

Development of an Online Course Using Situated Learning and
ESA Method to Enhance English Oral Communication Ability
of University Administrative Staff



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จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Teaching English as a Foreign
Language

Department of Curriculum and Instruction

FACULTY OF EDUCATION

Chulalongkorn University

Academic Year 2020

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เสริมสร้างความสามารถในการพูดภาษาอังกฤษของพนักงานมหาวิทยาลัย



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2563

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	Development of an Online Course Using Situated Learning and ESA Method to Enhance English Oral Communication Ability of University Administrative Staff
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Field of Study	Teaching English as a Foreign Language
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รัชกฤษ มาตยะพันธ์ : การพัฒนาบทเรียนออนไลน์ตามแนวคิดการเรียนรู้ตามสถานการณ์
และวิธีสอนอีเอสเอเพื่อเสริมสร้างความสามารถในการพูดภาษาอังกฤษของพนักงาน
มหาวิทยาลัย. (Development of an Online Course Using
Situating Learning and ESA Method to Enhance English
Oral Communication Ability of University Administrative
Staff) อ.ที่ปรึกษาหลัก : ผศ. ดร.พรพิมล สุขะวาที

ภาษาอังกฤษเป็นที่ใช้เป็นที่สื่อกลางเพื่อการสื่อสารในระดับอุดมศึกษาโดยเฉพาะหลักในสูตร
นานาชาติ ซึ่งพนักงานมหาวิทยาลัยจะต้องใช้ภาษาอังกฤษในการสื่อสารกับคณาจารย์ นักศึกษา
ต่างชาติ และมหาวิทยาลัยคู่สัญญาได้ การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อ (1) ตรวจสอบ
ประสิทธิภาพของบทเรียนออนไลน์ตามแนวคิดการเรียนรู้ตามสถานการณ์ (situated learning)
และวิธีสอนอีเอสเอ (ESA method) เพื่อเสริมสร้างความสามารถในการพูดภาษาอังกฤษของ
พนักงานมหาวิทยาลัย และ (2) ศึกษาทัศนคติของผู้เรียนต่อบทเรียนดังกล่าว ขอบเขตการศึกษาใน
ครั้งนี้ใช้ประชากรตัวอย่างเป็นพนักงานมหาวิทยาลัย โดยกลุ่มตัวอย่างคือพนักงานมหาวิทยาลัย
จำนวน 20 คน อายุตั้งแต่ 22 – 40 ปี ประกอบด้วยเพศชาย จำนวน 6 คน และเพศหญิง จำนวน
14 คน โดยเลือกวิธีการสุ่มตัวอย่างตามความสะดวก ผลการศึกษาพบว่า 1) ความสามารถในการ
สื่อสารของพนักงานในมหาวิทยาลัยเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 หลังจากการเรียน
บทเรียนออนไลน์ และ 2) บทเรียนนี้ยังส่งผลต่อทัศนคติทางบวกของผู้เรียนต่อวิธีการสอนร่วมกันทั้ง
สองวิธี ดังนั้นบทเรียนออนไลน์ที่ใช้การสอนร่วมกันทั้งสองวิธีนี้เป็นประโยชน์ต่อพนักงาน
มหาวิทยาลัยตามผลการวิจัย

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

สาขาวิชา	การสอนภาษาอังกฤษเป็น ภาษาต่างประเทศ	ลายมือชื่อนิสิต
ปีการศึกษา	2563	ลายมือชื่อ อ.ที่ปรึกษาหลัก

6183338627 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE
 KEYWORD ESA method, online course, oral communication, situated learning
 D:

Tatchakrit Matyakhan : Development of an Online Course Using Situated Learning and ESA Method to Enhance English Oral Communication Ability of University Administrative Staff. Advisor: Asst. Prof. PORNPIMOL SUKAVATEE, Ph.D.

Since English is the primary mode of communication at institutions of higher education that offer international programs, university administrative staff must be able to communicate in English with academic staff, international students, and partner universities. The purpose of this research is (1) to investigate the effectiveness of an online course that combines situated learning and ESA to improve oral communication skills and (2) to capture the perceptions of university administrative staff towards such a course. The participants were 20 university administrative staff, aged from 22 to 40 years old, 14 females and 6 males, at a public university in Thailand, selected by the convenience sampling method. The study employed one group pre-test and post-test design, using a pre-test, post-test and online journals from the participants to collect the data. The results indicated two major findings: 1) oral communication skills significantly improved after implementing the online course ($p = 0.05$), and 2) participants expressed mainly positive perceptions about the course. The study implies that an online course benefits university administrative staff.



Field of Study:	Teaching English as a Foreign Language	Student's Signature
Academic Year:	2020
		Advisor's Signature
	

ACKNOWLEDGEMENTS

I would like to extend my thanks to the following people who had played significant roles throughout my thesis completion. Firstly, I would like to express my sincere gratitude to my advisor, Assistant Professor. Pornpimol Sukavatee, who has believed in me even on days I least believed in myself and has guided me throughout my research work and years of learning in the TEFL Program. Without her support and guidance, this study would never have been completed. Her constructive advice has not only shaped my skills as a researcher but also strengthened my thesis. I am so grateful for her and all that she has done for me.

Secondly, I also would like to express my sincere gratitude to my committees, Assistant Professor Ruedeerath Chusanachoti and Assistant Professor Nuttakritta Chotipaktanasook, for taking the times to read my work and provide valuable feedback to strengthen my thesis. Your times and feedback are greatly appreciated.

Thirdly, I would like to express my sincere gratitude to my experts who verified my instruments and provided necessary feedback.

Fourthly, I would like to express my sincere gratitude to my TEFL colleagues, Suphitchaya Chaiyaratana, Suphawadee Suwannaphim, Benchamas Hanuvong, Suphatchaya Songpitak to name a few. Without your encouragements and words of advice, my journey of thesis completion would never have been pleasant. You have been my rocks from the very start, and I am thankful for our friendship.

Fifthly, I would like to thank my family, especially my mother, for being there for me on my best and worst days. Your support means the world to me, and I can never thank you enough for all that you have done.

Finally, I would like to thank myself for being resilience throughout my thesis completion. I have made my dream into a reality, and I will always cherish every moment, the good and the bad. Here is a little note to me: It wasn't easy, but it was certainly worthwhile.

Tatchakrit Matyakhan

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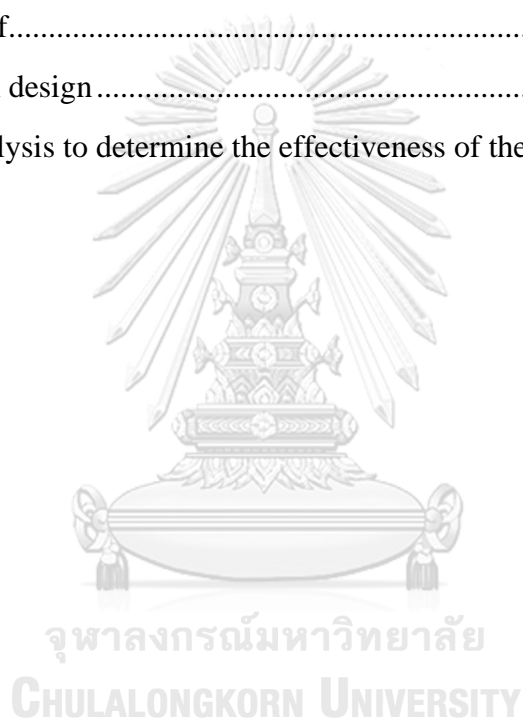
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Chapter 1

Introduction

1.1 Background of the study

Oral communication plays a crucial role as it is the way to convey thoughts and ideas using the aural/oral skills (Burns & Joyce, 1997) and it is a fundamental component of literacy. Besides, oral communication is also considered to be an essential ability in many professions as it is a medium of communication and it is considered as a global lingua franca in business world nowadays (Nickerson, 2013). There have been studies conducted on the importance of oral communication in several professions including engineering industry (Kluensuwan et al., 2019; Moslehifar & Ibrahim, 2012; Riemer, 2002) and human recourse development (Giannantonio & Hurley, 2002; Moslehifar & Ibrahim, 2012). Therefore, English oral communication plays an essential role in each profession because the demand of workplaces increasingly requires employees to use English in order to operate in workplace smoothly and effectively (Anthony, 2018). Specifically, employees in media, international relations, mass media, international travel and safety, communications and education requires English oral communication ability to work effectively (Crystal, 2012).

Education in Thailand has placed a great emphasis on the importance of English (Hengsadeeikul et al., 2010) as a language for communication. Hengsadeeikul et al. (2010) suggested that in Thailand where English is used a foreign language, people do not have an adequate opportunity to be exposed and used to English. The only way that creates exposure to English is through schools and universities that

provide instruction in English. This is the reason why English and education are united. Additionally, “English connects to internationalization” (Rose & McKinley, 2018, p. 114). Higher education institutions that offer international programs mean that there are numbers of international students. Hence, English becomes additional language for communication between students, academic and administrative staff.

Many higher educational institutions in Thailand nowadays have offered international programs. Chulalongkorn University, for instance, is one of the leading universities in Thailand that offers ninety-eight international programs in undergraduate and post-graduate levels and there are 817 international collaborations with universities and institutes from all over the world (Office of Strategy Management Chulalongkorn University, 2019). These programs require all the university administrative staff to coordinate among various departments and divisions as well as partner universities in English. Due to the increase of international programs, English is undoubtedly important to university administrative staff as they need to use the language to communicate and collaborate with foreign students, teachers and other international stakeholders such as signing MOU (memorandum of understanding) and contacting with international students and staff. As a result, it is undeniably essential for university administrative staff to improve their English oral communication ability. Additionally, it helps the staff in higher education context to have better service (Pradaphon, 2018). Thus, oral communication is the priority in education (Crosling & Ward, 2002).

Additionally, a preliminary interview with five university administrative staff was conducted to investigate the importance of English oral communication among university administrative staff. The staff, three females and two males, were chosen

based on having similar work background as the participants in the study. In another words, they worked in the same university as the participants in the study. Their age range were between 23 and 40 years old. All of them agreed that English oral communication is essential for their job because they need to communicate with international students and work with partner universities from overseas. Thus, they found that using English for oral communication is challenging for them, and as a result, impacts their works such as cooperating student and staff mobility with international partner universities, giving information about international programs and admission, as well as organizing international talks, seminars and conferences. Specifically, they reported that their listening and speaking skills are not satisfying. More essentially, they do not know how to apply English in their real situations when they need to communicate and solve problems with international students, parents, lecturers using English. For this reason, they need to further develop their English oral communication ability for workplace. Furthermore, the five university administrative staff are full-time employees. Thus, they preferred to learn through online platforms rather than in person. They also expressed that the online platforms would give them flexibility and accessibility as many of them do not want to travel to take classes.

Most of English courses are for teaching staff and students that aim to enhance oral communication in higher institutions; however, English courses to enhance such ability for non-teaching or administrative staff are limited. In order to develop a language course, a course developer should know the elements in course development. According to Brown (1995), there are key components including goals and objectives based on assessment, determining content, materials, methods, and evaluation. Moreover, Macalister and Nation (2010) proposed a set of language

course development that begins with needs analysis, environmental analysis, the application of teaching and learning approaches, syllabus design and course evaluation respectively. All the steps are related to each other (Graves, 2000) and it is an ongoing process.

An English oral communication course may benefit university administrative staff in enabling them to orally communicate in the workplace based on the process of language course development components. There were a few studies investigating the English proficiency and needs of university administrative staff. For instance, Al-Ahdal and Al-Mashaqba (2016) examined the language proficiency levels of non-teaching staff and language for communication. They also examined the appropriateness of teaching resources and materials. Similarly, there was one research focusing on needs analysis conducted in Thailand (Chaiyapoo, 2017). Chaiyapoo (2017), a student researcher from Thammasat University, Thailand, investigated non-teaching staff's needs of English skills. Vocabulary, grammar and pronunciations are needed by the non-teaching staff in the university to work for international programs. Moreover, she emphasized vocabulary, grammar, and pronunciation. Both research studies did not put much emphasis on the oral communication that the staff needs in order to work in the educational context and did not focus on appropriate teaching methods and approaches to teach the non-teaching staff. Even though those studies conducted the needs and course development for university context, the course for university staff are rarely found. Consequently, administrative staff in educational context need to acquire English oral communication ability through appropriate teaching approach to meet the functionality of language in workplace.

Situated learning is one of the approaches that has been used in an English oral communication course. In this approach, meaningful learning emerges when the learners are in the same environments and share the same cultural contexts (Brown, Collins, & Duguid, 1989). Moreover, Lave and Wenger (1991) provide the idea of this approach related to the community of practice which means that a group of people who work or share the same interest. Moreover, they emphasized that knowledge can occur once they learn from the people from the same community. Therefore, the learning is situated in a specific context and knowledge is co-constructed since people have the same goals and expectations to achieve.

Regarding those communicative approaches, the language needs to be exposed in order to motivate and provide opportunities for the language usages (Harmer, 2007). Moreover, the students who receive adequate input and are engaged in learning topics and tasks would have higher oral ability (Harmer, 2007). Because of that, Harmer (2007) proposed a teaching method known as Engage, Study, and Activate (ESA) to foster English oral communication opportunity among the students. Therefore, the ESA model could allow students to learn with their engagement and receive enough input in the target language.

In this digital era, there are various tools to assist people with communicate amongst each other. Moreover, computer-mediated communication (CMC) helps people in various occupation contexts to stay connected. CMC is divided into two types: Asynchronous Computer-Mediated Communication (ACMC) such as email, and blog, and Synchronous Computer-Mediated Communication (SCMC) such as video conferencing, chat room, and voice chat. Both tools are beneficial in improving English oral communication. For instance, a study by Satar and Özdener (2008) was

conducted to see the effectiveness of SCMC to enhance speaking skills. They suggested that it helps the learners to enrich their speaking skills and have more confidence through safe environment. Moreover, Wang (2010) also emphasized that SCMS makes the students produce more utterances. A study on APMC showed that it makes students speak with confidence as Abrams (2003) illustrates that APMC can create pre-planning environment to students so that they will produce more accurate and complex when they speak. APMC, in its feature, show how to provide time to students (Wang, 2010).

CMC tools can be effective in helping the course developers to design face-saving environment to encourage learners to speak more confidently. Furthermore, CMC tools can also provide opportunity to learn at students' own pace and time. This can be an advantage for language development. Additionally, this allows for flexibility as students can learn the lessons at their convenience. Moreover, due to an outbreak of COVID-19 from the year 2020 till this day, online teaching and learning platforms have become inevitable for teachers and students. Educational institutes around the world have turned into the practice of online teaching and learning for health safety. Thus, technology such as computer and internet can connect a language teacher and students through synchronous and asynchronous communication (Romaña Correa, 2015) and develop speaking and listening skills (Levy, 2009).

Given that courses for university administrative staff are limited, in addressing to the research gap and the importance of English oral communication ability of the university administrative staff and online learning, this present study attempted to design and develop an online course using situated learning and ESA method for

university administrative staff in order to improve English oral communication ability in their working basis.

Hence, the following research questions were examined to obtain both the effectiveness of the online course using situated learning and ESA method improve oral communication ability of university administrative staff and investigated the insights of university administrative staff's perceptions towards the course.

1.2 Research questions

This study attempted to answer the following questions:

1. To what extent does the online course using situated learning and ESA method improve oral communication ability of university administrative staff?
2. What are the university administrative staff's perceptions towards their learning through the online course using situated learning and ESA method improve oral communication ability of university administrative staff?

1.3 Research objectives

The aims of this study are to:

1. To develop the online course using situated learning and ESA method to improve oral communication ability of university administrative staff.
2. To investigate the university administrative staff's perceptions towards the online course using situated learning and ESA method to improve oral communication ability of university administrative staff.

1.4 Statements of Hypothesis

Many previous studies have reported the findings about the effectiveness of situated learning (Özüdogru & Özüdogru, 2017; Yang, 2011) and ESA method (Fithria & Ratmanida, 2019; Rahmat, 2019) in enhancing students' English proficiency in both speaking and listening skills. To investigate the effectiveness of the developed course using situated learning and ESA method to enhance English oral communication ability of the university administrative staff, the hypothesis has formulated as follows:

After attended the online course using situated learning and ESA method to enhance oral communication of the university administrative staff, the average of the post-test score of oral communication ability is significantly higher than the average score of the pre-test at the level of 0.05.

1.5 Definitions of terms

Oral communication ability refers to the ability to express one's thoughts, ideas, and information as well as conveying the meaning in the spoken language. In this study, it refers to the ability of university administrative staff using knowledge considering comprehensibility, fluency, vocabulary, pronunciation, and grammar to understand information correctly and orally communicate in form of spoken language in various workplace contexts in a university appropriately.

Situated learning refers to an instructional approach in which learning takes place through situational collaboration activities amongst learners of similar backgrounds. In this study, situated learning is the instructional approach emphasized situational collaboration activities amongst university administrative staff who

worked in the same university and needed to orally communicate in English at work.

The situations in this study were as followed:

- (1) Getting to know the university: A foreigner is interested in studying at the university, but he needs more information about the university.
- (2) Calling from a foreigner: A foreigner makes a call to a staff asking about some information about the university and the programs.
- (3) Applying to the university: A foreigner has questions about application and admission process.
- (4) Registering courses in the university: A foreigner asks about the steps of course registration.
- (5) Getting a scholarship: A foreigners requests information about scholarship to participate in the exchange programs at a partner university.

ESA method refers to a teaching sequence including three stages: engage, study and activate. In engage stage, students are asked to answer some questions to motivate them to learn in learning topics. In study stage, students learn about linguistic information to get enough input before moving to the next stage. In the activate stage, students are asked to produce the language freely using situations provided. In this study, the ESA method is used as a teaching sequence to develop the lesson plans used as an instructional material.

Online course refers to a course conducted using asynchronous computer-mediated communication (ACMC) tool called Google classroom and synchronous computer-mediated communication (SCMC) tool called ZOOM to communicate using English between teacher and students, and students and students.

University administrative staff in this study refer to non-teaching staff working at a university in the Faculty of Commerce and Accountancy, the Faculty of Economics, the Faculty of Communication Arts, Language Institute, Graduate School, the Office of International Affairs, and The Office of Academic Affairs.

Perceptions in this study perceptions refer to students' experiences towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff.

1.6 Scope of the study

This study employed a single group pre-test-post-test research design. It aimed to determine the effectiveness of the developed online English oral communication course using situated learning and ESA method to enhance oral communication ability of university administrative staff.

In the present research, the population for this study were public university administrative staff in Bangkok. The participants were 20 university administrative staff from different faculties and offices at the university, namely the Faculty of Commerce and Accountancy, the Faculty of Economics, the Faculty of Communication Arts, Language Institute, Graduate School, the Office of International Affairs, and The Office of Academic Affairs.

The data from the main study gathered by means of pretest and posttest, and student online learning journal. The descriptive statistic of means and standard deviation were used to analyze quantitative data. In addition to that, content analysis was used to analyze qualitative data.

The independent variables were an online course using situated learning and ESA method and the dependent variable was oral communication ability of university administrative staff.

1.7 Significance of the study

The present study aimed to develop an online course using situated learning and ESA method to improve English oral communication of university administrative staff. The findings of this study are essential to provide a solution to unsatisfactory level of English oral communication of university administrative staff that needs to smoothly and effectively work with overseas students and academic staff and other stakeholders in real-life situations in various university contexts.

Moreover, this present study can also be a guideline for teachers who teach adult learners in various professional contexts, especially in the contexts of university. The teachers can also adapt situated learning as well as ESA method as one of the principles of teaching English oral communication for teaching future English courses for occupational purposes.

Additionally, this study yields the practical benefits by demonstrating the concept of developing an online language course. Researchers, course developers, and material designers who are interested in designing an online language course can also adapt the concept in order to develop their own course. Moreover, online course also helps language teachers when the world faces with extraordinary circumstances such as COVID-19 pandemic. Hence, it can be one of the alternative ways for English language teachers to cope with this kind of situations.

Chapter 2

Review of the literature

This chapter reviews five vital elements related to this research including oral communication ability, situated learning, online language learning, course development, and research framework, respectively. The details of the literature review are presented as follows:

2.1 Oral communication ability

2.1.1 Definition of oral communication ability

Oral communication is the foundation of literacy. Brown (1994) and Burns and Joyce (1997) described oral communication or speaking as the way to express one's thoughts as well as conveying the meaning in the spoken language. More importantly, Bailey (2005) illustrates that it is aural/oral skills. It can be elaborated that in the medium of the message, channel is another significant idea (Nunan, 2005). The channel consists of aural/oral skills focused on the systematic verbal utterances' production to convey meaning. Moreover, oral communication deals with the producing, receiving, and processing information which is its interactive process of constructing meaning.

Therefore, oral communication is the combination of both speaking and listening (Brown & Lee, 2015). Hence, oral communication skills are integrated listening and speaking skills that show the way to effectively convey and express their thoughts and ideas between a speaker and interlocutors orally. Moreover, Rahman

(2010) emphasized oral communication as skills that involve interaction. He also mentioned that oral communication skills comprise many elements such as language used for communication, eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, and so on. Using those elements in a conversation, it provides opportunities to listeners to create the interaction. Therefore, oral communication is the ability to help the speaker to know what and how to speak in different contexts to interact with interlocutors.

In spoken-language interaction, Richards (2015) describes the features of authentic spoken interaction as follows: 1) using the clauses linked with basic coordination, 2) using incomplete sentences, 3) using multi words and chunks, 4) using fixed and colloquial expressions and idioms, and 5) involving turn-taking, providing feedback and managing topic, 6) using different genres of spoken English, 7) using formal and causal speech differently, and 8) using different grammar in written and spoken grammar.

Florez (1999) demonstrates the critical issue in speaking that speaking is “often spontaneous, open-ended, and evolving” (p.1). According to Thornbury (2005), speaking does not mean that utterances are always unplanned. However, the planning process is limited so that the utterances need to be produced in real time. Since speaking deals with the interaction between the speakers and interlocutors, both of them need to consider and take an account for the knowledge, ideas, and opinions of listeners to signal that they will understand and the topic is clear and

understandable; therefore, the listeners will be able to interpret and respond to messages (Burns & Joyce, 1997).

