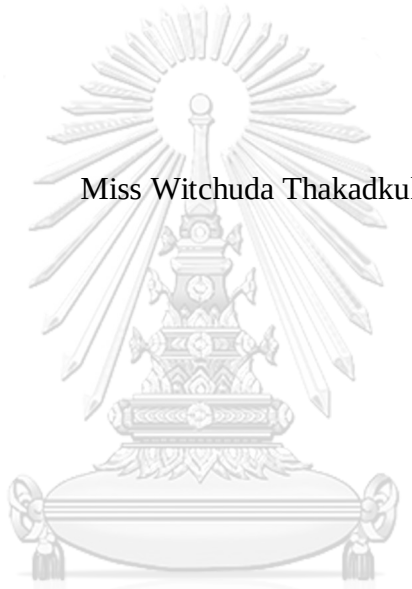
NEEDS ANALYSIS OF ENGLISH ORAL COMMUNICATION FOR THE AUTOMOTIVE MAINTENANCE AND REPAIR PROFESSION

Miss Witchuda Thakadkul



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บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)
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การวิเคราะห์ความต้องการจำเป็นในการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์

นางสาววิชชุดา ฐกัดกุล

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CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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Thesis Title	NEEDS ANALYSIS OF ENGLISH ORAL COMMUNICATION FOR THE AUTOMOTIVE MAINTENANCE AND REPAIR PROFESSION
By	Miss Witchuda Thakadkul
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วิชชุดา ฐกัดกุล : การวิเคราะห์ความต้องการจำเป็นในการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์ (NEEDS ANALYSIS OF ENGLISH ORAL COMMUNICATION FOR THE AUTOMOTIVE MAINTENANCE AND REPAIR PROFESSION) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร. ฤดีรัตน์ ชุษณะโชติ, 175 หน้า.

งานวิจัยนี้มีจุดประสงค์เพื่อสำรวจความต้องการด้านการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์จากมุมมองของนักเรียนช่างยนต์และผู้ประกอบการที่เกี่ยวข้องกับสายงานด้านธุรกิจซ่อมบำรุงยานยนต์ในเขตเมืองของกรุงเทพมหานคร และนำเสนอหลักสูตรวิชาการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์เพื่อนักเรียนช่างยนต์

งานวิจัยครั้งนี้เป็นงานวิจัยเชิงสำรวจซึ่งประกอบไปด้วย 2 ขั้นตอนหลัก 1) การประเมินความต้องการ 2) การพัฒนาหลักสูตร โดยกรอบความคิดของ Brown (2016) ในเรื่องของการประเมินความต้องการภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะได้ถูกนำมาใช้เป็นแนวทางในการประเมินความต้องการด้านการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์ของงานวิจัยนี้ ข้อมูลวิจัยถูกจัดเก็บในภาคเรียนที่ 2 ปีการศึกษา 2560 จากการตอบแบบสอบถามของกลุ่มตัวอย่าง 2 กลุ่ม ประกอบด้วยนักเรียนช่างยนต์จำนวน 119 คน และผู้ประกอบการจำนวน 5 ท่าน และการสัมภาษณ์ผู้ประกอบการทั้ง 5 ท่าน การเก็บข้อมูลดังกล่าวนั้นจะทำให้ได้ข้อมูลเชิงลึกในด้านของความต้องการในการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์ การวิเคราะห์ข้อมูลประกอบด้วยการวิเคราะห์ข้อมูลเชิงปริมาณโดยใช้ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ส่วนการวิเคราะห์ข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา

ผลการวิจัยพบว่าความต้องการด้านการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์จำแนกออกเป็น 3 ด้าน ประกอบด้วย 1) ภาษาศาสตร์ 2) หน้าที่ของภาษา 3) สังคมวัฒนธรรม ในด้านภาษาศาสตร์ข้อมูลเชิงปริมาณเผยว่านักเรียนช่างยนต์และผู้ประกอบการเห็นพ้องว่าโครงสร้างภาษามีความจำเป็นน้อยที่สุด อย่างไรก็ตามนักเรียนช่างยนต์และผู้ประกอบการมีมุมมองที่แตกต่างกันในด้านหน้าที่ของภาษาที่มีความจำเป็นที่สุดในอาชีพซ่อมบำรุงยานยนต์ ส่วนในด้านสังคมวัฒนธรรมนั้นความรู้ด้านมารยาททางสังคมถูกมองว่าเป็นนัยสำคัญในการป้องกันการล้มเหลวในการสื่อสาร ในตอนท้ายเนื้อหาที่มีความจำเป็นที่สุดได้ถูกนำเสนออยู่ในหลักสูตรที่ถูกแบ่งออกเป็น 12 หน่วยการเรียนรู้ โดยใช้แนวคิดการสอนภาษาแบบเน้นเนื้อหา (Content-Based Instruction) เป็นแนวทางในการพัฒนาหลักสูตรวิชาการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์เพื่อนักเรียนช่างยนต์

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สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ ลายมือชื่อนิสิต .....

ปีการศึกษา 2560 ลายมือชื่อ อ.ที่ปรึกษาหลัก .....

5887533720 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
KEYWORDS: ENGLISH FOR SPECIFIC PURPOSE / NEEDS ANALYSIS / ENGLISH ORAL COMMUNICATION / AUTOMOTIVE INDUSTRY / CONTENT-BASED INSTRUCTION

WITCHUDA THAKADKUL: NEEDS ANALYSIS OF ENGLISH ORAL COMMUNICATION FOR THE AUTOMOTIVE MAINTENANCE AND REPAIR PROFESSION. ADVISOR: ASST. PROF. RUEDEERATH CHUSANACHOTI, Ph.D., 175 pp.

This study aims to investigate the needs of English oral communication for the automotive maintenance and repair profession based on perspectives of automotive mechanical students and stakeholders in the automotive industry in the Bangkok Metropolitan Area, and to propose an English oral communication course syllabus for automotive mechanical students' profession.

The study is a survey research consisting of two phases: needs analysis and course syllabus development. The needs analysis process was based on the framework ESP needs analysis of Brown (2016). Data were collected by means of questionnaires with one hundred and nineteen automotive mechanical students and five stakeholders, and semi-structured interview questions were used to collect in-depth information on needs of English oral communication for the automotive maintenance and repair profession.

The findings revealed the needs across three language areas: linguistic aspects, functional aspects, and sociocultural aspects. The quantitative data indicated that grammatical structures were least required from both participant groups. The automotive mechanical students and stakeholders had different views on language functions that were required in their profession. Regarding the sociocultural aspects, knowledge of social etiquettes was viewed as keys to prevent communication breakdowns. Finally, the most important contents were proposed for an English oral communication course syllabus for the automotive maintenance and repair profession in 12 units based on Content-Based Instruction (CBI).

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Field of Study: English as an International Language
Student's Signature .....
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CHAPTER I
INTRODUCTION

1.1 Introduction

In 2015, Thailand Board of Investment (BOI) has announced that one of the key industries that makes a huge contribution to Thai economy is the automotive industry. The industry accounts for 12 percent of the country's gross domestic product or GDP which employs over 550,000 people. It continues to be developed and growing in the past 50 years as ASEAN's automotive hub and has become the largest automotive producer among Southeast Asian countries which is one of the world's top automotive producers today.

Thailand's automotive industry is constantly proceeding to expand. More labors are needed to achieve the goal of becoming globalized and strong in ASEAN Economic Community (AEC) with supports from both the private and public sectors. "Through the free movement of skilled labour, goods, services and investment, ASEAN will rise globally as one market," as stated in ASEAN Economic Community Blueprint (2003-2015). The Charter of the Association of Southeast Asian Nations (ASEAN) states in the Article 34 that, "The working language of ASEAN shall be English." Each AEC member will gain benefits from each other's strengths to increases its competitiveness and opportunities for development.

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According to the ASEAN economic integration, the English language serves as a lingua franca for effective communication with foreign workers are residing in Thailand. However, the intercommunication between automotive technicians who have poor English abilities and foreign customers who are living in Thailand has not been effective. Communication barriers occur in automotive maintenance and repair shops where services are provided to customers.

To perform the work requirements in today's competitive world, engineers and technicians require high level of English competence in four skills; listening, speaking, reading, and writing (Hart-Rawung and Li, 2008). The way to achieve effective communication in English as a lingua franca context is not to communicate with native English speakers only, but also non-native speakers since Thai English users'

interlocutors in the workplaces are not only native speakers of English (Kongkerd, 2013). English is, thus, the international language for intercultural communication in all four skills within the automotive industry.

In terms of language competency, the biggest challenge for the engineers and mechanics is the English oral communication skills. It is essential to keep a constant flow of communication in the automotive industry, because some technical cases cannot be held. When the engine is defected, it must be reported and elaborated to customers immediately. This is usually by speaking. Hart-Rawung and Li (2008) found that Thai automotive engineers and mechanics have good knowledge about technical terms. They can communicate well in written form, but they cannot express themselves in English, because they lack grammar and phonological knowledge to have a face-to-face conversation. Consequently, it can result in oral communication problems in the automotive industry.

Next, this chapter will discuss the statement of the problems, research questions, research objectives, the scope of the study, definition of terms, and significant of the study.

1.2 Background and statement of the problem

English has become a significant concern of Thai Ministry of Education to develop proficiency of students in order for them to have better career opportunities, better quality of life, thus, foster the global economy of the country in the competing business environment. Thai students have been unsuccessful in learning English for many years. The English curriculum under the Ministry of Education in Thailand has been adapted over many years, and there are still lack of English fluency of the students in all speaking, listening, reading and writing skill. Thai students' ranking in EF English Proficiency Index 2015 is at *Very Low Proficiency*; their proficiency is lower than those in our neighbor countries, i.e., Vietnam, and other Asian countries such as Sri Lanka, Kazakhstan, Pakistan and China.

Oral communication is the most required form of communication in workplace for interacting with customers and building a good relationship in providing services. Estep (2015) states effective communication improves customer service, because it

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builds a higher level of satisfaction and a strong relationship. She also adds that it helps retain customers in the business. Oral communication is used the most frequently in automotive service shops to communicate with customers for service reporting, consulting and especially technical issues. The results of many employment surveys suggested that the emphasis should be given to spoken language (Chew, 2005; Ungku Harun, 2004).

Many Thai students face listening comprehension and speaking problem, by which they often cannot catch what is said, especially with different accents of English spoken by various nationalities: Australian, British, American, New Zealander, Canadian, and other non-native English nationalities (Khamprated ,2012). They cannot interpret or misinterpret the meaning of utterances and express what they want to say and/or deliver the information to others correctly. This results in English oral communication problems in automotive maintenance shop that seems to cause poor customer service.

Having been in the automotive business for more than thirty years, my family and I have experienced the English oral communication problems between our automotive technicians and foreign customers at our motorbike maintenance shop in Bangkok. The communication problems occurred higher as the number of foreign customer has increased especially in the past five years. Our automotive technicians cannot understand what foreign customers say and how they want their motorbikes to be fixed. Most of the time, foreign customers need to bring their Thai friends as interpreters. But not all of them have a personal interpreter. Despite having an interpreters, they still miscommunicate due to there are a lot of technical terms in automation. This has been the significant problem that still cannot be solved. In our motorbike shop, the communication barriers can lead to poor service for the foreign customers, because it takes so much time trying to understand what they say and expressing what the automotive technicians want to explain or when making a report about services. Trust and good relationships with the foreign customers may not be built so well in our business which can lead to continuous consumer dissatisfaction. As of these situations, the automotive technicians require better English oral communication ability for work.

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Researchers had conducted a number of studies about English for mechanical engineering and automation to improve English skills for automotive engineers and technicians, for example, Zaid and Kamarudin (2011), Human Resources and Skills Development Canada (2009), Hart-Rawung and Li (2008), and Hui (2008). Zaid and Kamarudin (2011) interviewed students of the faculty of Mechanical Engineering of University Teknologi Malaysia about their English learning problems in classrooms. The study was aimed to improve English courses for lecturers in the university to learn English more effectively in their contexts, focusing on their learning strategies. Additionally, Human Resources and Skills Development Canada (2009) has come up with 6 essential oral communication skills required for successful automotive service technician, which are mainly about explaining procedure of work, service reporting, placing orders, group discussion for problem solving and work development and daily basis communication with customers.

Likewise, Hart-Rawung and Li (2008) conducted a study English communication skills for Thai automotive engineers revealing that English oral communication skills are the biggest challenge for communicating with foreign teams orally as a result from interviewing executives and foreign professionals from different companies in the automotive industry. Hui (2008) additionally studied about a course syllabus design for teaching automotive English to translator and interpreter students, emphasizing on the effectiveness of the course, teaching materials and methods that is appropriate for the automotive English course at Zhejiang University of Science and Technology to prepare students to work as translators for the motor industry. However, it seems that these studies are not applicable to the current situation of the automotive maintenance and repair profession in Thailand.

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Nonetheless, the previous studies do not focus solely on the current situation in the automotive industry in Thailand considering English oral communication abilities and English as an international language context as foreign customers in Bangkok are both native and non-native speakers. The research conducted by Zaid and Kamarudin only focuses on learning strategies in university students rather than oral communication abilities in vocational education. Furthermore, the aspects of oral communication skills found in the research by Human Resources and Skills Development Canada in 2009 do not adequately fit to circumstance and context in

Thailand, as the study is a national occupational analysis designed for Canada where English is more integrated in the country.

In reference to the study of Hart-Rawung and Li (2008), they brought important evidence regarding English oral communication skills as the biggest challenge; however, they did not show what aspects of English oral communication skills were required in the automotive maintenance and repair profession. In addition, the study conducted by Hui (2008) was solely designed to improve a translation and interpretation course syllabus for students to work in motor industry. Thus, needs assessment of English oral communication abilities for automotive mechanical students is necessary in order to understand what they must learn to communicate effectively with foreign customers in their the automotive maintenance and repair profession.

Based on the communication problems in previous studies and in my direct experience in working in the automotive maintenance shop in Bangkok where there is a high number of foreigners reside in, I have noticed that automotive technicians need better English oral communication ability to communicate with foreign customers according to a significant change in business environment where more foreign customers are living in Bangkok. Little is known of whether English curriculum of the Thai Ministry of Education provides the effective oral communication course for automotive mechanical students, and whether it is applicable for their future career as automotive technicians. It is possible that the root of these difficulties may be caused by the English oral communication curricula that may not be suitable in the real career situation for the automotive maintenance industry.

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In order to support the flow of communication of the growing automotive industry, it is important to find out and truly understand the needs of English oral communication ability for automotive mechanical students in response to career development in the automotive maintenance and repair profession. This study will investigate and evaluate the needs of English oral communication for the automotive maintenance and repair profession from two different perspectives; automotive mechanical students and stakeholders, in hopes to develop a course syllabus for an English oral communication course for automotive mechanical students in the automotive maintenance and repair profession in the near future.

1.3 Research questions

The study aimed to answer the following questions:

1. What are the needs of English oral communication for the automotive maintenance and repair profession from two different perspectives:
   a) What are the automotive mechanical students' needs of English oral communication for the automotive maintenance and repair profession?
   b) What are the stakeholders' needs of English oral communication for the automotive maintenance and repair profession?
2. What is a proposed English oral communication course for the automotive maintenance and repair profession?

1.4 Objectives of the study

The objectives of this study were as follows:

1. To investigate the needs of English oral communication for the automotive maintenance and repair profession from two different perspectives:
   a) To investigate the automotive mechanical students' needs of English oral communication for the automotive maintenance and repair profession.
   b) To investigate the stakeholders' needs of English oral communication for the automotive maintenance and repair profession.
2. To propose an English oral communication course for the automotive maintenance and repair profession.

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1.5 Scope of the study

This research investigated the needs of English oral communication for the automotive maintenance and repair profession in the Bangkok Metropolitan Area. The research population consisted of the following:

a) Students who were studying in the mechanical technology program who had passed at least one training program in the vocational certificate level or higher vocational certificate level (equals to high school level) of 2003 Curriculum for

Diploma of Vocational Education in a Thai program in government institutions under the Office of the Vocational Education in the Bangkok Metropolitan Area.

b) Stakeholders who owned certified automotive maintenance and repair shops in the Bangkok Metropolitan Area.

c) The scope of needs was based on 3 main language aspects regarding linguistic aspects (vocabulary, grammar, and pronunciation), functional aspects (expressions), and sociocultural aspects (social etiquettes, cultures, non-standard English, and formal and informal language).

d) The English oral communication course for the automotive maintenance and repair profession in this study was proposed as a general/fundamental English course based on 2003 Curriculum for Diploma of Vocational Education in a Thai program. The course syllabus framework follows English for specific purpose (ESP) method in English as an International Language (EIL)/English as a Foreign Language (EFL). It was organized based on a specific content on which the emphasis was the language used in a workplace.

1.6 Definition of terms

The terms used in this study were defined as follows:

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1. English oral communication

"English oral communication" refers is the ability to produce and comprehend speeches that are used for talking with others effectively in circumstances where a spoken language occurs. The process of oral communication includes speaking and listening which is developed from three important aspects: (a) linguistic aspects (vocabulary, grammar, and pronunciation), (b) functional aspects (expressions), (c) sociocultural aspects (social etiquettes, cultures, non-standard English, formal and informal language).

2. Needs

"Needs" refers to a necessity or a must which pertains to a specific group of people to achieve a certain goal and/or objective.

3. Automotive maintenance and repair profession

An "automotive maintenance and repair profession" refers to an occupation which performs automotive maintenance and repair jobs required in a certified automotive maintenance and repair shop in the Bangkok Metropolitan Area. Regarding the certified maintenance and repair shop, it provides automotive services, for example ordering and selling spare parts, identifying mechanical problems, examining parts and systems, performing basic care and maintenance (Truity Psychometrics LLC, 2016).

4. Automotive mechanical student

An "automotive mechanical student" refers to a student who is majoring in the mechanical technology program who has passed at least one training program of 2003 Curriculum for Diploma of Vocational Education in a Thai program. They are in the vocational certificate level or higher vocational certificate level in government institutions under the Office of the Vocational Education Commission (OVEC) of the Ministry of Education (MOE) in the Bangkok Metropolitan Area.

5. Stakeholder

A "stakeholder" refers to an owner of a certified automotive maintenance and repair shop who is working and has at least five years of experience in the automotive maintenance and repair profession in the Bangkok Metropolitan Area.

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1.7 Significant of the study

This study aimed to explore English oral communication needs for the automotive maintenance and repair profession in the Bangkok Metropolitan Area. The result of this survey study will provide the needs of English oral communication for the automotive maintenance and repair profession on the following important areas of oral

communication: (a) linguistics aspects (b) functional aspects, and (c) sociocultural aspects. It is expected that the needs could be beneficial to the following individuals and institutions.

1. English instructors

English instructors understand of the current needs in English oral communication for the automotive maintenance and repair profession. English instructors can use the course syllabus for an English oral communication course for the automotive and repair profession as a guideline for their English courses.

2. Educational Institutions

Educational institutions may use the knowledge of this study for developing appropriate English curriculum to meet needs of English oral communication for the automotive maintenance and repair profession.

3. Automotive mechanical students

English instructors and educational institutions are able to develop appropriate English oral communication courses for the automotive mechanical students. Thus, the automotive mechanical students can learn suitable English oral communication courses to enhance the English oral communication skills in their profession.

4. Customers and stakeholders

Auto mechanics are able to orally communicate with foreign customers when providing services. The actions are expected to attain higher level of customer satisfaction, which in turn, would lead to a better customer relationship in automotive maintenance and repair shops. Wicks & Roethlein (2009, p. 83) stated “an organization that consistently satisfies its customers, enjoy higher retention levels and greater profitability due to increase customer loyalty.”

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CHAPTER II
LITERATURE REVIEW

This chapter mainly discusses the existing literature and previous studies related to this research. The review of this research primarily includes the following topics:

2.1 Oral communication

2.2 English for specific purpose

2.3 Content-based instruction (CBI)

2.4 Needs analysis

2.5 Vocational education

2.6 Automotive maintenance and repair profession

2.1 Oral communication

2.1.1 Definition

Oral communication is defined by various institutions and scholars. Cambridge Dictionary defines the word oral as “spoken and not written.” Similarly, the word “oral” is defined by Oxford Dictionaries as “spoken rather than written,” “related to the mouth,” and “done or taken by the mouth.” Referring the definition from the dictionaries, Workplace Education Manitoba defined oral communication as the ability to communicate with others in order to give and exchange of information and ideas, give directions, ask questions, work together, explain and persuade others.

To take a broad view of oral communication, Celce-Murcia (1995 & 2007) states that oral communication is the ability to comprehend and produce speech acts based on cultural knowledge, linguistic competence, actionable competence, and strategic competence. Accordingly, The University of Wyoming’s University Studies Program further indicates that “oral communication skills are the ability to compose, critically analyze, present, and deliver information through verbal interactions.” Based on Mishra (2015), oral communication is the process of transferring information and exchanging ideas from one to another. Bovee, Thill and Schatzman (2003) add that

spoken words are the means of oral communication. Additionally, “oral communication is the process of expressing information or ideas by word of mouth” (Swarthout, 2013).

In the view of professionals, 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 (Pattanapichet, 2009). Referring to Mherzog (2012), “oral communication refers to the speaking and listening skills needed to participate verbally in discussions, exchange thoughts and information, make clear and convincing presentations, and interact with a variety of audiences.” Furthermore, Mherzog adds that oral communication skills are used to greet customers, discuss products and prices with suppliers, and explain work procedures to co-workers in the workplace. Other examples of tasks include taking messages, speaking with clients on the phone, delivering and receiving instructions verbally, attending in meetings, giving presentations, negotiating agreements and solving conflicts. Oral communication takes place when spoken words are used to transfer information in a comprehensible form one person to another, stated by Kapur (2015). Additionally, “oral communication takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning” as indicated by Ricky W. Griffin (2003).

In the view of English language teaching, Murphy (1991) explained that oral communication is a complex and multifaceted language process that includes speaking skill, listening skills, and pronunciation which is the subset of both skills. Kunioshi, Noguchu, Hayashi & Tojo (2012) states that oral competence in global English as a Lingua Franca (ELF) is effective when ELF interactants understand the basis of pragmatic transfer, such as speech acts, in the discourse to interpret the true meaning of the speakers’ messages.

Linguistically, De Gruyter (1995) divided oral communication aspects into three main parts: 1) verbal and non-verbal, 2) syntactic, semantic, pragmatic and sound levels of analysis, and 3) different languages and cultures. Schurmann, Gouran, Pauley (2007) describes the core to oral communications which are the following competencies that communicators have: 1) content-development skills (i.e., competence in ideation generation, amplification, and organization), 2) presentation skills (i.e., competence in generating interest, sustaining attention, using appropriate language, and being clear),

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3) receptive skills (i.e., listening and interpretive competence), and 4) audience analysis skills. Canale and Swain (1980: 30) structure strategic competence with compensatory strategies into grammar, sociolinguistics, and discourse, for interacting with speakers whose social status is unknown.

In the view of English language assessment, the area of language competence which is practical for assessing oral communication includes the following aspects of communication (Bachman, 1990):

1. **Organizational competence:** ability to control the formal language structure in forming grammatically correct sentences, including two types of ability: grammar and rhetorical organization.
2. **Grammatical competence:** knowledge of vocabulary, morphology, syntax, and phonology/graphology for forming utterances
3. **Rhetorical knowledge:** rhetorical organization of utterances
4. **Pragmatic competence:** acceptable uses of language in a community or society concerning the relationship between the utterances and acts
5. **Functional knowledge:** functions of language in relationship to communicative goals
6. **Sociocultural knowledge:** dialects, registers, idioms, and cultures
7. **Communicative strategies:** circumlocution, semantic avoidance, word coinage, language switch, asking for clarification, non-verbal strategies, and avoidance

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According to the different aspects of oral communication, oral communication can be defined as one type of communication that involves a speaker who delivers a message and a listener who receives the message by which the message is transmitted through a spoken language. Oral communication is the ability to produce and comprehend speech acts that are used for talking with others, giving and exchanging information and ideas, expressing ideas to others, discussion, making presentations, negotiating, resolving conflicts, and delivering and receiving instructions effectively in circumstances where a spoken word occurs. The process of oral communication mainly involves speaking and listening skills in which aspects of communication consists of

grammatical knowledge, textual knowledge, pragmatic knowledge, functional knowledge, sociocultural knowledge and oral communicative strategies.

Summary of oral communication definition

In conclusion, oral communication is one type of communication that involves a speaker who delivers a message and a listener who receives the message by which the message is transmitted through a spoken language. Oral communication is the ability to produce and comprehend speech acts that are used for talking with others effectively in circumstances where a spoken word occurs. The process of oral communication mainly involves speaking and listening. According to the different aspects of oral communication from the previous studies, oral communication can be defined as the ability which is developed from three important language aspects, including linguistic aspects, functional aspects, and sociocultural aspects.

The linguistic aspects are the language system possessed by the native speaker, including grammar, vocabulary, and pronunciation. *Grammar* is used for producing comprehensible language to communicate with others, for example using correct sentence structures and tenses. *Vocabulary* is the words selected for particular uses to meet the one's needs which are general terms and technical terms. *Pronunciation* is the way which the words are pronounced, for example stress, intonation, and accent.

The functional aspects are the use of language to express statements, exchange information about knowledge or feeling, and to get things done. The examples of certain expressions are giving advice, reporting, comments, discussion, negotiating, resolving conflicts, delivering, and receiving instructions.

The sociocultural aspects are the way of communication that prevents communication breakdowns, including politeness, non-verbal language, intercultural knowledge, and communicative strategies. *Politeness* is used to maintain positive communication between communicators, for example, a mechanic should say "Please wait at the waiting room." instead of "Get out of here!" to customers. *Intercultural knowledge* is obtained for producing and understanding messages which are performed based on different linguistic and cultural backgrounds, in order to have a mutual perception in creating a flow in communication. *Non-verbal language* is implicit messages expressed to others which should be appropriate, for example, facial

expressions, pitch and tone of voice, body language, and physical distance between communicators. Communicative strategies is used to keep the flow of communication, for example, asking for clarification, using replacement of words or phrases to express intended meaning, and avoiding problematic words by using different ones.

