simple and general tasks such as welcoming guests, having telephone basic conversations to more complicated and specific ones such as describing marketing contexts of the clients, sharing opinions in meeting and negotiating. According to one of the experts who is the owner and the director of a well-known PR consultancy in Thailand, the expectation on the English proficiency of new PR graduates during job interview has been lower because there are currently not many proficient English candidates. As a result, most of the organizations have the necessity to provide some English training to their staff later. She said *"So far nobody has actually passed our accepted standards even those who graduated from international programs or universities abroad, so we need to lower the criteria and train them later"*.

This illustrates the issue of graduates not being competent enough when stepping into the workforce. It confirms the major gap between the interconnecting points of the academic area and workforce. The self-assessment section also showed that the students were unprepared. It revealed that students themselves also felt that their English competencies for PR jobs are rather low ($\overline{X} < 2.5$) and all of them stated that they are in need of improvement. This could be the main reason for the students' lack of confidence in job interviews, as mentioned by the experts in a preliminary interview. However, there is still a glimmer of hope as the results of the wants and expectations of the students show that the students want and expect all of the competencies to be included in their English courses. This means that the students are willing to learn and acquire the needed competencies. It justifies the idea of developing the competency-based English oral communication course specifically for PR students to help them achieve the needed competencies. Moreover, since the results of the English learning and teaching problems indicate that lack of practice is the major problem, competency-based approach which emphasizes heavily on practicing the expected skills until they are acquired is therefore a perfect for a solution to the problem.

2. The course development

The present study has completely covered the whole process of an ESP course design starting from a thorough needs analysis to course development, course implementation and course evaluation.

Referring to Figure 4.1:'The competency-based English oral communication course theoretical framework' as previously presented in Chapter IV, several theories and principles were incorporated to construct the proper framework for the present study. Based on stages in the ESP process reality and the competency-based approach, the study has started from the needs analysis by incorporating the 'Steps of Competency-based Approach of Course Design' (Sujana, 2005) and the DACUM technique including the questionnaire survey with the students. The study then moves to developing the course. The Backward Design developed by Wiggins and McTighe (2002) was chosen to be the framework for course design because of its underlying principle that focuses on the outcomes matches the concept of competency-based approach. Moreover, the concept of multiple assessment, formative and summative assessment were the basis of the assessment and evaluation. The LSP testing theory was adopted for constructing the English oral test. In terms of teaching and learning, the learning and instructional plan was based on Vygotsky's Zone of Proximal Development (ZPD) and scaffolding as well as stages of instructional process of Thornbury (2006) and Brown and Nation (1997). The following discussion is about insights the researcher have learned from the process of developing the course.

- **From theory to practice: applying theory to develop a unique framework for each particular ESP competency-based course**

It can be seen that the framework for developing the competency-based English oral communication course presented above is a mix and match of several existing frameworks based on consideration of appropriateness and relevance. In theory as mentioned earlier in Chapter II, several frameworks for course development were proposed with similar components: needs analysis, objectives, materials, teaching and evaluation. However, in practice, those frameworks do not seem to provide enough detail for ESP course developers to successfully develop a particular ESP course. Take this study as an example. Although this study chose to follow stages in the ESP process reality proposed by Dudley-Evans and St. John (2002), the researcher needed to search for more information from some other sources in order to develop a more complete step-by-step framework to be used for the present study. This also includes some adaptation needed to be made so that the framework would be suitable for the context of the study. Other developmental studies also proposed an exclusive framework for course development. For example, Vasavakul (2006) integrated relevant theories of needs analysis, adult learners, social constructivism, competency-based approach and ESP to create her own framework for developing the Business English Oral Communication (BEOC) course for customer-services staff in international banks in Thailand. While conducting site observations at workplace apart from a questionnaire survey and a semi-structured interview was a distinctive element in the process of needs analysis in Vasavakul's, it is impossible due to the issue of confidentiality and timing in this present study.

In search for the suitable data research instruments for this study, the researcher came across two research-based strategies used in identifying important competencies: DACUM Technique and Delphi Technique. However, after deliberating on the possibility and pros and cons of each technique, the researcher decided to adopt the DACUM technique and modify the technique by using interviews instead of conducting a workshop to suit the situation.

Another example is the process model for the development of tourism students' ESP competence proposed by Luka (2009). The model was created based on action theory and social constructivism with the use of the integrated syllabus---a combination of topical syllabus, task-based and process syllabi. Topical syllabus was chosen as the leading syllabus and task-based and process syllabi were used as the supplementary ones. The theme is studied by using a specially created system of tasks. It is begun by a communicative pre-task and followed by a task phase in which students study the theme cooperating among them. The theme is completed by a comprehensive post-task part, which starts with simple tasks and is completed with creative problem solving tasks that contain tourism related problems, which promote students' professional thinking. Her framework of the syllabus design consisting of three phases of tasks is similar to the developed 3- step framework for designing the instructional plan of the competency-based English oral communication course for PR students (refer to Figure 4.4).Both frameworks are based on social constructivism, putting emphasis on social interaction and collaborative learning by providing three phases of instructional/learning tasks leading to acquisition of each target competency. However, there is slightly difference between the two frameworks. While Luka's framework uses theme-based approach with the last phase aiming at comprehension of the target theme and developing problem-solving and thinking skills, the framework of the present study focuses on acquiring each target competency and achieving fluency through practice in the final phase.

Another similarity and difference can also be observed in the process of assessment and evaluation. The two frameworks utilize both formative and summative assessment. Having completed the theme (in the Luka's) and the competency (in this present study), students performed a test, self-assessment of their competency and recorded their feedbacks. The difference is in the evaluation process. In Luka's study, the evaluation is done after the completion of each syllabus and after the completion of the whole curriculum. The curriculum is also evaluated by the experts during its accreditation process, as well as by employers and alumni of the Faculty. On the contrary, the present study proposed three phases of evaluation: before, during and after the course implementation. Before the course implementation, the course was evaluated by experts though document evaluation, pilot study and class observations before the course implementation. During the course, the data was derived from self-assessments, students'logs and teacher logs. At the end of the course, the data from the oral test, self-assessment, a questionnaire survey and interview was used. This study did not go beyond to evaluate the course by experts, employers and alumni of the Faculty during its accreditation.

It can be concluded that theories and principles of course development provide just a big picture of how a course is developed. Based on those theories, ESP course developers may need to adapt and create their own frameworks that are specific to the context of the course in order to better serve the purposes of the course and achieve their goal. In addition, this illustrates the counterclaim against the concern of a lack of creativity of the competency-based education. It supports the Larson's argument that teacher'creativity in desiging instruction and developing learning activities is not restricted in a competency-based program. The above analysis shows that based on the main theories of course development and the principle of competency-based approach, various applications showing creativity are possible in numerous ESP competency-based courses.

- **Multiple means of assessment : an important ingredient in competency-based education**

Multiple means of assessment were used in three phases: before the course implementation, during the course implementation, after the course implementation. The use of multiple means of assessment is supported by Cohen (1994:196) stating that assessment of language benefits from the use of multiple means over time. By utilizing multiple means of assessment, the teacher was able to obtain rich data of both quantitative and qualitative nature. The use of multiple means of assessment is especially necessary for competency-based courses because rich data obtained from various means of assessment allow the teacher to analyze and identify the process of achieving the outcomes. The teacher is able to state what outcomes were achieved, when they were achieved, how they were achieved and why they were achieved. In this study, the researcher thinks that the analysis of the process of outcome achievement is important for justifying ‘accountability’ of the course which is a key term for competency-based approach.

- **Developing an ESP course: A long but worthwhile journey**

All of the frameworks illustrate how a competency-based university ESP course is developed. A development of the course begins with careful investigation of the learners’ needs, a plan to translate those needs into a course design, a process of verification and evaluation of the lessons and materials, then an implementation of the course and finally an evaluation of the course. It is obvious that the process of developing such a course involves many steps and takes quite a lot of time and resources.

In this study, the needs analysis started in January 2008 and finished in April 2008. Next, the process of developing the course began and finished in May 2008. Then, a validation and evaluation process of the proposed course and materials started from June 2008 to August 2008. The pilot study including the class observation began and finished in September 2008. The course implementation and evaluation started from November 2008 to February 2009. To sum up, the process of course development in this study took more than a year. During that year, many people were asked to involve in the process and there were many obstacles such as a difficulty in contacting those expert participants, receiving late replies from the expert participants and even being rejected in some cases.

This makes the researcher realize that strong determination is required for the course developer to go through the process, handle challenges on the way and to be able to organize and get everything done successfully in time. However, it was very much worth the effort as the degree to which the course accomplishes is significant both in terms of cognitive aspect (the achievement of the students) and affective aspects (the learners' increase of motivation and satisfaction). If more and more effective ESP courses are available to the students, it would make a huge difference in education and national workforces as universities are able to produce more and more English proficient job candidates.

3. The effectiveness of the course

Recent related studies such as Vasavakul (2006) and Wong (2008) report positive consequence of implementing CBE. In the work of Vasavakul (2006), the learner participants demonstrated significant improvement both in terms of their learning outcomes and their confidence in using the language. She believes that the achievement of the course reflected great credit on CBE. Similar results were also found in Wong (2008). Her students held very strong preferences for English learning and indicated high degree of acquisition and employment of the skills the course aimed for them to achieve.

The effectiveness of this competency-based English oral communication course for PR students was examined against the five criteria. Based on the findings, competency-based approach seemed to work with this group of the students as they performed better, their opinions toward their needed competencies were higher when they completed the course and their opinions toward the learning/teaching process and the overall course were very positive. Many factors can be justified for the success of the course. The success factors contributing to the effectiveness of the course could be specified as follows:

- **The factors influenced the improvement of the students' performances of the needed competencies**

Based on the findings from the post-test, it appears that the students' performances of the needed competencies significantly improved. The reasons are the fact that the course was tailor-made to serve the very specific needs of these learners and this motivates them and enables them to be able to concentrate on their learning in order to achieve the needed competencies. As the results of the-end-of-the course survey revealed, the high mean of 4.69 indicates that the course responded to the needs of the students. The same results were revealed in the interview at the end of the course. 100% of the learner participants shared the same comment during the interview stating that the course was effective because it was appropriate, practical and served their needs with 40% of the participants thought the course was effective because it was specially designed for PR students. This supports the point that surveying students' needs before the class can heighten learner motivation, as students may feel what is taught in class will be relevant to their needs (Brown 1995). The results from this study confirm that the idea of needs analysis, to gather as much information about the needs and problems of participants is a key and a vital step for a successful ESP course design.

Another factor could be the nature of the course which is EA/OP affects the students' high motivation contributing to the success of the course. This advantage of ESP especially EOP is also pointed out by Lorenzo (2005:1). In his opinion, ESP concentrates more on language in context than on teaching grammar and language structures and as ESP is usually delivered to adult students, frequently in a work related setting (EOP), that motivation to learn is higher than in usual ESL (English as a Second Language) contexts. In this study, the participants are third-year and fourth-year students. Their program of study becomes more intense in their disciplines and practice. The students start thinking about their future: their job opportunities. This course focusing on occupational purposes help the students prepare for what they need in the future. It also allows the students to bring what they have learned in theory into practice by giving them a chance to actually perform the job-related tasks. This could be a reason for high motivation of the students in learning to achieve the target competencies.

Moreover, the students were given a lot of opportunities to practice their competencies. Most of the class sessions including homework assignments were dedicated to activities that allowed the students to repeatedly practice the targeted competencies. A variety of activities in each class such as discussion, listening, reading, writing, games, role-plays, MSN catches the students' interest. Those activities were designed to make sure that every student was able to practice the competencies on their own and with their peers. For example, the students practiced a role-play in class with their partners and did the in-class self-checklists. Then, they were assigned to practice another role-play with their peers via MSN and print their dialog to be submitted to the teacher as evidence of their assignment. The teacher told the students to speak while they were typed the MSN as it would help them practice for the quiz on the next week. It can be concluded that heavy emphasis on ‘practicing’ each competency through various activities has great impact on significant improvement.

In addition, the teacher also put emphasis on close monitoring each of their students’ practices and their performances. Apart from regular homework assignment, weekly quizzes (there were five quizzes) were conducted to assess the students’ performances during the course, to give the students feedbacks plus suggestions and to provide correction of the students’ errors. Especially for weak students, it is an opportunity for the teacher to reach out to those week students and provided them with extra help. By assigning homework and conducting quizzes regularly, the teacher was able to help the students to achieve not only fluency but also accuracy.

- **The factors influenced the improvement of the student’s opinions towards their needed competencies as seen from their self-assessment on both of the self-checklists**

In a learner-centred system, learners can be sensitized to their roles as learner, and can also be assisted to develop as autonomous learners by the systematic use of self-assessment. Such learner-centred assessment will help develop a critical self-consciousness by learners of their own role as active agents within the learning process (Nunan, 1994:135). In this study, self-assessment and peer assessment activities through the use of in-class self-checklists were useful for the participants and affected the achievement of the participants to a certain extent.

While the participants were practicing each of the unit lessons, they were also asked to do self-assessment and peer-assessment by completing the self-checklists. An explanation of the criteria for assessment and some training were provided for the participants on the first day of the course. The main objective of these two activities is to make the participants aware of and be familiar with the criteria used to assess their performances. In addition, the activities gave the participants a chance to monitor their own and their friends' performances as well as their progress. The participants also learned their strengths and weaknesses as well as their peers'

There might be a questioning about a reliability of the scoring in self-assessment and peer assessment as the participants and their peers may underestimate or overestimate their performance. However, the concern of the reliability is not applicable in this study for two main reasons. The first reason is that the activities were used as formative assessment with the primary focus on the ongoing development of the learners. The second reason is that the results of the self-assessment or peer-assessment are not used to infer a real language capacity of the participants. But, they were used to examine the affective aspects of the participants in term of their satisfaction of their progress. In this study, the results of the in-class self-assessment show that most of the students rated their second in-class performance higher than their first in-class performance. The same results found from the comparison of self-assessment before and after the course implementation. This means that most students felt that they had made a progress.

Dring the interview, some of the students provided a comment on the use of self-assessment as follows:

S10:"The self and peer assessment was useful because it made me realize my strengths and weaknesses as well as my peers'. We got to observe and comment one *another. It showed my development. Before I was able to speak little, but now I can speak English better."*

S21:"We got to know what we have learned and how we have achieved each week. It (the self-assessment) was useful because we were able to learn from the comments and keep developing. It (the self-assessment) gives us an idea of how we speak and whether we speak correctly."

Lewis (1990) provides a consistent comment by stating that self-assessment is a useful tool in encouraging learners to be more involved in planning their own learning, reflecting their progress and it is a means to see if learners are meeting their needs.

In this study, doing the self-assessment and peer-assessment regularly makes the students realize their progress resulting in the improvement of the students' opinions of the needed competencies.

- **The factors influenced positive opinions toward the teaching/ learning process and the overall course**

The findings report positive opinions toward the teaching/learning process. Three important aspects of factors contributing the success of language learning were analyzed. The analyses of the teachers' logs and the students' logs indicate that fun and friendly classroom atmosphere was created, self-awareness was promoted and motivation of the students was observed during the course implementation. One of the key factors to generate the three components was the use of collaborative learning. Collaborative learning was recommended by the experts during the preliminary interview and the validation process as one the teaching/learning methods. It is believed that the use of collaborative learning promotes teamwork. The results from the needs analysis also show that the students preferred group-work activities ($\overline{X}$=3.00). As a result, the researcher tried to create and provide several group-work activities. According to the results of expert's evaluation of the developed course (Table 4.16), the materials/activities encourage collaborative learning was rated pretty high ($\overline{X}$=4.66). After the course implementation, the results of the end-of-the-course questionnaire survey with the learner participants also confirmed that the teacher and the teaching methods allowed opportunity for exchanging knowledge and promoted share learning ($\overline{X}$=4.80) and that the teacher and the teaching methods helped the students to learn ($\overline{X}$=4.89). The following comments are taken from the students' logs:

S1:"I enjoyed the class. Working in group made learning fun. Everybody participated in class activities. No stress. The class was very active."

S2:"We worked well together. We cooperated very well. I had fun".

Some of the students during the end-of-the course interview indicated that group-work activities are what the like the most about the course. Their excerpts are shown below:

S3: "I liked the way the teacher allowed us to work in pairs and in groups. I enjoyed learning with my friends. I felt more relaxed".

S14:"The class was very active and energetic. I liked it. Everybody pay attention in learning and practicing. We helped one another in learning. I really enjoyed the class."

Moreover, due to the fact that this course was based on occupational purposes, it was suitable to adopt collaborative learning. This is because collaborative learning presents classroom resembling real life social and employment situations in which students interact, negotiate and share ideas with one another.

Also, it is an appropriate and effective instructional method for a large class. By arranging good group-work or pair-work activities, nobody in the class is left out. The teacher is able to lead a big class by having every students practice on their own with their partners at the same time while the teacher is monitoring each group. This encourages students to have responsibility for learning. In competency-based classrooms where emphasis should be put on heavy practice, this method allows the students to have a lot of opportunities of practicing the needed competencies within constraints of time and a large class.