Thus, oral communication ability in the present study could be defined as the ability to orally exchange ideas, thoughts, information through a dialogue fluently, accurately, and appropriately between a speaker and one or more interlocutors in different contexts. The next session describes components of oral communication ability.

2.1.2 Components of oral communication ability

Oral communication or speaking is the process of constructing and sharing meaning through spoken language. There are components of oral communication ability in order to communicate to people effectively.

Linder (1977) illustrates that the components in oral communication ability are fluency, comprehensibility, amount of communication, quality of communication, and effort of communication. First, fluency refers to the continuity of speaking. Second, comprehensibility is the ability to understand completely. Third, amount of communication means the amount of information in oral communication, Next, quality of communication refers to the language accuracy when communicating orally. Finally, effort of communication is the attempt to make interlocutors understand the speaker's speech including body language.

Similarly, Burns (2019) proposed three key elements for the increase of the ability which are knowledge of language and discourse, core speaking skills,

communication strategies according to Goh and Burns (2012) as it shows in the Figure 1.

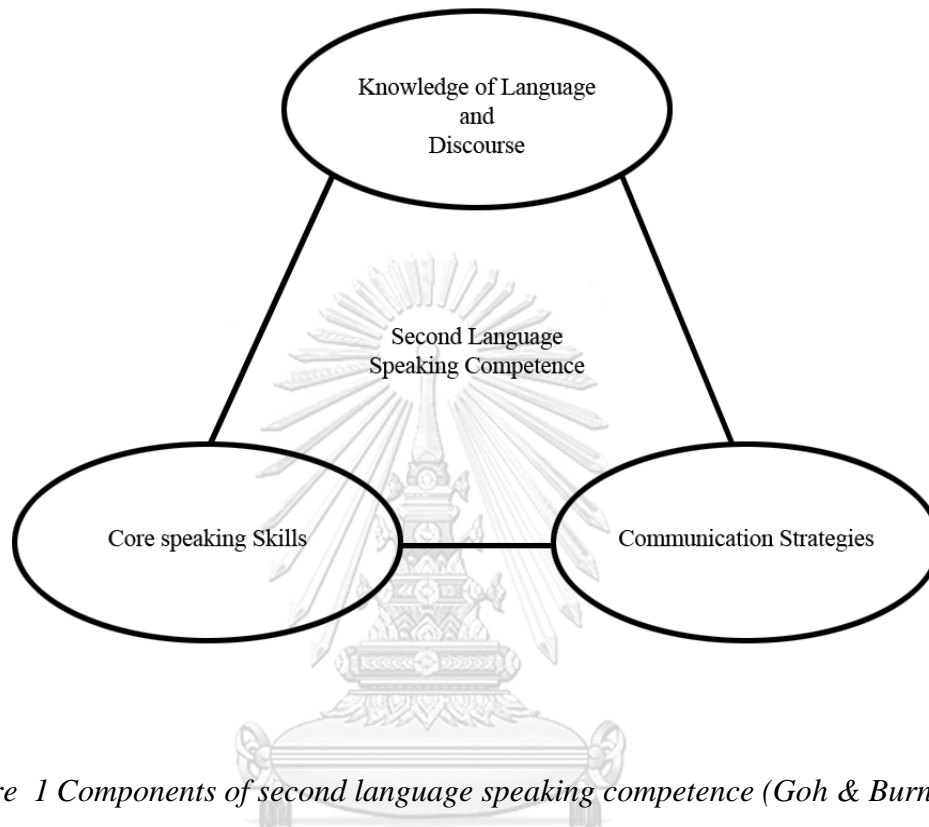


Figure 1 Components of second language speaking competence (Goh & Burn, 2012)

The first element is knowledge of language and discourse. It highly concerns about producing the illegible sound pattern of language, knowing the grammar and vocabulary, understanding discourse and genre. The second element is core speaking skills. It involves the ability to produce speech quickly and fluently as well as to manage the flow of speech. Finally, communication strategies refer to the development of cognitive, metacognitive and interaction strategies in order to cope with the communication breakdowns. Therefore, the model implies that students who are able to communicate orally need to have three aforementioned aspects in order to pass on what they want to communicate. Moreover, it is beneficial for students that

the teacher provides a specific aspect by guiding and introducing the aspects to students to improve the oral communication ability.

In sum, based on the literatures, oral communication components consist of these following crucial components. Firstly, knowledge of language and discourse which is similar to language accuracy or the quality of communication. Secondly, core speaking skills refer similarly to fluency or the ability to keep the flow of the speech. Next, communication strategies are also equivalent to effort of communication which helps to prevent the communication breakdowns. Lastly, comprehensibility means the ability to understand information completely.

In this study, the components of oral communication ability were the knowledge of comprehensibility, fluency, vocabulary, pronunciation, and grammar. The university administrative staff needed this knowledge in order to obtain oral communication ability. Next session describes the functions of oral communication and provide some examples of each function of oral communication.

2.1.3 Functions of oral communication

The functions and roles of oral communication help both speakers and interlocutors reach to an effective oral communication ability. Brown et al. (1983) firstly distinguished the functions of speaking into two categories: the interactional functions and the transactional functions. The interactional functions help people to create and maintain their relationships in social, and the transactional functions mainly focus on exchanging information. Then, Richards (2008) adopted Brown and Yule's (1983) framework and proposed three functions of speaking: talk as interaction, talk as transaction, and talk as performance.

Firstly, talk as interaction simply refers to conversation. It describes the way people exchange greetings, discussing in a small talk, retell recent experiences and so on (Richards, 2008). In talk as interaction, it takes place in a very friendly environments and it comforts a speaker and interlocutors. Moreover, it can be both casual and formal depending on the circumstances, for example, chatting with an adjacent passenger on a train or a bus, an employee talking to his/her boss on the elevator. There are some skills using in talk as interaction that Richards (2008) suggested as follows: opening and closing conversations, selecting topics, making a small talk, making joke, telling personal experiences, turn talking, using adjacency pairs, interrupting, reacting to each other, and using appropriate style of speaking. The limitation of this function is that the students need to find someone to chat and talk with. Moreover, they need to practice more frequently with various topics so that they might not feel awkward and lost while talking.

Secondly, talk as transaction refers to situations emphasizing on what is said and done, for instance, making a phone call for hotel booking information, asking someone directions, ordering food in a restaurant, asking how to complete an application form etc. It is different from the talk as interaction because it does not greatly focus on social interaction nor participants. The message itself is the main focus because it is the key in conveying accurate and clear information. Crucially, this function does aim for accuracy as long as the information is successfully conveyed and understood; a speaker may use communication strategies to cope with communication breakdowns. Thus, linguistic accuracy is not much important in this function. However, skills that this function needs are explaining a need and opinions, describing things, asking questions and clarification, clarifying understanding and

confirming information, comparing and contrasting things, and agreeing and disagreeing. A speaker does not have to introduce a lot of topics; however, they need to be able to convey and give the information from what the interlocutors. This kind of function is suitable with people who are working in a company or using English for a workplace.

Lastly, talk as performance is described as public speaking or public talk since it is rather a monologue than a dialogue. This function is close to the written language because it often follows the format; the examples of talk as performance are giving a welcome speech, giving a presentation and giving a lecture. This function focuses on both message and audience. Moreover, linguistic accuracy is also important since it is more formal than both talking as interaction and talk as transaction. The possible skills may be required using appropriate format and vocabulary, using correct pronunciation and grammatical structure, maintaining audiences' attention, and using an appropriate opening and closing.

In each function, they are distinguished. All the functions can help teacher teaching oral communication to design a course as well as appropriate materials for each lesson. If an instructor aims for teaching everyday conversation, he/she may select talk as interaction to teach. In contrast, if the course objective is to give information in a certain situation, talk as transaction is therefore a better option. The marketing course, for example, always requires students to give presentations, so talk as performance will be the best choice. Hence, selecting functions of speaking may help teacher to take it to consideration when he/she needs to select activities as well as the aspect to assess students' performance to match with learning objectives of a course.

Therefore, functions of oral communication (talk as interaction, talk as transaction and talk as performance) were applied in this study because their purposes could help university administrative staff to improve their oral communication ability effectively in different contexts and situations. The next session describes the role of oral communication in workplace.

2.1.4 Oral communication in workplace

English oral communication is the major role in every profession because the demand of workplaces increasingly requires to use English in order to work smoothly and effectively (Anthony, 2018) as it widely involves in various purposes in different fields of work such as media, international relations, mass media, international travel, and international safety, education and communications (Crystal, 2012).

In management part in Malaysia, effective oral communication is fundamental in workplaces stated in different job advertisements (Moslehifar & Ibrahim, 2012). They conducted needs analysis to investigate the oral communication needs in workplace of human resource management on text in trainees in Malaysia. The result revealed that all the trainees perceived that establishing social relationships with clients, making and arguing for an issue before superiors or colleagues and providing training through discussions, and workshops are considered to be the most vital in their workplace respectively.

Moslehifar and Ibrahim (2012) investigated the English oral communication needs in human resource development trainees in Malaysia and it showed that the trainees believe that oral skills are essential to them, especially conversation skills and presentation skills. Furthermore, a study by Riemer (2002) demonstrated that in order to be a global engineer, oral communication skills are needed because it is the

judgment of the succeed or failure of their career path. Similarly, Kluensuwan et al. (2019) mentioned that engineer in Thailand also need conversational and speaking skill.

In engineering workplaces, for example, Darling and Dannels (2003) investigated the importance of oral communication in engineering workplace and what type of genre the engineers perceives that is important to them. The result showed that speaking skills are really important to them. Additionally, the type of oral communication that is the most important to them is public speaking such as presentations, formal speaking, public seminars, technical presentation. Meetings, interpersonal speaking, training, and selling were considered less important respectively.

In educational industry, there were a few studies investigating the English proficiency and needs of university administrative staff. Al-Ahdal and Al-Mashaqba (2016) examined the language proficiency levels of non-teaching staff and language for communication. They also examined the appropriateness of teaching resources and materials. Moreover, there was one research focusing on needs analysis of non-teaching staff conducted in Thailand (Chaiyapoo, 2017). Chaiyapoo (2017), a student researcher from Thammasat University, Thailand, investigated non-teaching staff's needs of English skills. The results revealed that vocabulary, grammar and pronunciations are needed by the non-teaching staff in the university to work for international programs, especially vocabulary, grammar, and pronunciation. Both research studies did not put much emphasis on the oral communication that the staff needs to work in the educational context and did not focus on appropriate teaching

methods and approaches to teach the non-teaching staff. Even if those studies conducted the needs and course development for university context, courses for university administrative staff are hardly found. Hence, administrative staff in educational context need to acquire English oral communication ability through appropriate teaching approach to meet the functionality of language in workplace.

Oral communication is a part of workplaces in international related settings. Moreover, most of the workplace requires people who have a good command of English oral communication. And the next session is going to describe different approaches for teachers that have been applied to teach oral communication ability.

2.1.5 Principles of teaching oral communication

All teachers always search for the teaching excellence. Principles of teaching are the guidance for English language teacher. They help teacher to prepare lessons and materials as well as raising awareness of English teachers.

There are five principles proposed by Nunan (2005). Firstly, teachers should be aware of contexts using English both English as a second language (ESL) and English as a foreign language (EFL). It is because both are different. In EFL context, EFL learners need to practice a lot because once they go out of the class, they do not have a lot of opportunities to communicate. In ESL context, they may be fluent in English; however, they problematize in grammar, vocabulary and pronunciation. Secondly, students should be trained in both fluency and accuracy. Every English teacher wants the students to be able to speak English fluently and properly, so we should not interrupt them by keeping correcting their English. Even though making

mistakes is a part of learning new language, the teachers should come up with the right time and the right ways to correct them during the process of fluency-building practice. Next, student-centered classroom using group works and pair works will give more opportunities to them to speak. Mostly, the teacher will keep lecturing, thus he/she should talk less and let them work with their peers using the target language to communicate orally when they need to discuss about their interests and work together to share ideas. In addition, the instructor should plan and design speaking tasks that involve negotiation for meaning because students can speak what they want to speak as well as making it understood to interlocutors using different strategies. Lastly, the activities need to enable students to practice both interactional and transactional speaking. In interactional speaking, topics will be various and unpredictable. Transactional speaking, on the other hand, is predictable. Hence, they should be able to handle in both functions.

Brown and Lee (2015) also proposed eight principles to guide teachers teaching speaking skills as follows:

1. Focus on both fluency and accuracy: The teacher needs to ensure that all activities will focus on the language-based objective, which is grammar and pronunciation, and lead to message-based objective, which is meaning, fluency and interaction.
2. Carefully ensure that the complexity of your techniques is appropriate: Teacher should wisely pick a complexity of language and materials to meet students' language proficiency.

3. Provide techniques that activate and encourage the students' interests: the teacher should keep appealing to students' interests by introducing them topics that touch on their daily lives and are relevant to them, thereby encouraging them to learn the language cheerfully.
4. Boost up the use of authentic language in meaningful contexts: The teacher should be aware to come up with meaningful language and interaction when a material is designed and created.
5. Provide appropriate feedback to students: The teacher should provide the students the right and useful linguistic feedback because all the students depend on that, so that they can notice language elements that they need to improve.
6. Link the relationship between speaking and listening: The teacher should promote two skills at the same time because they go hand in hand.
7. Give students opportunities to initiate and create oral communication: The teacher should provide opportunities to student to express their ideas in various topics as well as teach them to control, change, and end topics.
8. Influence students to develop speaking strategies: The teacher should promote strategic competencies such as asking for clarification, using filter, and using gestures to convey the meaning because the learners can cope with problems while speaking.

Goh and Burns (2012) suggested a seven-stage cycle of planning and creating a speaking activity following this:

1. The learners' attention is the main focus of speaking activities because they can see whether it is relevant to their lives, and they can participate or not.
2. Adequate input should be provided as well as guiding planning. This can be associated to pre-teaching vocabulary and expressions to plan for another activity.
3. Speaking tasks conducted mainly focus on fluency.
4. The language, skills, and strategies will be focused since all the students need to observe both themselves and their peers how the tasks are carried out through the performances.
5. Speaking task must be repeated.
6. Students need to reflect their own performances by pointing out the difficulties during the tasks as well as reviewing on what they have learned.
7. Feedback from a teacher must be provided to facilitate their learning and improvement.

Those principles proposed by experts may raise awareness of teachers teaching a speaking class whether in the classroom management or in designing tasks and activities. Moreover, all principles emphasize learners as the focus, as well as figuring out the ways to encourage students to speak in class using meaningful contexts and topics by using students' interests to teach. More importantly, the students need to learn both speaking and listening at the same time so that they will not encounter any difficulties during conversations. If they have problems, those

principles also promote speaking strategies to cope with communication breakdowns. Thus, the students will realize that learning to speak is not the most difficult thing since they can see its benefits by relating the topics in real life such as in workplace contexts. The next part is going to illustrate oral communication instruction.

2.1.6 Oral communication instruction

The two major approaches introduced to teach oral communication by Richards (1990) are indirect approach and direct approach. The first approach, indirect approach, promotes interactive communication activities such as role-plays or stimulation in language classroom to engage students and develop their oral communication ability. Second, the direct approach involves language usage such as grammatical structures to plan a conversation in order to support the students' accuracy and fluency in oral communication.

According to those approaches, Richards (1990) also emphasized that the two approaches should be blended in language teaching. Direct approach is recommended to come before the indirect approach because students need to know some grammar rules before performing the communicative activities.

However, the approaches nowadays helping students to develop their oral language can be in the big umbrella in communicative language teaching (CLT). According to Richards (2006), CLT focuses on learners and the communicative function of the language. More crucially, the authentic materials need to be used in this approach to develop learners' competence in target language. Therefore, grammar is no longer the target for teaching communicative language. Moreover, he suggests

four approaches in CLT namely content-based instruction, task-based instruction, text-based instruction, and competency-based language teaching.

Content-based instruction (CBI) is the approach emphasizing teaching content and information and the learners will learn the language indirectly with the content and information.

Task-based instruction (TBI) is the approach using of tasks as a core in instruction and the language learning will come from the result of completing tasks.

Text-based instruction or genre-based instruction is the approach that students need to involve with a variety of types of text with the use of authentic spoken and written text as the main input in order to develop their communicative competence.

Competency-based language teaching is about world-related or survival-oriented language teaching designed mostly for adult learners to help them learn some basic skills that they need before encountering common situation in everyday life.

In teaching oral communication, there are some methods that a lot of English teachers employ to teach in English oral communication. PPP is the method that English teacher widely use. Apart of PPP method, the next part is going to describe about another method called ESA method implemented to teach speaking and oral communication.

2.1.7 Engage-Study-Activate (ESA) method

Regarding those communicative approaches, the language is going to be exposed in order to motivate and provide opportunities for the language use (Harmer,

2007). Moreover, students who have adequate input and engagement in learning topics and tasks would affect learners' oral ability (Harmer, 2007). Over the last decades, most EFL teachers have been employing PPP, which stands for presentation, practice, and production, as a model of teaching because of its effectiveness; however, this model also has some drawbacks (Shokri, 2017). For instance, the students cannot communicate as much as it should be in communicative classes since the teacher is the one who is dominant. Moreover, the students are not able to produce complex language in talking time. Furthermore, this model looks at accuracy over fluency as it emphasizes the language use rather than the usage. Therefore, Harmer (2007) proposed a teaching model called ESA model (Engage, Study, and Activate) since that the model allows students to have adequate input in the target language as well as engage more in the learning topics and promotes student-centered environment in communicative classes.

“E” stands for engage. Harmer (2007) believes that things are learned much better if both our minds and our hearts are brought into service. As the matter of fact, students should emotionally engage with the learning process; otherwise, their learning process would be less productive. In this stage, teachers should bring up curiosity, participation, attentiveness, feelings and interests of the students (Shokri, 2017). There are some materials and activities to create the engagement such as games, music, discussions, stimulation activities, dramatic stories, amusing anecdotes, and so on (Harmer, 2007). To ensure whether students engage with what they are learning or not, asking them to make predictions is one of the ways to see their engagement.

“S” stands for study. In this stage, it focuses on the forms of the language, for example, the specific intonation patterns, relative clauses, and the way a lexical phrase is made and used (Harmer, 2007). Moreover, this stage involves with discovery activities that the learners needs to notice the grammar rules and how to pronounce a word by themselves rather than the teacher-led presentation (Shokri, 2017).

“A” stands for activate. In this stage, the exercises and activities are designed to gets the learners to communicate as freely as they can by using the language (Harmer, 2007). In other words, the learners will not be asked to focus on any structures or words that they have learned. They can use all and any language that is suitable for the situation or topic to communicate. Therefore, the learners have a chance to try out the real language use as a kind of rehearsal for the real world.

ESA method needs to be presented in lesson sequence even though it does not occur in the same sequence (Harmer, 2007). ESA method can occur in three main ways namely straight line, boomerang, and patchwork. According to Harmer (2007), each procedure can be implemented based on students’ ability and proficiency. Each procedure is described as follows:

Firstly, it can occur in straight line or what Harmer says is straight arrows. This why it starts with engage, study, and activate respectively. Secondly, there is one potential way which is called boomerang procedure. In this way, it begins with engage, activate, study, and activate. It is seen as EAS(A). In boomerang procedure, the task needs to come first and follow by the language focus. Then, students need to

do another task after they learn about the specific language point. Basically, this procedure is much similar to task-based learning procedure (Harmer, 2007; Khoshsima & Shokri, 2016). Lastly, patchwork procedure which are different than the two prior procedures because it is contained multiple sequences. This way is suitable for intermediate or advanced students because it can start at engage, activate, activate, study, activate, study, engage, and activate respectively.

Thus, because of the benefits of ESA method, a lot of researchers (Fithria & Ratmanida, 2019; Ilinawati, 2018; Khoshsima & Shokri, 2016; Qin, 2013; Rahmat, 2019; Shokri, 2017) conducted studies using the method to enhance both speaking and listening skills as well as the motivation to speak English in various contexts. The next session describes about how oral communication ability is assessed after the implementation of the approaches and methods.

2.1.8 Oral communication ability assessment

Assessment plays an important role in teaching speaking skills because the teacher wants to see the evidence whether the student in class have improved or not (Richards, 2015). Moreover, in the point of view of a course designer, it can be shown whether the course and the materials in the course are successful or not. Thornbury (2007) demonstrates that the assessing occur both formally and informally in a language classroom from the beginning until the end of the course. There are three methods to assess speaking skills by scoring: objective scoring, analytic scoring and holistic scoring (Bailey, 1998).

To begin with, objective scoring is a typical rating score since there is an only one correct answer, and it can be done with untrained person or a computer because all the rater need is just the key score (Bailey, 2005).

Holistic rating is giving an overall evaluation of students' ability in one score (Luoma, 2004). In this method, the rate needs to pay attention to the overall impression only. Its benefit is that it is a quick process; it can be done informally (Thornbury, 2007).

Analytic rating, on the other hand, requires rating subskills in speaking to evaluate. For instance, some of the test designer may design an analytic score including vocabulary, grammar, pronunciation and fluency. Since this type of rating examines each element of speaking ability, it takes more time; however, it is fairer and more reliable (Thornbury, 2007).

Selecting criteria and aspect to assess is a difficult part because each teacher expects different things from students. Moreover, students' language proficiency needs to take into the consideration as well. Beginners, for instance, were assessed the overall communicative ability which mostly emphasized the meaning or comprehension and vocabulary; on contrary, grammar is less important and the least important is pronunciation (Malley & Pierce, 1996).

In order to assess a speaking performance, it needs to be assessed according to types of speaking tasks and activities. In different speaking tests, they consist of various criteria. Cambridge Certificate in English Language Speaking Skills (CELS)

Test of Speaking, for example, has four criteria: 1) grammar and vocabulary, 2) discourse management, 3) pronunciation, and 4) interactive communication.

In addition, TOEIC speaking test, which is one of the standardized tests, has seven components namely pronunciation, intonation and stress, grammar, vocabulary, cohesion, relevant of content and completeness of content.

Student Oral Language Observation Matrix (SOLOM) developed by San Jose Unified School District, San Jose, California (2000) is one of the analytical rubrics which helps the teacher assess students' every they conversation and discussion in classroom activity. There are five main components: 1) comprehensibility, 2) fluency, 3) vocabulary, 4) pronunciation, and 5) grammar

Brown and Lee (2015) also suggested four criteria to evaluate speaking task as follows: 1) pronunciation, 2) fluency, 3) vocabulary, 4) grammar, and 5) discourse features. Those criteria cover all components of speaking (fluency and accuracy). Importantly, teachers should describe each scale as clearly as they can because it creates more reliable assessment.

