

Designing Business English Tasks to Improve English Speaking Skill for Thai Manufacturing Staff in Beginner Level

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Abstract

The objectives of this research were: 1) to develop tasks of business English for Thai manufacturing staff for beginner level, 2) to examine the effectiveness of the designed tasks by; 2.1) to investigating the improvement of students, 2.2) to examining how well students can do the designed tasks, and 3) to explore students' opinions towards using the designed tasks. To explore the content of the designed tasks, the researcher explored it by collecting needs results from a sample group of thirty participants whose English proficiency is at the beginner level of English at Hitachi Consumer Products (Thailand) company limited. In terms of evaluating the effectiveness of the designed tasks, the researcher investigated its effectiveness by implementing the designed tasks with the participants a period of five weeks. The instruments used were: 1) questionnaire of needs analysis, 2) designed tasks of sampled three units, 3) pre-test, post-test and unit tests 4) survey of opinions towards using designed tasks. The data were analyzed using a paired sample t-test, mean score and standard deviation comparing the scores of pre-test and post-test, including mode used to statistically compare scores of unit tests with pre-test and post-test. The results illustrated that after using the designed tasks, the students' needs of the most important contents were relevant to giving a presentations,

making a daily conversation and handling a telephone call. The results revealed that the students' mean score of their pre-test and post-test significantly improved, including most of the students increased their competencies on each designed during and post the implementation, and the majority of students expressed their opinions towards using the designed tasks at a 'strong' level.

Keywords: Task design, English speaking skill, English for manufacturing staff, Business English, English for specific purpose (ESP)

Introduction

Thailand is among the leading manufacturers in the ASEAN Region. One of the vital keys to Thailand 4.0's success is to improve human resources by producing specific workers for specific roles, and the strategy will be paramount in ensuring productive employment (Baxter, 2017). As a result, this issue has promoted the demand of English proficiency among Thai manufacturing staff, in addition, to provide the English for Specific Purposes course (ESP) for Thais who particularly work in the manufacturing industry. Business English and English for a specific purpose e.g. English for manufacturing will help to increase the workers to improve the skills required for them for their specific roles if they could perform the required job in English. It will help the employees to be confident if they can communicate well using the language related to functions of their profession and this is one of the indicators to achieve professional competitiveness (Čepon, 2015). Thailand as a leading manufacturing country needs manpower equipped with English for manufacturing staff to enable it to compete in the Asian region and in the whole world today and in the future. There is a need for ensuring proficiency in both general English and ESP particularly English for manufacturing staff in Thailand as research conducted indicated the standard of English in Thailand is very low (Wiriyaichitra, 2002).

In order to enhance English proficiency among Thai manufacturing staff, it is necessary to establish an effective learning design, particularly for beginners. Evan (2013) stated that business people acquire their communicative competence by using English and other languages at the workplace rather than by studying it in the classroom. Development of appropriate ESP teaching materials and task design will close that gap and provide students with a more practical and engaging learning experience. Many business English books contain relevant contents but are not adequate for manufacturing contexts. The business English materials also do not take into account the needs of non-native speakers (Hyde, 2013). In addition, we cannot expect to find any books that fit all contexts and interests of all the local workers. Thus, it will be nice if the ESP practitioners can

actually learn how they can design the tasks to be relevant to their context and responsive to their ESP students' interest, background and English level. According to (Conniving and Martines, 2003; Bao, 2013) no course book that fits all circumstances but teachers of ESP like English for manufacturing staff should be assisted in developing successful lessons. Moreover, the majority of business English contents tends to provide for minimum elementary level observed from various commercial textbooks whereas a higher demand group of English learners is a beginner level equivalent to Common European Framework of Reference in A1 level, verifying through the real in-company classes which are conducted for those manufacturing companies by the language center that the researcher works for each year. There should be deliberate efforts in researching and developing learning tasks designs for ESP (Basturkmen, 2014). There is always advantages of developing a task design of ESP such as English for manufacturing staff since it focuses on the learners need, no wastage of time, it is relevant to the learner, it is successful in imparting learning and it is more cost effective than General English (Dudley-Evans and John 1998) Thus, this situation motivated the researcher to design the business English tasks to improve English speaking skill for Thai manufacturing staff by focusing on the beginner level, to evaluate its effectiveness, as well as, to investigate the students' opinions towards the designed learning tasks.