2.1.2 The significance of EIL in oral communication

Globalization has made English as an International Language (EIL) a lingua franca for oral communication as stated by Tomlinson (2016). He adds that EIL is suitable for communication today. Crystal (1997) explained that English is used by both native and non-native English speakers who do not share cultural or linguistic backgrounds which give rise to varieties in accents, dialects, and social contexts that are distinguished from standard Englishes. Its major functions serve as cultural diversities and norms. Crystal (2012) states that English is a global language for achieving a true global status, thus English is accounted as a working language. According to the free movement of labour of ASEAN economic community and globalization, native speakers of English and citizens of non-native speaking countries: Indonesia, Malaysia, Philippines, Singapore, Brunei Darussalam, Vietnam, Laos, Myanmar, Cambodia, including other countries in Europe, the Middle East, and vice versa based on International Labour Organization (ILO) in Thailand (2016) has increased, thus EIL plays an important role of communication as a global language. Additionally, EIL tends to differ from native speaker norms, while the written one is much more closer to it (Tomlinson, 2016).

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Furthermore, in order to communicate effectively among the people with various identities in English speaking, it is important for English language learners to develop intercultural competence as they develop communicative competence (Ahmad, 2013). Smith, Durham & Richards (2013) explains that sociolinguistics which is a development of English varieties related to history, social contexts, and geography, is a fruitful English teaching approach in obtaining the language, because the learners should understand the differences of World Englishes regarding lexical variation, pronunciation, and grammar for effective communication in the globalized community.

2.1.3 Oral communication in the automotive maintenance and repair profession

Oral communication is the main form of communication in the workplace for giving and exchanging information and opinions as stated by Human Resources and Skills Development Canada (2015). Knight and Yorke (2006) add that the oral communication is agreed to be a core function of communication for employees when performing work.

Automotive mechanics are expected to be able to explain and report automotive services or technical issues to clients via face-to-face communication and via telephone conversation, and they are expected to interact with the customer for additional work requirement as a result of engine diagnosis and some complaint leading to further maintenance and repair jobs of the vehicle engine (National Skills Development Corporation, 2015). Based on interviews of executive managers in the automotive industry by Hart-Rawung and Li (2008), they found out that the most problematic communication skills of English for Thai automotive engineers and mechanics is an oral form. Thai automotive engineers and mechanics cannot express themselves in English in face-to-face communication, and it has become a communication barrier in the business (Hart-Rawung and Li, 2008).

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2.2 English for Specific Purpose (ESP)

2.2.1 Overview

English for Specific Purpose (ESP) has become a fruitful field over the last three decades. She addresses ESP as a learner-centered instructional concept; its main purpose has been that of fulfilling the specific needs of the target learners to satisfy ether their professional or vocational demands. ESP is the concept of English in a course which is based on learners' specific needs (Brown, 2016). ESP started after the World War II ended, where English was considered the new lingua franca that responded to the needs of cross cultural communication, business doing, and information sharing (Teodorescu, 2010). After more than 40 years of shaping and developing theory and principles of ESP, the teaching approach has become standardized. Hutchinson and

Waters (1987) eventually refined the concept of ESP and established the importance of teaching students the skills and language that they need to achieve their desired language performance.

2.2.2 Definition and importance of ESP

Numerous scholars defined English for specific purposes or ESP differently, but however, they share common cores. Brown (2016) stated that ESP is derived from the specific needs of particular students. ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particjular domain (Paltridge and Starfield, 2013). Robinson (1991) adds that ESP is normally goal directed. That is, students study English not because they are interested in the English language (or English-language culture) as such but because they need English for study or work purpose. Robinson (1991) also explains that ESP is similar to an educational firm, training and practice, and drawing from three areas of knowledge: language, pedagogy, and the students' areas of specialty. Based on Hutchinson and Waters (1987), they suggest that the foundation of ESP focuses on needs of the learner to learn a foreign language, such as their language goals, requirements, and learner's context in order to establish the primacy of need in ESP. Additionally, Hutchinson and Waters (1987) point out that ESP is language teaching approach in which content and instructional method is designed based on learning objectives of the students. Furthermore, ESP is defined as "the role of English in a language course or programme of instruction in which the content and aims of the course are shaped by the specific needs of a particular group of learners" (Richards and Schmidt, 2010).

According to Strevens (1988), the definition of ESP makes a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics are that ESP consists of English Language Teaching which is as follows:

- designed to meet the learner's needs;
- related in content regarding themes and topics to particular practices, occupations, and activities;
- concentrated on appropriateness of language including syntax, lexis, discourse, semantics, discourse analysis, and vice versa;

- different from general English.

The variable characteristics are that ESP;

- may be impeded to narrow communication skills, for example reading only;
- may not be taught with existing methodology that learners are familiar with.

In the words of Dudley-Evans and St. John (1998), citing Strevens' definition, absolute and variable characteristics are used to define the term ESP as follows;

Absolute characteristics:

- ESP is designed to meet the learner's needs;
- ESP apply the fundamental methodology and activities of the practices it serves;
- ESP is focused on the language including grammar, lexis, and register, together with skills, discourse and genres suitable for the activities.

Variable characteristics:

- ESP may be designed for or affiliated to specific practices;
- ESP may use a teaching method which is different from that of general English in particular teaching situations;
- ESP is likely to be designed for adult learners to meet their academic goal at a tertiary level institution and secondary school level or professional requirements;
- ESP is generally designed for students in an intermediate or advanced level. Most ESP courses employ basic knowledge of the language system, which is also applicable with beginners.

These characters show that the definition of ESP introduced by Dudley-Evans and St John (1998) has been cited and influenced by what Strevens (1988) proposes. Dudley-Evans and St John revised the absolute characteristics and added clearer explanation to it. They also deleted the last characteristic "different from general English" (Johns & Dudley-Evans, 1991). In the variable characteristics, they added more items and descriptions to clarify the terms. The words 'General English' is moved from the absolute characteristic to this section instead. The division of ESP into

absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP (Anthony, 1998).

The overall concept of ESP, thus, can be defined as an approach to teaching the English language by which the goal, content and language are aimed to meet the specific needs of a particular group of learners in learning the language. Significantly, the absolute and variable characteristics proposed by Dudley-Evans and St John (1998) gives very clear characteristics of ESP that shall be implemented in today's use of ESP.

2.2.3 Benefits of ESP

The advantages of ESP are the following four points: being focused on the learner‘s need, it wastes no time; it is relevant to the learner; it is successful in imparting learning; and it is more cost-effective than ‘General English‘ as summarized by Strevens (1988).

Similarly, according to Wright (1992), ESP benefits are triple. The first one is learning speed. ESP results in faster language acquisition. The teaching and learning methodology follows the pattern of language acquisition of native speaker in language for specific purposes, in which speakers learn only what they need in the time they need it, especially in authentic and content-based contexts. Besides, following this pattern, it enhances language acquisition by providing an opportunity to learn in an accelerated and intensive context. The second one is learning efficiency. In ESP courses, learners use their learning resources and make the most out of it. Those resources are carried in the course to support the language teaching and learning to acquire certain linguistic items and skills. Needs analysis, thus, is significantly utilized to determine the specific requirements of learners. The third one is learning effectiveness. When learners complete an ESP course, they are prepared to use the language correctly and appropriate in their professional tasks, of which have been identified in the needs analysis prior to the language training course.

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2.2.4 ESP and oral communication

One of the variable characteristics introduced by Dudley-Evans and St John (1998) explained that ESP may be related to or designed for specific disciplines. ESP is beneficial for teaching oral communication. Based on the curriculum in the

vocational education in Thailand in 2016, English subjects such as English Oral Communication I and English Oral Communication II taught in the vocational colleges are designed based on ESP concept.

The research conducted by Kassim and Ali (2010) with 10 multinational chemical companies in Malaysia showed that engineers required English oral communication skills in specific communicative events in the workplace. The examples of specific communicative events are discussing work-related matters informally, giving oral presentations, instructing, explaining and demonstrating, resolving conflict and working in team. The advantages of ESP mentioned in the benefits of ESP part clearly show the link of ESP to needs of English oral communicational skills of the engineers. Nair-Venugopal (2007) advised that the English is used vey widely and has become localized in the Malaysian workplace. This is evident as aspects and features of Malysian English are the domain language among the communication between the staffs. Kassim and Ali (2010) further add that this significantly influences on a pedagogical practice on the teaching and learning of English for specific purpose at tertiary educational institutions in Malaysia.

Additionally, Verapornvanichkul (2011) conducted a survey of problems in oral communication skills when dealing with English speaking clients with employees of the firm at all levels in Thailand who have opportunities to communicate with clients who are from different countries. The result showed that the employees lack of communication comprehension, they have inadequate of English skills and insufficient motive for English speaking at the workplace, and they lack of knowledge about cultural differences. Similarly, the research of Globalization and Business Communication: English Communication Skills for Thai Automotive Engineers conveyed by Hart-Rawung and Li (2008) reveals that the biggest communicational problems of Thai automotive engineers are the lack of English oral communication skills. The study aims at exploring, with in the theoretical paradigms of Global English and business communication, the role of English as an international language in Thailand's automotive industry, and its impact on the needs and ESP program designed for Thai automotive engineers (Hart-Rawung and Li (2008). These problems seemed to be the needs of English oral communication that can be contribute to English pedagogy development especially for ESP courses.

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2.3 Content-based instruction (CBI)

2.3.1 Overview

Content-based instruction (CBI) is a teaching approach that focuses on the teaching of language through contents specifically in the target language of learners (Brinton, 2003). Having been used in the last 50 years, CBI accounts for a content-driven course or curriculum by which specific content and relevant language skills are selected in instructions to make English teaching and learning more successful in acquiring information rather than as an end in itself, added by Richards & Rodgers (2008). Vítor Marconi de Souza (2014) stated that CBI combines language, contents, and strategy teaching together in an organized system in which language and teaching strategies are selected primarily to support the targeted contents.

Content-based instruction aims to integrate language and content by which language is viewed as a medium to acquire content, while content is viewed as a resource for learning language, however English instructors and language programs is more likely to use content-based instruction as a tool to help students improve their English language skills (Stoller, 2002). In developing a CBI course, learner needs is the hub around which language, content, materials, and teacher practices revolve (Brinton, 2003). Various foreign language educators added that CBI has a positive impacts on language learns by fostering academic growth and develop language proficiency (Crandall, 1993; Short, 1997; Snow, 1998; Stoller, 2004).

After over thirty years of the original model CBI, “prototype” including theme-based instruction, sheltered instruction, and adjunct instruction by Brinton (2003), Snow and Brinton (2017) has introduced newer “hybrid” models of CBI.

2.3.2 The traditional models of CBI

CBI has different features which are categorized into three traditional CBI models: 1) theme-based language instruction, 2) sheltered content instruction, and 3) adjunction language instruction (Brinton, Snow & Wesche, 2003).

Theme-based language instruction is an instructional model which language classes are structured into topics or themes as it accounts for the curriculum foundation. Content, language, texts, activities, and other disciplines are chosen and all subjected to around one concept in its particular theme which can enable students to inter-relate

them in many subjects. The sequence in teaching and use of teaching materials are not based on the textbooks, but adjusted to meet the themes or topics. This type of CBI is most widespread used in English language teaching among three content-based models.

Sheltered content instruction is a teaching approach used in teaching contents course in the second language (i.e., English) to a specific group of students by native speakers of the second language or experts in the content area. Students with a foundation English are put in a content course to achieve academic goals while also developing in an English proficiency. This instructional framework is usually implemented in high schools, colleges, or universities.

Adjunction language instruction is a teaching model which enables students to enroll in two related courses: a content course and a language course. These two courses have the same content base and supplement each other with coordinated assignments. In other words, students are sheltered in linked course; content/English complements. This model is aimed to improve students in academic areas and cognitive skills in which are usually adopted by university courses.

2.3.3 The new models of CBI

Over 30 years in implementing the traditional theories, there are newer models of language instruction models which involved CBI. In 2017, Snow and Brinton come up with the emergence of newest "hybrid" CBI models which includes of: 1) Sustained Content Language Teaching, 2) Content and Language Integrated Learning (CLIL), 3) English-Medium Instruction (EMI), and 4) Modified and Simulated Adjunct Models, 5) Other hybrid models (Snow & Brinton, 2017).

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Sustained Content Language Teaching or SCLT is a form of theme-based instruction (Snow & Brinton, 2017). This model is similar to theme-based instruction, but SCLT focuses on one content area throughout the course unit. Additionally, Pally (2000) & Murphy & Stoller (2001) elaborated that SCLT have two main characteristics: a focus on one particular content (i.e., math, history, biology) and a focus on second language instruction (i.e., speaking, listening, writing, reading, grammar, pronunciation, vocabulary, study skills, cognitive strategies). This model has various advantages over the traditional theme-based instruction (Snow & Brinton, 2017). Firstly, each topics of SCLT are connected around the whole course, which is different from theme-based instruction that topics are not (do not have be) related entirely which

may create pitfalls for learners (Jacobs, 1989). Secondly, when a particular content is focused entirely in the unit course, it encourages conditions and demands of context in the course. Thirdly, students are strongly engaged more with the course content to progress in learning related vocabulary and language skills. Lastly, SCLT allows learners to focus on the content with implementation of more than one context including: 1) learning skills (i.e., study skills, critical thinking skills, cognitive strategies) and 2) language development (i.e., vocabulary, pronunciation, grammar).

Content and Language Integrated Learning (CLIL) is an instructional model which involves dual-focus of content (or subject specific content with non-language relations) and language context (Marsh, 2003). CLIL course is delivers the subject-specific content through students' target language as a lingua franca in such course (Snow & Brinton, 2017). Ball, Kelly, & Clegg (2015) stated that CLIL has main features similar to other CBI models like sheltered-instruction and immersion by which language students learn content that is delivered in their target language with integrated tasks to make students acquire the content while stimulating development of the target language as well. In other words, subject content and language skills are taught together with requirements of cultures, cognitive and learning skills (Lesca, 2012).

English-Medium Instruction (EMI) is a content instruction that aims to build multilingual citizens and internationalize institutions by using dual context concerning content and language. Its focus is on improving students' language skills while also advancing knowledge of content in the course (Doiz, Lasagabaster, & Sierra, 2013; Brinton, 2007). Dickey (2001) explained that the main focus of the course is the content rather than the language, and the language focus in the course are does not influence decision of the curricula. EMI is widely used in European countries due to increased number of exchange students, competitive advantages in careers, labor mobility, and vice versa (Arkin, 2013; Macaro, 2015). The model is mainly used with students that speak different first languages or have different first language background.

Modified and Simulated Adjunct Models is an instructional model for a content-driven curricular in which focused language skills are framed and narrowed bases on the content of the course, which is different from the adjunct model in the traditional CBI models in which content and language courses are taught separately (Snow & Brinton, 2017). The model is to be modified to respond courses with different

settings. For example, the adjunct model is modified with general English course 1 in a university level by introducing English in beginner's level using theme-based instruction, peer study strategies, and using a language specialist as an assistant (or co-teacher) to teach students with low English proficiency. Snow (1997) and Srole (1997) clarified that such modified and simulated adjunct model is used to foster students' knowledge of content while acquiring language skills that are needed for content assignments.

Other hybrid models are typically not reported in official printed document, but the models are designed by using CBI to respond to local contexts and specific students' needs (Snow & Brinton, 20017). However, the scholars explained further that hybrid courses have common characteristics; for example in writing intensive courses, the ratio of students to teacher is small, the main focus is weighted on writing skills of students, courses are delivered by faculty personnel whose have content knowledge about the writing skills, students are expected to write multiple drafts, the genres of writing assignments are diverse, and the students' grade is based on the writing assignments of the content course's curricular.

2.3.4 The theoretical framework of CBI

CBI is a methodology for a syllabus design for a course or it can be used as an instructional framework (Stryker and Leaver, 1997: 5). The prominent feature of this approach is using contents and themes that can engage students in English teaching and learning. According to Brinton (2003), the CBI principles consist of six aspects in course planning or instructional materials development: 1) organization, 2) integrated skills, 3) active engagement, 4) content being relevant to students' lives, needs or academic goals, 5) authentic texts and tasks, and 6) language features.

Based on the CBI framework of Brinton (2013), *organization* of items and sequencing in the course syllabus is taken into account of the learners. They must serve the learners' actual use regarding the language forms and functions. Unlike grammar-translation approach, content in CBI is sequenced based on the appropriateness of content introduction rather than level of difficulty. CBI practitioners use *integrated skills* in delivering contents for students to expose natural use of language in the real world. No set sequence is required; students can be taught with any skill, or grammar,

vocabulary at the beginning of the classroom if seen appropriate to deliver the contents to students. Teachers involve students in all learning processes, student-center approach (Littlewood, 1981), to make them *actively engaged* in classrooms. Students are expected to receive all teachers' input, peer input, and interactions in different social roles which allow students to interact to each other, negotiate, gather information, and co-construction of meaning (Lee and VanPatten, 1995), for example, in play roles. *Content is chosen relatively to students' lives, needs, or academic goals.* It can be drawn from students' professional needs to be interesting inventories in classrooms to engage students in language and topics that are truly related to them. *Authentic texts and tasks* are the selected texts in the real-world use that is relevant to the content to be applied in the language teaching, rather that texts or tasks that is design for instructional purpose. Authentic texts and tasks can be an extract of or original news, Youtube videos, cartoon, lyrics, a short story, and vice versa. *Language features* are emphasized to students along with the authentic input to make students notice important language features for effective and correct use of language.

2.3.5 The importance of content-based instruction in ESP

The role of CBI is important for ESP courses. "CBI is an appealing approach to English for Specific Purposes" Kavaliauskiene: (2004:1). Cianflone & Coppolino (2009), supported that ESP can be improved with CBI model. Freiermuth (2001) explains that ESP curriculum is designed based on the subject area, and teachers should have the subject-based concepts in their mind when developing their course and teaching materials by using CBI as the instruction approach. Where emphasis of teaching and learning specific target lexis is in ESP, CBI is used as the adjunct model to prepare students to study with regular students who are native speakers of English in mainstream classes (Davies, 2003). Stryker & Leaver (1997) agreed that if students are taught through a well-organized CBI approach, they are likely to be autonomous language learners and can develop their lifetime language proficiency.

Freiermuth (2001) also stated that a curriculum design is influenced internally by CBI as well as ESP students are influenced, because CBI provide students with appropriate contents, teaching materials, and topics that can develop their cognitive compounds in strong background knowledge that prepare them for their future career.

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On the other hand, a positive effect of CBI in ESP is broadening students' horizon with the language that is used in the real world, as teachers bring in the real world tasks into classrooms, curriculum, and teaching materials as stated by Freiermuth (2001). Students or workers who obtain pragmatic knowledge in their careers' language area are seemed to be qualified workers to employers (Swales, 1990).

2.3.6 Designing a CBI course syllabus

A syllabus gives information about a course including goals, objectives, topics, and assessment components (Graves, 2014). Graves added that syllabus design is similar to curriculum design but with a smaller scale in following sections:

1. Course name
2. Course description
3. Goals and objectives the course
4. Assessment scheme
5. Materials
6. Outline of course content and sequence

The course name is set and the course is described in brief. Goals and learning objectives are examined. Instructors/ educators decide how students will be assessed, what instructional materials will be used (such as textbooks, listing/reading texts, media, etc.), and outline of content and sequence is organized based on what will be learned and in what order.

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As CBI model is a content-driven instruction by which the organization of the course is arranged by subject-specific content as a mean of language teaching and learning (Brinton, 2003), the design should be subjected to specific content that is relevant to students' needs. The learner-based course syllabus may include specific content and language skills to be explored, concepts that need to be fostered, related grammar and vocabulary, instructional materials, assignments, how students will be assessed, and organization of the course (Graves, 2014).

The process of the course syllabus design is divided into 6 stages based on Graves (2014): 1) context analysis, 2) needs analysis, 3) determining content, 4) setting goals and objectives, 5) course organization, and 6) making assessment decision. The *context analysis* focuses on actual uses of the course that is realistic to student's daily

life style; what they do, what students experience, students' learning, or activities that they can discover in the real world to ensure it is practical for them. *Needs analysis* is used to determine the students' needs and purposes by gathering information through data analysis, for example descriptive statistics from, observation, interviews, questionnaires, placement tests, and documentary reviews from previous studies, and vice versa to reveal what is actually required and important for the learners. After that, *content is determined* based on the data in the earlier needs analysis process. The content focuses on what students are expected to learn, appropriateness for students, meeting students' needs, and practical with the time allocation. Then *goals and objectives are set* for the course to defined clear outcomes from the students. Goals must meet the students' needs and describe what students will know and be able to do in a broad term after completing the course. Objectives are the sub-goals with specific statements which are measurable and achievable, mostly written with verbs to describe activities or processes. *Course is organized* to allow students to learn in a systematic, goal-oriented, and comprehensive way. The organization is based on main focuses or priority of the course and pinpoint course elements, such as topics, skills, tasks, teaching strategies which are to be broken down into smaller lessons for teaching in classrooms. Lastly, *assessment decision is made* to reliably evaluate students' outcomes and assess whether students have progress and achievement through evident tests, tasks, activities, assignments, observation, participation, and other assessment methods to parallel with the goals and objectives of the course for to reveal what has been accomplished and may lead to further improvement of the course and language instruction.

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2.4 Needs analysis

2.4.1 Definition of needs

Needs are defined differently by different people and in different contexts. Based on Mackay & Mountford (1978, p.27), needs is what the institution or society considers as essential or needed to be acquired from a course of language teaching. Richards, Platt, and Weber (1985) explains that needs is the process of determining the needs for which a learner or group of learners requires a language and arranging according to priorities. Robbinson (1991) further states that needs may refer to what the

students themselves would like to learn from the language course as professional objectives, apart from the students' academic or job desire.

Additionally, Altschuld and Kumar (2010) state that needs implies a problem that should be attended to or resolved. Something is missing, wrong, or not working right, and action must be taken to deal with this troubling situation. Formally speaking, the definition of needs is the measurable gap between two conditions— "what is" (the current status or state) and "what should be" (the desired status or state), Altschuld and Kumar (2010). They add that two conditions must be measured and the discrepancy between them must be determined.

In the view of English for Specific Purpose (ESP), Brown (2013) describes the following words can and do serve as synonyms for needs in one way or another: wants, desires, necessities, lacks, gaps, expectations, motivations, deficiencies, requirements, requests, prerequisites, essentials, the next step, and x + 1 (where x is what students already know, plus the next step, or 1). He further states, in the narrow definition of the democratic view of needs, students' needs are whatever elements of the ESP the majority of students want. Thus from this perspective, needs analysts should be interested in the students' wants, desires, expectations, requests, and perhaps their self-described motivations. Within the discrepancy view of needs, students' needs are the difference or discrepancy between what students should be able to do in the ESP and what they can actually do. Within the analytic view of needs, students' needs are whatever elements of ESP they should learn next based on the best available second language acquisition (SLA) theory and experience. Within the diagnostic view of needs, students' needs are whatever elements of ESP will cause the most harm if they are missing. Hence, Brown (2013) concluded the definition of needs as sets of judgments and compromises justified by observation, surveys, test scores, language-learning theory, linguistics, or otherwise.

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Based on the studies, needs is defined as necessity, must, desires, lacks, gaps, problems, or requirements, they must have or solve in order to perform a specific task to achieve a certain academic or professional goal.

2.4.2 Definition of needs analysis

Richards & Schmidt (2012) determines needs analysis or needs assessment as the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs analysis is based on "objective information" (facts drawn from observation), and "objective information" (such as participants' opinions, comments, beliefs, assumption, interpretation), Richards & Schmidt (2012, p. 389).

Brown (1995) identifies that needs analysis as the process of collecting and analyzing both subjective and objective information in order to determine what should be in the language curriculum for a specific situation or particular context, such as purposes, content, teaching methods, and other requirements. These components aim to be beneficial for students to use the language effectively in a circumstance where language is used to as medium of communication.

Altschuld & Eastmond (2010, p. 1) states that needs assessment is a collective observations to obtain a meaningful perspective on needs and how to assess them. Additionally, Altschuld & Kumar (2010, p.20) explains needs analysis is a formal procedure starting with needs identification. Then needs are prioritized and used as data for further decision making. Resources are allocated for the next action plan. Next, the action plan is implemented to solve problems based on the primary needs. During the needs analysis process, it is necessary to decide where to allocate the resources for problem solving or achieving a certain objective.

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According to Southwest Comprehensive Center (2008), needs analysis is a comprehensive project to examine individuals' needs derived from the gap between their current status and their desired status using specific procedures such as an analysis of statistics, case studies, and the focused groups.

Kizlik (2016) states that needs assessment is determined as a process that identifies and addresses needs based on "gaps" between current conditions and desired conditions or "wants." Based on this theory, the gap or variation between these two conditions must be assessed in order to search for the appropriate needs. Likewise, he explains that the need can be used to improve a current situation, solve problems or defect issues.

Additionally, Kaufman & Guerra-Lopez (2015) refers a needs assessment as identification of gaps between current and desired results—not means—and places those in priority order on the basis of the costs to meet the needs as compared to the costs to ignore the needs.

2.4.3 Importance of needs analysis in ESP

Needs assessment is essential for English for specific-purpose instruction (Hutchinson & Waters, 1987). It accurately guides teachers what specific language to teaching students in order to succeed in their courses (John, 1991). A needs assessment can be beneficial when preceded to measure students' language competencies and enhance their abilities (Dudley-Evans & St John, 1998). Data obtained from needs assessments determines how to design a course and allocate resources.

Altschuld & Eastmond (2010, p.15) explains that when a group of people or population cannot perform tasks or not being provided with services immediately, it causes more problems if not being solved. The environment diverse, such as increase of population, movement of labours, market change, and vice versa. If the organization are not adjusted to the changes or do better, they may fail to survive; the desire to improve the ways of operations, services providing, competition, and other related issues is concerned accordingly. The time of new decision making and/or realization of the current situation arise to investigate problems and issues which can be overall or in-depth investigation.