Consequently, to select rating criteria, the criteria and the tasks should be related to each other (Luoma, 2004). Moreover, the tasks ought to be closely associated with the goals and objectives of the course (Goh & Burns, 2012). In this study the criteria to assess oral communication ability of university administrative staff are comprehensibility, fluency, vocabulary, pronunciation and grammar by using an analytical rubric as Thornbury (2007) mentioned that it is fairer and more reliable.

The next section is described situated learning. It is the approach that the research employed as the principle to teach oral communication and develop the online course to enhance oral communication ability of university administrative staff. The details are elaborated below.

2.2 Situated learning

Appropriate approaches to teach students to enhance oral communication ability can be various. In this study, an approach to apply is situated learning or situated cognition. Brown, Collins, and Duguid (1989) first proposed this learning approach in a classroom context stating that meaningful learning emerges when the learners are in the same environment and share the same cultural context. Similarly, Dawley and Dede (2014) depicted that the learning approach appears when students can apply their learning experiences in specific contexts or the settings in the similar social, physical, and cultural contexts. The concept is also similar with the study by Lave and Wenger (1991). The researchers provide the idea of community of practice. It refers to a group of people working in the same jobs or sharing the same interests. Moreover, they emphasize that the knowledge emerges once they learn from the people from the same community. Therefore, the learning is situated a specific context and the knowledge is co-constructed since they have to the same goals to achieve and the same expectations. Additionally, Stein (1998) identifies the four vital key elements in situated learning as follows:

1. The learning is grounded in actions of everyday situations.
2. The knowledge is acquired from the situations and be able to transfer to the similar situations only.

3. The learning is the result from social process including the ways of thinking, perceiving, problem solving, and interacting in addition to declarative and procedural knowledge.
4. The learning is not separated from the real-world actions but exists in robust, complex, social environments made up of actors, actions, and situations.

In addition, Brown et al. (1989) critically emphasized that because learning in class cannot be used in real life, it is not going to be authentic and purposeful to the students. For example, even though they learn a lot of vocabulary in class through memorization, they may not use all of it in their life despite the fact that they know the meaning. As the result, the learning is not successful because they as learners cannot use anything they have learned in the real world. Because of that challenge, they suggested a way to help those students learn using the real context called cognitive apprenticeship. It leads the learners to learn meaningfully and practically through authentic learning activities with the interaction and collaboration in a group of people that share the similar culture to develop their knowledge. Therefore, Tretiakov and Tretiakov (2003) suggest that if the students want to learn language, they need to expose and practice in the target language in a spoken form because the knowledge can relentlessly construct and re-negotiate by the practitioners or the people who speak the target language.

In conclusion, situated learning in this study referred to authentic learning situations that students were able expose to the real-world situations though meaningful tasks using collaborative and problem-solving skills to complete the tasks.

In this approach, there were some characteristics in which the next session describes them in detail.

2.2.1 Characteristics of situated learning for instructional design

In order to design an effective language course using situated learning, the course developer should understand nine critical characteristics according to Herrington and Oliver (1995). They first proposed the critical characteristics of situated learning for the instruction that involve the features of situated learning theory. They highlight that “knowledge is best gained in learning environments” (p. 3). The environment that they mentioned consists of these characteristics illustrated on Table 1.

Table 1 Nine critical characteristics of situated learning (Herrington and Oliver, 1995)

Authentic contexts	The authentic contexts provide the knowledge that can be used in real-world situations.
Authentic activities	The activities need to relate to the real-world situations.
Access to expert performances	This involves with an expert’s performances and modeling to show the learners.
Multiple roles and perspectives	It is crucial to show the learners of different topics and perspectives to learn.
Collaborations	The learners should learn with others rather than learning on their own.
Reflections	It provides students to reflect and form

abstractions after learning in order to solve problems and complete tasks.

Articulation	The learning environment allows students' tacit knowledge to be explicit.
Coaching and scaffoldings, and	Teachers provide coaching and scaffolding for supporting the learners until they can complete tasks.
Authentic assessment	The learning outcomes should be assessed and evaluated through tasks.

All the characteristics reflect that the students experienced the authentic learning contexts so that they can learn meaningfully. Moreover, the meaningful experience can also be transferred to be in the real-world situations. Situated learning have been employed in the virtual world since it promotes collaborative way of learning.

In this study, situated learning was employed by bringing its characteristics to equip the university administrative staff to cope with the communication breakdowns during the conversation with foreigners in their work. In other words, they would be able to transfer their experience to the real-world situation once they learn from the various situations. In order to employ technology to be a part of this study, the next section demonstrates how situated learning is implemented in online environment.

2.2.2 Computer-mediated communication in situated learning

In situated learning, the key concept is community of practice (Lave & Wenger, 1991). Since the growing interest of computer-mediated communication

(CMC) has been gradually increasing in the field of English language learning and teaching, a number of researchers (Dawley & Dede, 2014; Ketelhut et al., 2007; Shih & Yang, 2008; Yang, 2011) conducted a number of studies using situated learning in virtual worlds using CMC tools because it helps to create the social interaction. For instance, the study of Kessler and Bikowski (2010) pointed out that CMC fosters the interactions between the students and a teacher by providing opportunities with the clarification of meanings in misunderstandings.

In CMC environment, Horz et al. (2009) provided three main reasons that it can be used in situated learning. Firstly, CMC allows the combination of various authentic media such as texts, audios, picture, and videos. Next, it is more feasible that students and a teacher can meet at any time and any places they choose to learn to work adaptively and collaboratively than other media. Finally, it enhances learners' understanding of perplex relationships among varied objects in a learning environment.

In this study, situated learning was employed to be the belief of the course development process. It involves authentic learning situations as well as meaningful tasks that students in the same community learn collaboratively to complete the tasks. It is used to stimulate university administrative staff to complete a sequence designed learning activities collaboratively to accomplish learning outcomes. As situated learning is also employed by many educators and researchers in online environment, the next session provides more details in online language learning.

2.3 Online language learning

The world of language learning and teaching have been changing constantly. Since computer-assisted language learning emerged in the 1960s (Lee, 2000), it plays a major role in education nowadays because there are many educators (Kissau, 2015; Peterson, 2016; Tsai, 2019) conducted studies related to computer-assisted language learning (CALL). In the past, the terms computer-assisted language learning, or CALL, was used only for a specific software to teach language such as a pronunciation software. This term can be the big umbrella of these following terms such as computer-mediated language learning (CMC), mobile-assisted language learning (MALL), virtual environment, web-based learning and so on. Even though there is a new term which is technology-enhanced language learning (TELL) coined recently, most people would rather use CALL instead of TELL (Stockwell, 2012).

Another change in technology in the 1980s is the improvement of technology via internet. Because of that, online learning has been introduced. Gagne et al. (2005) describes that online learning has many terms such as web-based training, internet-based training, e-learning, advanced distribute learning, and distance education. Online learning occurs in various environments and combinations (Ko & Rossen, 2017). Students can use their own devices such as smart phones, tablets, and laptops to communicate and collaborate among teachers and peers through asynchronous and synchronous tools even though they do not have to set their foot on a physical schools or universities. In other words, they can be at their own pace and set their own schedules to study. Using technology can increase more opportunities in learning.

Online learning can be either asynchronous or synchronous. Asynchronous communication does not take place in the real time. In other words, it does not require a real-time response. Therefore, teachers and students can engage at anytime and anyplace since it has no limitation in terms of time and space in the asynchronous learning environment (Hanson-Smith, 1997; Kitade, 2008). Here are examples of asynchronous communication: an exchange emails, discussion boards, blogs, and online forums (Clem, 2002; Rosenberg, 2001).

In the contrary, synchronous communication refers to the occurrence of communication in real time. In the synchronous learning environment, the teacher and student engage and interact in the same time, but not necessary in the same place so it promotes real-time interaction (Salmon, 2013). Here are examples of synchronous communication: videoconferencing, teleconferencing, phone calls, and online chat programs and applications (Jauregi et al., 2012).

In conclusion, online learning occurs in varied environments. The students can study through asynchronous and synchronous tools to learn. With the benefits of those tools in terms of creating interaction, the researcher employed both tools namely Google classroom as an asynchronous tool and ZOOM as a synchronous tool in this present study to be the learning platforms. Since the present study aimed to develop an online course for language learning, the research reviewed the process on language course development as elaborated below.

2.4 Course development

In order to design an oral communication course, the teacher and course developer should understand all the processes and components. Course design or course development consists of several processes (Graves, 2000). The components usually comprise of setting goals and objectives based on assessment, determining content, materials, methods, and evaluation (Brown, 1995). Similarly, in Grave's (2000) model, there are seven key components of course development shown in the Figure 2.

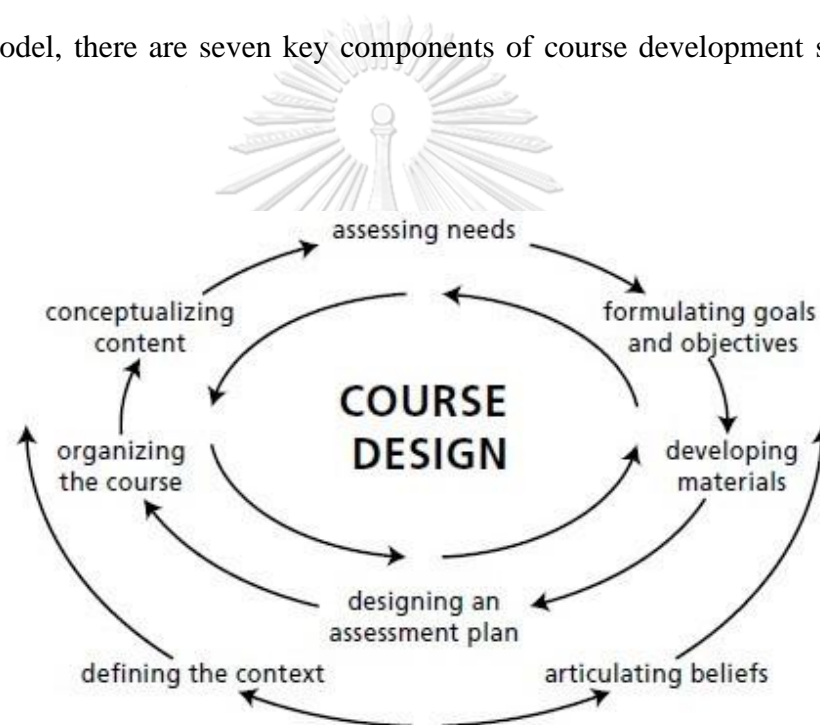


Figure 2 A Framework of Course Development Processes (Graves, 2000)

The chart above illustrates how a course should be developed. Graves also stated that “there is no hierarchy in the course development processes and no sequence in their accomplishment” (p. 3). In other words, it can be seen in two main aspects. Firstly, there is no sequence in terms of accomplishment that a course developer can start at any point. Secondly, designing a course is interrelated which means that one component can affect others in the planning process. However, she

emphasized that putting articulating beliefs and defining the context at the bottom is to serve the foundation of the other processes.

To clarify each component according to Grave's (2000) model, details of the process could be described as follows:

1. Defining the context refers to student's profile such as their age, gender, language proficiency and purposes. Moreover, it also includes teaching resources, and the nature of the course and time.
2. Articulating beliefs refers to instructional approach or theories that a teacher or a course developer desire to implement with the course as a foundation in learning and teaching. In this study, situated learning is employed.
3. Conceptualizing content refers to making choices about what to teach to students in order to serve their needs and purposes of the courses as well as arranging the content to see the relationship of various contents. The content can be focusing on language, learning and learners, and social context.
4. Formulating goals and objectives refers to identifying knowledge and skills that students are expected to achieve after the course.
5. Assessing needs refers to the process of gathering information of students' needs and preferences and interpreting the information to make a course that meets the needs. The process of needs analysis is to offer a set of decision, actions, and reflections as a cyclical process as follows:

- Deciding what information to gather and why;

- Deciding the best way to gather such information: when, how, and from whom;
 - Gathering the information;
 - Interpreting the information;
 - Acting on the information interpreted;
 - Evaluating the effect and effectiveness of the action; and
 - (Back to 1) deciding on further or new information together.
6. Organizing the course refers to combining the course components such as contents and materials together in accordance with goals and objectives to structure and shape a course. According to Graves (2000), she stated that these aspects do not have a specific order since they are overlapped. Here are the aspects as follows:
- Determining the organizations of principles driving course
 - Identifying units based on the organizing principles
 - Sequencing units
 - Determining contents of the units
 - Organizing unit content
7. Developing materials refers to developing, choosing, or adapting contents, instructional materials, and learning activities for implementing in the course or reaching the goal of the course.
8. Designing an assessment plan refers to the process of evaluating the effectiveness of each component. There are three major assessments in the process: needs, students' learning, and course itself.

In order to design an online language course, a research study written by Hanušová and Navrátilová (2010) used Graves's (2000) framework to design an online course for lower secondary school students which the main focus of vocabulary learning as well as develop their oral ability. The researchers used Moodle as their platform. Moodle is a learning manage system (LMS) that allows students to study by assessing to materials and website posted. Therefore, it is also feasible to apply language course development framework in order to design an online course.

The language course development proposed by Graves (2000) for designing an online language course was used in this research to develop a course using situated learning approach and ESA method to enhance oral communication ability of university administrative staff.

2.5 Perceptions

Generally, perceptions are defined that the way that someone experiences, thinks, or feels about something such as products, companies, events, issues and so on (Pickens, 2005). Lindsay and Norman (1977) highlighted that the perceptions involve with how people interpret the experience of the world or something meaningful to them based on their prior experience. Also, Stroh et al. (2002) pointed out that the perceptions is the active process including selection, construction, and interpretation by the perceivers. Similarly, Hellriegel and Slocum (2007) defined the perceptions that the process of people select, organize, interpret and respond to information from the world around them. Moreover, the meaning of perceptions is closely related to attitudes (Pickens, 2005).

In education and learning context, the perceptions involve students' attitudes towards that an instructional model or approach that a teacher employ. Berteau (2009)

illustrated that the students' perceptions can be positive and negative. If the instructional model or approach employed by the teacher are suitable and serve their needs and learning styles, the perception tends to be more positive. On the other hand, the students' perceptions could be negative if students experience problems or concerns during the learning and teaching process.

In this present study, perceptions refer to students' experiences towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff. In order to investigate the perceptions of university administrative staff in this study, the researcher employed online student learning journal to receive the perceptions from them. After the data was collected, the research analyzed using content analysis in order to interpret the data qualitatively.

2.6 Summary

Chapter two in the present study elaborates on the following concepts: oral communication ability, situated learning, online language learning and course development. Therefore, there are four sections of the literature review in this chapter as follows.

In the first section, oral communication ability refers to the ability to orally exchange ideas, thoughts, information through a dialogue fluently, accurately, and appropriately between a speaker and one or more interlocutors in different contexts. The components of oral communication ability are comprehensibility, fluency, vocabulary, pronunciation, and grammar. The principles of teaching oral communication emphasize the learners-centered, meaningful in-class interactions based on topics of interests that promote speaking strategies to cope with

communication breakdowns. Engage, Study, and Activate (ESA) is one of the teaching methods of oral communication ability as it promotes student-centered environment in communicative classes. The criteria to assess oral communication ability are comprehensibility, fluency, vocabulary, pronunciation and grammar.

In the second section, situated learning refers to authentic learning situations that allows students to expose to the real-world situations though meaningful tasks using collaborative and problem-solving skills to learn the target language and to complete the tasks.

In the third section, online learning can be either asynchronous or synchronous. Moreover, in online learning can also employ both asynchronous and synchronous. Asynchronous communication includes exchange of emails, and online forums. Synchronous communication includes videoconferencing, and online chat programs and applications.

In the fourth section, course development comprises of the following components: defining the context, assessing needs, articulating belief, conceptualizing content, formulating goals and objectives, organizing the course, developing materials, and designing as assessment plan. There is no fixed sequence, and all components are interrelated.

Therefore, the conceptual framework of this study was developed based on the literature review. The present study followed the framework of course development, which comprised the ESA as a sequence of teaching and situated learning as an approach of teaching. The online course using situated learning and ESA was developed to enhance English oral communication ability of university administrative staff. The perceptions of the participants towards such online course were examined

throughout the process of learning. The next figure illustrates the conceptual framework of the online course using situated learning and ESA method approach to enhance English oral communication ability of university administrative staff.



2.7 Research Framework

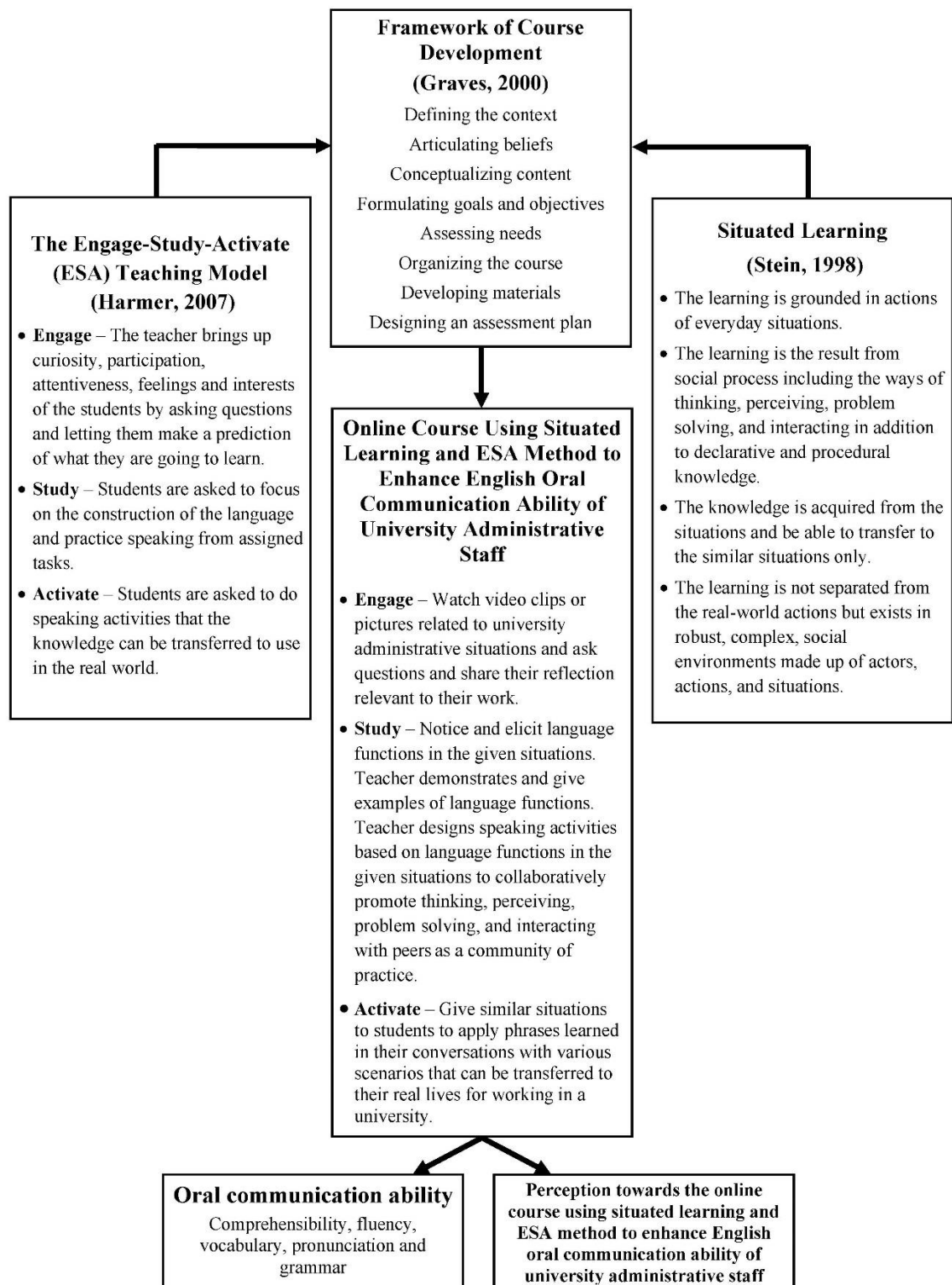


Figure 3 Research framework of the online course using situated learning and ESA method approach to enhance English oral communication ability of university administrative staff

Chapter 3

Research Methodology

In this chapter, the information of research design and research methodology used in the present research is described. The study aimed to (1) to develop the online course using situated learning and ESA method to improve oral communication ability of university administrative staff, and (2) to investigate the university administrative staff's perceptions towards the online course using situated learning and ESA method to improve oral communication ability of university administrative staff. The details are as follows:

3.1 Research design

This present study employed single group pre-test-post-test research design to investigate the effectiveness of the online course using situated learning and ESA method to improve oral communication ability of university administrative staff in this present study illustrated as follows:

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Figure 4 Research design

As in the **Error! Reference source not found.**, O₁ and O₂ refer to the measurement of dependent variable which was English oral communication ability, and X refers to the independent variable which was an online course using situated learning and ESA method.

3.2 Population and participants of the study

3.2.1 Population

The population of this research study was public university administrative staff located in Bangkok, Thailand.

3.2.2 Participants of the study

A group of participants in this study were 20 public university administrative staff working in different faculties and departments at Chulalongkorn University. They voluntarily participated in the course. Specifically, a group of participants were from the Faculty of Commerce and Accountancy (N = 2 staff), the Faculty of Economics (N = 1 staff), the Faculty of Communication Arts (N = 1 staff), Language Institute (N = 2 staff), Graduate School (N = 4 staff), the Office of International Affairs (N = 10 staff), and The Office of Academic Affairs (N = 1 staff). Participants' age range was between 23 and 40 years old. 14 participants were females, and 6 participants were males. They were selected by using convenience sampling technique. All of them were represent as the research samples. Despite their many years of learning English from schools to universities, these participants' English proficiency was varied from beginner to lower intermediate.