Concerning very high opinions of the students toward the overall course, the reason could be the fact that the lessons were useful and practical. This criterion received the highest mean of 4.91. The students realized their future need which is employment. They were satisfied with the course because the content of the course was applicable in real life.

In addition, they also realized the significance of competencies in English oral communication. The results of the self-checklists before and after the course implementation show significant improvement of the students' opinions about English learning and competencies in English oral communication. The results of the self-assessment from the in-class self-checklists and the self-checklists before and after the course implementation also reveal that the students felt that they had made a progress in developing the needed competencies. They have felt the sense of achievement. This could be another reason why the students had very positive opinions toward the overall course.

Finally, the fact that assessment in competency-based approach is clear and useful for the students increases motivation of the students and their satisfaction from taking the course. According to the end-of-the course questionnaire survey, high mean of 4.57 was given to the assessment. In a competency-based classroom, criteria of an expected performance is made clear and agreed upon the teacher and the students at the beginning of the course. Performance-based assessment which is criterion-referenced is employed. It measures how much/how well a learner has accomplished on each objective without reference to the other learner's results. It is opposite to assessment in traditional university English courses which relies heavily on paper and pencil tests and each student's performance is usually compared to the group norm (a norm-referenced test). The students felt that this kind of assessment was fair and meaningful. An excerpt from the end-of-the- interview says:

S13:"The teacher told us right at the beginning what the objectives were. She explained the activities and the assessment criteria. I think it was fair and helpful. My friends and I enjoyed learning and practice speaking English."

The above reasons explain the factors contribute to the success of the course as seen in the improvement of the students' performances of the needed competencies, more positive their opinions of their needed competencies, their satisfaction toward the teaching/learning process and the overall course.

5.5. Implications

This study demonstrates how a language teacher can develop an EA/OP course tailoring to the learners' needs. This section discusses some practical concerns regarding a mismatch between demand/expectations and current curriculum (supply), problems of the current curriculum and the issue of cooperation. Some suggestions are proposed for a revision of the current English curriculum in Thai universities and for bridging the gap between ESP teachers and the content specialists.

1. **The big gap between high demand and low supply**

The findings not only demonstrate the issue of English language incompetent PR graduates but they also reveal a serious gap between demand/expectation and the current situation. Demand is high, but supply is quite low, considering the limited available resources (e.g., time, courses provided, materials, and expertise of ESP teachers).

Normally, undergraduate students whose major is not related to English are required to take 12 or 15 credits of English courses. One English course takes 3 credits. This means that students are required to take four or five courses of English as part of their program requirements. Two or three courses are general English, while the other two courses are ESP. For example, at Bangkok University, all of the PR students are required to take five English courses to complete their program. Apart from three fundamental English courses, all PR students are only required to take two more ESP courses. One is entitled ‘Reading and Writing English for Communication Arts Professionals’ and the other one is called ‘Speaking English for Communication Arts Professionals.’ The two courses are ESP with a broad focus. It means that PR students will need to take the courses together with other Communication Arts students. So, the courses are concerned with different English for the Communication Arts professions (e.g., journalism, broadcasting, advertising, performing arts, public relations, etc.). If we put the findings into practice, how can we fit all 12 needed competencies into this one ESP speaking course and successfully help students achieve all of the needed competencies?

2. **English for Communication Arts: an issue of its practicality and its effectiveness.**

The gap exists not only at Bangkok University but in many other universities in Thailand as they follow the same curriculum. This might be a call for a revision of the curriculum. For one thing, English with a broad focus such as ‘English for Communication Arts’ may not be appropriate and practical as communication arts itself has such diverse professionals under its wing. It is very hard to find a common English curriculum and deliver it effectively to meet each particular job market needs. It might be more effective and feasible to focus on each particular profession’s needs. This idea is consistent with Hyland’s (2002). He makes a point clearly that effective language teaching in the university involves taking specificity seriously because students’ disciplinary activities are a central part of their engagement with others in their disciplines and they communicate effectively only by using its particular conventions appropriately.

The outcomes of this study might contribute some insights to an ESP course design debatable issue---How specific should ESP courses be? Should a course focus on subject area content exclusively and a set list of target situations or skills (narrow focus) or set out to cover a range of skills and target events (broad focus) perhaps even beyond the immediate perceived needs of the learners? Despite the fact that some pros and cons have been discussed on both sides, due to the success of the course of the study, the researcher agrees with Kaurs (2007) that students were very happy with a narrow focus as they felt no time was wasted during the course. Another reason is that the course with a narrow focus referred to their discipline/ future occupation has a great impact on the students’ confidence in using English. Within a limited time frame, setting a particular set of target situations/skills helps learners easily focus their learning and increase their confidence when they are able to achieve those skills after the course. The open-ended interview with the participants at the end of the course reveals that 100% of the participants said that they can speak English better and more fluently. Out of 35 participants, 21 participants (60%) clearly stated that they feel confident and not afraid of speaking English. The same results appeared in Vasavakul (2006). Higher confidence level is one of the results of her Business English Oral Communication (BEOC) course for Thai customer-services staff in international banks.

Nevertheless, the researcher has no intention to conclude that every ESP course should be narrow-focused. The researcher does believe that there is no rigid practice or one absolute answer for English teaching in different contexts. According to Basturkmen (2003), choices depend as much as on circumstances as on teachers/course developers' preferences. What the researcher wants to conclude here is that narrow-focused ESP courses are more suitable for Thai communication arts students than the ones with a broad focus due to the above reasons.

3. All ESP courses at university level

Since the demand is high while the supply is low, the researcher feel that it would make more sense if all English courses offered in universities gear toward ESP, with a focus relevant and supplemental to each particular profession related to the students' program major. According to Bloor and Bloor (1986), teaching ESP can start at any level including beginners and learning from the specific variety of English (ESP) is highly effective as learners acquire structures in relation to the range of meanings in which they are used in their academic, workplace, or professional environments. This idea goes along with recent studies in Asia. Dayal (2005) conducted a pilot study exploring the English language needs of BBM students of the degree colleges affiliated to Bangalore University and concluded that a general English course does not help students achieve the required proficiency in English language and that a general English course can run parallel with an ESP course so as to help students gain proficiency in their respective area of study. Chien, Lee and Kao (2008) investigated collaborative teaching in an English-for-specific-purposes (ESP) class in Taiwan and report the findings of the ESP course via a comparative study. They suggested that incorporating ESP courses into the university curriculum at the current period of time may be a feasible means of enhancing English education for science and engineering majors. Moreover, Tsou's (2009) piloted and implemented ESP program at National Cheng Kung University in Taiwan and presented positive results both on the TOEIC test and the students' questionnaire survey. She also noted that the students in the ESP group reflect a more positive mindset and shows confidence in using the language than those taking English for general purposes (EGP) courses. She concluded that ESP makes college EFL learning effective and that ESP curriculum would be integrated into NCKU's regular course offerings in September 2009.

As for Thailand, this means that general English courses should be completed at the high school level, so students can begin their English courses with a more specific focus in preparation for their future pursuit, either in higher education or a chosen profession at the university level. Since the students are required to take four or five English courses, this means that time is too limited to waste on something that is not relevant. The survey results point to lack of practice as the most problematic factor affecting the students' competencies. So, starting ESP courses early, at the beginning of the university level (where students have at least four or five required courses) will help them practice the needed competencies. ESP courses based on the needed competencies will help increase students' motivation in learning since the courses aim at their real future needs. Many scholars support the idea that ESP courses have an advantage over general English courses (Brunton, 2009). For example, according to Edward (2000:292), it is agreed that when designing a curriculum for ESP students in the field of English for Occupational Purposes (EOP) that learning tasks and activities have 'a high surrender value', meaning that the students would be able to immediately use what they learned to perform their jobs more effectively. Garner and Walqui (2000) also think that designing the course based around this belief increases the students' intrinsic motivation which should aid their learning. As for this study, the results of the end-of-the course evaluation illustrate that the usefulness and practicality of the lessons received the highest rating on the evaluation ($\overline{X} = 4.91$). As for the overall course, the participants indicate that they like the lessons including the teaching and would like to continue to study more lessons ($\overline{X} = 4.89$). They also supported an offering of competency-based ESP courses in the university ($\overline{X} = 4.89$).The end-of-the course interview also showed the same results.100% of the participants agreed that the course was appropriate and served their needs and indicated their progress in their English speaking while 60% of the participants indicated their gain in confidence in speaking English and 45 % of the participants stated that they have been motivated in learning and practicing English.

If ESP courses take the place of General English courses and are integrated into Thai university curriculum since the beginning, the researcher believes that ESP courses will lead to a more productive and effective outcome as teaching, learning, and assessment will be more straightforward to serve specific areas and better serve each of the students' needs.

4. The issue of cooperation

Another interesting point is the fact that ESP teachers are likely to be the only ones who are in charge of designing and implementing ESP courses and the materials. Without support from and cooperation with the business sector (the working PR professionals) and the content specialists (PR teachers), it is hardly possible for ESP teachers to succeed in carrying out the tasks successfully alone. Hutchinson and Walters (1987:158) describe ESP teachers' situation as 'reluctant dwellers in a strange and uncharted land'. Wu and Badger (2009:20) define the situation as 'The ESP teachers' subject knowledge dilemma'.

Issues of time and experts'cooperation have also been discussed in the ESP research community because these factors highly affect the success and failure of many research projects (Stapp, 1998 and Braine, 2001).

In this study, we were unable to conduct a needs survey using the original DACUM technique. This is one limitation of the study. To employ the original technique, willing participation and cooperation of the content experts to spend a day or two attending a workshop is required. Time and money investment to arrange a workshop is a major obstacle for individual ESP teachers/course developers who wish to develop an ESP course on their own. That is the reason the DACUM technique in this study was modified; in-depth interviews were used to substitute for a workshop.

Even so, it was extremely difficult to contact the PR experts to ask for their cooperation. Mostly, the researcher relied on her friends' and families' connections and the connections of her participants. Only a few experts from random contacts accepted an invitation to join the study. This is the second limitation of the study. The best effort was dedicated to collect data from two broad categories in the field of PR as indicated by the UK Chartered Institute of Public Relations (CIPR): in-house PR and PR consultancy. However, in-house PR practitioners can be found working across a wide range of industries. As in the area of in-house PR, four different organizations with different main types of business were chosen to be the focus of the study: government organizations, non-profit organizations, private companies (hotel business), and financial institutes. If any further research can include more organizations and more varieties of industries, it will be very much more illuminating.

5. Establishing cooperation between content specialists and ESP teachers

The issue of cooperation between content specialists and ESP researchers/teachers has been critical. It is a major obstacle to ESP development since ESP practitioners need to involve content specialists in almost every process of developing ESP research, courses, and materials. So, the next question really is "How can we establish cooperation between content specialists and ESP teachers?" To answer the question, the first important thing to do is to raise awareness and realization of the vital role of cooperation among English language educators/ researchers and subject-area content specialists. Cooperation as having a great impact on the development of ESP courses needs to be more emphasized. Horn, Stoller and Robinson (2008) suggest initiating an interdisciplinary project, which involves collaborative partnership between English language teachers and content-area specialists, to develop courses and materials that will suit the needs of specific groups of students. The idea is very interesting. However, in reality, if full responsibility to pursue interdisciplinary partnership lies with English teachers alone without support from university administrations, it would be a strenuous effort with no achievement guaranteed. To successfully execute a team project like that, the university needs to set up a clear policy encouraging the cooperation. Another alternative could be having a supportive department to work as a medium to link the ESP department and the other subject departments.

Setting up a kind of partnerships can go beyond a university. Middlehurst (2001) talks about the concept of 'borderless higher education,' a movement in higher education geared toward greater responsiveness to customer needs and the needs of business. Borderless education among universities and colleges emphasizes establishing partnerships, links, and alliances. This concept can also be applied to develop English language education. At sectors and institutional levels, universities might consider establishing a strong research community to help and support one another in doing research and creating courses. Between the academic and job market sectors, universities need to seek for a partnership with professionals and the corporate sector. On a small scale, this can begin through the help of the alumni association of each university. On a large scale at the national level, the government needs to extend its support to make the partnerships work.

5.6. Limitations of the study

Some limitations must be noted here as they may affect the results of the study.

1. As mentioned earlier, the original version of DACUM technique to survey

needs cannot be employed due to a limitation of time and resources. The technique was modified by conducting in-depth interview instead of a workshop.

2. The learner participants of the study came from two different classes. This was because normally English speaking courses are scheduled for students to register in the second semester (from November to February). However, the researcher aimed to implement the course in the first semester (from June 2008 to September 2008). Due to this unusual schedule of the course, the researcher had to provide two sections: a section on Tuesday and the other section on Thursday for the students to register for the course. This is to ensure that the researcher would have enough participants (at least thirty students) for the main study. As a result, the information from the students' registration showed a total of thirty students in Tuesday section and twenty-nine students in Thursday section. However, it turned out that not all of the students on the registration showed up on the first week of the course when researcher could inform the students about the research study and managed to make an appointment with the students for administrating the pretest outside the class. Finally, only twenty students from Tuesday section and fifteen students from Thursday section showed up for the pretest. These students gave their consent to be participants of the study as they were willing to take the pretest. Being aware of ethical concerns, the researcher did her best to make sure that the same treatment was employed for both classes. There was no discrimination. All of the students in both classes received the same equal treatment. Data from all of the students were collected. However, only data from those who were the participants of the study was analyzed and used for interpretation.

3. The actual instruction was conducted within twelve weeks instead of fourteen

weeks as two weeks were used for two in-class examinations: midterm and final exams. Normally, one semester consists of fourteen weeks. After the first seven weeks of class instruction, all of the students need to take a two-week paper-based midterm examination. Then, they continue the next seven weeks of class instruction. After that, they are required to take a two-week paper-based final examination scheduled right afterward. This schedule is obligatory for every course except courses that require any other form of testing other than paper-based testing. The teachers in those classes need to arrange the testing by themselves prior to the schedule of the two week examinations. Administering a test outside the class schedule is very difficult to arrange due to differences in each individual's class schedule and unavailability of the rooms. This constraint resulted in a very tight schedule for the main study.

4. The researcher managed to conduct the pretest during the first week outside of the class time. So, all parts of the test covering all of the lessons were tested with each of the learner participants at once. However, due to limitation of time and class schedule as mentioned earlier, the researcher had to conduct the posttest within class. It was impossible to conduct the whole test with all of the learner participants within one class time. Therefore, the researcher had to split the test into two parts according the course structure. The first unit concerning job interview was tested on the seventh week as the in-class midterm exam (posttest 1) and the second unit concerning business telephone conversations was tested as the in-class final exam (posttest 2). As a result, this might cause a carryover effect. According to Lane (2007), it is an effect that carries over from one experimental condition to another. When subjects perform more than one condition, there is possibility of carryover effects. There were two possibilities that carryover effects might occur in this study. The first possibility was

the fact that the same test materials were used for the pretest and the posttests. There might be a carryover effect: the posttest performances would be affected by the experiences of being pre-tested. The other possibility was the fact that the posttest was separated into two parts and each part was administered a week right after the learner participants received a particular treatment for the test. In addition, the fact that there were the posttests and each of the posttests tested one part of the test at a time could make the posttests easier than the pretest. There would be a carryover effect on the posttest performances.

5. The criteria appear in the evaluation forms were taken from the original sources with some minor adaptation. After using the evaluation forms, the researcher discovered that there are some flaws in some of the statements in the evaluation forms for experts and the end-of-the course questionnaire. For example, one criterion consists of two statements. The respondents had no choice to provide their opinions for either one of the statements but they were forced to treat both of the statements as one criterion. This may hinder the reliability of the results of the evaluation.

6. The last limitation is related to the rating process. Two raters were required to score both tests so as to ensure reliability of the rating. The first rater was the researcher who administered and scored the tests at the same time. For the sake of convenience of the second rater, the testing administration of both pre-test and post-test was audio-recorded for the second rater to render scores afterward. There might be some acoustic problems accounting for the students' unclear pronunciation. Moreover, lack of non-verbal communication might have some effect on the rating of the second rater.

5.7. Recommendations for Further Study

Based on the results and information from the study, the recommendations for future research are as follows:

1. Further research can be done by developing serial or advanced courses based on some other needed competencies based on the main findings. This may include describing marketing contexts of clients, sharing opinions in a meeting and negotitating.
2. Ethnographic and discourse analyses of the English language used in the PR workplace would be innovative and helpful for ESP practitioners in developing such English courses, tests and materials specifically for learners in this field of work.
3. Studies concerning English writing competencies for PR students could lead to more productivity such as suitable courses and materials that tailor to the real needs of Thai PR students since English writing is also necessary for PR jobs. There has been no research study for this particular topic. Despite the fact that there are some textbooks regarding writing skills for PR, most of them have been developed by native speakers being designed for native speakers working in western world. Only a few were developed for Thai students who are likely to deal with Thai working context.
4. More investigation could be done on the needed English competencies for other professions such as journalism, advertising, marketing, fine arts, etc. to help expand ESP to cover as many specialist subject areas and professions as possible.