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Hansen (1991) refers that needs assessment is implemented globally in different fields, such as education, engineering, business, nursing, and others. It is universal. Sometimes "need" can be called with other words (gap, issue, problem, concern, deficiency, or discrepancy), however its process to determine the discrepancy between current situation and desired condition remains. Needs are significant as it defines risk factors pertaining to them.

Altschuld & Kumar (2010) classifies one type of needs which is maintenance/upgrade. This type of needs "does not indicate a direct discrepancy at the current time but will become a need if a service, level of skill, etc. is not maintained or upgraded," Altschuld & Kumar (2010, p. 15). Referring to this, all systems, operations,

strategies and skills need to be maintained to prevent feasible defect issues and problems.

Needs analysis is important in ESP, especially in classroom-teaching analysis of what the classroom-teaching situation is or should be. The information that needs analysis (NA) can examine is the selection and ordering of course content, teaching methods and materials that should be used to teach the ESP, and other field of instruction referring teachers' perspective (Brown, 2016; p. 20)

2.4.4 Process of needs analysis

According to Brown (2016), the model of needs analysis in English for Specific Purpose (ESP) consists of three phases with seven key steps as shown in Table 1.1.

Table 1.1 Needs analysis procedure (Brown, 2016)

Phase	Purpose	Key steps
Phase I: Pre-analysis	Explore needs analysis in ESP Specify the scope of needs analysis in ESP Set purpose of needs analysis	1. Defining needs, needs analysis and ESP 2. Focusing the needs analysis in ESP 3. Selecting data collection procedure in needs analysis in ESP
Phase II: Analysis	Explore the needs extensively Have a clear understanding of needs Prioritize the needs	4. Collecting data 5. Analyzing and interpreting the data
Phase III: Post analysis	Act on it to solve problems or fulfill what is needed to be	6. Implementing the needs analysis results in ESP curriculum

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Phase	Purpose	Key steps
	completed to achieve a goal based on the needs analysis results	7. Evaluating and reporting the procedures and results

In phase I, determining what needs, needs analysis, and ESP is the very first thing before needs analysis starts in order to have a mutual understanding of the needs analysis concepts, as well as setting its orientation.

STEP 1: Needs, needs analysis, and ESP are sorted out. According to Brown (2016), classify of needs analysis into five views: 1) democratic (what most people want), 2) discrepancy (what is missing), 3) analytic (what comes next rationally), 4)diagnostic needs (what cause the most harm if missing), and 5) combination of the four types. Furthermore, analysis strategies are selected to examine, investigate, explore, and analyze information to determine the current needs in a particular context of ESP. The analysis strategies include eleven options: 1) *target-situation use analyses* or what the students is expected to achieve at the end of ESP instruction), 2) *target-situation linguistic analyses* or what linguistic features students need to understand and perform in the ESP, 3) *target-situation learning analyses* or what learning qualities and continuing features are in the ESP community, 4) *present-situation analyses* or what are abilities students have at the beginning of ESP instruction, 5) *gap analyses* or what abilities students have and what they need to have in the ESP, and 6) *individual-differences analyses* or what students want in regards to learning process, 7) *rights analyses* or what key powers are in the instruction and how they are resisted, 8) *classroom-learning analyses* or what the classroom-learning situation is or should be, 9) *classroom-teaching analyses* or what the classroom-teaching situation is or should be, 10) *means analyses* or what the contextual constraints and strengths are, and 11*) language audits* or what global strategic ESP should be adapted, as stated by Brown (2016, p. 28).

STEP 2: The scope of research is limited in terms of its purpose and what content of ESP should be focused on. Then population and samples discussed and selected based on the objectives of study. During this process, irrelevant work is

diminished, in order to focus on the work that can be addressed to meet the purpose of the needs analysis in ESP.

STEP 3: The decision of data collection procedure is made by choosing from "the eight research instruments; existing information, tests, observations, interviews, meetings, questionnaires, target language analyses, and intuitions," Brown (2016, p. 65).

STEP 4: The data collection process is designed. Questions and strategies used to collected data are proposed in the form of open-ended questions, Likert items in the questionnaires, for instance. The questions and strategies in the data collection are referred to the theories and previous studies related to the area of study. The information obtained from the data collection is served as the justification of the rest of the needs analysis process.

STEP 5: This section discusses research analysis methods and interpretation of the data. The analyses include quantitative, qualitative, and mixed method as well as different analytical techniques. They must be chosen appropriately for different type of data. Simple statistics (frequencies and percentage), means, and standard deviation are used in quantitative analyses. On the other hands, analyzing matrices and corpus analysis techniques are used with qualitative method. Most of all, quantitative and qualitative data are used and they pass through triangulation concept to assure the trustworthiness of the data analysis.

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STEP 6: The results of the previous needs analysis are used to determine what they mean for student learning outcome and how to link the needs analysis to teaching materials, assessments, instruction, and to course evaluation or curriculum to reach the desired condition or purpose of the study.

STEP 7: The needs analysis procedures and results are reported in terms of "how the needs analysis report is organized, who should be reported to, how to describe the needs analysis process, ways to report the quantitative, qualitative or mixed method results, and designs of student learning outcome and recommendations," Brown (2016, p. 184), in regards to passing new information or knowledge as useful for other people in the field.

2.5 Vocational Education

2.5.1 Overall

"Vocational education is learning how to work," stated by Keller (1943). ASTE (2015) explains that vocational education prepare students or people to work in varieties of occupations, for example, trading, crafting, engineering, mechanics, architecture, law, nursing, accounting, and vice versa. In Thailand, Technical and Vocational Education (TVE) is run by two sectors: 1) the Office of Vocational Education Commission (OVEC) under the Ministry of Education (MOE) since 1989 and the Federation of Private Colleges of Technology and Vocational Education of Thailand since 1984 (MOE, 2017). Vocational schools in the government sector are 428 in total and the vocational schools in the private sector are 464 in total (OVEC, 2016).

OVEC announced approximately 40 percent of students are following vocational education program, and 60 percent of students are following the general education program in Thailand. Students in TVE are offered three levels: 1) the Certificate in Vocational Education which is taken during the upper secondary period, 2) the Technical Diploma which is taken after high school, and 3) the Higher Diploma which is equal and may be granted to bachelor's degree program. Based on OVEC (2017), vocational education courses in Thailand includes 9 programs as follows: 1) industrial trades, 2) commerce/business administration, 3) find and applied arts, 4) home economics, 5) agricultural, 6) fisheries, 7) tourism & hospitality, 8) textile industry, and 9) information technology and communication (ICT).

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2.5.2 Vocational education curriculum in the Mechanical Technology Program

The area of study: industrial trades are divided into 23 sub areas of study in reference to the Bureau of Vocational Education Standards and Qualifications, OVEC under the Ministry of Education as follows:

1. Mechanical Technology Program
2. Production Technology Program
3. Metal Work Program
4. Electrical Power Technology Program

5. Electronics Technology Program
6. Building Construction Technology Program
7. Furniture Industry and Interior Decoration Program
8. Architectural Technology Program
9. Surveying Technology Program
10. Mechanical Drafting Technology Program
11. Industrial Technology Program
12. Printing Technology Program
13. Optical and Lens Technology Program
14. Ship Building Technology Program
15. Metal Foundry Technology Program
16. Telecommunication Technology Program
17. Industrial Instrumentation Program
18. Civil Technology Program
19. Rubber and Polymer Technology Program
20. Industrial Chemistry Program
21. Petrochemicals Program
22. Mechatronics Program
23. Computer Technology Program.

To accomplish the programs, graduates must complete at least 93 credits from General Course (24 credits), Vocational Courses (63 credits), Free Elective Course (6 credits), On-the-job Training (1 semester), and Extracurricular Activities (120 hours). Automotive mechanical students are trained in On-the-job Training in the second semester of their second and third academic year, before fulfilling the program. Automotive mechanical students require a satisfactory completion of the Vocational Education Certificate in the Mechanical Technology Program or equivalent as stated by OVEC (2003).

In the program, automotive mechanical students are required to complete four fundamental English courses: English in Real Life 1, English Listening and Speaking 1, English Listening and Speaking 2, and Technical English on the Job which together yield 6 credits out of 93 credits in total which may not be adequate in acquiring English

oral communication for their future career. For elective course, it requires 12 credits per each course. However, OVEC is developing extensive programs for the students aiming to prepare students for real English communication in the workplace, providing English technical terms in each specific area of study (Tull Na Rachadamnen, 2017). He also reported that OVEC is going to administer a 3-month English training program for graduates from vocational schools of academic year 2016 to serve "Thailand 4.0" policy to be conducted along with economic reform in 20-year national strategy plan to develop Thailand into a valued-based economy; this matter it comprises of the heavy industries, such as automotive industry, thus increases more jobs in automotive maintenance and repair services in the country.

2.5.3 Required English courses for the automotive mechanical students

Automotive mechanical students are required to complete four fundamental English courses, including: English in Real Life 1, English Listening and Speaking 1, English Listening and Speaking 2, and Technical English on the Job based on 2003 Curriculum of Diploma of Vocational Education. However, it seems that the courses may not meet the students' specific occupational goals as it aims for general technical jobs.

The four English courses focus on general English contents. *English in Real Life 1* course covers all four skills (speaking, listening, reading, and writing) in making conversations in family, education, hobbies, health, past and future events, and cultures. *English Listening and Speaking 1 and English Listening and Speaking 2* courses teach students about listening to utterances about different from movies, songs, videos, and e-medias. Students are expected to role play to practice pronunciation while verbal and non-verbal language, using social etiquettes and cultures in expressing themselves. *Technical English on the Job* course covers general professional practice about different technical jobs, for example electronics, electrics, automotive, production technology, metal work, and vice versa. Students learn basic technical English language for doing the jobs, read manuals and equipment names, dimensions, shapes, signs, diagrams, safety announcements, work rules, form filling, and giving work instructions.

2.6 Automotive maintenance and repair profession

2.6.1 Industry overview

"Automotive industry is a key industry for Thailand," stated by Thailand Board of Investment (2015). The country is the largest automotive producers in the Southeast Asia. It has become ASEAN's automotive hub today, and the industry employs more 550,000 people. Automotive maintenance and repair industry is its sub industry which is significantly affected by the automotive industry. As the automotive industry is growing, the automotive maintenance and repair industry is also developing along with an increase of jobs (Kongked, 2012). According to Ipsos Business Consulting (2016) in the trends and opportunities in Thailand's emerging automotive aftermarket such as automotive maintenance and repair industry, customized parts, tyre shops, second hand shops, Bangkok will be the key driver of the aftermarket, as well as the North and the Northeast the next 5 years. At the moment, Bangkok is the hub of the aftersales market development.

Kongked (2012) also explains that automotive maintenance and repair industry may be divided into 3 business based on the industry in German which comprises of: 1) dealerships (vehicle sales shops which sell brand new vehicles and buy second hands), 2) tyre specialists (specialists of vehicle tires trading and services), and 3) workshops or maintenance and repair shops (maintenance and repair service providers which inspect vehicle issues and maintenance, along with offering spare parts and basic automotive cares).

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2.6.2 Automotive maintenance and repair profession

In maintenance and repair shops, automotive mechanics and administrators are responsible for all the jobs offered in the shops as their professions (AP Honda Dealers, 2017). Ipsos Business Consulting (2016) describes types of jobs in the automotive aftermarket in branded service provider and certified workshops as in the following items: vehicle checkups (mainly changing consumable part, for example lubricant, tires, coolant), heavy and small parts repair, vehicle polishing, and body work workshops.

Furthermore, Truity Psychometrics LLC (2016) explains that the automotive maintenance and repair profession includes the following automotive services; ordering and selling spare parts and other vehicle equipment, testing parts and systems to ensure that they are working properly, identify mechanical problems, following maintenance checklists to ensure that all critical parts are examined, testing and lubricating the vehicle's engine and other major components, performing basic care and maintenance, including oil changes, tune-ups, and tire rotations, repair or replace worn parts, such as brake pads and wheel bearings, disassembling and reassembling parts, using testing equipment to ensure that repairs and maintenance are effective, explaining to clients their automotive problems and the repairs done on their vehicles.

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CHAPTER III
METHODOLOGY

This chapter discusses the research methodology and the procedures used in a survey of the needs of English oral communication for the automotive maintenance and repair profession in the Bangkok Metropolitan Area .The result of the study was used to propose an English oral communication course to meet the needs of English oral communication for the automotive maintenance and repair profession in the Bangkok Metropolitan Area .This chapter also includes research design, types of research instruments, framework of needs analysis in ESP (Brown, 2016) including three phases: 1) pre-analysis (development of research instruments), 2) analysis (data collection and data analysis), and 3) post analysis (development of English oral communication course) respectively.

3.1 Research design

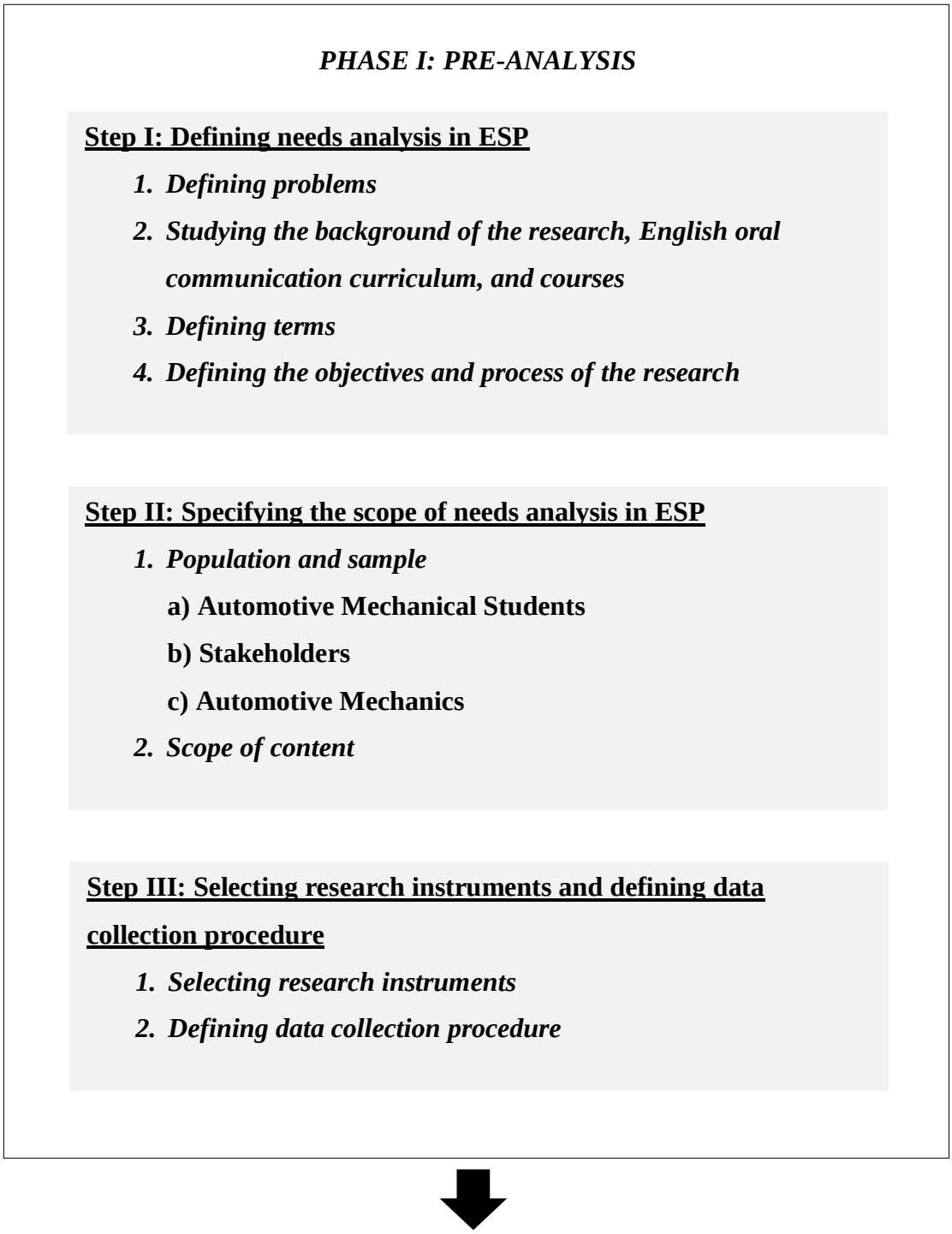
This study is a survey research which was conducted to investigate the needs of English oral communication for the automotive maintenance and repair profession in the Bangkok Metropolitan Area across two sample groups :automotive mechanical students and stakeholders .The opinions of these two sample groups regarding the necessity of English oral communication for the automotive maintenance and repair profession were explored .The researcher adopted Brown's framework of ESP needs analysis in 2016 which consists of three phrases, namely, pre-analysis, analysis, and post analysis.

3.2 Research procedure

The research procedure of this study was based on Brown's framework of ESP needs analysis in 2016 which as a guide to theoretical background for developing English oral communication course in ESP. The researcher explained the needs analysis

procedure based on Brown's framework of ESP needs analysis in 2016, including 3 phases as follows.

Figure 3.1: Framework of needs analysis



PHASE II: ANALYSIS

Step IV: Data collection procedure

1. ***Designing research instruments***
   - **a) Field Observation Form**
   - **b) Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession (AMNA) Questionnaire**
   - **c) Interview Questions**
2. ***Validation of the research instruments***
3. ***Trying out research instruments***
4. ***Data collection procedure***

Step V: Data analysis

1. ***Quantitative data***
2. ***Qualitative data***

PHASE III: POST ANALYSIS

Step VI: Developing an ESP course

1. ***Studying language theories and needs of English oral communication for the automotive maintenance and repair profession***
2. ***Developing a course syllabus of English oral communication for the automotive maintenance and repair profession***
3. ***Assuring quality of the English oral communication course for the automotive maintenance and repair profession***

Step VII: Reporting

- ***Reporting the study***

PHASE I: PRE-ANALYSIS

Step I: Defining needs analysis in ESP

1. Defining problems

The researcher employed documentary analysis of previous problems of automotive mechanics' English communication problems and EF Proficiency Index (2016) and discovered that oral communication is the biggest problem for automotive mechanics in communicating with foreign customers (Estep, 2015; Chew, 2005; Ungku Harun, 2004; Khamprated, 2012; Hart-Rawung & Li, 2008).

2. Studying the background of the research, English oral communication curriculum, and courses

The researcher studied documents about the background of this research, including aspects of English oral communication, English curriculum, and English courses for the automotive maintenance and repair profession. In this process, the research had knowledge about how the English oral communication courses and curriculum were designed, what content were taught, and how the contents were delivered to students.

3. Defining terms

Important terms used in this study were defined. The terms included, English oral communication, needs, needs analysis, automotive maintenance and repair profession, automotive mechanical student, and stakeholder.

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4. Defining the objectives and process of the research

The research objectives were defined in the process. The study's objectives were defined: 1) to investigate the current needs of English oral communication of automotive mechanical students, 2) to investigate what English oral communication course is suitable for the automotive maintenance and repair profession. Relatively, the researcher determined the research process (needs analysis of Brown, 2016) to meet the research objectives.

Step II: Specifying the scope of needs analysis in ESP

1. Population and sample

Population

The population of this study consisted of two groups: automotive mechanical students and stakeholders.

a) Automotive Mechanical Students

Automotive mechanical students were students who were studying in the Mechanical Technology Program in the vocational certificate level or higher vocational certificate in government institutions under the Office of the Vocational Education Commission (OVEC) of the Ministry of Education (MOE) in the Bangkok Metropolitan Area as follows :

1. Kanchanapisek Vocation Training College Nong Chok
2. Kanchanapisek Technical College Mahanakorn
3. Donmuang Technical College
4. Rajasitharam Technical College
5. Nakornluang Polytechnic College
6. Bangkok Polytechnic College

The institutions in the Bangkok Metropolitan Area were selected, because Bangkok was the key driver of the emerging aftermarket in the automotive industry . The automotive mechanical students must pass at least one training program in the 2003 Curriculum for Diploma of Vocational Education in Industrial Trades to certify that they had a real work experience in the automotive maintenance and repair profession . The number of automotive mechanical students from those 6 institutions in the Bangkok Metropolitan Area was 337 in total (OVEC, 2016)

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b) Stakeholders

Stakeholders were owners of certified automotive maintenance and repair shops who were working in the business during the research .They had at least five years of experience in the automotive maintenance and repair profession in the Bangkok Metropolitan Area.

Sample

The sample of this study included two groups of people as follows:

a) Automotive Mechanical Students

One hundred automotive mechanical students passed their training program in the Mechanical Technology Program from Kanchanapisek Vocation Training College Nong Chok and Donmuang Technical College in the Bangkok Metropolitan Area .The two institutions were selected purposively .Automotive mechanical students had background knowledge of English as they passed two English oral communication courses in the program in the 2003 Curriculum for Diploma of Vocational Education .

The number of participants came from a cluster sampling to give the same possibility of selection to all students within the cluster groups .The size of sample was determined based on a sample size automated calculator by Raosoft Sample Size Calculator (Raosoft, Inc; 2004) with 95 %confidence level and 90 %response rate . The formula of the sample size calculator is shown below.

$$x = Z(^{c}/_{100})^{2} r(100-r)$$

$$n = {}^{Nx}/_{((N-1)E^{2} + x)}$$

$$E = \mathrm{Sqrt}[{}^{(N-n)x}/_{n(N-1)}]$$

The number of automotive mechanical students in the population was 337 persons in total .The margin of error is 5 %which yielded the sample size of 100 persons .In order to ensure the quality of data collection and achieve an adequate return rate, 119 participants were selected to complete the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession (AMNA) Questionnaires to prevent feasible errors and attrition .

b) Stakeholders

Five owners of certified automotive maintenance and repair shops were working at their shops in the Bangkok Metropolitan Area during the research, and they have at least 5 years of experience in the business. According to these characteristics, the researcher could assure that stakeholders had an adequate experience, a business

insight, and an understanding of communication in the real workplace. The 5 stakeholders were selected purposively to attain a group of stakeholders who had target characteristics required for in-depth investigation .

The automotive maintenance and repair shops were also selected purposively.The automotive maintenance and repair shops obtained the Company Registration Certificate. The number of automotive technicians at the automotive maintenance and repair shop was at least three to assure that the shop retain adequate customer foot traffic. Lastly, the shops provided standardized services and dealt with foreign customers regularly.

2. Scope of content

In this process, the scope of survey questionnaire and interview was determined based on English as an International Language (EIL)/English as a Foreign Language (EFL) theories and results of the field observation with automotive mechanics at their automotive maintenance and repair shop. Regarding the course syllabus design, its development was based on a training course syllabus's design framework of Davis (1993), retrieved by Washington University.

The scope of needs was based on 3 main language aspects regarding linguistic aspects (vocabulary, grammar, and pronunciation), functional aspects (expressions), and sociocultural aspects (social etiquettes, cultures, non-standard English, and formal and informal language). These language aspects were derived from EIL/EFL studies of Bachman (1990), Bachman & Palmer (1996), Crystal (1997), Celce-Murcia (1995 & 2007), Carter & Nunan (2001), Smith, Durham & Richards (2013), Paltridge and Starfield (2013), and Tomlinson (2016), together with a range of automotive job responsibilities based on Truity Psychometrics LLC (2016).

Thereafter, a field observation form was adopted to observe the aspects of English oral communication in the automotive maintenance and repair shops which automotive mechanics used to communicate with foreign customers (See Appendix A). The researcher observed 3 automotive mechanics in 3 different services in order to get information about English oral communication used for the automotive maintenance and repair services from the first to the last stage of work.

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The aspects of oral communication from reviews of EIL/EFL theories and service information from the field observations were used to determine the scope of English oral communication aspects for the automotive maintenance and repair profession which was used in designing Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire and interview in the next step.

In developing the course syllabus, the time is arranged for is for a 36- hour elective course, 12 credits, resting on syllabus design framework of Davis (1993), retrieved by Washington University and 2003 Curriculum for Diploma of Vocational Education in a Thai program.

Step III: Selecting research instruments and defining data collection procedure

1. Selecting research instruments

The researcher selected the 3 research instruments: 1) field observation form to investigate the work stages of automotive mechanics, 2) Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession (AMNA) Questionnaires to collect quantitative data from the automotive students and stakeholders, and 3) interview questions to collect qualitative data.

2. Defining data collection procedure

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The procedure of data collection procedure was divided into two sections, namely, distributing the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaires and interview protocol respectively.

Both quantitative and qualitative data were collected through surveys in the first semester of the academic year 2017 to answer the research question 1, *"What are the needs of English oral communication for the automotive maintenance and repair profession based on the automotive mechanical students 'and stakeholders' perspectives?* "The AMNA Questionnaire and interview questions were used as research instruments for the survey. The questionnaire was distributed to the automotive mechanical students and stakeholders to collect the quantitative data, and the interview questions were distributed to the stakeholders to collect the qualitative

data .The collections of quantitative and qualitative data were pulled together with a triangulation technique to answer the research question number one.

The result of the research question 1 was used in the post analysis as a base for designing an English oral communication course for the automotive maintenance and repair profession in order to answer the research question 2,*" What is a proposed English oral communication course for the automotive maintenance and repair profession?*, "the researcher developed the course through extensive reviews of previous studies and English language learning and teaching theories .Procedures of the data collection were described in the following steps.

PHASE II: ANALYSIS

Step IV: Data collection procedure

1. Developing research instruments

In this step, the research developed the research instruments including: 1) Field Observation Form, 2) Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire**,** and 3) Interview Questions. Each type of research instrument is clarified regarding its purpose, design, and characteristics as is explained as follows.

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a) Field Observation Form

The field observation form was aimed to collect information on aspects of English oral communication which were used in an actual automotive maintenance and repair service between automotive mechanics and customers at automotive maintenance and repair shops in the Bangkok Metropolitan Area (See Appendix A). It was employed as an instrument for Hawthorn Effects. The information obtained in the field observation was used to design the AMNA Questionnaire and interview questions. The field observation form was designed based on the documentary analysis on English oral communication aspects derived from the language theories of Bachman and Palmer (1996), Carter and Nunan (2001), and studies of automotive maintenance and repair job responsibilities. The aspects of English oral communication included three sections regarding linguistic aspects, functional aspects, and sociocultural aspects. The field

observation form was designed in a frequency scale format and a field note with open-ended questions for the researcher to check the actual use of three oral communication aspects in a real workplace to design the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire.