3.3 Research procedures

The study was divided into two phases. The first phase involved the online course development using situated learning and ESA method to improve oral communication ability. The second phase, in addition, involved the implementation of the online course development using situated learning and ESA method to improve

oral communication ability. The details of the research procedures were presented as follows:

Phase one: Online course development

1. Explored and studies the basic concepts of course development, situated learning, teaching oral communication including ESA method, oral communication ability, and online learning.
2. Developed the online course using situated learning and ESA method to improve oral communication ability of university administrative staff.
3. Constructed lesson plans and, pre-test, and post-test, and adapt rubric score.
4. Verified the effectiveness of the lesson plans and research instruments.
5. Conducted a pilot study.
6. Revised the lesson plans and research instruments according to the experts' suggestions and the findings from the pilot study.

Phase two: Implementation

1. Conducted Pretest of English oral communication ability using an application called 'ZOOM' (synchronous tool).
2. Conducted the online course using situated learning and ESA method to improve oral communication ability of university administrative staff using Google classroom (asynchronous tool) and ZOOM (synchronous tool).

3. Conducted Posttest of English oral communication ability using an application called 'ZOOM' (synchronous tool).
4. Evaluated the effectiveness of the online course using situated learning and ESA method to improve oral communication ability of university administrative staff and perceptions of the staff.

Each procedure in phase I could be described as follows:

Phase one: Online course development

- 1. Explored and studied the basic concepts of course development, situated learning, teaching oral communication including ESA method, oral communication ability, online learning.**

1.1. Course development

This study used the course development by Graves (2000) as a model. Course design or course development consists of several processes (Graves, 2000). In her model, there are eight components consisting of defining context, articulating beliefs, assessing needs, conceptualizing content, formulating goals and objectives, organizing course, developing materials, and designing an assessment. More importantly, she stated that there is no sequence for each component.

1.2 Situated learning

This study employed situated learning. It is a learning approach emphasized that the knowledge emerges once they learn from the people from the same community that is a group of people working in the same jobs or

sharing the same interests. Moreover, the learning is situated a specific context and the knowledge is co-constructed since they have to the same goals to achieve and the same expectations. Additionally, Stein (1998) identifies the four vital key elements in situated learning as follows:

1. The learning is grounded in actions of everyday situations.
2. The knowledge is acquired from the situations and be able to transfer to the similar situations only.
3. The learning is the result from social process including the ways of thinking, perceiving, problem solving, and interacting in addition to declarative and procedural knowledge.
4. The learning is not separated from the real-world actions but exists in robust, complex, social environments made up of actors, actions, and situations.

1.3 Teaching oral communication

There are so many approaches used to teach oral communication such as content-based instruction, task-based instruction, text-based instruction, competency-based language teaching, and so on. However, most of teachers employ PPP method to teach. Harmer (2007) proposed a new instructional model, ESA model, for teachers to teach English as well as oral communication. Firstly, E stands for engage. Next, S stands for study. Lastly, A stands for activate. This model helps learners speak more freely with the real language use. Therefore, this study employed ESA proposed by Harmer (2007) as a sequence of teaching.

1.4 Oral communication ability

Oral communication skills are integrated listening and speaking skills (Brown & Lee, 2015) that show the way to effectively convey and express their thoughts and ideas between a speaker and interlocutors orally. The oral communication ability consists of many components such as fluency, comprehensibility, and language accuracy. Moreover, Rahman (2010) emphasized oral communication as skills that involve interaction. He also mentioned that oral communication skills comprise many elements such as language used for communication, eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, and so on. In this study, the oral communication ability consisted of five components which are comprehensibility, fluency, vocabulary, pronunciation, and grammar.

1.5 Online learning

Gagne et al. (2005) describes that online learning has many terms such as web-based training, internet-based training, e-learning, advanced distribute learning, and distance education. Online learning occurs in various environments and combinations (Ko & Rossen, 2017). Students can use their own devices such as smart phones, tablets, and laptops to communicate and collaborate among teachers and peers through asynchronous and synchronous tools even though they do not have to set their foot on a physical schools or universities. In other words, they can be at their own pace and set their own schedules to study.

Using technology can increase more opportunities in learning. In this study, both synchronous (ZOOM) and asynchronous (Google classroom) tools were used as platforms for online learning of university administrative staff. These tools were selected based on the availability and familiarity. That is, both Zoom and Google Classrooms are the resources that the university provides for both academic staff and administrative staff. Moreover, the university administrative staff are familiar with functions of these tools. The following paragraphs describe the functions of the tools.

ZOOM, as a synchronous tool in this study, is an application that provides a platform to hold an audio and video conferencing with multi-users. Moreover, it allows the users to share screen and have breakout rooms. More importantly, the app is compatible with all devices.

Google classroom, as an asynchronous tool, is created by Google. It is one of the learning management systems (LMS). The application allows teachers to provide various kinds of resources for the students such as pictures, digital texts, video and so on. Furthermore, it also provides a function for discussion real-time that students can work collaboratively, and the teacher can give feedback right away. For students, the application helps students to submit all assignments only with trackable function as well as sharing learning resources to interact with both the teacher and peers. In addition, they can check their comments and feedback provided by the teacher. More importantly, it is also integrated with different Google tools such as Google Form, Google Doc, Google Sheet and to name a few.

2 Designed and developed the online course using situated learning and ESA method to improve oral communication of university administrative staff

2.2 Defined the context

Chulalongkorn University is located in the city center of Bangkok, Thailand. It is one of the leading universities that provides ninety-eight international and English programs in undergraduate and post-graduate levels. Moreover, the university has 817 academic collaborations with universities and institutes from all over the world (Office of Strategic Management Chulalongkorn University, 2019). Additionally, it provides many scholarships to international students in order to promote university's internationalization. For this reason, English, especially in oral communication, is vital for teaching staff, researchers and university administrative staff. Particularly, due to the increasing numbers of the international students' enrollment and collaborations between Chulalongkorn university and other universities abroad, the university administrative staff working need to be able to communicate orally and effectively in English with international students, foreign teaching staff, researchers and partner universities to work and collaborate with them for majority of the time. Therefore, the university requires the university administrative staff to be able to communicate in English to provide effective and satisfactory services, including information exchanges to international stakeholders.

2.2 Articulate the belief

The situated learning was used as the foundation in this study because it matched well with the course based on defined context to design an

effective oral communication course. The researcher believed that students would be able to construct and expand the knowledge through interaction with peers who share the same interests and work in the same environments. Moreover, people who work in the same environment may encounter the same challenges. Therefore, this approach would promote problem-solving skill as well as oral communication ability among university administrative staff effectively. It would help them see usefulness of the course from relationship between learning activities and working contexts.

2.3 Assessed needs

Needs analysis in this present study was designed as a questionnaire contained three parts to investigate lacks, wants, and necessities of university administrative staff. To design the questionnaire, the research gathered theories and related research studies to adapt and develop the questionnaire. Moreover, analyzing the job description of the staff helped the researcher form the aspects of situations in the needs questionnaire. After the needs questionnaire was developed, it needed to be validated by the three experts using IOC before the survey. The findings from the needs questionnaire are illustrated as follows:

Aspects of Oral Communication	Importance	Ability	Mean	Level
	Mean	Mean	Diff.	
Greeting and offering helps	3.04	3.50	0.46	High
Introducing oneself including personal information, position and responsibilities	3.08	3.38	0.31	High
Providing information about	2.69	3.15	0.46	High

Aspects of Oral Communication	Importance	Ability	Mean	Level
	Mean	Mean	Diff.	
registration				
Providing information and answering questions about student activities, and student clubs	2.65	3.00	0.35	High
Providing information about period of budget request and budget report	2.15	2.54	0.38	High
Providing process of reimbursement of a project	2.19	2.46	0.27	Medium
Telephone conversations e.g., receiving calls, transferring calls, taking, and leaving messages	2.96	3.38	0.42	High
Making an appointment	3.00	3.35	0.35	High
Giving information about admission process	2.77	3.23	0.46	High
Giving information about scholarships	2.73	3.19	0.46	High
Giving information about paying tuition fee process and tuition expenses	2.65	3.00	0.35	High
Giving general information about school, college, institute, faculty and university	2.77	3.12	0.35	High
Giving information about university life and Thailand	2.77	3.00	0.23	Low
Giving information about the process of special program	2.19	2.46	0.27	Medium

Aspects of Oral Communication	Importance	Ability	Mean	Level
	Mean	Mean	Diff.	
such as exchange student programs and short programs for both incoming and outgoing students				
Giving directions of the locations in the university	2.85	3.15	0.31	High
Giving information about graduation process	2.65	2.88	0.23	Low
Counseling of student's personal problems and giving advise	2.58	2.77	0.19	Low

Note:

- Importance: The significance state of English oral communication that the university administrative staff use at work
- Ability: Self-rated English oral communication ability of university administrative staff when they use English at work
- Necessity: The gap between the importance and the ability in oral communication of the university administrative staff at work

Referring to the table above, the findings were categorized using the mean difference scores between the importance and the ability in each aspect of oral communication. The criteria were calculated class intervals as follows:

$$(\text{Max}-\text{Min}) / \text{Number of Classes} = (0.46-0.19) / 3 = 0.09$$

Mean Difference	Meaning
0.29 and above	High Necessity
0.24 – 0.28	Medium Necessity
0.19 – 0.23	Low Necessity

*Min = 0.19, Max = 0.46

According to the findings from the needs questionnaire, the researcher used the findings to design unit plans. The questionnaire contained various

aspects in oral communication that linked the different situations in university context. The top five topics were selected to design the unit plans. They were as followed, 1) greeting and offering helps, 2) conducting telephone conversations e.g., receiving calls, transferring calls, talking, and leaving messages, 3) giving information about admission process, 4) providing information about registration, and 5) giving information about scholarships.

2.4 Formulate goals and objectives

The expected goals and objectives came from the result of the defined context and needs analysis to improve English oral communication ability of university administrative staff. Once the findings from the needs analysis revealed, the researcher formed goals and objectives of the course that related to each learning topic that the students were going to encounter in real life as followed:

Units	Learning outcome
Unit 1: Getting to know the university	The students will be able to verbally explain the overview of the university in English to foreigners.
Unit 2: Calling from a foreigner	The students will be able to verbally converse to foreigners on the phone using common phrases in English.
Unit 3: Applying to the university	The students will be able to tell the procedures of the university admission in English to foreigners.
Unit 4: Registering courses in the university	The students will be able to verbally inform the steps

Units	Learning outcome
	of course registration in English to foreigners.
Unit 5: Getting a scholarship	The students will be able to verbally explain about scholarship information in English to foreigners.

2.5 Conceptualize content

The content came from the result of needs analysis as well as the linguistic problems. Since the language use was mostly related to daily work, the content focused on language, learners' learning and social context. Moreover, the situations created were ordered from the real situation in each academic semester in the university. In each situation, there were different language uses. So, the content in each unit were created based on the situations and the learning outcomes of each unit.

2.6 Developing materials

The materials consisted of course content, instructional materials and teaching and learning activities. They were designed according to situated learning according to Herrington and Oliver (1995) and Stein (1998) in order to serve the characters of situated learning and the revealed findings from needs analysis. Moreover, all of the materials needed to be developed based on course content, goals and objectives. Additionally, the teaching and learning activities were sequenced in accordance with the ESA method divided into three stages: engage, study and activate.

The materials were implemented in two phases: asynchronous and synchronous phases. In asynchronous phase, there were various such as videos, digital documents and pictures. In synchronous phase, the teacher created PowerPoint presentation, including the situational video and pictures, to teach in via ZOOM. All the pictures, the teacher created it based on the situations, unit outcomes, and the comments from the experts after the validation.

2.7 Organize the course

When the course content was created and materials were developed based on the findings of needs analysis and characteristics of situated learning to meet the goals and objectives of the course, the researcher organized the course followed the five aspects of organizing the course from Grave (2000). In this course, the researcher, as a course developer, organized the course into the level of subsets of the whole or units and organizes lessons in each unit. Additionally, the organization of the course needed to serve what the students needed the most in order to develop to more difficult or complex level to orally communicate with the international interlocutors.

After the researcher gathered the findings from needs questionnaire, the top five topics were selected to design the unit plans. They were 1) greeting and offering helps, 2) conducting telephone conversations e.g., receiving calls, transferring calls, taking, and leaving messages, 3) giving information about admission process, 4) providing information about registration, and 5) giving information about scholarships.

They were set into the scope and sequence by occasions happened from the beginning of the first semester in the university. Based on the process of the course development, the details of the course are as follows:

Course title: English oral communication for university administrative staff

Course description:

Development of English oral communication ability focusing on the ability to hold conversation in various situations related to university administrative staff's field of work.

Course objectives:

By the end of the course, students are expected to be able to converse confidently with prospect students and international staff in various working situations.

Course contents:

Weeks	Hours	Units	Learning outcomes	Situations	Language functions
Week 1					
Week 2-3	2	Unit 1: Getting to know the university	The students will be able to verbally explain the overview of the university in English to foreigners.	A foreigner is interested in studying at the university, but he needs more information about the university.	Asking and Giving information using WH questions
Week 4-5	2	Unit 2: Calling from a foreigner	The students will be able to verbally converse to foreigners on the phone using common phrases in English.	A foreigner makes a call to a staff asking about some information about the university and the programs.	Telephone common phrases

Weeks	Hours	Units	Learning outcomes	Situations	Language functions
Week 6-7	2	Unit 3: Applying to the university	The students will be able to tell the procedures of the university admission in English to foreigners.	A foreigner is interested to apply to the university, but he/she has questions about application and admission process.	Sequencing the process and procedures
Week 8-9	2	Unit 4: Registering courses in the university	The students will be able to verbally inform the steps of course registration in English to foreigners.	A foreigner asks about the steps of course registration.	Sequencing the process and procedures, and planning
Week 10-11	2	Unit 5: Getting a scholarship	The students will be able to verbally explain about scholarship information in English to foreigners.	A foreigners requests information about scholarship to participate in the exchange programs at a partner university.	Suggesting and giving information
Week 12	<ul style="list-style-type: none"> • Post-test 				

Assessment: Oral communication test to compare the ability before and after learning through the course

2.8 Designed an assessment plan

The assessment of this research was the comparison of pre-test and post-test based on the objectives of the course, which was to enhance the university administrative staff's oral communication ability. In order to see the improvement of oral communication ability in the university administrative staff, the comparison of the pre- and post-test result were indicated.

3. Constructed lesson plans, pre-test, post-test, adapted rubric score, and formed questions used for student online learning journal

In developing of the course, the lesson plans, pre-test, and post-test were constructed. In addition, to assess students' oral communication ability,

the rubric was adapted. To investigate the university administrative staff's perceptions, the questions for student online learning journal were formed. After developing all the above, they were validated by the three experts.

3.1 Lesson plans

The lessons were conducted using asynchronous computer-mediated communication tool called 'Google Classroom' and synchronous computer-mediated communication tool called 'ZOOM' as the learning platforms throughout the course. This application allows users to conduct videoconference and discuss collaboratively. Furthermore, the course consisted of five units in which each unit consisted of two lessons that were divided into two phases. In addition, every first lesson in each unit was comprised of self-paced learning phase, which students needed to study on their own by studying and doing given tasks. After that, they met with the teacher in videoconferencing phase in every second lesson in each unit. The example of a unit plan is at Appendix A.

3.2 Pre-test and post-test

The pre-test and post-test were used to evaluate the oral communication ability of the university administrative staff before and after taking the course. The test was designed to assess the components of oral communication ability in this study as well as serving the objectives of the course.

3.3 Rubric score

The scoring rubric in this study was adapted from the analytical rubrics from Student Oral Language Observation Matrix (SOLOM) developed by San

Jose Unified School District, San Jose, California (2000) and Brown (2001). The objectives of those rubrics are similar to those in this study since the rubric is used for assessing non-native English speakers' oral communication ability. The five components of the criteria were:

1. **Comprehensibility:** the ability to understand the important ideas and information correctly before responding or transferring information and the ability to express ideas and information clearly.
2. **Fluency:** the ability to deliver utterances smoothly with appropriate rate of redundant pausing, repetition, and hesitation markers.
3. **Vocabulary:** the ability to use appropriate word choice to convey intended messages accurately in the form of spoken language.
4. **Pronunciation:** ability to pronounce sounds, stress, rhythm, and intonation of words correctly.
5. **Grammar:** the ability to use correct forms of grammatical structure and word order in the form of spoken language.

The rubric used in this study was a five-Likert scale type score, ranging from one to five, with five being the highest score. The details of the rubric for assessing oral communication ability are illustrated in Table 2.

Table 2 The analytical rubric score for assessing oral communication ability of university administrative staff

Dimension	1	2	3	4	5
Comprehensibility	Cannot or rarely understand and produce utterances even simple speech or conversations	Has great difficulty to understand and produce simple speech or conversations spoken slower-than-normal speed with frequent repetitions.	Understands and be able to produce most of speech or conversations spoken in almost normal speed with some repetitions	Understands and be able to produce nearly everything at normal speed, although occasional repetition may be necessary	Understands and produces in eligible speech or conversations without difficulty.
Fluency	Speech is usually halting and fragmentary, has a lot of disfluencies such as “er...”, “um...”, “mm...” or repetition and in affective silences that make the utterances/conversations almost impossible.	Speech in utterances/conversations has frequently hesitation and repetition, occasionally forced to silence by language limitations that effect disfluency.	Speech in utterances/conversations flows, but occasionally interrupted by the students’ search for the correct manner of expressions appropriate words.	Speech in utterances/conversations generally fluent with occasional lapses while the speaker searches for the correct manner of expression	Speech in utterances/conversations fluent and effortless; approximate that of a native speaker
Vocabulary	Vocabulary is very limited and inaccurate, or in appropriate words are usually used, and this adversely affects the ability to convey the intended message	Words are limited too simplistic vocabulary that barely conveys the intended message	words are appropriate for the intended messages and the context but inaccurate or problematic words that interfere the meanings occasionally happened	appropriate words are chosen for the precise and accurate meanings	rich and varied words choices chosen to precisely and accurately convey the intended message is approximate that of native speaker
Pronunciation	Pronunciation problems so severe as to make speech unintelligible or hard to understand	Pronunciation of occasionally unclear or inferred by first language and lead to misunderstanding and/or frequently repeat to make him/herself understood. Usually has monotonous intonation.	pronunciation is clear with words/terms that interfere with communication. Occasionally has monotonous intonation.	Pronunciation always intelligible with a few incorrectly pronounced words/terms. Occasionally inappropriate intonation patterns	Pronunciation and intonation approximately that of native-like speaker
Grammar	Frequent errors in grammar and usage and word orders so severe as to interfere the meaning.	Grammar and word-order errors make comprehension difficult and/or restrict him/herself to basic patterns.	Grammar, usage, and word orders usually correct with occasionally errors that obscure the meaning	Occasionally makes errors in grammar and usage and/or word orders but no interferes with the meaning	Grammar and usage almost entirely correct. only minor mistakes are detected with no major errors

4. Verified the effectiveness of the lesson plans and research instruments

All the lesson plans and instructional materials including content and teaching activities were validated by three experts in the field of applied linguistics and English language teaching who have at least five-year experience in the field of English language teaching. Similarly, the pre-test, post-test and questions in the student online learning journal were also validated by the three experts in the field of English language teaching.

5. Conduct a pilot study

A pilot study was conducted after the course was developed. The main objective of the pilot study was to try out the instructional materials developed from the findings of needs analysis, characteristics of situated learning, and the suggestions of the experts. The instructional materials used in the pilot study include one-unit content, materials, a lesson plan, student online learning journal, the oral communication test, and the rubric.

The pilot study took over two weeks, approximately one and a half hour per lesson, with five university administrative staff from Chulalongkorn university who were not included as the participants in the present study as they declined to participate in the study when asked in the given needs analysis questionnaire. English proficiency and background knowledge of the participants in the pilot study were equivalent to those in the present study because they worked at the same university.

Both instructional and research instruments were adjusted according to the results from the pilot study. The findings from the pilot study were the time administration in a lesson. The result stated that there were many

activities in a lesson and each activity was time consuming. Another problem found in the pilot study was the meaning description in English of the vocabulary provided in the unit. The university administrative staff in the pilot study stated that providing a sample sentence for each word would be helpful for them in understanding the meaning and the context. After the pilot study, findings from the pilot study were adjusted before implementing the course with the participants of the study.

6. Revised the lesson plans and research instruments according to the experts' suggestions and the findings from the pilot study.

The findings from the pilot study and the experts' suggestions were applied. The researcher revised the lesson plans and instruments before the implementation. Firstly, students did not understand clearly about how to use some vocabulary in a sentence. Therefore, the research provided samples sentences for the provided vocabulary. Secondly, the role-play activity in synchronous phase using ZOOM was too difficult. The situations were revised to match the ability of the students.

Phase two: Implementation

1. Conducted Pretest of English oral communication ability using an application called 'ZOOM' and orientation

All the participants booked available slots provided by the research. For instance, Monday at 5.00 PM and Saturday at 9.00 AM in order to take the pre-test through a synchronous computer mediated communication called 'ZOOM'. All the students were given approximately 15-20 minutes to

complete the pre-test. After the pre-test, the researcher made an appointment with participants to train them on how to use all the learning tools as well as to inform the objectives of the course.

2. Conducted the online course using situated learning and ESA method to improve oral communication ability of university administrative staff using Google Classroom (asynchronous tool) and ZOOM (synchronous tool)

The course was conducted from the given slots such as Saturday at 11.00 AM and Sunday at 5.00 PM. The participants had a choice to select the slot to study with the teacher by completing a google form before class. In one unit, there are two phases, self-pace learning using Google Classroom and videoconferencing using ZOOM. In self-paced learning, students studied on their own by materials posted by the teacher on google classroom such as a video and quizzes. In this phase, the university administrative staff spent approximately one hour for each lesson. In videoconferencing via ZOOM, the university administrative staff spent another one hour with the research as a teacher in each lesson to study and work collaboratively with peers and the teacher as well. Therefore, the total number of hours in each unit came down to two hours.

3. Conducted Posttest of English oral communication ability using an application called 'ZOOM'.

All the participants booked a slot based on their availability to do the post-test through a synchronous computer mediated communication called

'ZOOM'. All the students were given approximately 15-20 minutes to complete the post-test.

