

**DEVELOPING AN ENGLISH INSTRUCTIONAL  
MODEL USING LESSONS FROM WEBSITES  
FOR OFFICE CLERKS**

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ENGLISH INSTRUCTIONAL MODEL/WEBSITES/INSTRUCTIONAL DESIGN

The study described the development and monitored the implementation of an English instructional model using websites for the office clerks at Kasem Bundit University. The purposes of this research were to document its development in a workplace setting, to examine its effectiveness and to explore the participants' opinion towards its efficiency. The participants included two trainers and 22 Kasem Bundit University (KBU) office clerks working full-time in various divisions and departments in the academic year of 2006-2007. The instruments used for data collection were TOEIC pretest and posttest, the questionnaire , the structured interview, and weekly journal entries.

The data revealed that 1) the scores of TOEIC post-test were significantly different from the pre-test at the level of .05, indicating the participants' higher English language proficiency, 2) the office clerks' opinions towards English instructional model using lessons from websites were highly positive.

The result of this study provided a better understanding of the development and implementation process of the English instructional model using lessons from websites in a workplace. Suggestions for future implementation and research were provided.

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งานวิจัยนี้บรรยายการพัฒนาและทดลองรูปแบบการสอนภาษาอังกฤษที่ใช้บทเรียนจากเว็บไซต์สำหรับผู้เรียนที่เป็นพนักงานที่ทำงานอยู่ในสำนักงานต่าง ๆ ของมหาวิทยาลัยเกษมบัณฑิต จุดมุ่งหมายของการวิจัย คือ เพื่อพัฒนารูปแบบการสอนภาษาอังกฤษโดยใช้บทเรียนสำหรับเจ้าหน้าที่สำนักงาน และเพื่อสำรวจความคิดเห็นของผู้เรียนที่มีต่อรูปแบบการสอนภาษาอังกฤษที่ใช้บทเรียนจากเว็บไซต์ กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้คือเจ้าหน้าที่สำนักงานมหาวิทยาลัยเกษมบัณฑิต จำนวน 22 คน เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบทดสอบ TOEIC แบบสำรวจเจตคติ แบบสอบถาม แบบสัมภาษณ์ และการเขียนเล่าประสบการณ์การเรียนรู้ในแต่ละสัปดาห์ ผลการวิจัยพบว่า 1) คะแนนสอบของนักศึกษาที่ได้จากการทดสอบหลังการสอนสูงกว่าคะแนนที่ทดสอบก่อนการสอนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) เจ้าหน้าที่สำนักงานส่วนใหญ่มีความเห็นในเชิงบวกต่อรูปแบบการสอนภาษาอังกฤษที่ใช้บทเรียนจากเว็บไซต์นี้ ผลที่ได้จากงานวิจัยนี้ทำให้เข้าใจกระบวนการเรียนการสอนของผู้เรียนที่เป็นผู้ใหญ่ในสถานประกอบการโดยการใช้บทเรียนจากเว็บไซต์มากขึ้น งานวิจัยนี้มีข้อเสนอแนะสำหรับรูปแบบการเรียนการสอนและการวิจัยในอนาคตด้วย

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the problem**

It is necessary for office clerks working in the workplaces including educational institutes and firms to use English when doing their jobs and duties such as answering telephone, bookkeeping, typing or word processing, operating office machines, reading documents, doing correspondence and accessing the Internet for related information. According to their jobs, it appears that the office clerks need to use the four skills of English: listening, speaking, reading and writing. However, office clerks in Thailand, since they are in the EFL context, face difficulties in using English in all the necessary skills.

First, they cannot converse fluently and accurately with foreign customers in various situations. Frequently, the office clerks have to contact foreign customers and clients but they have problems communicating with them in English. They do not understand the customers' needs and cannot converse comprehensively. Therefore, some firms may lose a lot of profit (Greg, 1999)

Second, some office clerks cannot read English letters, memorandums and other documents sent to their department, and they do not fully comprehend what the customers and people want. Since they do not understand the English documents, they are not confident of using English in response to the clients and demands (Rinswat,

(1996). Reading and writing skills seem to be a crucial problem for office clerks in most workplaces. One key reason seems to be the conflicting demands upon their time.

TOEIC (2004) research centre reported that staff working in the workplace do not have time to improve their English language as well as taking care of the family. The problems mentioned are the reasons why they lack of opportunity to practicing English language.

The major reasons why office clerks cannot use English efficiently have been cited (McCarthy, 1996; Ayani, 1996; Kung & Chuo, 2002). Firstly, they have limited knowledge of vocabulary and grammar (McCarthy, 1996; Ayani, 1996) because of a lack of training and practice in their workplace. Therefore, they are afraid of making grammatical mistakes, particularly when speaking. Their poor grammar and limited vocabulary have led to their inability to read and write. Secondly, inexperience in using a wide range of vocabulary and poor reading and writing affect their English language proficiency (Kung & Chuo, 2002). Thirdly, office clerks often have little or no time to develop their English language proficiency in order to use it in their jobs (TOEIC, 2004). Thus, office clerks have little confidence to speak or write since they have little knowledge and skills of English.

Generally, many Thai firms and educational institutes recruit qualified staff who have a high level of English proficiency. As shown in the classified advertisement section in both Thai and English newspapers, most vacant positions require a good command of English. That is, the ability to use English fluently and accurately including listening, reading, speaking and writing is a pre-requisite for many advertised positions. Additionally, an English language standard score is always required as evidence to prove the English proficiency of the candidate. For example,

Thai International Airways (2000) requires at least a total score of 550 on the TOEIC language proficiency test while the Seagate Company (2000) needs at least 500 on the same test, as do Assumption University (ABAC) and Kasem Bundit University. It is expected that the staff who have scores at or above these standards can perform their duties well in their jobs.

It is clear that there is an urgent need to develop the English language skills of office clerks in a variety of workplaces. The present study seeks to proffer a low-cost solution to this issue in the form of online English language instructional resources.

At present, there are many on-line English language resources on the Internet. These valuable computer resources have the capacity to help learners learn successfully. For example, the learners can practice listening by themselves by listening to words, phrases, sentence, and short stories through web sites such as: <http://www.starfall.com>. Learners can also practice reading from a variety of reading selections appropriate for their English proficiency level. In addition, by sending messages to a friend, teacher, or others, they can have more experience in writing through web sites such as: <http://www.onestopenglish.com/freeresources>. Furthermore, there are on-line web sites such as [www.1-language.com](http://www.1-language.com) <http://www.nwt.literacy.ca/northemedge/> and [www.thewclc.ca/edge/](http://www.thewclc.ca/edge/) or [bbclearningenglish.com](http://bbclearningenglish.com) where learners can practice a single skill or integrated skills. Finally, through e-learning, the learners can self-study according to their field of interest.

These online websites are important resources to improve the office clerks' or other interested people's ability to learn English by themselves. It is widely accepted that online websites play a leading role in adults' language learning. However, there is little evidence to support this claim. It would be interesting to construct an English

instructional model by integrating the online websites and find out whether this model is effective and could be implemented with office clerks in an ESP setting. This is especially important for office clerks who see the needs for developing their English proficiency to meet the need of their organizations, but lack the opportunity to learn in an actual classroom. Therefore, it is hoped that an English instructional model based on self-study with online resources will not only help the office clerks in different workplaces, such as the educational institutes and firms to improve their English proficiency but also equip them with the strategies for self-directed learning.