Each field observation session took about 30 minutes to be completed and was of the length of service. The researcher observed 3 automotive mechanics in 3 different services to get adequate information about the aspects of oral communication which were used in real automotive maintenance and repair services.

b) Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession (AMNA) Questionnaire

The AMNA Questionnaire was aimed to collect information from the automotive mechanical students and stakeholders on how important linguistic aspect, functional aspect, and sociocultural aspect of English oral communication were for communicating with foreign customers in the automotive maintenance and repair profession (See Appendix B and C).

The AMNA Questionnaire was designed to collect the quantitative data from automotive mechanical students and stakeholders. It was adapted from the result of the field observation, together with the survey research of Patiyasevi (2013) :A Development of an English Oral Communication Course for Undergraduate Students and the survey research of Prommeechai (2014), "A Study of English Preparation Needs for Thai Undergraduate Students for the Incoming ASEAN Economic Community," whose questionnaires cover the aspects of English oral communication abilities and language functions .The Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire was developed based on the field observation, language theories by Bachman and Palmer (1996) and Carter & Nunan (2001), and the job description of automotive mechanics regarding the automotive maintenance and repair job functions by Truity Psychometrics LLC (2016) .

The AMNA Questionnaire was divided into three main parts : 1) background information, 2) importance of English oral communication for the automotive maintenance and repair profession, and 3 (comments and suggestions .

Section 1: Background information

This section collected background information about automotive mechanical students, such as gender, grades in their English courses, career goal, and work experience in their training programs . Additionally, it collected background information of stakeholders regarding, business goals and work experience.

Section 2: Importance of English oral communication for the automotive maintenance and repair profession

This section collected participants 'opinions on the importance of English oral communication for the automotive maintenance and repair profession .The items in the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire were four-point Likert scale questions including the rating scale of "Most important," "Very important," "Slightly important, "and "Least important ".The participants checked the rating scales to reflect their opinions on the importance of English oral communication aspects.

Section 3: Comments and suggestions

The section consisted of an open-ended question for gathering other comments and suggestions from the automotive mechanical students and stakeholders about the necessity of aspects of English oral communication for the automotive maintenance and repair profession.

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The AMNA Questionnaire took about 30 minutes to be completed .The questionnaire was translated into Thai language which is the native language of research participants to prevent communication barriers .

c) Interview Questions

The researcher needed to obtain necessary insights about the automotive maintenance and repair profession to understand the nature of work, attitudes, in-depth information of English oral communication needs, and relationships between automotive mechanics and customers .Thus, 8 interview questions (See Appendix D) were developed to investigate further on in-depth information about importance of English oral communication, foreign customers' traffic, their expectation from

automotive mechanics, services provided to customers, and other comments and suggestions from the stakeholders to gather important information and validate the existing data.

Regarding the interview question design, it was developed from the results of the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaires. The data from the interview was used to triangulate with the existing data from the questionnaires to determine the aspects of English oral communication which were necessary for the automotive maintenance and repair profession .

Each session of the interview took approximately 20 minutes to be completed .The conversations were noted and audio-recorded as notes for further analysis .The language of communication during the interview was also in Thai to prevent language barriers .The interview was held at the stakeholders 'automotive maintenance and repair shops.

2. Validation of the research instruments

To ensure the quality of the AMNA Questionnaire was validated by 5 experts in the field of English language teaching, English for Specific Purpose, English oral communication, and other related fields (See Appendix E) in terms of its content, construct, clarity, and appropriateness of language .

The validating process was based on the indexes of item-objective congruence of multidimensional items (IOC) to identify the correspondence among the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire's items, the interview questions, and the research objectives . The research instrument evaluation form with scales and marks including appropriate (+1), not sure (0), and inappropriate (-1) was sent to the three expert for evaluating the questionnaire items to determine its appropriateness in terms of content, construct, clarity, and appropriateness of language .

The items were approved as valid if the mean score is at least 0.6 .Items with a mean score less than 0.6 are neglected .The results of the IOC calculations reported that in the total of 24 items, there were 18 questions which were approved, and there were 8 neglected questions to be improved as follows.

1. Asking and answering questions
2. Asking and giving information and details
3. Giving directions
4. Discussing and giving reasons
5. Presenting a report and summarizing
6. Telecommunication
7. Understanding intercultural communication
8. Using formal and informal language in a conversation

Accordingly, the 8 interview questions were reformed based on the experts' comments and suggestions for the questionnaire validation. The researcher removed Item 1 and Item 3, because Item 1 was redundant with Item 2 and Item 3 was not seen necessary for the automotive maintenance and repair profession. Additionally, Item 2 was improved by adding examples 'i.e., contact information, motorbike details, motorbike issues' to make the item more clarified. Item 4 was changed from 'Discussion and giving reasons' to 'Discussion,' because those two items were not in the same category. Item 5 was rephrased from 'Presenting a report and summarizing' to 'Reporting and summarizing' for better clarification. Item 6-8 were also given more examples and/or clarification: Item 6 were added with 'a correct way of answering phone calls, for example, greeting, asking the person to hold the line, ending,' Item 7 was added with 'non-standard English, e.g. Singlish, Indian English, ASEAN English accents,' and Item 8 was added with 'being able to use suitable words in a conversational English' in order to compose clear messages.

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The rest of questions received a content validity score above 0.6, therefore they were not required for further improvement on both questionnaire and interview questions. Hereafter, the valid AMNA Questionnaires and interview questions were distributed to participants in a pilot study.

3. Trying out research instruments

To ensure the reliability of the research instruments, the valid Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire and interview questions was tried out with 2 groups, including a focus group of 5 automotive mechanical students and 1 stakeholder who had similar

characteristics with the research participant groups to check the reliability regarding its content and comprehension before using the research instruments in the actual survey . The internal consistency or reliability of the research instruments was evaluated by Cronbach's alpha .The appropriate instrument internal consistency showed a result above 0.70. Therefore, no further improvement was required for both research instruments.

4. Data collection procedure

The data collection procedure concluded of two steps as follows:

a) Distributing Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession (AMNA) Questionnaire

The researcher and administrators informed the 119 automotive mechanical students and 5 stakeholders the place and time of the appointment for the questionnaire distribution .The 119 automotive mechanical students and 5 stakeholders were asked to sign the letter of consent as research participants of the study, before completing the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire .After that, the automotive mechanical students completed the questionnaires at Kanchanapisek Vocation Training College Nong Chok and Donmuang Technical College after class in the first semester of the academic year 2017, while the stakeholders completed their questionnaires at their automotive maintenance and repair shop. The researcher and administers waited to collect the complete questionnaires and checked its correctness and completion .Finally, the questionnaires was checked and coded by the researcher and research assistant for further analysis.

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b) Interview Protocol

The stakeholders were interviewed at their maintenance and repair shops in the Bangkok Metropolitan Area after completing the AMNA Questionnaire. The interviews were noted and audio-recorded by the researcher as notes for coding and further analysis .When the interview protocols were completed, the researcher checked the correctness and completion of the interview answers.

Step V: Data analysis:

The research examined the how to analyze and interpret the data in this step. Analysis techniques was used with the quantitative and qualitative data to answer the research question 1, *"What are the needs of English oral communication for the automotive maintenance and repair profession based on the automotive mechanical students' and stakeholders' perspectives?"* as presented below :

1. Quantitative data

The data obtained from the questionnaires was analyzed by descriptive statistic. The four-point Likert scale items and answers in the open-ended questions in the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaires was analyzed quantitatively based on a coding guide and language teaching theory. The descriptors in descriptive statistics are arithmetic means and standard deviation. The arithmetic means and standard deviation determined the level of importance or necessities of English oral communication for automotive mechanical students. High mean score represented high level of importance of each aspect of English oral communication for the automotive maintenance and repair profession in the automotive mechanical students 'views. The importance level of each aspect of English oral communication for the automotive maintenance and repair profession was arranged from the most important to the least important.

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2. Qualitative data

The data collected from interview questions was analyzed qualitatively by using content analysis. The content analysis was used to interpret the meaning from content and keywords from the interview answers based on the same coding for the AMNA Questionnaire. The interpretation of the qualitative data was triangulated with the quantitative data from the questionnaires to address a trustworthiness of the result regarding the needs of English oral communication for the automotive maintenance and repair profession.

PHASE III: POST ANALYSIS

Step VI: Developing an ESP course

1. Studying language theories and needs of English oral communication for the automotive maintenance and repair profession

The researcher studied language and instructional theories in ESP, EIL/EFL, and CBI as framework in developing the English oral communication course syllabus for the automotive maintenance and repair profession. ESP theories of Robinson (1991), Hutchinson and Waters (1987), (Teodorescu, 2010), and Dudley-Evans and St. John (1998) were applied in the course syllabus development aiming to meet the specific needs of the target learner to achieve their professional goals. Regarding EIL, sociocultural knowledge, and intercultural communication of Crystal (1997), Jackson (2017), Smith, Durham & Richards (2013), and (Tomlinson, 2016) were adopted as important contents in the sociocultural aspects. Additionally, CBI framework of Brinton (2013) and syllabus design framework of Davis (1993) were implemented as the framework of the course syllabus to organize subject-specific content in addition to or as a means to learning language. Lastly, the result of needs analysis was also used as a scope of contents to design an English oral communication course for the automotive maintenance and repair profession.

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2. Developing a course syllabus of English oral communication for the automotive maintenance and repair profession

The top-3 ranking needs of English oral communication for the automotive maintenance and repair profession in linguistic aspect, functional aspect, and sociocultural aspects in Table 4.5-4.7 from both research participant groups were used as a base to design an English oral communication course for the automotive maintenance and repair profession. Next, extensive reviews of language teaching theories in English for specific purpose (ESP), language theories of EIL/EFL, and Sustained Content Language Teaching of CBI framework from the previous step were used to design the English oral communication course for the automotive maintenance and repair profession in response to the research question 2, *"What is a proposed*

English oral communication course for the automotive maintenance and repair profession?"

3. Assuring quality of the English oral communication course for the automotive maintenance and repair profession

To ensure the quality of the English oral communication course for the automotive maintenance and repair profession, the finished English oral communication course was sent to 3 experts to ensure its quality with the Quality Assurance Checklist for Evaluating the Course Syllabus (See Appendix F).

The quality assurance was determined based on 5-rating scale checklist (Strongly agree / Excellent = 5, Agree / Good = 4, Neutral / Moderate = 3, Disagree / Poor = 2, Not agree at all / Very poor = 1) to identify the appropriateness in five main topics: objectives, contents, learning outcomes, course organization, and assessment plans. The quality assurance checklist was adapted from "Sample Checklist for Assessing Activities and Materials," Upshur (2002), "What can be evaluated" by Graves (2000), and "QEP Course Syllabus Rubric" by Savi (2010). The mean score, comments, and suggestions from the experts are reported in Table 3.1

Table 3.1 Results of the quality assurance of the course syllabus

Topics	Mean Score	Comments & Suggestions
A: Objectives		
1. The unit objectives are relevant to the students' needs.	3.66	1. Consider adding/making the points about 'pronunciation' and 'international communication' a bit more explicit.
2. The unit objectives are realistic.	4.33	1. The unit objects must be more specific and measurable (behavioral objectives).
3. The unit objectives are achievable.	4.00	1. There should not be too many content and language focus in one lesson as one lesson should not be so long as 3-5 hours, especially for beginner's level. 2. It is not clear; it must be behavioral objectives.
B: Contents		
4. The contents are relevant to the students' needs.	4.00	

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Topics	Mean Score	Comments & Suggestions
5. The contents are at the right level.	3.66	1. Language focus should be specified for each unit in order. 2. The contents seem to be recycled throughout the course, which is good. However, some contents (e.g. 1-2, 7, 10-12) seem to be touched upon only once or twice. It might be even more ideal if the aforementioned contents can be recycled more often than that.
6. The contents are suitable for the time allotted.	2.66	1. The time is not consistent. It is not understandable why some lessons take 3 hours while others take 4 and 5 hours.
7. The sequence of the contents is appropriate.	3.33	1. The sequence should be U.1, U.2, U.3, U.6, U.7, U.4, U.5, U.8
C: Learning outcomes		
8. Learning outcomes are relevant to the students' needs.	4.33	1. Perhaps, 'distinguish' might not be the most appropriate here. 2. Referring 'Having skills in problem solving,' the word 'have' might not be the most appropriate word to set learning outcomes. You might consider 'demonstrate,' etc.
9. Learning outcomes are aligned with the contents.	3.66	1. The content should be more specific and should not be written similar to the objectives.
10. Learning outcomes are measurable and/or observable.	4.00	1. Check language use
D: Course organization		
11. It flows from unit to unit.	3.33	1. From 1-6 focus more on giving advice 7-8 focus more on dealing with customers on problems which are more difficult.
E: Assessment schemes		
12. The assessment schemes are appropriate to assess what has been learned.	3.66	1. Should focus on oral communication more

Based on the results in Table 3.1, the researcher improved the course syllabus based on the comments and suggestions in the following areas to complete the course syllabus:

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- **Lesson objectives:** The objectives for each week/lesson are adjusted to be more specific based on the contents of each week/lesson, which are similar to the course objectives. For example, changing from “Students will be able to produce meaningful messages and interpret meaning from utterances related to their profession” to “Students will be able to describe vehicles’ systems and parts.”
- **Language in learning outcomes:** Two verbs in the learning outcomes were not measurable and/or not appropriate for the contents. The first word “Having” was replaced by “Demonstrating”, and the second word “Identifying” was replaced by “Using.”
- **Contents (specific, redundant, recycling):** The course contents of each lesson were adjusted to be more specific according to the language focused in each lesson**.** For example, changing “Following customers’ requests” to “Following customers’ orders about preparing and getting their vehicles ready.” Next, the contents were spread out and recycled in the lessons based on the importance of contents to meet the needs. Additionally, the contents are presented in new context of each lesson to make some contents less redundant.
- **Language focus:** The language focus was improved to be more specific based on the lessons’ context. For example, changing “Expressing gratitude” to “Expressing gratitude to customers for their purchase and visit.”
- **Sequence:** The sequence of the unit was adjusted based on the flow of content. For example, giving advice should be introduced before discussing technical issues, thus giving advice about different services was implemented in earlier lessons, followed by topics about technical issues.
- **Time allocation:** The time of the content was too long for the learners who are in beginner’s level. Also, the time was not consistent for each lesson. According to this, the course time was fixed to 50 minutes for every lesson.
- **Assessment:** The written examination was not seen necessary for the English oral communication course, so the weight of assessment was given to oral tests and activities in the classroom**.**

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Step VII: Reporting

In the final step, the research reported the study from the first to the last step as reported in Step 1-6 based on the outline in Figure 3.1 of Needs Analysis in ESP (Brown, 2016).

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CHAPTER IV
FINDINGS

The objectives of the present study were to investigate the needs of English oral communication for the automotive maintenance and repair profession from the perspectives of one hundred and nineteen automotive mechanical students and five stakeholders in the field of automotive maintenance and repair profession, and to propose an English oral communication course for the automotive maintenance and repair profession. This chapter presents the findings from the quantitative data analysis collected from the questionnaires of the automotive mechanical students. Furthermore, the qualitative data collected from the semi-structure interviews were addressed to triangulate the results and gain in-depth information on the needs of English oral communication for the automotive maintenance and repair profession. The research findings are presented in the following sections:

4.1 Background information of the participants

4.1.1 Background information of the automotive mechanical students

4.1.2 Background information of the stakeholders

4.2 The perceived needs of English oral communication for the automotive maintenance and repair profession

4.2.1 Perceived needs in the linguistic aspects

4.2.2 Results from the interviews in the linguistic aspects

4.2.3 Perceived needs in the functional aspects

4.2.4 Results from the interviews in the functional aspects

4.2.5 Perceived needs in the sociocultural aspects

4.2.6 Results from the interviews in the sociocultural aspects

4.3 Development of English oral communication course syllabus for the automotive maintenance and repair profession

4.3.1 Theoretical framework

4.3.2 Course title

4.3.3 Course description

4.3.4 Course objectives

4.3.5 Content selection

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4.1 Background information of the participants

The first section reported the demographic characteristics of two participant groups: automotive mechanical students and stakeholders.

4.1.1 Background information of automotive mechanical students

The data acquired from Part I of the AMNA Questionnaire (See Appendix B) demonstrated background information of automotive mechanical students: gender, professional areas of their interests, satisfaction level in English oral communication, grades in English subjects, types of industry in the training program, types of vehicle in the industry, frequency of English oral communication in one week, and people whom the automotive mechanical students speak English with as shown in Table 4.1.

Table 4.1 The background information of automotive mechanical students

Background information		Percentage (n=119)
Gender		
	Male	100
	Female	0
Professional interests		
	Automotive maintenance and repair mechanic	44.27
	Automotive assembly technician	19.80
	Business owner	19.27
	Automotive mechanical engineer	16.14
	Auto body shop and collision repair	0.52
Satisfaction in English oral communication		
	Most satisfy	0
	Very satisfy	18.19
	Slightly satisfy	64.54
	Least satisfy	17.27

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Background information	Percentage (n=119)
Training program	
1. Company's industry	
Automotive maintenance and repair shop	87.4
Automotive assembling manufacturer	7.56
Automotive manufacturer	1.68
Service center	1.68
Automotive maintenance and electronic shop	0.84
Automotive body shop	0.84
2. Vehicle types in the company's industry	
Passenger vehicle	82.54
Goods vehicle	15.87
Special purpose	1.59
3. Frequency of English oral communication in one week	
Everyday	5.08
5-6 days	2.54
3-4 days	13.56
1-2 days	30.51
Never	48.31
4. People whom the automotive mechanical students speak English with	
None	55.46
Co-workers	30.25
Foreign customers	12.61
Managers	1.68

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According to Table 4.1, the total number of participants who were automotive mechanical students was 119. All of the participants were male. The professional areas in the automotive mechanical students are selected 192 times in total (100%). The majority of the participants (44.27%) were interested in working in the area of automotive maintenance and repair mechanic area. They were also interested in 3 other

professional areas by which the percentages of the students who selected were relatively close: automotive assembly technician (19.80%), business owner (19.27%), and automotive mechanical engineer (16.14%) respectively, while there was only one student were interested in the area of auto body shop and collision repair. There participants were slightly satisfied with their English oral communication accounting for 64.54% of the total participants, whereas nobody was most satisfied with their English oral communication. The mean score of students' grades in the English subjects ranked from 2.46 - 2.61.

After that, the following topics in Table 4.1 gathered data of the automotive mechanical students' experience in the training program. The result of this section is presented in the form of texts, mean, standard deviation, number, and percentage. The questions covered types of industry in the training program, types of vehicle in the industry, frequency of English oral communication, and people with whom the automotive mechanical students spoke English respectively.

From the Table 4.1, the automotive mechanical students completed their training at 49 different companies. They spent about 8.66 months with the companies in average (mean = 8.66, SD = 8.22). Their job positions are divided into 10 categories. The top three job positions are trainees (42%), automotive repairing (29%), and assistant mechanic (24%). The majority type of industry which the students attended was the automotive maintenance and repair shop (87%). Of the industry, the majority type of vehicles was the passenger vehicle (82.54%). As for the frequency of English oral communication in one week, more than half (57%) of them never spoke English during the training. The rest of participants spoke English 1-2 days per week (36%), 3-4 days per week (16%), 5-6 days per week (3%), and every day (6%). Most of the students (66%) do not get to speak English during the training program, however 36% of students had a chance to speak English with their co-workers and 15% spoke English with foreign customers.

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4.1.2 Background information of the stakeholders

In the first part of the interview, the stakeholders' demographic data were obtained regarding the company's name, years of business experience, number of mechanics, and business goals.

The interviews were conducted with the first stakeholder who was an owner of Company A who had operated the shop for 5 years. She had 3 mechanics at the shop. Her company's goal was to become a trusted motorcycle shop and increase sales. The second stakeholder owned Company B who had been in the industry for 15 years. He had 5 mechanics, and the goal of his company is to provide a good service to all customers. The last stakeholder was the owner of Company C. She had operated the business for 33 years. There were 8 mechanics at her shop. She wanted to become a leading shop which offers cheap prices and excellent services for customers as her business goal. The fourth stakeholder was an owner of Company D. She had 7 years of business experience with 4 mechanics at her shop. She wanted to increase her sales volume and want customers to have a good experience when coming to the shop. The fifth stakeholder worked at Company E. She had 10 years of experience in the automotive industry. She had 6 mechanics, and the goal of her company was to become a sales and service shop which offer all kinds of passenger vehicles and professional services.

4.2 The perceived needs of English oral communication for the automotive maintenance and repair profession

In response to research question 1) *What are the needs of English oral communication for the automotive maintenance and repair profession?,* this section revealed the perceived needs of English oral communication for the automotive maintenance and repair profession based on the perspectives of automotive mechanical students and stakeholders. The result of the data analysis on the data obtained from the automotive mechanical students and stakeholders' questionnaires was presented in the form of mean and standard deviation.

Interviews were conducted to obtain in-depth information from the stakeholders by using semi-structured interview questions (See Appendix D) to gather such the information regarding three important aspects of English oral communication for the automotive maintenance and repair profession: 1) linguistic aspects, 2) functional aspects, and 3) sociocultural aspects.

4.2.1 Perceived needs in the linguistic aspects

The perceived needs based on the perspectives of automotive mechanical students and stakeholders were presented in Table 4.2 - 4.4 below. The three tables show the automotive mechanical students' and stakeholders' perspectives on the needs of English oral communication for the automotive maintenance and repair profession in linguistic aspects, functional aspects, and sociocultural aspects. Questionnaires with Four-likert scale questions were used to collect data from both participant groups.

Table 4.2 The needs of English oral communication for the automotive maintenance and repair profession in linguistic aspects

Linguistic aspects	Students	Stakeholders
	Mean (SD)	Mean (SD)
1. Technical terms used in automotive maintenance and repair utterances (e.g., main bearing, fan clutch, cylinder sleeves)	3.01 (0.65)	4.00 (0.00)
2. General terms used in automotive maintenance and repair utterances (e.g., repairing tools, electronic equipment)	2.97 (0.68)	3.40 (0.55)
3. Pronunciation [e.g., intonation, stress, sound /tʃ/ (ch), /θ/(th), etc.]	2.97 (0.68)	2.60 (0.55)
4. Grammatical structures (e.g., sentence structure: S-V-O, articles, tenses)	2.70 (0.80)	2.40 (0.55)

*** The criteria for assessing Mean score are divided into four scales: 4 = Most important, 3 = Very important, 2 = Slightly important, 1 = Least important

As drawn from Table 4.2, it was found that "Technical terms used in automotive maintenance and repair utterances" was the knowledge the students wanted the most in the linguistic aspects with the mean score of 3.01 (SD = 0.65). The students agreed that "Grammatical structures" was least wanted in this section with a mean score of 2.70 (SD = 0.80). From stakeholders, it was found that "Technical terms used in automotive maintenance and repair utterances" was the knowledge the stakeholders wanted the most in the linguistic aspects with the mean score of 4.00 (SD = 0.00) which is similar to the automotive students'. Additionally, the stakeholders also agreed that

"Grammatical structures" was least wanted in this section with a mean score of 2.40 (SD = 0.55).

4.2.2 Results from interviews in the linguistic aspects

During the interviews, the stakeholders gave more information about the linguistic aspects in three main topics: technical terms, general terms, and grammatical structures.

Technical terms:

"There are a lot of technical terms used in our services, such as ABS, PGMFI system, air filter, idling stop, etc. It is the first thing mechanics should know in order to give information to customers." [Stakeholder #1]

"Technical terms are used the most, because we repair the vehicles for customers. Mostly we deal with technical issues." [Stakeholder #2]

"Vocabulary about inspection, motorbike technical issues, specification of the bikes/cars, and spare parts is much needed in this profession." [Stakeholder #2]

"Examples of technical terms are uninstallation, 150 cc, broken, degenerate, leaks, Wave110i, PGMFI system, carburetor, engine belt, pump, spark plug, engine oil, air/liquid cooling system, ring, etc." [Stakeholder #3]

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General terms:

"The automotive mechanics should be able to use English phrases or action verbs related to the services correctly, such as change, fix, rot, install, uninstall, broken, and leak." [Stakeholder #4]

"We want our mechanical to know basic communications in order to talk with customers smoothly. They need to feel like they trust us, because we understand what they say." [Stakeholder #5]

Grammatical structures:

> *"Grammar doesn't have to be perfect. We only expect them to understand what customers need and be able to perform desired tasks for customers."* [Stakeholder #2]

> *"We don't expect perfect English speaking from our automotive mechanics, they only need to be able to communicate with customers and have a mutual understanding to perform right services or explain information to customer correctly."* [Stakeholder #1]

4.2.3 Perceived needs in the functional aspects

In the functional aspects referring Table 4.3, there are 4 items that the automotive mechanical students rated highest with the same mean score of 3.01 (SD = 0.65).