4. Evaluated the effectiveness of the online course using situated learning and ESA method to improve oral communication ability of university administrative staff and perceptions of the staff

The findings from the pre- and post-test was analyzed and interpret to evaluate the effectiveness of the online course using situated learning and ESA method to improve oral communication ability of university administrative staff. Moreover, the findings from the online student learning journal were analyzed qualitatively using content analysis and interpret to see students' perceptions towards their learning through the online course.

3.4 Research instruments

There are two main research instruments in this study, which are pre-test, post-test, and an online student learning journal. First, the research instruments, pre- and post-tests, were used to investigate the effectiveness of the course to improve university administrative staff's oral communication ability. Second, online student learning journal was used to investigate university administrative staff's perceptions towards their learning through the online course. The details of those instruments were illustrated below.

3.4.1 Pre-test and post-test

In order to prove the effectiveness of oral communication course, the university administrative staff were given a pre-test and post-test to find the

improvement of students comparing between the result of the tests. The pre-test and post-test were equivalently designed to assess oral communication ability in this study using the goals and objectives of the course as the scope of the tests.

The test was divided into three parts: responding questions, responding questions using information provided, expression opinion, and proposing a solution, respectively. The table below illustrates the test specification:

Parts	Format	Time (approx.)	Further information
1	responding questions using information provided	5 minutes	The participants will answer three questions based on the information provided. The participants will have 30 seconds to read the information before the questions begin. In each question, they will begin responding immediately after they hear a beep. No additional preparation time is provided. They will listen to an audio before responding. They will have 20 seconds to respond to Questions 4 and 5, and 40

Parts	Format	Time (approx.)	Further information
			seconds to respond to Question 6.
2	expression opinion	5 minutes	<p>The participants will give their opinion about a specific topic. They have to say as much as they can in the time allowed. They will have 15 seconds to prepare. They will listen to an audio before responding. They will begin responding immediately after they hear a beep. No additional preparation time is provided. Then they will have 60 seconds to speak.</p>
3	proposing a solution	5 minutes	<p>The participants will be presented with a problem and asked to propose a solution. They will listen to an audio before responding. They will have 30 seconds to prepare.</p>

Parts	Format	Time (approx.)	Further information
			Then they will have 60 seconds to speak.

The participants were assessed using an analytical rubric adapted from the analytical rubrics from Student Oral Language Observation Matrix (SOLOM) developed by San Jose Unified School District, San Jose, California (2000) and Brown and Lee (2015). The objectives of those rubrics are similar in this study since it is used for assessing non-native English speakers' oral communication ability and the components are related to oral communication ability. The five components of the criteria include: 1) comprehensibility, 2) fluency, 3) vocabulary, 4) pronunciation, and 5) grammar. The rubric used in this study was a five-Likert scale type score, range from 1 to 5 which is the highest score. The details of the rubric for assessing oral communication ability are illustrated in the **Error! Reference source not found..**

3.4.1.1 Test Validation

After the test and rubric score were created, the process of validation was carried out. The aim of this process is to see the test usefulness (Bachman & Palmer, 1996). The content validity of the test was measured by the panel of three experts who have experiences in the fields of applied linguistics, English language teaching, and assessment and evaluation more than five years. Pre-test and post-test were evaluated to see the appropriateness of content, directions and the rubric. The

three experts used Item-Objective Congruence (IOC) to validate. The result of IOC was rated as follows:

+1	means	Congruent
0	means	Questionable
-1	means	Incongruent

The content validity result was calculated by using the IOC index formula (Pinyoanunthaphong, 1983). The formula is illustrated below.

$$IOC = \frac{R}{N}$$

IOC	means	The index of congruent
R	means	Total scores from the expert's opinions
N	means	The number of the expert

The result of IOC must be higher than 0.5 according to the agreement of at least two experts in order to affirm that the content is valid (Yaghmaie, 2003). Then, the test must be revised according to the suggestions and comments from the experts. The IOC result is 0.67. Based on the results of the IOC calculation, all the items in the test were accepted with minor adjustments in terms of word choice to improve clarity of the test items.

3.4.1.2 Test Reliability

To check the reliability of the test, interrater reliability was carried out to examine the consistency between the two raters using a rating scale adapted from Student Oral Language Observation Matrix (SOLOM) developed by San Jose Unified School District, San Jose, California (2000) and Brown (2001). The two raters were the researcher and an English native speaker teaching English at university level in Thailand for 20 years. The two raters studied the rubric and description of criteria. Then, the research provided recorded video of each student to watch and evaluate together using the rating scale and the rubric. After that, the researcher and the rater evaluated each student independently.

The consistency of the scores were examined by using Pearson Correlation Coefficient. The overall result of Pearson Correlation Coefficient of Interrater Reliability was illustrated as follows:

Raters	r
R1+R2	0.972

As shown in the table, the result of Pearson Correlation Coefficient of Interrater Reliability was 0.972 from the test. The correlation values imply that that score marked by the two raters are consistent.

3.4.2 Online student learning journal

To seek the participants towards their learning through the online course using situated learning and ESA method to improve oral communication ability of

university administrative staff, participants were asked to write an online student learning journal after the completion of every unit. Specifically, the research created a Google Form and posted it on a Google Classroom for participants to complete either in Thai or in English at the end of every unit. In this study, perceptions refer to students' experiences towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff, which include perceptions towards their learning through the course, and perception towards their oral communication ability.

The questions of the student online learning journal were validated to check the content validity. They were measured by the panel of three experts who have experiences in the fields of applied linguistics, English language teaching, and assessment and evaluation more than five years. The questions were evaluated to see the appropriate content and clarity. The three experts used Item-Objective Congruence (IOC) to validate. The IOC result is 0.67. Based on the results of the IOC calculation, all the items in the test were accepted with minor adjustments in terms of word choice to improve clarity of the test items

3.4.3 Instructional instruments

Instructional instrument of an oral communication course was designed based on the characteristics of situated learning and the result from needs analysis. All the materials were written in English. In the course, there were five units and each unit was contained two lessons. In each lesson, the class lasted for one hour. All the lesson plans and materials used in this course needed to be validated by three experts in the

field of applied linguistics and English language teaching. The instructional instruments were evaluated the contents. The three experts used Item-Objective Congruence (IOC) to validate. The result of IOC is rated as follows:

+1	means	Congruent
0	means	Questionable
-1	means	Incongruent

The content validity result was calculated by using the IOC index formula (Pinyoanunthaphong, 1983). The formula is illustrated below.

$$IOC = \frac{R}{N}$$

IOC	means	The index of congruent
R	means	Total scores from the expert's opinions
N	means	The number of the expert

The result of IOC must be higher than 0.5 according to the agreement of at least two experts in order to affirm that the content is valid (Yaghmaie, 2003). After that, the instrument must be adjusted regarding the comments and suggestions from the experts. The IOC result is 0.67. All of the components in the lesson plan were accepted with minor adjustments in terms of word choice to improve clarity.

3.5 Data Collection Procedures

After all the lesson plans and materials were validated to ensure for the reliability, they were used to collect the data from university administrative staff who were selected as participants in the present study. The course consisted of ten lessons, which each lesson lasted for one hour. The data collection process in this present study is as follows:

Table 3 Data Collection process

Week	Data collection process
	- Pre-test
1	- Orientation of how to use online platforms to study online via Zoom
2	- Unit 1: Getting to know the university
3	- Student online learning journal
4	- Unit 2: Calling from a foreigner
5	- Student online learning journal
6	- Unit 3: Applying to the university
7	- Student online learning journal
8	- Unit 4: Registering courses in the university
9	- Student online learning journal
10	- Unit 5: Getting a scholarship
11	- Student online learning journal
12	- Post-test

Week 1: Pre-test and orientation

The pre-test session was carried out on the first day in order to see the oral communication ability of university administrative staff before studying in the course through an application called ZOOM. The students selected their convenient time slot provided by the researcher such as Saturday at 10.00 AM and Sunday at 5.00 PM. Before taking the test, the researcher asked the permission from the participants to record a video during the test. The test lasted for 20 minutes for each person. After they finish the test, the researcher introduced the course, its goals and objectives, and how to use the tools to study the course. Finally, they obtained a username and password to access the program on the orientation.

Week 2-11: Oral communication course for university administrative staff

The course instructional materials were applied for one hour per lesson for ten days to enhance English oral communication ability of university administrative staff. The long-range lesson plans are at the Appendix B.

Moreover, the participants were asked to write an online student learning journal posted by the research after the completion of each unit. Participants were able to reflect on what they have learned, what they have found interesting, what was benefiting for them in their workplace, how each unit could be related to their working situations, and what they found to be confusing. They were allowed to write in Thai or in English.

Week 12: Post-test

In order to investigate the effectiveness of the course in improving oral communication ability of university administrative staff, post-test was conducted. The students selected their convenient time slot provided by the researcher such as Monday at 12.00 PM and Sunday at 5.00 PM. Before taking the test, the researcher asked the permission from the participant to record a video during the test. The test lasted 20 minutes for each person. The average scores of pre-test and post-test were compared to see the development among the staff.

3.6 Data analysis

The data obtained from the process of data collection was quantitative and qualitative data. To answer research question one regarding the investigation of the university administrative staff's oral communication ability, the scores from pre-test and post-test were analyzed quantitatively using non-parametric statistics: Wilcoxon Signed-Rank Test. The quantitative data were calculated by using SPSS to find means and standard deviation.

In addition to that, the research question two was to investigate the perceptions of the university administrative staff. To analyze the data, the online learning journal that the participants were asked to complete at the end of each unit was coded and categorized by the researcher using content analysis to obtain the information regarding their perception towards their learning through the online course using situated learning and ESA method to enhance English oral communication ability of

university administrative staff. The table below reveals the research objectives, instruments and data analysis methods.

Research objectives	Research instruments	Analysis methods
To determine the effectiveness of online course using situated learning and ESA method to improve oral communication ability of university administrative staff.	Pre-test and post-test	Non-parametric statistics: Wilcoxon Signed-Rank Test
To investigate the university administrative staff's perceptions towards the online course using situated learning and ESA method to improve oral communication ability of university administrative staff.	Online student learning journal	Content analysis

Figure 5 Data analysis to determine the effectiveness of the course

Chapter 4

Findings

This chapter presents the findings of the study. The online course using situated learning and ESA method took a 10-week instruction. The results of the present study are presented into two parts based on the research questions as follows:

4.1 Research question 1: To what extent does the online course using situated learning and ESA method improve oral communication ability of university administrative staff?

In order to investigate the effect of the online course using situated learning and ESA method to improve oral communication ability of university administrative staff, the collected data was the students' pre-test and post-test scores. The researchers compared the scores to measure their oral communication ability by the researcher and inter-rater. To analyze the collected data, Wilcoxon Signed-Rank Test was used to compare students' mean scores and standard deviation as presented in Table 4.

Table 4 Means, standard deviations, and the significance of pretest and posttest (n=20)

	Min (25)	Max (25)	\bar{x}	S.D.	Z	Asymp. Sig (2-tailed)
Pretest	4	15	8.85	2.70	-3.932	0.000*
Posttest	12	20	15.40	2.33		

* $p < .05$

In the table above, with the quantitative analysis using Wilcoxon Signed-Rank Test, the oral communication ability of university administrative staff who participated in the online course using situated learning and ESA method was apparently higher than before learning. For the pretest, the mean score was 8.85 with the lowest score of 4 and the highest score of 15. On the contrary, the mean score for the posttest was at 15.40 with the lowest score of 12 and the highest score of 12. Therefore, after participating in the course the score increased with statistical significance ($p = 0.000$).

In order to illustrate the development of the participants' oral communication ability, the following table was summarized the quantitative data in each aspect of oral communication ability in the present study as presented in Table 5.

Table 5 Means, standard deviations, and the significance of pretest and posttest in each aspect of oral communication ability (n=20)

	Pre-test		Post-test		Z	Asymp. Sig (2-tailed)
	\bar{x}	S.D.	\bar{x}	S.D.		
Comprehensibility	2.15	0.88	3.10	0.97	-4.146	0.000*
Fluency	1.45	1.10	2.70	1.30	-4.061	0.000*
Vocabulary	1.75	0.97	3.35	0.93	-4.029	0.000*
Pronunciation	1.85	1.04	2.95	0.69	-3.999	0.000*
Grammar	1.65	1.04	3.30	1.03	-3.681	0.000*

* $p < .05$

According to Table 4.2, the result of pretest and posttest from Wilcoxon Signed-Rank Test reveals the significant increase in all aspects namely comprehension, fluency, vocabulary, pronunciation, and, grammar respectively. In

addition, the statistical data apparently showed the significant differences between the pre-test and post-test mean scores in every aspect of oral communication ability at a significant level of 0.05.

Hence, the hypothesis, which stated that after attended the online course using situated learning and ESA method to enhance oral communication of the university administrative staff, the average of the post-test score of oral communication ability is significantly higher than the average score of the pre-test at the level of 0.05, was accepted. It indicated that the university administrative staff's oral communication ability was significantly improved after participating in the online course.

4.2 Research question 2: What are the university administrative staff's perceptions towards their learning through the online course using situated learning and ESA method improve oral communication ability of university administrative staff?

In order to investigate the students' perceptions towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff was employed by grouping themes from their online learning journal. The following paragraphs elaborated the perceptions towards the online course using situated learning and ESA method to improve oral communication ability of university administrative staff.

4.2.1 Perceptions Towards Their Learning through the Online Course

The students reported their positive perceptions towards their learning through the online course. However, they also mentioned about the lack of practicing the language with foreigners in class. The next paragraphs were elaborated in details.

4.2.1.1 Perceptions towards Situated Learning

The first theme appeared in the online learning journal was the perceptions towards situated learning, students reported that learning with people who are from the same background was fun and they could feasibly discuss about both their work, situations they encountered, and English learning. They could also be precautious with the upcoming situations they would face at work. More interestingly, they could also communicate more appropriately in the situations because of the situational activities in class.

“เข้ามาเรียนเกือบทุกครั้ง ยิ่งเรียนกับเพื่อนที่ทำวิชาชีพๆ ด้วยกันยิ่งได้คุยทั้งเรื่องงาน และภาษาที่ใช้ในการสื่อสารกับต่างชาติตลอด กิจกรรมตามสถานการณ์จริงทำให้เข้าใจและสื่อสารได้ในสถานการณ์จริง”

“I joined the class almost every time. Moreover, studying with my colleagues working in international affairs, we could discuss about work and language used to communication with foreigners. Situational activities make me understand and communicate in the real situations”

“เพื่อน ๆ คนที่มีประสบการณ์ หรือเก่งกว่า ช่วยเหลือตลอด ทั้งด้านคำศัพท์ และ ประโยคต่าง ๆ ที่ไม่เคยใช้ และยังได้เรียนรู้วิธีรับมือกับเหตุการณ์ที่ตัวเองไม่เคยเจอกับเพื่อนที่มา share ประสบการณ์”

“ Friends who are experienced always help with both vocabulary and sentences that I have never used. And, I can learn how to handle situations I never experience from friends who shared.”

“คุณครูที่มีประสบการณ์ด้าน international relations มาช่วย coach เลยทำให้เข้าใจบริบทต่าง ๆ ของภาษาอังกฤษในแต่ละสถานการณ์ และหากมีข้อสงสัยครูก็จะช่วยเหลือได้”

“Teacher who has experience in international relations coaches me so that I can understand different contexts in English language used in the situations. And, if I have any concerns, the teacher can help me.”

In those samples, the students showed that situated learning allows students to learn from the situational activities to equip them with the situation provided before they encounter in the real world. Moreover, people working in the community who come from the same background, in this case they work in international affairs, they could learn from one another to develop their knowledge as well as their working process.

4.2.1.2 Perceptions towards ESA method

In addition, they also reported about their perceptions towards ESA method. They demonstrated that the method could help them produce the language more freely and create an exposure of the language before speaking.

“ตอนครูนำรูปภาพ หรือวิดีโอมาให้ดูก่อนเริ่มเรียน พี่ตอบคำถามครูได้ง่ายมากเลย เพราะสามารถตอบคำถามจากประสบการณ์ตรงของตัวเอง เลยทำให้การเรียน น่าสนใจ”

“When the teacher brings pictures or videos to show us before starting the class, I could answer easily because I could answer the questions based on my experience so that it makes learning more interesting”

“ชอบตอน roleplay มากครับ ตอนทำ 1-2 ครั้งแรก ตื่นเต้นมาก แต่พอทำบ่อย ๆ แล้ว เริ่มรู้สึกว่าคุณได้สบายมากขึ้น และนำไปใช้ได้จริงในตอนทำงานด้วย”

“I really like the roleplay part. I was nervous for the first and the second times. But when I do it more often, I feel more comfortable in speaking. And, it could be applied for my work.”

“ชอบกิจกรรมการสอนของครู ครูมี activity หลากหลายทำให้สนุกกับการเรียน ไม่เหมือนตอนเรียนแต่ก่อนที่ต้องนั่งฟังอย่างครูเดียว ตอนนี้ได้พูดในทุกกิจกรรมเลย บทเรียนก็สามารถนำไปใช้ในเหตุการณ์ได้จริง ๆ”

“ I like teacher’s teaching activities. The teacher has various activities, and they make me feel fun during learning. It’s unlike my learning in the past that I could only sit and listen to the teacher. Now, I could speak in every activity. The lessons are applied to use in real situations”

“กิจกรรมที่เพื่อน ๆ share ประสบการณ์ และประโยคในการพูดดีมากเลยครับ ผม

ชอบ รู้สึกว่ากิจกรรมนี้ได้เรียนรู้ประโยคใหม่ และนำไปใช้ได้จริงด้วยครับ”

“The activity that my colleagues share experience and sentences for communication is really good. I like it. I feel like I could learn new sentences from this activity, and I could use them in real life.”

Those statements showed that ESA method could provide the students with the engagement of the topics to produce the language in situation speaking activities. Moreover, a speaking activity such as roleplay allowed them to them to speak in provided situations.

4.2.1.3 Perceptions towards Lack of Practicing with Foreigners

Furthermore, they reported another challenge in terms of the lack of practicing with foreigners. Interesting, they mentioned that practicing with real foreigners would be beneficial. They wanted to practice with foreigners some time.

“อยากลองฝึกคุย ฝึกฟังกับชาวต่างชาติจริง ๆ อยากจะเอานิสิตต่างชาติเข้ามาฝึกด้วย

ในคลาสที่มีคุณครูคอยช่วย”

“I want to try to orally communicate with a real foreigner. I want to have an international student to practice in class with the assistance of the teacher.”

“กิจกรรมที่ครูนำมา คล้ายกับสถานการณ์จริงมาก จะดีกว่านี้ถ้ามีชาวต่างชาติมาช่วย

ฝึกคุยสักสอง สาม ครั้ง ในคอร์ส”

“The activity that the teacher presented in class was close to the real situation. It’s better if there is a foreigner who could help me practice for a few times in the course.”

“บางทีสถานการณ์จริงอาจจะซับซ้อนกว่านี้ ถ้ามีนิสิต หรืออาจารย์ชาวต่างชาติที่มี
ปัญหาเรื่องเอกสารอันนี้มาคุยด้วย น่าจะดีมาก ๆ เลย แต่นี้ก็ดีแล้วค่ะ กล้าออกเสียง
ขึ้นเยอะ”

“Usually, real situations may be more complicated. If there was an international student or staff having a problem with this document to have a conversation with, it would be really better. But this is okay enough. I feel more confident in pronouncing.”

According to the findings, the student stated that having a foreigner to practice speaking with them in a classroom would be beneficial. Due to that, they would have more opportunities to practice and expose the target language. Moreover, it may help them cope with communication breakdown.

4.2.2 Perceptions Towards Oral Communication Ability

In addition, students also reported about their development of oral communication ability. Most of them acknowledged that learning in online environment helps them with listening comprehension because they explored varieties of English as well as they could play and stop videos on their own. In terms of speaking skill, they reported that learning online, especially in asynchronous platform, helped them prepared themselves before speaking. Due to that, they feel more comfortable and confident in communicating in English.

The following excerpt were elaborated.

“เหมือนคุณครูรู้ว่า เราต้องฟังภาษาอังกฤษจากคนหลาย ๆ ชาติ ครูก็เอามาให้ฟัง ถ้าไม่เข้าใจก็ stop แล้วก็ไปฟังใหม่ เลยทำให้เข้าใจมากขึ้นมาก ๆ มั่นใจมากกว่าการฟังตัวเองดีขึ้นจริง ๆ”

“It’s like the teacher knows that I have to listen to English from people who are from different nations. If I don’t understand, I can stop and go back to listen to it. This makes me understand better. I am so confident that my listening skill is really better.”

“ปกติไม่ค่อยกล้าพูด เรียนออนไลน์ในสถานการณ์แบบนี้เลยอยากลองให้โอกาสตัวเอง ครูสอนฝึกออกเสียงสนุกมาก ๆ คุณครูน่ารัก เลยทำให้การเรียนสนุก กิจกรรมสนุกมาก ได้ลองคิดเหตุการณ์ที่จะเกิดขึ้นในการทำงาน แล้วลองพูดกับเพื่อน ๆ และคุณครู ตอนนี้ก็มั่นใจในการพูดขึ้นเล็กน้อยนะคะ รู้สึกพูดคล่องขึ้นมาเล็กน้อยค่ะ”

“Normally, I don’t dare to speak. Learning online in this situation, I want to give myself a chance. It’s fun when the teacher teaches pronunciation. The teacher is so cute so that it makes my learning joyful. The activity was fun. I could think of a situation that is going to happen at work and practice speaking with my friends and teacher. Now, I am slightly confident in speaking. I also feel that I am a little more fluent.”

“กิจกรรมดีมาก เหมือนเหตุการณ์ที่เคยเจอจริง ๆ แต่ละกิจกรรมได้เตรียมตัวก่อนที่จะพูด มันเลยทำให้มั่นใจ ชอบเรียนใน Google Classroom เพราะว่าได้เตรียมตัว ได้คิด

ก่อนที่จะพูด และครูก็ยังให้ feedback ด้วยหลังจากส่งงานไป คิดว่าตัวเองออกเสียงดีขึ้น และพูดถูกบริบทมากขึ้น”

“ The activities were good. They are similar to a situation I have encountered. Each activity allows me to prepare before speaking. it makes me feel confident. I like learning with Google Classroom because I can prepare and think before speaking. And, the teacher also gives feedback after I submit an assignment. I think my pronunciation is better. And I speak appropriately in the contexts.”