## **1.2 The Purposes of the Study**

The purposes of this research study were three-fold:

1. to develop an English instructional model for office clerks using online websites;
2. to implement an English instructional model for office clerks using online websites;
3. to investigate office clerks' opinions towards an English instructional model using online websites.

## **1.3 Research Questions**

1. Do office clerks have higher English language proficiency level after Learning through an English instructional model using online websites?
2. Do office clerks have a more positive opinion towards an English Instructional model using online websites?

## **1.4 Significance of the Study**

This study was important for several reasons. First, developing an English instructional design using online websites was able to help organization members develop their English language proficiency to a high competence level. Second, this English instructional model became an example for developing other staff language proficiency in the workplace where English was a medium of communication. Third, teaching English language using online websites was able to encourage participants to increase their knowledge in other fields by self-directed learning through web-based learning. Therefore, the knowledge gained from this study shed light on an application of “online websites” with whoever worked as staff developing their English skills in a workplace. Such knowledge effected to the changes in teaching English that benefits the language learners. Additionally, firms, institutes, and workplaces gained indirect benefits if the staff developed their English language proficiency.

## **1.5 Definition of term**

### **1.5.1 Online websites**

Online websites are electronic materials which are provided on the Internet in HTTP (Hyper-Text Transport Protocol) format for teaching and learning English language. The online websites of this study mean English instructional tools which are selected by considering five main criteria (Olin and Uris Libraries, Cornell University, Ithaca NY.)



## **1.6 Summary**

In this chapter, the researcher describes the statement of problems and significance of the study. This was followed by the purposes of the study, research questions, the scope and limitations of the study, and the definition of a term.

## **CHAPTER 2**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Introduction and Purpose of the Chapter**

It is not necessary to provide English instruction only in classrooms. Language learners can learn anywhere and anytime on the Internet. Higher education institutions, nowadays, transmit learning content to corporate office “campuses” as well as directly to the World Wide Web and other communication media to learners desiring the anytime-anywhere approach to education. While businesses are also turning to the online websites to help whoever needs to practice and increase his/her English language. Not only they can read on the screen but also can listen and check the answers at the same time as well as sending the feedback to the providers. In just two years businesses have driven the web-based training market up by 20% (Barrett-Murie, 1996). The web helps to reduce travel expenses, reduce the time involvement of employees, provides a consistent message to all locations and permits “Just-in time” training (McGee, 1998; Barrett-Murie, 1995).As mentioned that learners can learn English anywhere-anytime on the Internet, most of educational institutes provide their course content that staffs, students, or employees want and need to develop their English language. These online websites are distributed on the Internet both free webs and pay webs. However, there are many free online websites to support people desiring to learn English whether listening, speaking, reading, or writing as well as offering several materials such as multimedia, animation, or linking system.



This literature presented various theories for models of instructional design of teaching English for office clerks using online websites. There were four major sections in this chapter. The first section reviewed the literature on instructional theory and design, such as Constructivist theory of instruction, Merrill's component display theory, Keller's ARCS theory, Gagne and Briggs' s theory, and Dick and Carey's theory. The second discussed the literature on models of instructional design (MID) and instructional design process. The third discussed the literature related to teaching and learning English through online websites that deal with self-study language learning and integrated online websites for English language teaching. The fourth reviewed literature dealing with language learning of adult learners.

## **2.2 Theories of language Instruction**

Instructional theories was created as the basis of general strategies for improving the likelihood of learning by arranging instructional experiences directly suited to the learners' ability to learn (Wagner, 1994). Each instructional theory prescribed interventions to improve learning and performance. Each theory often shared similar concepts, sometimes referring to similar ideas with different names. Among the better known theories were Reigeluth' s Elaboration Theory of Instruction (Reigeluth and Stein, 1983), Merrill' s Component Display Theory (1983), and Keller' s ARCS (Attention, Relevance, Confidence, Satisfaction) theory (1983), (as cited in Gazda, 1998).

Reigeluth' s Theory was largely based on the elaboration theory of memory, with its emphasis on providing a structure for the presentation of information that facilitated the encoding and retrieval of that information in application contexts. The

emphasis was on a “big picture” framework for enhancing the meaningfulness of the information (Reigeluth, 1997). However, this theory seemed different from Merrill’s Component Display Theory (1983) which was largely based on issues of practice and on the provision of feedback opportunities. “The learner experience may include many examples and non-examples of the concepts, which can be effectively presented using the video medium. (Savenye, 1990). This theory also encouraged informational and corrective conformational feedback as well as opportunities for rehearsal and practice; it was intended to enhance the meaningfulness of information by emphasizing elaborative and multiple presentation forms.” (Wagner, 1994) Both of the two instructional theories focused on elaboration and multiple presentation forms.

In addition, “Keller (1983) created his ARCS theory that looked beyond the specific concerns of knowledge and skills acquisition towards a systematic framework for incorporating motivational strategies in instruction“(Wagner, 1994). Expanding the letters of the ARCS acronym, learning enhanced with instructional designs that were constructed to capture Attention, emphasize Relevance of the information, Confidence of learners, and promote Satisfaction with performance (Keller, 1983). According to these four conditions, the researchers had to be met in order for people to become and remain motivated. The first one was attention which students’ attention was a prerequisite for learning that should be concerned with getting and maintaining attention. Getting attention was usually pretty and easy, however, sustaining it was able to be difficult. The second involved making the instruction seem relevant to learners’ present and future needs. It was not always enough to tell students, “You’ll need this in the future.” Many students, especially younger ones, lived in the present and were not concerned with future needs, so the researchers had to seek ways to

make their instruction seem relevant to their present needs. This condition was known as “Relevant”. The third was “confidence” that was able to influence students’ persistence and accomplishment. Confident people tended to attribute their successes to their ability and effort instead of luck, and believed that they were able to accomplish their goals through their actions. Unconfident people had a greater fear of failure. Strategies had to be employed that gave students the impression that if they put forth effort they were able to succeed. The final condition was “satisfaction” which involved making people feel good about their accomplishments. People felt more confident if they were made aware of the tasks and the reward for success and, if an appropriate reinforcement schedule was used. It was also important to make students feel they were controlled over the behaviors that led to the reward.

Most instructional models relied on a set of steps to produce an effective result (Hannafin & Peck, 1988). The features generally included stages for planning, development, and testing. Gagne (1996) believed learning was cumulative. Skills were built on other skills to achieve higher levels of learning, and this was developed by teachers and instructional designers through planned or directed learning. Gagne did not believe that learning was maturational, or dependent on age. Directed learning assumed that learning was sequential, universal, determinable, countable, and objectively defined, hence the Nine Events of Instruction were developed. Gagne’ and Briggs (1992) developed a theory of instruction that outlined nine events of instruction as follows:

- |  |                              |
|--|------------------------------|
| 1. Gaining attention                   | 6. Eliciting the performance |
| 2. Informing learner of the objective  | 7. Providing feedback        |
| 3. Stimulating recall of prerequisites | 8. Assessing the performance |
| 4. Presenting the stimulus material    | 9. Enhancing retention and   |
| 5. Providing learning guidance         | transfer                     |

Gagne' s Nine Events of instruction are ordinal in nature; however, it is recognized that every step was not mandatory (Welter, 1998).

In addition, Dick and Carey (2001) used a systems approach for designing instruction which became one of the best well-known model. Its approach to designing instruction was similar to that of software engineering. The model described all the phases of an interactive process that started by identifying instructional goals and ends with summative evaluation. This model was applicable to give a sequence of the instructional process across a range of context areas and users.