Table 4.3 The needs of English oral communication for the automotive maintenance and repair profession in functional aspects

Functional aspects	Students	Stakeholders
	Mean (SD)	**Mean (SD)**
1. Introducing yourself or someone	3.01 (0.65)	3.40 (0.55)
2. Discussing	3.01 (0.65)	3.20 (0.84)
3. Giving and following instructions (i.e., following customer's or supervisor's orders, give orders to subordinates)	3.01 (0.65)	2.60 (1.14)
4. Making appointments	3.01 (0.65)	4.00 (0.00)
5. Giving advice and expressing opinions	2.97 (0.68)	3.60 (0.55)
6. Describing objects and pictures	2.97 (0.68)	3.80 (0.45)
7. Placing orders	2.97 (0.68)	3.00 (1.00)
8. Telecommunication (a correct way of answering phone calls: for example, greeting, asking the person to hold the line, ending)	2.97 (0.68)	3.60 (0.55)
9. Asking and giving information and details (i.e., contact information, vehicle details, motorbike issues)	2.88 (0.64)	3.80 (0.45)
10. Giving explanations	2.86 (0.73)	3.60 (0.55)

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Functional aspects	Students	Stakeholders
	Mean (SD)	Mean (SD)
11. Negotiating (e.g., negotiate price, replacement parts, time consumption for maintenance)	2.83 (0.88)	3.80 (0.45)
12. Summarizing and reporting	2.77 (0.83)	4.00 (0.00)

*** The criteria for assessing Mean score are divided into four scales: 4 = Most important, 3 = Very important, 2 = Slightly important, 1 = Least important

Those items consisted of "Introducing oneself or someone," "Giving and following instructions," "Discussing," and "Making appointments." Additionally, other 4 items also have the same mean score of 2.97 (SD = 0.68) which are the second highest abilities in this aspect, the items includes, "Giving advice and expressing opinions," "Describing objects and pictures," "Placing orders," and "Telecommunication." From stakeholders, there were 2 items that the stakeholders rated highest with the same mean score of 4.00 (SD = 0.00) which consisted of "Making appointments" and "Summarizing and reporting." Furthermore, "Asking and giving information and details," "Describing objects and pictures," and "Negotiating" are the second highest abilities with the same mean score of 3.80 (SD = 0.45). Also, the third most important abilities include "Giving advice and expressing opinions," "Giving explanations," and "Telecommunication" which received the same mean score of 3.62 (SD = 0.55). On the other hands, the two lowest rated items include of "Giving and following instructions" and "Placing orders."

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4.2.4 Results from interviews in the functional aspects

From the interviews, the stakeholders responded with more information regarding the functional aspects in five primary topics: asking and giving information, giving advice and expressing opinions, negotiating, making appointments, and summarizing and reporting.

Asking and giving information and details:

> *"Automotive mechanic should be able to ask for customer's contact information, bike details, bike problems, and accident information for inspection. Some accents were hard to understand. Sometimes you need to ask*

customers to repeat the sentences for you to know what they want." [Stakeholder #2]

"We need to gather information about the vehicle issues in order to perform suitable services to customers." [Stakeholder #4]

"We have different services. After we greet customers, we ask them what we can do for them to know the customers' needs. They should be able to give information about the services considering time of service, service information for example the person in contact, what they are going to do with the bikes/cars, prices, etc." [Stakeholder #5]

"When a foreign customer come to the shop, sometimes it was hard to understand what customers may want, whether to have mileage-inspection services, maintenance after accidents, having some technical issues to be resolved, asking about vehicle specifications, or ordering spare parts. Mechanics must find out what they need to work on the customers' vehicle. They can inform the prices of spare parts, discounts, promotions, vehicle specifications, and the shop's contact details. They may give information about the service regarding what they are going to do with the customers' vehicles." [Stakeholder #1]

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"They have to use the correct technical terms to give the right information to the customers." [Stakeholder #3]

Giving advice and expressing opinions:

"Sometimes the automotive mechanic has to advice customer to change parts instead of fixing them, because of the poor quality of the parts." [Stakeholder #3]

"They are different quality of parts, engine oil, and other automotive items. The automotive mechanic should be able to suggest what will be suitable for customer's automobile with supporting reasons." [Stakeholder #2]

"Automotive mechanics are able to suggest customers some tips to take care and maintain their vehicles for more sustainable use." [Stakeholder #5]

"Automotive mechanic may introduce to inspect others issue according to the mileage/usage of automobile, suggest some promotion such as Change Engine Oil for 1 Baht promotion." [Stakeholder #1]

Negotiating:

"Sometimes it takes a lot of time work on a bike/car or when there is a long queue, the automotive mechanic can estimate the time and negotiate for extra time if they need to work on the vehicle more." [Stakeholder #4]

"When the customers are in hurry and the job isn't completed yet, automotive should ask for more time by letting the customer leave their vehicle and come pick it up later." [Stakeholder #3]

Making appointments:

"Sometimes the services cannot be done in one day, so automotive mechanics should be able to make appointments for customers to drop their vehicles at the shop and the pick-up date and time." [Stakeholder #3]

"Mechanic can arrange a good schedule for customers and their work." [Stakeholder #5]

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"We always have to set up appointment with customers either via phone or face-to-face for picking up their vehicles or dropping it off for inspection." [Stakeholder #1]

"Automotive mechanics must be able to make an appointment with customers and inform them the correct date and time of the appointment."
[Stakeholder #2]

Summarizing and reporting:

> *"Automotive mechanic must summarize all the services given to customers and items used to maintenance and/or repair their vehicles, before billing them every time."*
> [Stakeholder #3]

> *"They must be able to report the activities they perform to customers' vehicle and inform the price."* [Stakeholder #4]

> *"Reporting and summarizing all the services automotive mechanics had done is the last step of the service. They will tell the customer from the first to the last step and it is significant when closing a service."* [Stakeholder #5]

> *"Summarizing and reporting is a standard activity to given to customers at the end of a service. We are the standardized automotive maintenance and repair shop and it makes us sound professional."* [Stakeholder #2]

4.2.5 Perceived needs in the sociocultural aspects

In the sociocultural aspects, see Table 4.4, the automotive mechanical students gave two items with the same highest rating ($\bar{x}$ = 3.01, SD = 0.65) which were "Knowledge of social etiquettes" and "Knowledge of formal and informal languages in a conversation."

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Table 4.4 The needs of English oral communication for the automotive maintenance and repair profession in sociocultural aspects

Sociocultural aspects	Students	Stakeholders
	Mean (SD)	Mean (SD)
1. Knowledge of social etiquettes (e.g., greeting, politeness, apologizing, expressing gratitude, sympathizing, and saying farewell)	3.01 (0.65)	4.00 (0.00)
2. Knowledge of formal and informal languages in a conversation (being able to use suitable words in conversational English)	3.01 (0.65)	2.80 (0.84)

Sociocultural aspects	Students	Stakeholders
	Mean (SD)	Mean (SD)
3. Knowledge of intercultural communication (non-standard English e.g., Singlish, Indian English, ASEAN English accents)	2.97 (0.68)	3.60 (0.55)
4. Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication	2.91 (0.69)	3.80 (0.45)

*** The criteria for assessing Mean score are divided into four scales: 4 = Most important, 3 = Very important, 2 = Slightly important, 1 = Least important

Surprisingly, the scores in the sociocultural aspects are higher than other oral communication aspects; there was no items with a mean score lower than 2.90 from the automotive mechanical students. The stakeholders revealed that "Knowledge of social etiquettes" was the most desirable aspects of English oral communication for their industry ($\bar{x}$ = 4.00, SD = 0.00). Both participant groups' highest scored item was the same which was "Knowledge of social etiquettes." Surprisingly, there was no items with a mean score lower than 2.60 from both participant groups.

4.2.6 Results from interviews in the sociocultural aspects

The results from the interviews reported that the stakeholders responded with more details regarding the sociocultural aspects in two main topics: knowledge of social etiquettes and knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication.

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Social etiquettes:

> *"It is very important to have good social etiquettes, because it can make customers have a good experience from our shop. There are different words that interpret the same thing in Thai, such as excuse me, sorry, apologize, pardon. Automotive mechanic should know which words are used in what situation."* [Stakeholder #4]

> *"It is good to end the service with saying 'thank you' and leave a friendly message like 'see you next time' or 'if we can be of any service in the future,*

please come see us anytime' to make the customers feel good about the service." [Stakeholder #1]

"Sometimes, Thai people don't know their emotions, but as a service provider, we should express emotions to show sincerely like when saying sorry." [Stakeholder #5]

"Automotive mechanic can invite customers to sit at a waiting room, serve water and tell them the estimate waiting time." [Stakeholder #3]

"Social etiquettes are the heart of friendly service providers. Our staff should always own them." [Stakeholder #5]

Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication:

"As our job is about giving service, if we can understand customers better we will know how to approach customers in a positive way." [Stakeholder #4]

"Our staff should know what to say and not say to seniority in some cultures." [Stakeholder #3]

"Learning about different customer cultures, such as some people like shaking hands to feel more secure, some people do not like to be touched at all, and other aspects as much as possible for a better service provision." [Stakeholder #1]

"The body language is important, if we know what not to use like point fingers to a person, touching, shaking hands, the customers will be happier." [Stakeholder #2]

Summary of English oral communication needs for the automotive maintenance and repair profession

To have a clear understanding of the level of needs of English oral communication for the automotive maintenance and repair profession, all of the items

are ranked based on the mean scores. The items with highest mean scores were in rank number one and the items with lower mean scores are in lower rankings respectively as reported in the following Table 4.5 – 4.7.

Table 4.5 The ranking of needs of English oral communication in linguistic aspects

Ranking of needs of English oral communication abilities	
Based on the students	**Based on the stakeholders**
1. Technical terms used in automotive maintenance and repair utterances (e.g., main bearing, fan clutch, cylinder sleeves)	1. Technical terms used in automotive maintenance and repair utterances (e.g., main bearing, fan clutch, cylinder sleeves)
2. General terms used in automotive maintenance and repair utterances (e.g., repairing tools, electronic equipment) 2. Pronunciation [e.g., intonation, stress, sound /tʃ/ (ch), /θ/(th), etc.]	2. General terms used in automotive maintenance and repair utterances (e.g., repairing tools, electronic equipment)
3. Grammatical structures (e.g., sentence structure: S-V-O, articles, tenses)	3. Pronunciation [e.g., intonation, stress, sound /tʃ/ (ch), /θ/(th), etc.]
	4. Grammatical structures (e.g., sentence structure: S-V-O, articles, tenses)

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In reference to Table 4.5, the ranking order of items in the linguistic aspects are similar for both automotive mechanical students and stakeholders by which “Technical terms used in the automotive maintenance and repair utterances” was the most important aspect, “General terms used in the automotive maintenance and repair utterances” and “Pronunciation” were the second and third most important aspect, and “Grammatical structures” was the least important aspect.

Table 4.6 The ranking of needs of English oral communication in functional aspects

Ranking of needs of English oral communication abilities	
Based on the students	**Based on the stakeholders**
1. Making appointments 1. Introducing yourself or someone 1. Giving and following instructions (i.e., following customer's or supervisor's orders, give orders to subordinates) 1. Discussing	1. Making appointments 1. Summarizing and reporting
2. Describing objects and pictures 2. Giving advice and expressing opinions 2. Placing orders 2. Telecommunication (a correct way of answering phone calls, i.e., asking the person to hold the line, ending)	2. Describing objects and pictures 2. Asking and giving information and details (i.e., contact information, vehicle details, motorbike issues) 2. Negotiating (e.g., negotiate price, replacement parts, time consumption for maintenance)
3. Asking and giving information and details (i.e., contact information, vehicle details, motorbike issues)	3. Giving advice and expressing opinions 3. Giving explanations 3. Telecommunication (a correct way of answering phone calls, i.e., asking the person to hold the line, ending)
4. Giving explanations	4. Introducing oneself or someone
5. Negotiating (e.g., negotiate price, replacement parts, time consumption for maintenance)	5. Discussing
6. Summarizing and reporting	6. Placing orders
	7. Giving and following instructions (i.e., following customer's or supervisor's orders, give orders to subordinates)

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For the functional aspects, the result from Table 4.6 shows that the abilities with the highest scores ($\bar{x}$ = 3.01, SD = 0.65) from the automotive mechanical students' perspective considered of "Making appointments," "Introducing yourself or someone," "Giving and following instructions," and "Discussing". In the stakeholders'

perspective, the items with highest score ($\bar{x}$ = 4.00, SD = 0.00) consisted of only two items, 1) Making appointments and 2) Summarizing and reporting. Referring the second highest score, the automotive mechanical students rated 4 items with the same score ($\bar{x}$ = 2.97, SD = 0.68), including "Describing objects and pictures," "Giving advice and expressing opinions," "Giving advice and expressing opinions," and "Placing orders," while the stakeholders rated the second highest score ($\bar{x}$ = 3.80, SD = 0.45) to three items, "Describing objects and pictures," "Asking and giving information and details," and "Negotiating." Regarding the third most important abilities, "Asking and giving information and details" ($\bar{x}$ = 2.88, SD = 0.64) was the only item from the automotive mechanical students' opinions. Conversely, stakeholders rated three items, including "Giving advice and expressing opinions," "Giving explanations," and "Telecommunication" as the third most important abilities.

On the other hands, the top lowest-scored items in the functional aspects of English oral communication for the automotive maintenance based on the automotive mechanical students' perspectives were 1) Summarizing and reporting 2) Negotiating, and 3) Giving explanation, In the stakeholder's opinions, the top lowest-scored items were 1) Giving and following instructions, 2) Placing orders, and 3) Discussing. The items are different from the automotive mechanical students' opinions.

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Table 4.7 The ranking of needs of English oral communication in sociocultural aspects

Ranking of needs of English oral communication abilities	
Based on the students	**Based on the stakeholders**
1. Knowledge of social etiquettes (e.g., greeting, politeness, apologizing, expressing gratitude, sympathizing, and saying farewell)	1. Knowledge of social etiquettes (e.g., greeting, politeness, apologizing, expressing gratitude, sympathizing, and saying farewell)
1. Knowledge of formal and informal languages in a conversation (being able to use suitable words in conversational English)	

Ranking of needs of English oral communication abilities	
Based on the students	**Based on the stakeholders**
2. Knowledge of intercultural communication (non-standard English, e.g., Singlish, Indian English, ASEAN English accents)	2. Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication
3. Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication	3. Knowledge of intercultural communication (non-standard English e.g., Singlish, Indian English, ASEAN English accents)
	4. Knowledge of formal and informal languages in a conversation (being able to use suitable words in conversational English)

In the sociocultural aspects, both automotive mechanical students and stakeholders had the same top ranking item which was "Knowledge of social etiquettes" from Table 4.7. The automotive mechanical students agreed that "Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication" was the least important item, while stakeholders revealed that the least important item was "Knowledge of formal and informal languages in a conversation."

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4.3 Development of English oral communication course syllabus for the automotive maintenance and repair profession

In response to research question 2) *What is a proposed English oral communication course for the automotive maintenance and repair profession?*, this section reported a proposed English oral communication course syllabus for the automotive maintenance and repair profession based on the investigated needs in Table 4.8-4.10 and language theories in ESP, EIL/EFL, and CBI. The course syllabus includes the following sections: theoretical framework, course title, course description, and course contents.

4.3.1. Theoretical framework

English for Specific Purpose (ESP)

English for Specific Purpose (ESP) is "the role of English in a language course or programme of instruction in which the content and aims of the course are shaped by the specific needs of a particular group of learners" (Richards and Schmidt, 2010). ESP is the concept of English in a course which is based on learners' specific needs (Brown, 2016). The characters of ESP of Dudley-Evans and St. John (1998) are designed to meet the learner's needs, it applies the fundamental methodology and activities of the practices it serves, focuses on the language including grammar, lexis, and register, together with skills, discourse and genres suitable for the activities, and uses a teaching method which is different from that of general English in particular teaching situations. Most ESP courses employ basic knowledge of the language system, which is also applicable with beginners. Thus, ESP is likely a suitable instructional approach in designing the course syllabus of English oral communication for the automotive maintenance and repair profession as its instruction focuses on the learners' needs.

Content-Based Instruction (CBI) approach

CBI is a teaching approach which emphasizes on language teaching through specific contents for the target learners (Brinton, 2003). The new hybrid model of CBI used as an instructional model in language teaching is the Sustained Content Language Teaching or SCLT (Snow & Brinton, 2017). Using this approach, language courses are structured based on one content area throughout the course unit with learner-centered specific contents as fundamentals and objectives to achieve in classrooms. The course organization must be conducted around major topics with topic-related vocabulary and various authentic materials. This course syllabus focuses on two main areas: 1) content area (automotive maintenance and repair services) and 2) language instruction: (a) linguistic knowledge: vocabulary, pronunciation, (b) functional knowledge: expressions, and (c) sociocultural knowledge: cognitive strategies, i.e., social etiquettes, cultures, formal and informal language).

The main characteristics of CBI consists of 6 aspects: 1) content, 2) integrated skills, 3) active engagement, 4) being relevant to students' lives, needs or academic

goals, 5) authentic texts and tasks and 6) language features. The items which received high rankings are used as contents in more than one unit.

4.3.2 Course title

The course title is “English Oral Communication for the Automotive Maintenance and Repair Profession.”

4.3.3 Course description

This course aims to increase English oral communication fluency for everyday conversations in an automotive maintenance and repair profession. The main focuses of this course are on authentic practices in daily communications in their profession. Content will be delivered in linguistic aspect, functional aspect, and sociocultural aspect to improve their recognition of vocabularies, phrases, language function, and sociocultural knowledge in conversations.

4.3.4 Course Objectives

This course aimed to increase English oral communication fluency for everyday conversations in an automotive maintenance and repair profession. The main focuses of this course were on authentic practices in daily communications in automotive maintenance and repair shops. The course objectives were based on high ranking items from the linguistic aspects, functional aspects, and sociocultural aspects to meet the professional goals as the followings:

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Table 4.8 Course objective selection

Course objectives	Oral communication aspects
1. Students will be able to use technical terms and general terms in daily utterances with appropriate use of language in their profession.	Linguistic aspects

Course objectives	Oral communication aspects
2. Students will be able to produce meaningful messages and interpret meaning from utterances related to their profession.	
3. Students will be able to use English oral communication in functions relevant to their professional activities.	Functional aspects
4. Students will be able to orally communicate in English with appropriate social etiquettes and suitable styles of language. 5. Students will be able to use proper cultural knowledge in English oral communication effectively.	Sociocultural aspects

From Table 4.8, based on the investigated needs, objective number 1 aims to fulfill the needs of "Technical terms" and "General terms," whereas objective number 2 focuses on "Pronunciation" in the linguistic aspects. Next, for functional aspects, objective number 3 was stated to determine the language functions students are expected to perform. Lastly, objective number 4 and 5 were to meet the social cultural aspects in "Social etiquettes," "Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication," and "Knowledge of intercultural communication."

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4.3.5 Content selection

The needs of English oral communication for the automotive students were derived into the course contents for automotive mechanical students based on the top ranking needs in linguistic aspects, functional aspects, and sociocultural aspects in Table 4.5-4.7. The importance of contents is ranked from 1 to 3 as presented in Table 4.9 below. The contents which received high ranking are recycled in more than one unit

in the course. The full course syllabus of English oral communication for the automotive maintenance and repair profession can be seen in Appendix G.

Table 4.9 Content selection ranking

Ranking	Content	Unit Number (Theme)
1	Linguistic aspects	
	- Technical terms	1, 2, 5, 6, 7, 8, 9, 12
	Functional aspects	
	- Making appointments with customers	1, 3, 5, 9, 12
	- Asking and giving information and details	1, 4, 6, 10, 11
	- Giving advice and opinions about vehicle or technical issues	2, 3, 9, 10, 11
	Sociocultural aspects	
	- Social etiquettes	1, 2, 3, 6, 7, 8, 9, 11
2	Linguistic aspects	
	- General terms	1, 2, 3, 4, 10, 11, 12
	- Pronunciation	1, 2, 3, 4, 5, 8, 10
	Functional aspects	
	- Summarizing and reporting to customers	1, 3, 6, 12
	- Discussing about vehicle or technical issues	4, 5, 6, 7
	- Describing objects or pictures	3, 5, 8, 12
	- Giving instructions about how to use and take care of vehicles	4, 6, 8, 11

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Ranking	Content	Unit Number (Theme)
	Sociocultural aspects	
	- Formal and informal language	1, 3, 12
	- Knowledge of intercultural communication	9, 10, 11
	- Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication	5, 7, 10
3	Functional aspects	
	- Negotiating vehicle operation time	5, 9, 12
	- Placing orders	6, 11

These rankings of the course contents in the linguistic aspect, functional aspects, and sociocultural aspects were analyzed by triangulating quantitative data from the questionnaires and qualitative data from the interviews. The selection and ranking of the contents is discussed as follows:

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Ranking 1

Technical terms are presented in the highest ranking, because both automotive mechanical students and stakeholders agreed that it was the most important item in the linguistic aspects. Additionally, the stakeholders reported during the interviews that technical terms were used most recently when giving automotive maintaining and repairing services. As of the corresponding feedback from all data received in the survey, it shows that technical terms are the most important item for the industry.

Making appointments with customers is ranked as the most important content, because both automotive mechanical students and stakeholders gave the same response from the questionnaires by which the item received highest score in ranking. Additionally, 4 out of 5 stakeholders elaborated during the interview that ‘making

appointment' was very necessary for their business communication when the services cannot be completed as expected and when automotive mechanics need to arrange schedule with customers as explained in the previous findings section. Due to the high scores and information from the interviews, this item is more important than items in ranking number 2.

Asking and giving information and details is one of the most important contents. Even though, stakeholders ranked this item in number 2 and automotive mechanical students ranked it in number 3 from the questionnaires, but 5 out of 5 stakeholders explained that this item is used at the very beginning of all services to ask for customers' contact, details of vehicles, vehicle problems, accident information, what services customers need or what services automotive mechanics will give them, prices, promotions, shop's contact details, and vice versa. It is also used as a communication strategy to ask for repetition from clients for clarity.

Giving advice and opinions about vehicle or technical issues is selected as the most important content. Despite, automotive mechanical student ranked this item in number 2, and stakeholders ranked it in number 3 from the questionnaires, but the information from the interviews revealed that this item is much required. It was reported that 4 out of 5 stakeholders agreed that this item is used in a wide range of services, for example, advising customers to change parts instead of repairing it, giving suggestions about different quality of parts, engine oil, and other automotive items, what services are suitable for clients' vehicles, and different promotions.

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Social etiquettes are the most important item in the sociocultural aspects because both automotive mechanical students and stakeholders gave the same feedback that it was the most important item in their rankings. Additionally, the stakeholders explained during the interviews that social etiquettes were very important in the business to increase customer satisfaction and prevent communication breakdowns. It was used every time automotive mechanics face with customers. As of the corresponding feedback from all data received in the survey, it shows that technical terms are the most important item for the industry.

Ranking 2

General terms are perceived very important in ranking number 2, because both automotive mechanical students and stakeholders had similar ranking in number 2 as well in the linguistics aspects. Furthermore, the stakeholders mentioned during the interviews that general terms were used in conversations with customers when providing services every day. Due to the same opinions from both participant groups, this item is very important.

Pronunciation is another very important item in the linguistic aspect. It was ranked number 2 in automotive mechanical students' opinion, and it was in rank number 3 from stakeholders' feedback. From students' comments, it was reported that they were struggle in conversations, because they cannot pronounce correct words or understand pronunciation of foreign customers. Furthermore, the researcher studied that pronunciation was one of the keys in teaching speaking and listening to improve understanding and build students' confidence (Gilakjani, 2016; Varasarin, 2007).

Summarizing and reporting to customers is viewed one of the most important items by stakeholders, but it is the least important aspect in automotive mechanical students' view. However, during the interviews, 4 out of 5 stakeholders stressed the importance of this item in automotive services that automotive mechanics must summarize and report all services given to customers at the end of service before billing them every time as a standard of automotive maintenance and repair shop. The weight of this content ranking is on the stakeholders' view as it is the expectation of the companies. Due to its frequency of usage and importance in business, it is more important than items in ranking number 3.

Discussing about vehicle or technical issues is viewed as the most important aspect by automotive mechanical students, and it is in ranking number 5 by stakeholders. This item, thus, is ranked in number 2 in course content selection; because automotive mechanical students had direct experiences with customers, and they are likely to have insight of what was mostly used in making conversations with customers about technical issues. Additionally, stakeholders mentioned in 'technical terms' topic that there are many vocabulary used in technical discussions.

Describing objects or pictures is ranked in number 2 from both automotive mechanical students and stakeholders. With the correspondence in the feedback, it is ranked in number 2 for content selection as well.

Giving instructions about how to use and take care of vehicles is viewed as one of the most important item by the automotive mechanical students, and it is viewed as the least important by the stakeholders. From an investigation in the field observation by the researcher, 'giving instructions about how to use and take care of vehicles' was used a lot with customers when giving services which correspond with the automotive mechanical students' opinions. Regarding the frequency of usage, its ranked higher than items in ranking number 3.

Formal and informal language is viewed as the most important item in automotive mechanical students in ranking number 1, but it is in ranking number 4 in the stakeholders' opinions. The average ranking is between number 2 and 3 which is the same as other items in this ranking. During the interviews, the stakeholders stated that this item is used from time to time. It could increase level of customers' satisfaction and made automotive mechanics seemed more professional, however it is not the main focus. Thus this item is chose to be in the second ranking.

Knowledge of intercultural communication received ranking number 2 from the automotive mechanical students, and ranking number 3 from the stakeholders. Additionally, stakeholders stated that it would be useful to understand difference accents today, because there are many customers that are non-native English speakers with accents that were hard to understand. Thus, this is item is necessary for effective communication.

Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication received ranking number 3 from the automotive mechanical students, and ranking number 2 from the stakeholders. From the interviews, the stakeholders stressed that to increase customers' satisfaction and prevent misunderstanding, it was very important that their service provider understand the customers with different cultural background, such as sensitive issues in different cultures and what customers expect the automotive to behave in a professional way, for example, physical contact, facial expressions, and vice versa. It is likely that this item should be in this ranking.

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Ranking 3

Negotiating vehicle operation time is perceived as a very important aspect for stakeholders in ranking number 2, and it is in ranking number 5 in automotive mechanical students' view. However, stakeholders gave responses during the interviews that sometimes automotive mechanics must negotiate for extra time in repairing and maintaining vehicles due to heavy customer traffic, and to ask them to leave their vehicles and pick it up later if required in some occasion. As it is not used much often, its ranking is number 3 for content selection.

Placing orders is viewed as very important in automotive mechanical students in ranking number 2, and it is in ranking number 6 in the stakeholders' opinions. Stakeholders elaborated that placing orders with international suppliers will be useful in the future, but they did not using international suppliers much at that moment. Thus, this item is ranked in number 3.

4.3.6 Course content allocation

All course contents from Table 4.9 were allocated into 12 units in 36-hour course as shown in Table 4.10. The weight of content recycling is based on its ranking. Course contents in ranking number 1 are used in 5-8 units, course contents in ranking number 2 are used in 3-7 units, and course contents in ranking number 3 are used in 2-3 units as reported in Table 4.9. For further details of the course syllabus regarding unit objectives and time of each unit, please see Appendix G.

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Table 4.10 Course content allocation

Unit	Content
1. Meeting customers	Linguistic aspects - *Vocabulary:* Greetings, questions, auto parts - *Pronunciation:* Intonation in questions Functional aspects - Asking and giving information and details about auto parts

Unit	Content
	- Summarizing and reporting services given to customers - Making appointments with customers <u>Sociocultural aspects</u> - Formal and informal greetings - Social etiquettes in greeting
2. My new ride	<u>Linguistic aspects</u> - *Vocabulary:* Vehicles, equipment and functions of vehicles - *Pronunciation:* Consonants (p, b, t, d, k, g) <u>Functional aspects</u> - Giving instructions about how to use customers' new vehicles - Giving advice and opinions on how to take care of new vehicles - Describing the vehicles' systems, functions, and parts <u>Sociocultural aspects</u> - Expressing gratitude to customers for their purchase and visit
3. Let's check up	<u>Linguistic aspects</u> - *Vocabulary:* General repair and maintenance - *Pronunciation:* Consonants (p, b, t, d, k, g) <u>Functional aspects</u> - Making appointments with customers for a check-up - Giving advice and opinions about vehicles' maintenance - Summarizing and reporting about a check-up to customers

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Unit	Content
	<u>Sociocultural aspects</u> - Politeness in making telephone conversation - Formal and informal language in making telephone conversations
4. Before going for a long trip	<u>Linguistic aspects</u> - *Vocabulary:* Onomatopoeias made by objects, breaks, steering, suspension - *Pronunciation:* Vowels <u>Functional aspects</u> - Asking and giving information and details about a trip - Discussing about issues of a customer's vehicle on breaks, steering, and suspension - Giving instructions about safety driving <u>Sociocultural aspects</u> - Punctuation in effective conversation
5. Something is wrong with the air conditioner…	<u>Linguistic aspects</u> - *Vocabulary:* Cooling systems - *Pronunciation:* Stress <u>Functional aspects</u> - Giving instructions about how to use and take care of cooling systems - Discussing about technical issues of cooling systems - Making a service appointment with a customer for repairing cooling systems <u>Sociocultural aspects</u> - Cultural diversities in Western countries

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Unit	Content
6. Why are these symbols showing on my dashboard**?**	Linguistic aspects - *Vocabulary:* Electrical and electronic systems Functional aspects - Discussing about electrical and electronic technical issues - Summarizing and reporting to customers about how electrical and electronical systems are solved - Asking and giving information and details about electrical and electronic technical issues Sociocultural aspects - Making an impression by offering to be an in-charge person in the future service
7. Flat tires	Linguistic aspects - *Vocabulary:* Tires Functional aspects - Discussing about tire issues - Describing about tires' shapes and its equipment - Negotiating time for tire repair work Sociocultural aspects - Expressing empathy on the flat tires' issues - Cultural diversities in Asian countries
8. My ride is broken down	Linguistic aspects - *Vocabulary:* Engine, transmission - *Pronunciation:* Consonants (m, n, ng, l, r) Functional aspects - Giving instructions about how to use and take care of vehicles' engine and transmission

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Unit	Content
	- Describing an engine's parts, functions, and transmission systems - Negotiating vehicle operation time for engine and transmission repair work Sociocultural aspects - Apologizing for a long operation time
9. OMG! I crashed my car	Linguistic aspects - *Vocabulary:* Body shop and collision Functional aspects - Making an appointment with customers for a collision and body shop work - Giving advice and opinions about a body shop guarantee and maintenance - Placing orders for body parts and colors with a supplier Sociocultural aspects - Appropriate facial expressions and body languages for interacting with customers from UK, USA, Europe, Australia, and Asian countries
10. International customers	Linguistic aspects - *Vocabulary:* Promotions - *Pronunciation:* Intonation of British English, American English, Singlish, Indian English, European accents Functional aspects - Giving advice and opinions about promotions - Asking international customers' contact and give information and details about promotions - Placing orders of spare parts with a supplier

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Unit	Content
	Sociocultural aspects - World Englishes (British English, American English) in conversations with native and non-native English speaking customers - Cultural sensitivity in UK, USA, Europe
11. Bad services!	Linguistic aspects - *Vocabulary:* Expressions in making complaints Functional aspects - Describing maintaining and repairing equipment - Asking and giving information about bad services that customers experience - Negotiating for operation time to improve services Sociocultural aspects - Business etiquettes - World Englishes (Singlish, Indian English, European English) in conversations with native and non-native English speaking customers
12. Keep your customers close	Linguistic aspects - *Vocabulary:* Invitation Functional aspects - Making appointments with customers for vehicle inspection and special events - Summarizing and reporting to customers about vehicle inspection and repairs - Giving advice and opinions about future inspection Sociocultural aspects - Formal and informal ways to invite someone

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CHAPTER V

SUMMARY, DISCUSSION, IMPLICATIONS & RECOMMENDATIONS

This chapter reports a summary of the study based on the frame work of needs analysis in ESP (Brown, 2016). Then the researcher discusses about the findings. Next, implications are suggested. Finally, some recommendations are stated for further study as the following outline.

5.1 Findings

5.1.1 Results of the needs analysis

5.1.2 Results of the course syllabus development

5.2 Discussion

5.2.1 Needs analysis of English oral communication for the automotive maintenance and repair profession

5.2.2 Course syllabus design for the automotive maintenance and repair profession

5.3 Implications

5.3.1 The gap between professional needs and the English curriculum and needs

5.3.2 Requirement of an ESP course for the automotive mechanical students

5.4 Recommendations for further study

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5.1 Findings

This study aimed to sort out two research questions to assess the needs of English oral communication for the automotive maintenance and repair profession and develop a relevant course syllabus of English oral communication for the industry. The first research question, “What are the needs of English oral communication for the automotive maintenance and repair profession?” intended to determine the current professional needs based on the perspectives of automotive mechanical students and stakeholders. The second research question, “What is a proposed English oral

communication course for the automotive maintenance and repair profession?" expected to develop an English oral communication course for the automotive maintenance and repair profession based on the investigated needs, language teaching theories in the research question one. This research was conducted in the first and second semester of the academic year 2017.

5.2.1 Results of the needs analysis

In response to research question 1: *What are the needs of English oral communication for the automotive maintenance and repair profession?*, quantitative data from the questionnaires and qualitative data from the interview protocols in the survey has been collected and analyzed.

The results from the needs analysis based on framework of Brown (2016) reveal that the needs of English oral communication for the automotive maintenance and repair profession are addressed in three major areas: linguistic aspects, functional, and sociocultural aspects based on the perspectives of automotive mechanical students and stakeholders in ranking 1-3 based on the mean scores and content analysis from the interviews as presented in Table 5.1.

Table 5.1 Results of the needs analysis

English oral communication aspects	**The results**
Linguistic aspects	1. Technical terms used in automotive maintenance and repair utterances (e.g., main bearing, fan clutch, cylinder sleeves) 2. General terms used in automotive maintenance and repair utterances (e.g., repairing tools, electronic equipment) 2. Pronunciation [e.g., intonation, stress, sound /tʃ/ (ch), /θ/(th), etc.]

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English oral communication aspects	The results
Functional aspects	1. Making appointments 1. Asking and giving information and details (i.e., contact information, vehicle details, motorbike issues) 1. Giving advice and expressing opinions 2. Summarizing and reporting 2. Discussing 2. Describing objects and pictures 2. Giving instructions about how to use and take care of vehicles 3. Negotiating (e.g., negotiate price, replacement parts, time consumption for maintenance) 3. Placing orders
Sociocultural aspects	1. Knowledge of social etiquettes (e.g., greeting, politeness, apologizing, expressing gratitude, sympathizing, and saying farewell) 2. Knowledge of formal and informal languages in a conversation (being able to use suitable words in conversational English) 2. Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication 2. Knowledge of intercultural communication (non-standard English, e.g., Singlish, Indian English, ASEAN English accents)

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Regarding the linguistic aspects, technical terms used in the automotive maintenance and repair profession were viewed the most important, followed by general terms used in the services and pronunciation. In functional aspects, the findings reported 9 language functions in 3 rankings which are the most necessary, including: 1)

making appointments, 1) asking and giving information and details, 1) giving advice and expressing opinions; 2) summarizing and reporting, 2) discussing, 2) describing objects and pictures, 2) giving instructions about how to use and take care of vehicles; and 3) negotiating vehicle operation time, 3) placing orders. Lastly, the findings revealed that three items in the sociocultural aspects are the most required in the profession, consisting of: 1) knowledge of social etiquettes; 2) knowledge of formal and informal language, 2) knowledge of intercultural communication, 2) knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication.

5.2.2 Results of the course syllabus development

In response to research question 2: *What is a proposed English oral communication course for the automotive maintenance and repair profession?*, the needs of English oral communication in the automotive maintenance and repair profession and language theories were analyzed for designing a course syllabus of English oral communication for the automotive maintenance and repair profession.

The ESP course titled, "English Oral Communication for the Automotive Maintenance and Repair Profession," was proposed for automotive mechanical students in the vocational certificate level or high school level (See Appendix G). It is 36-hour elective course, 3 hours per unit, 12 credits, concluding 12 units (themes based on a training course's syllabus design of Davis (1993) and 2003 Curriculum for Diploma of Vocational Education in a Thai program. The course was design based on the investigated needs and implementation of Sustained Content Language Teaching framework of CBI (Snow & Brinton, 2017), ESP concept (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Paltridge & Starfield, 2013) and language theories of EIL/EFL (Crystal, 1997; Jackson, 2017; Smith, Durham & Richards, 2013; Tomlinson, 2016),

The investigated needs of this study were used to decide course contents to parallel the most important needs of English oral communication for the automotive maintenance and repair profession from Table 5.1. The course is aimed to develop English oral communication abilities for everyday conversations in an automotive maintenance and repair profession. The students are expected to master their English

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oral communication in three language areas: linguistic aspects, functional aspects, and sociocultural aspects. The course syllabus covers skills, topics, specific content areas, and contents as shown in Table 5.2.

Table 5.2 Categories of the course syllabus

Categories	Language Skill/Focus
Skills	Speaking, listening
Topics (themes)	Meeting the customers, My new ride, Let's check up, Before going for a long trip, Something is wrong with the air conditioner …, Why are these symbols showing on my dashboard?, Flat tires, My ride is broken down, OMG! I crashed my car, International customers**,** Bad services!, Keep your customers close
Specific content areas	Automotive mechanic, maintenance and repair services, job functions, customer satisfaction, cultures, social etiquettes, World Englishes
Contents	*Linguistic aspects:* technical terms, general terms, pronunciation *Functional aspects:* making appointment with customers, asking and giving information and details, giving advice and opinions about vehicle or technical issues, summarizing and reporting to customers, discussing about vehicle or technical issues, describing objects or pictures, giving instructions about how

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Categories	Language Skill/Focus
	to use and take care of vehicles, negotiating vehicle operation time, placing orders *Sociocultural aspects:* social etiquettes, formal and informal language, knowledge of intercultural communication, knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication

5.2 Discussion

According to the integration of ASEAN countries in AEC, the lack of proficiency in English oral communication in the automotive maintenance and repair industry is one of the biggest challenges of Thai automotive maintenance and repair profession when providing services to continual increasing number of foreign customers in this industry. The English curriculum offered in the vocational schools in Thailand is not equitable to the professional goals of automotive mechanical students and stakeholders, which results in unsuccessful English oral communication between automotive mechanics and foreign customers.

This section discusses two main topics: 1) needs analysis of English oral communication for the automotive maintenance and repair profession and 2) development of English oral communication course syllabus for the automotive maintenance and repair profession.

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5.2.1 Needs analysis of English oral communication for the automotive maintenance and repair profession

Oral communication in the automotive maintenance and repair industry

English oral communication skill: speaking and listening is considered the most important skill that needs to be developed in the automotive maintenance and repair profession as mechanics must always face customers at their shops and discuss about technical issues in persons. This finding agreed with various surveys with employment which reported that the emphasis in business communication was given to oral communication (Chew, 2005; Ungku Harun, 2004). Additionally, a research of need of teaching English in technical institutes by Asulu and Kasyap (2014) supported the same idea that technical students required English oral communication to survive in professional settings. In order to provide customers with a good service, automotive mechanics must understand what services should be given to customers according to their requests and problems. Estep (2015) found a similar result that oral communication skill is the heart of this business provider; effective oral communication builds a strong interpersonal relationship with customers (Estep, 2015). In today's English uses as the global language, world Englishes should be introduced to students for effective oral communication. English oral communication is considered a very difficult skill, because there are customers from different nationalities with different English accents, such as Americans, Chinese, British, Indians, and vice versa from the finding of Khamprated (2012). Alatriste and Suba (2016) agreed in their research about the awareness of World Englishes for ESL students that it is the first step for understanding English today. Therefore, it is important to assess the needs of English oral communication for the automotive maintenance and repair profession.

Linguistic aspects

In the linguistic aspects, the results present that both automotive mechanical students and stakeholders agreed that "Technical terms" is most important for the automotive maintenance and repair profession. This finding supports the study of Patil (2009) in finding the importance of English communication for engineering students

revealing technical communication is viewed the most important in the study, regarding applying linguistic competence in technical presentation of data in reports, manuals, technical bulletins, and handbooks. Additionally, students from the study of Cahyati, Rahmijati, and Rizkiani (2014) stated that they need to master in vocabulary which is related to their work enough to do their job. Supporting the point, Alexander (2013) also gives an opinion that comprehensive in English can be improved if students can use many vocabulary. Thus, it can be concluded that vocabulary related to the automotive maintenance and repair profession should be emphasized to students to succeed in English oral communication with clients.

"Pronunciation" is one of the main focuses in communication. Automotive mechanical students wanted to learn how to pronounce the words correctly, but they stated that it was not necessary to sound like a native speaker. Correspondingly, the stakeholders did not expect their automotive mechanics to pronounce the words flawlessly; the stakeholders only wanted them to produce comprehensible words in conversations. This finding contradicts the study of English language oral communication needs of in the workplace for computer science students of Guan, Lazim, and Shadaruddin (2015) which revealed that a primary emphasis of English oral communication is on good pronunciation, because it helps students understand clients with fluent English. However, English pronunciation is overstressed in English language teaching should not be the goal of ESP courses. Schleppegrell and Bowman (1986) clarified that there are different pronunciation standard in world Englishes. Also, by spending extra time to pronounce a few words correctly may mislead native English speakers to think that the students are fluent in English, which it can result in communication breakdowns. Consequently, pronunciation should be taught to students in restricted goals to understand its basic use in order to produce comprehensible utterances and interpret clients' messages.

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In terms of "Grammatical structures," both participant groups, once again, came to consensus that this skill is the least important in the linguistic aspects. The stakeholders believed that their automotive mechanics only need to use suitable verbs and phrases which are adequate in producing meaningful utterances when communicating with foreign customers. The stakeholders did not expect coherence and correct forms of grammar structures in English oral communication from their

employees. This phenomenon is in relation to the finding of Cahyati et al. (2014) which reports that some students do not thing that grammar is needed in their profession, because they work with companies that do not deal with English grammar. The view is supported by McWhorter (2012) stating grammar is not an important skill in various professions. On the other hands, not every job relies on mainly on grammar.

Along these lines, grammar may not be the main language objective in the automotive maintenance and repair profession, instead the needs stresses on producing meaningful messages with basic language forms, use of phrases, verbs, and related vocabulary. In English courses in Thailand, however, teachers focus too extensively on grammar Noom-ura (2013), and ignore functional and sociocultural aspects which very important elements in effective communication in this industry.

Functional aspects

In the functional aspects, automotive mechanical students and stakeholders mainly have contradiction on the top ranking of the most important items of English oral communication for the automotive maintenance and repair profession. The finding reveals 9 items as shown in Table 5.1 from both participant groups. As a foundation of an ESP course, the items from both perceptions are regarded as language goals, requirements, and contexts, Hutchinson and Waters (1987), which automotive mechanical students are expected to achieve in their profession. Thus, the researcher selected all items in the top-3 ranking from both groups as contents for designing the course syllabus. Significant points are drawn from the survey in discussions as follows.

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Both automotive mechanical students and stakeholders rated “Making appointments” in their top-5 ranking, which is the only one item in the functional aspect they agreed that it is the most-required ability for their profession. They must be able to schedule service appointments with customers for dropping off and/or picking up customers’ vehicles. This report is compatible with the finding of Nakamura (2003) from Kinjo Gakuin University which reported that making appointments is one important context used in designing course syllabus in business English texts in Japan. Another finding from a needs analysis in ESP by Saragih (2014) supported that service providers which have to deal with clients regularly needs to train themselves to schedule an appointment to prevent misunderstanding of dates and times. Additionally, an ESP

textbook 'Learning Ideas for Empowerment: a great coach makes the difference!'(2012) suggested that follow-up calls for making appointments with customer are needed. It can increase customer satisfaction and increase the number of services for business. As follows, "Making appointments" is a very important language function which should be stressed in designing a course syllabus.

From the perceptions of automotive mechanical students in other functional aspects, the results presented that "Introducing yourself or someone," "Giving and following instructions," "Discussing," and "Giving advice and expressing opinions" are the top important language functions for their jobs, which should be contents of the course syllabus. The findings of this research are related to reports of various ESP studies. Regarding the needs analysis study of Pattanapichet and Chinokul (2011) with PR students who also generally deal with clients directly, 'introducing yourself' is very important for students' profession as it received the third high mean score out of 12 language functions. In the same study, 'sharing their opinions plus supporting reasons' is one of the needs which supports the finding of the researcher in this present study in "Giving advice and expressing opinions". According to Moslehifar & Ibrahim (2012), they discovered that "Discussion" skills is the second ranking of important English language oral communication needs at the workplace from the perceptions of trainees which is also compatible with the researcher's results. The study of Evans (2010) revealed that discussions are important for speaking English at work. Even though the sense of discussions is emphasized on discussions between colleagues, the discussions in the automotive maintenance and repair profession about technical issues is required. From the review of needs analysis in ESP syllabus, Nakamura (2013) stated that vocabulary is used for solving technical problems or complex issues with counterparts. This is important for automotive mechanical students as it is a profession that deals with technical issues discussion regularly. Based on the research of ESP speaking activities of Saragih (2014), they agreed that "Giving instructions" is required to explain instructions to clients that do not understand the how to use products that is similar to the work nature of automotive maintenance and repair industry.

Unlike automotive mechanical students, the findings based on the perspectives of stakeholders reported that "Summarizing and reporting," "Asking and giving

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information and details," "Describing objects and pictures," and "Negotiating" are ranked as top abilities in the functional aspects. Automotive mechanical students should be able to use all this abilities effectively when communicating with customers. These results are similar to other ESP studies as well. To communicate effective in an automotive workplace, Australian Government in AURAFA 2003 Communicate Effectively in an Automotive Workplace agreed that reporting procedures is a required skill and knowledge. The function of asking and giving information are necessary in many work fields and ESP needs analysis, including tourist, nursing, engineering, mechanic, hospitality, and vice versa. Referring the listening problem in the study of Gilleylen (2007) in which English speakers speak too fast, employees do not know the meaning of the words, and not being able to interpret foreign accents, asking questions can be used as the communication strategy for repetition, elaborating, or other requests to make them understand utterances. In compatibility with describing objects and pictures, the study of Gagic (2009) in English for mechanical engineering, technologist must be able to talk about different shapes. The investigation of Evans (2010) revealed that "Negotiations" are important for English at work which is ranked the second top important abilities as in professional communication. Additionally, the required English abilities included negotiation in developing ESP for engineering students which backed the finding of the present research.

In summary, language functions should be focused in extensively in English courses. Automotive mechanics should master all of the abilities from perspectives of both automotive mechanical students and stakeholders in English language functions in order to perform work effectively to meet their professional goals when dealing with English speaking customers.

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Sociocultural aspects

Although, the concentration in the functional aspects outperform the sociocultural aspects, but sociocultural knowledge have distinguished roles in bringing intercultural communication which can lead to successful communication. However, English teachers only emphasize too much on grammar, and ignore the sociocultural aspects (Noom-ura, 2013). Both automotive mechanical students and stakeholders agreed that all knowledge in these aspects are the most important for their profession.

Mckay & Bokhorst-Heng (2008) support the findings; they stated English has been developed as a global language which includes both native and non-native English speakers, we are expected to use English as an International Language (EIL) to communicate effectively in present days. Regarding the benefit of sociocultural knowledge, it can also raise power in interactions between people who have different linguistic and cultural background as it bonds individuals together (Jackson, 2017). Mindtools' article about cross-culture communication (2018) added that having awareness about culture basics of different country is important for expressing appropriate greeting, body language, physical contacts to prevent communication breakdowns in global community. Fundamental differences can result in misunderstanding, thus, miscommunication (University of Tasmania, 2012). Therefore, sociocultural aspects are one of the most important language areas that all teachers should teach language learners.

Regarding sociocultural aspects, automotive mechanical students and stakeholders have the same response on "Social etiquettes" which is accounted for the top significant ability among other items in this language area. The stakeholders and automotive mechanical believed that social etiquettes are the heart of service providers. Have good social etiquettes can build a strong interpersonal relationship with customers and good customer experience. The stakeholders added an interesting point that Thainess can be expressed in communication with customers to present Thai cultures, such as Wai or saying "Sawaddee krab" (greeting in Thai). Additionally, stakeholders stressed with in-depth information about having "Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication." They mentioned that their service automotive mechanics should obtain knowledge in cultures to understand what customers accept and do not accept in their cultures, for example, using psychical touch (taking hands), giving respect to senior people, making eye contacts, smiling, apologizing and expressing gratitude, etc. They should be able to implement cultures appropriately when expression social etiquettes that prevent interference with intercultural communication.

Numerous business aspects support those findings in the sociocultural aspects of English oral communication for the automotive maintenance and repair profession. Gilleylen (2007), business etiquette expert, suggested that social etiquettes in

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workplace are one of the Art of First Impressions. His customer service etiquettes include smiling, making customers feel comfortable, valued, and appreciated (e.g. in the automotive maintenance and repair shop, automotive mechanics can ask customers to sit in a waiting room or ask if they want to have drinks or snacks), expressing respect, empathy, and efficiency, saying “Thank you” and “Please” with grace. Juneja (2008) from Management Study Guide supported that wrong emotions can cause a communication barrier which leads to communication breakdown. If a message receiver feels angriness from speakers; the receiver will interpret the message as ungraceful, but if the receiver draws good emotions from the message, they will interpret the meaning as good and interesting.

In terms of cross-cultural communication, mutual incomprehension can occur between people from different countries that use English as a lingua franca (MindTools Essential Skills for an Excellent Career, UK, 2017). Jburnette-Lemon (2017) support the idea that listening for meaning is required in cross-cultural communication, and listener should always check back with the speaker to make sure that they have mutual understanding. Similar finding about effective cross-cultural strategic communications is found from reviews of Neo (2015), stating that it is important to have at least some knowledge of people cultural background in order to understand how they comprehend messages from speakers for successful communication. A study of Stevenson University revealed that cultural awareness should be implemented in developing effective communication, it concerns with acknowledging different values, customs, and norms in order to build successful professional and interpersonal relationship. Likewise, there are different forms of cultural awareness, for example, receiving an item with a left hand can be viewed offensive, kissing on the cheek in European greetings maybe accepted for greeting customers opposed to people in Asian countries. Automotive mechanics may shake hand instead, because it is accepted as a global etiquette of greeting in the global business world.

In conclusion, these items in the sociocultural aspects should be emphasized extensively in the contents of course syllabus to develop mutual understanding in communication results in preventing breakdowns for effective intercultural communication in the workplace, and relatively impacts on creating a good relationship and exclusive customer experience for such business.

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5.2.2 Course syllabus design for the automotive maintenance and repair profession

Using ESP concept

For general English curriculum of Thailand, English language teaching and learning aim two main areas regarding General English and English for Specific Purposes (ESP), (Zhu, 2008). ESP concerns learners' use of English in a specific domain (Paltridge and Starfield, 2013). It focuses on specific vocabulary in particular context, for examples, academic, business, nursing, science, automotive, catering, etc. Thus, in the automotive field, ESP is a suitable English instruction methodology for the vocational students who must use English language specifically for working. However, the English curriculum in Thailand is generalized for various career fields (OVEC, 2016). Automotive mechanical students learn the same English course as students in electrics, electronics, ship mechanics, and other mechanical fields, which are not quite appropriate for the automotive mechanical students. Such English curriculum is unlikely to bring the most benefit to the automotive mechanical students in their future career. Robinson (1991) supported the objective of the vocational students; he stated that ESP is similar to an educational firm, training and practice, and drawing from three areas of knowledge: language, pedagogy, and the students' areas of specialty, thus, this makes ESP an appropriate methodology of English instruction for students in the automotive field.

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CBI in syllabus design

Based on the finding from needs analysis of English oral communication for the automotive maintenance and repair profession, the investigated needs are related to three main areas: linguistic aspects, functional aspects, and sociocultural aspects, which were translated into contents for the course syllabus. Consequently, the mismatch between the English curriculum for the automotive mechanical students (supply) and the actual expectations from this business industry (demand) was also found.

In developing a course syllabus, the researcher adopted Content-Based Instruction (CBI) as a model of the course syllabus in order to close the gap between the English curriculum for the automotive mechanical students and the actual expectations from the industry. The course syllabus in CBI model was designed for a training English for Specific Purpose (ESP) course for the students. The reasons to support the researcher's decision to select CBI as the instructional model are from different findings in previous research and theories.

The role of CBI is important for ESP context. "CBI is an appealing approach to English for Specific Purposes" Kavaliauskiene: (2004:1). Cianflone & Coppolino (2009), supported that ESP can be improved with CBI model. ESP is addressed as a learner-centered instructional concept to fulfill the specific needs of the target learners to meet their professional demands (Ramirez, 2015), and relatively, CBI is a teaching approach which emphasizes on language teaching through specific contents for the target learners (Brinton, 2003). Thus, CBI model is a suitable model for designing an ESP course syllabus.