From the information that students reported, it showed that they are more confident in oral communication. Moreover, real-life activities situated for them also helped them learn better and give opportunities to them to develop their confident in oral communication. They also perceived that their oral communication ability was developed.

4.2.3 Perceptions Towards Online Learning

In terms of perceptions towards online learning reported from the students participated in the course. There were two main themes namely, convenience and flexibility and limitation of internet connection. They were illustrated below.

4.2.3.1 Convenience and Flexibility

Convenience and flexibility emerged since the students reported that learning online is convenient because they can submit their assignments easily, study at their own pace, study at any time and save money from travel to study. They also reported that it is flexible to study any time. Furthermore, the information or learning resources they are interested is accessible during their online learning. More

importantly, they can also study some contents that they do not understand repeatedly with provided resources in Google Classroom by the teacher. There were some examples elaborated as follows:

“อยากจะบอกว่าเป็นครั้งแรกที่เข้าเรียนออนไลน์ สะดวกมากกว่าที่คิด น้ดเวลาเรียนเอง ไม่ต้องเดินทาง ประหยัดไปเยอะมาก ได้เรียนหลังเลิกงานดีจริง ๆ”

“I want to say that it’s my first time for online learning. It’s so convenient more than I thought. I can book the time slot. I don’t have to travel. It saves so much time. I can study after work.”

“เรียนออนไลน์ดีนะคะ เราสามารถเรียนที่ไหนก็ได้ แถมยังได้ทบทวนบนเรียนตลอด เพราะเนื้อหาทุกอย่างอยู่ใน Google Classroom สะดวกมากในการทบทวนบทเรียน”

“Online learning is good. We can study at anywhere. Plus, I can always study the content because everything is on Google Classroom. It is so convenient to study.”

“ไม่ต้องแต่งตัวออกไปข้างนอก ไม่เสียค่ารถ ไม่เสี่ยงโควิด และการดูคลิปวิดีโอซ้ำ ๆ ทำให้เข้าใจมากขึ้น เพราะสามารถดูได้หลายครั้ง ตอนไหนก็ได้ ซึ่งดีกว่าในห้องเรียน เพราะในห้องเรียนฟังแล้วอาจจะลืมเนื้อหาไป”

“I don’t have to dress up for going out. I don’t waste money on traveling. I don’t have to take a risk of COVID. And, watching video repeatedly makes me understand more because I can watch it many

times and anytime. It is better than studying in the class because I can forget some content.”

“เวลาครูแยกห้องให้ฝึกใน breakout room ดีมากเลย ไม่เสียเวลา เพราะจะได้ฝึกกับเพื่อนที่อยู่กลุ่ม หรือคู่เดียวกัน และก็ยังสามารถพิมพ์หาครูได้ตลอดเวลา หากมีคำถามสะดวกมากจริง ๆ เรียนออนไลน์แบบนี้”

“When the teacher splits into breakout rooms, it is really good. It doesn't waste time because I can practice with me friends in my group or my pair. And, I can text to the teacher all the time if I ace any questions. Online learning is really convenient.”

Referring to the examples above, the students reported their positive perceptions in terms of the convenience that online learning could enhance their learning since they could learn at their own pace. If they have something they do not understand, they can also study the provided resources anytime and anywhere. Not only the positive perception towards online learning was reported, the limitation in online learning was also mentioned below.

4.2.3.2 Limitation of Internet Connection

Interestingly, some students reported their challenges in online learning. They mentioned about the limitation of internet connection. It could be one of the factors led to inconvenience of online learning.

“เรียนกำลังสนุกแต่ว่าบางทีอินเทอร์เน็ตมันค้าง เลยทำให้ต้องขอคุณครูพูดซ้ำ หลาย ๆ ครั้ง”

“I was having fun studying. But the internet was broken down. It makes me ask the teacher to repeat many times.”

“วันนี้เรียนไม่ค่อยสะดวกเท่าไร เพราะ internet ที่มหาวิทยาลัยไม่ค่อยดี อาจจะเป็นเพราะฝนตก แต่ตอนส่งงานส่งได้ปกติ แต่โดยรวมก็พอใจ ถ้าสัญญาดีกว่านี้จะเรียนได้ดีมากเลย”

“My study wasn't that okay because the internet connection at the university wasn't good. It's probably because it's raining. But I could submit assignment normally. And yet, the overall was satisfactory. If the internet connection is better, the studying will be better.”

“เทคโนโลยีช่วยให้การเรียนดีขึ้นได้ แต่บางทีอินเทอร์เน็ตไม่ค่อยดี ถ้าเรียนนอกบ้านทำให้สัญญาณกระตุก”

“Technology helps the learning better. However, the internet connection was not good. If I study outside my house, it makes the connection unstable.”

Internet connection is one of the challenges in online learning. It is because both the teacher and the students rely on the internet to teach and learn. If the internet connection is bad, it possibly affects their learning.

4.3 Summary

In summary, this chapter presents the findings of all research questions which corresponded with the effectiveness of an online course using situated learning and ESA method to enhance oral communication ability of university administrative

staff and perceptions towards the online course using situated learning and ESA method to enhance oral communication ability of university administrative staff. Overall, students' oral communication ability gained statistically significant in all aspects: comprehension, fluency, vocabulary, pronunciation, and grammar respectively. Lastly, the student online journal revealed their perceptions towards their learning through the online course using situated learning and ESA method to enhance oral communication ability of university administrative staff. The thorough discussion is deliberated in the next chapter.



Chapter 5

Conclusions and Recommendations

In this chapter, its aim is to provide a summary of the research study, discussions of the research findings, implementations of the findings, and the recommendations for further research.

5.1 Summary of the Study

The objectives of the study were (1) to develop the online course using situated learning and ESA method to improve oral communication ability of university administrative staff and (2) to investigate the university administrative staff's perceptions towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff. This research employed single group design using both quantitative and qualitative methods. The design aimed to comprehend the on-going process of the online course implementation. Moreover, it may examine how students and teacher apply situated learning for language learning and teaching.

In order to develop the online course in this study, Graves's framework of language curriculum development was employed. It consists of eight main components: defining the context, articulating beliefs, conceptualizing content, formulating goals and objectives, assessing needs, organizing the course, developing materials, and designing an assessment. Nevertheless, those components have no sequence for each component.

This study employed situated learning. It is a learning approach emphasized that the knowledge emerges once they learn from the people from the same community that is a group of people working in the same jobs or sharing the same interests. Moreover, the learning is situated a specific context and the knowledge is co-constructed since they have to the same goals to achieve and the same expectations. Therefore, learning through the approach may interest students to learn through real world situations by different situational tasks in order to gain knowledge as a community of practice.

Engage-Study-Activate (ESA) method was the instructional sequence of teaching for this study since it is believed to be one of the effective teaching methods. ESA helps student to engage the learning topic before the students study the learning content. Therefore, they can engagingly and interactively study the topic. Moreover, students can freely use the language they have learned in class to produce both spoken and written tasks.

The study lasted for 12 weeks, pretest and posttest included. The participants were 20 university administrative staff at a public university in Bangkok, Thailand known as Chulalongkorn University. The participants were conveniently selected.

The pre-test and post-test were developed in order to examine the effectiveness of the course as well as measure students' oral communication ability. The pre-test was conducted a week prior the course with the orientation for how to use the online learning platforms (Google Classroom and ZOOM). Additionally, the post-test was conducted in the last week after the course was finished. The test comprised of three parts: responding questions using information provided,

expressing opinion, and proposing a solution. The tests were administered online through a synchronous platform called ZOOM.

Google Classroom was implemented to provide learning content for students to practice at their own pace. However, ZOOM was used by student synchronously with the teacher. Those online learning platforms facilitated students to learn and practice their oral communication skill.

5.2 Summary of the Findings

The findings of the study can be summarized in two aspects: 1) the university administrative staff's oral communication ability and 2) the university administrative staff's perceptions towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff.

5.2.1 Improvement of Oral Communication Ability

The university administrative staff's oral communication ability significantly improved after the implementation of the course. As for the quantitative on university administrative staff's oral communication ability, data showed the comparison between the pretest and posttest score. The data indicated significant improvements in all aspects namely: comprehension, fluency, vocabulary, pronunciation, and, grammar respectively.

5.2.2 University Administrative Staff's Perceptions towards Their Learning through the Online Course Using Situated Learning and ESA Method to Improve Oral Communication Ability

The university administrative staff's perceptions towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff gained from their online journal suggested both positive and negative perceptions. The positive perceptions regarding their experience in learning were the perception towards situated learning, ESA method and oral communication ability. However, they reported that they wished to activities to practice the language with a foreigner sometimes in class. In addition, the students reported their perceptions towards online learning that it was flexible and convenient. Yet, the internet connection tended to be one of the limitations of online learning.

5.3 Discussions

This research study was conducted to (1) develop the online course using situated learning and ESA method to improve oral communication ability of university administrative staff and (2) investigate the university administrative staff's perceptions towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff. The discussion of the study is based on these two following aspects: the improvement of university staff's oral communication ability and university staff's perceptions towards their learning through the online course using situated learning and ESA method to improve oral communication ability of university administrative staff.

5.3.1 The Improvement of University Staff's Oral Communication Ability through an Online Course Using Situated Learning and ESA

Method

In this study, the findings revealed a significant increase in the university administrative staff's oral communication ability after the implementation of the online course using situated learning and ESA method. The finding was consistent with the findings revealed in several studies (Özüdogru & Özüdogru, 2017; Uz Bilgin & Tokel, 2019; Yang, 2011). Özüdogru and Özüdogru (2017) investigated the effect of situated learning on students' vocational English learning. In the study, the finding revealed that situated learning successfully developed students' English proficiency since the participant got higher score after the implementation. Moreover, a research study conducted by Uz Bilgin and Tokel (2019) to examine the English vocabulary learning processes can be develop through situated learning environment. The findings revealed that there was an improvement of students' learning process. Moreover, Yang (2011) also investigated the students learning English as a Foreign Language how the effect of an online situated language learning environment improve their learning process. It is similar to the previous studies that the result of the posttest was higher that the pretest. Therefore, they found that there was a significant difference in pretest and posttest after the course employed situated learning.

Moreover, the university administrative staff's oral communication ability consisted of comprehension, fluency, vocabulary, pronunciation, and grammar improved. In the aspect of comprehension, the students seemed to improve the most. Similarly, Mansy (2018) found the consistent result in comprehension. In this study, Mansy (2018) mentioned that listening to different phrases and sentences in various

situations could possibly enhance students' comprehension. On the other hand, grammar was found as the least improvement in oral communication of the university administrative staff. Some studies (Kasbi & Shirvan, 2017; Rahman, 2017) revealed that linguistic knowledge such as vocabulary and grammar might affect oral communication ability because the incorrect arrangement of word order can cause anxiety and ruin students' confidence while speaking.

Situated learning could help students learn better. Perhaps, they could learn and practice from real-world authentic activities. As the elements of situated learning (Stein, 1998), learning activities should be relevant with students' everyday situations because the knowledge is acquired from the similar situations. When students are familiar with different situations that the target language is employed, they have the connection of classroom activities and the real situations outside the classroom (Sung et al., 2015). With the advantages of the ESA method, the students can connect their prior knowledge while learning with the situations. Therefore, the students learning with the ESA method can produce the language freely as well as have more opportunity to promote oral communication in a variety of contexts (Fithria & Ratmanida, 2019; Ilinawati, 2018; Khoshshima & Shokri, 2016; Qin, 2013; Rahmat, 2019; Shokri, 2017).

Moreover, online learning is one of the innovative ways to learn English oral communication. The finding revealed in this study showed that after university administrative staff took an online course using situated learning and ESA method, their oral communication ability was improved. In addition, Sun and Yang (2015) conducted a study using online platforms. It showed that students could develop their oral communication ability. They also mentioned that asynchronous platform allows

students to develop their own learning process. Similarly, several studies show the consistency that online learning helps students develop their learning. Tangjitnusorn and Sukavatee (2016) also found the positive result with the integration of an online technology to enhance oral communication ability. With the advantage of online technologies, Yang (2011) suggested synchronous and asynchronous communication support and allow students interact with the teacher after class to have more engagement in their learning performance. Therefore, using an online technology could be one of the practical tools in learning and teaching English learners.

5.3.2 The University Administrative Staff's Perceptions towards Their Learning through the Online Course Using Situated Learning and ESA Method to Improve Oral Communication Ability of University Administrative Staff

In this study, the findings revealed overall positive perceptions towards their learning through an online course using situated learning and ESA method to enhance oral communication ability of university administrative staff.

Firstly, student reported their perception towards their experience in learning through the course including situated learning and ESA method. Situated learning allows student to learn as a group. When students are in the environment that they are familiar and with the people who share something in common, they could learn better. Having situations that they would encounter in real life also provides the opportunity for learning. Moreover, advanced students and the teacher helped students to cope with challenges in learning. This perception is similar to the finding of a study conducted by Özüdogru and Özüdogru (2017) stating that experienced students or instructor could help demonstrate their language performance as a model to help other

students observe it. Their study also mentioned about students' perception on collaboration that they could share their ideas that they could learn from one another which is consistent with the finding shown in this study. Once the students experience the same situations, they share their ideas or solutions to each other; that is the process of learning in the community of practice. Consequently, providing students with sufficient opportunities to practice with different situations with peers would encourage them to apply their knowledge to real-world situations.

Additionally, the participants also reported their perceptions towards the instructional method used as a sequence of teaching in class which as the ESA method. They indicated that they were active and motivated to study in the learning. This was also consistent with Rahmat (2019). The research suggested that the ESA method was able to improve students' activeness in learning English speaking. Moreover, the study from Arifani et al. (2020) highlighted positive findings in each stage. The engage stage motivated students with the learning topics. The study stage helps students to get information before they produce the language and the activate stage helps the students produce communicative language as much as they can. Therefore, the students actively participated in class and had positive perception towards the teaching sequence.

During learning, a limitation also appeared. The participants reported the lack in practicing the language with foreigners. Based on the findings from student online journal, they stated that they wanted to practice oral communication with foreigners for the authenticity. They also reported that real world situations may be more complicated, so it would be beneficial to practice the language with foreigners from times to times. Brown (2017) revealed the findings students in Taiwan do not have

adequate of English. The student also found that interacting with foreigners could create a remedy for their English learning. Nguyen and Stracke (2020) suggested that practicing with foreigners such as exchanging email or discussing with them through online platform could expand the language activity outside the classroom into real-life practice.

In regard to perceptions toward oral communication ability, the findings from the student online journal reported that the university administrative staff develop their oral communication ability when they study online. The online course made them feel more confident. The perception they reported was consistent with several studies (Tangjitnusorn & Sukavatee, 2016). They mentioned that a synchronous online application allowed students to practice their oral communication ability using English as a target language with peers in order to make their discussion smooth. The result was also consistent with a study from Alharbi and Alfadda (2020) whose study concluded that online learning community can increase students' confidence and they feel more comfortable to speak via online learning. With this reason, online platforms would be potential tools in providing sufficient opportunities to practice speaking with the different activities and increase their confidence to speak in various situations.

Perception regarding online learning, convenience and flexibility were reported from the students since they perceived that online learning is suitable for them. They agreed that online learning through online platform was convenient because they could easily retrieve data, submit assignments, and repeat their learning activities anytime. The findings were also consistent with a previous studies (Bangkom & Sukavatee, 2021; Wang et al., 2009) demonstrated that online learning

context is convenient. Furthermore, online learning offers flexibility since the students can study at the own pace and relearned repeatedly anytime and anywhere. Thus, online learning offers students the accessibility of learning resources as well as allows them to manage their time to learn.

Nevertheless, despite the fact that internet removes the time gap between teacher and students, it also has its limitation. That is, students in this study mostly reported the limitation of internet connection. They mentioned that their learning was interrupted by poor internet connection. It led to inconvenience since they could not upload their assignments or learn without the stable internet connection. Shapiro et al. (2017) mentioned that poor internet connection created negative impact in online learning. Therefore, designing an online course, teachers and educators should take such limitation to the consideration.

5.4 Pedagogical Implications

In this study, an online course using situated learning and ESA method can provide advantages in pedagogical implications. Based on the findings and discussion, situated learning and ESA method seem to be possible to enhance students' oral communication ability. Therefore, recommendations are made for those who are interested in implementing an online course using situate learning and ESA method to enhance oral communication ability of the university administrative staff.

5.4.1 Implications and Recommendations for Teachers and Educators

5.4.1.1 Implications and Recommendations for the Integration of Situated Learning and ESA Method in Instruction

In this study, an online course using situated learning and ESA method can provide advantages in pedagogical implications. Firstly, situated learning and

ESA method can be beneficial. They are believed that they can fulfill knowledge gaps of the university administrative staff according to the result from pretest and posttest. Moreover, teachers and educators who plan to develop an English oral communication course for university administrative staff can use instruments, activities and teaching models from this research study as an example to design lesson plans and speaking activities to enhance students' oral communication ability.

In order to design an effective course using situated learning, the teachers and educators should consider the learning contents, situations and activities to fit with students' language proficiency, and the situations that students are going to encounter in the real-world. In order to do so, conducting needs analysis of all parties including students and employers is recommended because it would help the course developers to plan the learning objectives and teaching materials. More importantly, students could be more engaged in the learning process when they learn the relevant topics or situations of their work.

Moreover, the interesting point is found that situated learning helps students to strengthen their relationship among their colleagues. To explain, based on the result from student online journal, they could learn from people who are from the same background to develop their oral communication as well as their working process at their workplace. Designing activities that enable students to study collaboratively with their peers would help student to develop their learning process. Therefore, they have opportunities to practice with one another from the real-world situational activities to practice their speaking skills.

Using ESA method as a sequence of the instruction is also one of the effective ways to be integrated with situate learning. This method helps students to

learn with the provided situations actively. The teacher could also reorder the sequence of the ESA method to fit with the learning activity and objectives of the course. According to this, the teachers and educators who intend to integrate situated learning and ESA method in a classroom can reply on this advantage by providing students opportunities to interact with their peers who are experienced to acquire knowledge. As a result, students will be able to orally communicate more confidently and know how to cope with various situation in order to prevent communication breakdown during their conversation with foreigners.

5.4.1.1 Implications and Recommendations for the Integration of Online Tools in Instruction

Online tools implemented in this study were both asynchronous (Google Classroom) and synchronous (Zoom) tools. Those tools have been found advantage to both teachers and students in an online course using situate learning and ESA method to enhance oral communication ability of university administrative staff. Using those applications in learning can promote social interaction among students and teacher. Moreover, the online tools can promote lifelong learning in adult learners. Nonetheless, an orientation or tutorial of how to use online tools is required since students have different technology literacy, especially with adult learners

With the flexibility of the technology, it offers platform for the students to learn and practice dynamically. Google Classroom as an asynchronous tool can be one of the learning platforms since the students can study at their own place with the provided resources such as pictures, texts, and videos. Moreover, students can submit their video recorded or other assignments on the platform easily. In addition, there are many tools integrated and allow them to study within google classroom. However, if

students are mixed-ability students, the teacher presence is required. Moreover, it is highly recommended that online activities should be simple to understand so that students will feel more comfortable to participate. In self-phase learning with the platform, it could fail if the students are not motivated enough. Consequently, using games, videos, or pictures that could captivate and motivate students to participate.

Zoom as a synchronous tool allows to make a videoconference to communicate live between the teacher and the students. Furthermore, its feature allows multiuser in a videoconferencing room. Moreover, the application is able to divide students into separated rooms so that the students can practice with their peers privately. With the result of the online journal, it is convenient and save time while using the breakout room.

In summary, those application is compatible with many technological devices such as personal computers, laptops, smartphones, tablets. However, those application can be complicated to some students who never have any experience using them. Tawil (2018) highlighted that an online platform has a great influence on learning and teachers should be able to implement it as simple as they can to help learners learn without putting too much effort. Therefore, providing a tutorial of how to use those applications to the students or letting the student try to use them prior the class will be highly recommended.

5.4.2 Implications and Recommendations for Students

An online course using situated learning and ESA method to enhance oral communication ability of the university administrative staff is believed to university administrative staff's oral communication ability significantly through the use of the course employed situated learning and ESA method. Students are highly suggested to

employ technologies and applications in their learning. It could facilitate them in their learning process both in-class and out-of-class activities. Moreover, students are suggested to carefully select devices to study as some devices do not support some applications. More importantly, students should be aware of some technical difficulties such as internet connection. It can create some difficulties while learning.

In terms of oral communication ability, students are suggested to practice listening and speaking in real-life situations in English with foreigners. When students encounter different situations to speak English, they could learn to cope with communication breakdown if they keep practicing.

5.5 Limitations of the Study

The present research study was conducted successfully that it achieved the research objectives. Nonetheless, it was investigated some issues of practicality and uncontrollable variables. The limitations of the study can be acknowledged as follows:

In this study, the participants were adult learners who worked full time. Therefore, limitation of the participants was found. That is, despite how convenience online course may be, adult learners have obligations that can prevent them from attending the online course effectively. Moreover, time conflicts can occur due to differences of schedules. This can also present adult learners from attending the online course effectively.

Furthermore, the online course requires adequate digital literacy. This is another limitation of this study as not all adult learners have equivalent level of digital literacy. That is, some adult learners may have little to no knowledge on how to use certain platforms, which sometimes can lead to difficulty in learning.

5.6 Recommendations for Future Study

According to the findings of the present research study, it apparently shows that an online course using situated learning and ESA method is beneficial to enhance oral communication ability of the university administrative staff and yields positive perceptions from the staff.

While the research was conducted, the participants would encounter foreigners from different countries in real-life situations. It would be interesting if the researchers who intend to expand the experiment to raise awareness of English as a Lingual Franca (ELF) by providing examples of English varieties in the materials used in the course.

Moreover, it is recommended to researchers who intend to expand an online course using situated learning and ESA method to enhance oral communication ability to conduct an experiment in the future whether it will reveal the similar result in other contexts such as with participants who are from different occupations. In addition, future research should also emphasize exploring whether an online course will be suitable for other communicative skills such as listening, reading and writing since both written and spoken communications are essential to English users.

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Appendix A: Unit plan

Unit 1: Getting to know the university

Time Allocation: 2 hours (120 mins)

Learning outcome: Students will be able to introduce foreigners to the overview of workplace i.e. Chulalongkorn University in English.