According to Gagne' and Briggs' s media selection diagram (Briggs & Gagne, 1983), Merrill and Goodman' s strategy and media selection technique (Merrill and Goodman, 1972), and Dick and Carey' s instructional system design (Dick and Carey, 2001), the researcher applied the theories and creates an instructional model for office clerks' English language teaching and learning that consists of various components such as needs assessment, goals setting, performance objective setting, lesson planning, validity and reliability, presentation and evaluation.

## **2.3 Instructional Design**

### **2.3.1 Models of Instructional Design (MID)**

Models for instructional design provided procedural frameworks for the systematic production of instruction. They incorporated fundamental elements of the instructional design process including analysis of the intended audience or determining goals and objectives (Braxton, 1995). An instructional design model gave structure and meaning to an instruction design problem, enabling the would-be designers to negotiate their design task with a semblance of conscious understanding. Models helped to visualize the problem, to break it down into discrete, manageable units. A model should be judged by how it mediated the designer's intention, how well it could share a work load, and how effectively it shifted focus away from itself toward the object of the design activity (Ryder, 2001). Instructional models prescribed how combinations of instructional strategy components should be integrated to produce a course of instruction (Braxton, 1995).

A variety of ID models have evolved over the years to represent applications among diverse learner audiences and distinct educational contexts (Edmonds, Branch & Mukherjee, 1994; Gustafson, 1991). These models have generated a wealth of research data that had many implications for instructional design practices and theory development (Richey, 1986). However, an instructional design model that was designed as an instructional systematic approach was nowadays applied to use with appropriate technologies such as computer programs, the Internet, or on-line web sites (Warschauer, 1997). The English instructional model was expected to develop learners' language proficiency. At present, the variety of instructional models was applied for teaching English language. An instructional model which was used for

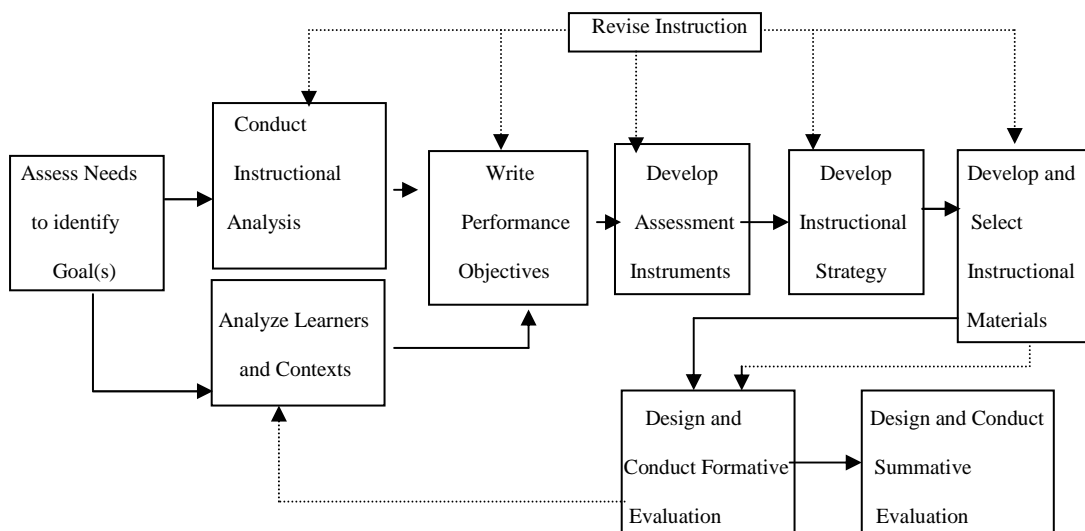


developing English language teaching was Dick & Carey's instructional design model (2001). It was a learner-centered model. The fact that it was a systems model implied it was more involved with instructional development than design. One of the limitations of this model was that learners' learning behavior was not considered.

Some critics felt that the systems approach was too focused on specific objectives to be successfully applied to the development of instruction, which supported higher level thinking and the active construction of knowledge by learners. However, advocates of the systems approach disputed this and believed the systems approach could be effectively employed to set appropriate goals and construct learning environments that facilitated the attainment of those goals (Merrill, Li, & Jones, 1990). Furthermore, the 1996 version of the model (the original model was introduced in 1968) included many important changes. For instance, Dick and Carey considered the impact of performance technology on the derivation of instructional goals, as well as increased focus on the content of learning. The front end analysis had a focus on instructional and learner analysis, which was very appealing, although this model was very linear. Although Dick and Carey's instructional design model was employed with various subjects and learners, it was never designed for English language learners. This research expected that this teaching model could develop the office clerks' English language proficiency.

Dick and Carey's Systematic Design of Instruction was an instructional model that was appropriate with adult learners and emphasized practices that were classified into ten categories, as follows: 1) Assess needs to identify goal (s); 2) Conduct instructional analysis; 3) Analyze learners and contexts; 4) Write performance objectives; 5) Develop assessment instruments; 6) Develop instructional strategy; 7)

Develop and select instructional materials; 8) Design and conduct the formative evaluation of instruction; 9) Revise instruction; and 10) Design and Conduct summative evaluation. When the model was integrated with online websites and classroom assignments, their research became an instructional model that could develop learners' English language proficiency (Ling & Chang, 2003). The following diagram summarized Dick' and Carey' s instructional system design:



(Source: Dick and Carey (2001) **The Systematic Design of Instruction**, Longman, London)

### 2.3.2 Instructional Design: An Applied Model

Instructional Systems Design (ISD) has its roots in behaviorism and systems thinking (Reigeluth, 1999). Formal models of instructional design usually describe a step-by-step prescriptive procedure for designing instruction. Materials based on such designs were often meant to be “assured” because output from each element of the model was carefully linked to the others in a progressive, systematic

process. Possibly the best example, and most widely used of these models, is the model proposed by Dick and Carey (1990). Indeed, this model and subsequent similar models have been in use by professional designers since its first appearance around 1985.

Since this research was based upon the Dick and Carey's Instructional Design so it was studied seriously. Dick and Carey model, like others of its kind, has several specific elements. The elements are presented in a step-wise flow chart that is meant to be iterative at many points for revisions and refinements. This study discusses the model here as a means of introducing it to those of you who are unfamiliar with the field. These are the elements which are often referred to any research:

The first element is a needs assessment, which is meant to determine whether the need for instruction actually exists and what the nature of the instruction should be. Needs assessment is critical in most new design situations and particularly when new curriculum is being introduced. For formal instructional design, this almost takes on the characteristics of a market survey as well as an assessment of instructional need.

The second and third elements are a task analysis and an analysis of the learners and their characteristics respectively. These are often conducted at the same time to match tasks with learner skills. The goals of instruction are first identified. The goals are then broken into several large tasks that are broken into smaller component skills depending on the entry level skills of the targeted learners. And, true to ISD's connection to systems thinking, most task analysis models look very much like flow charts for computer programming. The analogy is the human/computer similarities in performing tasks and using inductive thinking.

The model next moves the designer into identifying performance objectives and developing assessment instruments. This makes sound pedagogical sense: first, the objectives written as measurable behavioral performance objectives based on the goals of instruction, and then decide how it will be assessed whether or not learning has taken place. Performance objectives and assessments are directly connected to behaviorism, though as had already known, matching the goals and objectives to assessments is good practice no matter which learning theories you follow. The problem many teachers have is keeping the goals and the skills you taught to meet the goals, and how students' progress through the materials is related to assessment.