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Appendices

APPENDIX A
Interview with the experts (Preliminary interview)

Interview Form A

General information

Date and time ____________________ Interviewee's name ______________________

Contact number ____

Gender Male _____ Female ______ E-mail address __________________________

Office ___________________________ Position ______________________________

Type of experts : O Working PR expert O Government O Private

O PR teacher O Government O Private

Educational background ____

____

____

Years of working experience in the area of Public Relations _____________________

Other info ____

Main questions in the interview

1. Is English oral communication important for PR jobs? ______________________

If yes, why? ____

If no, why not? ____

2. Based on your experiences, do you think new PR graduates are ready in terms of their competencies (knowledge and skills) in English oral communication to work as a PR staff? ____

If no, what is needed? ____

3. What are the needed competencies in English oral communication for PR job application?

No.	Ability to …………..
1	
2	
3	
4	

4. For a PR practitioner, what are PR tasks that he/she needs to orally communicate in English?

	Tasks	With whom?
1		
2		
3		
4		
5		

5. Among those tasks (in 4) what are the most difficult/ problematic task to perform in English? and why are they difficult/ problematic?

No.	Tasks	Problems
1		
2		
3		
4		
5		

6. Once a PR new graduate get hired, what are the most necessary tasks that he/ she should be able to perform in English?

No.	Tasks
1	
2	
3	
4	
5	

7. In general, what kind of methods or instruments is used in a process of recruiting PR personnel? ____

8. In terms of English oral proficiency, what are qualifications that employers look for in recruiting PR staff? ____

____

9. Is there a need to test PR job candidates their English proficiency? ______________

____

10. For staff to be promoted to a higher managerial position, what is usually a management expectation in terms of staff's English proficiency and others?

____

____

11. Are there any English training courses to enhance staff's English proficiency? If yes, what kinds of such English training courses are given to staff?

____

If no, should there be a training course to enhance staff's English proficiency?

If yes, why? ____

If no, why not?____

12. What kind of English courses do you think should offer for PR students?

____

Please specify the elements of an appropriate English course that should offer for PR students?

Content	
Teaching methods	
Assessment methods	

Others ____

13. In your opinions, what else should we do in our English language class that would assist Thai PR university students to be successful in getting a PR job and in working as a PR staff?

____

14. Additional comment/ info:

____

____

____

Thank you very much for your kind cooperation

Appendix B

คำถามสัมภาษณ์ความคิดเห็นเกี่ยวกับการพัฒนาหลักสูตรรายวิชา การสื่อสารภาษาอังกฤษทางการพูด สำหรับนักศึกษาปริญญาตรีสาขาวิชาเอกการประชาสัมพันธ์ มหาวิทยาลัยกรุงเทพ (A Development of the Competency-based English Oral Communication for Undergraduate Public Relation Students at Bangkok University)

การพัฒนาหลักสูตรรายวิชานี้มี 2 เป้าหมายหลัก คือ

1. เพื่อ เตรียมความพร้อมด้านความสามารถในการสื่อสารภาษาอังกฤษทางการพูดเพื่อความสำเร็จในการสมัครงาน
2. เพื่อ เตรียมความพร้อมด้านความสามารถในการสื่อสารภาษาอังกฤษทางการพูดเพื่อ การทำงานระดับ entry-level PR personnel ได้อย่างมีประสิทธิภาพ

ผู้วิจัยได้ทำการสำรวจความคิดเห็นโดยการสัมภาษณ์รอบแรกกับ ผู้เชี่ยวชาญด้านการประชาสัมพันธ์จำนวน 12 ท่าน อันประกอบไปด้วย

1. อาจารย์ผู้สอนวิชาเกี่ยวกับการประชาสัมพันธ์ให้แก่นักศึกษาวิชาเอกการประชาสัมพันธ์จากมหาวิทยาลัยเอกชน 4 สถาบัน โดยแต่ละท่านได้ผ่านประสบการณ์การทำงานด้านการประชาสัมพันธ์แขนงต่างๆ จำนวน 4 ท่าน
2. ผู้บริหาร, ผู้จัดการ แผนก ประชาสัมพันธ์ในองค์กรต่างๆ ที่มีอำนาจในการพิจารณารับพนักงานประชาสัมพันธ์เข้าทำงาน และ บริหารงานประชาสัมพันธ์ในองค์กรนั้น จำนวน 4 ท่าน
3. ผู้บริหาร, ผู้จัดการในบริษัทที่ปรึกษาด้านการประชาสัมพันธ์ จำนวน 4 ท่าน

โดยผลการสัมภาษณ์รอบแรกนี้ได้ถูกนำมาประมวลกับข้อมูลจากการวิจัยเอกสารที่มีอยู่ และรวบรวมนำมาเสนอในรูปแบบของวัตถุประสงค์การเรียนรู้ , วิธีการเรียนการสอน และ วิธีการวัด และประเมินผล เพื่อให้ท่านได้พิจารณา ตรวจสอบความถูกต้องเหมาะสมอีกครั้ง ก่อนนำไปใช้สร้างหลักสูตรการเรียนการสอนในขั้นต่อไป จึงเรียนขอความร่วมมือท่านช่วยแสดงความคิดเห็นโดยตอบคำถามด้านล่างนี้โดยข้อมูลที่ท่านกรุณาอนุเคราะห์จะเป็นประโยชน์ต่อการพัฒนา การเรียนการสอนวิชาภาษาอังกฤษในประเทศไทยและเป็นส่วนหนึ่งในการพัฒนาบุคคลากรในวงการประชาสัมพันธ์ของประเทศในอนาคต

ส่วนที่ 1: ข้อมูลส่วนบุคคล

กรุณาให้ข้อมูลด้านล่างนี้

ชื่อ____

ที่ทำงาน____

ตำแหน่ง ____

ระยะเวลาในการทำงานในตำแหน่งปัจจุบัน ____________________

ประวัติการศึกษาโดยย่อ

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ประวัติการทำงานที่เกี่ยวกับการประชาสัมพันธ์ หรือ การสอนภาษาอังกฤษอย่างใดอย่างหนึ่งโดยย่อ

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ส่วนที่ 2: ความคิดเห็นต่อการพัฒนาหลักสูตรรายวิชา

2.1 ด้านเนื้อหา

คำสั่ง ***กรุณาแสดงความคิดเห็น เกี่ยวกับเนื้อหาหลักสูตรที่เหมาะสมกับเป้าหมายในแต่ละข้อ***

สำหรับ เป้าหมายข้อ 1) เพื่อเตรียมความพร้อมด้านความสามารถในการสื่อสารภาษาอังกฤษทางการพูดเพื่อความสำเร็จในการสัมภาษณ์สมัครงาน

ท่านเห็นด้วย หรือ คิดว่าควรปรับปรุงแก้ไข วัตถุประสงค์การเรียนรู้ที่นำเสนอให้พิจารณาในแต่ละข้อต่อไปนี้

หัวข้อที่	วัตถุประสงค์การเรียนรู้ที่นำเสนอให้พิจารณา (The Proposed Course Objectives)	ความคิดเห็นของท่าน		
		เห็นด้วย	ควรปรับปรุงแก้ไข (กรุณาระบุข้อเสนอแนะในช่องถัดไป)	โปรดระบุ ข้อเสนอแนะ (กรณีตอบ “ควรปรับปรุงแก้ไขเพิ่มเติม.”)
1.	นักศึกษาจะสามารถพูดแนะนำตนเอง บอกเล่าถึงประวัติการศึกษา และประวัติการเข้าร่วมกิจกรรมหรือประวัติการทำงานของตนเองในการสัมภาษณ์สมัครงานได้อย่างคล่องแคล่ว			
2.	นักศึกษาจะสามารถบอกถึงความสามารถ งานอดิเรก นิสัย ข้อดีและข้อเสีย สิ่งที่ชอบและไม่ชอบของตนเองได้อย่างคล่องแคล่วและเป็นประโยชน์แก่ตนเองในการสมัครงานได้			
3.	นักศึกษาจะสามารถบรรยายรายละเอียดคร่าวๆ เกี่ยวกับองค์กรที่ตนสมัครงานได้อย่างมีประสิทธิภาพ			

4.	นักศึกษาจะสามารถใช้กลยุทธในการโต้ตอบคำถามสัมภาษณ์ที่เป็นปัญหา(อาทิเช่น คำถามที่ตนไม่เข้าใจ หรือคำถามที่ยาก)ได้อย่างเหมาะสมและมีประสิทธิภาพ			

สำหรับ จุดมุ่งหมายข้อ 2) เพื่อการปฏิบัติงานในระดับ entry-level PR personnel อย่างมีประสิทธิภาพ
<u>ท่านเห็นด้วย หรือ คิดว่าควรปรับปรุงแก้ไข วัตถุประสงค์การเรียนรู้ที่นำเสนอให้พิจารณาในแต่ละข้อต่อไปนี้</u>

ข้อ	วัตถุประสงค์การเรียนรู้ที่นำเสนอให้พิจารณา (The Proposed Course Objectives)	ความคิดเห็นของท่าน		
		เห็นด้วย	ควรปรับปรุงแก้ไข (กรุณาระบุข้อเสนอแนะในช่องถัดไป)	โปรดระบุข้อเสนอแนะ (กรณีตอบ "ควรปรับปรุงแก้ไขเพิ่มเติม.")
1.	นักศึกษาสามารถใช้ภาษาแสดงมารยาททางสังคมและสนทนาเพื่อสร้างสัมพันธภาพได้ (using basic courtesy formulas and carrying on small talk)			
2.	นักศึกษาจะสามารถพูดโต้ตอบทางโทรศัพท์ได้อย่างคล่องแคล่ว (อาทิเช่น การรับโทรศัพท์อย่างสุภาพ, การโทรเพื่อยืนยันการตอบรับคำเชิญร่วมงานของสื่อมวลชน)			
3.	นักศึกษาจะสามารถกล่าวต้อนรับและอำนวยความสะดวกให้แก่แขกที่มาเยือนบริษัท แขกที่มาเข้าร่วมงานแถลงข่าว และงานevent ต่างๆของบริษัทได้ อย่างคล่องแคล่ว			

4.	นักศึกษาจะสามารถจับประเด็นสำคัญจากข้อมูลที่ได้รับ และสามารถสื่อสารให้เจ้านาย ผู้ร่วมงาน และสื่อมวลชนเข้าใจได้อย่างคล่องแคล่ว			
5.	นักศึกษาจะสามารถตอบคำถามให้ข้อมูลเกี่ยวกับสินค้า และ บริการขององค์กรให้กับลูกค้าและสื่อมวลชนได้อย่างคล่องแคล่ว			
6.	นักศึกษาจะสามารถบรรยายบริบททางการตลาดของลูกค้าและของคู่แข่งของลูกค้าให้ผู้ร่วมงาน และหัวหน้างานฟังได้อย่างคล่องแคล่ว			
7.	นักศึกษาจะสามารถแสดงความคิดเห็น พร้อมทั้ง ให้เหตุผลสนับสนุนในที่ประชุมได้อย่างคล่องแคล่ว			
8.	นักศึกษาจะสามารถพูดโน้มน้าว และต่อรองได้คล่องแคล่วและน่าเชื่อถือ			

2.2.ด้านวิธีการเรียนการสอน

<u>คำสั่ง</u> กรุณาแสดงความคิดเห็น เกี่ยวกับวิธีการเรียนการสอนที่เหมาะสมกับหลักสูตรรายวิชานี้

<u>ท่านเห็นด้วย หรือ คิดว่าควรปรับปรุงแก้ไข วิธีการเรียนสอนที่นำเสนอให้พิจารณาในแต่ละข้อต่อไปนี้</u>

วิธีการเรียนสอนที่นำเสนอเพื่อพิจารณา (The proposed teaching and learning methods)	ความคิดเห็นของท่าน		
	เห็นด้วย	ควรปรับปรุงแก้ไขเพิ่มเติม (กรุณาระบุข้อเสนอแนะในช่องถัดไป)	โปรดระบุข้อเสนอแนะ (กรณีตอบ "ควรปรับปรุงแก้ไขเพิ่มเติม.")
1.การอภิปรายความคิดเห็นประเด็นปัญหาในชั้นเรียน Class discussion			
2. บทบาทสมมุติ Role -play			
3. กิจกรรมการเรียนการสอนกลุ่ม Group activity-based learning and teaching			

2.3.ด้านวิธีการวัดและประเมินผล

<u>คำสั่ง</u> กรุณาแสดงความคิดเห็น เกี่ยวกับวิธีการวัดและประเมินผลที่เหมาะสมกับหลักสูตรรายวิชานี้

<u>ท่านเห็นด้วย หรือ คิดว่าควรปรับปรุงแก้ไข วิธีการวัดและประเมินผลที่นำเสนอให้พิจารณาในแต่ละข้อต่อไปนี้</u>

วิธีการวัดและประเมินผล ที่นำเสนอเพื่อพิจารณา (The proposed assessment methods)	ความคิดเห็นของท่าน		
	เห็นด้วย	ควรปรับปรุงแก้ไขเพิ่มเติม (กรุณาระบุข้อเสนอแนะในช่องถัดไป)	โปรดระบุข้อเสนอแนะ (กรณีตอบ "ควรปรับปรุงแก้ไขเพิ่มเติม.")
การวัดและประเมินผลจากการปฏิบัติจริง (performance-based assessment)			

ส่วนที่ 3: ข้อเสนอแนะเพิ่มเติม

กรุณาเสนอแนะและแสดงความคิดเห็นอื่นๆเพิ่มเติม เพื่อการพัฒนาหลักสูตรรายวิชา การสื่อสารภาษาอังกฤษทางการพูด สำหรับนักศึกษาปริญญาตรีสาขาวิชาเอกการประชาสัมพันธ์ มหาวิทยาลัยกรุงเทพ ที่มีประสิทธิภาพในการช่วยให้นักศึกษาปริญญาตรีสาขาวิชาเอกการประชาสัมพันธ์ ชั้นปีที่ 3 และ 4 พร้อมสำหรับการสมัครงานและการเข้าทำงานในระดับ entry-level อย่างมีประสิทธิภาพ

ขอขอบคุณที่ท่านได้กรุณาเอื้อเฟื้อข้อมูลที่เป็นประโยชน์มา ณ โอกาสนี้

Appendix C

แบบสอบถามความคิดเห็นของนักศึกษาเกี่ยวกับการพัฒนาหลักสูตรรายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาระดับปริญญาบัณฑิตสาขาวิชาเอกการประชาสัมพันธ์ โดยยึดหลักสมรรถนะเป็นฐาน

(A Development of the Competency-based English Oral Communication for Public Relations Undergraduate Students)

แบบสอบถามนี้แบ่งออกเป็น 7 ตอน

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

ตอนที่ 2 ความต้องการในการประกอบอาชีพด้านการประชาสัมพันธ์ในอนาคต

ตอนที่ 3 ความคิดเห็นเกี่ยวกับความสำคัญของการพูดสื่อสารภาษาอังกฤษ

ตอนที่ 4 ปัญหาเกี่ยวกับความสามารถในการพูดสื่อสารภาษาอังกฤษ

ตอนที่ 5 การประเมินความสามารถของตนเองด้านการพูดสื่อสารภาษาอังกฤษเพื่อการสมัครงานด้านการประชาสัมพันธ์และเพื่อการทำงานเป็นนักประชาสัมพันธ์ระดับล่างที่ทำงานให้กับองค์กรระดับนานาชาติได้

ตอนที่ 6 ความต้องการและความคาดหวังเกี่ยวกับ เนื้อหา การเรียนการสอนและวิธีการวัดประเมินผลหลักสูตรรายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาสาขาวิชาเอกการประชาสัมพันธ์โดยยึดหลักสมรรถนะเป็นฐาน

ตอนที่ 7 ข้อเสนอแนะเพิ่มเติม

กรุณาตอบตามความจริง ข้อมูลของท่านจะเป็นประโยชน์ต่อการพัฒนาหลักสูตรรายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาระดับปริญญาบัณฑิตสาขาวิชาเอกการประชาสัมพันธ์ โดยยึดหลักสมรรถนะเป็นฐาน

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดเขียนเครื่องหมาย √ ลงในช่อง □ ข้อความที่ตรงกับความจริง

1. เพศ □ หญิง □ ชาย

2. กำลังศึกษาชั้นปีที่ □ 3 □ 4

3. ท่านสอบผ่านรายวิชา EN 111 ด้วยเกรด □A □+B □B □+C □C □+D □D

ท่านสอบผ่านรายวิชา EN 112 ด้วยเกรด □A □+B □B □+C □C □+D □D

ท่านสอบผ่านรายวิชา EN 211 ด้วยเกรด □A □+B □B □+C □C □+D □D

สำหรับนักศึกษาที่ได้ลงเรียนรายวิชา EN 313 English Reading and Writing for Communication Arts แล้วท่านสอบผ่านรายวิชานี้ด้วยเกรด □A □+B □B □+C □C □+D □D

สำหรับนักศึกษาที่ได้ลงเรียนรายวิชา EN 314 English Speaking for Communication Arts แล้วท่านสอบผ่านรายวิชา EN 314 ด้วยเกรด □A □+B □B □+C □C □+D □D