Instructional platforms: Google classroom (asynchronous tool) and ZOOM application (synchronous tool)

Materials:

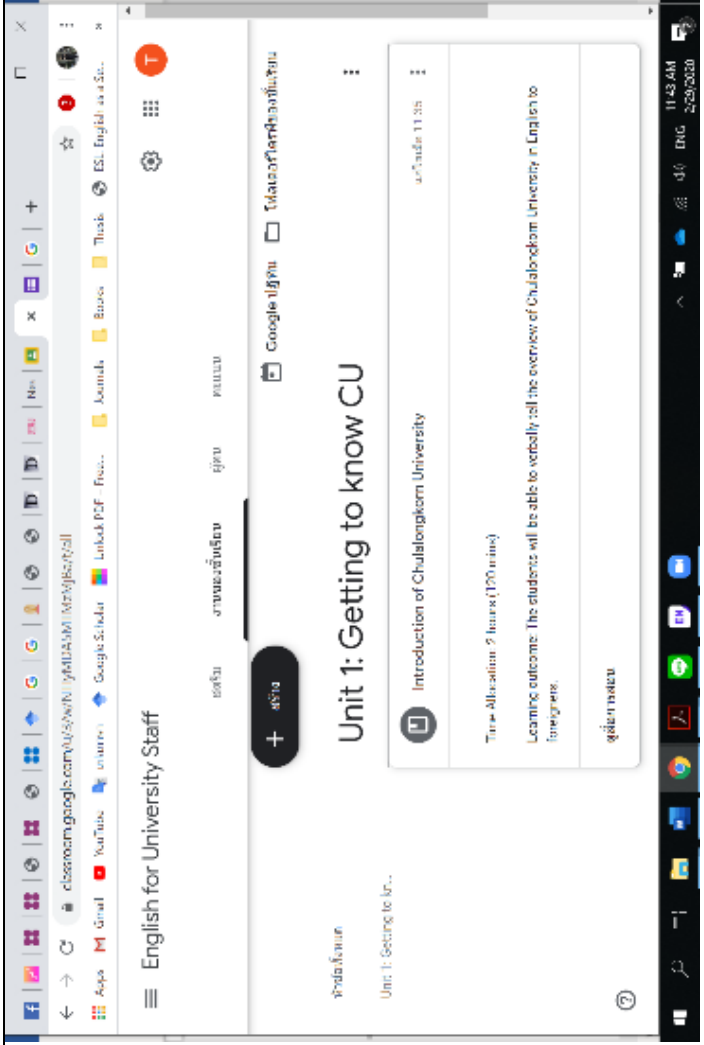
- ZOOM application
- Google classroom
- Google Doc
- PPT presentation
- Video clips
- A computer with internet
- Microphone and headphones

Instructional procedures:

The unit is divided into two phases (self-paced learning and videoconferencing). In the self-paced learning phase, it is **asynchronous** that students can learn on their own using Google Classroom as a platform. The teacher provides all relevant resources there. In videoconferencing phase, which is **synchronous**, students learn through application ZOOM. The instructional procedures are illustrated as follows:



Online self-paced learning phase on Google Classroom (approximately 60 minutes)



Teaching stage (time)	Teacher	Students (Ss)	Materials
<p>Engage (Self-paced learning) 20 minutes</p>	 <p>The screenshot shows a mobile browser view of a Google Classroom post. The post title is 'Unit 1: Getting to know CU'. Below the title, there is a video player for 'Introduction of Chulalongkorn University' with a duration of 11:35. The learning outcome is: 'This allocation 2 hours (120 minute) Learning outcome: This students will be able to verbally tell the overview of Chulalongkorn University in English to foreigners.' The interface includes a navigation bar at the bottom with icons for home, search, and other classroom features.</p>	<ul style="list-style-type: none"> Go to Google Classroom Read the objective of the lesson 	<ul style="list-style-type: none"> Google Classroom

[Teacher post] A foreigner approaches and asks you a few questions. You are a staff who can use the provided material to give him the information he needs.

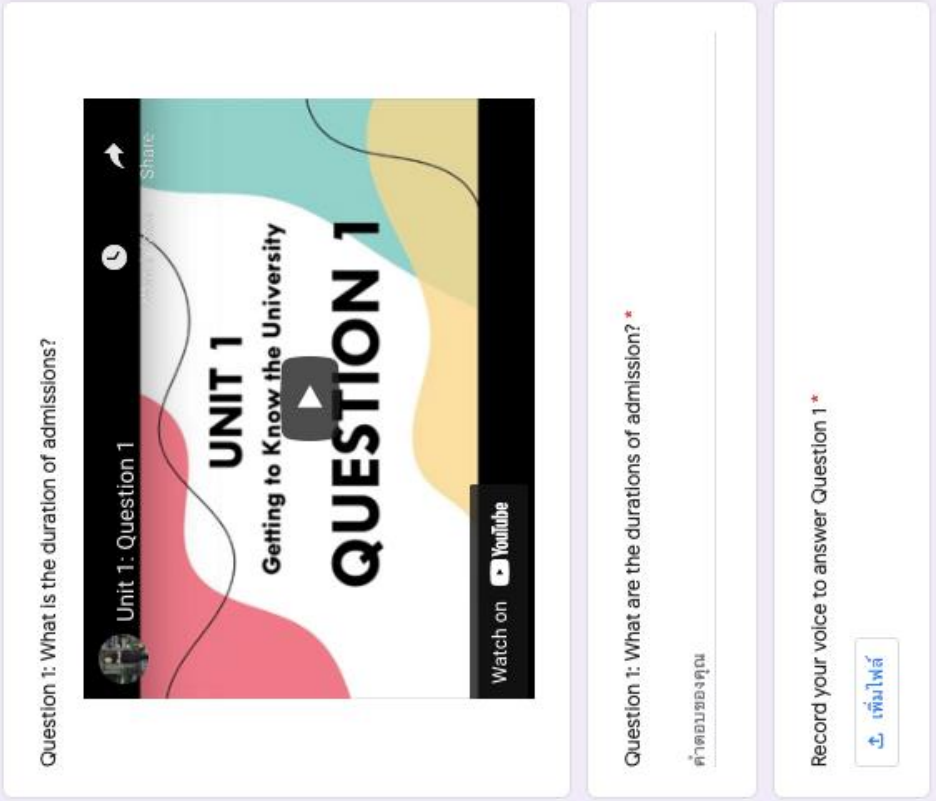
Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Activity 1: Engage the learning</p> <div data-bbox="520 898 1070 1776" style="border: 1px solid #ccc; padding: 10px;"> <h3 style="text-align: center;">Engage the learning</h3> <p>Please answer the following questions from information on "Undergraduate program prospectus" on this like https://www.inter.chula.ac.th/en/wp-content/uploads/2019/09/CU_UD_Prospectus.pdf</p> <p>ชื่อและรูปภาพที่เชื่อม โขงกับบัญชี Google จะได้รับการบันทึกเมื่อคุณอัปโหลดไฟล์และส่งแบบฟอร์มนี้ หากคุณไม่ใช้ tatchakrit.m@chula.ac.th โปรดสลับบัญชี</p> <p>*จำเป็น</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>ที่อยู่อีเมล *</p> <p>อีเมลของคุณ <input style="width: 100%;" type="text"/></p> </div> </div> <p>Useful Vocabulary</p> <ol style="list-style-type: none"> 1. Acceptance (n.) 2. Announcement (n.) 3. Coordinator (n.) 4. Duration (n.) 5. Semester (n.) 		

Teaching stage (time)	Teacher	Students (Ss)	Materials
	<div data-bbox="411 1021 1337 1648" style="border: 1px solid #ccc; padding: 10px;"> <p>Useful vocabulary in Unit 1</p> <h2 style="text-align: center;">Useful Vocabulary</h2> <p>Acceptance (n.) - the act of accepting something or someone <i>The university has sent me a letter of acceptance.</i></p> <p>Announcement (n.) - a written or spoken statement that tells people about something <i>He asked us to pay attention because he had an important announcement to make.</i></p> <p>Coordinator (n.) - a person who organizes people or groups so that they work together properly and well <i>She is the program/project coordinator.</i></p> <p>Duration (n.) - the length of time that something exists or lasts <i>The duration of the courses is three years.</i></p> <p>Semester (n.) - an academic year at a school or college <i>I need to take this course in the first semester.</i></p> </div>	<ul style="list-style-type: none"> Study useful vocabulary in the lesson 	

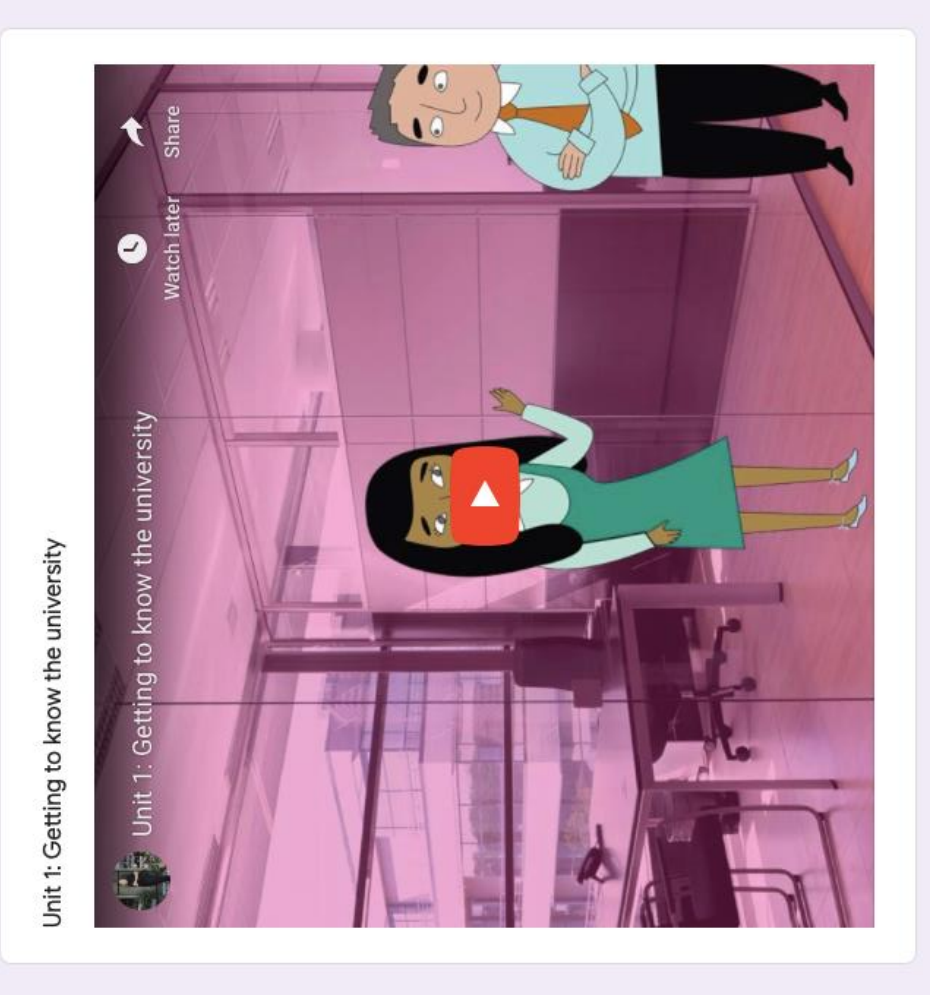


Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Situation: A foreigner wants to know some information about the university. You are a staff and need to find information to inform the foreigner.</p> <div data-bbox="523 949 1187 1722" style="border: 1px solid gray; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="font-size: small; margin-bottom: 5px;">Situation: a foreigner wants to study at your university. Use the material to answer his questions.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 5px auto; width: 80%;"> <p>I want to study at your university. May I ask some questions?</p> </div>  </div> <div data-bbox="628 770 976 949" style="text-align: center; margin-top: 20px;">  </div>		

Teaching stage (time)	Teacher	Students (Ss)	Materials
		<ul style="list-style-type: none"> • Scan or click the link to look up for the “undergraduate prospectus” 	<ul style="list-style-type: none"> • Undergraduate prospectus

Teaching stage (time)	Teacher	Students (Ss)	Materials
	 <p>The screenshot shows a YouTube video player with the title 'Unit 1: Question 1' and 'UNIT 1 Getting to Know the University QUESTION 1'. Below the video is a Google Classroom form with the question: 'Question 1: What are the durations of admission? *'. The form includes a text input field, a 'ส่งคำตอบของคุณ' (Send your answer) button, and a 'บันทึกเสียงเพื่อตอบคำถามที่ 1 *' (Record your voice to answer Question 1 *) section with a 'เพิ่มไฟล์' (Add file) button.</p>	<ul style="list-style-type: none"> • Listen to each question and look for the answers to write in the box. • Write the answer in the box. • Record your voice or video tape your answer and upload to the Google Classroom 	<ul style="list-style-type: none"> • Video question 1 – 5 • Video 1: https://youtu.be/wBP9hKkOJDc • Video 2: https://youtu.be/aHWXGaLShK0 • Video 3: https://youtu.be/DHKMb2ri-Qw • Video 4: https://youtu.be/RCJjm0aj1eo • Video 5: https://youtu.be/K1uLjPpfudo

Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Have Ss scan the QR code or click the link to read “Undergraduate Prospectus” to find the information to answer these following questions:</p> <p>Question 1: What are the durations of admission?</p> <p>Question 2: How do students see the announcement of the acceptance?</p> <p>Question 3: How much does the admission fee cost?</p> <p>Question 4: When does the first semester start?</p> <p>Question 5: If students want to contact the program coordinator of communication design, what kind of information do you provide to them?</p> <p>Students are required to upload their voice or video answering those questions as well.</p>		
<p>Study (Self-paced learning) 10 minutes</p>	<p>Activity 2: What does the video tell you?</p> <p>Posted in Google Classroom A video is posted in Google Classroom. The video consists of two parts: vocabulary teaching with pronunciation, and video story. For the video story, there are two parts: getting to know international programs and getting to know the facilities.</p>	<ul style="list-style-type: none"> • Watch a video clip posted in Google Classroom 	<ul style="list-style-type: none"> • Video entitled “Getting to know the university”

Teaching stage (time)	Teacher	Students (Ss)	Materials
			<p>https://youtu.be/LuQS1HYQfz0</p>

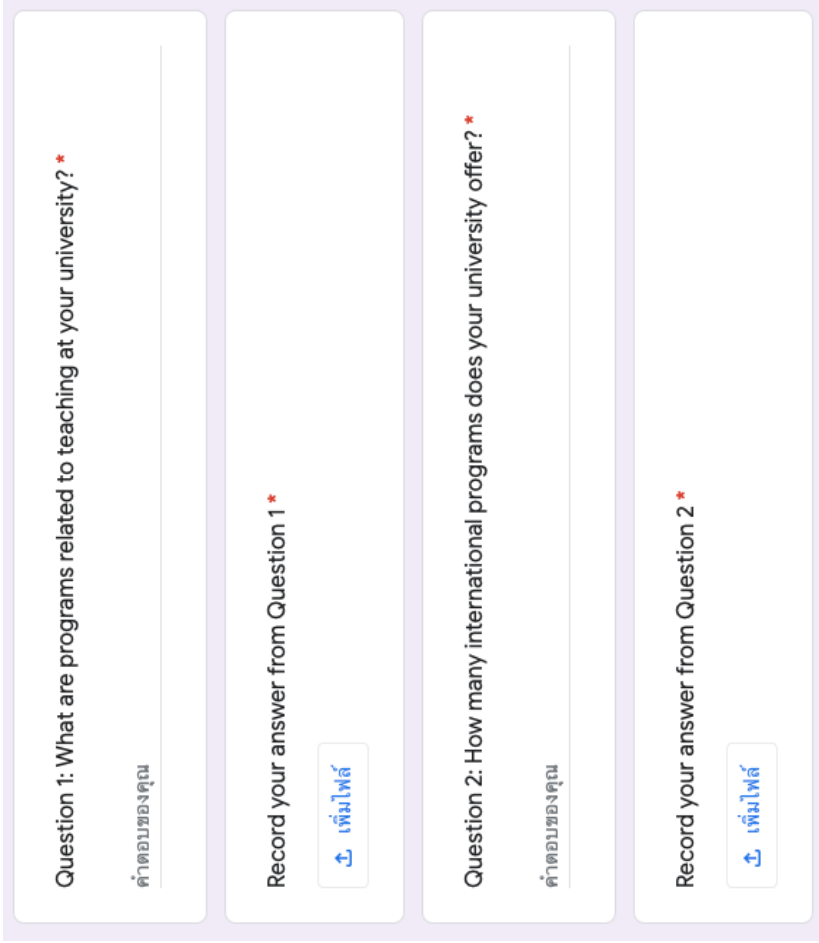
Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Vocabulary introduction: Facility Graduate Instructor Offer Provide Related to Semester Undergraduate</p> 		

Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Situation: A conversation takes place at Chulalongkorn University. A foreigner is interested in studying at CU, but he needs more information.</p> <p>Part 1</p> <p>Chamchuri: Good morning. How can I help you? Mark: I am studying Sciences major in my high school, and I want to know some information about your university programs. Chamchuri: Sure. What kind of information do you need? Mark: How many international programs does your university provide? Chamchuri: We have 99 international programs both at undergraduate and graduate levels. Mark: Wow, that's a lot. I'm interested in studying at undergraduate level. What major that related to science do you have? Chamchuri: We offer some programs related to science. There are six: Applied Chemistry, Nano Engineering, Automotive Design and Manufacturing Engineering, Information and Communication Engineering, Aerospace Engineering, and Psychological Science.</p> <p>Mark: I see. I am interested in studying in Applied Chemistry program. How many international students are there in the program? Chamchuri: There are about 10 Asian students. Mark: Where are the instructors from? Chamchuri: They are from around the world.</p>		

Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Mark: Do have any scholarships for international students? Chamchuri: Yes, we do. We have a lot of scholarships for international students.</p> <p>Part 2</p> <p>Mark: What are some facilities for international students like me? Chamchuri: We have plenty such as healthcare center, libraries, study rooms, shuttle buses, on-campus accommodation. Mark: Awesome! I'd love to study here. Where can I use the computer for free? Chamchuri: Sorry, sir. Chula doesn't have it. We only have a computer service at the central library. Mark: I see. Thank you for your information. Chamchuri: My pleasure. If you need any other help, you can call us at our office. Here is the phone number. Mark: Thank you. Chamchuri: Have a good day. Mark: You too.</p>		


Teaching stage (time)	Teacher	Students (Ss)	Materials
	<ul style="list-style-type: none"> • Posts questions to check students' comprehension: <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>1 #E61414</p> <p>What major does the international student study in high school? *</p> <p><input type="radio"/> Math</p> <p><input type="radio"/> Science</p> <p><input type="radio"/> Psychology</p> </div> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>1 #E61414</p> <p>How many international programs does the university offer? *</p> <p><input type="radio"/> 19</p> <p><input type="radio"/> 90</p> <p><input type="radio"/> 99</p> </div> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>1 #E61414</p> <p>What program does the international student want to study? *</p> <p><input type="radio"/> Nano Engineering</p> <p><input type="radio"/> Applied Chemistry</p> <p><input type="radio"/> Psychological Science</p> </div> 	<ul style="list-style-type: none"> • Complete the multiple-choice quiz. 	<ul style="list-style-type: none"> • Questions posted in Google Classroom


Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>What are some facilities? Name a few things. *</p> <p>คำตอบของคุณ</p>		
<p>Activate (Self-paced learning)</p>	<p>Activity 3: Activate your learning</p> <ul style="list-style-type: none"> • Ask students to respond to the following questions as well as upload their voice: <ul style="list-style-type: none"> ○ What are programs related to teaching at your university? ○ How many international programs does your university offer? ○ Where do the instructors in international programs come from? ○ What are some facilities at your university? ○ When does the first semester start at your university? 	<ul style="list-style-type: none"> • Write their own answers to respond to the questions freely. • Record their own voice or video tape the answer using the notes they have taken and submit in Google Classroom 	<ul style="list-style-type: none"> • Question posted in Google classroom

Teaching stage (time)	Teacher	Students (Ss)	Materials
	 <p>The screenshot shows a survey form with two questions. Question 1 asks 'What are programs related to teaching at your university?' and Question 2 asks 'How many international programs does your university offer?'. Each question has a text input field and a 'บันทึกคำตอบ' (Record answer) button. The form is overlaid on a background featuring a stylized sunburst logo.</p>		

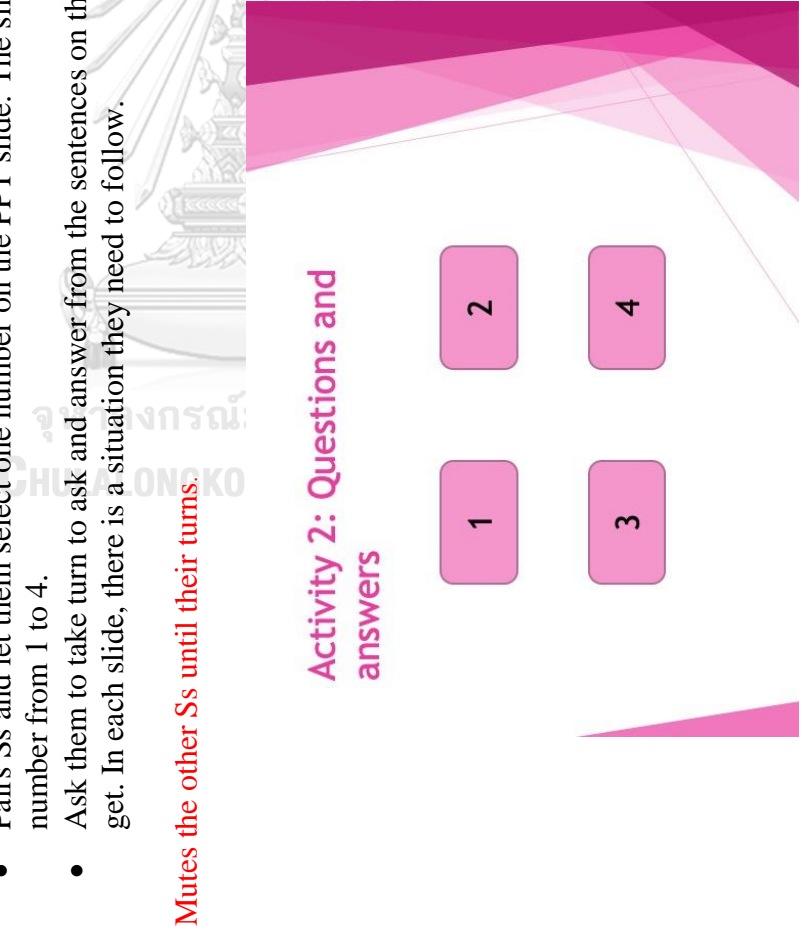
Online videoconferencing phase on ZOOM application (approximately 60 minutes)