Objectives

1. to develop tasks of business English for Thai manufacturing staff for beginner level, 2) to examine the effectiveness of the designed tasks by; 2.1) to investigating the improvement of students, 2.2) to examining how well students can do the designed tasks, and 3) to explore students' opinions towards using the designed tasks.

Methodology

The process of conducting this study consists of three phases. The first phase is the needs analysis. The second phase is the material development, and final phase is the implementation and evaluation of the designed tasks.

Phase 1: Needs analysis

The needs analysis design was based on Hutchinson and Water (1987) needs analysis model which advocated the target needs; necessities, lacks and wants. The target needs investigates why the language needed, how the language be used, what the content areas will be and who the learner will use the language with. Choices in the needs analysis provided are in relation to the theoretical

frameworks of competency-based which are aligned with Common European Framework of Reference in work-related (CEFR A2), as well as, the Regional Model Competency Standard: Manufacturing Industry (RMCS Manufacturing). The last aspect employed to design the needs analysis is the learning needs which are used to investigate why the learners are taking the course, how the learners learn, what resources are available and who the learners are in which learning styles VAK model was adopted.

Phase 2: Task Design

In this task design phase, this part was carried with six stages. The detail information of each stage is illustrated in the followings.

Stage 2.1: Exploring theoretical frameworks and related literatures

The overarching material design step is compatible with principles of Competency-Based Education (CBE) in order to guide in justifying the proper frameworks of the task design. Competency-based approaches to teaching and assessment offer teachers an opportunity to revitalize their education and training programs as it benefits in various aspects and have been observed at all levels and kinds of education and training, from primary school to university, and from academic studies to workplace training (Docking, 1994, p15), thus, the contexts of this study appears as a workplace training in which the competency-based approach is in line with this facet.

Furthermore, the Common European Framework of Reference or CEFR was adopted as a framework in the material design stage. As Cook (2011, p 146) cited that CEFR could apply to competency-based approach as the outcomes statements contained in the CEFR known as the ‘Can do’ statements. The CEFR framework is built around statements of learning outcomes at different levels of proficiency in relation to the skill of listening, speaking, reading and writing. Therefore, this research emphasized to develop materials for enhancing students’ speaking skills for beginners in relation to the content of work. The ‘Can do’ statements are grouped under three headings: Category A (Social and Tourist), Category B (Work) and Category C (Study), hence, focusing on “Work” Can do statements can be compatible with the expected competencies. As the target outcomes of this research were based on A2 level, the materials were designed based on A2 language level of speaking.

Another important framework to be applied in the task design of this study is the Regional Model Competency Standard: Manufacturing Industry (RMCS Manufacturing) emphasizing on the Manufacturing Functional Areas category in which “communicate effectively in the workplace” is a part of the core

competencies among manufacturing people who work in Asia and the Pacific. As the performance criteria to communicate effectively in the workplace stated in the Regional model competency standard to be aligned with the CEFR A2.

Stage 2.2: Process of task writing This study employed the proposed framework for developing materials for speaking skills according to Bao (2013) with five recommendations; 1) Conceptualizing learner needs, 2) Translating needs to subject matters and communication situations, 3) Identifying verbal communication strategies, 4) Utilizing verbal sources from real life, 5) Designing skill-acquiring

Stage 2.3: Connecting theoretical frameworks and needs analysis results

The information linking the proposed outcomes based on the theoretical frameworks with the results of needs analysis is illustrated in the Table 1.

Table 1. Connecting the proposed outcomes with the results of needs analysis

Proposed outcomes (Aligned with the frameworks)	Results of Needs Analysis
Students will be able to... - ask and talk about companies and departments - say numbers - book and order things - explain and discuss for solving problems - participate in discussion - give opinions - talk about job activities - ask for and offer help - participate in discussion - talk about schedule - give a presentation - deal with documents and correspondence - start and end a telephone call - leave a telephone message - say when something happens - plan a schedule - etc.	Proposed tasks(s) for implementation 1. Giving a presentation Structure of presentation - Starting, Presenting information and closing Language focus - Sequencing words in a presentation: Firstly, Secondly, Finally, etc. Situation - Presenting a company or department to visitors at the factory Vocabulary/Phrase focus - produce, provide, employ, develop, export Assessment - Scoring rubric (0-5) based on CEFR A2 - Type of speaking assessment is a presentation. 2. Talking about a typical day at work Language focus - Present simple tense in positive, negative statements and questions Situation - A typical day at workplace Vocabulary/Phrase focus - Every day activities i.e. start work, have a meeting, have lunch, etc. Assessment - Scoring rubric (0-5) based on CEFR A2 - Type of speaking assessment is an interview. 3. Calling and Receiving a Call Language focus - An appropriate English in making a telephone call - start and end a telephone call - ask for leave and offer to take a message Situation - Supplier request to speak to a Quality Assurance manager at a factory for a discuss about new design of a product Vocabulary/Phrase focus - Extension number, country code and area code - Can I....., please? Assessment - Scoring rubric (0-5) based on CEFR A2 - Type of speaking assessment is a role-play