CBI is an appropriate instruction model for ESP courses. Freiermuth (2001) explains that ESP curriculum is designed based on the subject area, and teachers should have the subject-based concepts in their mind when developing their course and teaching materials by using CBI as the instruction approach. Where emphasis of teaching and learning specific target lexis is in ESP, CBI is used as the adjunct model to prepare students to study with regular students who are native speakers of English in mainstream classes (Davies, 2003). Stryker & Leaver (1997) agreed that if students are taught through well-organized CBI approach, they is likely to be autonomous language learners and can develop their lifetime language proficiency. Freiermuth (2001) also stated that a curriculum design is influenced internally by CBI as well as ESP students are influenced, because CBI provide students with appropriate contents, teaching materials, and topics that can develop their cognitive compounds in strong background knowledge that prepare them for their future career. On the other hand, a positive effect of CBI in ESP is broadening students' horizon with the language that is used in the real world, as teachers bring in the real world tasks into classrooms, curriculum, and teaching materials as stated by Freiermuth (2001). Students or workers who obtain

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pragmatic knowledge in their careers' language area are seemed to be qualified workers to employers (Swales, 1990).

Additionally, one important aspects of CBI model of Brinton is using authentic texts and tasks in delivering the contents in classroom practices, which can engage and facilitate students in authentic language areas for their future career, and it is commonly used in ESP courses (Patiyasevi, 2013). Therefore, CBI is an appropriate instructional model for designing the course syllabus in this present study.

Furthermore, using CBI model in ESP courses gives positive impacts on students based on results from various studies. The study of Amiri and Fatemi (2014) on the effect of CBI on students' achievement in ESP courses revealed that the students outperformed when they were taught through CBI, compare to students who were taught by Grammar Translation Method (GTM). This finding is in line with Crandall (1993), Short (1997), Snow (1998), and Stroller (2004) in which CBI can faster academic growth while improving language competencies. The theory of CBI's benefits (Curtain (1995) and Met (1991) also support such finding. They stated that CBI can master students' language proficiency and student can achieve more when the content are related to students' lives and meaningful to them, rather than focusing on the forms of language. As the students' interests, professional goals, lives are selected as the main focus of the course in CBI model, the investigation on using CBI in teaching English for an ESP course in China proves that in implementing CBI in ESP context can improve students' motivation and results in students' better scores in the end of the course. For these reasons, applying CBI in teaching and learning English is suggested as it has proven to be an effective instruction model in ESP classrooms.

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5.3 Implications

This study reports the needs of English oral communication for the automotive maintenance and repair profession, and relatively suggests the proposed course syllabus. In this section, the researcher discusses a mismatch between the current English curriculum for automotive mechanical students and the actual needs of English

oral communication for their profession. Additionally, the researcher suggests using needs analysis in ESP to make an improvement in the current English curriculum of the vocational education in Thailand to meet the demands of the automotive maintenance and repair industry.

5.3.1 The gap between professional needs and the English curriculum

The findings reveal that there is a big gap between the current English curriculum for automotive mechanical students and the actual expectation of English oral communication for this profession. The English courses in the vocational educations do not meet the demand of the industry and the recent World Englishes in oral communication in today's globalized industry. The automotive mechanical students need an English course that is related to their profession that deliver career-related vocabulary and phrase, pronunciation, language functions, and sociocultural knowledge for effective communication.

In general, automotive mechanical students are required to take at least 4 English course regarding English in Real Life, English in Technical English on-the-Job, English Speaking and Listening 1, and English Speaking and Listening 2 based on the 2003 Curriculum for Diploma of Vocational Education in Thailand. Among these courses, three of them are general English, and only one of them is an ESP course in the auto mechanic field, namely, English in Technical English on-the-Job. However, that one course seems to be generalized for different field of mechanics, because mechanical profession is divided into various mechanic areas, such as electrical power technology, auto mechanic, mechanical technology, technology, metal work, industrial technology, etc., Thus, English in Technical English on-the-Job is likely to cover only big concepts of mechanical jobs in order to teach English which is commonly used in all field. It means that the automotive mechanical students will need to take the course and learn English of other mechanical field which may not be related to their profession directly.

Based on the reviews, it is likely that automotive students are taking English courses that are not specifically related to their career. As a result, these courses may not improve the automotive students' English proficiency that is appropriate for their professional goals in linguistic, functional, and sociocultural aspect.

5.3.2 Requirement of an ESP course for the automotive mechanical students

The automotive mechanics' English oral communication abilities were the biggest challenge in communicating with foreign customers (Hart-Rawung & Li, 2008), and it is still a problem in the current situations of the industry. The existed courses seem inadequate for the automotive mechanical students. An effective ESP course should focus solely on particular language goals, requirements, and learner's contexts related directly to the students' career (Hutchinson & Waters, 1987), not overgeneralizing the course contents into general mechanical work areas. It is essential for curriculum designers to understand that "the language needs of different disciplines vary from one another" (Lehtonen & Karjailainen, 2008). On the other hand, "the curriculum designers should think about the learners' needs in language learning" (Souriyavongsa, 2013). I believe that a specific ESP course(s) for only the automotive mechanical students is (are) required to make students succeed in learning English. It bridges the gap between the English curriculum and the demand of English in the automotive maintenance and repair industry.

Thus, a revision of the English curriculum for the automotive mechanical students in Thailand is on the call. Based on the results from needs analysis, the contents in linguistic, functional, and sociocultural aspects in Table 5.2 are found as expectations and requirements from the industry for designing a course syllabus in an ESP course for the automotive mechanical students For example, in the linguistic aspect, EIL vocabulary related to automotive maintenance and repair profession must be delivered to students to foster the knowledge of World Englishes in the sociocultural aspects [i.e., petrol (British English, gas (American English), hoot (British English), trunk (American English)]. Additionally, accepts of British English, American English, Indian English, and other English spoken by Asian countries should also be taught to the students in classrooms. Additionally, the language function should also be relevant to students' career. Based on the proposed syllabus, the contents is likely to be put into practice in at least one full elective ESP course (36 hours), 12 credits, in order to make it successful in developing the automotive mechanical students' English oral communication abilities.

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5.4 Recommendations for further study

According to the findings and information of this study, recommendations for future research are as follows:

1. Even though the needs analysis was conducted in the Bangkok Metropolitan Area, but not all automotive students had experience in using English oral communication with real foreign customers. In further study, needs analysis can be conducted with automotive mechanical students who complete their training program in automotive maintenance and repair shops in other areas where foreign customers' foot traffic is high, such as downtown Chiangmai, downtown Bangkok, Phuket, or downtown Pattaya, in order to get more authentic perspectives of English oral communication in this industry.

2. Needs analysis can be investigated in the Special Economic Zone: SEZ, for example in the southern provinces of Thailand where people have particular, strong cultures and traditions, in order to assess particular contents for designing a specific course for such region.

3. Extended investigations can be made with automotive mechanics who have strong work background and direct experience with customers in the automotive maintenance and repair profession to get a different view on the needs.

4. In addition to teaching and learning English in classrooms, learner autonomy practices should be analyzed for automotive mechanical students for sustainable and effective instruction in English oral communication to al6chieve their professional goals.

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APPENDICES

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APPENDIX A
Field Observation Form

Work Stage	Service	Vocabulary	Communicative Activities Occurred

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APPENDIX B

Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession (AMNA) Questionnaire for Students

1. Background Information

1.1 Gender: ☐ Male ☐ Female

1.2 Please check (√) your grades in the following English subjects.

Subject	Grade						
	4.0 (A)	3.5 (B+)	3.0 (B)	2.5 (C+)	2.0 (C)	1.5 (D+)	1.0 (D)
English in Real Life 1							
English in Technical English on-the-Job							
English Speaking and Listening 1							
English Speaking and Listening 2							

1.3 Which professional area are you interested in? (Allow more than one answer.)

☐ Automotive maintenance and repair mechanic
☐ Automotive assembly technician
☐ Automotive mechanical engineer
☐ Business owner (automotive maintenance and repair shop)
☐ Other (please specify)…….....

1.4 How much are you satisfied with your English oral communication?

☐ Most satisfied ☐ Very satisfied ☐ Slightly satisfied ☐ Least satisfied

2. Experience in the Training Program

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2.1 Company Name……Training Duration……..…

2.2 Job Position…….……..……

2.3 Type of Industry: ☐ Automotive Maintenance and Repair Shop
☐ Automotive Assembling Manufacture
☐ Automotive Manufacturer
☐ Other (please specify)……....

2.4 Types of Vehicles in the Industry:

☐ Passenger vehicle (i.e., motorcycles, cars, buses, passenger trains)
☐ Goods vehicle (i.e., goods lorry, goods carrier)
☐ Special purpose (i.e., ambulance, fire engines, army vehicles)

2.5 How often did you use English oral communication at work?

☐ Everyday ☐ 5-6 days/week ☐ 3-4 days/week ☐ 1-2 days/week
☐ Never

2.6 Whom did you use English oral communication with?

☐Foreign customers ☐Managers ☐Co-workers

☐None ☐Other (please specify)…….....

3 The Perceived Needs of English Oral Communication for the Automotive Maintenance and Repair Profession.

Please check (√) the number that best represents your level of need in the table.

4 = Most Important

3 = Very Important

2 = Slightly Important

1 = Least Important

Needs of English Oral Communication for the Automotive Maintenance and Repair Profession **1. Linguistic aspects**	**4 Most Important**	**3 Very Important**	**2 Slightly Important**	**1 Least Important**
1.1 General terms used in automotive maintenance and repair utterances (e.g., repairing tools, electronic equipment, spare parts	4	3	2	1
1.2 Technical terms used in automotive maintenance and repair utterances (e.g., main bearing, fan clutch, cylinder sleeves)	4	3	2	1
1.3 Grammatical structures (e.g., sentence structure: S-V-O, articles, tenses)	4	3	2	1
1.4 Pronunciation [e.g., intonation, stress, sound /tʃ/ (ch), /θ/(th), etc.]	4	3	2	1
Needs of English Oral Communication for the Automotive Maintenance and Repair Profession **2. Functional aspects**	**4 Most Important**	**3 Very Important**	**2 Slightly Important**	**1 Least Important**
2.1 Introducing oneself or someone	4	3	2	1

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2.2 Asking and giving information and details	4	3	2	1
2.3 Giving advice and expressing opinions	4	3	2	1
2.4 Giving and following instructions	4	3	2	1
Needs of English Oral Communication for the Automotive Maintenance and Repair Profession **2. Functional aspects**	**4 Most Important**	**3 Very Important**	**2 Slightly Important**	**1 Least Important**
2.5 Giving explanations	4	3	2	1
2.6 Describing objects and pictures	4	3	2	1
2.7 Discussing	4	3	2	1
2.8 Negotiating (e.g., negotiate price, replacement parts, time consumption)	4	3	2	1
2.9 Placing orders	4	3	2	1
2.10 Making appointments	4	3	2	1
Needs of English Oral Communication for the Automotive Maintenance and Repair Profession **2. Functional aspects**	**4 Most Important**	**3 Very Important**	**2 Slightly Important**	**1 Least Important**
2.11 Summarizing and reporting	4	3	2	1
2.12 Telecommunication (a correct way of answering phone calls, i.e., asking the person to hold the line, ending)	4	3	2	1
Needs of English Oral Communication for the Automotive Maintenance and Repair Profession **3. Sociocultural aspects**	**4 Most Important**	**3 Very Important**	**2 Slightly Important**	**1 Least Important**
3.1 Knowledge of social etiquettes (e.g., greeting, politeness, apologizing,	4	3	2	1

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expressing gratitude, sympathizing, and saying farewell)				
3.2 Understanding cultural differences and sensitivity towards cultures that may interfere with intercultural communication	4	3	2	1
3.3 Understanding intercultural communication (non-standard English e.g., Singlish, Indian English, ASEAN English accents)	4	3	2	1
3.4 Knowledge formal and informal languages in a conversation (being able to use suitable words in conversational English)	4	3	2	1

4 Further comments and suggestions on the needs of oral communication for the automotive maintenance and repair profession

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แบบสอบถามเพื่อการวิเคราะห์ความต้องการจำเป็นในการพูดภาษาอังกฤษ
สำหรับอาชีพซ่อมบำรุงยานยนต์ (สำหรับนักเรียน)

1. ข้อมูลเบื้องต้น

1.1 เพศ: ☐ ชาย ☐ หญิง

1.2 กรุณาทำเครื่องหมาย (√) ในช่องผลการเรียนของคุณในรายวิชาต่อไปนี้.

รายวิชา	Grade						
	4.0 (A)	3.5 (B+)	3.0 (B)	2.5 (C+)	2.0 (C)	1.5 (D+)	1.0 (D)
ภาษาอังกฤษในชีวิตจริง 1 (English in Real Life 1)							
ภาษาอังกฤษเทคนิคสำหรับงานช่าง (English in Technical English on-the-Job)							
ภาษาอังกฤษ ฟังพูด- 1 (English Speaking and Listening 1)							
ภาษาอังกฤษ ฟังพูด- 2 (English Speaking and Listening 2)							

1.3 สาขาวิชาชีพด้านใดที่คุณสนใจ (ตอบได้มากกว่า 1 ข้อ)

☐ ช่างซ่อมบำรุงยานยนต์
☐ ช่างประกอบชิ้นส่วนยานยนต์
☐ วิศวกรเครื่องกลด้านยานยนต์
☐ เจ้าของธุรกิจส่วนตัว (อู่ซ่อมบำรุงรถยนต์)
☐ อื่นๆ (โปรดระบุ).....

1.4 ระบุระดับความพึงพอใจในการพูดภาษาอังกฤษของคุณ

☐ พึงพอใจที่สุด ☐ พึงพอใจมาก ☐ ค่อนข้างพึงพอใจ
☐ พึงพอใจน้อยที่สุด

2. ประสบการณ์ในการฝึกประสบการณ์ทักษะอาชีพ

4.1 ชื่อบริษัท.....ระยะเวลาในการฝึกประสบการณ์ทักษะอาชีพ.....

2.2 ตำแหน่งงาน .....

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2.3 ประเภทของอุตสาหกรรม:

☐ อู่ซ่อมบำรุงรถยนต์

☐ อุตสาหกรรมการประกอบชิ้นส่วนยานยนต์

☐ อุตสาหกรรมการผลิตยานยนต์

☐ อื่นๆ (โปรดระบุ).....

2.4 ประเภทยานพาหนะของอุตสาหกรรม:

☐ รถโดยสาร (เช่น รถจักรยานยนต์, รถยนต์, รถโดยสารประจำทาง, รถไฟโดยสาร)

☐ รถขนส่งสินค้า (เช่น รถบรรทุกสินค้า, พาหนะขนส่งสินค้า)

☐ รถเพื่อวัตถุประสงค์พิเศษ (เช่น รถพยาบาล, รถดับเพลิง, ยานพาหนะของกองทัพ)

2.5 คุณพูดภาษาอังกฤษในที่ทำงานบ่อยแค่ไหน

☐ ทุกวัน ☐ 5-6 วัน/ สัปดาห์ ☐ 3-4 วัน/ สัปดาห์ ☐ 1-2 วัน/ สัปดาห์

☐ ไม่เคย

2.6 คุณพูดภาษาอังกฤษในที่ทำงานกับใครบ้าง

☐ ลูกค้าต่างชาติ ☐ ผู้จัดการ ☐ เพื่อนร่วมงาน ☐ ไม่มี

☐ อื่นๆ (โปรดระบุ).....

3 การตระหนักถึงความต้องการจำเป็นในการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์

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<u>กรุณาทำเครื่องหมาย (√) หน้าตัวเลขที่แสดงถึงระดับความต้องการจำเป็นของท่านตามข้อมูลในตาราง</u>

4 = ต้องการมากที่สุด

3 = ต้องการมาก

2 = ต้องการน้อย

1 = ต้องการน้อยที่สุด

ความต้องการจำเป็นในการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์ **<u>1. ด้านภาษาศาสตร์</u>**	**4 ต้องการมากที่สุด**	**3 ต้องการมาก**	**2 ต้องการน้อย**	**1 ต้องการน้อยที่สุด**
1.1 คำศัพท์ทั่วไปที่ใช้ในงานด้านการซ่อมบำรุงยานยนต์ (เช่น เครื่องมือซ่อมบำรุง, เครื่องมืออิเล็กทรอนิกส์, ชิ้นส่วนอะไหล่ต่างๆ)	4	3	2	1
1.2 คำศัพท์เฉพาะทางที่ใช้ในงานด้านการซ่อมบำรุงยานยนต์ (เช่น แบริ่งเพลาข้อเหวี่ยง, คลัชใบพัดลมหม้อน้ำ, ปลอกสูบ)	4	3	2	1
1.3 โครงสร้างทางไวยากรณ์ (เช่น ประโยค: ประธาน (S) - กริยา(V) - กรรม(O), คำนำหน้านาม, โครงสร้างการใช้ Tenses ในภาษาอังกฤษ)	4	3	2	1
1.4 การออกเสียง (เช่น การออกเสียงสูงต่ำ , การเน้นคำ, เสียง /ch/, /th/)	4	3	2	1
ความจำเป็นในการสื่อสารสนทนาภาษาอังกฤษในสาขาวิชาชีพช่างซ่อมบำรุงยานยนต์ **<u>2. ด้านการนำมาใช้</u>**	**4 ต้องการมากที่สุด**	**3 ต้องการมาก**	**2 ต้องการน้อย**	**1 ต้องการน้อยที่สุด**
2.1 การแนะนำตนเองหรือแนะนำบุคคลอื่น	4	3	2	1
2.2 การสอบถามและการให้ข้อมูล	4	3	2	1
2.3 การให้คำแนะนำและการเสนอแนะความเห็น	4	3	2	1
2.4 การให้คำสั่งและทำตามคำสั่ง	4	3	2	1
2.5 การอธิบายรายละเอียด	4	3	2	1
2.6 การบรรยายภาพและวัตถุสิ่งของ	4	3	2	1
2.7 การอภิปรายและแลกเปลี่ยนความคิดเห็น	4	3	2	1
2.8 การเจรจาต่อรอง เช่น ต่อราคา), ขอสิ้นค้า/อะไหล่ทดแทน, ต่อเวลาในการปฏิบัติงาน(	4	3	2	1

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ความจำเป็นในการสื่อสารสนทนาภาษาอังกฤษในสาขาวิชาชีพช่างซ่อมบำรุงยานยนต์ **2. ด้านการนำมาใช้**	**4 ต้องการมากที่สุด**	**3 ต้องการมาก**	**2 ต้องการน้อย**	**1 ต้องการน้อยที่สุด**
2.9 การสั่งสินค้า	4	3	2	1
2.10 การนัดหมาย	4	3	2	1
2.11 การสรุปผลและรายงาน	4	3	2	1
2.12 การสื่อสารทางโทรศัพท์ (การสนทนาทางโทรศัพท์ที่ถูกต้อง เช่น การทักทาย, การให้คู่สนทนารอสาย, การจบบทสนทนา)	4	3	2	1
ความจำเป็นในการสื่อสารสนทนาภาษาอังกฤษในสาขาวิชาชีพช่างซ่อมบำรุงยานยนต์ **3. ด้านสังคมและวัฒนธรรม**	**4 ต้องการมากที่สุด**	**3 ต้องการมาก**	**2 ต้องการน้อย**	**1 ต้องการน้อยที่สุด**
3.1 ความรู้ด้านมารยาททางสังคม (เช่น การทักทาย, การแสดงความสุภาพ, การกล่าวขอโทษ, การกล่าวขอบคุณ, การแสดงความเห็นอกเห็นใจ, และการกล่าวอำลา)	4	3	2	1
3.2 ความรู้ด้านความแตกต่างทางวัฒนธรรม และความตะหนักด้านความแตกต่างทางวัฒนธรรม ที่อาจก่อให้เกิดปัญหาในการสื่อสาร	4	3	2	1
3.3 ความรู้ด้านการสื่อสารข้ามวัฒนธรรม (การใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐาน เช่น ภาษาอังกฤษแบบสิงคโปร์, ภาษาอังกฤษแบบอินเดีย, สำเนียงภาษาอังกฤษของประเทศในกลุ่มอาเซียน)	4	3	2	1
3.4 ความรู้ด้านภาษาอังกฤษทั้งแบบทางการและไม่เป็นทางการสำหรับในการสนทนา	4	3	2	1

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คำแนะนำและความคิดเห็นเพิ่มเติมต่อความจำเป็นในการสื่อสารสนทนาภาษาอังกฤษในสาขาวิชาชีพช่างซ่อมบำรุงยานยนต์

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APPENDIX C

Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire for Stakeholders

1. Background Information

What are your business visions and goals?

……
……..

How long have you been in the automotive maintenance and repair profession?

……
……..

What is the heart of your business?

……
……..

2. The Perceived Needs of English Oral Communication for the Automotive Maintenance and Repair Profession.

Please check (√) the number that best represents your level of need in the table.

4 = Most Important
3 = Very Important
2 = Slightly Important
1 = Least Important

Needs of English Oral Communication for the Automotive Maintenance and Repair Profession	**4 Most Important**	**3 Very Important**	**2 Slightly Important**	**1 Least Important**
1. Linguistic aspects				
1.1 General terms used in automotive maintenance and repair utterances (e.g., repairing tools, electronic equipment, spare parts	4	3	2	1
1.2 Technical terms used in automotive maintenance and repair utterances (e.g., main bearing, fan clutch, cylinder sleeves)	4	3	2	1
1.3 Grammatical structures (e.g., sentence structure: S-V-O, articles, tenses)	4	3	2	1
1.4 Pronunciation (e.g., intonation, stress, sound /ch/, /th/ etc.)	4	3	2	1

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Needs of English Oral Communication for the Automotive Maintenance and Repair Profession **2. Functional aspects**	**4 Most Important**	**3 Very Important**	**2 Slightly Important**	**1 Least Important**
2.1 Introducing oneself or someone	4	3	2	1
2.2 Asking and giving information and details	4	3	2	1
2.3 Giving advice and expressing opinions	4	3	2	1
2.4 Giving and following instructions	4	3	2	1
2.5 Giving explanations	4	3	2	1
2.6 Describing objects and pictures	4	3	2	1
2.7 Discussing	4	3	2	1
2.8 Negotiating (e.g., negotiate price, replacement parts, time consumption)	4	3	2	1
2.9 Placing orders	4	3	2	1
2.10 Making appointments	4	3	2	1
2.11 Summarizing and reporting	4	3	2	1
2.12 Telecommunication (a correct way of answering phone calls, i.e., asking the person to hold the line, ending)	4	3	2	1

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Needs of English Oral Communication for the Automotive Maintenance and Repair Profession **3. Sociocultural aspects**	**4 Most Important**	**3 Very Important**	**2 Slightly Important**	**1 Least Important**
3.1 Knowledge of social etiquettes (e.g., greeting, politeness, apologizing, expressing gratitude, sympathizing, and saying farewell)	4	3	2	1
3.2 Understanding cultural differences and sensitivity towards cultures that may	4	3	2	1

interfere with intercultural communication				
3.3 Understanding intercultural communication (non-standard English, e.g., Singlish, Indian English, ASEAN English accents)	4	3	2	1
3.4 Knowledge formal and informal languages in a conversation (being able to use suitable words in conversational English)	4	3	2	1

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แบบสอบถามเพื่อการวิเคราะห์ความต้องการจำเป็นในการพูดภาษาอังกฤษ
สำหรับอาชีพซ่อมบำรุงยานยนต์ สำหรับผู้ประกอบการ

1. ข้อมูลเบื้องต้น

วิสัยทัศน์และเป้าหมายของธุรกิจคุณคืออะไร

……..

คุณทำธุรกิจอู่ซ่อมบำรุงยานยนต์มาเป็นระยะเวลาเท่าไรแล้ว

……..

อะไรคือหัวใจสำคัญของธุรกิจคุณ

……..