Teaching stage (time)	Teacher	Students (Ss)	Materials
Engage (5 minutes)	<p>Warm-up</p> <ul style="list-style-type: none"> Greets Ss and ask them about their well-being today. <p>Activity 1: Listing 5 words you learned</p> <ul style="list-style-type: none"> Stimulates Ss to think of 5 things from what they have learned in the previous class by asking the following questions: <ul style="list-style-type: none"> What is some vocabulary that you learned from self-paced learning? Asks Ss to share what they have on the list. <p>Make sure every S has an opportunity to answer.</p>	<p>Potential answers:</p> <ul style="list-style-type: none"> <i>I'm good.</i> <i>All right.</i> <i>Very well.</i> <ul style="list-style-type: none"> Listen to the teacher's question, think of 5 things from last lesson, and make a list. Share the list with their peers. 	<ul style="list-style-type: none"> ZOOM application


Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p data-bbox="488 1272 600 1749">What did you learn in self-learning phase?</p> <p data-bbox="695 1115 743 1697">List 5 words you have learned</p> 		<ul style="list-style-type: none"> <li data-bbox="456 197 488 383">• PPT slides


Teaching stage (time)	Teacher	Students (Ss)	Materials
<p>Study (40 minutes)</p>	<p>Activity 2: Notice the sentences</p> <ul style="list-style-type: none"> Provide examples of questions used WH questions by showing PPT slides and asks student to notice the structure of each sentence. Then, asks students to come up with the rule: <div style="text-align: center;">  <p>Notice the sentences</p> <p>Find the similarities in these sentences.</p> <ul style="list-style-type: none"> ▶ What programs does the university offer? ▶ When does the university start? ▶ What time can I come to ask the information? ▶ How many programs related to language does your university offer? ▶ Where is the closest canteen? ▶ Who can I submit the application to? ▶ How can I contact you? ▶ What time does the office open? ▶ How much does the application fee? </div>		


Teaching stage (time)	Teacher	Students (Ss)	Materials
	<ul style="list-style-type: none"> • Elicits Ss patterns of questions and answers • Has Ss show the rule they come up with • Has Ss discuss the similarities and difference from their own answer and their peers' answer <ul style="list-style-type: none"> • Elicits Ss about the possible answer from the questions starting with WH words. • Demonstrate of how to form and answer the WH question WH questions + auxiliary verb + subject? What = thing/idea Who = person Where = place When = time Why = reason How = the way 	<ul style="list-style-type: none"> • Answer and show the rule that they discover to the class. • Discuss the similarities and differences from your answers. • Guess from their answers and compare the similarities and differences with peers <p style="color: red;">Listen and ask questions if they do not understand</p>	

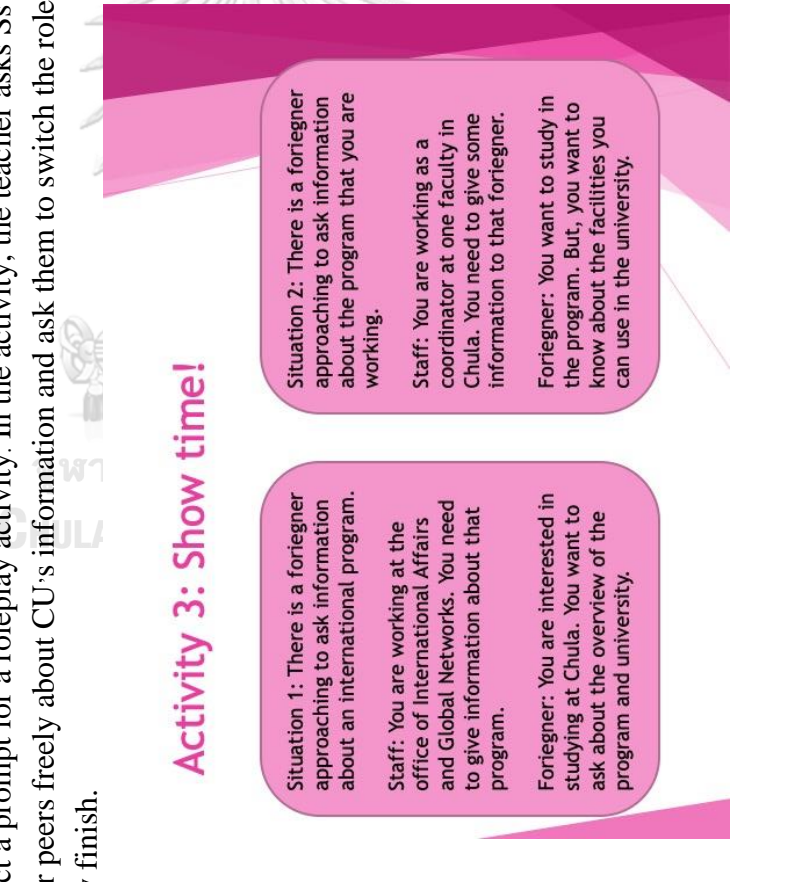
Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Activity 3: Question and answer</p> <ul style="list-style-type: none"> • Pairs Ss and let them select one number on the PPT slide. The slide has 4 number from 1 to 4. • Ask them to take turn to ask and answer from the sentences on the slide they get. In each slide, there is a situation they need to follow. <p>Mutes the other Ss until their turns.</p> 	<ul style="list-style-type: none"> • Take turn to ask and answer guided questions with their partner(s). 	<ul style="list-style-type: none"> • PPT slide

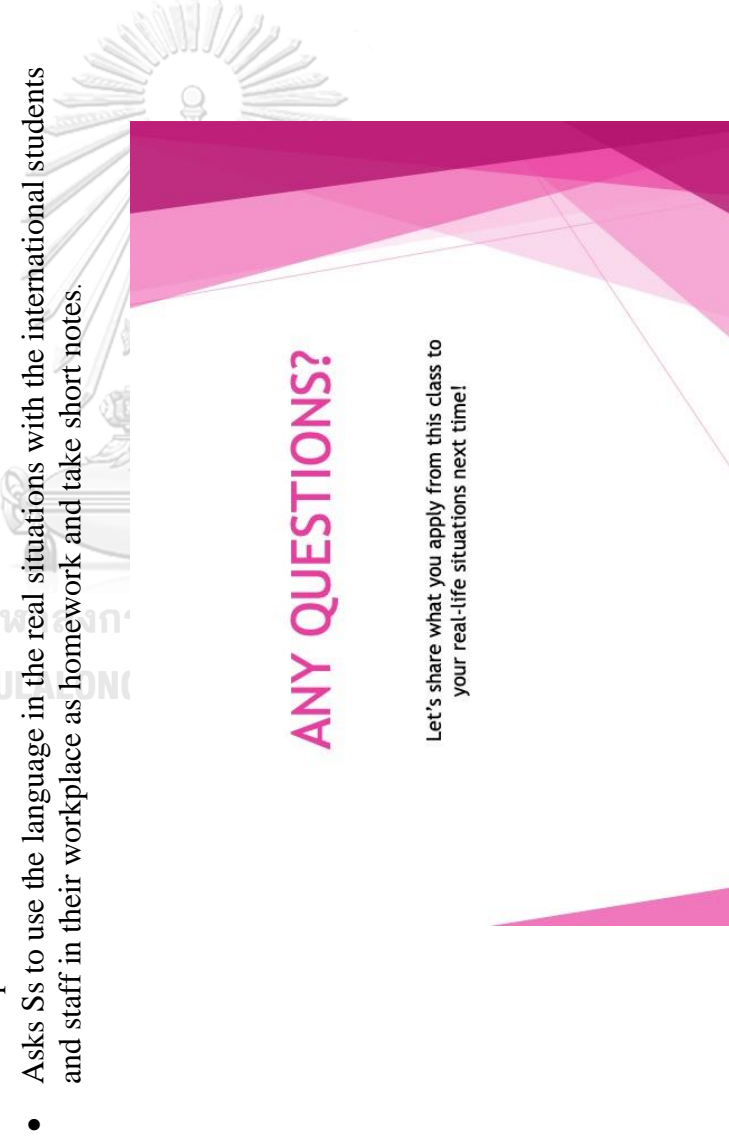
Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Here are questions and answers from number 1 to 4:</p> <p>Number 1</p> <p>Activity 2: Questions and answers</p> <p>You are working at a university. There is a Vietnamese student comes to ask some questions. What would be the possible answers or questions when you need to give the information to him about the facilities?</p> <ul style="list-style-type: none"> ▶ “Where is the place to study after class?” ▶ “If I catch a cold, where can I go to see a doctor on campus?” ▶ “The shuttle buses can take you to the Faculty of Arts.” ▶ “The central library opens at 8 AM to 8 PM.” 		

Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Number 2</p> <p>Activity 2: Questions and answers</p> <p>You are working at the Office of International Affairs and Global Network. There are parents from Canada coming to your office to ask some questions. What would be the possible answers or questions when you need to give the information to them about the study duration?</p> <ul style="list-style-type: none"> ▶ “When is the last day of the first semester?” ▶ “How many semesters do I have to study per one year?” ▶ “The first semester starts in August.” ▶ “You are going to spend 4 years for studying in bachelor’s degree.” 		

Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Number 3</p> <p>Activity 2: Questions and answers</p> <p>You are working as an officer at the Admission Office. There are two international students coming to your office to ask some questions. What would be the possible answers or questions when you need to give the information to them about the international programs?</p> <ul style="list-style-type: none"> ▶ “How many international programs for bachelor’s degree your university offers?” ▶ “I am interested in studying in Language and Culture program” ▶ “There are 19 international programs for master’s degree.” ▶ “How can I get the contact of the Faculty of Engineering?” 		

Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Number 4</p> <p>Activity 2: Questions and answers</p> <p>You are working at the Office of International Relations. There are parents and their son from China coming to your office to ask some questions. What would be the possible answers or questions when you need to give the information to them about expenses?</p> <ul style="list-style-type: none"> ▶ “How much dose the total tuition fee in humanity field?” ▶ “How much does the total tuition fee in science field?” ▶ “On-campus accommodation costs you around 14,000 per month.” ▶ “The cost of living in Bangkok will be around 8,000 baht per month.” 		

Teaching stage (time)	Teacher	Students (Ss)	Materials
Activate (25 minutes)	<p>Activity 4: Show times</p> <ul style="list-style-type: none"> Shows PPT presentation consisting of 2 prompts and tell Ss that they can freely select a prompt for a roleplay activity. In the activity, the teacher asks Ss to ask their peers freely about CU's information and ask them to switch the role when they finish. 	<ul style="list-style-type: none"> Listen to the instruction and select a prompt and act from the role they select. Take turn to act according to the role cards, and freely speak by applying ideas from what they learn. 	<ul style="list-style-type: none"> PPT slide

Teaching stage (time)	Teacher	Students (Ss)	Materials
	<p>Mutes the other Ss until their turns.</p> <ul style="list-style-type: none"> Asks Ss to complete their online student learning journal on Google Form posted on Google classroom. They can type both in Thai and English. 	<ul style="list-style-type: none"> Write online student learning journal 	<ul style="list-style-type: none"> Google Form
Wrap-Up (5 minutes)	<ul style="list-style-type: none"> Elicits phrases learned from the class. Asks Ss to use the language in the real situations with the international students and staff in their workplace as homework and take short notes. 	<ul style="list-style-type: none"> Answer the phrases they learn from the class. Write it down as a homework. 	

Analytical rubric scoring on oral communication activity (Activate stage)

Dimension	1	2	3	4	5
Comprehensibility	Cannot or rarely understand and produce utterances even simple speech or conversations	Has great difficulty to understand and produce simple speech or conversations spoken slower -than -normal speed with frequent repetitions.	Understands and be able to produce most of speech or conversations spoken in almost normal speed with some repetitions	Understands and be able to produce nearly everything at normal speed, although occasional repetition may be necessary	Understands and produces in eligible speech or conversations without difficulty.
Fluency	Speech is usually halting and fragmentary, has a lot of disfluencies such as “er...”, “um...”, “mm...” or repetition an in affective silences that make the utterances/conversations almost impossible.	Speech in utterances/conversations has frequently hesitation and repetition, occasionally forced to silence by language limitations that effect disfluency	Speech in utterances/conversations flows, but occasionally interrupted by the students’ search for the correct manner of expressions appropriate words	Speech in utterances/conversations generally fluent with occasional lapses while the speaker searches for the correct manner of expression	Speech in utterances/conversations fluent and effortless; approximate that of a native speaker
Vocabulary	Vocabulary is very limited and inaccurate, or in appropriate words are usually used, and this adversely affects the ability to convey the intended message	Words are limited too simplistic vocabulary that barely conveys the intended message	words are appropriate for the intended messages and the context but inaccurate or problematic words that interfere the meanings occasionally happened	appropriate words are chosen for the precise and accurate meanings	rich and varied words choices chosen to precisely and accurately convey the intended message is approximate that of native speaker
Pronunciation	Pronunciation problems so severe as to make speech unintelligible or hard to understand	Pronunciation of occasionally unclear or interfered by first language and lead to misunderstanding and/or frequently repeat to make him/herself understood. Usually has monotonous intonation.	pronunciation is clear with words/terms that interfere with communication. Occasionally has monotonous intonation.	Pronunciation always intelligible with a few incorrectly pronounced words/terms. Occasionally inappropriate intonation patterns	Pronunciation and intonation approximately that of native-like speaker
Grammar	Frequent errors in grammar and usage and word orders so severe as to interfere the meaning.	Grammar and word-order errors make comprehension difficult and/or restrict him/herself to basic patterns.	Grammar, usage, and word orders usually correct with occasionally errors that obscure the meaning	Occasionally makes errors in grammar and usage and/or word orders but no interferes with the meaning	Grammar and usage almost entirely correct. only minor mistakes are detected with no major errors

Appendix B: Long-range lesson plan

Weeks	Hours	Units	Learning outcomes	Situations	Language functions
Week 1	<ul style="list-style-type: none"> • Pre-test • Orientation of how to study online via Zoom 				
Week 2-3	2	Unit 1: Getting to know the university	The students will be able to verbally explain the overview of the university in English to foreigners.	A foreigner is interested in studying at the university, but he needs more information about the university.	Asking and Giving information using WH questions
Week 4-5	2	Unit 2: Calling from a foreigner	The students will be able to verbally converse to foreigners on the phone using common phrases in English.	A foreigner makes a call to a staff asking about some information about the university and the programs.	Telephone common phrases
Week 6-7	2	Unit 3: Applying to the university	The students will be able to tell the procedures of the university admission in English to foreigners.	A foreigner is interested to apply to the university, but he/she has questions about application and admission process.	Sequencing the process and procedures
Week 8-9	2	Unit 4: Registering courses in the university	The students will be able to verbally inform the steps of course registration in English to foreigners.	A foreigner asks about the steps of course registration.	Sequencing the process and procedures, and planning
Week 10-11	2	Unit 5: Getting a scholarship	The students will be able to verbally explain about scholarship information in English to foreigners.	A foreigners requests information about scholarship to participate in the exchange programs at a partner university.	Suggesting and giving information
Week 12	<ul style="list-style-type: none"> • Post-test 				

Appendix C: Oral communication Test

This is the oral communication test for university administrative staff. This test includes 5 questions that measure different aspects of your oral communication ability. The test lasts approximately 20 minutes. The evaluation criteria are comprehensibility, fluency, vocabulary, pronunciation and grammar

For each type of question, you will be given specific directions, including the time allowed for preparation and speaking.

It is to your advantage to say as much as you can in the time allowed. It is also important that you speak clearly and that you answer each question according to the directions.

Part 1

Directions: In this part of the test, you will answer three questions based on the information provided. You will have 30 seconds to read the information before the questions begin. For each question, begin responding immediately after you hear a beep. No additional preparation time is provided. You will have 20 seconds to respond to Questions 1 and 2, and 40 seconds to respond to Question 3.

(Narrator): Hello, I'm calling about a conference on May 27. I saw advertised on the website of the university. It's about starting your own business. I was hoping you could give me some information.



Date: May 27

Location: Chamchuri 10 Building

Seminars: 9.00 AM

Financing your business, Room 801 – Mark Radstake, Certified Public Accountant

11.00 AM

How to Promote Your Own Business, Room 701 – Prof. Andrew Jonstond, Ph.D., University of Michigan

12.00 PM

Lunch*

1.00 PM

Sales Techniques Workshops, Room 702 – Helen Lee, East Side consultants

2.00 PM

Discussion

Registration fee: Individuals, 20 USD

Chulalongkorn University staff or students 15 USD

*not included in registration fee

Question 1: Could you tell me what time the conference starts and how long it will last?

Question 2: How much does conference attendance cost?

Question 3: I may not be available for the full day. Could you give me information about the activities in the morning, before lunchtime?

Part 2:

Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.

Question:

(Narrator): Some international students prefer to study in Thailand because they just want to travel around Southeast Asia. What is your opinion about that? Give reasons for your opinion.

Part 3:

Directions: In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak. Respond as if you work at a faculty at a university.

In your response, be sure to

- show that you recognize the problem, and
- propose a way of dealing with the problem.

You will hear: (woman) I try to register a course, but the system says this course is not available in this semester. Moreover, I just to the lecturer teaching this course already, and she said there is some places available for international students. Do you have any ideas to solve this problem?

Appendix D: Needs questionnaire

This questionnaire is a part of a thesis that one of the requirements for the curriculum of Master of Education in Teaching English as a Foreign Language, the Faculty of Education, Chulalongkorn University. The researcher, Mr. Tatchakrit Matyakhan, is going to conduct a study in order to investigate the needs for English oral communication ability of university administrative staff in terms of lacks, necessities, and wants to develop an online course using situated learning to enhance English oral communication ability of university administrative staff.

In the questionnaire, there is no right or wrong answer. Please answer the questionnaire sincerely and freely from your opinions. Your answer and information will be kept confidential and will be presented in overall image only. More importantly, your responses will help and make this study become successful. Thank you so much for your cooperation.

This questionnaire is divided into three parts as follows:

Part 1: General Information

Part 2: Lacks and necessities in oral communication at workplace

Part 3: Wants in oral communication and suggestions

Part 1: General Information

Instruction: Please put the check mark (✓) in the boxes or provide your opinion in the blanks.

Gender: Male Female

Educational Background:

Below Bachelor's degree

Bachelor's degree

Master's degree

Doctoral degree

Affiliation (please identify):

Job Position: _____

The number of years learning English:

under 5 years

5-10 years

11-15 years

more than 15 years

The English score:

- CU-TEP: _____ TOEIC: _____
 TOFEL iBT: _____ TOFEL ITP: _____
 IELTS: _____ Others (please specify): _____

Part 2: Lacks and necessities in oral communication at workplace

Instruction: Please put the check mark (✓) in the boxes which describe best your opinion.

Please evaluate your ability to use English oral communication in various contexts at workplace.

- 4 = Very high
 3 = High
 2 = Low
 1 = Very low

Level of ability in using English oral communication				Aspects of oral communication	Level of importance in using English oral communication			
1	2	3	4		1	2	3	4
				1. Greeting and offering helps				
				2. Introducing oneself including personal information, position and responsibilities				
				3. Providing information about registration				
				4. Providing information and answering questions about student activities, and student clubs				
				5. Providing information about period of budget request and budget report				
				6. Providing process of reimbursement of a project				
				7. Telephone conversations e.g. receiving calls, transferring calls, taking, and leaving messages				
				8. Making an appointment				
				9. Giving information about admission process				

Level of ability in using English oral communication				Aspects of oral communication	Level of importance in using English oral communication			
1	2	3	4		1	2	3	4
				10. Giving information about scholarships				
				11. Giving information about paying tuition fee process and tuition expenses				
				12. Giving general information about school, college, institute, faculty and university				
				13. Giving information about university life and Thailand				
				14. Giving information about the process of special program such as exchange student programs and short programs for both incoming and outgoing students				
				15. Giving directions of the locations in the university				
				16. Giving information about graduation process				
				17. Counseling of student's personal problems and giving advise				

18. Other (please identify):

Part 3: Wants in oral communication and suggestions

Instruction: Please put the check mark (✓) in the boxes or provide your opinion in the blanks.

1. Would you like to study in the oral communication course of university administrative staff?
 - Yes (if yes, answer question 2-4)
 - No (if no, skip question 2-4 and answer question 5-10)
2. When do you prefer to study?
 - After work On Saturday
 - On Sunday Other (please identify): _____
3. How often do you prefer to study?
 - 1 time a week 2 times a week
 - 3 times a week Other (please identify): _____
4. How long do you prefer to study per lesson?
 - 45 minutes per time 50 minutes per time
 - 55 minutes per time 60 minutes per time
5. If you take the course in the future, what content, activities and/or materials would you suggest the course to have?

จุฬาลงกรณ์มหาวิทยาลัย

If you are interested in studying this course, please provide your contact. The researcher will contact you via your provided contact information.

Name: _____

Phone number: _____

Email: _____

Appendix E: Online student learning journal

Unit 1: Student Online Learning Journal

Please answer these following questions.

***จำเป็น**

อีเมล *

อีเมลของคุณ _____

Name *

คำตอบของคุณ _____

1. What did you learn in Unit 1? *

คำตอบของคุณ _____

2. What did you not understand in this unit? Please explain. *

คำตอบของคุณ

3. What was your experience regarding to teaching and learning? Please provide some details. *

คำตอบของคุณ

4. What was your experience regarding to technology? Please provide some details. *

คำตอบของคุณ

5. Do you think that the allotted time and management are appropriate? Please explain. *

คำตอบของคุณ

6. How can you apply the content in unit in your workplace? Please explain. *

คำตอบของคุณ

VITA

NAME Tatchakrit Matyakhan
DATE OF BIRTH 14 November 1994
PLACE OF BIRTH Bangkok, Thailand



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY