



**IMPROVING ENGLISH OF THAI MASSAGE STUDENTS:
A CASE STUDY OF UBON RATCHATHANI POLYTECHNIC
COLLEGE**



NUTTHAPORN THAPSRI

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TITLE IMPROVING ENGLISH OF THAI MASSAGE STUDENTS: A CASE
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AUTHOR MISS NUTTHAPORN THAPSRI

EXAMINATION COMMITTEE

ASST. PROF. DR. SURIYAN PANLAY

CHAIRPERSON

ASST. PROF. DR. ORANUCH PUANGSUK

MEMBER

ASST. PROF. DR. CHALEARMCHAI WONGRAK

MEMBER

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DEAN, FACULTY OF LIBERAL ARTS

.....
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Nutthaporn Thapsri
Researcher

บทคัดย่อ

เรื่อง : การพัฒนาภาษาอังกฤษของนักเรียนนวดแผนไทย: กรณีศึกษาในวิทยาลัย
สารพัดช่างอุบลราชธานี

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อาจารย์ที่ปรึกษา: ผู้ช่วยศาสตราจารย์ ดร. อรณช ปวงสุข

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งานวิจัยนี้มีจุดประสงค์เพื่อ (1) พัฒนาภาษาอังกฤษให้กับนักเรียนนวดแผนไทยในวิทยาลัยสารพัดช่างอุบลราชธานี (2) ศึกษาประสิทธิภาพของโปรแกรมการเรียนที่ออกแบบโดยยึดหลักการสอนภาษาอังกฤษเพื่อการสื่อสารต่อการเรียนภาษาอังกฤษของกลุ่มผู้เรียน (3) ศึกษาแนวความคิดของกลุ่มผู้เรียนต่อโปรแกรมการเรียน การศึกษานี้ใช้วิธีวิจัยแบบผสมผสาน โดยเก็บข้อมูล 2 ระยะ ในระยะที่หนึ่ง ศึกษาความต้องการในการเรียนภาษาอังกฤษของผู้เรียนเพื่อนำมาพัฒนาโปรแกรมการเรียน ในระยะที่สอง ศึกษาประสิทธิภาพของโปรแกรมการเรียนกับนักเรียนนวดแผนไทยโดยคัดเลือกผู้เข้าร่วมวิจัยด้วยวิธีการสุ่มตามความสะดวก จำนวน 6 คน เครื่องมือที่ใช้เก็บข้อมูล ได้แก่ การสัมภาษณ์แบบกึ่งโครงสร้าง, บันทึกหลังการสอนของครู, แบบทดสอบก่อนและหลังเรียน และแบบทดสอบการพูดหลังการเรียน ดำเนินการวิเคราะห์ข้อมูลเชิงคุณภาพโดยวิธีวิเคราะห์แก่นสาระ และข้อมูลเชิงสถิติโดยวิธีการบรรยายทางสถิติ ผลการศึกษาพบว่าโปรแกรมการเรียนช่วยให้กลุ่มผู้เรียนพัฒนาภาษาอังกฤษ โดยคะแนนทดสอบหลังเรียนเพิ่มขึ้นอย่างมีนัยยะสำคัญ (ที่ระดับความเชื่อมั่น ร้อยละ 95) และคะแนนเฉลี่ยของการทดสอบการพูดหลังการเรียนอยู่ที่ระดับพึงพอใจ นอกจากนี้ข้อมูลเชิงคุณภาพบ่งชี้ประสิทธิภาพของโปรแกรมการเรียนต่อการพัฒนาภาษาอังกฤษ และการสร้างแรงจูงใจในการเรียน ผลการวิจัยพบว่าผู้เรียนมีแนวความคิดเชิงบวกต่อโปรแกรมการเรียน งานวิจัยเสนอแนวทางการออกแบบการเรียนการสอนและสื่อภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพนวดแผนไทย

ABSTRACT

TITLE : IMPROVING ENGLISH OF THAI MASSAGE STUDENTS:
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COLLEGE

AUTHOR : NUTTHAPORN THAPSRI

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ADVISOR : ASST. PROF. ORANUCH PUANGSUK, Ph.D.

KEYWORDS : ENGLISH FOR SPECIFIC PURPOSE, COMMUNICATIVE
LANGUAGE TEACHING

The purposes of this study were to (1) improve the English of Thai massage students at Ubon Ratchathani Polytechnic College, (2) investigate the effects of a CLT-based program on their English learning, and (3) explore their perceptions toward the designed program. The study adopted the mixed-methods research procedure to collect and analyze data in two phases. In the first phase, the study explored Thai massage students' needs in English language learning to develop the designed program. In the second phase, the designed program was implemented to study its effects. Six Thai massage students were selected to serve as participants using the convenience sampling method. The research tools included a semi-structured interview, a teacher's journal, a pre-test and post-test, and a speaking summative assessment. Qualitative data was analyzed using thematic analysis. Quantitative data was analyzed using descriptive analysis. It was found that the designed program helped participants improve their English; according to their post-test scores, participants' skills increased significantly from the pre-test scores (at 95% confidential level) and the average score of the final speaking test was at a satisfactory level. The findings from the qualitative data show the effectiveness of the designed program on English language improvement and learning motivation enhancement. Moreover, the participants had positive perceptions toward the designed program. The findings provide suggestions for the design of English for Thai massage profession instructions and materials.

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CHAPTER 1

INTRODUCTION

This chapter presents the study's theoretical background, rationale, purpose, research question, and significance.

1.1 Theoretical background

The growth of international travel and business has heightened the necessity of English in various occupations. English communicative proficiency enables people to have more job opportunities and tends to help them be more successful in their career (Ali and Kassim, 2010; Hua and Kuar, 2007; Pandey and Pandey, 2014). According to Harding (2007), people in different professions and vocations have different cultures and ways of thinking. Effective English courses should therefore be designed according to people's needs and how they use the English language. Several terms are used in the design of English courses for particular occupations, such as English for Occupational purposes (EOP), English for Vocational Purposes (EVP), and Vocational English as a Second Language (VESL). This kind of English course covers an extensive range of occupations and professional areas, for instance in tourism and travel, engineering, law, and medicine and health care.

EOP, EVP, or VESL are branches of English for Specific Purposes (ESP) which is under the umbrella of EFL (Hutchinson and Waters, 1987). Wilkins (1977) explained that during ESP course planning, the primary consideration should be to define the learners' communication purposes and how they will use the target language. Additionally, Wilkins also suggested that the communicative purposes of language learning should be dealt with at the very beginning of the course design to provide learners with language that they can use during actual communication (Wilkins, 1979).

ESP course design aims to promote communicative proficiency, meaning that Communicative Language Teaching (CLT) is involved in the course design process. Through the CLT approach, learners are able to acquire communicative competence to

allow them to engage in social interactions through their real life interactions (Littlewood, 1981; Savignon, 1991).

1.2 Rationale

Traditional Thai massage is an ancient healing system. Thailand has recently sought to push for Thai traditional massage to be included in UNESCO's world cultural heritage list (The Government Public Relations Department, 2017). Furthermore, Thai massage is in demand both within and outside the country. Due to the global widespread use of English as a medium of communication, it is necessary for those working in this industry to learn the language so that they can meet worldwide demand. In particular, English communication skills are crucial for provide massage services to international customers.

The Thai Medical Professions Act B.E. 2556 (2013: 2) defined the responsibility of massage therapists as "...examination, diagnosis, treatment and prevention of disease, and promotion and restoration of health, using knowledge relating to the art of Thai massage and in this regard using Thai traditional medical procedures". Communication is a necessary tool to conduct the aforementioned responsibilities, while communication failures during a massage could potentially leave the customer with severe injuries (Sawaddee, 2015), for instance if the massage procedure is not fully explained or if there is a misunderstanding about the customer's health.

Moreover, it is essential that English communicative skills are utilized while providing massage services to foreigner customers (Junplord, 2017; Khakhai and Chaturongakul, 2015; Sawaddee, 2015). Meanwhile, competent English-speaking massage therapists tend to have more career opportunities in the wider market (Sawaddee, 2015). No studies have yet investigated English competency among Thai massage students. Nonetheless, a few studies have been undertaken to analyze the English language needs of Thai massage therapists (Sinhaneti and Apichatrosjanakul, 2012; Khakhai and Chaturongakul, 2015; Junplord, 2017). Although some studies have been conducted to analyze the English language needs of Thai massage therapists, only a few have attempted to develop English language learning instruction and materials specifically for this group. First, Keemthong (2014) studied the development of instructional materials through a song to enhance Thai foot massage therapists' English oral abilities. Second, Sawaddee (2015) developed an English learning audio book for

Thai massage therapists with visual impairments. Additionally, Sawaddee (2016) designed an English learning audio book for sighted and visually impaired massage therapists. Finally, Sriyawong, Saiduang and Pitikornpunpetch (2016) developed an activity package to promote communicative English skills for traditional Thai masseurs in the city of Ubon Ratchathani, Thailand.

Most previous studies in this area did not specify the effects of CLT on learners' English learning, and there has been little discussion surrounding programs designed on the basis of CLT. The present study aims to improve Thai massage students' English competence and performance by implementing a CLT-based program.

1.3 Study purpose

The primary objective of this study is to improve the English competency of Thai massage students at Ubon Ratchathani Polytechnic College, Thailand. The study was conducted to investigate the effects of a CLT-based program on their English language learning and to explore their perceptions toward the designed program.

1.4 Research questions

The study seeks to answer the following research questions:

- 1.4.1 What are the effects of the designed program on participants' English learning?
- 1.4.2 What are the participants' perceptions toward the designed program?

1.5 Study significance

The study findings will be beneficial to those interested in designing an English course or materials for Thai massage professionals. Moreover, the benefits may also be relevant to those outside this group, since the instruction and classroom activity ideas developed by implementing the CLT-based program will be useful for EFL teachers to promote students' English learning.

1.6 Definitions of key terms

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

1.6.1 Thai massage students refers to those enrolled and actively studying on the Thai traditional massage.

1.6.2 The designed program is the instruction and activities designed based on the CLT and ESP frameworks which include essential content for the Thai massage profession.

1.6.3 English for specific purpose (ESP) refers to instruction designed to serve the professional and academic communication needs of English language learners.

1.6.4 Communicative Language Teaching (CLT) refers to an approach in English language teaching to enhance learners' ability to achieve communicative competence.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the existing literature and contains three main sections, including English for specific purpose (ESP), communicative language teaching (CLT), and previous studies. Each section is clarified in detail as follows.

2.1 English for specific purpose (ESP)

This section covers an overview of ESP, ESP in Thailand, the characteristics of ESP, and ESP course design.

2.1.1 Overview of ESP

English for specific purpose (ESP) is a form of instruction designed to serve the professional and academic communication needs of English language learners. ESP is under the umbrella of English as a foreign language (EFL). Hutchinson and Waters (1987) explained that ESP emerged in the late 1960s to serve growing demand for English learning because English was becoming increasingly dominant as an international language for global communication. Increased demands for English for different purposes subsequently resulted in the development of ESP courses. With the continued spread of globalization, ESP achieved prominence in the 1970s due to increased numbers of overseas students (Harding, 2007).

Hutchinson and Waters (1987) further elaborated that the emergence of ESP was dependent on three factors. First, the demands of a Brave New World necessitated the use of an international language due to the expansion of technology and commerce in the post-Second World War era. The English language was pushed to become the accepted international language of technology and commerce, backed by the United States of America's economic power. Masses of people had to communicate on a global scale and access materials that were only available in English. Consequently, trends in English learning demands transformed from linguistically targeted to non-linguistically targeted and focused on learners' specific work or study requirements. Second was a revolution in linguistics, with a shift in attention in linguistics from formal features of language usage to actual language usage in real communication. In

the late 1960s and early 1970s, most linguistic studies in English were in the area of English for science and technology (EST), which at the time was synonymous with ESP (Hutchinson and Waters, 1987: 7). The linguistic characteristics of specific areas of work or study were analyzed to identify how to serve the needs of English learners. There as a subsequent development of ESP's guiding principle: "Tell me what you need English for and I will tell you the English that you need" (Hutchinson and Waters, 1987: 8). Lastly was a focus on the learner. The development of educational psychology affected the growth of ESP courses to make them relevant to learners' needs and interests, which in turn influenced their learning motivation and effectiveness. It was therefore necessary to develop English courses relevant to learners' needs to allow them to learn better and faster. In summary, ESP emerged due to the combination of rising demand for English as an international language to serve specific needs, and developments in the areas of linguistics and educational psychology.

ESP was developed into two main types, differentiated by learning purpose. English for academic study resulted in the development of English for Academic Purposes (EAP), while for work or training lead to various courses designs, including English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), and Vocational English as a Second Language (VESL). Nonetheless, Hutchinson and Water (1987: 16) add that "...This is, of course, not a clear- cut distinction: people can work and study simultaneously; it is also likely that in many cases the language learned for immediate use in a study environment will be used later when the student takes up, or returns to, a job".

2.1.2 ESP in Thailand

Chalaysap (1996) wrote that ESP began in Thailand from English programs in the Bachelor of Business Administration Programs at many government and private universities, such as Chulalongkorn University, Thammasat University, Assumption University, and Bangkok University. English for academic purposes (EAP) programs were then later developed by various universities, for instance it is a compulsory program for Master degree students at the National Institute of Development Administration Business School (Chalaysap, 1996: 219-220). Nonetheless, Soranastaporn (2018: 13) claimed that four decades ago, the Department of Foreign Languages, Faculty of Science, Mahidol University offered Thailand's first ESP.

Soranastaporn stated that the first ESP courses were developed to meet the specific needs of science-oriented Bachelor degree level students. Then in 1978, the first group of Master of Arts in English for Science and Technology graduated. Between 1984 and 2004, Mahidol University continued developing its ESP course which was designed according to studies analyzing learner needs. Moreover, Mahidol University developed its ESP teaching material by itself and selected authentic materials for the ESP course Soranastaporn (2018) provided further details about more recent ESP developments in Thailand which can be classified into EAP and EOP. For instance, EAP was offered at Mahidol University to medical, nursing, engineering, and science students, among others. Meanwhile, EOP was arranged by the English Language Department Center for already qualified doctors, nurses, tour guides, spa businesses, and for gem stone businesses.

2.1.3 Characteristics of ESP

Dudley-Evans and St Jon (1998) divided ESP's characteristics into absolute characteristics and variable characteristics. Absolute characteristics refer to the three main purposes of ESP which difficult to change. The biggest priority of ESP is that it serves learners' needs. Since ESP is recognized as a learner-centered approach, designing ESP courses to learners' needs is mandatory. This core of characteristic then results in considerations about how the course can be made effective. The use of methodology and activities therefore becomes the second characteristic of ESP, which consider learner-centered ideas and follows the discipline of the course they serve. Lastly, related details and content to make the course more focused should not be overlooked. The third characteristic is related to the language skills, discourse, and genres which are appropriate to be considered in the designed activities.

Besides absolute characteristics, Dudley-Evans and St John (1998) also developed the category of variable characteristics, which includes four elements. First, the course may be related to, or designed for specific disciplines. Second, it may use different methodologies from general English teaching. Third, it is likely to be designed for adult learners. Last, ESP is generally designed for intermediate or advanced students, although basic language knowledge in ESP courses can be used with beginners. These characteristics show the flexibility of ESP courses and highlights how various course designs or details can be adapted to suit ESP learners.

ESP course design is important various groups are involved. Dudley-Evans and St John (1998) recognized five practitioners in ESP course design, including a teacher or language consultant, course designer and material provider, researcher, collaborator, and evaluator. The teacher and course designer are considered to be the primary persons in charge. An ESP teacher does not need to be an expert, but they must have sufficient understanding of that particular vocation and awareness of the related language requirements. The teacher and course designer are essential to facilitate language learning. Nevertheless, three other practitioners play important roles. A researcher helps to find potential materials and provides the best materials based on an understanding of the ESP specialism. A collaborator cooperates with the teacher and ensures that the teaching material is well-prepared. Lastly, an evaluator takes responsibility to evaluate the materials and course design, also devises assessments achievement tests to ensure that the ESP course is continually relevant.

Lists of absolute characteristics and variable characteristics clarify necessary aspects of ESP. Practitioner roles clarify the duties of each role in the operation of ESP courses, however there are additional issues regarding course design which will be explained in the following section.

2.1.4 ESP course design

The four elements of ESP syllabus development are the ESP materials, ESP course design, an application, and an evaluation. Moreover, Dudley-Evan and St. John (1998) suggested that these elements should be interdependent from each other. They highlight that ESP course design should be focus on the results of a need analysis to determine the learners' language purpose. This is a reminder of the learner-centered approach adopted by ESP. Similarly, Wilkins (1979) suggested that at the very beginning of the design process, learners' communicative purposes of the language learning should be specified. Then, teaching approach and learning theories can be adopted to suit how learners want to learn. Furthermore, the functions of language should be reviewed. The language teaching should focus on a combination of vocabulary and grammar to enable learners to express themselves in their own words. Wilkins (1979) suggested that when teaching functional elements, learners should learn how to generate utterances in the target language rather than being trained to remember useful phrases. Wilkins (1979: 7) further added that "There is no way that one can know a language without knowing its grammatical basis...the grammatical foundation

can possibly be presented in new ways which also take the communicative purposes of language into account and provide the learners much more readily with a kind of language which he can make use of in actual communication”.

2.2 Communicative language teaching (CLT)

The CLT approach was founded in the 1960s and has been a popular research area since the 1970s. Brown (2007) defined CLT as a language teaching approach focusing on authenticity, interaction, student-centered learning, task based activities, and communication for real world use and meaningful purposes. CLT is supported by the theory of communicative competence, first proposed by Hymes (1971) and later developed by Canale and Swain (1980). The communicative competence in CLT and CLT classroom activities are discussed in the following sections.

2.2.1 Communicative competence in CLT

According to Richard (2006), CLT focuses on the goal of teaching communicative competence as opposed to grammatical competence. The focus on the knowledge of a language which accounts for the ability to produce sentences has since changed to a focus on providing learners with the ability to use the language for meaningful communication, since some learners who master grammatical rules may not be very successful when using the language in actual communication. Richard (2006) described communicative competence as including the following aspects of language knowledge: 1) Knowing how to use language for a range of different purposes and functions; 2) Knowing how to vary language use according to the setting and participants (e.g., knowing when to use formal or informal speech, or when to use language appropriately in written or spoken communication; 3) Knowing how to produce and understand different types of texts; and 4) Knowing how to maintain communication despite having language knowledge limitations (e.g., through using different types of communication strategies).

Communicative competence includes four dimensions: Grammatical; sociolinguistic; discourse; and strategic competence (Canale and Swain, 1980). First, grammatical competence is similar to Chomsky’s linguistic competence, and involves knowledge of lexical items and rules of morphology, syntax, sentence, grammar, semantics, and phonology. Second, sociolinguistic competence requires an understanding of the social context in which communication takes place, including

roles, relationships, the participants' shared information, and the interaction purpose. Third, discourse competence refers to the ability to interpret messages in terms of cohesion and coherence. Finally, strategic competence involves verbal and nonverbal communication strategies, as well as coping strategies to initiate, terminate, maintain, repair, and redirect communication.

2.2.2 CLT classroom activity

In the classroom, Richard (2006: 4) described the learning language process through interactive learning between students and language users to create collaborative meaning, in addition to meaningful and purposeful language use. The learners and their interlocutor can learn through the process of meaning negotiation to understand communication interchange. They also learn from paying attention to language inputs and integrating them into communicative competence. Moreover, feedback is considered to be an important input to learn how the language can be used. Moreover, opportunities to experience different ways of using the language should be provided to promote language learning.

Richard (2006) also suggested that cooperative classroom activities were better at facilitating learner participation than individualistic approaches. Learners in these activities are expected to take responsibility for their own learning, while teachers have the role of facilitator and monitor.

In EFL classrooms, practical activities are divided into three types: Mechanical practice; meaningful practice; and communicative practice (Richards, 2006). Mechanical practice is a controlled practice activity which aims to allow learners to carry out the activities while not fully understanding the language they are using. Examples of mechanical practice include repetition or substitution drills. Meaningful practice covers activities that still provide language control, but students must make meaningful choices to carry out the practice. Finally, communicative practice includes activities focused on using the target language within a real communicative context, exchanging real information, and importantly, in situations which are not entirely predictable for the learner.

Moreover, communicative activity is categorized by Littlewood (1981) into pre-communicative activities and communicative activities. Pre-communicative activities aim to prepare learners for more communicative-oriented activities to be performed later. The activities foster learners with linguistic forms to produce

acceptable language, for instance drills and question-and-answer practice activities. Pre-communicative activities can be further divided into structural and quasi-communicative activities. Structural activities focus on the grammar and lexicon of English, while quasi-communicative activities focus on how the language is used to communicate meaning. Similar to Richards' (2006) classroom practical activity category, structural activities are mechanical practice, while quasi-communicative activities are meaningful practice.

Moreover, communicative activities aim to provide 'whole-task practice,' improve learner motivation, allow natural learning, and create a supportive learning context. This type of activity can be divided into functional communication activities and social interaction activities. Functional communication activities concern the ability to find language which effectively conveys an intended meaning in a specific situation. The main purpose of this type of activity is for learners to use the language they already know to get meaning across to an interlocuter as effectively as possible, while ensuring that learners are able to cope with the communicative demands of intermediate situations.

In contrast, social interaction activities concern the ability to consider the social meaning as well as the functional meaning of different language forms. Likewise, the primary purpose of these activities is for learners to convey meaning effectively, pay greater attention to the social context in which the interaction occurs, and so learners can effectively understand and utilize the language function and be aware of what acceptable forms can be used.

2.3 Previous studies

The present study focuses on the use of CLT in the design of an ESP course for Thai massage students. This study and designed program is informed by previous studies on English needs analyses of Thai massage therapists (Khakhai and Chaturongakul, 2015; Sinhaneti and Apichatrosjanakul, 2012), and ESP materials and course design to promote communicative skills for Thai massage therapists (Keemthong, 2014; Sawaddee, 2015; Sawaddee, 2016; Sriyawong, Chayanant, and Pitikornpuangpetch, 2016).

Sinhaneti and Apichatrosjanakul (2012) studied the communication skills issues faced by spa therapists in Bangkok, Thailand. The study included 90 foreign spa

customers from 32 spa centers in Bangkok. The researchers used structured questionnaires and interviews to obtain data about common communication issues faced by spa therapists. The study found that the level of English of most spa therapists in Bangkok was at a medium level, with their listening and speaking skills requiring considerable improvement. Moreover, the researchers suggested that grammar, reading, gestures, cross-cultural awareness, and the specific English competency needs of spa therapists must be included in the communicative framework to develop an English for spa curriculum program. This study revealed foreigner customers' perceptions about the need for Thai massage therapists to improve their English. Nevertheless, the study did not deal with the massage therapists' perceptions about what they needed from an English study program to aid their work. The findings from this study could be used to select a teaching approach to promote English competency, yet the content of English courses for Thai massage therapists is still lacking.

Khakhai and Chaturongakul (2015) studied Thai massage therapists directly in their investigation of the English language needs of 51 Thai massage therapists at a spa on Khaosarn Road, Bangkok, Thailand. The researchers used a questionnaire which was designed from on-site observations to determine the massage therapists' English needs and problems. The study found that among the four main English skills, listening and speaking were needed the most. Moreover, the therapists faced difficulties in writing, reading, listening, and speaking. The therapists also needed further training in vocabulary, cultural learning, pronunciation, and spelling. Meanwhile, grammar and body language appeared to be the least needed skills. The study suggested that English which is linked to the aspect of spoken communication should be the focus of English course design and materials for Thai massage professionals. This study highlighted that Thai massage therapists must learn English in order to improve their communication skills. Although the main study was focused on Thai massage therapists' skills and abilities, similar to Sinhaneti and Apichatrosjanakul (2012), the paper highlights how English language skills are beneficial for their careers. For instance, becoming more adept at English could allow them to offer massage courses and advertise their services. Another example was that it can allow them to converse with their customers in a wide range of everyday topics. Nonetheless, this study offers little insight into the content or situations that massage therapists require to learn English.

Sawaddee (2015) was concerned that Thai massage therapists with visual impairments had very limited access to English learning resources. Sawaddee (2015) subsequently developed an English learning audiobook for them and examined their feedback for further development. The study participants were professional massage therapists and apprentices with visual impairments. The study compared the results of using the audiobook for self-study and using the audiobook with an instructor in a classroom environment. The results showed that the average post-test scores were higher than the pre-test scores in both groups, but the audiobook and instructor in a classroom environment group scored significantly higher due to the better discipline and motivation obtained from the classroom atmosphere. Additionally, the participants' feedback was assessed using questionnaires and interviews, which revealed that both groups were satisfied with the audiobook. Finally, the researcher collected data through class observation, class discussion, and informal interviews to improve the content and the presentation style of the final version of the audiobook. This was then converted into an MP3 CD format, a large print book, and translated into Braille. This study provided beneficial ideas about developing ESP materials for Thai massage therapists, and the material is relevant for designing the present program for Thai massage students. Nevertheless, this study did not provide rich detail about the types of instruction used with the material.

Sawaddee (2016) continued to develop an English learning audiobook for visually impaired massage therapists. This newer study continued exploring the different needs for an English learning audiobook between sighted and visually impaired massage therapists. The study revised and improved the syllabus from the previous study, and also accommodated sighted learners. In both the sighted and visually impaired participant groups, the audiobook was found to enhance the participants' language proficiency and also positively affected their learning motivation and discipline. Nonetheless, it is unclear what impact ESP materials have on learning motivation and discipline.

Keemthong (2014) developed instructional material using a song to enhance the English oral communication abilities of Thai foot massage therapists. The developed material was a 3.5 minute country song titled "Welcome to Spa land", consisting of conversational expressions between Thai foot massage therapists and customers. The song is mainly composed in English with a Thai translation. Four Thai foot massage

therapists from Bangkok, Thailand participated in the study. The participants were evaluated by an oral communication test before and after implementing the materials. The material was found to enhance the participants' English oral communication abilities, and it was beneficial for memorizing applications and was found to be suitable for the profession.

Sriyawong et al. (2016) studied the development of communicative spoken English for traditional Thai masseurs in Ubon Ratchathani City, Thailand. In the study, the participants' English listening-speaking abilities were compared before and after attending the program. Thirty masseurs from the Guy-Jai Spa Club, Ubon Ratchathani City, Thailand participated in the study. The masseurs were asked to attend 20 hours of communicative English lessons for traditional Thai masseurs, and the pre-test and post-test comprised 30 items to evaluate improvements to their communicative English skills. Questionnaires were also used to reveal the participants' level of satisfaction after attending the lessons. The result found that the traditional Thai masseurs have improved their English skill and learned vocabulary and idioms necessary to communicate in their career. Although the pre-test and post-test scores show that their abilities significantly improved, they expressed their overall satisfaction with the 20-hour of communicative English lessons for traditional Thai masseurs. This study is similar to the present study which was conducted to improve the English communication skills of those working in the Thai massage industry.

The present study utilizes the findings from previous studies on Thai massage therapist English needs analysis to design the program, and it also adopts and adapts ideas on the development of an ESP syllabus to implement the designed program.

CHAPTER 3

METHODOLOGY

This chapter comprises seven sections, beginning with an introduction to the nature of this research study, followed by a presentation of the participants' information, a description of the research instruments, an explanation of the data collection, an overview of the data analysis procedure, while the final two sections concern the development of the designed program and research plan, respectively.

3.1 Nature of the research

This study adopts a mixed method research approach to investigate the effects of the designed program on the English abilities of Thai massage students at Ubon Ratchathani Polytechnic College. Qualitative and quantitative research designs were adopted to develop the research procedure and tools to collect purposive data in response to the research questions. Qualitative data was drawn from semi-structured interviews and the teacher's journal, while quantitative data was sourced from the pre-test, post-test, and speaking test scores. The combined data from the mixed methods is used to elaborate on the other methods analysis and results found. Quantitative data is used to reveal the test results after the participants participated in the designed program. Qualitative data is used as the main data source to investigate the participants' English learning and perceptions toward the designed program, in addition to helping explain the quantitative research findings.

3.2 Participants

The study participants were Thai massage students enrolled on a traditional Thai massage program at Ubon Ratchathani Polytechnic College. Convenience sampling was adopted to select the participants (Dörnyei, 2007: 98). The sampling criteria required the participants to participate in the entirety of the designed program, from the beginner level through to the end. Twenty students were registered on the designed program, but fourteen students were excluded because they did not fully participate

throughout the study period. Finally, there only six participants were available and willing to participate throughout the whole study.

All participant data was anonymized to ensure full confidentiality, with the participants referred to usingonyms instead of their names (Cohen, Manion, and Morrison, 2007: 51-77). A permission letter was sent to the college principal to gain access to the participants, and the Thai massage teacher signed a consent letter to authorize the classroom based research (see Appendix A).

3.3 Research instruments

Four research instruments were used in this study. First, interviews were used in both the preliminary and main studies. Second, a teacher's journal was during the implementation of the designed program. Third, a pre-test was conducted at the beginning of the study and a post-test was used to compare results after the completion of the designed program. Lastly, a speaking test was used as a summative assessment to indicate the learning outcomes of the designed program.

3.3.1 Interviews

Semi-structured interviews were used in the preliminary and main studies. The interviews were conducted face-to-face in the Thai language to prevent meeting a language barrier. The guideline interview questions were created and reviewed by an expert, after which the questions were developed and revised. A pilot interview was performed to test the questions, leading the researcher to re-check the questions and prepare for the actual interviews.

The preliminary study interviews were conducted with Thai massage students and a teacher from a private Thai massage school to gather information to design the English program. The Thai massage student interviews were focused on their English learning needs and interests, while the teacher interview was directed towards the specific contexts, situations, and information that traditional Thai massagers require to communicate with customers. The interview questions are shown in Appendix B.

The main study interviews were conducted with Thai massage students at Ubon Ratchathani Polytechnic College. After participation in the designed program, the participants were then interviewed about their learning experiences and their perceptions of the program. The interview questions are shown in Appendix C.

3.3.2 Teacher's journal

As both the researcher and teacher, the author provided the instruction, practice monitoring, and facilitated and observed the students' learning. The teacher's daily journal was reported to follow up on the participants' learning. Moreover, the journal recorded the teaching procedures used that day in case something had to be adjusted the following day.

3.3.3 Pre-test and post-test

The content of the pre-test and post-test were elicited from ten teaching lessons from the designed program (see 3.6.1 Preliminary study results). The test was divided into four sections: Vocabulary; listening; questions and responses; and conversation. Examples of the pre-test and post-test are shown in Appendix F.

The first section focused on vocabulary knowledge of the body which are used regularly in traditional Thai massage to describe the various stages of the service, for instance querying symptoms, performing a body exam, or requesting the customer to change position. The participants were given ten words to associate with the corresponding image of an organ.

The second section tested the participants' listening skills in relation to frequently used phrases that a customer could use to ask to change position. The participant heard a sentence and then selected the correct image to test listening and vocabulary skills simultaneously. Moreover, listening skills were integral to this section. Six multiple choice questions with three options each were provided to the participants, in which the participants listened to the sentences and then selected the appropriate image.

The third section evaluated the participants' ability to ask questions and understand answers, drawn from content from all ten lessons. This section included ten multiple choice questions with three options each.

The fourth section focused on situational conversations during a massage: Before entering the massage room; during the massage; and after the massage. This included six fill-in-the-blank questions.

The test contained the content from ten lessons. Each lesson had the same weighted score (see Test blueprint in Appendix E). The test blueprint was created to guide the test writing. The test questions were developed and reviewed by a native English speaker. A pilot study was conducted to evaluate the test and the subsequently

revised pre-test was administered to the participants before starting the designed program. The test questions and choices were rearranged for use in the post-test.

3.3.4 Speaking test

A simulation activity was used as both a communicative practice and as a summative speaking assessment. This aimed to evaluate the learning outcomes from the designed program, with the participants expected to perform a communicative activity after practicing through mechanical and meaningful activities.

The speaking test rubric was adapted from Hughes (2002). Since the participants were beginner level English speakers, the level 5 speaking level (near native) was excluded to narrow the score range (see Speaking test rubric in Appendix G).

Three examiners were present during the speaking test who performed different roles. A foreign customer was roleplayed by an English lecturer from the Faculty of Liberal Arts, Ubon Ratchathani University, a graduate Master of Arts in TEFL student, and the researcher. The examiners were informed of the test rubric and how to rate the scores.

3.4 Data collection

Data was collected using both qualitative and quantitative methods, described as follows:

Qualitative data was collected through face-to-face semi-structure interviews to elicit the participants' perception toward their learning and experience in the designed program. The participants were informed about and consented to the interviews. Interviews were recorded and transcribed verbatim, with the data imported to Nvivo Software for analysis, with the processes explained further in the data analysis section. The teacher's journal was recorded daily after the class to gather information about the participants' learning.

The quantitative data includes the pre-test, post-test, and speaking test scores. The pre-test scores were collected before the participants began the designed program, while the post-test and speaking test were conducted after the program.

3.5 Data analysis

For the qualitative analysis, thematic analysis was adopted to analyze the interview and teacher's journal data. The transcribed interviews were analyzed using computer assisted qualitative data analysis software (NVivo12) to categorize the relevant data. The themes that emerged from the data were reported for individual participants. Beneficial information from teacher's journal was elicited to support the interview findings.

The quantitative analysis was undertaken to analyze the pre-test, post-test, and speaking test scores. The pre-test and post-test scores were collected and calculated using Excel to develop descriptive statistics for each individual participant and overall. The score for each test section and total individual participant scores were calculated into percentages. The overall score was calculated from the mean score of all participants, converted into a percentage to determine the rate of improvement between each section of the pre-test and post-test. The total pre-test and post-test scores were compared using the paired sample T-test to find the P value. The level of confidence was set at 95% ($P < 0.05$).

The speaking test scores were gathered from the three examiners before analysis in Excel to develop descriptive statistics, including the average score, total individual participant score, the mean group score, and the mean score for each speaking component. The scores were then converted into percentages.

3.6 Developing the designed program

This section comprises a presentation of the preliminary study which aimed to gather data to inform the design of the English program for Thai massage students, as well as a description of the instructional program design.

3.6.1 Preliminary study

A preliminary study was undertaken to explore the skills and topics that Thai massage students must learn to improve their English. The study adopts qualitative methods to gather relevant data of the participants' English learning needs and interests (see 3.3 Research instrument).

3.6.1.1 Context of the study

A preliminary study was conducted at a private massage school accredited by the Thai Ministry of Education. The school provides foot, body, and oil Thai massage curricula. In class, the students learn massage techniques and practice under the supervision of a teacher. The classes run for around 15 to 20 days, dependent on the specific massage program they enroll on. The students are then assigned practice sessions with 30 massage cases outside class. Finally, they must pass an evaluation test to get their certificate.

3.6.1.2 Participants

In this phase of the study, four participants were interviewed face-to-face. The participants were selected using convenience sampling (Dörnyei, 2007: 129). The participants included three Thai massage students and a Thai massage teacher. Three Thai massage students were willing to participate in the interviews. Since the students were new to the massage career, a teacher and a professional Thai massage therapist were also interviewed to gather essential data. Further information of the participant backgrounds are provided in Table 1.

Table 1 Preliminary study participants' background information.

Participant	Gender	Age	Education	Occupation
Thai massage students				
S1	F	42	Bachelor's degree	Self-employed
S2	F	31	High school	Homemaker
S3	F	36	Associate's degree	Clothing shop owner
Thai massage teacher				
T1	F	31	Bachelor's degree	Thai massage teacher and therapist

3.6.1.3 Research instrument and procedure

Face-to-face semi-structured interviews were used as the data collection instrument. The interview aimed to explore what English skills and topics Thai massage students must improve upon. The interview questions were developed to

focus on the students' English learning needs and the topics they were interested in learning. Most of the students at the school were novices in their Thai massage careers so a teacher was also interviewed to gather more information about the topics that students must know when communicating with customers.

3.6.1.4 Data analysis

The interview recordings were transcribed verbatim. The transcribed data was then analyzed using thematic analysis. The raw data collected from all the participants was transcribed and reviewed to identify the overall data trends. This data was then closely reviewed word-by-word to find potential codes and categories. Similar statements were grouped and categorized. The analysis adopted a data-driven approach to reveal finding form the interviews.

3.6.1.5 Results

The results are divided into three main parts. The first part shows the participants' purpose for studying traditional Thai massage. The second part presents the students' English learning needs. Finally, the third part reveals the topics that students must learn to work effectively.

1) Purpose for studying traditional Thai massage

The Thai massage school provides foot, body, and oil Thai massage curricula. The participants were enrolled in different programs: S2 was enrolled in all types of massage programs; S1 was enrolled in a foot massage program; and S3 was enrolled in a body massage program (interview data: S1; S2; S3, on 4 Nov 2017). Among the three participants, only S1 had massage service experience, while S2 and S3 were novices, as shown in S1's verbatim data: "...I used to work as a massage therapist for the hotel spa service" (S1, 4 Nov 2017, researcher's translation).

Two of the participants (S1 and S2) were full time students and planned to start their own massage business after becoming certified by the school. Further verbatim details are provided below.

"I want to start my own massage business in Pi Boon Mang Sa Han [a district in Ubon Ratchathani province]" (S1, 4 Nov 2017, researcher's translation).

"...I moved to Germany with my husband and we decided to run a Thai massage business there...So, I came back to Thailand to study Thai massage

and I need to have a massage certificate to work there” (S2, 4 Nov 2017, researcher’s translation).

Meanwhile, S3 expressed that they were not studying massage as a career choice:

“I have a problem with migraines... I want to know how to do acupressure to help relieve the headaches... I need to use Thai massage to take care of myself and also my family” (S3, 4 Nov 2017, researcher’s translation).

To conclude, two of the participants were studying Thai massage to set up their own Thai massage businesses, while the third wanted to gain knowledge for self-care. This information was gathered in case it may relate to their English learning needs.

2) Participants’ perceptions about English learning

Three aspects were found for the participants’ English learning perceptions, namely the importance of English, obstacles using English, and English learning expectations.

2.1) The importance of English

All the participants considered learning English to be important for their massage careers, for instance, S1 said:

“Sometimes there are foreigner customers... We have to use English with them” (S1, 4 Nov 2017, researcher’s translation).

Moreover, S2 and S3 also considered English to be necessary, especially for those wanting to work abroad.

“English is essential for every career, especially massage career. For those who want to work abroad, such as in customer service careers, English is compulsory. Although there is adversity of languages spoken, English is the global language” (S3, 4 Nov 2017, researcher’s translation).

“English is necessary in Germany, we use the German language. But there are people from Sweden and Denmark visiting Germany, we have to use English to communicate with them” (S2, 4 Nov 2017, researcher’s translation).

In sum, the participants saw the importance of English to communicate with people and indicated that they believed that must learn English to help their careers.

2.2) Obstacles in using English

The interviewees considered that their listening and speaking skills were their biggest barrier to using English. S2 also expressed that they must improve their listening skills the most because of listening problems:

“...I couldn’t catch what foreigner says...I need to understand what they say even to only speak in simple sentences” (S2, 4 Nov 2017, researcher’s translation).

In contrast, S3 indicated that they felt that pronunciation and grammatical correctness was of concern while speaking.

“Pronunciation... when we pronounce using our accent, foreigners don’t understand us” (S3, 4 Nov 2017, researcher’s translation).

Similarly, S2 also expressed that their pronunciation affected their speaking confidence.

“I was shy to speak out because I can’t pronounce clearly. I’m not confident to speak with foreigners. They might not understand me” (S2, Nov 2017, researcher’s translation).

Further, S3 added that vocabulary knowledge was required to communicate for work.

“I know only the basic words. I want to know the specific terms for the business. Sometimes, I have to tell the customers about the product details” (S3, 4 Nov 2017, researcher’s translation).

In conclusion, the interviews show that the participants felt they had to learn more English to overcome issues they face when speaking English. Specifically, they felt they had to improve their listening and speaking skills. Pronunciation was a concern to build speaking confidence and communicate

effectively. Moreover, vocabulary knowledge, especially specific terms, was found to be essential for them to learn.

2.3) English learning expectations

The participants offered the expectations for learning English, which support the findings from the previous sections.

“I want to be able to communicate...I desire to improve my listening comprehension and speaking skills... at least, I need to understand what they [foreigners] say and can respond in a sentence...I’m not focused on reading skills because I have an illiteracy problem. I have more focus on improve speaking” (S1, 4 Nov 2017, researcher’s translation).

“Learning English would be beneficial for my massage career. Those who have English communication skills have more opportunities to work anywhere because English is an international language. So, I want to improve my communication skills” (S2, 4 Nov 2017, researcher’s translation).

“English for a massage career is beneficial. First, is helps impress customers then they will come back. Second, if we cannot communicate with the customers, we will lose them to other massage shops where the staff can speak English” (S1, 4 Nov 2017, researcher’s translation).

In summary, speaking and listening skills should emphasize English learning using content related to the massage profession. Furthermore, some students may have literacy issues, so the instruction in the designed program should reflect this. Reading and writing skills are not the main focus for some students. Finally, it is essential that communicative skills and techniques to communicate with customers are included in the designed program.

3) The topics that students must learn

In this section, interview data from the Thai massage students and the teacher are merged to determine suitable content for the designed program. The results are divided into two main sections, including content related to English for massage services and content related to English in daily life.

3.1) English for massage services

English for massage services involves service procedures, such as explaining the massage procedure, talking about the customer's history, checking the customer's health, and monitoring customer responses (T1, interview data, 4 Nov 2017). Moreover, specific vocabulary is required, with all the participants expressing that jargon was necessary when giving a massage. For instance, S1 said:

“...we need to ask customers that how they feel, we have to tell them about the body position, massage procedures...” (S1, 4 Nov 2017, researcher's translation).

Similarly, S3 said:

“I want to communicate with customers, I need to ask them that it is too hard or not while I give massage” (S3, 4 Nov 2017, researcher's translation).

Meanwhile, S2 suggested that they felt the need to learn how to construct sentences.

“While giving a massage, I want to talk with my customer. I need to know more than vocabulary. I want to use words to make a sentence and use simple sentences for speak.” (S2, 4 Nov 2017, researcher's translation).

3.2) English in daily life

Daily conversation for a traditional Thai massager consists of the following steps: Greeting customers; introducing massage type; explaining the service rate; requesting customers to change their clothes and position; and booking appointments (T1, interview data, 4 Nov 2017). The findings suggest that the participants wanted to study different topics, such as greeting, apologizing, requesting, and small talk. For example, S2 said:

“...if customers wants to talk while having a massage, we must talk with them. Maybe we have to tell them about Thailand” (S2, 4 Nov 2017, researcher's translation).

“...when we start to massage the head, we must ask for their permission...and when we massage too hard we must apologize” (S1, 4 Nov 2017, researcher’s translation).

Finally, the interview findings helped the design of the instruction and content to promote communicative skills in the following topics:

- (1) Greetings and services offered.
- (2) Discussing the duration and price of a massage service.
- (3) Rooms in the massage center and giving directions.
- (4) Health conditions and giving suggestions.
- (5) Customer’s health
- (6) Customer’s posture and body position for massage.
- (7) Making a request during the massage service.
- (8) Things a masseur must check when giving a massage.
- (9) Small talk.
- (10) Payment, thanks, and goodbye.

The findings from this phase of the study were used to design the program for traditional Thai massage students. Further information about the designed program and the content will be explained in following section.

3.6.2 The design of the instructional program

The content for the designed program was based on the preliminary study findings, which suggested ten topics that Thai massage students must learn. The instruction design instruction was adopted from CLT practice (Richard, 2006). The designed program was divided into two main parts. First, mechanical and meaningful practice were blended in each lesson. In this part, ten lessons covered ten topics, with one hour for each lesson. Second, meaningful practice was implemented at the end of the ten lessons, with the integrated knowledge from all the lessons required for this practice.

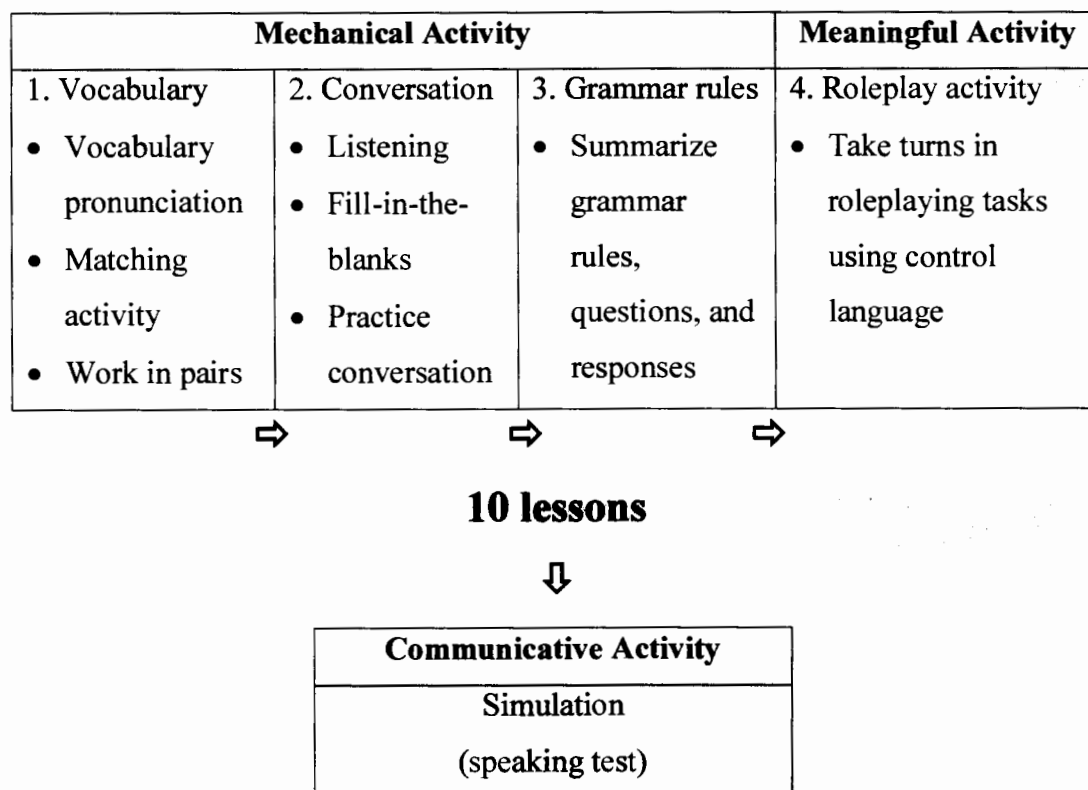


Figure 1 Activity stages of the program

Figure 1 shows the activity sequence in each lesson. The lessons were divided into four main parts: Vocabulary; conversation; grammar rules; and roleplay. Each part is explained in detail, as follows.

3.6.2.1 Vocabulary

Vocabulary is an essential component that Thai massage students must learn, especially for words and expressions related to Thai massage services. However, common, everyday words should not be neglected. Moreover, McCarten (2007: 9) suggested that conversational vocabulary, referring to the most frequent words and phrases used in conversation includes many type of words, such as grammatical words, common every days nouns, modal items and so forth. These types of words should be provided for Thai massage students to enable them to carry out conversations.

Vocabulary was taught through the audio-lingual method, which requires extensive drilling and repetition exercises. In the beginning, participants listened to the audio recording and completed the activities provided to match example words they heard from the recording with images. They then practiced vocabulary pronunciation and were asked to drill in pairs.

3.6.2.2 Conversation

The structural-situational approach was adopted to practice conversation. The dialog was adapted from the situations commonly found in the Thai massage industry. This part also aimed to promote listening skills through fill-in-the-gaps activities. The participants listened to audio recordings and selected choices provided to complete the conversation. They then took turns to practice the conversation in pairs. Pronunciation, intonation, and fluency were the focus of this practice. The teacher monitored and helped to correct grammar and pronunciation immediately. This part also introduced the participants to questions and responses used in the conversation.

3.6.2.3 Grammar rules

Although grammar teaching is not a priority in CLT, it can be neglected. Wilkins (1979) wrote that the functions of language should be focused on along with a combination of vocabulary and grammar in language teaching to enable learners to express functional meanings.

The participants were asked to revise the questions and responses and notice the grammar rules that were present. The teacher summarized and then invited the participants to try them in the roleplay.

3.6.2.4 Roleplay

Roleplay in this designed program is categorized as meaningful practice. In this activity, the participants made their own choice or used the language provided to carry out a roleplaying task. After completing ten lessons, the participants were required to complete the communicative practice.

3.6.2.5 Simulation

Richard (2006) suggested that communicative practice should allow students to practice language use within a real communicative context, in which they can exchange real information and use not entirely predictable language. This activity was therefore conducted in the massage classroom where participants could provide real massages, which enabled the simulation to be set in a massage shop. A native English speaker was invited to roleplay as a foreigner customer for the participants. The customer was informed about the content that the participants had learned and that stage of the massage and they were free to talk as they wanted. The participants were required to complete the service process, from the beginning through to the end.

The textbook was developed from the designed program in ten lessons (see the textbook example in Appendix D). The designed content and activities in the textbook were reviewed by an expert. The accuracy of the language used in the textbook was also checked by a native speaker. The pilot textbook was then revised and reviewed by the expert before it was provided to the participants. The supplementary material used with the textbook included a PowerPoint presentation containing the audio recordings from the vocabulary pronunciation practice and conversation dialogue. The recorded audio was created with an artificial intelligence website called Natural Reader. The sound included a mix of genders, as well as British and American accents to create a variety of accent styles for listening and pronunciation practice. The materials in the designed program were implemented and studied in the second phase of the study.

3.7 Research plan

Table 2 shows the research plan to implement the designed program. It was estimated that it would take 13 hours to collect the study data. The researcher was granted access to a Thai massage class 3 hours per day over four days, and on the last day an additional hour was allowed to collect interview data.

Table 2 Research plan

Day	Hour	Activity
1	1	English program introduction to the participants and conduct the pre-test
	2	Lesson 1: Greetings and services offered
	3	Lesson 2: Discussing the duration and price of a massage service
2	1	Lesson 3: Rooms in the massage center and giving directions
	2	Lesson 4: Health conditions and giving suggestions
	3	Lesson 5: Customer's health

Table 2 Research plan (Continued)

Day	Hour	Activity
3	1	Lesson 6: Customer's posture and body position for massage
	2	Lesson 7: Making a request during the massage service
	3	Lesson 8: Things a masseur must check when giving a massage
4	1	Lesson 9: Small talk
	2	Lesson 10: Payment, thanks, and goodbye
	3	Conduct the post-test and speaking test (simulation)
	4	Interviews

Once the data was collected according to Table 2, the data was analyzed and interpreted, and the results reported and discussed. The next chapter presents the study findings.

CHAPTER 4

RESULTS

This chapter presents the findings from analyzing the interview data, teacher's journal, and the pre-test, post-test, and speaking test scores to answer the following research questions:

- (1) What are the effects of the designed program on participants' English learning?
- (2) What are the participants' perceptions toward the designed program?

The data from the six participants is reported in individual cases to narrate the effects of the designed program on their English learning and reveal their perceptions about the designed program. The overall findings are then summarized in the final section of this chapter.

4.1 Participants' profiles

Table 3 summarizes the six participants' background information.

Table 3 Participants' background information

Participant	Gender	Age	Education	Occupation
Malee	F	28	Bachelor's degree	Packaging designer
Pailin	F	35	Bachelor's degree	Employee
Lamai	F	43	Associate's degree	Homemaker
Chaba	F	47	Bachelor's degree	Government officer
Tawan	F	50	Master degree	Thai language teacher and Thai massage shop owner
Kanda	F	65	High school	Homemaker

The following section presents the findings for each participant in relation to their English learning and perceptions of the designed program.

4.2 Malee

Malee's case is divided into three main parts. The first part presents her background information, including her personal information and experience of using English. The second part looks at how the designed program affected her English skills and design of her own language practice. The final section reviews her opinions and suggestions for the designed program.

4.2.1 Malee's background information

Malee is 28 years old and is a Bachelor's degree graduate currently working full-time as a packaging designer for a private company. She decided to participate in the Thai traditional massage program with the intention of working as a massage therapist and potentially to start her own massage business.

According to the interview (Malee, 6 Sep 2019, interview), she uses English which related to her career. She received training from her company to develop her reading skills because she is required to read English documents from international customers. However, she barely uses other English skills, as evidenced in the following verbatim data.

"In every company that I work for, they trained English for working in the company... I work in an international purchasing team...I have to read English documents from the suppliers then place an order... to contact with the supplier, there is a team to help" (Malee, 6 Sep 2019, researcher's translation).

She is considered to be an outstanding participant based on her English background and experience using English related to her career. The next section covers how the designed program improved her English skills.

4.2.2 Effects of the designed program on Malee's English skills

Analyzing Malee's data shows that the designed program influenced her English learning in several ways, as outlined below.

4.2.2.1 Improved English language knowledge

While participating in the program, Malee was an active learner in the classroom (Teacher's journal, 13-15, 25 Aug 2019). She was the only person who had full scores on the pre-test and post-test (See Table 4). However, she admitted that she was not confident to answer some test items in the pre-test (Teacher's journal, 13 Aug 2019). Accordingly, she adopted a strategy to guess the correct items. However,

the teacher's journal indicated that the program improved her English abilities as she completed the post-test faster and had more confidence while taking it (Teacher's journal, 6 Sep 2019).

Table 4 Malee's pre-test and post-test scores.

Component	Total score	Pre-test		Post-test	
		score	%	score	%
Vocabulary	2	2	100	2	100
Listening	2	2	100	2	100
Questions and responses	10	10	100	10	100
Conversation	6	6	100	6	100
Total	20	20	100	20	100

Furthermore, she said she gained more knowledge about vocabulary and conversation from the designed program (Malee, 6 Sep 2019, Interview). Additionally, the teacher's journal shows that during the vocabulary section, she knew more than what was provided by the textbook (Teacher's journal, 13-15, 25 Aug 2019). Below is an extract from the teacher's journal which reveals how Malee improved her vocabulary learning:

“Lesson 5 - Customer's health: VOCABULARY activity, Malee asked the teacher about vocabulary for ligament, tendon, and calf which didn't exist in the textbook and also asked the teacher how to spell the words and then noted then in her textbook” (Teacher's journal, 14 Aug 2019).

“ROLE PLAY activity, Malee asked the teacher about a vocabulary list used for the process of body examination, which is the new topic that emerged from the massage class. After the teacher gave some vocabulary, she tried to write question sentences and asked the teacher to check it. Then, she offered to print it out and gave it to the whole class to practice before the speaking test” (Teacher's journal, 25 Aug 2019).

After participating in the program, Malee suggested that it helped her become aware of word choices, as seen from the verbatim data below.

“The program helped me know which is the right word and which is not...to use in a conversation for massage career” (Malee, 6 Sep 2019, researcher’s translation).

Additionally, she claimed that her improved vocabulary and grammar had an impact on her communication:

“Before learning in this program, I thought I could speak English but I don’t know whether it’s correct or not. Now, I gain more knowledge in vocabulary and grammar. So I think I can communicate more correctly” (Malee, 6 Sep 2019, researcher’s translation).

Her knowledge also affected her speaking confidence, as highlighted below.

“Confidence is an important thing that I got from this program... because I personally had low confidence... but after I learned and knew how to use right words to speak, I have more confidence to speak” (Malee, 6 Sep 2019, researcher’s translation).

Consequently, the designed program was found to be effective at improving her performance in the final speaking test, as shown in Table 5.

Table 5 Malee’s speaking test score.

Criteria					Avg. (5)	Total (25)	%
Pronunciation (5)	Grammar (5)	Vocabulary (5)	Fluency (5)	Comprehension (5)			
5	5	5	5	5	5	25	100

One main factor for her improved speaking performance is due to the design of her own language practice, which is described in the next section.

4.2.2.2 Design of her own language practice

Besides her improved language knowledge, she made her own language practice while participating in the designed program. Interestingly, for Malee, her speaking practice activities were not limited only to the classroom. She explained that she practiced small talk with her colleague, as evidenced below.

“I practice small talk with my colleagues... using random questions and some simple words that what I’ve learned from the class... for example, “what’s the matter?”, “Are you hurt?”... “Do you have a stomachache?”... “Headache?”... Something like this” (Malee, 6 Sep 2019, researcher’s translation).

She also revealed that she reviewed the textbook dialogue to prepare for the speaking test (Malee, 6 Sep 2019, interview). This could be the primary factor which contributed to her excellence performance in the speaking test.

To conclude, the designed program affected Malee’s English skills in several ways. First, vocabulary activity helped her gain more on vocabulary knowledge. Second, the roleplaying activities improved her grammar and language use. Third, her improved language understanding helped her become more confident while speaking. Finally, the program influenced her to design her own practice outside the classroom.

4.2.3 Perceptions of the designed program

Analyzing Malee’s interview data indicates that she had positive perceptions of the program because she perceived that it was beneficial for her future career as a massage therapist (Malee, 6 Sep 2019, interview). However, she suggested that the designed program required further improvements to make it more effective. She first suggested revising the content to add information about reception-related language use which could help support massage businesses.

“If we have to work as a receptionist at the massage shop, knowing only the language for massaging will be not enough. But we should know how to speak English to sell massage services and products” (Malee, 6 Sep 2019, researcher’s translation).

In addition, Malee mentioned that the classroom speaking test may not help her to use English in real situations.

“I think doing the speaking test may not be effective. In the real situation, we cannot use the pattern learned in the class. We should gain direct experience in communicating with customers at massage places” (Malee, 6 Sep 2019, researcher’s translation).

In her view, she suggested that self-study materials should be provided to promote communication.

“There are no self-study materials that I can practice at home. Sometimes, I need to practice my speaking but I couldn’t find a textbook in a market... only a textbook for flight attendants... If self-study textbooks are provided, I can practice and become more fluent... maybe an application on the internet should be developed” (Malee, 6 Sep 2019, researcher’s translation).

In summary, Malee revealed positive views about the program and provided some positive suggestions to revise it. Activities such as roleplaying in real situations which require the use of authentic and unpredictable language should be provided in the program. Moreover, self-study materials should be developed to promote communication skills.

4.3 Pailin

Pailin’s case is explained in three sections. The first part presents her background information. The second part discusses the effect of the designed program on her English skills development. The last part then presents her perceptions and experiences of the designed program.

4.3.1 Pailin’s background information

Pailin is a 35-year-old Bachelor’s degree graduate currently working as a full-time employee on a one year government employee contract. According to the interview, she decided to work part-time as a massage therapist. For her, if it is possible to make a living out of her massage career, she will resign her current job to work as a full-time massage therapist (Pailin, 6 Sep 2019, interview).

The interview data shows that Pailin was interested in making friends with foreigners on the internet, as shown by the verbatim data below.

“I use English with my foreign friends... First, I have small talk with them via video call. Second, I text message them through online chat. I prefer using online chat than talking... Mostly, I only make a small talk not a long conversation because I didn’t know much about how to explain things.... Sometimes, I told my friend that, “Sorry, I don’t know the words to tell you”... and when I told them “I don’t understand”, they helped explain to me” (Pailin, 6 Sep 2019, researcher’s translation).

The next section presents the effects of the designed program on her English learning.

4.3.2 Effects of the designed program on Pailin’s English skills

Pailin was quite different from the other students due to her different experiences in using English in daily life. She also had a high level of speaking confidence. The program may therefore have a different influence on her learning from the other students. Her experience during the program is presented below.

4.3.2.1 Improved English language knowledge

Pailin’s interview revealed that although she practiced English online with foreign friends, she sometimes had difficulty in knowing how to respond due to her limited vocabulary.

“When I talked to foreigners, I understood them and I could speak with them... but when I didn’t know some difficult words to explain, I would say that ‘sorry, I don’t know the words to tell you’ something like this” (Pailin, 6 Sep 2019, researcher’s translation).

After participating in the program, she revealed that she gained more vocabulary knowledge.

“I gained a lot of vocabulary especially massage vocabulary... before participating in the program, I knew only the vocabulary of external organs, but for internal organs I knew only the word ‘heart’... I didn’t know much about the vocabulary of massage career. In the program, I learned a lot about it and I think it’s

needed to know in case we have to talk to a customer” (Pailin, 6 Sep 2019, researcher’s translation).

According to interview extract above, she was interested in learning massage-related vocabulary. Additionally, the teacher’s journal reported that she became more enthusiastic when they began learning massage-related vocabulary.

“Lesson 1 and Lesson 2: Pailin had confidence and could finish the task easily with less effort. She didn’t show much interest in the topic of greeting and offering a service”(Teacher’s journal, 13Aug 2019).

“Lesson 4: During the vocabulary activity, Pailin paid attention to a vocabulary list of body organs. She also helped correct her friend while doing the conversation activity”(Teacher’s journal, 14 Aug 2019).

Moreover, the program helped Pailin improve her understanding of how to use the vocabulary and when constructing sentences. She also stated that it helped her comprehensive communication to improve, for example:

“I also learn about the sentence pattern...I get a better understanding about how to order words to make correct sentences... If I know only vocabulary but cannot make a correct sentence, I think foreigners might not understand me” (Pailin, 6 Sep 2019, researcher’s translation).

The teacher’s journal extract below also supports that her understanding of how to use English improved.

“Lesson 7 - Requesting during massage service: In the roleplay activity, she could list the steps in massage service completely and could use imperative sentences correctly. Compared to the other participants, she took less time to finish the tasks” (Teacher’s journal, 15 Aug 2019).

Although her pre-test and post-test scores are insignificantly different (Table 6), her speaking score indicates that her speaking skills were good, as shown in Table 7.

Table 6 Pailin's pre-test and post-test scores.

Component	Total score	Pre-test		Post-test	
		score	%	score	%
Vocabulary	2	2	100	2	100
Listening	2	2	100	2	100
Questions and responses	10	9	90	10	100
Conversation	6	6	100	6	100
Total	20	19	95	20	100

However, anxiety was a factor which may have influenced her speaking performance in terms of selecting which words to construct sentences with.

"I couldn't remember the vocabulary because I didn't prepare and practice before the test...that make me nervous... even though I didn't worry about speaking with a foreigner customer... when I got stuck in vocabulary, I felt nervous to speak" (Pailin, 6 Sep 2019, researcher's translation).

Despite feeling that her anxiety affected her vocabulary and fluency in the speaking test, her speaking score indicates that the program improved her pronunciation, comprehension, and grammar (Table 7).

Table 7 Pailin's speaking test score.

Criteria					Avg. (5)	Total (25)	%
Pronun citation (5)	Grammar (5)	Voca- bulary (5)	Fluency (5)	Compre hension (5)			
5	4	3.7	3.7	4.7	4.2	21.1	84.4

In summary, the program helped Pailin gain vocabulary knowledge, particularly in relation to massage. Moreover, of how to use English helped to improve her speaking skills.

4.3.3 Perceptions of the designed program

Pailin had positive opinions about the designed program and found it to be beneficial to her massage career.

“This program is useful for a massage career because in the future I will perhaps find a massage job in a tourist city. I can use English with foreigner customers” (Pailin, 6Sep 2019, researcher’s translation).

She also suggested that the program should be longer.

“I think I will have better improvement if I can learn more... the program should be longer... ten hours are not enough for remembering the vocabulary and practicing the conversation” (Pailin, 6 Sep 2019, researcher’s translation).

In conclusion, Pailin considered the program as helpful for her massage career and that it would be more effective if it was longer.

4.4 Lamai

This section is divided into three parts, including Lamai’s background information, English learning while participating in the program, opinions about participating in the program.

4.4.1 Lamai’s background information

Lamai is a 43-year-old homemaker who graduated an associate’s degree. She previously enrolled in the massage program ten years ago but recently wanted to review and renew her massage knowledge and so decided to enroll in the massage program and practice massage at the night market.

Since she is a high school graduate, she has never studied or used English. Although she had opportunities to meet foreigners, she rarely uses English with them, as she said:

“Lately, I offer massages at the night market. I meet foreigners but sometimes I didn’t give them a massage. I just listen to what they talk about. I can understand some and don’t understand some. Once, there was a German customer. I didn’t understand him. I just said hello and that was it” (Lamai, 6 Sep 2019, researcher’s translation).

Lamai has extensive massage experience compared to the other participants. She also has experience in giving massages to foreign customers. This may mean her learning experience was different from the other participants.

4.4.2 Effects of the designed program on Lamai's English skills

This section describes the findings from analyzing Lamai's interview data in terms of how the designed program affected her English learning by promoting speaking.

4.4.2.1 Promoting speaking practice

The teacher's journal reveals that Lamai was attentive in the classroom. She focused on the textbook and unusually took note in her textbook (Teacher's journal, 13-15, 25 Aug 2019). At first, she took time to write a conversation script and read it while doing the roleplay activity. After many lessons, she gained more confidence in the speaking practice and was able to speak more naturally (Teacher's journal, 15 Aug 2019).

In addition, Lamai revealed that her English speaking skills improved through experience with the program.

"I started from not being able to speak in English. I only use body gesture which couldn't make communication clearly... Then, after learning from this program, it helped me able to talk...make more understandable conversation" (Lamai, 6 Sep 2019, researcher's translation).

She also emphasized that the roleplay activities improved her English skills more than the vocabulary activities.

"For me, the role play activity is better than the vocabulary activity because I'm too old to memorize vocabulary... using English to speak helped me learn the vocabulary better... and for grammar, it is not that hard to learn from speaking" (Lamai, 6 Sep 2019, researcher's translation).

Additionally, the program improved her English knowledge about how to use the language more appropriately, for instance she mentioned:

"I gain more knowledge of what to talk, how to greet, how to communicate with foreigners... and the language that we had learned is more polite

language. If I speak roughly, it will sound impolite” (Lamai, 6 Sep 2019, researcher’s translation).

In support of the interview data, Table 8 shows the pre-test and post-test scores which indicate that participation in the designed program improved her English skills. Her scores noticeably increased in every component between the pre-test and post-test.

Table 8 Lamai’s pre-test and post-test scores.

Component	Total score	Pre-test		Post-test	
		score	%	score	%
Vocabulary	2	1.6	80	1.8	90
Listening	2	1	50	2	100
Questions and responses	10	8	80	10	100
Conversation	6	4	66.6	6	100
Total	20	14.6	73	19.8	99

Lamai also explained the designed program also promoted her confidence and encouraged her to speak.

“Normally, I’m shy to speak because I’m afraid that I can’t speak correctly and foreigners won’t understand me...In this program, I understand how to communicate clearly then I gain more confidence to speak... I want to speak more” (Lamai, 6 Sep 2019, researcher’s translation).

Although the post-test score suggests improvement, the data from the speaking test reveals that she requires further speaking skill development. The data from her speaking test shows that she was able to speak and achieve a fair level (Table 9).

Table 9 Lamai's speaking test score.

Criteria					Avg. (5)	Total (25)	%
Pronun citation (5)	Grammar (5)	Voca- bulary (5)	Fluency (5)	Compre hension (5)			
2.7	2	1.7	2	2	2.1	10.4	41.6

However, she argued that she got nervous during the speaking test. She suggested that she needed to practice more using roleplay activities to prepare herself to speak in real-life situations.

“Speaking test is good for me... I can speak but I’m still nervous... I need more practice in the class to prepare for real situations” (Lamai, 6 Sep 2019, researcher’s translation).

To conclude, the roleplay activities in the designed program promoted Lamai’s English learning. In her view, the roleplay speaking practices were more effective than drilling practice in the vocabulary activity to learn vocabulary and grammar.

4.6.3 Perceptions of the designed program

Lamai revealed that she enjoyed the program and suggested that the program should be longer.

“I didn’t find any difficulty. I enjoy learning...Learning speaking is not stressful. I need to learn more. I think learning in 10 hours is too short” (Lamai, 6 Sep 2019, researcher’s translation).

She also indicated that the program was beneficial for her massage career, since she mentioned that she could now communicate with customers at the night market (Lamai, 6 Sep 2019, interview).

In summary, Lamai enjoyed the designed program and the English learning experience, prompting her to want to learn more English. The designed program was also helpful for her massage career.

4.5 Chaba

Chaba's case is divided into background information, effects of the designed program on Chaba's English learning, and Chaba's perceptions of the designed program.

4.5.1 Chaba's background information

Chaba is a 47-year-old government officer who graduated with a Bachelor's degree. She found that Thai massage could help her recovery after an accident, and was interested in using Thai massage as a treatment before enrolling in the massage program. She believes it likely that she will start massage business after retiring.

According to her interview, she rarely uses English in daily life.

"I don't use English in my daily life. So, my English didn't improve. I don't have time to study more because I'm busy at work...also, I don't know how to use the online chat to find international friends to talk with...if I have a chance to use English, my English might be better " (Chaba, 6 Sep 2019, researcher's translation).

In her view, she required practice to improve her English.

4.5.2 Effects of the designed program on Chaba's English skills

The designed program improved her English knowledge, which is elaborated using interview data, classroom observations, and the pre-test, post-test, and speaking test scores.

4.5.2.1 Improved English language knowledge

At the beginning, the teacher's journal reports that she had difficulty in understanding conversations and had listening issues during the conversation activities (Teacher's journal, 13 Aug 2019). For example, she required repetition in the listening and pronunciation practice. However, according to Chaba's interview, she explained that her knowledge about vocabulary and pronunciation grew throughout the program.

"At first, I thought English was hard for me because I couldn't remember some simple words... for example, left and right...sometimes, I knew the words but I couldn't pronounce them...Now I think it's not that hard to learn...after I learned the correct accent and practiced pronunciation, it helped me understand

more...especially after doing many speaking practices in the class” (Chaba, 6 Sep 2019, researcher’s translation).

Chaba elaborated that the conversation activities provided her with a better understanding about how to have a conversation in English.

“Only reading from the textbook...I didn’t understand much, but after I practiced and did it over and over again...I started to understand and be able to organize my knowledge...Also, practicing helped me memorize how to make a conversation and I could picture how to use it in real situations” (Chaba, 6 Sep 2019, researcher’s translation).

Echoing her interview, the pre-test and post-test scores show remarkable development, especially in terms of questions, responses, and conversation (Table 10).

Table 10 Chaba’s pre-test and post-test scores.

Part	Total score	Pre-test		Post-test	
		score	%	score	%
Vocabulary	2	2	100	2	100
Listening	2	1.66	83	1.66	83
Questions and responses	10	5	50	10	100
Conversation	6	1	16.6	6	100
Total	20	9.66	48.3	19.66	98.3

Despite Chaba’s post-test scores suggesting improvement, the speaking test scores reveal that she requires further improvement in her speaking skills. Similarly, the teacher’s journal also showed that she had difficulty in the conversation activities, for example:

“Lesson 9 – Small talk: Chaba was interested in the roleplaying activity to make small talk. She tried to tell her story. Even though she was a slow learner, she is never shy to speak or ask for help when she doesn’t understand. She

could take less time to complete the conversation task” (Teacher’s journal, 15 Aug 2019).

Table 11 Chaba’s speaking test score.

Criteria					Avg. (5)	Total (25)	%
Pronun citation (5)	Grammar (5)	Voca- bulary (5)	Fluency (5)	Compre hension (5)			
3	1.7	1.7	3	1.7	2.2	11.1	44.4

Interestingly, Chaba’s speaking test scores were at a fair level (Table 11). However, she could achieve a satisfactory level in the pronunciation and fluency components. From class observations (Teacher’ journal, 6 Sep 2019), she was confidence when speaking even if she couldn’t understand what the customer said, but she had an inadequate range of word choices to respond with. She adopted a strategy of making the conversation flow, for example by using body gestures and key words when explaining things to customers. Her limited conversation understanding resulted in her responding incorrectly, while her limited word choices resulted in poor scores for the comprehension, grammar, and vocabulary sections.

However, she added that the program’s conversation practice helped her to prepare for speaking in real-life situations.

“...conversation practice in the class helped me a lot to prepare myself for real situations... practicing speaking by following the steps that the teacher guided helped me know how to speak and I can use it in real life” (P4, 6 Sep 2019, researcher’s translation).

Chaba also considered the importance of English, revealing that the program inspired her to learn and get more English-speaking practice.

“From now on I have to be more active in learning English because I am encourage to learn, gain vocabulary, and know how to prepare speaking from this program... I know the next goal of my life... in the future, I will take further English language courses and devote more time to practice speaking”(P4, 6 Sep 2019,

researcher's translation).

4.5.3 Perceptions of the designed program

Chaba expressed that she had a great experience while participating the designed program, since her learning outcomes made her proud of herself.

“It was such a great opportunity to join this program... first, I gave up and I thought it wasn't working for me because I don't have time to practice after the class and I can't remember the vocabulary...but if I didn't join this program, I would be regretful...I found that I can speak and I'm so proud of myself that I can use what I have learned in real situations today [in the speaking test]” (Chaba, 6 Sep 2019, researcher's translation).

Compared to the other participants, although Chaba had the lowest performance she had great progress, as evidenced by her post-test score, while she achieved a fair level in the speaking test. Moreover, the program affected her attitude toward learning English and motivated her for further study.

4.6 Tawan

This section is divided into Tawan's background information, English learning while participating in the program, and opinions about the program.

4.6.1 Tawan's background information

Tawan is 50 years old and graduated with a master degree. She is a Thai language teacher at a public elementary school and also runs a Thai massage business. She works as a teacher on weekdays and at her massage shop at the weekend to meet the therapy staff and manage the shop. She enrolled in the traditional Thai massage program because she wanted to gain more knowledge to improve her massage business (interview). Although she usually meets foreigner customers, she rarely speaks English with them.

“At my massage shop, there are foreign customers. But I didn't talk with them. Mostly, the therapists talk with the customers... Because I usually go there on the weekend to check how the staff work not to service customers” (Tawan, 6 Sep 2019, researcher's translation).

4.6.2 Effect of the designed program on Tawan's English skills

The program affected Tawan's English skills by increasing her English knowledge.

4.6.2.1 Improved English knowledge

The data analysis shows that Tawan's knowledge of English vocabulary and grammar increased during the program. She admitted that vocabulary was her main difficulty when learning English (Tawan, 6 Sep 2019, interview). Compared to the four elements of listening structure, questions and responses, conversation, and vocabulary, the pre-test scores show that she scored lowest in the vocabulary section (Table 4.10). However, the program helped to improve her knowledge of vocabulary, as shown below.

"I gain a lot of knowledge from this program especially the vocabulary about the massage... and also the vocabulary that can be used in daily conversation" (Tawan, 6 Sep 2019, researcher's translation).

Echoing this, her post-test vocabulary score was found to increase from 70% to 100% (Table 12).

Table 12 Tawan's pre-test and post-test scores.

Component	Total score	Pre-test		Post-test	
		score	%	score	%
Vocabulary	2	1.4	70	2	100
Listening	2	2	100	2	100
Questions and responses	10	8	80	10	100
Conversation	6	4	66.7	6	100
Total	20	15.4	77	20	100

This evidence shows her vocabulary knowledge improved during the program, while the post-test scores also show improvements when asking and responding to questions and participating in conversations. Additionally, her speaking test scores for vocabulary and pronunciation are markedly higher than the other parts,

as detailed in Table 13. Her speaking score was at a satisfactory level of 3.2 (64%).

Table 13 Tawan's speaking test score.

Criteria					Avg. (5)	Total (25)	%
Pronun citation (5)	Grammar (5)	Voca- bulary (5)	Fluency (5)	Compre hension (5)			
3.7	3	3.3	3	3	3.2	16	64

In addition to vocabulary knowledge, she claimed that participation in the designed program supported her grammar knowledge.

"I got knowledge about grammar...I can use grammar that I learned in the class to talk with my foreign customers" (Tawan, 6 Sep 2019, researcher's translation).

The teacher's journal (13 Aug 2019) reported that she developed her speaking grammar. For example, during pair work activity with Pailin, she was able to complete the roleplay. Tawan could correctly use the language and in a grammatically proper manner. In addition, at the end of Lesson 7 Tawan took less time to complete the speaking activity with the correct use of language expressions and grammar (Teacher's journal, 15 Aug 2019).

In conclusion, the designed program helped Tawan to gain knowledge about English vocabulary and grammar.

4.6.3 Perceptions of the designed program

Tawan perceived the program positively and mentioned the program message-related content.

"The content that the teacher taught in the program was enough for massage service" (Tawan, 6 Sep 2019, researcher's translation).

Tawan also planned to self-study from the textbook provided in the program.

“...If I had time in the school break, I will take the textbook to study again and use it to train my staff at the massage shop” (Tawan, 6 Sep 2019, researcher’s translation).

She suggested that there should be more conversation practice opportunities as she rarely had opportunities to speak English in daily life.

“For me, making a conversation is difficult even though I can understand the conversation in the textbook... It [conversation] is easy when it is in the written form... I learn and know how to make questions and responses... but in the real situation I still can’t make a conversation because I rarely use it [in real situation]... I want to practice more speaking” (Tawan, 6 Sep 2019, researcher’s translation).

In conclusion, Tawan was satisfied with the program content related to massage services and considered it to be advantageous for her massage business (Tawan, 6 Sep 2019). She also suggested that the program should provide more speaking practice.

4.7 Kanda

Kanda’s background information is described first, followed by her English learning and the effectiveness of the program, and ends with her opinions about the program.

4.7.1 Kanda’s background information

Kanda is 65-year-old homemaker who graduated from high school. Her sister is a massage therapist in Hungary who asked her to work with her, so she enrolled on the massage program to prepare herself to work there next year. She almost never has any opportunities to use English and still has not prepared her English for working abroad.

“Since graduating high school, I’ve never used English...next year, I have to go to work with my sister at her massage shop in Hungary... she told me that people there use Hungarian...but they also use English... Now, I haven’t prepared my English yet but I plan to study more after I finish the massage program” (Kanda, 6 Sep 2019, researcher’s translation).

Kanda had a different intention for studying traditional Thai massage and English to the other participants because she required both forms of knowledge for her career.

4.7.2 Effects of the designed program on Kanda's English skills

This section elaborates on the influence that the designed program had on Kanda's English learning in terms of developing her listening and speaking skills and in designing her own practice strategy.

4.7.2.1 Developing listening and speaking skills

The teacher's journal (Teacher's journal, 13 Aug 2019) reports that Kanda showed an interest to learn. In the beginning she was quiet and focused on the textbook. She took time and requested the audio recording to be played back during listening activities. According to her interview data (Kanda, Interview data, 6 Sep 2019), she revealed that she had difficulty in listening at first, then she could develop her listening skills after participating the program. She also mentioned that this resulted in her listening comprehension to improve.

"At the beginning, I couldn't catch anything from the audio recording because I wasn't use to the foreigner's accent... but when the teacher explained it, I got a better understanding...after many lessons, I improved my listening skills... I could better understand when I speak with foreigners... I can catch what they speak, but I still need to practice to respond" (Kanda, interview data, 6 Sep 2019).

Likewise, her pre-test score indicates that she almost failed the listening component which required her to match a sentence from the audio recording with a picture (Table 14). She got only achieved 50% in this component. Nonetheless, after participating in the program, her post-test shows that her listening skills improved to the extent that she achieved a full score in this component.

Table 14. Kanda's pre-test and post-test scores.

Component	Total score	Pre-test		Post-test	
		score	%	score	%
Vocabulary	2	2	100	2	100
Listening	2	1	50	2	100
Questions and responses	10	7	70	10	100
Conversation	6	6	100	6	100
Total	20	16	80	20	100

In addition, her the questions and responses component of the pre-test and post-test scores show improvement. This may be related to her in-class conversation practice. According to the teacher's journal (Teacher's journal, 13-15, 25 Aug 2019), Kanda developed her conversation activity performance through peer learning. She always did her pair work with Malee. Although Malee had a greater degree of fluency, Kanda put a lot of effort in and got some help from Malee to complete the task. For example, in Lesson 6 – "Customer's posture and body position for massage" (Teacher's journal, 14 Aug 2019), Kanda was slow to recall the vocabulary during the task when requesting the customer to change posture during a massage. Malee helped her remember the vocabulary by using body gestures and slowly repeating the words until she could complete the task. She did better in the second turn of the roleplay (Teacher's journal, 15 Aug 2019).

Similarly, the speaking test score also shows her overall performance after attending ten lessons. Her comprehension and pronunciation scores were at a satisfactory level.

Table 15 Kanda's speaking test score.

Criteria					Avg.	Total	%
Pronun citation (5)	Grammar (5)	Voca- bulary (5)	Fluency (5)	Compre hension (5)	(5)	(25)	
3.7	2.7	3	2.7	3.7	3.2	15.8	63.2

It is evident that Kanda could comprehend the questions and respond correctly during the speaking test (Teacher's journal, 6 Sep 2019).

Even though Malee had more fluency than her, she pushed hard and got some help from Malee to complete the tasks. However, after many lessons she gained more confidence to do the task and she started asking questions. For example, she asked the teacher to clarify more about imperative sentences and to check whether she had correctly made a sentence (Teacher's journal, 25 Aug 2019). Meanwhile, she tried to make her language sound more natural, took less time during roleplays, and was also able to correctly use the language.

Furthermore, Kanda revealed that the program affected her speaking by helping her gain more knowledge and understanding of English.

"First, I can read some English but I can't speak... sometimes, I found some difficult vocabulary and I don't know how to use them...While learning from the program, I understand more about how to use the language...I can speak a lot and gain knowledge to speak correctly" (Kanda, 6 Sep 2019, researcher's translation).

She also elaborated that the program improved her knowledge, especially in terms of grammar. The program also helped to develop her comprehension during conversations.

"I also got grammar knowledge from the program...at first, I didn't know much about the grammar...and I don't think foreigners can understand what I want to say...Now, I know how to make a correct sentence and the foreigners will understand when I speak with them" (Kanda, 6 Sep 2019, researcher's translation).

In summary, the program helped Kanda to develop her listening and speaking skills. Another factor that affected her performance was her own practice strategy which is elaborated in the following section.

4.7.2 Developing her own practice strategy

In the classroom, Kanda had a similar learning style to Tawan (Teacher's journal, 13-15, 25 Aug 2019). She always took notes in her textbook and focused on it. Interestingly, outside the class she developed her own practice strategy and managed her time for self-study.

"...I read the textbook that the teacher gave me...sometimes, I read and forgot [how to make a sentence]... then I wrote it in Thai sentences and translated into English... sometimes I asked my daughter. Sometimes she said that it's ungrammatical. She helped to correct me when I spoke incorrectly . We had small talk in English... If I had time, I read the textbook before bed" (Kanda, 6 Sep 2019, researcher's translation).

In this study, only Kanda and Malee practiced speaking outside the class and studied the textbook again after the class (Kanda, 6 Sep 2019, interview).

4.7.3 Perceptions toward the designed program

In Kanda's view, the designed program was beneficial by providing enjoyment for learning and motivating her to learn more.

"I'm really enjoying learning. I need to learn more in the program like this...I don't think it's too hard to learn... I want to learn more and practice more" (Kanda, 6 Sep 2019, researcher's translation).

She hence suggested extending the direction of the program to more effectively promote the learning. Moreover, she was able to figure out her future study plan after the program. Kanda mentioned that after finishing the massage course, she will enroll on the 150 hour English for Thai massage and spa program at Ubon Ratchathani Polytechnic College (Kanda, 6 Sep 2019, interview).

Her perceptions showed positive impressions toward the program in promoting enjoyment and motivating her to learn more.

4.8 Conclusion

The study included six participants aged between 28 and 65 years old. The average age was 42.7. All the participants were female and worked in various occupations, including packaging design and Thai language teaching. They had different educational backgrounds, including high school, associate's degree, bachelor's degree, and master degree. They had experiences of using English, but most rarely had the opportunity to speak English. Some participants used English during their jobs, while others were interested in using English as a medium to connect with other people. The following section presents the pre-test, post-test, and speaking test results.

The pre-test and post-test results show that all the participants increased their performance, especially in terms of listening and conversational skills (Table 16). The listening scores increased remarkably from 25.8% to 97.2%. The percentage increase was 71.4%. The scores of the other components also increased, but on a smaller scale.

Table 16 Pre-test and post-test scores.

Component	Pre-test (%)	Post-test (%)	Increase (%)
Vocabulary	91.7	98.3	6.6
Listening	25.8	97.2	71.4
Questions and responses	78.3	100	21.7
Conversation	75	100	25
Total	79	99.5	20.5

The average post-test scores were significantly higher than the pre-test scores, at a 95% confidence level (Table 17).

Table 17 Paired sample T-test results.

		Paired Differences					T	Df.	Sig. (2-tailed)
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test - post-test	-4.13	3.54	1.45	-7.85	-.42	-2.86	5	.035

Additionally, the speaking test scores show the effectiveness of the program. Although some participants (Chaba and Lamai) achieved a fair score (2.2 and 2.1, respectively), the speaking test analysis suggested that the program effectively promoted all aspects of speaking (Table 18). The average aspect score was above 3 (60%). The scores from the five aspects were: Pronunciation (3.8 or 77%); comprehension (3.3 or 66%); fluency (3.2 or 64%); grammar (3.1 or 61%); and vocabulary (3 or 61%). This confirmed that the participants' performance improved as a result of the program.

Table 18 Speaking test scores.

	Criteria					Avg.	%
	Pronun citation	Gram -mar	Vocab- ulary	Fluency	Compre hension		
Avg.	3.8	3.1	3	3.2	3.3	3.3	66
SD	1	1.3	1.3	1	1.4	1.1	23
%	77	61	61	64	66	66	-

The designed program was found to help the participants improve their English, with the post-test scores significantly higher than the pre-test scores (at a 95% level of confidence), while the average speaking test score was at a satisfactory level. The effects of the designed model on the participant's English improvement are discussed in the following chapter.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter discusses the effectiveness of the designed program for Thai massage students at Ubon Ratchathani Polytechnic College. The first issue is related to direct results in terms of the participants' improved English language knowledge and their skills development in English listening and speaking. The next issue is based on indirect results in terms of the participants' enhanced motivation. This chapter also discusses the study limitations, contribution, and conclusion.

5.1 Direct consequence of the designed program

This section discusses about the effectiveness of the designed program on the participants' developed English knowledge and performance.

5.1.1 Effectiveness of English knowledge development

The CLT activities in this study were applied to support learners who wanted to acquire vocabulary for use in their massage careers. The results in the previous chapter showed that the vocabulary component post-test scores were 20.5% higher than the pre-test scores. Information disclosed during the interviews further strengthens the participants' positive responses regarding the pre-communicative activities. Those activities focused on vocabulary drilling and roleplay practice, both of which the participants considered to be helpful for their massage careers.

The vocabulary component score increase confirms the effectiveness of the ESP course for ESP students, which verifies that the students desired to learn specific occupational language. According to Wilkins (1979), a learner's final goal of language learning is to gain necessary language knowledge for their target job. Pre-communicative activities can therefore provide suitable forms of language practicing for ESP students, especially through vocabulary drilling and roleplay practice for beginning level learners. For example, Kanda and Chaba highlighted they had a limited vocabulary and so paid most attention to the vocabulary practice. Interestingly, for intermediate level learners knowing specific vocabulary words encouraged them to learn and focus more on the program. For example, Pailin, who paid less attention to

daily word use in the beginning of the program, clearly paid greater attention to massage-related vocabulary. A further example is Malee, who integrated her massage knowledge and became curious about what words to use in each massage situation. She was enthusiastic to ask questions about unknown words. These types of knowledge are considered grammatical competence, which is essential to progress learners to the next level. It can reinforce the idea that the participants could use grammatical competence to develop their level of communicative performance.

As previously mentioned, although grammatical competence is not the final goal of CLT, it helps learners achieve their learning goals. In this study, some participants showed their grammatical competence development despite not showing communicative competence. For example, Chaba and Lamai had remarkably improved post-test scores. They recognized that upon seeing their improved English knowledge, they felt they needed to improve their English to achieve communicative competence.

5.1.2 Effectiveness of English performance development

This study found that some participants were able to achieve communicative activities. According to speaking test scores, the participants passed the mechanical and meaningful activities which introduced them to essential speaking skills to use in communicative situations. However, the finding notes that participants' English speaking skills developed differently according to their learning styles. For example, Chaba's explained that her English speaking skill improved through the repetition of mechanical practice. Moreover, Chaba shows the effectiveness of drilling activities, similar to Riwanto and Haryanto (2012) who found that communicative drilling helps students with pronunciation difficulties to improve their pronunciation accuracy. These findings match with a number of studies which confirm that drilling helps develop speaking competence (Anjaniputra, 2013; Handayani, 2011; Maulyana, 2016). Meanwhile, Lamai preferred meaningful activity because she could learn the correct way to speak through an entire conversation.

In summary, the beginner level participants showed improvements to their grammatical knowledge and these students were satisfied with drilling and repetitive practice. The activities were confirmed to match these learners' needs. Likewise, the intermediate level participants were satisfied with meaningful activities. The designed program was therefore able to serve the language learning needs of different levels of learners.

5.2 Indirect consequences of the designed program

The designed program not merely had an effect on English learning, but also had an indirect effect on the participants, such as enhancing their motivation. The participants said they were likely to plan further learning to improve their English. After the program, some participants even made decisions for their massage career. It is possible that due to greater confidence in their English skills, the participants were better able to see how to use English in their careers.

5.2.1 The effectiveness of the designed program on learning motivation

The study findings show that the designed program enhanced the participants' learning motivation, similar to Keemthong (2014) and Sawadee (2016) which both showed positive effects from implementing ESP material for Thai massage therapists. The massage therapists in those studies had increased motivation during the program. However, they did not indicate what specific motivations the participants had. In this study, it is clearly seen that the participants had both instrumental and intrinsic motivations. This finding matches with Wattanakul and Boonteerarak (2017) and suggests that tailor-made ESP programs can promote instrumental motivation for English learning. According to Dornyei (2001), an L2 learner with instrumental motivation is someone who requires improved English skills to get better opportunities. Therefore, ESP program has an effect on promoting instrumental motivation, since the program was based on the learners' needs and specific to their intended career. The participants were motivated to learn because they perceived that they could gain advantage from English learning. First, they planned to use English for their massage careers, and they also planned further English study.

Besides instrumental motivation, the designed program also provided enjoyment and built the participants' confidence, which led to intrinsic motivation. According to Dornyei (2001), an L2 learner who enjoys learning will tend to continue their learning and practice. For example, Kanda enjoyed learning on the program which motivated her to learn more and developed a desire to learn and practice on her own outside the classroom. For Malee, her success from doing the classroom activities made her more confident and motivated her to learn and practice more.

5.3 Limitations

The present study only included six participants with a range of ages and educational backgrounds, so the results cannot be generalized to represent all traditional Thai massage students. Increasing the number of participants would improve research reliability (Cohen, Manion, and Morrison, 2007, p. 101). Moreover, the participants the massage students and therefore novices in their career with no experience of providing a massage service, so the results would be different if they were practicing massage therapists. The design and implementation of the program should be studied further for qualified massage therapists.

The duration of the designed program should be extended to cover more content to serve the participants' needs and interests. This would provide more communicative practice activities. Different results may emerge from a longer program.

Additionally, besides the textbook, self-study materials are required to support participants' practice and learning. Although this study showed that the participants made extensive use of the limited materials for their self-study, providing more appropriate materials may result in more effective results, especially for tools that enable interactive learning to promote communicative skills.

5.4 Contribution

Studying Thai massage students' needs and interests in English may provide EFL teachers with ideas to design English courses for massage professionals or develop materials for those courses. The participants' English competence and performance improvements could offer teachers with procedures to use in the classroom which could maximize student learning through the use of suitable communicative language teaching.

5.5 Conclusion

The CLT-based designed program improved the Thai massage students' English competence and performance. The designed program had positive effects on their English knowledge and performance in both direct and indirect ways through enhancing their study motivation. Moreover, time constraints and insufficient self-study materials also affected the participants' language practice. The findings suggest ways for the program to be revised and improved for future studies.

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APPENDICES

APPENDIX A
Consent form

APPENDIX B

Interview Questions in preliminary study

Interview Questions in preliminary study

Interview questions for Thai massage students

1. What is your purpose for learning Thai massage?
2. Have you ever had an experience in giving massage service before?
3. Is it necessary to learn English while study Thai massage? How?
3. Do you have any difficulty in using English? How?
4. What style of learning that you think it can help you improve your English?
5. If there is an English course for Thai massage, are you interested in?
6. How long of the course that suit your study?
7. What is your expectation from the course?
8. Do you have any suggestion for the course?

Interview questions for Thai massage teacher

1. Could you describe about the massage service procedure?
Are there any differences in each type of massage?
2. Do the therapist need to communicate with the customer? How?
3. Is there any information the therapists have to inform the customer?
in which situation? How?
4. Is the communication importance in giving a massage? How?

APPENDIX C

Interview Questions in the main study

Interview Questions in the main study

1. What is your purpose to enroll the Thai traditional massage program?
2. Do you have experience on using English language? How?
3. What do you think about on English learning especially English for Thai massage profession?
4. What did you learn from this English course?
5. Did you have any difficulty during the learning in this English course? How?
6. Do you have any topic that you want to learn more or any activity to practice more?
7. Did you have any practice or self-study during the participating this English course?
8. Do you have any suggestion about this English course?

APPENDIX D

Example of textbook

Unit 1**Greetings and service offered****Part 1 Greetings****Vocabulary**

- A. Listen and practice pronunciation.
Discuss how to address a customer using respectful terms.

Greeting expressions

Hi
Hello
Good morning
Good afternoon
Good evening

Respectful terms

Sir - adult male of any age
Madam - adult female
Miss - unmarried woman
Mister - any man

- B. PAIR WORK –Take turns greet your partner.

Example: Masseur: [redacted]

Customer: [redacted]

Conversation

- A. Listen. Fill in the blank with the most appropriate choice from the box.

Conversation 1

Masseur: Good Morning, Sir.

Customer: Good morning,

A. How are you?

Masseur: _____

Customer: I'm very good.

A. How are you?

B. How are you doing?

C. I'm fine. How are you?

D. I'm alright.

Conversation 2

Masseur: Hi, _____

Customer: Hi, I'm doing good, and you?

Masseur: _____, Madam. I haven't seen you for a while.

Customer: Yes, it's been a while.

B. PAIR WORK – Practice the conversation.

Conversation 1

Massour: Good Morning, Sir.

Customer: Good morning, how are you?

Massour: I'm fine. How are you?

Customer: I'm very good.

Conversation 2

Massour: Hi, how are you doing?

Customer: Hi, I'm doing good, and you?

Massour: I'm alright, Madam. I haven't seen you for a while.

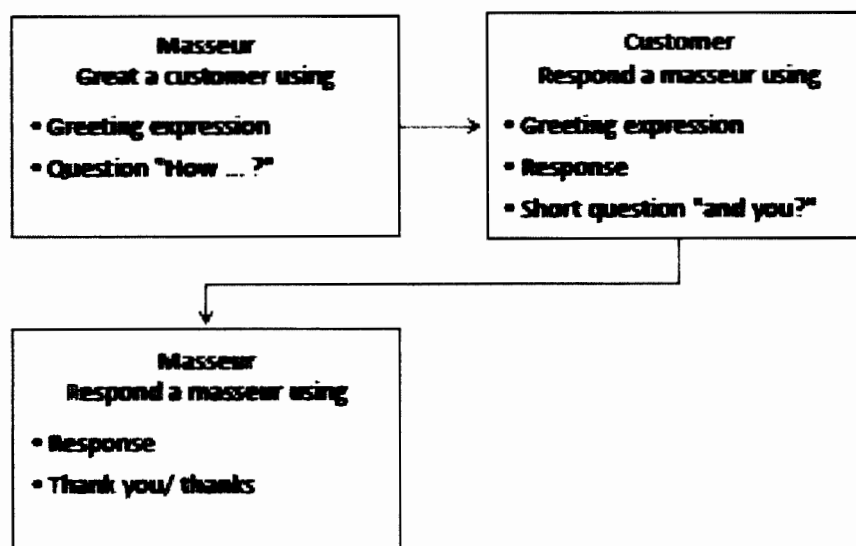
Customer: Yes, it's been a while.

Language focus

Greeting	Responding	Examples
How are you?	(1) <i>Adjective (Adj.)</i>	How are you?
		Good, *and you?
		How do you do?
		Fine, **thank you.
How do you do?	(2) <i>Adjective phrase (Adv. + Adj.)</i>	How are you doing?
		Great, **thanks.
		How are you?
		Pretty good, thank you.
How are you doing?		How do you do?
		Quite bad.
		How are you doing?
		Very terrible.

Greeting	Responding	Examples
How are you?	(3) Sentence (Subject + Verb to be + Adjective)	How are you? I am alright.
How do you do?		How do you do? I'm wonderful.
How are you doing?		How are you doing? I'm not well.
"short question "and you?" – can be used to respond instead of repeat "How..." question.		
** "thank you" or "thanks" - often used with response to express appreciation and show good manner.		

ROLE PLAY – Take turns greeting each other as a masseur and a customer using the patterns from "Language focus".



Unit 1**Greetings and service offered****Part 2 Service offered****Vocabulary**

- A. Listen and practice pronunciation. Check type of massages that you know.

Type of massages

- ☐ Thai massage
☐ Foot massage
☐ Body massage
☐ Oil massage

- B. PAIR WORK – Practice rising intonation to make a yes-no question to make polite service offered to a customer then take turns.

Example:

Masseur: Thai massage? Madam.

Customer: Yes.

Conversation

- A. Listen. Fill in the blank using the choices from the box.

Conversation 1

Masseur: Good Moring, Sir.

Customer: Good morning, how are you?

Masseur: I'm fine. How are you?

Customer: I'm very good.

Masseur: Would you like to have A. Thai massage, Sir?

Customer: _____

- A. Thai massage
 B. Foot massage
 C. Oil massage
 D. Body massage
 E. Yes
 F. No

What type of massages a customer want to get?

- ☐ Thai massage ☐ Foot massage ☐ Body massage ☐ Oil massage

Conversation 2

Masseur: Hi, how are you doing?

Customer: Hi, I'm doing good, and you?

Masseur: I'm alright, Madam. I haven't seen you for a while.

Customer: Yes, it's been a while.

Masseur: _____, Madam?

Customer: No, only _____ for today.

What type of massages a customer want to get?

☐ Thai massage ☐ Foot massage ☐ Body massage ☐ Oil massage

Conversation 3

Masseur: Hello, how are you?

Customer: Hello, I'm very well, and you?

Masseur: I'm quite terrible. I have foot pain.

Do you have _____?

Customer: _____, we do.

What type of massages a customer want to get?

☐ Thai massage ☐ Foot massage ☐ Body massage ☐ Oil massage

B. PAIR WORK – Practice the conversation.

Conversation 1

Masseur: Good Moring, Sir.

Customer: Good morning, how are you?

Masseur: I'm fine. How are you?

Customer: I'm very good.

Masseur: Would you like to have Thai massage, Sir?

Customer: Yes.

Conversation 2

Masseur: Hi, how are you doing?

Customer: Hi, I'm doing good, and you?

Masseur: I'm alright, Madam. I haven't seen you for a while.

Customer: Yes, it's been a while.

Masseur: Oil massage, Madam?

Customer: No, only body massage for today.

Conversation 3

Masseur: Hello, how are you?

Customer: Hello, I'm very well, and you?

Masseur: I'm quite terrible. I have foot pain. Do you have foot massage?

Customer: Yes, we do.

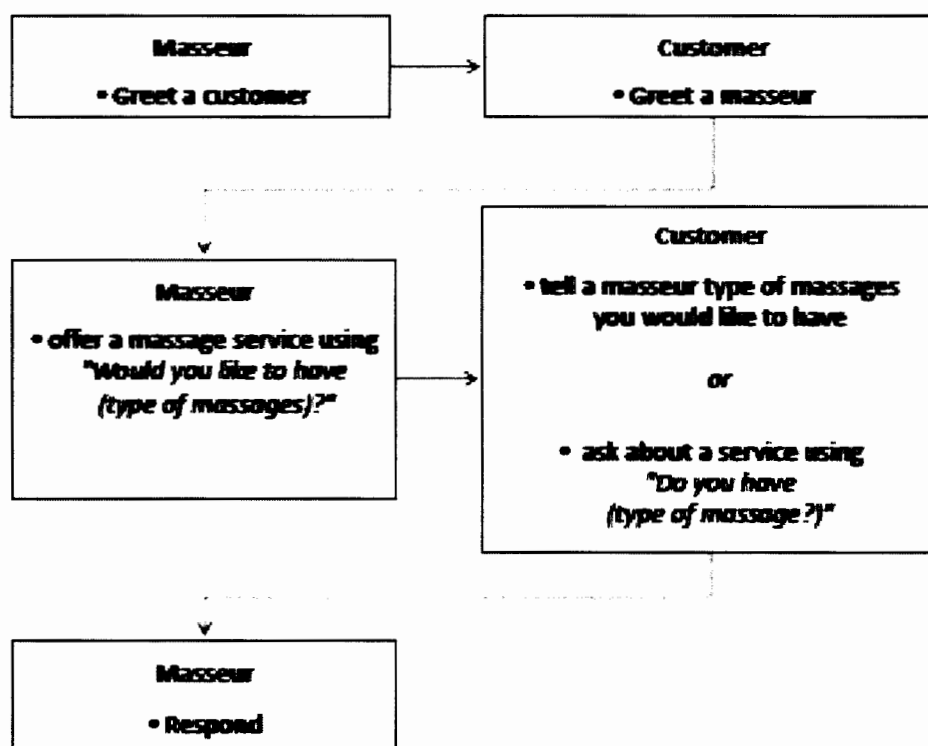
Language focus

Offering a service	Responding	Examples
Would you like to have <u>(type of massages)?</u>	Yes.	Masseur: Would you like to have Thai massage? Customer: Yes.
	No, thanks.	Masseur: Would you like to have Thai massage? Customer: No, thanks.

Asking about a service	Responding	Examples
Do you have <u>(type of massages)?</u>	Yes, we do.	Customer: Do you have foot massage? Masseur: Yes, we do.
	No, we don't. We have only Thai massage.	Customer: Do you have oil massage? Masseur: Sorry, we don't. We have only Thai massage.

ROLE PLAY – create a conversation by following the instruction below, then take turns.

Masseur choose type of massages that you service	Customer choose type of massages that you want
<input type="checkbox"/> Thai massage	<input type="checkbox"/> Thai massage
<input type="checkbox"/> Foot massage	<input type="checkbox"/> Foot massage
<input type="checkbox"/> Body massage	<input type="checkbox"/> Body massage
<input type="checkbox"/> Oil massage	<input type="checkbox"/> Oil massage



APENDIX E

Testblueprint

Testblueprint

Hour	Lesson		Vocabulary	Listening		Q&R	Item	score	Weight (%)
				Sentence	Conver- sation				
1	Greetings and services offered	Greetings				1	2	2	10
		Services offered				1			
2	Talking about the duration and price of a massage service	Time				1	2	2	10
		Money				1			
3	Rooms in the massage center and giving directions	Rooms in the massage center			1		2	2	10
		Giving directions			1				
4	Health conditions and giving suggestions	Body parts	10				10	2	10
5	Customer's health	Diseases and symptoms				1	2	2	10
		Checking a customer's health				1			
6	Customer's posture and body position for massage	Asking a customer to change posture and position		6			6	2	10
7	Making a request during the massage service	Making a request			1		2	2	10
		Asking to massage				1			
8	Things a masseur needs to check when giving a massage	Checking a customer			1		2	2	10
		Asking a customer's feedback			1				
9	Small talk	Common questions and responds				2	2	2	10
10	Payment, thanks and goodbye	Payment			1		2	2	10
		Thanks and goodbye				1			
Total			10	10	6	10	32	20	100%

APENDIX F

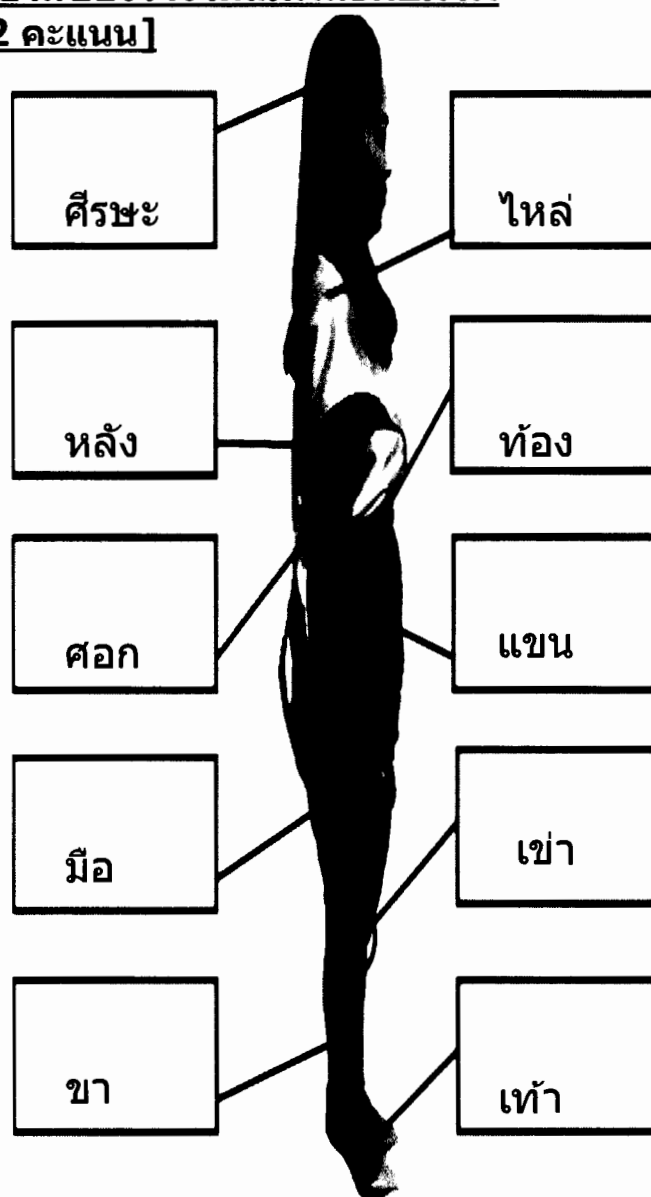
Example of Pretest and Posttest

Example of Pretest and Posttest

ข้อสอบ
(36ข้อ 20 คะแนน)

ตอนที่ 1. เติมตัวเลขในช่องว่างให้สัมพันธ์กับภาพ
[10 ข้อ 2 คะแนน]

1. Arm
2. Back
3. Elbow
4. Foot
5. Hand
6. Head
7. Knee
8. Leg
9. Shoulder
10. Stomach



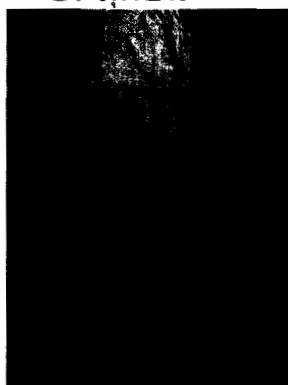
ตอนที่ 2 จงกาบบาทข้อที่ภาพตรงกับคำสั่งที่ได้ยิน
[6 ข้อ 2 คะแนน]

1. ◀ Please sit down.

A. นั่งลง



B. ลุกขึ้น



C. งอเข่า



2. ◀ Please lie on your back.

A. นอนตะแคง



B. นอนคว่ำ



C. นอนหงาย



3. ◀ Please turn to your left side.

A. พลิกไปทางซ้าย



B. พลิกไปทางขวา



C. งอเข่าขวา



4. ◀ Please lie on your stomach.

A. นอนตะแคง



B. นอนคว่ำ



C. นอนหงาย



5. ◀ Please stretch your legs.

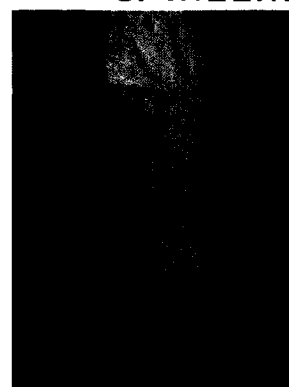
A. งอขา



B. ดึงขาขึ้น



C.เหยียดขา



6. ◀ Please lift your head.

A. ยกศีรษะ



B. ลดศีรษะลง



C. หันศีรษะ



**ตอนที่ 3 จงกาบทบาทคำตอบที่เหมาะสมที่สุดในการสนทนาระหว่าง
ลูกค้า(customer)และผู้นวด(masseur)
[10 ข้อ 10 คะแนน]**

1. Customer: How are you doing?
Masseur: _____.
A. I'm a masseur, what about you?
B. I'm working, what's up?
C. I'm good, and you?

 2. Masseur: _____.
Customer: Yes, I'd like to have a Thai massage for 2 hours.
A. Would you like to have a Thai massage?
B. What kind of massage do you like?
C. Do you have a Thai massage?

 3. Customer: How long does an oil massage take?
Masseur: _____.
A. Three hundred baht per hour.
B. Two O'clock in the morning.
C. One and a half hours.

 4. Customer: How much does it cost?
Masseur: _____.
A. It's one hundred baht for an hour.
B. It's only half an hour left.
C. It takes an hour.

 5. Masseur: Can I check your blood pressure?
Customer: _____.
A. Alright, go ahead.
B. Have a nice day.
C. You're welcome.
-

6. Masseur: _____.
Customer: I have heart disease.
A. What brings you in for a massage today?
B. Do you have any underlying health condition?
C. Can I have a massage today?
7. Masseur: Have you ever had a Thai massage before?
Customer: _____.
A. I don't have Thai baht cash.
B. I've been here for a week.
C. This is my first time.
8. Masseur: Can I have your name?
Customer: _____.
A. OK, I'm from Copenhagen, Denmark.
B. Yes, it's Russell Eastwood.
C. Yes, I have your name.
9. Customer: Thank you. Have a nice day.
Masseur: _____.
A. You're welcome. Have a nice day.
B. I'm fine. Thank you.
C. Thank you. Me too.
10. Customer: _____.
Masseur: Sorry, we accept cash only?
A. Can I pay by credit card?
B. Do I have to pay now?
C. Is there any discount?
-

**ตอนที่ 4 จงเติมคำตอบที่เหมาะสมที่สุดลงในช่องว่างโดยใช้
ตัวเลือกที่กำหนดให้ [6 ข้อ 6 คะแนน]**

- A. Please pay at the cashier.**
B. Please change your clothes.
C. Please go to the oil massage room.
D. Is it too hard?
E. Did you enjoy the massage?
F. Go straight and turn right.

At the reception (ที่แผนกต้อนรับ)

Receptionist: Good morning, may I help you today?

Customer: Good morning, I'd like to have an oil massage.

Receptionist: Well, (1) _____ on the second floor.

Customer: Alright.

In the oil massage room: before the massage (ก่อนการนวด)

Masseur: Madam, (2) _____ in the toilet.

Customer: Where is it?

Masseur: (3) _____. It's at the corner.

Customer: Thank you.

In the oil massage room: during the massage (ระหว่างการนวด)

Customer: Alright, I'm now ready.

Masseur: I'm going to start the massage.

Please let me know if you feel uncomfortable.

Customer: OK. Can you press a little bit harder?

Masseur: Sure. (4) _____

Customer: It's fine. Thank you.

In the oil massage room: after the massage (หลังการนวด)

Masseur: The massage is finished.

(5) _____

Customer: Yes, I really feel relaxed.

Do I have to pay now?

Masseur: (6) _____

Masseur: Thank you.

Customer: You're welcome.

APENDIX G
Speaking Test Rubric

Speaking Test Rubric

Level of achievement					
	1	2	3	4	5
Pronunciation	Pronunciation frequently unintelligible.	Frequent gross errors and accent make understanding difficult, require frequent repetition.	Mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	Occasional mispronunciations which do not interfere with understanding.	No conspicuous mispronunciations, but would not be taken for a native speaker.
Grammar	Grammar almost entirely inaccurate.	Constant errors showing control of very few major patterns and frequently preventing communication.	Frequent errors showing some major patterns uncontrolled and causing occasional misunderstanding.	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	Few errors with no patterns of failure.
Vocabulary	Vocabulary inadequate for even the simple conversation.	Vocabulary limited to basic personal and survival areas.	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	Professional vocabulary adequate to discuss special interests.	Professional vocabulary broad and precise.
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Speech is very slow and uneven except for short or routine sentences.	Speech is frequently hesitant. Sentences may be left uncompleted.	Speech is occasionally hesitant.	Speech is effortless and smooth.
comprehension	Understands too little for the simplest type of conversation.	Understands only slow, very simple speech on common topic; requires constant repetition and rephrasing.	Understands careful, may require considerable repetition and rephrasing.	Understands quite well normal educated speech, but requires occasional repetition or rephrasing.	Understands everything in normal educated conversation except for very low-frequency items or rapid speech.

VITAE

NAME Nutthaporn Thapsri

EDUCATION Doctor of Veterinary Medicine (D.V.M.), Faculty of Veterinary Science, Chulalongkorn University, 2008-2014

EXPERIENCE Veterinary Clinician, Najomtien Animal Hospital, Pattaya City, Chonburi Province, 2014-2015
Veterinary Clinician, Private Animal Clinic, Ubon Ratchatani Province, 2015-2016

ADDRESS Ubon Ratchathani Province

EMAIL nutthagift@gmail.com