<u>**ตอนที่ 2** ความต้องการในการประกอบอาชีพในอนาคต</u>

คำชี้แจง* *โปรดเขียนเครื่องหมาย √ ลงในช่อง □ ข้อความที่ตรงกับความจริง

1. นักศึกษามีความสนใจและต้องการประกอบอาชีพให้กับองค์กรประเภทใดต่อไปนี้

□ องค์กรภาครัฐบาล □ องค์กรภาครัฐวิสาหกิจ □องค์กรภาคเอกชน

□ องค์กรไม่แสวงกำไร □ อื่นๆ โปรดระบุ ____________________

2. นักศึกษามีความสนใจ และต้องการประกอบอาชีพทางด้านการประชาสัมพันธ์ลักษณะใด

□ งานประชาสัมพันธ์ในองค์กร (in-house)

□ งานเกี่ยวกับการให้คำปรึกษาด้านการประชาสัมพันธ์ (consultancy)

<u>**ตอนที่ 3 ความคิดเห็นเกี่ยวกับความสำคัญของการพูดสื่อสารภาษาอังกฤษ**</u>

<u>คำชี้แจง</u> โปรดอ่านข้อความที่กำหนดให้แล้วพิจารณาถึง<u>ระดับความสำคัญ</u>ของความสามารถในการพูดสื่อสารภาษาอังกฤษต่อนักศึกษาและต่ออาชีพนักประชาสัมพันธ์ จากนั้นกรุณาทำเครื่องหมาย √ ลงใน □ ที่กำหนดไว้ให้ตรงตาม<u>ระดับความสำคัญ</u>ตามความคิดเห็นของท่าน

4 หมายถึง สำคัญ มากที่สุด

3 หมายถึง สำคัญค่อนข้างมาก

2 หมายถึง สำคัญค่อนข้างน้อย

1 หมายถึง สำคัญน้อยที่สุด

ข้อความ	*4 มากที่สุด*	*3 ค่อนข้าง มาก*	*2 ค่อนข้าง น้อย*	*1 น้อย ที่สุด*
<u>**3.1ความสำคัญของความสามารถในการพูดสื่อสารภาษาอังกฤษต่อนักศึกษาโดยทั่วไป**</u> 1. การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อชีวิตของนักศึกษาโดยทั่วไป	□	□	□	□
2.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการแสดงสถานะทางสังคมและภาพลักษณ์ของนักศึกษา	□	□	□	□
3.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการติดต่อสมาคมสร้างสัมพันธภาพกับชาวต่างชาติ	□	□	□	□
4. การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการเปิดโลกทัศน์, เพิ่มประสบการณ์การเรียนรู้ของนักศึกษา เช่น การเดินทางท่องเที่ยว, การเรียนรู้วัฒนธรรมของชาติต่างๆ, การได้รับข้อมูลข่าวสารต่างๆ	□	□	□	□
5.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการเพิ่มโอกาสทางการศึกษา และความสำเร็จทางการศึกษา	□	□	□	□

6.การพูดสื่อสารทางภาษาอังกฤษมีความสำคัญต่อการเพิ่มโอกาส และความสำเร็จในการสมัครงาน	☐	☐	☐	☐
7.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อความสำเร็จและความเจริญก้าวหน้าในหน้าที่การงานและการหารายได้	☐	☐	☐	☐
8.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อนักศึกษาในด้านอื่นๆ *(โปรดระบุรายละเอียดด้านล่าง และ กรุณาทำเครื่องหมาย √ เพื่อเลือกระดับความสำคัญในช่องด้านซ้าย)* ______________________________	☐	☐	☐	☐

ข้อความ	***4*** *มากที่สุด*	***3*** *ค่อนข้างมาก*	***2*** *ค่อนข้างน้อย*	***1*** *น้อยที่สุด*
3.2 ความสำคัญของความสามารถในการพูดสื่อสารภาษาอังกฤษต่ออาชีพด้านนักประชาสัมพันธ์ 1. การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่ออาชีพนักประชาสัมพันธ์	☐	☐	☐	☐
2.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อภาพลักษณ์ที่ดีของนักประชาสัมพันธ์	☐	☐	☐	☐
3.การพูดสื่อสารทางภาษาอังกฤษมีความสำคัญต่อความสำเร็จในการสมัครงานที่เกี่ยวกับการประชาสัมพันธ์	☐	☐	☐	☐
4.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการทำงานประชาสัมพันธ์ในการติดต่อสื่อสารภายในองค์กร	☐	☐	☐	☐
5.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการทำงานประชาสัมพันธ์ในการติดต่อสื่อสารกับลูกค้าต่างชาติ	☐	☐	☐	☐
6.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อการทำงานประชาสัมพันธ์ในการติดต่อสื่อสารกับสื่อมวลชนต่างชาติ	☐	☐	☐	☐
7.การพูดสื่อสารภาษาอังกฤษมีความสำคัญต่อความสำเร็จและความเจริญก้าวหน้าในหน้าที่การงานด้านการประชาสัมพันธ์	☐	☐	☐	☐
8.การพูดสื่อสารทางภาษาอังกฤษมีความสำคัญต่ออาชีพนักประชาสัมพันธ์ในด้านอื่นๆ*(โปรดระบุรายละเอียดด้านล่าง และ กรุณาทำเครื่องหมาย √ เพื่อเลือกระดับความสำคัญในช่องด้านซ้าย)* ______________________________	☐	☐	☐	☐

<u>ตอนที่ 4</u> ปัญหาเกี่ยวกับความสามารถในการพูดสื่อสารภาษาอังกฤษและการเรียนการสอนภาษาอังกฤษ

<u>คำชี้แจง</u> โปรดอ่านข้อความที่กำหนดให้ แล้วพิจารณาถึง<u>ระดับปัญหา</u>ที่เกี่ยวกับความสามารถในการพูดสื่อสารภาษาอังกฤษของนักศึกษาและการเรียนการสอนภาษาอังกฤษ จากนั้นกรุณาทำเครื่องหมาย √ ลงใน □ ที่กำหนดไว้ให้ตรงตาม<u>ระดับปัญหา</u>ของท่าน

4	***หมายถึง***	***มีปัญหามากที่สุด***
3	***หมายถึง***	***มีปัญหา ค่อนข้างมาก***
2	***หมายถึง***	***มีปัญหา ค่อนข้างน้อย***
1	***หมายถึง***	***มีปัญหาน้อยที่สุด***

ข้อความ	***4 มาก ที่สุด***	***3 ค่อนข้าง มาก***	***2 ค่อนข้าง น้อย***	***1 น้อย ที่สุด***
<u>4.1 ปัญหาด้านความสามารถของนักศึกษา</u> 1. นักศึกษาไม่สามารถพูดสื่อสารภาษาอังกฤษได้อย่างคล่องแคล่วและเหมาะสม	□	□	□	□
2. นักศึกษาไม่สามารถพูดภาษาอังกฤษด้วยสำเนียงที่ถูกต้องเหมาะสมได้	□	□	□	□
3. นักศึกษาไม่มั่นใจ ประหม่า ขัดเขิน เมื่อต้องสื่อสารภาษาอังกฤษ	□	□	□	□
4.นักศึกษาไม่มั่นใจ ประหม่า ขัดเขิน เมื่อต้องพูดสื่อสารภาษาอังกฤษกับชาวต่างชาติ				
5. นักศึกษาไม่สามารถจับใจความสำคัญหรือรายละเอียดข้อความจากสื่อต่างๆ เช่น การรับข้อความทางโทรศัพท์, วิทยุ หรือ โทรทัศน์ได้	□	□	□	□
6. นักศึกษาไม่สามารถจับใจความสำคัญของคู่สนทนาที่พูดภาษาอังกฤษได้	□	□	□	□
7.นักศึกษาไม่สามารถถ่ายทอดความคิดหรือข้อมูลที่ต้องการสื่อความหมายเป็นคำพูดได้	□	□	□	□
8.นักศึกษาไม่สามารถสนทนาโต้ตอบพื้นฐานภาษาอังกฤษที่ใช้ในชีวิตประจำวันได้อย่างคล่องแคล่วและเหมาะสม	□	□	□	□
9. นักศึกษาไม่สามารถสนทนาโต้ตอบเชิงธุรกิจเป็นภาษาอังกฤษได้อย่างคล่องแคล่วและเหมาะสม	□	□	□	□
10.นักศึกษาไม่สามารถพูดสื่อสารภาษาอังกฤษต่อหน้าผู้ฟังจำนวนมากได้อย่างคล่องแคล่วและเหมาะสม	□	□	□	□

11. อื่นๆ *(โปรดระบุรายละเอียดด้านล่าง และ กรุณาทำเครื่องหมาย √ เพื่อเลือกระดับปัญหาในช่องด้านซ้าย)* ______________________	☐	☐	☐	☐
ข้อความ **<u>4.2 ปัญหาด้านการเรียนการสอนภาษาอังกฤษ กรุณาพิจารณาปัจจัยดังต่อไปนี้</u>**	***4*** ***มาก ที่สุด***	***3*** ***ค่อนข้าง มาก***	***2*** ***ค่อนข้าง น้อย***	***1*** ***น้อย ที่สุด***
1. ความยากของภาษาอังกฤษ	☐	☐	☐	☐
2. พื้นฐานภาษาอังกฤษไม่ดี	☐	☐	☐	☐
3. เนื้อหาการเรียนการสอนไม่เหมาะสม เช่น ไม่ตรงกับความต้องการ, ไม่ทันสมัย, ไม่สัมพันธ์กับวิชาชีพหรือไม่สามารถนำมาใช้ได้จริง	☐	☐	☐	☐
5. ครูผู้สอนขาดทักษะในการสอน	☐	☐	☐	☐
6. วิธีการสอนไม่เหมาะสม ไม่น่าสนใจ	☐	☐	☐	☐
7. การวัดผลไม่เหมาะสม	☐	☐	☐	☐
8. เวลาเรียนและจำนวนรายวิชาภาษาอังกฤษมีน้อยเกินไป	☐	☐	☐	☐
9. ขาดการฝึกฝนเพิ่มเติม	☐	☐	☐	☐
10. ขาดแรงจูงใจ	☐	☐	☐	☐
11. อื่นๆ *(โปรดระบุรายละเอียดด้านล่าง และ กรุณาทำเครื่องหมาย √ เพื่อเลือกระดับปัญหาในช่องด้านซ้าย)* ______________________	☐	☐	☐	☐

<u>ตอนที่ 5 การประเมินความสามารถในการพูดสื่อสารภาษาอังกฤษที่จำเป็นต่อความสำเร็จในการสมัครงานด้านการประชาสัมพันธ์ และต่อการทำงานเป็นนักประชาสัมพันธ์ระดับล่างที่ทำงานให้กับองค์กรระดับนานาชาติได้อย่างมีประสิทธิภาพ</u>

<u>คำชี้แจ้ง</u> โปรดอ่านข้อความที่กำหนดให้แล้วพิจารณาประเมิน<u>ระดับความสามารถ</u>ของนักศึกษาในการพูดสื่อสารภาษาอังกฤษที่จำเป็นต่อความสำเร็จในการสมัครงานด้านการประชาสัมพันธ์ และต่อการทำงานเป็นนักประชาสัมพันธ์ระดับล่างที่ทำงานให้กับองค์กรระดับนานาชาติได้อย่างมีประสิทธิภาพ จากนั้นกรุณาทำเครื่องหมาย √ ลงใน ☐ ที่กำหนดไว้ให้ตรงตาม<u>ระดับความสามารถ</u>ของการใช้ภาษาอังกฤษของท่านในแง่ของความคล่องแคล่ว ถูกต้อง เหมาะสม

4 หมายถึง ดีเยี่ยม เทียบเท่าหรือใกล้เคียงเจ้าของภาษา

3 หมายถึง ค่อนข้างดี พอใช้งานได้

2 หมายถึง ไม่ค่อยดีนัก ต้องปรับปรุงบ้าง

1 หมายถึง ไม่ดีเลย ต้องปรับปรุงอย่างมาก

ข้อความ	*4 ดีเยี่ยม*	*3 ค่อนข้างดี*	*2 ไม่ค่อยดีนัก*	*1 ต้องปรับปรุงอย่างมาก*
5.1 ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อความสำเร็จในการสมัครงานด้านการประชาสัมพันธ์ 1. นักศึกษาสามารถพูดแนะนำตนเอง บอกเล่าถึง ประวัติการศึกษา และประวัติการเข้าร่วมกิจกรรมหรือประวัติการทำงานของตนเองในการสัมภาษณ์งานได้	☐	☐	☐	☐
2. นักศึกษาสามารถบอกถึงความสามารถ งานอดิเรก นิสัย ข้อดีและข้อเสีย สิ่งที่ชอบและไม่ชอบของตนเองได้	☐	☐	☐	☐
3. นักศึกษาสามารถบรรยายรายละเอียดคร่าวๆเกี่ยวกับองค์กรที่ตนสมัครงานเพื่อแสดงว่าตนมีความรู้ ความเข้าใจเกี่ยวกับองค์กรที่ตนสมัครงานได้	☐	☐	☐	☐
4. นักศึกษาสามารถใช้กลยุทธในการโต้ตอบคำถามสัมภาษณ์ที่เป็นปัญหา(อาทิเช่น คำถามที่ตนไม่เข้าใจ คำถามที่ยาก คำถามที่ตนเองตอบไม่ได้ หรือไม่มีคำตอบให้)ได้	☐	☐	☐	☐
5.2 ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อการทำงานเป็นนักประชาสัมพันธ์ระดับล่างที่ทำงานให้กับองค์กรระดับนานาชาติได้อย่างมีประสิทธิภาพ 1. นักศึกษาสามารถใช้ภาษาแสดงมารยาททางสังคมและสนทนาเพื่อสร้างสัมพันธภาพได้	☐	☐	☐	☐
2.นักศึกษาสามารถพูดโต้ตอบทางโทรศัพท์ได้ (อาทิเช่น การรับโทรศัพท์อย่างสุภาพ, การโทรเพื่อยืนยันการตอบรับคำเชิญร่วมงานของสื่อมวลชน)	☐	☐	☐	☐
3.นักศึกษาสามารถกล่าวต้อนรับและอำนวยความสะดวกให้แก่แขกที่มาเยือนบริษัท แขกที่มาเข้าร่วมงานแถลงข่าว และงาน eventต่างๆของบริษัทได้	☐	☐	☐	☐
4.นักศึกษาสามารถจับประเด็นสำคัญจากข้อมูลที่ได้รับ และสามารถพูดสื่อสารให้หัวหน้างาน ผู้ร่วมงาน และสื่อมวลชน	☐	☐	☐	☐

เข้าใจได้				
5.นักศึกษาสามารถพูดตอบคำถามและให้ข้อมูลเกี่ยวกับ สินค้า และ บริการขององค์กรให้แก่ลูกค้าและสื่อมวลชนได้	☐	☐	☐	☐
6.นักศึกษาสามารถพูดบรรยายบริบททางการตลาดของลูกค้า และของคู่แข่งของลูกค้าให้ผู้ร่วมงาน และหัวหน้างานฟังได้	☐	☐	☐	☐
7.นักศึกษาสามารถพูดแสดงความคิดเห็น พร้อมทั้ง ให้เหตุผลสนับสนุนในที่ประชุมได้	☐	☐	☐	☐
ข้อความ	***4 ดีเยี่ยม***	***3 ค่อนข้างดี***	***2 ไม่ค่อยดีนัก***	***1 ต้องปรับปรุงอย่างมาก***
8.นักศึกษาสามารถพูดชักชวน โน้มน้าว หรือต่อรองเบื้องต้นได้ (อาทิเช่น รับเรื่องร้องเรียนเบื้องต้นจากลูกค้า หรือ จากสื่อมวลชนได้ หรือ พูดชักชวนให้สื่อมวลชนมาร่วมงานแถลงข่าวหรือลงข่าวเผยแพร่ให้ได้	☐	☐	☐	☐

<u>**ตอนที่ 6** ความต้องการและความคาดหวังจากหลักสูตรรายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาระดับปริญญาบัณฑิตสาขาวิชาการประชาสัมพันธ์ โดยยึดหลักสมรรถนะเป็นฐาน (A Development of the Competency-based English Oral Communication for Public Relations Undergraduate Students)</u>

<u>คำชี้แจง</u> โปรดอ่านข้อความที่กำหนดให้แล้วพิจารณา<u>ระดับความต้องการและความคาดหวัง</u>ของนักศึกษาต่อเนื้อหา วิธีการสอน และการประเมินผล หลักสูตรรายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาสาขาวิชาเอกการประชาสัมพันธ์ โดยยึดหลักสมรรถนะเป็นฐาน จากนั้นกรุณาทำเครื่องหมาย √ ลงใน ☐ ที่กำหนดไว้ให้ตรงตาม<u>ระดับความต้องการและความคาดหวัง</u>ของท่าน

4 หมายถึง ต้องการและคาดหวังมากที่สุด
3 หมายถึง ต้องการและคาดหวังค่อนข้างมาก
2 หมายถึง ต้องการและคาดหวังค่อนข้างน้อย
1 หมายถึง ต้องการและคาดหวังน้อยที่สุด

ข้อความ **<u>6.1 ด้านเนื้อหา</u>**	***4 มากที่สุด***	***3 ค่อนข้างมาก***	***2 ค่อนข้างน้อย***	***1 น้อยที่สุด***
<u>6.1.1 ลักษณะเนื้อหาที่มีเป้าหมายมุ่งเน้นที่การเตรียมความพร้อมด้านความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อความสำเร็จในการสมัครงานด้านการประชาสัมพันธ์</u>	☐	☐	☐	☐

กรุณาพิจารณาจากวัตถุประสงค์การเรียนรู้ต่อไปนี้ 1. นักศึกษาจะสามารถพูดแนะนำตนเอง บอกเล่าถึง ประวัติการศึกษา และประวัติการเข้าร่วมกิจกรรมหรือประวัติการทำงานของตนเองในการสัมภาษณ์งานได้	☐	☐	☐	☐
2. นักศึกษาจะสามารถบอกถึงความสามารถ งานอดิเรก นิสัย ข้อดีและข้อเสีย สิ่งที่ชอบและไม่ชอบของตนเองได้	☐	☐	☐	☐
3.นักศึกษาจะสามารถบรรยายรายละเอียดคร่าวๆเกี่ยวกับองค์กรที่ตนสมัครงานเพื่อแสดงว่าตนมีความรู้ ความเข้าใจเกี่ยวกับองค์กรที่ตนสมัครงานได้	☐	☐	☐	☐
ข้อความ **<u>6.1 ด้านเนื้อหา</u>**	***4 มาก ที่สุด***	***3 ค่อนข้าง มาก***	***2 ค่อนข้าง น้อย***	***1 น้อย ที่สุด***
4. นักศึกษาจะสามารถใช้กลยุทธในการโต้ตอบคำถามสัมภาษณ์ที่เป็นปัญหา(อาทิเช่น คำถามที่ตนไม่เข้าใจ คำถามที่ยาก คำถามที่ตนเองตอบไม่ได้ หรือไม่มีคำตอบให้)ได้	☐	☐	☐	☐
<u>6.1.2ลักษณะเนื้อหาที่มีเป้าหมายมุ่งเน้นที่การเตรียมความพร้อมด้านความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อการทำงานเป็นนักประชาสัมพันธ์ระดับล่างที่ทำงานให้กับองค์กรระดับนานาชาติได้อย่างมีประสิทธิภาพ</u>	☐	☐	☐	☐
กรุณาพิจารณาจากวัตถุประสงค์การเรียนรู้ต่อไปนี้ 1. นักศึกษาจะสามารถใช้ภาษาแสดงมารยาททางสังคมและสนทนาเพื่อสร้างสัมพันธภาพได้	☐	☐	☐	☐
2.นักศึกษาจะสามารถพูดโต้ตอบทางโทรศัพท์ได้ (อาทิเช่น การรับโทรศัพท์อย่างสุภาพ, การโทรเพื่อยืนยันการตอบรับคำเชิญร่วมงานของสื่อมวลชน)	☐	☐	☐	☐
3.นักศึกษาจะสามารถกล่าวต้อนรับและอำนวยความสะดวกให้แก่แขกที่มาเยือนบริษัท แขกที่มาเข้าร่วมงานแถลงข่าว และงานeventต่างๆของบริษัทได้	☐	☐	☐	☐
4.นักศึกษาจะสามารถจับประเด็นสำคัญจากข้อมูลที่ได้รับ และสามารถพูดสื่อสารให้หัวหน้างาน ผู้ร่วมงาน และสื่อมวลชนเข้าใจได้	☐	☐	☐	☐
5.นักศึกษาจะสามารถพูดตอบคำถามและให้ข้อมูลเกี่ยวกับสินค้า และ บริการขององค์กรให้แก่ลูกค้าและสื่อมวลชนได้	☐	☐	☐	☐

6.นักศึกษาจะสามารถพูดบรรยายบริบททางการตลาดของลูกค้าและของคู่แข่งของลูกค้าให้ผู้ร่วมงาน และหัวหน้างานฟังได้	☐	☐	☐	☐
7.นักศึกษาจะสามารถพูดแสดงความคิดเห็น พร้อมทั้ง ให้เหตุผลสนับสนุนในที่ประชุมได้	☐	☐	☐	☐
8.นักศึกษาจะสามารถพูดชักชวน โน้มน้าว หรือต่อรองเบื้องต้นได้ (อาทิเช่น รับเรื่องร้องเรียนเบื้องต้นจากลูกค้า หรือ จากสื่อมวลชนได้ หรือ พูดชักชวนให้สื่อมวลชนมาร่วมงานแถลงข่าวหรือลงข่าวเผยแพร่ให้ได้	☐	☐	☐	☐

ข้อความ **6.2 ด้านการเรียนการสอน** **กรุณาพิจารณาจากรูปแบบการเรียนการสอนต่อไปนี้**	*4* *มาก* *ที่สุด*	*3* *ค่อนข้าง* *มาก*	*2* *ค่อนข้าง* *น้อย*	*1* *น้อย* *ที่สุด*
1.การอภิปรายความคิดเห็น ประเด็นปัญหาในชั้นเรียน (Class discussion)	☐	☐	☐	☐
2. บทบาทสมมุติ (Role –play)	☐	☐	☐	☐
3.กิจกรรมการเรียนการสอนกลุ่ม อาทิเช่น ให้นักศึกษาจับกลุ่มทำงาน หาข้อมูลและเสนอผลงานหน้าชั้นเรียน (Group activity-based learning and teaching)	☐	☐	☐	☐
6.3 ด้านการวัดและประเมินผล **กรุณาพิจารณาจากรูปแบบการวัดและประเมินผลต่อไปนี้** 1.การวัดและประเมินผลจากการปฏิบัติจริง (Performance-based assessment)	☐	☐	☐	☐

ตอนที่ 7 ข้อเสนอแนะเพิ่มเติม

กรุณาเสนอแนะและแสดงความคิดเห็นอื่นๆเพิ่มเติม เพื่อการพัฒนาหลักสูตรรายวิชา การพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาระดับปริญญาบัณฑิตสาขาวิชาเอกการประชาสัมพันธ์ โดยยึดหลักสมรรถนะเป็นฐาน ที่มีประสิทธิภาพในการช่วยให้นักศึกษาปริญญาตรีสาขาวิชาเอกการประชาสัมพันธ์ ชั้นปีที่ 3 และ 4 พร้อมสำหรับ

Appendix D

A sample lesson plan and sample instructional materials

Background Information

Course: The Competency-based English Oral Communication Course for PR
Class Duration: One session (one hundred-fifty minutes)
Class size: 30 students
Students: Third-year and Fourth-year PR students

Unit 1 : Business telephone conversations
This unit consists of 2 lessons. That means it takes 4 classes (10 hours) to cover the unit.
The lists of the lessons are as follows:
Lesson 1: Receiving and taking messages
Lesson 2: Making calls
Goals of the unit are:
1. Students will be able to receive telephone calls for other people and take messages properly.
2. Students will be able to make different kinds of calls properly.
3. Students will be able to work with others as a group or in pair to achieve learning assignments.

Lesson 1: Receiving and taking messages
Goal Competency: Students will be able to handle business phone calls.

Knowledge	**Skills**
Useful English expressions (see appendix A) **Telephone etiquettes** **Communicative Strategies**	**Listening for details** **Taking telephone messages (Writing)** **Receiving phone calls for other people (speaking)** **Problem solving skills** **Collaborative working**

Performance objectives of this lesson:
1. Students will be able to listen to different telephone conversations for important information
2. Students will be able to take messages accurately and properly
3. Students will be able to write down formula expressions used in different situations when receiving telephone calls for someone
4. Students will be able to repeat those useful expressions after hearing the recordings.
5. Students will be able to use the learned useful expressions to role-play the given situations.
6. Students will be able to predict communication difficulties that would happen during receiving telephone calls.
7. Students will be able to role-play how to handle those difficulties.

Materials:
1. Recordings of different telephone conversations
2. The scripts of the conversations
3. The Message Form
4. Copies of the Student Worksheet
5. Recordings of different telephone conversations
6. Chalk –blackboard
7. The scripts of the conversations
8. Role-play cards
9. For assignment, copies of the golden rule for having a business telephone conversation

Assessment:
The focus will be on two aspects: process and product.
-Students' process will be assessed through observation.
-Students' product will be assessed through the students' product of each activity such as their role-play and a self-checklist which will be completed at the beginning when the objectives of the lesson is informed the students and at the end of the class.
Apart from the above assessment, the overall effectiveness of the lesson will be assessed through the teacher's log and the students' log which will be completed at the end of the class.

Notice:
-10 minutes will be spared to inform the students the objectives of the lesson and to have the students complete the self-checklists.
-10 minutes will be for the students to complete the self-checklists after the lesson is over and for the teacher to assign homework.

Lesson 1: Receiving telephone calls for someone

______________________Getting Ready for the class (10mins)_________________

Phase1: Warm-up (Awareness Raising Activity) 15 mins

Topic	**Targeted areas (knowledge & skills)**	**Performance Objectives**	**Activities**	**Teaching Aids**
Listening and Taking messages	Expressions used when taking messages/ Listening for specific details. Writing short telephone messages.	1.Students will be able to listen to different telephone conversations for important information 2.Students will be able to take messages accurately and properly	Listening for details and taking messages	1. Recordings of different telephone conversations 2. The scripts of the conversations 3. The Message Form
Assessment :				
Check whether Ss can listen for information **Check whether Ss can take messages properly and correctly**				

Procedure:

Steps to be taken	**Purpose**
1. Teacher asks the following questions: • Have you ever received a telephone conversation for someone? • What would you do if a caller is asking for someone who is not available at the moment? • Have you ever taken messages for someone? • What kind of information do you need to take? (Teacher asks a volunteer to write down the answer from the students (the needed information to be taken) on the board? • Do you know how to ask a question for the information? (Teacher asks a volunteer to write down the answer from the students on the board) 2. Teacher distributes the Message Form (see appendix) to every student 3. Teacher tells the students to listen to two different telephone conversations on the tape. At the beginning, the tape will play twice. The students will just listen to the whole conversation trying to listen for the needed information without taking any note. When	This activity is an awareness raising activity. The teacher tries to stimulate the students' background knowledge by asking the pre-task questions. The students need to pay attention in order to listen for specific details and take the messages. Moreover, this is an opportunity for the students to be exposed to the language use. The task allows the students to notice both the language use and to notice the gap (the difference between their performance and the performance of their peers). In addition, the students should understand how to take messages for someone.

the tape plays the second time, the students will need to take a message on the given form. 4. Teacher plays the tape twice. 5. Teacher asks whether or not the students can take the messages. " Have you got all the information you need?" 6. Teacher tells to compare the messages with their peers. 7. Teacher tells the students that they will listen to the tape again and the tape will be paused after each sentence has finished for the students to check their answers. The teacher tells the students to notice how language is used in the conversation. 8. Teacher distributes the scripts to the students and shows the students the answer.	

Phase 2: Appropriation (25 mins)

Topic	**Language/ Skill Focus**	**Performance Objectives**	**Activities**	**Teaching Aids**
Receiving different telephone calls for someone	Useful Expressions / Writing Speaking Pronunciation	1. Students will be able to write down formula expressions used in different situations when receiving telephone calls for someone 2. Students will be able to perform drill practices for those useful expressions.	1. Drills	1. copies of the Student Worksheet 2. Recordings of different telephone conversations 3. The scripts of the conversations
Assessment **Check whether Ss can complete the worksheet** **Check whether Ss repeat the expressions correctly**				

Procedures:

Steps to be taken	**Purpose**
1. Teacher distributes the Student Worksheet to every student. 2. Teacher asks the students to work in pair to complete the Worksheet. 3. After the students have done the worksheet for 5 minutes, teacher asks the students to pair up with another group to check their answer. 4. While the students check their answer, the teacher brings class to attention. The teacher asks each pair to go over each question and give their answer to the class (one person writes the answer while the other person speak). The teacher checks the spelling and pronunciation and model the correct ones. 5. The teacher distributes the transcripts to every student. 6. The teacher tells the students that they will listen to the conversations for each situation on the worksheet. The tape will be paused occasionally (The teacher pauses after the target expressions is over)When the tape is paused, the students need to immediately repeat the last sentence/expression they hear from the tape in unison and then individually. (Only key phrases are repeated, not the whole dialogue. 7. The teacher corrects mispronunciation when necessary. 8. The teacher points out the stress and intonation pattern of each expression. 9. The students mark down the stress/intonation patterns and practice the pronunciation.	This activity is an awareness raising plus an appropriation activity. The students get to work in collaboration with their peers (both in pair and in group).The task on the worksheet first is to review what is learned from previously and is also to stimulate their background knowledge of language use in new situations. The drill activity is also a useful noticing technique since it draws attention to material that learners might not otherwise have registered. Thus, after learners have listened to a taped dialogue and studied the transcripts, the teacher can isolate specific phrases or utterances and ask learners to repeat them. The effect of repeating them is bound to make them more salient. Drilling also functions to move new items from working memory into long term memory. Moreover, it provides a means of gaining articulatory control over language. It is a fluency-enhancing technique helping in the storing and retrieving of these useful expressions. The activity does not only provide an opportunity for students to practice on forms but meanings are also focused since the students will have learned the forms in context. They will learn how to use each form in each of the particular situations according to the worksheet.

____________________5 mins break____________________

Phase 3: Towards autonomy
Part 1

Topic	Language/ Skill Focus	Performance Objectives	Activities	Teaching Aids
Receiving different telephone calls for someone	Useful expressions/ Speaking	1. Students will be able to use the expressions to role-play the given situations with their peers.	1. Role-plays	1. Role-play cards (see appendix F)
Assessment Check whether the students can perform the task.				

Procedures:

Steps to be taken	Purpose
1. Teacher divides the class into two groups: callers and receivers. 2. Teacher distributes each student a role-play card. Each student will receive a card indicating their role and needed information to role-play the situations. 3. Teacher gives the following instructions: • Study the card and try to understand your role and situations. • The group of the callers will walk to each receiver and start a conversation. • The receivers give proper responses and take messages if there is any. • After finishing a conversation, the caller will need to move to a different receiver and start having a conversation until hearing the teacher saying ‘stop’. • Everybody goes back to his or her seat.	This activity aims towards autonomy because it is highly language productive. It allows learners to experience autonomy in the speaking skill. Students get to interact with different peers in order to practice different telephone conversations.

• The role-cards will be switched among callers and receivers (previous callers will become receivers and previous receivers will become callers) • Students switch their roles and repeat the previous steps.	

Part 2: More practices (45 mins)

Topic	**Language/ Skill Focus**	**Performance Objectives**	**Activities**	**Teaching Aids**
Communication difficulties when receiving calls.	Useful expressions, communicative strategies/ speaking problem solving	1. Students will be able to predict communication difficulties happening when receiving calls for someone. 2. Students will be able to suggest solutions and role-play the situations.	1. Role-plays	1. Chalk - blackboard
Assessment 1. Check whether the students can predict the difficulties. 2. Check whether they can suggest proper solution 3. Check whether they can role-play the situations.				

Procedures:

Steps to be taken	**Purpose**
1. Teacher divides the students into groups of three people. 2. Teacher asks the students to think of communication difficulties that would happen during receiving a call. 3. Teacher writes down the list of difficulties on the board. 4. Teacher has each group choose the kind of difficulties they want to	This activity aims towards autonomy because it is highly language productive. It allows learners to experience autonomy in the speaking skill. Students get to interact with different peers in order to practice different telephone conversations.

work on. 5. Teacher asks the students to discuss in their group proper ways and expressions to be used to solve the difficulties. 6. Teacher walks around to see if the students need help. 7. After 5 minutes, each group performs a role play to the whole class.	

_________________10 mins Wrap-up & Assigning homework_________________

Suggested Homework assignments:

1. The students practice conversation with the classmates via MSN print the conversation out and submit to the teacher in the next class.
2. The students practice conversation with the classmates on the phone.

(For these two activities , some arrangement need to be made by distributing a new set of the role-play cards to the students and having each student exchange their telephone number and indicating time to call their partners)

3. The students read the golden rule for having a business telephone conversation and indicate whether they agree or disagree with each statement and prepare to share their reasons in class.

Transcripts used for activity 1(Awareness raising activity)

Conversation 1

A : Good Morning, Grand Hyatte Hotel, PR Office.
Panadda speaking. How can I help you?

B: Yes, my name is Anna Widdowson. I am calling from Bangkok Post. Could I speak to Ms. Ornuma?

A: I am afraid she is not available at the moment. May I take a message for her?

B: Yes, please. Have you got a pen?

A: Yes, go ahead.

B: Please tell her that the news clipping she sent to me is too long and the picture is unclear. She will need to resubmit it by this coming Thursday morning if she wants it to appear on our weekend issue. Have you got that?

A: OK. Let me read that back. “The news clipping is too long and the picture is unclear. Send it again by this Thursday morning”

B: Yes, that’s correct.

A: May I have your name again?

B: Sure. It’s Anna Widdowson.

A: May I have your returned numbers?

B: Ah, yes. She can reach my mobile at 085-995-1806.

A: Let me repeat that 085-995-1806.

B: That’s correct.

A: I will make sure she gets the message.

B: Thank you very much. Good Bye then.

A: You’re welcome. Bye.

Conversation 2

A : Good Morning, KTC, PR Office.
Worothai speaking. May I help you?

B: Yes, I'd like to speak to Mr. Suchart, please.

A: I am sorry, he is in a meeting right now. Would you like to leave a message?

B: Yes. I am calling from PLAN-B regarding the special presentation for the new release next month about CSR. I need her to indicate a theme for the presentation.

A: Wait a minute, please. Let's me grab a pen. OK, could you go over that please?

B: this is from PLAN-B asking about a theme for the special presentation for the news release next month about CSR. Got that?

A: Yes. May I know who's calling?

B: Yeah. Right. It's Dignen. Shall I spell that for you?

A: Please.

B: It's D-i-g-n-e-n. Dignen. Got that?

A: Yes and your numbers is?

B: 085-336-1081

A: Alright, I will make sure he gets the message.

B: Thank you. Bye.

Message Form

Date and time of call: ____

Message to:____

Name of caller: ____

Message: ____

____

____

____

____

____

____

____

Contact number:____

Call taken by ____

Role – play: PR staff

You are working as a PR staff at Siam PR. Your boss, Ms. Suchada (PR manager) is in a meeting right now. She will not be able to take any phone call. You will need to take phone calls for her. Do the best you can to answer the phone call

To : ____
From : ____
Message : ____
____
____
____
____
____
____
____
____
____
____
____
Received by _______________________________
Date: _____________________________ Time _____________________

Role - play: Mr. Christopher Ferguson

You are Mr. Christopher Ferguson working for Singapore News Daily. You are going to make a business phone call to Ms. Suchada at Siam PR to reschedule the interview appointment with her. Listen to your partner. You are supposed to have a proper business telephone conversation with your partner who is working as a PR staff at Siam PR. Use the lines/ information below to make a telephone conversation with your partner. Try to give a proper response to your partner when asked.

(You will need to make a phone call. Ring Ring Ring.)
"Good morning. I am Christopher Ferguson. May I speak to Ms. Suchada, please?"

(Listen! You will be told that she is in a meeting. So, leave a message for her)
This is your message:

"Could you please tell her to call me back at 085 490 6672?"
"I would like to reschedule the interview appointment."

Transcripts for Business telephone conversations

Conversation 1

A : Good morning. PR office. Paweena speaking. May I help you?
B: Good morning. I am Susan calling from BBC network. May I speak to PR manager, please?
A: I am sorry, she is not in right now.
B: Do you know when she will be back?
A: I am sorry I have no idea. May I take a message?
B: Yes, please. Can you tell her to call me back at 02-222-5500 as soon as possible?
A: I will get her to call you as soon as possible.
B: Thank you

Conversation 2:
A : Good morning. PR office. Wanchai speaking. May I help you?
B: Good morning. I am Anna calling from Leo Agency. May I speak to Ms. Penprapa, please?
A: I am sorry, she is not available right now. Would you like to leave a message?
B: Yes. Please tell her that I cannot see her this afternoon. I would like to reschedule the meeting with her on Friday at two p.m. Have you got that?
A: Yes. May I have your phone number?
B: It's 089-9191001
A: OK. I'll make sure she gets the message.
B: Thank you. Good bye.

Conversation 3
A : Good morning. PR office. Sasipapra speaking. May I help you?
B: Good morning. May I speak to PR Manager, please?
A: She is in a meeting right now. May I ask who's calling?
B: This is Morguson from CNN. Would you mind taking a message for her?
A: Sure. Let me get a pen. Go ahead.
B: Please tell her that I would like to make an appointment with her for an exclusive interview on the current situation of the bank.
A:May I have your name again?
B: It's Morguson.
A: Can you spell that for me please?
B: Sure. It's M-o-r-g-u-s-o-n. Morguson.
A: May I have your number, please?
B: It is 02-335-6677. Got that?
A: Let me repeat 02-335-6677.
B: Yes. That's correct. Thank you very much.
A: You're welcome. I will make sure she gets the message.

Role-play cards

Caller Name: Susan Sherwood Office: Zeed FM Radio Calling to: Ms. Somruethai Message: would like to receive more details about the given script. Contact number : 087-999-0124	Receiver Name: your name Office: Siam PR agency Situation: the person is taking a day off. Take a message for the person
Caller Name : Hatari Yataka Office: Panasonic Thailand Calling to : Mr. Sakchai Message: about a request to visiting the company.Call back as soon as possible Contact number: 086-5491908	Receiver Name: your name Office: Dusit Thani Hotel Situation: the person has just stepped out. Take a message for the person.
Caller Name : Won Bin Hook Office: Korean News Calling to : PR Manager Message: Asking about the next press release and a visit to Korea. Contact number: 02-730-5689	Receiver Name: your name Office: Shin Corporations Situation: the person is not available. Take a message for the person.

EN 314: Homework 2: Receiving business phone calls
Task 1: Imagine you are working at DC Consultants. Write an assumed conversation you would have when you have to a business phone call for someone

Appendix E

The English oral test and the scoring rubrics and materials

Test Specification for The English Oral Test

<table>
<tr><td colspan="2">Overall Design</td></tr>
<tr><td>Purpose</td><td>To create a measure of English oral competencies for PR undergraduate students necessary for a PR job interview and for PR-related business telephone conversations in order to
To assess the candidates' English competencies to answer job interview questions asking about their background, their abilities and the knowledge of the organization they are applying for.
To assess the candidates' English competencies to receive and make PR-related business telephone calls.</td></tr>
<tr><td>Intended population</td><td>30 PR undergraduate students at Bangkok University who are taking the Competency-based English Oral Communication Course for PR undergraduate students.
Sex : both male and female
Non-native speakers of the target language</td></tr>
<tr><td>Response Format</td><td>Part 1: Guided Interview for the job interview
Part 2: Guided Simulation for business telephone conversation (role-play: interlocutor to candidate and candidate to interlocutor interaction)</td></tr>
<tr><td>Number of Examiners</td><td>1 interlocutor who will also do the rating (the researcher)</td></tr>
<tr><td>Number of Tasks</td><td>Test 1 = 1 task (The job interview)
Test 2 = 2 tasks (The simulation of business telephone conversations)</td></tr>
<tr><td>Task types</td><td>Test 1 Guided Interview (interlocutor to candidate interaction)
Test 2 Guided Simulation Task #1 receiving a phone call (interlocutor to candidate)
Test 2 Guided Simulation Task #2 making a phone call (candidate to interlocutor)</td></tr>
<tr><td>Order of tasks</td><td>1) Guided Interview 2) Guided Simulation Task #1 and # 2</td></tr>
<tr><td>Weighting of tasks</td><td>Test 1 (Guided interview) = 20 points
Test 2 (Guided simulation) = 40 points (each task weighs 20 points)</td></tr>
<tr><td>Rating Scale type</td><td>Analytic Scale
Test 1 (Guided interview)
The criteria are described in the realms of
Communication
Vocabulary and expressions
Grammar
Pronunciation
Content
Test 2 (Guided Simulation)
The criteria are described in the realms of
Communication
Vocabulary and expressions
Grammar
Pronunciation
Business Telephone Etiquettes</td></tr>
</table>

Administration	
Physical conditions	In the classroom
	Video recorded
	Candidates enter one by one at an appointed time.
	One candidate is examined concurrently.
	The interlocutor is also one of the rater
	For interview While examined, the candidate sits at the desk facing the interlocutor/examiner.
	The candidate is given 30 seconds to read and understand the task situation.
	The candidate must hand in his/her mock résumé (All of the candidates are required to fill in the information on the mock résumé form one week before the test starts)
	After hearing each question, the candidate has 1 minute to answer to each of the interview question.
	For the guided simulation While examined, the candidate sits at the desk turning his/her back to the interlocutor in order to simulate a non face-to face conversation.
	The candidate is given 1 minute to read and understand their role for each task.
	After reading each of the role-card, the candidate is given 2 minutes to complete each task.
	For Guided Simulation Task #1, the candidate needs to take a message (A piece of paper is provided for the candidate) as part of the task.
	After finishing Task #1, the candidate can start doing Task #2.

Scoring	
Scoring plan	Each task performance for each part is awarded as separate score.
Criteria/rating scale	See the Scoring rubrics
Number of raters	Two (inter-rater)
Rater Selection	Rater No. 1 : Qualification : M.A. in TESOL Experience : minimum 3 years in ESP education Rater No. 2 : Qualification : Master's Degree in Education (English) Experience : minimum 5 years in ESP education
Rater training	Assessors should be trained prior to any test event.
Accreditation	All trained assessors will participate in an accreditation procedure in the course of which they: Rate a set of 10 test events; Their marks will be compared with 'expert' panel scores. Two deviations (of one band) are regarded acceptable.
Rating procedures	Scores are marked on the scoring sheet. Assessors work independently of each other.
Rating conditions	The No. 1 rater will do her rating 'live' at test event while the No. 2 rater will do her rating from the recorded video.
Statistical analysis	The reliability of the rating procedure will be estimated using both correlations and assessor agreement statistics.

TEST 1

Task Type : Job Interview	
Format	Interlocutor to candidate interaction
Task Demands	
Purpose	To evaluate candidates' English competencies to respond to the job interview questions concerning their background, their abilities and their knowledge about the organization/company they are applying for.
Response format	Live one-to-one candidate to interlocutor interaction
Known criteria	Candidates are informed of the procedure and assessment criteria in advance
Time constraints	• Every candidate takes 30 second to read the job interview situation and fill in his/her mock résumé before taking the job interview test. • Each candidate has1 minute to answer each interview question.
Test Demands	
Input	
Language Specific Purpose Context	A job interview
Format / Vehicle of delivery	Written : 1. the job interview situation 2. candidate's mock résumé Oral : the interview questions for the interlocutor
Length	1 minute to read and understand the job interview situation 5 minutes to complete the candidate's mock résumé.
Language	Standard business English
Expected Output	
Format/ Vehicle of delivery	Spoken
Response content	
Length	1 minute for each interview question
Language	At least appropriate to level 3 (Accomplished/Proficient) of the Scoring Rubric for PR-related business telephone conversations.

Background knowledge	Knowledge of their educational, work and extra curriculum activity background. Knowledge of oneself in terms of their abilities. Knowledge of the company the candidate is applying for
Interlocutor : 1	
Speech rate	Normal
Accent	A non-native speaker

TEST 2

Task Type: Guided Simulation	
Format	Task #1 Receiving a PR-related business phone call: candidate to interlocutor interaction Task #2 Making a PR-related business phone call: interlocutor to candidate interaction
Task Demands	
Purpose	To evaluate the candidates' English competencies to receive and make a PR-related business phone call.
Response format	Spoken
Known criteria	Candidates are informed of the procedure and assessment criteria in advance.
Time constraints	For each task, 1 minute for preparation and 2 minutes for interaction
Test Demands	
Input	
Language Specific Purpose Context	In an office The candidate takes a role of a PR personnel in a particular company
Channel/ Vehicle of delivery	Written: the role-play cards on the task sheet for the candidate Oral : the interlocutor interaction with the candidate Written: a script for interlocutor to interact with the candidate
Length	For each task,1 minute for reading and understanding the role-play card
Expected Output	
Format/ Vehicle of delivery	Spoken
Length	2 minutes for each task
Language	At least appropriate to level 3 (*Accomplished/Proficient*) of the Scoring Rubric for PR-related business telephone

	conversations.
Background knowledge	Knowledge about how to receive and make PR-related business telephone calls
Interlocutor : 1	
Speech rate	Normal
Accent	A non-native speaker

THE ENGLISH ORAL TEST **FOR TEST CANDIDATE**

TEST 1: Job interview

You will have 30 seconds to read and understand the below situation.
Situation: You are applying for PR position in an organization/ a company you wish you want to work for .You are about to have a job interview with the employer. Give the employer your résumé. The interview consists of six questions. Answer the interview questions the best you can. After you hear each question, you will have about 1 minute to answer the question.

TEST 2: Business Telephone Conversations

Instruction: there are 2 tasks for this test. You need to do both tasks in order to complete the test. You have 1 minute to read and understand each of the situations and each of the role cards. After 1 minute, the examiner will tell you to be ready. Then, you can start having a conversation. You have 2 minutes to complete each task. Start reading Task 1 now!

Task 1
Situation: At Siam PR office.
Role-play Card A: You are working as public relations personnel for Siam PR. Ms. Anna Brown, PR manager is in a meeting right now. She is unable to take any phone call. You are in charge of receiving phone calls and take messages for her. Do your best to handle the incoming call.

Wait until you hear a sound of the telephone ringing, then start having a conversation.

Start reading Task 2 now!

Task 2:
Situation: SONY is going to have a press conference to introduce Paula Taylor as their brand ambassador. All the invitations to attend the press conference have been sent to the media via e-mail.
Role-play Card B:
You are working as public relations personnel for SONY Thailand Company Ltd. You need to call Mr. John Edwards from World Technology Magazine asking for a confirmation to attend the press conference.
1. You need to tell who you are and the company you are working for.
2. You need to ask whether he has received the e-mail.
3. You need to ask whether he will be able to attend the press conference.
3. You need to confirm him the following information:
Location : Dusit Thanit Grand Ballroom , third floor

Time (the registration) = 1 .10 p.m.
Time (the press conference) = 2 .00 p.m.
4. End the conversation politely.
After hearing ‘ready’, start by making a sound of telephone ringing as if you are making a phone call and start having a conversation !

THE ENDGLISH ORAL TEST FOR EXAMINER AND INTERLOCUTOR
TEST 1: Job interview
Please read the following information before administering the test!
Procedure:

- **Before testing**

1. Set up for video recording system.
2. Candidates enter one by one at an appointed time.
3. One candidate is examined concurrently.
4. While examined, the candidate sits at the desk facing the interlocutor/examiner.
5. Give the task situation to the candidate.
6. The candidate must hand in his/her mock résumé.
(All of the candidates are required to fill in the information on the mock résumé form one week before the test starts)
7. The candidate is given 30 seconds to read and understand the task situation.

- **Start testing by ask the following questions one question at a time:**
(After hearing each question, the candidate has 1 minute to answer to each of the interview question)

1. **Tell me about your educational backgrounds and experiences.**
2. **What have you learned from those experiences?**
3. **What are your greatest your strengths?**
4. **What do you consider your weaknesses?**
5. **What do you know about the job?**
6. **What makes you interested in working with us?**

Total Interview time should be approximately 8 minutes /candidate

THE ENDGLISH ORAL TEST FOR EXAMINER AND INTERLOCUTOR

TEST 2: Business telephone conversations
There are 2 tasks for this test.
Please read the following information before administering the test!
Procedure:

- **Before testing**

1. Set up for video recording system.
2. Candidates enter one by one at an appointed time.
3. One candidate is examined concurrently.
4. While examined, the candidate sits at the desk turning his/her back to the interlocutor in order to simulate a non face-to face situation.
5. Give the task situation to the candidate.
6. The candidate is given 1 minute to read and understand the task sheet and the role-play card A.
7. After 1 minute, tell the candidate *'Ready!'*
8. Make a sound of the telephone ringing and interact with the candidate by following the below guideline:

Task # 1: Receiving a PR-related telephone call
<u>Your situation:</u> You are Nicole Walker from Singapore Post. You are making a call to Siam PR asking for Anna Brown who is the PR manager. You are supposed to meet her on this Friday afternoon but you cannot make it. You want to reschedule the interview appointment with her. You will be told that she is in a meeting and is unable to take any call. So, you leave a message below : Apology for the postponement and ask her to call you back for rescheduling. Wait until you asked to leave your name and contact number (the candidate is supposed to ask you for this information) IF the candidate doesn't ask you, tell him/her that you want to leave your name and your contact number. **<u>The following is a guideline conversation</u>** Telephone Ringing Candidate : Pick up the Phone , Say the company name and greet You: "Hello! I'm Nicole Walker from Singapore Post. May I speak to Ms. Anna Brown, please?" Candidate: Tell you that she is in a meeting and unable to take a call right now. Ask you to leave a message. You: "I am calling about our interview appointment with her. I am supposed to meet her this Friday afternoon. But, I cannot make it. So, I would like to reschedule for the interview some day next week." "Please note that I am very sorry and please tell her to call me back as soon as possible." You: (IF not asked) My phone number is 087-234-0123 ext 401. End the conversation.

Once the candidate finishes Task#1, start Task#2.

Before administering the test, read your situation.

The above procedure is also applied for this task.

After having the candidate read the task situation and the role-play-card B for 1 minute, tell the candidate 'Ready!' and tell the candidate to make a sound of telephone ringing in order to start the conversation.

Task # 2: Making a PR-related telephone call
Your situation: You are Mr. John Edwards from World Technology Magazine. You are about to receive a call from SONY Thailand Company, Ltd asking for a confirmation to attend their press conference. You have received their e-mail invitation and will be able to attend the press conference. Accept the invitation. **The following is a guideline conversation** Telephone Ringing Candidate: Greet, say who he is and ask for you. You: “Speaking. How can I help you?” Candidate: Ask whether you have received the invitation You: You answer “Yes, I got it this morning” Candidate: Ask if you will be able to attend the conference. You: Say “Yes, I think so.” Candidate: confirm the location and time. End the conversation.

The Scoring Rubrics for job interview

Criteria for assessing competencies in English oral communication for a job interview	You are hired! You should get a job offer!		You are fired! You are not ready for the job. You need significant improvement.	
	Exemplary(4) (Native-like)	Accomplished(3) Proficient	Developing(2)	Limited (1)
1.Communication	-Understand all of the questions – Able to answer all of the questions very well and very clearly. Speech flows with no long pauses.	-Show some minor difficulties in understanding some of the questions e.g., asking the interviewer to repeat the question once. Or -Show some minor difficulties in answering some of the questions. e.g., showing reluctance or pause once or twice, saying um.. or.. a few times but not enough to disrupt the interview or gestures and facial expressions are used to maintain the conversation. -Able to answer all of the questions fine and quite clearly.	-Show some major difficulties in understanding many questions e.g., asking the interviewer to repeat the question many times. Or -Show severe difficulties in answering many questions e.g., showing reluctance or too many pauses, saying um.. or.. many the times which disrupts the interview. -Able to answer only some of the questions or able to answer all of the questions but some of the answers may not be so clear.	-No response Or -Provide not enough response eg., giving very short/unclear answers to all of the questions. eg., give very few and/or too short answers.

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Criteria for assessing competencies in English oral communication for a job interview	You are hired! You should get a job offer!		You are fired! You are not ready for the job. You need significant improvement.	
	Exemplary(4) (Native-like)	Accomplished(3) Proficient	Developing (2)	Limited (1)
2. Vocabulary and expressions	-No difficulties arise. -Appropriate vocabulary and polite expressions are used to provide sound answers to the questions. -Show the use of excellent choices of words and expressions.	-A few minor difficulties arise from not using appropriate vocabulary and expressions. -Show the use of acceptable choices of words and expressions.	Communication is severely hampered due to lack of sufficient vocabulary and expressions. -There may be many inappropriate choices of words and expressions.	-No response or -Provide not enough information eg., giving very few and/or too short answers.
3. Grammar	-Grammar is used to communicate appropriately and effectively.	- A few minor difficulties arise e.g. wrong tense, having errors in verb agreement. The difficulties didn't cause a breakdown in communication.	-Many grammatical errors severely hamper the communication.	-No response or -Provide not enough information eg., giving very few and/or too short answers.
4. Pronunciation	-Pronunciation is clear with proper stress, appropriate intonation, and inflections were used to enhance communication.	-No serious problem arises, but there are a few errors in pronunciation, inflection, and/or non-verbal communication.	-Many pronunciation, inflection, and/or stress and intonation confuse communication.	-No response or -Provide not enough information eg., give very few and/or too short answers.

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Criteria for assessing competencies in English oral communication for a job interview	You are hired! You should get a job offer!		You are fired! You are not ready for the job. You need significant improvement.	
	Exemplary(4) (Native-like)	Accomplished(3) Proficient	Developing (2)	Limited (1)
6. Content	-Able to provide very interesting and complete answers to all of the questions. or -Able to describe their educational background, experiences, special skills and abilities, strengths and weaknesses in relation to the job very well. -Demonstrate that lots of knowledge about the organization and position he/she is interviewing for.	-Able to provide interesting and complete answers to most of the questions. or -Able to describe their educational background, experiences, special skills and abilities, strengths and weaknesses in relation to the job quite well. -Demonstrate some knowledge about the organization and the position he/she is interviewing for.	-Able to provide interesting and complete answers to some of the questions. or -Unable to describe their educational background, experiences, special skills and abilities, strengths and weaknesses in relation to the job. -Demonstrate little knowledge about the organization and the position he/she is interviewing for.	-No response or -Provide not enough information eg., give very few and/or too short answers. -The answers are not relevant and confusing. -Demonstrate no knowledge about the job and company/organization he/she is interviewing for.

Scoring rubric for business telephone conversation

Criteria for assessing competencies in English oral communication for a business telephone conversation	You are able to complete the task.		You need improvement.	
	Exemplary(4) (Native-like)	Accomplished(3) Proficient	Developing(2)	Limited (1)
1. Communication	-Able to receive and communicate messages very well. Conversation flows smoothly with no long pauses. -The task is perfectly complete.	-Show minor difficulties in handling a phone call e.g., reluctance and pause once or twice but it doesn't interfere the conversation. -The task is satisfactorily complete.	-Errors and difficulties lead to major breakdown in communication e.g., too many long pauses and a lot of mumbling during the conversation which may cause a communication breakdown. -The task demonstrates great effort. -Task is not 100% complete or complete but not quite satisfactorily.	-Unable to handle a phone call. -The task demonstrates minimal effort and is incomplete. -No response or -Provide not enough information.
2. Vocabulary and expressions	-Words and phrases commonly used in telephone conversations are used correctly.	-Words and phrases commonly used in telephone conversations are generally used correctly.	-Words and phrases commonly used in telephone conversations are sometimes used, although there are several errors which might hinder conversations.	- No response. Or -Provide not enough talk.

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Criteria for assessing competencies in English oral communication for a business telephone conversation.	You are hired! You should get a job offer!		You are fired! You are not ready for the job. You need significant improvement.	
	Exemplary(4) (Native-like)	Accomplished(3) Proficient	Developing (2)	Limited (1)
3. Grammar	-Grammar was used to communicate appropriately and effectively.	- A few minor difficulties arise e.g. wrong tense, having errors in verb agreement. The difficulties didn't cause a breakdown in communication.	-Many grammatical errors severely hampered the communication.	-No response or -Provide not enough information eg., give very few and/or too short answers.
4. Pronunciation	-Pronunciation was clear with proper stress, appropriate intonation, and inflections were used to enhance communication.	-No serious problem arose, but there were a few errors in pronunciation and/or inflection. But, the errors do not interrupt the message.	-Some major errors are found in pronunciation and/or inflection. - Use inappropriate stress on certain words and wrong intonation. The message is often difficult to understand due to errors.	-No response or -Provide not enough talk.
5. Business Telephone Etiquettes	-Able to handle business phone calls properly and effectively. No sign of improper and ineffective business telephone etiquettes.	-Able to handle business phone calls pretty well. - A few insignificant signs of improper and ineffective business telephone etiquettes.	-Able to partially handle business phone calls properly and effectively. -Some signs of improper and ineffective business telephone etiquettes.	-Unable to handle business phone calls properly and effectively. -Several signs of improper and ineffective business telephone etiquettes.

Appendix F

แบบการประเมินตัวท่านเอง (Self-checklist) – Day 1

กรุณาประเมินตัวท่านเองตามหัวข้อที่กำหนดโดยใช้เกณฑ์วัดความสามารถด้านล่างนี้

ระดับความคิดเห็น	คำอธิบาย
5	ดีมาก / มากที่สุด /
4	ดี / มาก
3	พอสมควร/ พอใช้ ปานกลาง
2	ไม่ค่อยดีนัก / น้อย
1	ไม่ดีเลย / น้อยที่สุด

หัวข้อ	ความคิดเห็น				
	5	**4**	**3**	**2**	**1**
I. ความคิดเห็นทั่วไปเกี่ยวกับภาษาอังกฤษและการเรียนภาษาอังกฤษ					
1.นักศึกษาคิดว่าภาษาอังกฤษและการเรียนภาษาอังกฤษมีความสำคัญและจำเป็น					
2. นักศึกษาชอบเรียนภาษาอังกฤษและต้องการเรียนรู้เพิ่มเติม					
II.ความคิดเห็นทั่วไปเกี่ยวกับความสามารถในการพูดสื่อสารภาษาอังกฤษ					
3.นักศึกษาคิดว่าความสามารถในการพูดสื่อสารภาษาอังกฤษมีความสำคัญสำหรับนักศึกษา					
4. นักศึกษาคิดว่าความสามารถในการพูดสื่อสารภาษาอังกฤษมีความสำคัญสำหรับอาชีพนักประชาสัมพันธ์					
5.นักศึกษาคิดว่าความสามารถในการพูดสื่อสารภาษาอังกฤษโดยทั่วไปของนักศึกษาขณะอยู่ในระดับ....					
6.นักศึกษามีความมั่นใจในการพูดสื่อสารภาษาอังกฤษทั่วไป					
7.ที่ผ่านมานักศึกษามีความก้าวหน้า/พัฒนาการด้านความสามารถในการพูดสื่อสารภาษาอังกฤษทั่วไป					

III. ความคิดเห็นเกี่ยวกับระดับความสามารถและพัฒนาการการพูดสื่อสารภาษาอังกฤษแยกตามวัตถุประสงค์การเรียนรู้

ท่านคิดว่าระดับความสามารถและพัฒนาการการพูดสื่อสารภาษาอังกฤษของท่านเป็นอย่างไรบ้าง กรุณาประเมินความสามารถของท่านตามวัตถุประสงค์การเรียนรู้ดังต่อไปนี้

วัตถุประสงค์การเรียนรู้	**ความสามารถ/ระดับของพัฒนาการ**				
	5	**4**	**3**	**2**	**1**
	มากที่สุด	**มาก**	**พอสมควร**	**น้อย**	**น้อยที่สุด**
ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อความสำเร็จในการสมัครงานด้านการประชาสัมพันธ์					
1.นักศึกษาสามารถพูดแนะนำตนเอง บอกเล่าถึงประวัติการศึกษา และประวัติการเข้าร่วมกิจกรรมหรือประวัติการทำงานของตนเองในการสัมภาษณ์งานได้					
2.นักศึกษาสามารถบอกถึงความสามารถ งานอดิเรก นิสัย ข้อดีและข้อเสีย สิ่งที่ชอบและไม่ชอบของตนเองได้					
3.นักศึกษาสามารถบรรยายรายละเอียดคร่าวๆเกี่ยวกับองค์กรที่ตนสมัครงานเพื่อแสดงว่าตนมีความรู้ ความเข้าใจเกี่ยวกับองค์กรที่ตนสมัครงานได้					
4.นักศึกษาสามารถใช้กลยุทธในการโต้ตอบคำถามสัมภาษณ์ที่เป็นปัญหา(อาทิเช่น คำถามที่ตนไม่เข้าใจ คำถามที่ยาก คำถามที่ตนเองตอบไม่ได้ หรือไม่มีคำตอบให้)ได้					
ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อการทำงานเป็นนักประชาสัมพันธ์ระดับล่างที่ทำงานให้กับองค์กรที่ทำธุรกิจเกี่ยวข้องกับชาวต่างชาติได้อย่างมีประสิทธิภาพ					
5.นักศึกษาสามารถใช้ภาษาแสดงมารยาททางสังคมและ สนทนาเพื่อสร้างสัมพันธภาพได้					
6.นักศึกษาสามารถพูดโต้ตอบทางโทรศัพท์ได้(อาทิเช่น การรับโทรศัพท์อย่างสุภาพ, การโทรเพื่อยืนยันการตอบรับคำเชิญร่วมงานของสื่อมวลชน)					

IV.ความคิดเห็นอื่นๆเพิ่มเติมเกี่ยวกับความสามารถและพัฒนาการการพูดสื่อสารภาษาอังกฤษของนักศึกษา ณ ขณะนี้

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Appendix G

แบบการประเมินตัวท่านเอง (Self-checklist) - The End of the Course

กรุณาประเมินตัวท่านเองตามหัวข้อที่กำหนดโดยใช้เกณฑ์วัดความสามารถด้านล่างนี้

ระดับความคิดเห็น	คำอธิบาย
5	ดีมาก / มากที่สุด /
4	ดี / มาก
3	พอสมควร/ พอใช้ ปานกลาง
2	ไม่ค่อยดีนัก / น้อย
1	ไม่ดีเลย / น้อยที่สุด

หัวข้อ	ความคิดเห็น				
	5	4	3	2	1
I. ความคิดเห็นทั่วไปเกี่ยวกับภาษาอังกฤษและการเรียนภาษาอังกฤษ					
1.นักศึกษาคิดว่าภาษาอังกฤษและการเรียนภาษาอังกฤษมีความสำคัญและจำเป็น					
2. นักศึกษาชอบเรียนภาษาอังกฤษและต้องการเรียนรู้เพิ่มเติม					
II.ความคิดเห็นทั่วไปเกี่ยวกับความสามารถในการพูดสื่อสารภาษาอังกฤษ					
3.นักศึกษาคิดว่าความสามารถในการพูดสื่อสารภาษาอังกฤษมีความสำคัญสำหรับนักศึกษา					
4. นักศึกษาคิดว่าความสามารถในการพูดสื่อสารภาษาอังกฤษมีความสำคัญสำหรับอาชีพนักประชาสัมพันธ์					
5.นักศึกษาคิดว่าความสามารถในการพูดสื่อสารภาษาอังกฤษโดยทั่วไปของนักศึกษาขณะอยู่ในระดับ....					
6.นักศึกษามีความมั่นใจมากขึ้นในการพูดสื่อสารภาษาอังกฤษทั่วไป					
7.ที่ผ่านมานักศึกษามีความก้าวหน้า/พัฒนาการด้านความสามารถในการพูดสื่อสารภาษาอังกฤษทั่วไปเพิ่มมากขึ้น					

III. ความคิดเห็นเกี่ยวกับระดับความสามารถและพัฒนาการการพูดสื่อสารภาษาอังกฤษแยกตามวัตถุประสงค์การเรียนรู้

<u>หลังจากเข้าเรียนหลักสูตรนี้</u> **ท่านคิดว่าระดับความสามารถและพัฒนาการการพูดสื่อสารภาษาอังกฤษของท่านเป็นอย่างไรบ้าง กรุณาประเมินความสามารถของท่านตามวัตถุประสงค์การเรียนรู้ดังต่อไปนี้**

วัตถุประสงค์การเรียนรู้	ความสามารถ/ระดับของพัฒนาการ				
	5	**4**	**3**	**2**	**1**
	มากที่สุด	**มาก**	**พอสมควร**	**น้อย**	**น้อยที่สุด**
ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อความสำเร็จในการสมัครงานด้านการประชาสัมพันธ์					
1.นักศึกษาสามารถพูดแนะนำตนเอง บอกเล่าถึงประวัติการศึกษา และประวัติการเข้าร่วมกิจกรรมหรือประวัติการทำงานของตนเองในการสัมภาษณ์งานได้					
2.นักศึกษาสามารถบอกถึงความสามารถ งานอดิเรก นิสัย ข้อดีและข้อเสีย สิ่งที่ชอบและไม่ชอบของตนเองได้					
3.นักศึกษาสามารถบรรยายรายละเอียดคร่าวๆ เกี่ยวกับองค์กรที่ตนสมัครงานเพื่อแสดงว่าตนมีความรู้ ความเข้าใจเกี่ยวกับองค์กรที่ตนสมัครงานได้					
4.นักศึกษาสามารถใช้กลยุทธในการโต้ตอบคำถามสัมภาษณ์ที่เป็นปัญหา(อาทิเช่น คำถามที่ตนไม่เข้าใจ คำถามที่ยาก คำถามที่ตนเองตอบไม่ได้ หรือไม่มีคำตอบให้)ได้					
ความสามารถในการพูดสื่อสารภาษาอังกฤษเพื่อการทำงานเป็นนักประชาสัมพันธ์ระดับล่างที่ทำงานให้กับองค์กรที่ทำธุรกิจเกี่ยวข้องกับชาวต่างชาติได้อย่างมีประสิทธิภาพ					
5.นักศึกษาสามารถใช้ภาษาแสดงมารยาททางสังคมและ สนทนาเพื่อสร้างสัมพันธภาพได้					
6.นักศึกษาสามารถพูดโต้ตอบทางโทรศัพท์ได้ (อาทิเช่น การรับโทรศัพท์อย่างสุภาพ, การโทรเพื่อยืนยันการตอบรับคำเชิญร่วมงานของสื่อมวลชน)					

IV.ความคิดเห็นอื่นๆเพิ่มเติมเกี่ยวกับความสามารถและพัฒนาการการพูดสื่อสารภาษาอังกฤษของนักศึกษาหลังจากเข้าเรียนหลักสูตรนี้

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Appendix H

Pair-work: Practice a job interview with your partner. One person will be an interviewer and the other person will be an interviewee. While interviewing, the interviewer use the below checklist to evaluate the interviewee's performance. Then, take turns.

Job Interview Checklist

Direction: Put √ in the columns that indicate your opinions.