Stage 2.4: Validity of business English speaking tasks

To validate the English speaking tasks designed, the tasks were validated using the evaluation form (Item-Objective Congruence Index, IOC) in order to ensure the content and construct validity and the appropriateness. The designed tasks were evaluated by three experts in the field of business English teaching. In

the evaluation form, level of difficulty, appropriate samples, clarity of tasks, questions and texts, layout and design, activities, contents and timing were examined. The whole evaluation form which were presented on a three rating scale; (-1), (0) and (1). The items with the scores higher than or equal to 0.5 were considered appropriate whereas the scores with lower than 0.5 were considered as inappropriate and had to be revised according to the suggestions of the experts.

Stage 2.5: Conduction of pilot study

After revising regarding the experts' comments, a pilot study was conducted prior to implementing the designed tasks so that the research could ensure that the initial version of the designed tasks, pre-test and post-test, unit tests, as well as, the survey of learners' opinions towards the designed tasks were all applicable to the study. Besides, the pilot study also aimed to specify components of the tasks designed which are needed to change and revise before applying to the main study.

Stage 2.6: Redesign of the tasks

The results obtained from the pilot study were employed to revise and redesign the designed business English tasks to improve speaking skill. Some parts of the tasks were needed to clarify and provide more details in directions of exercises, simplify language to suit with beginner level, give more examples of some exercises, and improve language accuracy in terms of word choices and grammar, including add more pictures to aid learners' visualizations.

Phase 3: Material implementation and Evaluation

The designed tasks were implemented with the 30 research participants who are at Hitachi Consumer Products (Thailand) company limited. The participants have taken English course organized by their company in which the researcher is a teacher of this group of learners. The duration of the implementation stage was five weeks. The steps in implementing the designed tasks are as follows.

Stage 3.1: Pre-test

The participants were tested their speaking skills before using the designed materials. The pre-test of this study was adopted from BULATS (Business Language Testing Service) in terms of specifications and overarching criteria of speaking assessment since BULATS is emphasized on business English and aligned with CEFR level which is well compatible with the framework of this study. The specifications of the BULATS are part 1 Interview, part 2 presentation and part 3 Communicative activity. The assessment criteria of the Pre-test is based on the BULATS criteria; accuracy, range, pronunciation, discourse management and interaction which are described by level A2-Waystage: marking scheme in

English speaking proposed by the Euroexam which particularly provides the can-do statements aligning with scoring rubrics of level A2, as well as, this set of the criteria topics; range and accuracy and fluency, coherence and pronunciation in line with BULATS's criteria which is illustrated in the Table 2.

Table 2. Marking scheme of English speaking used by CEFR Level A2 (derived from Euroexam)

Scale	Range and Accuracy	Fluency, Coherence and Pronunciation
5	Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks. Errors, although they may be frequent even when using simple language, do not significantly hinder communication	Can link ideas into clear, cohesive sentences although with noticeable jumpiness even in simple sentences. Pronunciation is intelligible in spite of evident foreign accent. Occasional mispronunciations put some strain on the listener but rarely impede communication.
4	Range of grammar, lexis and cohesive devices sufficient to adequately complete the tasks. Errors occur in simple sentences but they do not hinder communication.	Can express ideas understandably in simple sentences with considerable jumpiness. Pronunciation is intelligible in spite of evident foreign accent and inadequate ability to produce certain sounds which may tend to impede communication.
3	Range of grammar, lexis and cohesive devices sufficient to adequately complete the tasks. Repeated errors even in simple sentences but they do not generally hinder communication	Can communicate in simple sentences in spite of considerable jumpiness. Pronunciation is intelligible, although mispronunciations and inability to produce certain sounds may sometimes impede communication of the message.
2	Range of grammar, lexis and cohesive devices rarely sufficient to adequately complete the tasks. Many errors in simple sentences generally hinder communication.	Hesitation and inadequate ability to link ideas coherently causes strain on the listener. Inability to produce certain sounds generally impede communication.
1	Range of grammar, lexis and cohesive devices insufficient to adequately complete the tasks. Too many errors in simple sentences significantly hinder communication.	Frequent hesitation and inability to link ideas coherently causes great strain on the listener. Cannot produce simple sentences. Places strain on the listener.
0	Insufficient language for assessment	Insufficient language for assessment