### **2.3.3 Instructional design process**

There were many models of the instructional design process that dealt with language learning activities. Initially, instructional design emerged from behaviorist psychology (Burton, Moor, & Magliaro, 1996), especially from B.F. Skinner's concept of the teaching machine. The correct arrangement of stimuli, behaviors, and reinforcers were believed inevitably to cause learning. This assumption still strongly influenced the practice of instructional design (Gagne, Briggs, & Wager, 1992).

Early models of instructional design were intended to be universal. The same approach that Skinner used to teach pigeons to play ping-pong was thought to be appropriate to training military recruits to handle their rifles, junior high school students to do algebra, and infants to speak their native languages. Over time, design models have become more differentiated. Gagne, Briggs, and Wager (1992) suggested different approaches for cognitive, affective, and psychomotor goals. A distinction between education and training has become more prevalent (Leshin, Pollock &

Reigeluth, 1992). While behavioral outcomes were still emphasized, more attention was now given to the knowledge structures that resulted from learning ( Adler, 1998; Gagne, Briggs, & Wager, 1992; Leshin, Pollock & Reigeluth, 1992). Where earlier work emphasized matching the instructional medium to the instructional context (Kemp & Smellie, 1994), increased emphasis was now given to matching media to the learning styles of individuals (Park, 1996).

Most models of the instructional design process ( Flagg, 1990; Gagne, Briggs, & Wager, 1992; Heinich, Molenda, Russell, & Smaldino, 1999; Leshin, Reigeluth, & Pollock, 1992; Dick and Carey, 2001) included design and development stages similar to the one which educators chose to use. Most models contain the “Eight-step Systems Approach to Instructional Design” as outlined by Broadbent (1995) whose model has the following stages:

1. Pre-project planning	5. Instructional planning
2. User analysis	6. Material preparation
3. Job analysis	7. Validation
4. Content analysis	8. Presentation

However, most models of the instructional design process comprised almost the same components such as assessing needs, assessing the audience, setting goals, setting objectives, selecting instructional methods, selecting media, developing content, designing interaction, evaluating progress—formative, and evaluating results—summative. Dick and Carey’s instructional design was different from the others, namely their instructional design model consists of the following ten stages:

- |                                   |   |
|-----------------------------------|---|
| 1. Assess needs to identify goals | 6. Develop instructional strategy                         |
| 2. Conduct instructional analysis | 7. Develop and select instructional materials             |
| 3. Analyze learners and contexts  | 8. Design and conduct formative evaluation of instruction |
| 4. Write performance objectives   | 9. Revise instruction                                     |
| 5. Develop assessment instruments | 10. Design and conduct summative evaluation               |

According to the previous instructional models, Dick and Carey's instructional model was appropriate with teaching and learning English to the whole level of learners. Dick and Carey adapted the model with Bloom's three general categories of learned capabilities that were the cognitive domain, the affective domain, and the psychomotor domain. Furthermore, they agreed with Gagne' (1972) who gave brief definitions of categories of human capabilities as follows: a) verbal information, b) intellectual skill, c) cognitive strategy, d) attitude, and e) motor skill.

## **2.4 Teaching and Learning English Through Lessons from Websites**

The web was a collection of a vast number of reference materials, which could be assessed and selected through using common search engines or directories, for example, <http://www.google.com>, <http://www.aboutblank.com>, <http://www.yahoo.com>. The first one was thought to be the most thorough and effective and, according to many users, helped to find the most relevant information and details, and the third one was also a popular website that can widely search various information.

Generally, the concept of Information and Communication Technology (ICT) has been associated with the use of the Internet and implied the interactive use of the

World Wide Web for education. The Internet presented a reliable and continuously updated source both of general and specific interest materials that were invaluable to learners.

The increasing emphasis and promotion of autonomous learning of foreign languages and the widening role of online technologies have lately become the major features in language teaching in workplace. Having found the relevant websites, it was necessary to consider information in order to serve as the effective tools, in particular' source accuracy (i.e. authority, objectivity and coverage), appropriateness (for learners' needs) and appeal (easy to use, interesting to learn). (Opalka, 2002), that was, teacher's guidance was necessary in selecting appropriate materials.

#### **2.4.1 Teaching English Language via Various Instruments**

Teaching English emerged on the Internet from the investigation of the experiences of teachers around the world. Warschauer (1997) designed teaching assisted tools to help teachers implement computer-based activities in the second language classroom.

There were several reasons for teaching language via lessons from websites. The first important point was to clarify the goals for using the Internet, e.g. teach writing, revise vocabulary or grammar, teach reading strategies, especially listening and speaking. It was extremely vital to remember that 'little was usually gained by just adding random online activities into a classroom' (Warschauer, 1997). The second important point was the integration of online activities into the course curriculum rather than adding these on top of the rest of the classroom activities in a disconnected fashion. The third problem that teachers often encounter was numerous complexities introducing web based activities. A few to be mentioned were the basic computer

illiteracy of learners, malfunction of hardware & software, slow loading of online websites and time-consuming tasks. Therefore, a programmer recommended that teachers had to provide supporting, i.e. personal help, to learners during activities, assigning students to work in pairs or groups and creating detailed handouts.

Since most of what we knew about learners and text processing was through the printed words of textbooks, books, magazines and newspapers, we took for granted our ability to take in information from this version of print. Through text, students were able to build a coherent mental representation of information involving the processing of individual letters, words, and phrases and how these work and related to one another. With the progress of technology, the instructional materials were produced for conducting learners to learn easily and comfortably.

The development of multimedia instructional materials for foreign language learners has burgeoned in recent years. The availability of English language teaching that exists in the Internet can help both instructors and learners at the same time. There was much research exploring learners' attitudes toward teaching English through various modern materials like Internet, video, websites, video and movies that increased the potential of learning language. Teles (1993) argued that new technologies could be used to better prepare people for the information age, through the development of curricula that not only dealt with issues arising from the information society, but also used technologies in such a way that they developed the skills needed within such a society. As Eastmond (1995) reported, community colleges and universities, as well as corporations, now employed a variety of telecommunications to train their employees. He believed that the Internet could begin



to offer university courses to a global audience because it already had millions of users who accessed its thousands of discussion areas.

The integration of online websites in language teaching could be advantageous as well as disadvantageous. There were research about the integration of online websites into language teaching, especially the various advantages for the integration of online websites into English language teaching, such as LeLoup and Ponterio (1998); Wible et al. (2000). However, the integration of lessons from websites into English language teaching had some disadvantages because learners sometimes had problems using the software (Ngu & Rethinasamy, 2004).

LeLoup and Ponterio (1998) integrated online websites into their foreign-language instruction to encourage the use of websites in the foreign language classroom with the belief that the use of authentic materials made the target language culture seemed more real to students. Teaching materials used in the form of online websites were integrated into printed texts, pictures, and sound that simulated the learners' real life, whether listening, speaking, reading, and writing. They found that the advantages of the integration of online websites into English language teaching are its cost efficiency, interactivity, self-study, motivation and interest. Nakamura (2004) also found that the advantages of using websites were its multi-sensory modes, updating, cost efficiency, and interactivity.