Scales	**Descriptions**	
4	**Excellent / Native or nearly native speaker**	ดีมาก
3	**Good / Proficient**	ดี
2	**Developing / Need some improvement**	ต้องปรับปรุง
1	**Limited / Need significant improvement**	ต้องปรับปรุงอย่างมากๆ

Criteria	**Successful** ประสบความสำเร็จ		**Not quite successful** ยังต้องปรับปรุง	
	4	**3**	**2**	**1**
1.Communication สามารถสื่อสารได้รู้เรื่องจนทำงานได้สำเร็จลุล่วง คล่องแคล่ว ไหลลื่น				
2. Vocabulary ใช้คำศัพท์และสำนวนภาษาที่ถูกต้องเหมาะสม				
3. Grammar ไวยากรณ์ถูกต้อง				
4. Pronunciation การออกเสียงและสำเนียงถูกต้องชัดเจน				
5. Content เนื้อหาของคำตอบ				
Total				

Overall impression: would you hire this person? ☐**Yes** ☐**No**

Comments /Suggestions

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APPENDIX I

แบบประเมินหลักสูตรรายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาปริญญาบัณฑิตสาขาวิชาเอกการประชาสัมพันธ์โดยยึดหลักสมรรถนะ

กรุณาใช้เกณฑ์ด้านล่างนี้ ระบุความคิดเห็นของท่านที่มีต่อหลักสูตรรายวิชานี้

ระดับความคิดเห็น	คำอธิบาย
5	เห็นด้วยอย่างยิ่ง / มากที่สุด
4	เห็นด้วย / มาก
3	เฉย ๆ /ปานกลาง
2	ไม่ค่อยเห็นด้วย / น้อย
1	ไม่เห็นด้วยอย่างยิ่ง / น้อยที่สุด

หัวข้อ	ความคิดเห็น				
	5	4	3	2	1
1. หลักสูตรตอบสนองความต้องการของนักศึกษา					
2.หลักสูตรนี้มีประโยชน์ที่จะนำไปใช้งานได้จริง					
3.บทเรียนเข้าใจง่ายเหมาะสมกับระดับภาษา,ความรู้และอายุ ของนักศึกษา					
4. บทเรียนมีความสมจริง (authentic)					
5. ขั้นตอน/ลำดับของบทเรียนเหมาะสม					
6.เวลาที่ใช้ในการสอนแต่ละช่วงมีความเหมาะสม					
7.ความเร็วในการเรียนการสอนพอเหมาะ					
8.บทเรียนและการเรียนการสอนสนุกและน่าสนใจ					
9. บทเรียนและการเรียนการสอนมีความหลากหลาย					
10. ผู้สอน /วิธีการสอน ช่วยเหลือในการเรียนรู้					
11.ผู้สอน/วิธีการสอนเปิดโอกาสและส่งเสริมการแลกเปลี่ยนเรียนรู้ระหว่างผู้เรียนและการเรียนรู้ร่วมกัน					
12.เอกสาร/ตำรา/อุปกรณ์การเรียนการสอนเหมาะสมและประโยชน์					
13.วิธีการวัดและประเมินผลเหมาะสมและประโยชน์					
14.นักศึกษาได้เรียนรู้และพัฒนาความสามารถในการพูดสื่อสารภาษาอังกฤษหลังจากเข้าเรียนหลักสูตรนี้					
15.โดยรวมแล้ว นักศึกษาชอบและพอใจกับหลักสูตรนี้					
16.นักศึกษาคิดว่าควรจะมีการเปิดสอนหลักสูตรนี้จริงในมหาวิทยาลัย					
17.นักศึกษาคิดว่าควรจะมีการพัฒนารายวิชาอื่นๆที่ต่อเนื่องหรือเกี่ยวเนื่องกับรายวิชานี้เช่นรายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาสาขาวิชาเอกการประชาสัมพันธ์ที่เน้นการพัฒนาความสามารถทางการพูดภาษาอังกฤษด้านอื่นๆที่จำเป็นในการทำงานเป็นนักประชาสัมพันธ์หรือรายวิชาการเขียนภาษาอังกฤษเพื่อการสมัครงานและการทำงานเป็นนักประชาสัมพันธ์ เป็นต้น					

ข้อเสนอแนะอื่นๆ

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Appendix J

End-of-the-Course Interview Questions

1. **How do you feel about overall of the course?**

1.1 Do you think the course served your needs?

1.2 Do you think the course is appropriate?

1.3 Do you think the course is useful and meaningful to you?

2. **How do you feel about overall teaching, the lesson contents and materials? (Ask each topic separately)**

2.1 Is it appropriate to your level of proficiency and your age?

2.2 Is it interesting and engaging?

2.3 Does it help your learning?

2.4 Does it match you learning styles?

2.5 Does it motivate you to study English?

2.6 Does it provide enough practice to improve your English oral communication?

3. **How do you feel about the assessment and the evaluation?**

3.1 Do you think the assessment and the evaluation is appropriate?

3.2 Do you think the assessment and the evaluation is useful?

3.3 Do you think it can truly reflect the real English competencies of students?

3.4 Do you have any suggestion to improve the evaluation of the course?

4. **What do you think you have learned the most from this course?**
5. **What do you like the most about this course?**
6. **What do you like the least about this course?**
7. **How do you feel about your English proficiency after taking the course?**
8. **How do you feel about your English oral competencies after taking the course?**
9. **How do you feel about your English learning after taking the course?**
10. **What are your suggestions for improvement of the course?**

Appendix K
Participant's Log

Date ________________________ **Name** _________________________

1. Main Topic of the day ____

2. Benefits / what has been learned today...

____

____

3. What I like about the class today...

____

____

4. What I don't like about the class today...

____

____

5. What I think about my teacher's teaching today…

____

____

6. What I think about my English oral performances in the class today…

____

____

7. My difficulties are ____

____

____

8. What I would like help with ____

____

____

9. Other comments or suggestions for improvement of the course

____

____

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Appendix L
Teacher's Log

Date ________________

1. Main Topic of the day____

2. How the class was going on today (in general) __________________________

- Today's content ____

-Today's activities ____

-Today's materials ____

-Today's evaluation ____

3. Interactions between teacher and learners ______________________________

____

____

4. Interactions among learners ____

____

____

5. What seemed to be working well

____

____

____

6. What seemed to be a problem or needed a revision

____

____

7. Additional comments of the class or suggestions for the next class

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APPENDIX M

The Checklist for the Experts to Validate the Sample Lesson Plans

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This Likert's scale checklist is a guideline for assessing the lesson plans and instructional materials for the research ***"A Development of the Competency-based English Oral Communication Course for Public Relations Undergraduate Students"***.

This checklist comprises of five main topics: objectives, contents, the way the course is organized, the materials/instructional activities and the assessment plans. **Please put a tick in the box that is relevant to your opinion and please feel free to write your comments and suggestions in the last column of each topic.**

Rating Scales	Description
5	Strongly agree / Excellent
4	Agree / Good
3	Neutral / Moderate
2	Disagree / Poor
1	Not agree at all / Very Poor

Adapted from "Sample Checklist for Assessing Activities and Materials" presented in Genesee, F. & Upshur, J.A. (2002) and "What can be evaluated" by Graves, K. (2000)

Topics	Your opinions					Comments & Suggestions
	5	4	3	2	1	
A: Objectives:						
1. The unit objectives are realistic.						
2. The unit objectives are appropriate.						
3. The unit objectives are achievable.						
B: Contents:						
4. The contents are relevant to the students' needs.						
5. The contents are at the right level.						
6. The contents are suitable for the time allotted.						
7. The sequence of the contents is appropriate.						
8. The contents are comprehensive enough.						
9. The contents are focused enough.						
C: The way the course is organized						
10. It flows from unit to unit.						
11. It flows within units.						
12. It allows the students to perceive a sensible progression.						
D: The materials and instructional activities						
13. The materials/ activities match the unit objectives.						
14. The materials/activities make clear the communicative uses of the language.						

15. The materials/activities are age appropriate, at the right level and of appropriate difficulty.						
16. The materials/ activities are engaging and learner-centered.						
17. The materials/activities encourage cooperative learning.						
18. The materials/activities are meaningful and useful to students						
19. The materials/ activities are varied and can accommodate different learning styles and preferences.						
20. The materials/activities include cultural content appropriate to the target culture.						
21.The materials /activities are authentic						

Topics	Your opinions					Comments / Suggestions
29. The assessment activities are able to measure progress or achievement.	5	4	3	2	1	
22. The materials/activities						
30. The assessment activities seem fun and interesting. are suitable for the time allotted.						
23. The materials/activities are						
suitable for the time allotted.						
24. The instructions are clear and appropriate to the students.						
25. There is enough practice for the students.						
E: The assessment plans						
26. The assessment/evaluation plan allows the students to understand how and why they will be assessed.						
27. The assessment activities assess what has been learned.						
28. The assessment activities are appropriate to the students' level.						

Other comments and suggestions

Appendix N

The Checklist for the Experts to Validate the English Oral Test

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This Likert's scale checklist is a guideline for assessing the English Oral Test for the research ***"A Development of the Competency-based English Oral Communication Course for Thai Public Relations Undergraduate Students"***.

Please put a tick in the box that is relevant to your opinion and please feel free to write your comments and suggestions in the last column of each topic.

Rating Scales	**Description**
5	**Strongly agree / Excellent**
4	**Agree / Good**
3	**Neutral / Moderate**
2	**Disagree / Poor**
1	**Not agree at all / Very Poor**

Criteria	**Your opinions**					**Comments & Suggestions**
	5	**4**	**3**	**2**	**1**	
1. The test is consistent with its objectives. 1. Students will be able to introduce themselves, describe their educational backgrounds, their extra curriculum activities and job experiences. 2. Students will be able to talk about their abilities, strengths and weaknesses. 3. Students will be able to give some details about the job and the organization they are applying for. 4. Students will be able to handle business telephone calls properly						

and effectively.						
2. The test has appropriate content validity.						
3. The test assesses competencies in oral communication through actual performance in social settings appropriate to the competencies being assessed.						
4. The results of the test will reflect the intended competencies.						
5. The length of the test is appropriate.						
6. The test is suitable for the time allotted.						
7. The language is used appropriately.						
Criteria	**Your opinions**					**Comments and Suggestions**
	5	**4**	**3**	**2**	**1**	
8. The instructions of the test are clear and suitable.						
9. The test has an acceptable level of reliability (e.g. inter-rater reliability)						
10. The test is free from cultural, sexual, ethical, racial, age, and developmental bias.						
11. The test is suitable for the developmental level of the individual being assessed.						
12. The scoring rubric for assessing oral communication describes degrees of competencies.						
13. The scoring rubric consists of appropriate and enough criteria to assess the intended competencies.						

The criteria on this checklist were adapted from "Criteria for Assessment Instruments of Oral Communication" available online at the website of National Communication Association (NCA),http://www.natcom.org/instruction/assessment/Assessment/CriteriaAssessment.htm

Other comments and suggestions:

Appendix O

Class Observation Form **Date ……………………**

Observer: …………………………………………… **Topic……………………**

This class observation form is a guideline for observing and evaluating teaching and learning of each class. Please put a tick in the box that is relevant to your opinions and please feel free to write your comments in the last column of each criterion.

Rating scales	Description
5	Excellent
4	Good
3	Moderate
2	Poor
1	Very poor

During the observed class, how well did the instructor demonstrate the following behavior?

Criteria for observing and evaluating teaching and learning of each class	Your opinions					Your comments
	5	4	3	2	1	
1. Learning organization and management						
a. Clearly explained the learning objectives for the class session						
b. Was prepared to conduct class						
c. Spent time for each part appropriately						
d. Ensured that students were engaged in the learning activities planned for the class session						
e. Noticed when a student or students were not engaged and took action to involve the student(s) in the class activity.						
f. Summarized the major points at the end of the lesson						
a. Explained concepts clearly						
b. Gave "real world" examples to illustrate concepts						
c. Responded adequately to students questions						
3. Teaching style						
a. Spoke clearly and audibly						
b. Showed enthusiasm for the subject matter and teaching						
c. Encouraged questions and student participation						
d. Provided feedback that gave students direction for improvement						
e. Interacted with individual students during the class session						
f. Interacted with students working in small groups during the class session						

g. Used techniques that reflect an awareness of different learning styles						
h. Appropriately used Web-based resources, PowerPoint or other technological tools						
4. Assessment						
a. The assessment/ evaluation activities and instruments appropriately assess what has been learned.						
Overall, did the instructor create an engaging learning during the observed class session?						

Additional comments and suggestions:

Appendix P

แบบประเมินความเหมาะสมของบทเรียนตัวอย่าง

แบบประเมินนี้ จัดทำขึ้นเพื่อให้ผู้เรียนได้มีส่วนร่วมในการประเมินบทเรียนตัวอย่าง เพื่อวิเคราะห์ความเหมาะสมในการนำไปใช้จริง กรุณาทำเครื่องหมายในช่องที่ตรงกับความคิดเห็นของท่าน คำแนะนำหรือข้อเสนอแนะของท่านจะเป็นประโยชน์อย่างยิ่งในการจัดทำหลักสูตรรายวิชาการพูดสื่อสารภาษาอังกฤษสำหรับนักศึกษาระดับปริญญาบัณฑิตสาขาวิชาเอกการประชาสัมพันธ์โดยยึดหลักสมรรถนะเป็นฐานในลำดับต่อไป

5	**เห็นด้วยอย่างยิ่ง**	/	มากที่สุด
4	**เห็นด้วย**	/	มาก
3	**เฉยๆ**	/	ปานกลาง
2	**ไม่เห็นด้วย**	/	**น้อย**
1	**ไม่เห็นด้วยอย่างยิ่ง**	/	**น้อยที่สุด**

หัวข้อ	**ความคิดเห็น**				
	5	4	3	2	1
1.บทเรียนตอบสนองความต้องการของนักศึกษา					
2.บทเรียนมีประโยชน์ที่จะนำไปใช้งานได้จริง					
3.บทเรียนเข้าใจง่ายเหมาะสมกับระดับภาษา/ความรู้และอายุของนักศึกษา					
4.บทเรียนมีความสมจริง (authentic)					
5.ขั้นตอน/ลำดับของบทเรียนเหมาะสม					
6.เวลาที่ใช้ในการสอนแต่ละช่วงมีความเหมาะสม					
7.ความเร็วในการเรียนการสอนพอเหมาะ					
8.บทเรียนและการเรียนการสอนสนุกและน่าสนใจ					
9.บทเรียนและการเรียนการสอนมีความหลากหลาย					
10.ผู้สอน/วิธีการสอนช่วยเหลือในการเรียนรู้					
11.ผู้สอน/วิธีการสอนเปิดโอกาสและส่งเสริมการแลกเปลี่ยนเรียนรู้ร่วมกัน					
12.เอกสาร/ตำรา/อุปกรณ์การเรียนการสอนเหมาะสมและเป็นประโยชน์					
13.วิธีการวัดและประเมินผลชัดเจนและเป็นประโยชน์					
14.นักศึกษาได้เรียนรู้และพัฒนาความสามารถในการพูดสื่อสารภาษาอังกฤษหลังจากเรียนบทเรียนที่ผ่านมา					
15.โดยรวมแล้วนักศึกษาชอบบทเรียนและการเรียนการสอนที่ผ่านมาและอยากเรียนเพิ่มเติมอีก					
16.นักศึกษาคิดว่าควรจะมีการเปิดสอนหลักสูตรรายวิชานี้จริงในมหาวิทยาลัย					
17.นักศึกษาคิดว่าควรจะมีการพัฒนารายวิชาอื่นๆที่ต่อเนื่องหรือเกี่ยวเนื่องกับรายวิชานี้เช่นรายวิชาภาษาอังกฤษสำหรับนักศึกษาสาขาวิชาเอกการประชาสัมพันธ์ที่เน้นการพัฒนาความสามารถและทักษะการสื่อสารภาษาอังกฤษด้านอื่นๆที่จำเป็นต่อการสมัครงานและทำงานเป็นนักประชาสัมพันธ์เป็นต้น					

ความคิดเห็นหรือข้อเสนอแนะอื่นๆ

Adapted from "แบบประเมินความเหมาะสมของบทเรียนตัวอย่าง" designed by Vasavakul, A. (2006)

Appendix Q

Expert's validation of the research instruments

Type of the instrument ____

Date: _________________ Time: _________________

Expert's name: ____

Office: ____

Contact Number __________________ E-mail address ______________________

Type of experts: O ESP teacher O ESP assessment

O Working PR expert O PR teacher

O Others (please specify ______________________________)

Please mark (√) in the rating box below.

+1 means the item is appropriate

0 means 'I am not sure'

-1 means the item is not appropriate

Is the item in each of the followings appropriate or not?	+1	0	-1	Comment/ Suggestion
ตอนที่ 1 ข้อมูลส่วนตัว (ข้อ 1-3)				
ตอนที่ 2 ข้อ 1				
ข้อ 2				
ข้อ3				
ตอนที่ 3 ข้อ 1				
ข้อ 2				
ตอนที่ 4				

ข้อ 1				
ข้อ 2				
ข้อ 3				
ตอนที่ 5 ข้อ 1				
ข้อ 2				
ข้อ 3				

Overall ________APPROPRIATE _______NOT APPROPRIATE

Overall comment ____

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Thank you very much for your kind cooperation

BIOGRAPHY

Ms. Fasawang Pattanapichet was born on March 29, 1978 in Bangkok. She graduated with B.A. in English language and literature (second-class honors) from Thammasat University and also received King Bhumipol's scholarship award for achieving the highest GPA in the department. Then, she worked as a staff of English Book department at Kinokuniya Bookstores Thailand, Ltd. for a year before going to the United States to pursue her M.A. She received her M.A. in TESOL from Eastern Michigan University. Then, she came back to Thailand in 2003 and has joined Bangkok University as a full-time faculty of Language Institute since then. In 2006, she received a scholarship from Bangkok University to further her Ph.D. study in English as an International Language (EIL) at Chulalongkorn University.

She started her career in language education since her second year in undergraduate school. She has been teaching English in different contexts and levels such as private tutorial sessions with 10 to 60 students, private one-on-one sessions and teaching in Thai and American universities. During her final semester in the U.S., she had an opportunity to teach ESL Advanced Grammar class under supervision of Professor Dr. Jo Ann Abersold. She also used to work as a part-time one-on-one private tutor of Thai for an American businessman. During her Ph.D. study, she worked as a part-time teacher at Chulalongkorn University.