Stage 3.2: Implementing the task and formative assessment

During the implementation period, the participants were tested by unit test which provided after every unit, each participant; therefore, took three unit tests. The unit tests were employed with the same assessment criteria of pre-test and posttest, however, each unit test was selected in relation to one aspect of BULATS patterns. For instance, assessment of the presentation topic is in line with the BULATS speaking part 2, the topic of daily conversation at work is related

to BULATS part 1; interview which the students will be asked and answer about their daily activities orally. Another topic assessment is telephone conversation which tends to be relevant with the BULATS part 3; communicative activity in which each pair of the students will do a role-play related to a telephone conversation. In terms of the unit tests, each unit was employed to compare Mode with the pre-test and post-test as the specification, including assessment criteria of each unit test mapped with pre-test and post-test.

Stage 3.3: Post-test and Questionnaire

At the end of the implementation period, all the participants took the post-test which is the same set with the pre-test of this study. In addition, the survey of the students' opinions towards the designed tasks was distributed.

Stage 3.4: Task Evaluation

The designed task evaluation was examined in terms of improvement of students' speaking skills and the students' opinions towards the designed tasks after using are; 1) Effectiveness of the designed tasks is to investigate students' improvements, the data was collected from the pre-test and post-test, and were statistically analyzed by using paired sample t-test to compare the student's test scores before and after using the developed materials in order to see whether there was a significant difference between them. Another part was to examine how well the students can do by collecting scores from each unit test in order to compare Mode with pre-test post-test. 2) Students' opinion is for evaluating the students' opinions towards the designed tasks after using, the questionnaires with the evaluation criteria based on Five Likert scale (5: Strongly agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree) was employed. The results of the evaluation were analyzed using a mean and standard deviation.

Instruments

The instruments used in this study were as the follows. 1) Questionnaire used to gather information of the participants in designing tasks, 2) Semi-structure interview was employed to explore more expectations from the participants' human resources manager and training staff to get the data set for the participants' opinions towards the use of designed tasks, 3) Three sample tasks designed, 4) Pre-test and Posttest, 5) Unit tests, and 6) Satisfaction survey.

Data analysis

To examine the effectiveness of the designed tasks, the data analysis was divided into two parts. The first is to investigate the students' speaking skill

improvement by comparing scores from pre-test and post-test through paired-sample t-test which is based on a quantitative data analysis. Another part used in examining the effectiveness of the designed tasks is to analyze Mode of each unit test and compare it with Mode of pre-test and post-test, including map the mode indicated with assessment descriptors which can be in line with a qualitative analysis. In additions, the results of students' opinions after using the materials, the data was statistically be analyzed by 'Mean' to determine their opinion levels overarching the work aspects and language aspects towards the designed tasks. Each of the aspects rated 4.51-5.00 is 'strongly agree', 3.51- 4.50 is 'agree', 2.51-3.5 is 'neutral, 1.51 2.50 is 'disagree' 1.00-1.50 is 'strongly disagree'. To reflect the students' positive opinions towards the designed tasks, Mean of the opinion level is at least agree level.

Results

To investigate the effectiveness of the designed tasks, the statistics of the pre-test and post-test scores analyzed by the paired sample t- test is presented in the Table 3.

Table 3. Paired Samples Test of the pre-test and post-test scores

		Paired Differences							
		Mean	SD	SE	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	Pre-Test (10) - Post-Test (10)	-2.367	.890	.162	-2.699	-2.034	-14.566	29	.000

*p<0.05, null hypothesis will be rejected. Hypothesis Null hypothesis: (Ho: $\mu_d = 0$) Alternative hypothesis: (Hi: $\mu_d \neq 0$) Where, d = mean difference between Pre-test (10) and Post-test (10), Level of significance: $\alpha = 0.05$

From the Table 3, variable Total (10pts.) for Pre-test and Post-test are used to find out true mean difference with the help of paired sample t-test technique. According to the results test statistics the post-test mean score of speaking skill was higher than the pre-test mean score at 2.367. The t-value was 14.566 with 29 degree of freedom (n=30), and its significant p-value is 0.000 which is less than level of significance in this situation null hypothesis will be rejected and results shows that mean difference between total of Pre-test and Post-test variables are not equal to zero $\mu_d \neq 0$ and its mean value is -2.367 with standard deviation of

0.890, therefore, there is a significant mean difference between both variables. Thus, it can be concluded that there was a significant difference between the pre-test and post-test mean scores of speaking skill test at a significance level ($p < 0.05$). As a result, the students had improved their speaking skills after using the designed tasks to improve speaking skill for Thai manufacturing staff.

When it comes to the effectiveness of the designed tasks during the implementation in which how well most of the students can do the each task comparing each of unit test with the pre-test and posttest. The criteria were specified based on descriptions of scale ranked (0-5) based on range and accuracy (5), and fluency, coherence and pronunciation (5); the total score is (10) for each test.

Table 4. Effectiveness of the designed tasks; how well students can do on the designed tasks

Unit Test/Type of Assessment	Mode (Pre-test)	Mode (Unit Test)	Mode (Post-test)
Presenting your factory (Giving a presentation)	2	3	5
Can do statements	Range and Accuracy: Range of grammar, lexis and cohesive devices rarely sufficient to adequately complete the tasks. Many errors in simple sentences generally hinder communication.	Range and Accuracy: Range of grammar, lexis and cohesive devices sufficient to adequately complete the tasks. Repeated errors even in simple sentences but they do not generally hinder communication.	Range and Accuracy: Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks. Errors, although they may be frequent even when using simple language, do not significantly hinder communication
	Fluency, Coherence and Pronunciation: Hesitation and inadequate ability to link ideas coherently causes strain on the listener. Inability to produce certain sounds generally impede communication.	Fluency, Coherence and Pronunciation: Can communicate in simple sentences in spite of considerable jumpiness. Pronunciation is intelligible, although mispronunciations and inability to produce certain sounds may sometimes impede communication of the message.	Fluency, Coherence and Pronunciation: Can link ideas into clear, cohesive sentences although with noticeable jumpiness even in simple sentences. Pronunciation is intelligible in spite of evident foreign accent. Occasional mispronunciations put some strain on the listener but rarely impede communication.

Unit Test/Type of Assessment	Mode (Pre-test)	Mode (Unit Test)	Mode (Post-test)
Talking about your day (Interview)	2	5	5
Can do statements	Range and Accuracy: Range of grammar, lexis and cohesive devices rarely sufficient to adequately complete the tasks. Many errors in simple sentences generally hinder communication.	Range and Accuracy: Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks. Errors, although they may be frequent even when using simple language, do not significantly hinder communication	Range and Accuracy: Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks. Errors, although they may be frequent even when using simple language, do not significantly hinder communication
	Fluency, Coherence and Pronunciation: Hesitation and inadequate ability to link ideas coherently causes strain on the listener. Inability to produce certain sounds generally impede communication.	Fluency, Coherence and Pronunciation: Can link ideas into clear, cohesive sentences although with noticeable jumpiness even in simple sentences. Pronunciation is intelligible in spite of evident foreign accent. Occasional mispronunciations put some strain on the listener but rarely impede communication.	Fluency, Coherence and Pronunciation: Can link ideas into clear, cohesive sentences although with noticeable jumpiness even in simple sentences. Pronunciation is intelligible in spite of evident foreign accent. Occasional mispronunciations put some strain on the listener but rarely impede communication.)
Handling the phone call (Role-play)	2	5	5
Can do statements	Range and Accuracy: Range of grammar, lexis and cohesive devices rarely sufficient to adequately complete the tasks. Many errors in simple sentences generally hinder communication.	Range and Accuracy: Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks. Errors, although they may be frequent even when using simple language, do not significantly hinder communication	Range and Accuracy: Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks. Errors, although they may be frequent even when using simple language, do not significantly hinder communication

Unit Test/Type of Assessment	Mode (Pre-test)	Mode (Unit Test)	Mode (Post-test)
	Fluency, Coherence and Pronunciation: Hesitation and inadequate ability to link ideas coherently causes strain on the listener. Inability to produce certain sounds generally impede communication.	Fluency, Coherence and Pronunciation: Can link ideas into clear, cohesive sentences although with noticeable jumpiness even in simple sentences. Pronunciation is intelligible in spite of evident foreign accent. Occasional mispronunciations put some strain on the listener but rarely impede communication.	Fluency, Coherence and Pronunciation: Can link ideas into clear, cohesive sentences although with noticeable jumpiness even in simple sentences. Pronunciation is intelligible in spite of evident foreign accent. Occasional mispronunciations put some strain on the listener but rarely impede communication.