In addition, Wible et al. (2000) integrated online web-based interactive language learning into teaching real communication for junior and senior high school English teachers in Taiwan. This was done in order to solve the lack of an environment rich in authentic English input used meaningfully for real communication, especially a vocabulary used for English communication in an online environment that offered

feedback and plentiful authentic input, adjusted to their needs and levels. A system IwiLL (Intelligent Web-based Interactive Language Learning) has been designed to provide support for the needs of junior and senior high school English language teachers in Taiwan. The online websites offered exposure to authentic English in text and video formats over the Internet. More importantly, the system tools allowed teachers and learners to extract from massive amounts of English input precisely the examples they would like to focus on, adjusted to the level of the learner. Therefore, the system also allowed the integration of English skill such as that VOD feeds discussion; discussion feeds reading skills; reading in turn leads to writing in a contextualized learning cycle. The result of the study was the learners' high satisfaction with the integration of the online websites into English language learning, including a better comprehension of context. They also found the integration of online websites to encourage learners to learn by doing, not just to passively memorize rules and vocabulary. Also, learners could use English for communication in an online environment that offered feedback and plentiful authentic input adjusted to their needs and their level.

Although online websites would seem to have several advantages for facilitating language learning, there were a few factors to consider when using online websites. Since online websites contained pictures, sound, printed texts, a set of lessons, activities and assignments, downloading the web sites took several minutes. Teachers, therefore, should connect their computers to high speed network or download the web sites wanted and store them on CD-ROMs before displaying them in the class. In addition, some learners were not be good at searching online websites and learning was unaccomplished while their program was running. For example, Ngu &

Rethinasamy, (2004) assessed the effectiveness of using CALL over a conventional lesson to facilitate learning of English prepositions at Bario, Malaysia. Thirty students were provided with computers to study the CALL lessons in a self-regulated manner while a teacher taught the conventional lesson to others in a classroom. Test results indicated that students who received the conventional lesson outperformed those who went through the CALL lessons. The relative condition efficiency measurement also showed that the conventional group learned more efficiently than the CALL group. The findings are interpreted from the perspective of cognitive load required in processing the presentation mode of the learning materials.

In summary, the online websites selected for English language teaching and learning cannot only be more beneficial tools for language learning than other instructional tools, as the research found, but they also had other benefits. For example, online websites can be accessed at any time; the activity features in each web site can motivate learners with texts, pictures, graphics, sound, exercises, and feedback; and the inexpensive cost of high technology was a primary factor and a main consideration for learning by computers and websites searching. Finally, orientation and training on their use should be introduced before having the experiment.

#### **2.4.2 Development of a Website Review Form**

As design and evaluation were complementary to each other, practical design considerations could be applied to the evaluation of websites or pages. Bell (1998) suggested some guidelines for creating an effective website: (a) Know your goals; (b) Keep it simple; (c) Borrow with honor; (d) Provide context; (e) Don't assume knowledge on the user's part; (f) Don't assume technology on the

user's part; (g) Test your pages; and (h) Keep your pages up to date. Additionally, Kelly (2000) also suggested the following guidelines for designing a good website for ESL students: (a) Make your site usable by everyone if possible; (b) Make your site as fast as possible; (c) Make your site easy to use; (d) Make your site useful; (e) Maintain Integrity. Be professional; (f) Make your site friendly and fun to use; (g) Use 'cutting edge technology' wisely and effectively; (h) Remember that what you think was true might not be true; and (i) Worry about the minority who used less powerful computers, used older browsers and had slow Internet access.

In addition to these guidelines, there were a number of websites and references suggesting criteria for evaluating websites resources (see Table 2.1). They demonstrated what kinds of questions could be asked in the evaluation of general types of websites, except Nelson (1998) looking closely at evaluation components of ESL websites.

(see Table 2.1)

**Table 2.1 Samples of Website Evaluation Criteria**

<b>Websites Developers</b>	<b>Website Evaluation Criteria</b>
Alexander&Tate (1996)	Authority/Accuracy/Objectivity/Currency/Coverage
Davis (2000)	Authority and Credibility/Citation and Accuracy/Content/Design/Timeliness or Currency
Joseph (1999)	Speed/First impression-general appearance/ Ease of site navigation/Use of graphics, sounds, videos/Content, Information/Currency/Availability of further information

Websites Developers	Website Evaluation Criteria
McKenzie (1997)	Reliability/Accuracy/Authority/Currency/Fairness/Adequacy/ Efficiency/Organization
Nelson (1998)	Purpose/Pedagogy/Design and Construction
Schrock (1996)	Technical and visual aspects of the web page/Content/ Authority
Seguin (1999)	Origin/Design/Content/Accessibility/Currency

From the criteria analysis of this information, a list of websites evaluation criteria was made and incorporated into a language learning website review form. The review form asks for administrative information such as the title of the site, its URL, language activities/skills and target audience. There is also space for a site description. The evaluation section of the form contains 15 criteria to which reviewers highlight the site to be “Very Unsatisfactory”, “Unsatisfactory”, “Uncertain”, “Satisfactory”, and “Very Satisfactory”. (see Table 2.2)

### 2.4.3 Websites enhancing second language acquisition (SLA)

The model of second language acquisition (SLA) was supported by the potential websites as the negotiated interaction model" and the link with websites (Doughty, 1991, cited in Brett, 2000). It was considered that online websites was useful for language learning (Brett, 2000). Brett's model maintained that comprehensible language input was a prerequisite for negotiation of comprehensibility for facilitating acquisition. There was researchers using the integration of websites to enhance SLA, such as Hatch (1978) and Long (1985), who

noted that interaction modes such as clarifying, checking, repairing, and confirming meanings, all developed mutual understanding. It was the use of these strategies, it was supposed, that facilitated the comprehension of input and therefore acquisition. Pica (1994) has further suggested that the relationship of negotiation to language acquisition was, that negotiation during interaction afforded access to language forms, and that accessed to form, in turn, leads to comprehension. Online websites provided an environment rich in opportunities for learners to negotiate their understanding. Web sites could deliver learner-controlled media as the main source of input. Feedback on task success could be presented instantaneously and served to confirm and checked understanding and realign on-going interpretations. The literature in the section, therefore, should help to resolve any problems of decoding fast, authentic streams of speech. Each online website in this study, as well as advice on useful language learning strategies, were provided to back-up input, and could be used as and when required by learners to enhance and increase understanding.

Additionally, there was research that studied the models of second language acquisition (SLA) and linked with online websites, such as Tsou, Wang, and Tzeng, (2002); Dreyer & Tzeng (2002); Pica (1994).

Tsou, Wang & Tzeng (2002) investigated the results of communicative instruction with abstract words selected for 74 sixth grade students in Taiwan through an extensive English learning website containing pictures, sound, and texts. The result indicated that the students learning with the system learned significantly more abstract words than students in the regular language learning. In addition, the survey of students' opinions towards the abstract word learning system showed that the students in the experimental group responded positively toward the learning system

and enjoyed learning with the tool. The results, therefore, indicated the teaching model comprising various online websites were not only effective but also interesting. This study obviously displayed learners' language acquisition within the potential tools.

Dreyer and Nel (2003) developed effective instructional meant for teaching reading comprehension and reading strategy for an English for Professional Purposes course offered within a technology-enhanced environment for 131 first-year ESL students. Their study contained sufficient explanation about strategic reading, but only a few practice activities, such as contact sessions, varsite, that were guided in the electronic study, namely the resource sections containing communication studies: electronic texts, moving pictures, and sounds. They provided the students with a variety of generic topics such as current news, music, business reports, etc. The students were divided into two groups: successful and unsuccessful, based on the scores for reading comprehension tests in English. The data were collected by questionnaire and reading comprehension tests. The result of this study was that the first-year students had problems with reading comprehension. The problems pointed out that they lacked reading strategies and came unprepared for the academic literacy requirements that were typical of university coursework.

Furthermore, Pica (1994) suggested that the relationship of negotiation to language acquisition was that negotiation during interaction afforded access to language forms and that this access to form, in turn, leads to comprehension. Online websites, therefore, were provided as an environment rich in opportunities for 30 adult learners in order to negotiate their understanding their mean age was 27 years and their proficiency level was tested by the university when they enrolled at New

Zealand University. The four language skills provided in online websites could be used as the main source of input. Learners could self-study and complete any activities provided in the online websites while watching. Feedback, therefore, on task success can be presented instantaneously and served to confirm and check understanding and realign on-going interpretations. Including classroom assignments as a part of language learning was necessity for learners to practice their self-study training.

However, online websites as a kind of language teaching and learning assisted tool, had both advantages and disadvantages (Warschauer, 1997) whether used for language learning or teaching (Chun & Plass, 2000). In addition, they pointed out, "The use of a networked environment for learning in general, and for second language acquisition in particular, raised many questions regarding the design of these environments that differed from the traditional design of text-based and stand-alone systems". On the other hand, there were numerous reasons in favour of integrating online websites into a language curriculum (Chun & Plass, 1996), and hence, several arguments were made that asked for a more cautious approach when using online web sites (Brandl, 2002).

#### **2.4.4 Lessons from Websites for Self-Study of Language Learning**

The lessons from websites served as a teaching medium, which not only contained texts but also pictures, quizzes, mazes, sounds, music and films. The web-assisted lessons supplement learning grammar and vocabulary at the learner's own pace as a self-study activity. There were a number of free-of-charge web sites that provide such an opportunity to learners. Learners might practice grammatical structures, improve their listening and reading comprehension and built up their



vocabulary. Another aspect of using the web was exploiting the potential of communication tools such as email, chat groups, discussion groups, pals clubs, videoconferencing, etc., to conduct activities which required collaboration (Krajka & Grudzinska, 2002).

Furthermore, Lee, Lai & Jor (1993) guided students to learn English independently through web assisted programs. They argued the web was only a tool to foster autonomous learning and students should be given careful and sufficient guidance at the early stage of autonomous learning. They believed that students should not be left alone in the autonomous learning process, in spite of the fact that this mode of learning emphasizes learner choice and responsibility. The program was designed in three phases: a survey of information for finding the top six topics of interest, three proficiency levels with listening, reading, vocabulary, grammar, reading and speaking exercises designed for each topic. The program was piloted with over 100 science students. Preliminary results and observations showed that the provision of immediate feedback on performance and the review of other learners' scores were welcomed by the students

In summary, there are many methods to gear learners to succeed in their language learning through various materials such as collaborative approach, natural approach, communicative approach, task-based approach, or web-based approach. Some components of each approach are the same such as instructional model, instructional planning, developing instructional materials and strategies. However, the details of the components are not the same, especially instructional materials and strategies, namely the instructional strategies, will determine the materials and tools of each instructional model. Technology used in each model will change teaching strategies,

such as the concept of information and communication technology (ICT) in an instructional model. The materials and tools should be associated with the use of the Internet and implies the interactive use of the World Wide Web. The concept of the use of computer assisted for language learning (CALL), Web sites, World Wide Web, The Internet, or Computer should be used. For this study, the major instructional tool is integrated on-line web sites which the researcher believes that using efficient and interesting tools will improve learners' language learning. Therefore, the English instructional model of this study is designed to use integrated on-line web sites for developing office clerks' language learning.

## **2.5 Language learning of adult learners**

Lessons from websites might also assist in the provision of language learning opportunities within the context of adult learners and institutions. Lessons from websites were selected for its suitability for self-study, its probable effectiveness and its malleability to the individual and should provide a useful tool for integration into the self-directed study component. The research studied the effectiveness of online web sites and language learning of adult learners such as Nakamura (2004); Tsou, Wang, & Tzeng (2003); Bulut (2005); Vilmi (1994); Nikolova (2002).

Nakamura (2004) reported his research dealing with how using online websites affected attitudes on early intervention for truancy reduction of high school students at Department of Educational Technology in Hawaii. The purpose of the study was to reduce the eleven high school students' truancy using Dick and Carey's instructional systems design through teaching language in order to draw them back to the class. He

found that interesting course management and enjoyable teaching by using online websites as teaching aids were able to motivate students to come back to school again.

Tsou, Wang & Tzeng (2003) studied applying a computer multimedia storytelling website in foreign language learning with the 74 fifth grade students in southern Taiwan for ten weeks to test its effectiveness in instruction and in resultant student learning. Three stories appropriate for the students' cognitive and language skills were created through the online websites by the instructor. The online websites for language teaching contained the following modules: Accounts administration module; Multimedia story composing module; and Story re-playing module. The researchers provided an 18 hour training session on applying the storytelling website in EFL storytelling for the instructor before the treatment. Students in the experimental groups received EFL storytelling and retelling on the web site; while students in the control group had regular storytelling and retelling instead. After each story, students were checked for their comprehension and language complexity through story retelling. Students in both classes were pre-tested for their ability in story comprehension and sentence complexity. The result of the study indicated that with the multimedia storytelling websites, students found each idea in the story easier. The study found that students gained more words, phrases and sentences through the telling process. Thus, when retelling their own stories, they tended to copy or create more language from their listening and this resulted in better sentence complexity.

Bulut (2005) reported the study of English teachers' barriers to the use of CALL in university EFL classes. The aim of this study was to identify the English teachers' barriers to the use of CALL in university EFL classes. Computers have been used for language teaching ever since the 1960's. During this 40-year period, the computers

which were used for language teaching could be divided into three main stages: behaviorist CALL, communicative CALL, and integrative CALL. Each stage corresponded to a certain level of technology and certain pedagogical theories. Some of the reasons for using computer-assisted language learning were experiential learning, motivation, greater interaction, and global understanding. However, teachers had some barriers in the practice of CALL. There were expected to be important improvements in CALL in the future. All the participants were selected from EFL teachers in Cukurova University by using the simple random sampling procedure. The data was collected through questionnaires, interviews and informal observation. Participants were English teachers who had taught in Cukurova University EFL classes. In conclusion, the study had a problem because the university administration did not provide an appropriation for CALL and English. Teachers had barriers finding high quality teaching management.

Vilmi (1994) studied using global communication through email in order to motivate students to communicate with students abroad. This research was concerned with email projects. The aims were to increase the global awareness of students and to improve 100 technical students' writing skills. Students came from eight universities abroad. They regularly exchanged informal letters and eventually a research paper, thus gaining knowledge and intercultural sensitivity, as well as acquiring writing skills. The researcher introduced the 100 technical students to each other through writing email and they communicated with language writing via email for three months. After that they were evaluated with language writing tests. The results of the study found that grammar points, structures, vocabulary, and paragraph writing rose significantly above their initial scores.