2. การตระหนักถึงความต้องการจำเป็นในการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์

<u>กรุณาทำเครื่องหมาย (√) หน้าตัวเลขที่แสดงถึงระดับความต้องการจำเป็นของท่านตามข้อมูลในตาราง</u>

4 = ต้องการมากที่สุด
3 = ต้องการมาก
2 = ต้องการน้อย
1 = ต้องการน้อยที่สุด

ความต้องการจำเป็นในการพูดภาษาอังกฤษสำหรับอาชีพซ่อมบำรุงยานยนต์ **<u>1. ด้านภาษาศาสตร์</u>**	**4 ต้องการมากที่สุด**	**3 ต้องการมาก**	**2 ต้องการน้อย**	**1 ต้องการน้อยที่สุด**
1.1 คำศัพท์ทั่วไปที่ใช้ในงานด้านการซ่อมบำรุงยานยนต์ (เช่น เครื่องมือซ่อมบำรุง, เครื่องมืออิเล็กทรอนิกส์, ชิ้นส่วนอะไหล่ต่างๆ)	4	3	2	1
1.2 คำศัพท์เฉพาะทางที่ใช้ในงานด้านการซ่อมบำรุงยานยนต์ (เช่น แบริ่งเพลาข้อเหวี่ยง, คลัชใบพัดลมหม้อน้ำ, ปลอกสูบ)	4	3	2	1

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1.3 โครงสร้างทางไวยากรณ์ (เช่น ประโยค: ประธาน(S) - กริยา(V) - กรรม(O), คำนำหน้านาม, โครงสร้างการใช้ Tenses ในภาษาอังกฤษ)	4	3	2	1
ความต้องการจำเป็นในการพูดภาษาอังกฤษสำหรับอาชีพช่อมบำรุงยานยนต์ **<u>1. ด้านภาษาศาสตร์</u>**	**4 ต้องการมากที่สุด**	**3 ต้องการมาก**	**2 ต้องการน้อย**	**1 ต้องการน้อยที่สุด**
1.4 การออกเสียง (เช่น การออกเสียงสูงต่ำ , การเน้นคำ, เสียง /ch/, /th/)	4	3	2	1
ความจำเป็นในการสื่อสารสนทนาภาษาอังกฤษในสาขาวิชาชีพช่างซ่อมบำรุงยานยนต์ **<u>2. ด้านการนำมาใช้</u>**	**4 ต้องการมากที่สุด**	**3 ต้องการมาก**	**2 ต้องการน้อย**	**1 ต้องการน้อยที่สุด**
2.1 การแนะนำตนเองหรือแนะนำบุคคลอื่น	4	3	2	1
2.2 การสอบถามและการให้ข้อมูล	4	3	2	1
2.3 การให้คำแนะนำและการเสนอแนะความเห็น	4	3	2	1
2.4 การให้คำสั่งและทำตามคำสั่ง	4	3	2	1
2.5 การอธิบายรายละเอียด	4	3	2	1
2.6 การบรรยายภาพและวัตถุสิ่งของ	4	3	2	1
2.7 การอภิปรายและแลกเปลี่ยนความคิดเห็น	4	3	2	1
2.8 การเจรจาต่อรอง เช่น ต่อราคา), ขอสิ้นค้า/อะไหล่ทดแทน, ต่อเวลาในการปฏิบัติงาน(	4	3	2	1
2.9 การสั่งสินค้า	4	3	2	1
2.10 การนัดหมาย	4	3	2	1
2.11 การสรุปผลและรายงาน	4	3	2	1
2.12 การสื่อสารทางโทรศัพท์ (การสนทนาทางโทรศัพท์ที่ถูกต้อง เช่น การทักทาย, การให้คู่สนทนารอสาย, การจบบทสนทนา)	4	3	2	1

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ความจำเป็นในการสื่อสารสนทนาภาษาอังกฤษในสาขาวิชาชีพช่างซ่อมบำรุงยานยนต์ **<u>3. ด้านสังคมและวัฒนธรรม</u>**	**4** **ต้องการมากที่สุด**	**3** **ต้องการมาก**	**2** **ต้องการน้อย**	**1** **ต้องการน้อยที่สุด**
3.1 ความรู้ด้านมารยาททางสังคม (เช่น การทักทาย, การแสดงความสุภาพ, การกล่าวขอโทษ, การกล่าวขอบคุณ, การแสดงความเห็นอกเห็นใจ, และการกล่าวอำลา)	4	3	2	1
3.2 ความรู้ด้านความแตกต่างทางวัฒนธรรมและความตะหนักด้านความแตกต่างทางวัฒนธรรม ที่อาจก่อให้เกิดปัญหาในการสื่อสาร	4	3	2	1
3.3 ความรู้ด้านการสื่อสารข้ามวัฒนธรรม (การใช้ภาษาอังกฤษที่ไม่เป็นมาตรฐาน เช่น ภาษาอังกฤษแบบสิงคโปร์, ภาษาอังกฤษแบบอินเดีย, สำเนียงภาษาอังกฤษของประเทศในกลุ่มอาเซียน)	4	3	2	1
3.4 ความรู้ด้านภาษาอังกฤษทั้งแบบทางการและไม่เป็นทางการสำหรับในการสนทนา	4	3	2	1

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APPENDIX D
Interview questions for stakeholders

1. Do you think that English oral communication is important for your business and why?
2. Do you have foreign customers coming to your shop?
3. What is the most important thing you expect your automotive mechanics to be able to do when communicating with foreign customers?
4. What services do you provide to customers?
5. Could you please tell us what services are given to customers most frequently?
6. What are the automotive problems which customers have the most?
7. According to the questionnaire, could you please tell me when, how, how often, to whom each aspect was used when providing services?
8. Do you have further suggestions or comments about the aspects of English oral communication which are important for your business apart of the items in the questionnaire?

คำถามสัมภาษณ์สำหรับผู้ถือผลประโยชน์ร่วม

1. คุณคิดว่าการฟังพูดภาษาอังกฤษมีความสำคัญต่อธุรกิจของคุณไหมและทำไม
2. คุณมีลูกค้าต่างชาติที่อู่ซ่อมของคุณบ้างไหม
3. สิ่งสำคัญที่สุดที่คุณคาดหวังว่าช่างซ่อมบำรุงยานยนต์จะต้องทำได้เมื่อสื่อสารกับลูกค้าต่างชาติคืออะไร
4. คุณให้บริการด้านใดกับลูกค้าบ้าง
5. ลูกค้าส่วนใหญ่เข้ามารับบริการอะไรมากที่สุด
6. ลูกค้ามีปัญหาเกี่ยวกับยานยนต์ด้านใดมากที่สุด
7. จากแบบสอบถามที่ได้ตอบไปนั้น คุณช่วยบอกทีได้ไหมว่าการฟัง-พูดภาษาอังกฤษในแต่ละข้อนั้นถูกใช้อย่างไร ถูกใช้บ่อยแค่ไหน และถูกใช้กับใครในการให้บริการซ่อมบำรุงยานยนต์
8. คุณมีข้อคิดเห็นหรือคำแนะนำเพิ่มเติมเกี่ยวกับมุมมองด้านอื่นๆของการฟัง-พูดภาษาอังกฤษที่สำคัญสำหรับธุรกิจของคุณนอกเหนือจากที่ระบุไว้ในแบบสอบถามไหม

APPENDIX E

Assessment of the Research Instrument for Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession (IOC-Index of Item Objective Congruence)

Experts: The following experts were asked to assess the items of the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession (AMNA) Questionnaire.

Name	Profession	Education	Areas of Expertise
Assoc. Prof. Suchada Nimmannit	Director of Rangsit English Language Institute Former President of Thailand Teachers of English to Speakers of Other Languages (TESOL)	B.A. (Honors) Chulalongkorn University M.Ed. Landkiguage Education Pennsylvania State University, USA. Cert., Royal Society of Arts in Teaching English to Adults Moray House, Edinburgh, Scotland. Cert in TESOL Creative Teaching Pilgrims, Canterbury, UK.	Professional development, Business English, TESOL
Asst. Prof, Chulaporn Kongkeo, Ph.D.	Head of Division of English for Business, Chulalongkorn University Language Institute	B.A. Chulalongkorn University M.A. in Multilingual Education in TESL, Fairleigh Dickinson Ph.D. in Educational Technology and Communications, Chulalongkorn University	Classroom research, Educational Technology, Business English
Professor, Supaporn Tewiya, Ph.D.	English Lecture of Public Speaking, Faculty of Education, Chiang Rai Rajabhat University	B.A.) English(M.A. (TESOL) Ph.D. (Curriculum and Instruction)	Public speaking, mass media
Miss Rin Cheep-Aranai, Ph.D.	English Lecturer, Curriculum and Instruction Department Faculty of Education,	M.A.) TEFL), Thammasart University Ph.D. in English as an International Language, Chulalongkorn University	Oral communicatio n, play-based language learning, extensive

Name	Profession	Education	Areas of Expertise
	Silpakorn Unviersity		reading, teaching theory and practice, material designs
Miss Korapin Paranapiti, Ph.D.	English Lecturer, Division of Foreign Language, Faculty of Humanities, Kasetsart University	Ph.D. in English as an International Language, Chulalongkorn University	English as an International Language, communication strategies in English speaking

Direction: The Index of Item Objective Congruence (IOC) of the Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession Questionnaire identifies the expert's opinion on the appropriateness of the questions regarding the reliability and validity for collecting the data in Part 3. The levels of appropriateness are as follows:

+1 Appropriate
0 Not sure
-1 Inappropriate

Please check (√) the level of appropriateness of the questions

Items	Level			Comments
	+1	0	-1	
1. Linguistic aspects 1.1 Technical terms used in automotive maintenance and repair utterances (e.g., main bearing, fan clutch, cylinder sleeves, etc.)				
1.2 General terms used in automotive maintenance and repair utterances (e.g., electronic equipment, spare parts, etc.)				
1.3 Grammatical structures (e.g., articles, sentence structure: S-V-O, tenses)				
1.4 Pronunciation (e.g., intonation, stress, sound /ch/, /th/ etc.)				
2. Functional aspects				

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Items	Level			Comments
	+1	0	-1	
2.1 Introducing oneself or someone				
2.2 Asking and answering questions				
2.1 Introducing oneself or someone				
2.2 Asking and answering questions				
2.3 Asking and giving information and details				
2.4 Giving advice and expressing opinions				
2.5 Giving directions				
2.6 Describing items, things, objects, and pictures				
2.7 Explaining and giving instructions				
2.8 Discussing and giving reasons				
2.9 Negociating				
2.10 Placing orders				
2.11 Making appointments				
2.13 Presenting a report and summarizing				
2.14 Telecommunicating				
3. Sociocultural aspects 3.1 Using social etiquettes (e.g., greeting, politeness, apologizing, expressing gratitude, sympathizing, and saying farewell)				
3.2 Understanding language and cultural differences				
3.3 Understanding sensitivity towards cultures that may interfere with intercultural communication				
3.4 Understanding intercultural communication (non-standard English)				
3.5 Using formal and informal languages in a conversation				

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APPENDIX F
The Quality Assurance Checklist for Evaluating the Course Syllabus

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The checklist is a guideline for assessing the course syllabus for the research ***"Needs Analysis of English Oral Communication for the Automotive Maintenance and Repair Profession".***

Experts: The following experts were asked to assess the quality of the English Oral Communication Course for the Automotive Maintenance and Repair Profession Questionnaire.

Name	Profession	Education	Areas of Expertise
Professor, Supaporn Tewiya, Ph.D.	English Lecture of Public Speaking, Faculty of Education, Chiang Rai Rajabhat University	B.A.) English(M.A. (TESOL) Ph.D. (Curriculum and Instruction)	Public speaking, mass media
Miss Rin Cheep-Aranai, Ph.D.	English Lecturer, Curriculum and Instruction Department Faculty of Education, Silpakorn Unviersity	M.A.) TEFL), Thammasart University Ph.D. in English as an International Language, Chulalongkorn University	Oral communication, play-based language learning, extensive reading, teaching theory and practice, material designs
Miss Korapin Paranapiti, Ph.D.	English Lecturer, Division of Foreign Language, Faculty of Humanities, Kasetsart University	Ph.D. in English as an International Language, Chulalongkorn University	English as an International Language, communication strategies in English speaking

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Direction: The checklist consists of five main topics: objectives, contents, learning outcomes, course organization, and 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. 7 Upshur, J.A. (2002), "What can be evaluated" by Graves, K. (2000), "QEP Course Syllabus Rubric" by Savi, C. (2010). Rubrics. Paper 4. http://digitalcommons.hsc.unt.edu/rubric/4.

Topics	Your opinions					Comments & Suggestions
	5	4	3	2	1	
A: Objectives						
1. The unit objectives are relevant to the students' needs.						
2. The unit objectives are realistic.						
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.						
C: Learning outcomes						
8. Learning outcomes are relevant to the students' needs.						
9. Learning outcomes are aligned with the contents.						
10. Learning outcomes are measurable and/or observable.						
D: Course organization						

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Topics	Your opinions					Comments & Suggestions
	5	4	3	2	1	
11. It flows from unit to unit.						
E: Assessment schemes						
12. The assessment schemes are appropriate to assess what has been learned.						

Other comments or suggestions:

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APPENDIX G

Course Syllabus of English Oral Communication for the Automotive Maintenance and Repair Profession

Rationale

The results of this research highlight the needs analysis of English oral communication for the automotive maintenance and repair profession based on the perspectives among two participant groups: automotive mechanical students and stakeholders. The findings of this study were used to design a course syllabus for an automotive mechanical students' English training program to parallel the main needs of English oral communication for the automotive maintenance and repair profession. The course syllabus is a 36-hour elective course for vocational certificate level which equals to high school level, 3 credits, 3 hours per unit (theme), resting on syllabus design framework of Davis (1993) retrieved by Washington University and 2003 Curriculum for Diploma of Vocational Education in a Thai program in government institutions under the Office of the Vocational Education in the Bangkok Metropolitan Area. Based on Maslow's hierarchy of needs, the need viewed as important should be met first. Additionally, learner needs should be more engaged in classrooms for effective retention and understanding (Stromberg, 2015). In designing a course syllabus, there are six aspects; context analysis, needs assessment, syllabus contents, goals and objectives, course organization and assessment, based on CBI methods in syllabus and curriculum design for second language teaching by Kathleen Graves (2014).

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Theoretical Framework

English for Specific Purpose (ESP)

English for Specific Purpose (ESP) is "the role of English in a language course or programme of instruction in which the content and aims of the course are shaped by the specific needs of a particular group of learners" (Richards and Schmidt, 2010). Additionally, ESP can be served as a learner-centered approach to fulfill the specific needs of the target learners to satisfy ether their professional or vocational demands (Ramirez, 2015) effectively in language instruction. Robinson (1991) adds that ESP is

normally goal directed. That is, students study English not because they are interested in the English language (or English-langauge culture) as such but because they need English for study or work purposes.

The characters of ESP of Dudley-Evans and St. John (1998) are designed to meet the learner's needs, it applies the fundamental methodology and activities of the practices it serves, focuses on the language including grammar, lexis, and register, together with skills, discourse and genres suitable for the activities, and uses a teaching method which is different from that of general English in particular teaching situations. Most ESP courses employ basic knowledge of the language system, which is also applicable with beginners. Thus, ESP is likely a suitable instructional approach in designing the course syllabus of English oral communication for the automotive maintenance and repair profession as its instruction focuses on the learners' needs.

Content-Base Instruction (CBI)

CBI is a teaching approach which emphasizes on language teaching through specific contents for the target learners (Brinton, 2003). The new hybrid model of CBI used as an instructional model in language teaching is the Sustained Content Language Teaching or SCLT (Snow & Brinton, 2017). Using this approach, language courses are structured based on one content area throughout the course unit with learner-centered specific contents as fundamentals and objectives to achieve in classrooms. The course organization must be conducted around major topics with topic-related vocabulary and various authentic materials. This course syllabus focuses on two main areas: 1) content area (automotive maintenance and repair services) and 2) language instruction: (a) linguistic knowledge: vocabulary, pronunciation, (b) functional knowledge: expressions, and (c) sociocultural knowledge: cognitive strategies, i.e., social etiquettes, cultures, formal and informal language).

The main characteristics of CBI consists of 6 aspects: 1) content, 2) integrated skills, 3) active engagement, 4) being relevant to students' lives, needs or academic goals, 5) authentic texts and tasks and 6) language features. The role of CBI is important for ESP context. Freiermuth (2001) explains that ESP curriculum is designed based on the subject area, and teachers should have the subject-based concepts in their mind when developing their course and teaching materials by using CBI as the instruction

approach. Where emphasis of teaching and learning specific target lexis is in ESP, CBI is used as the adjunct model to prepare students to study with regular students who are native speakers of English in mainstream classes (Davies, 2003).

The course organization must be conducted around major topics with topic-related vocabulary and various authentic materials. The contents must be selected as appropriate to students' needs, related to their interests and lives, and to meet their academic or professional goals (Ngan, 2011).

Course Title

English Oral Communication for the Automotive Maintenance and Repair Profession

Degree

This course was designed for automotive mechanical students in beginner's level of English proficiency.

Course Description

This elective course aims to increase English oral communication fluency for everyday conversations in an automotive maintenance and repair profession. The main focuses of this course are on authentic practices in daily communications in their profession. Students will participate in class assignments and activities to improve their recognition of vocabulary, pronunciation, phrases, expressions, and social context in conversations.

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Course Objectives

The course objectives are as follows:

1. Students will be able to use technical terms and general terms in daily utterances with appropriate use of language in their profession.
2. Students will be able to produce meaningful messages and interpret meaning from utterances related to their profession.
3. Students will be able to use English oral communication in functions relevant to their professional activities.

4. Students will be able to orally communicate in English with appropriate social etiquettes and suitable styles of language.
5. Students will be able to use proper cultural knowledge in English oral communication effectively.

Evaluation

1. Oral assessment of academic knowledge 30%
2. Assessment of work or classroom activities 30%
3. Assessment of the assigned tasks 20%
4. Quiz 10%
5. Participation 10%

Course organization

The course organization was designed based on the needs of English oral communication for the automotive maintenance and repair profession. It consists of two sections: contents and outline as follows:

1. Contents

The contents are in linguistic aspects, functional aspects, and sociocultural aspects as reported in Table 5.1, which were drawn from the top-3 rankings of needs of English oral communication for the automotive maintenance and repair profession presented in Table 4.9 in chapter 4.

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Table 5.1 Course contents

Oral Communication Aspects	**Contents**
Linguistic aspects	- Technical terms - General terms - Pronunciation
Functional aspects	- Making appointments with customers - Asking and giving information and details

Oral Communication Aspects	**Contents**
	- Giving advice and opinions about vehicle or technical issues - Summarizing and reporting to customers - Discussing about vehicle or technical issues - Describing objects or pictures - Giving instructions about how to use and take care of vehicles - Negotiating vehicle operation time - Placing orders
Sociocultural aspects	-Social etiquettes -Formal and informal language -Knowledge of intercultural communication -Knowledge of cultural differences and sensitivity towards cultures that may interfere with intercultural communication

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2. Outline

The English oral communication course for the automotive maintenance and repair profession is a 36-hour elective course, 3 hours per unit, concluding 12 units. The contents were chosen based on the participants' needs of English oral communication in the findings of this study. The top-3 ranking items of the needs from both participant groups were selected as the content of course syllabus. The contents were in three aspects of English oral communication: linguistics aspects, functional aspects, and sociocultural aspects.

Course outline

Unit 1: Meeting the customers

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in asking for customers' contact and vehicle information.
2. Students will be able to use correct words and phrases in giving information and details about vehicles.
3. Students will be able to use correct words and phrases in make appointments with customers.
4. Students will be able to use correct words to summarize and report all services given to customers.
5. Students will be able to use formal and informal language appropriately.
6. Students will be able to demonstrate an awareness of social etiquette in greeting customers.

Content:

Linguistic aspects

- *Vocabulary:* Greetings, questions, auto parts
- *Pronunciation:* Intonation in questions

Functional aspects

- Asking and giving information and details about auto parts
- Summarizing and reporting services given to customers
- Making appointments with customers

Sociocultural aspects

- Formal and informal greetings
- Social etiquettes in greeting

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Unit 2: My new ride

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in giving instructions about vehicles' use.
2. Students will be able to use correct words and phrases in giving advice and opinions on how to take care of vehicles.
3. Students will be able to use correct words and phrases in describe vehicles' systems and parts.
4. Students will be able to express gratitude properly.

Content:

Linguistic aspects

- *Vocabulary:* Vehicles, equipment and functions of vehicles
- *Pronunciation:* Consonants (p, b, t, d, k, g)

Functional aspects

- Giving instructions about how to use customers' new vehicles
- Giving advice and opinions on how to take care of new vehicles
- Describing the vehicles' systems, functions, and parts

Sociocultural aspects

- Expressing gratitude to customers for their purchase and visit

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Unit 3: Let's check up

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in making an appointment with customers for a check-up.
2. Students will be able to use correct words and phrases in giving advice and opinions about vehicles' maintenance.
3. Students will be able to use correct words and phrases in summarizing and reporting about a check-up.
4. Students will be able to use a proper language and demonstrate politeness in talking on the phone.

Content:

Linguistic aspects

- *Vocabulary:* General repair and maintenance
- *Pronunciation:* Consonants (p, b, t, d, k, g)

Functional aspects

- Making appointments with customers for a check-up
- Giving advice and opinions about vehicles' maintenance
- Summarizing and reporting about a check-up to customers

Sociocultural aspects

- Politeness in making telephone conversation
- Formal and informal language in making telephone conversations

Unit 4: Before going for a long trip

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrase in asking and giving information and details about a road trip.
2. Students will be able to use correct words and phrases in discussing issues of breaks, steering, and suspension with customers.
3. Students will be able to use correct words and phrases in giving instructions about safety driving.
4. Students will be able to use punctuation properly in communication.

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Content:

Linguistic aspects

- *Vocabulary:* Onomatopoeias made by objects, breaks, steering, suspension
- *Pronunciation:* Vowels

Functional aspects

- Asking and giving information and details about a road trip
- Discussing about issues of a customer's vehicle on breaks, steering, and suspension
- Giving instructions about safety driving

Sociocultural aspects

- Punctuation in effective conversation

Unit 5: Something is wrong with the air conditioner…

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in giving instructions about how to use and take care of cooling systems.
2. Students will be able to use correct words and phrases in discussing issues of cooling systems with customers.
3. Students will be able to use correct words and phrases in making an appointment with a customer for repairing cooling systems.
4. Students will be able to demonstrate knowledge of cultural diversities of Western countries in conversations appropriately.

Content:

Linguistic aspects

- *Vocabulary:* Cooling systems
- *Pronunciation:* Stress

Functional aspects

- Giving instructions about how to use and take care of cooling systems
- Discussing about technical issues of cooling systems
- Making a service appointment with a customer for repairing cooling systems

Sociocultural aspects

- Cultural diversities in Western countries

Unit 6: Why are these symbols showing on my dashboard**?**

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in discussing about electrical and electronic technical issues.

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2. Students will be able to use correct words and phrases in summarizing and reporting to customers about how electrical and electronical repair work.
3. Students will be able to use correct words and phrases in asking and giving information and details about electrical and electronic technical issues.
4. Students will be able to make an impression by making offers.

Content:

Linguistic aspects

- *Vocabulary:* Electrical and electronic systems

Functional aspects

- Discussing about electrical and electronic technical issues
- Summarizing and reporting to customers about how electrical and electronical systems are solved
- Asking and giving information and details about electrical and electronic technical issues

Sociocultural aspects

- Making an impression by making offers in the future service**s**

Unit 7: Flat tires

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in discussing about tire issues.
2. Students will be able to use correct words and phrases in describing about tires' shapes and its equipment.
3. Students will be able to use correct words and phrases in negotiating time for tire repair work.
4. Students will be able to express empathy in a conversation.
5. Students will be able to demonstrate knowledge of cultural diversities of Asian countries in conversations appropriately.

Content:

Linguistic aspects

- *Vocabulary:* Tires

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Functional aspects

- Discussing about tire issues
- Describing about tires' shapes and its equipment
- Negotiating time for tire repair work

Sociocultural aspects

- Expressing empathy on the flat tires' issues
- Cultural diversities in Asian countries

Unit 8: My ride is broken down

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in giving instructions about how to use and take care of vehicles' engine and transmission.
2. Students will be able to use correct words and phrases in describing an engine's parts, functions, and transmission systems
3. Students will be able to use correct words and phrases in negotiating vehicle operation time for engine and transmission repair work.
4. Students will be able to apologize for a long operation time in giving services**.**

Content:

Linguistic aspects

- *Vocabulary:* Engine, transmission
- *Pronunciation:* Consonants (m, n, ng, l, r)

Functional aspects

- Giving instructions about how to use and take care of vehicles' engine and transmission
- Describing an engine's parts, functions, and transmission systems
- Negotiating vehicle operation time for engine and transmission repair work

Sociocultural aspects

- Apologizing for a long operation time in giving services

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Unit 9: OMG! I crashed my car

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in making an appointment with customers for a collision and body shop work.
2. Students will be able to use correct words and phrases in giving advice and opinions about a body shop guarantee and maintenance.
3. Students will be able to use correct words and phrases in placing orders for body parts and colors with a supplier.
4. Students will be able to use facial expressions and body languages in interacting with international customers.

Content:

Linguistic aspects

- *Vocabulary:* Body shop and collision

Functional aspects

- Making an appointment with customers for a collision and body shop work
- Giving advice and opinions about a body shop guarantee and maintenance
- Placing orders for body parts and colors with a supplier

Sociocultural aspects

- Appropriate facial expressions and body languages fin interacting with customers from UK, USA, Europe, Australia, and Asian countries

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Unit 10: International customers

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in giving advice and opinions about promotions.
2. Students will be able to use correct words and phrases in asking international customers' contact and give information and details about promotions.

3. Students will be able to use correct words and phrases in placing orders of spare parts with a supplier.
4. Students will be able to use World Englishes to communicate with native and non-native English speaking customers.
5. Students will be able to demonstrate the knowledge of cultural sensitivities in UK, USA, and Europe in conversations appropriately.

Content:

Linguistic aspects

- *Vocabulary:* Promotions
- *Pronunciation:* Intonation of British English, American English, Singlish, Indian English, European accents

Functional aspects

- Giving advice and opinions about promotions
- Asking international customers' contact and give information and details about promotions
- Placing orders of spare parts with a supplier

Sociocultural aspects

- World Englishes (British English, American English) in conversations with native and non-native English speaking customers
- Cultural sensitivities in UK, USA, Europe

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Unit 11: Bad services!

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in describing maintaining and repairing equipment.
2. Students will be able to use correct words and phrases in asking and giving information about bad services which customers experience.
3. Students will be able to use correct words and phrases in negotiating for operation time to improve services.

4. Students will be able to demonstrate the knowledge of social etiquettes in conversations properly.
5. Students will be able to use World Englishes to communicate with native and non-native English speaking customers.

Content:

Linguistic aspects

- *Vocabulary:* Expressions in making complaints

Functional aspects

- Describing maintaining and repairing equipment
- Asking and giving information about bad services which customers experience
- Negotiating for operation time to improve services

Sociocultural aspects

- Business etiquettes
- World Englishes (Singlish, Indian English, European English) in conversations with native and non-native English speaking customers

Unit 12: Keep your customers close

Time: 3 hours

Unit objective:

1. Students will be able to use correct words and phrases in making appointments with customers for vehicle inspection and special events.
2. Students will be able to use correct words and phrases in summarizing and reporting to customers about vehicle inspection and repairs
3. Students will be able to use correct words and phrases in giving advice and opinions about future inspection.
4. Students will be able to use formal language in inviting customers appropriately.

Content:

Linguistic aspects

- *Vocabulary:* Invitation

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Functional aspects

- Making appointments with customers for vehicle inspection and special events
- Summarizing and reporting to customers about vehicle inspection and repairs
- Giving advice and opinions about future inspection

Sociocultural aspects

- Formal and informal ways to invite customers

Teaching aids

Media

1. White/blackboard
2. Powerpoint media
3. Electronic media: websites and mobile phones
4. Worksheets
5. Videos and voice records
6. Flash cards
7. Posters
8. Outfits

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Connecting with students

1. Email
2. Facebook
3. Line

Sample teaching material

1. Google site: https://sites.google.com/site/englishforautomotivemechanics/

VITA

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