Opinions of students towards the designed tasks

At the end of the implementation, the participants were asked to rate their opinions towards the designed tasks as well as provide some comments as the results shown in the Table 5.

Table 5. Results from the opinion survey

Item	Criteria	Mean	SD	Interpretation
1.	Content			
1.1	Content is aligned to learning objectives.	4.07	0.75	Agree
1.2	Content is in relation to the field of manufacturing industry.	4.03	0.66	Agree
1.3	Content is in accordance with background knowledge and experiences of the students.	4.13	0.76	Agree
1.4	Visual aides are provided to activate learning.	4.07	0.63	Agree
1.5	Exercises provide clear directions and examples.	4.20	0.65	Agree
2.	The organization of the content			
2.1	The content is precise and easy to understand.	4.13	0.72	Agree
2.2	The content is well ordered from little too much information and from easy to difficult.	4.20	0.48	Agree
2.3	The length of each unit is appropriate in view of the theme.	4.17	0.69	Agree
2.4	There is a link between sections and unites in each unit.	4.03	0.60	Agree
2.5	Enough space is provided for taking notes of useful information in the lesson.	4.17	0.73	Agree
3.	The language use			

Item	Criteria	Mean	SD	Interpretation
3.1	The language use is simple, precise, correct, unambiguous and comprehensible.	4.20	0.79	Agree
3.2	The language use is appropriate to activities and units	4.17	0.64	Agree
3.3	The vocabulary and expression use is relevant to students' background knowledge and experiences.	4.03	0.75	Agree
3.4	The vocabulary and expression use is relevant to the manufacturing industry field.	4.23	0.76	Agree
3.5	The language use is practical in a real life application	4.13	0.67	Agree
4.	Exercises and activities			
4.1	Activities are relevant to the objectives of each unit.	4.30	0.74	Agree
4.2	Exercises or activities are relevant to content of a unit.	4.10	0.65	Agree
4.3	Activities stimulate students' thinking and understanding	4.23	0.67	Agree
4.4	Activities help to increase students' confidence.	4.40	0.55	Agree
4.5	Scoring rubrics provided for assessing are appropriate.	4.33	0.54	Agree
Mean	4.17	0.67	Agree	

According to the Table 5, the overall students' opinion of the designed tasks of business English to improve speaking skill for Thai manufacturing staff who have beginner level is illustrated in a 'Agree' level (Mean = 4.17, SD = 0.67). Consequently, the survey results can be concluded that the students had the positive opinions towards the implementation of the deigned tasks. Since the students approved that the designed tasks enabled their post-test scores increased. In addition, most of the students agreed that the content, the organization of content, language use and activities in the tasks designed were presented in the suitable and relevant the objectives, manufacturing contexts, levels of language, assessments, including helping students to increase confidence. Therefore, the students reflected that they had more positive views towards English language learning after the using the designed tasks.

Discussion

The researcher aimed to design teaching and learning design tasks for ESP to meet the context of Thai manufacturing staff whose English proficiencies are in a beginner level or they are basic users of English equivalent to A1-A2 in the Common European Framework of Reference (CEFR). The learning design tasks were to be designed since the availability of commercially produced materials, particularly for speaking skill development are still inadequate and irrelevant for this group taken to be account as the majority group of Thai manufacturing staff. Questionnaires were used to collect data concerning the attitude of learners

towards the learning task design. The findings of this study showed that students had improved their speaking skills after using the designed task to improve speaking skills for Thai manufacturing staff. The study also showed that students have shown positive opinions and views towards the implementation of the learning design task. Developing learning tasks for English of Thai manufacturing staffs equips the learners with specific skills and it will give the country more opportunities to compete internationally. Some studies have shown that the existing materials for ESP teaching don't have relevant and adequate information concerning English for manufacturing staff (Hyde, 2013). Some studies have shown that there is no course book for English for Specific Purpose fit for all circumstances e.g. English for Thai manufacturing staff. Some researches show that developing of learning design task for ESP have various advantages such as, they are cost-effective, no wastage of time, equips the learner with specific skills among various. The study also tended to underpin the teachers designing ESP in a manufacturing aspect, thus, educational institutes that utilize the recommendations derived from this study would be able to train students in a better direction in order to meet the expectations of multinational workplaces and environments.

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