Nikolova (2002) studied the effects of 11 high school students' participation in authoring of multimedia materials on student acquisition of vocabulary. There were sixty-two subjects who were randomly assigned to two groups, and each group was randomly assigned to one of two treatments. The control subjects were asked to study a French text downloaded from the Internet and presented on a computer. In the text, 20 relatively low-frequency words were annotated with text, sound, and pictures. The experimental subjects had the same text but without annotations. They were asked to participate in creating annotations for the same 20 target words. The study produced evidence that students learn vocabulary significantly better when they participate in the creation of the instructional module, provided time is not considered. However, when the variable of time on task is taken into account, there was no statistically significant difference between the experimental and the control treatments. In addition, annotations containing text, sound, and pictures were found to be more helpful for vocabulary learning than annotations with sound and text only. The results were discussed in light of theories of vocabulary acquisition and active student involvement in the language learning process.

In the present research project, it is appropriate to Dick & Carey's Instructional Systematic Design (ISD) which the researcher can design any activities for learners to use English for communication in their organizations or departments, the instructional model that is appropriate for the office clerks who have no time to attend the class. Therefore, the researcher can consider tasks that are appropriate for office clerks on the Internet. For this research, the researcher followed the following steps:

1. Needs analysis of the participants;
2. Identify the course goals and objectives;
3. Select lessons from websites appropriate with the goals and the objectives;
4. Implement the course;
5. Assess the course with formative and summative criteria.

## **2.6 Summary**

In this chapter, there was much research indicating that adult learners could learn English language successfully by using electronic materials such as the Internet, computer assisted language learning, integrated online websites and instructional strategies to help them improve their English language learning. That was, language learning through computers, web sites, the Internet could improve their English language proficiency, whether reading strategies, writing skills such as the use of email, form of letters, structures and grammar points, listening and speaking, or vocabularies. However, criterions of the presentation of the contents such as prints, sound, pictures, animations, and electronic news for learners were a crucial rule that effects to language learning. These criteria could encourage learners to get more interested in English learning.

From the literature review, there is a growing number of studies for lessons from the websites which are provided on the Internet. Nowadays, learning and teaching English on the Internet is the vital approach focused on language skills that relate to their job.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This study proposes to find the answers to two research questions regarding the effects of the implementation of an English instructional model using online websites. The first research question aimed to determine the change in English language proficiency level after using an English instructional model using online websites. Due to the nature of the research question, it was necessary to consider the results of pretest and posttest. The second research question aimed to explore the office clerks' stated opinions towards the English instructional model using online websites. The research methods used in this study included the quasi-experimental study designed to investigate the effectiveness of the English instructional model using online websites, and the exploratory study which explored the office clerks' reported opinions towards the English instructional model using online websites. This chapter, then, discusses the research methodology which combined a mixed method of quantitative and qualitative research methods. Also, the chapter outlines the research design, data collection procedures, instruments used for collecting data, and data analysis. In addition, the conceptual framework of this study is discussed.

### **3.2 Research design**

The research design was a two-phase mixed method strategy combining quantitative and qualitative data collection and analysis. These two-phases were: a needs exploratory study and quasi-experimental study. In Phase I, for the qualitative data, the pre-test used a close ended questionnaire to ascertain their English problems in the workplace. Further, observation and structured interview were employed to assess their English problems in the workplace. Phase II was a quasi-experimental study in which the data obtained were combined with different methods allowed to use triangulation and ensured the validity, reliability, and the appropriateness of the English instructional model assessment. The quantitative data was obtained from the results of office clerks' TOEIC pretest and posttest scores and qualitative data were derived from a close-ended questionnaire, writing weekly journal entry, and semi-structured interview individually.

#### **Phase I: A Needs Exploratory Study**

This needs exploratory study involved the construction of the model and establishing the efficiency of the English instructional model beginning with a needs analysis from office clerks in order to set the goals and objectives of the study using three main instruments for collecting data. The instruments in Phase 1 included observation sheets for observing the office clerks' behavior, structured interviews for determining office clerks' language learning needs, and close ended questionnaires for investigating office clerks' English problems such as their language background, jobs and duties of office clerks, the aspects and skills of English they need. The data obtained from Phase 1 contained the language contents and the expectations of organization, and the office clerks' problems and needs in using English both



individually and as members of the workplace. Therefore, the data gathered from Phase 1 were used as the basic premise for the English instructional model being used in the experimental study.

### **Phase II: Quasi-Experimental Study**

This phase was the main study using the quasi-experimental study, purposive sampling single group pre-test and post-test design. The implementation of the English instructional model using the online websites was conducted using over 10 online websites for a total of 54 hours. The process of creating the model using online websites consisted of the contents, materials, and evaluation. Therefore, selecting and evaluating the online websites were necessary to support the goals and objectives of this study. The online websites selected were evaluated by four experts who had the experiences to analyze teaching aids such as a librarian, Suphannachai, whose responsibility was to select websites for service to each curriculum; English teaching experts such as Assoc.Prof. Dr. Saowalak Rattanawit, Assoc. Prof. Dr. Puangpen Intraprawat, an English language expert from Srinakarinwirot University and Suranaree University of Technology respectively; and curriculum and evaluation experts such as Assoc. Prof. Nichapa Jirahasing, an English expert of Mahidol University. Then a teaching plan was created and the contents were sequenced over a total of 13 weeks. After lesson plan was validated by the experts, the class began. Prior to the training, week 1 of the experiment, the office clerks took the Test of English for International Communication (TOEIC). Week 15, the final week for the experiment, was used to take a TOEIC posttest. The data in phase II then were collected through TOEIC pre-test and posttest scores.

Moreover, while conducting the study, the office clerks were asked to write a weekly journal in the form of the reflection at the end of each unit. The weekly journal entry was divided into four stages: In the first stage, the participants were asked to answer questions dealing with their opinions towards the lessons from websites learned after the ending of every five week. The participants were asked to answer the general questions concerning the lessons and websites learned. These answers were analyzed by the rubric provided: positive or negative. The second stage: the office clerks were asked for writing a reflection for week 6-week 10 which dealt with the environment in class. The third stage: learners had to explain how they like the class and agreement with this course training studied lessons from websites, the benefits that have got from studying English on the websites, teaching and learning English lessons from websites could help them learn English better or not, how lessons from websites help them work on their responsibility easier or not, the appropriateness of lessons from websites as self-studying tools, and sequence the preferable activities (from the most to the least ): language skills, grammar, teaching styles, lessons from websites, and class activities. The fourth stage: the participants summarized the benefits and the effectiveness of the model using lessons from websites based on the questions provided. The whole reflection was analyzed by mean of the rubric which sentences were positive or negative opinions. The result of the analysis displayed how they liked or disliked to learn with the model using lessons from websites.

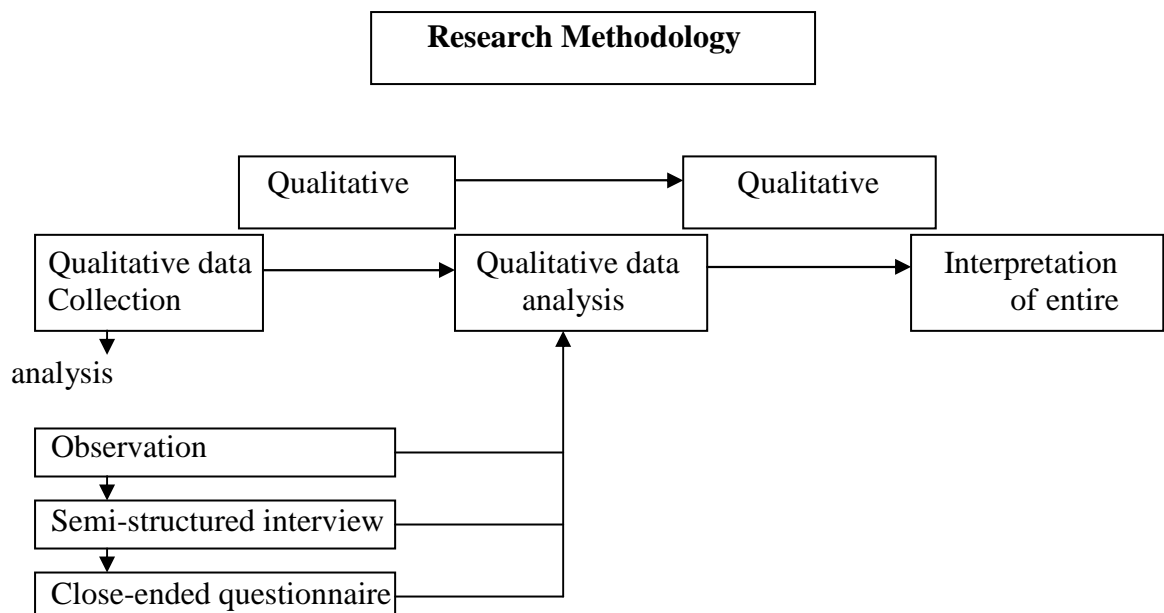
Additionally, the study also investigated the office clerks' opinions towards an English instructional model using online websites as these opinions were stated to the researcher during interviews. The instruments used to collect data in this section were

a close-ended questionnaire and semi-structured interview. The close-ended questionnaire asked the office clerks' opinions towards learning and teaching English through online websites at the end of the study in order to gain some insight as to how they felt towards the four issues in teaching and learning English using online websites. These results were cross-checked with semi-structured interviews. The opinions that were elicited concerned general opinions to learning English by using online websites; opinions to online websites as a effective language learning tool; opinions as to the use of online websites as effective self-study tools; and opinions as to the use of online websites for use during working hours.

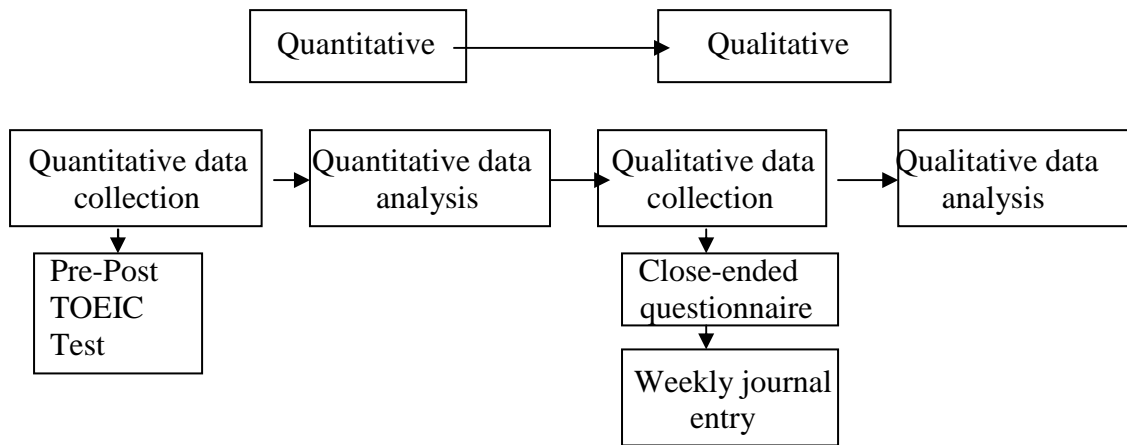
**Figure 3.1 Research Design for the Present Study:**

**A Needs Exploratory Study and Quasi-Experimental Study**

**Phase I: A Needs Exploratory Study**



## Phase 2: Quasi-Experimental Study



### 3.3 Participants and Context of the Study

#### 3.3.1 Participants

The initial participants were forty-seven office clerks working as full-time staff in various faculties of Kasem Bundit University (KBU). All of the participants graduated with a bachelor's degree from various Thai universities. These participants were later divided into two groups: Thirty of the forty-seven were randomly selected as the experimental group for this research; the rest were the office clerks for trying out the instruments.

##### 3.3.1.1 The Selection of Participants

The office clerks in this research came from 7 faculties of KBU in Bangkok: Liberal Arts, Engineering, Architecture, Communication Arts, Science and Technology, Laws, and Business Administration and how to randomize for the experiment group and pilot group for trying out the materials were shown as follows:

The process of participant randomization firstly started from counseling the office clerks' head in order to allow his staff attending the English proficiency

training project and informed KBU executive administrators. Then the researcher explored the total number of office clerks. It was found that in total, there were 57 people in 7 faculties (see Table 3.2).

**Table 3.1 Total KBU Office Clerks Selected as the Participants of Experiment**

<b>Group</b>		
<b>Faculty</b>	<b>Total</b>	<b>Participants</b>
1. Architecture		
• Visual Communication Design	2	1
• Interior Design	2	1
• Architecture	2	1
Total	<b>6</b>	<b>3</b>
2. Business Administration		
• Accounting	3	1
• Marketing	3	1
• Management	3	1
• Maritime Business	2	1
• Business Computer	3	1
• Finance and Banking	2	1
Total	<b>16</b>	<b>6</b>
3. Communication Arts		
• Mass Communication and Performing Arts	4	1
• Public Relations and Advertising	4	1
Total	<b>8</b>	<b>2</b>
4. Engineering		
• Industrial engineering	4	1
• Mechanical engineering	3	1
• Electronics Engineering	3	1
• Electrical Engineering	3	1
• Civil Engineering	3	1
Total	<b>16</b>	<b>5</b>
5. Laws		
• Laws	3	1
Total	<b>3</b>	<b>1</b>
6. Liberal Arts		
• Hotel and Tourism Studies	2	1
• Business English	1	1
• Fashion Design	1	1
• Airline Business	2	1
Total	<b>6</b>	<b>4</b>
7. Science and Technology		
• Computer Information Science	2	1
Total	<b>2</b>	<b>1</b>
<b>Total</b>	<b>57</b>	<b>22</b>

According to the Table 3.2, there were 22 office clerks selected as the participants in the experiment group. The following details of the participants were the names and their faculties:

**Table 3.2 The Office Clerks' Name and Faculty selected**

Name	Faculty
1. Prapaporn	Liberal Arts
2. Supawan	Liberal Arts
3. Keskunya	Liberal Arts
4. Wassana	Liberal Arts
5. Suhaila	Business Administration
6. Weerawan	Business Administration
7. Makaan	Business Administration
8. Amonoh	Business Administration
9. Pattharane	Business Administration
10. Chutima	Business Administration
11. Anutsara	Engineering
12. Prasert	Engineering
13. Chinawat	Engineering
14. Nussara	Engineering
15. Phiranun	Engineering
16. Ladda	Architecture
17. Supawa	Architecture
18. Thongrit	Architecture
19. Atipong	Communication Arts
20. Anan	Communication Arts
21. Pawaris	Science and Technology
22. Labeer	Laws

In order to guarantee attendance and to prepare the participants for the class, the researcher asked the participants to select the date, time, and environment for attending the class.

### **3.3.1.2 The Participants' Course Attendance**

The JEIM was a model which was designed to teach English for 15 weeks from August 20<sup>th</sup>, 2007 to December 23<sup>th</sup>, 2007. The class started at 8.30

a.m. -12.30 p.m. on Sunday morning. An English instructor, Mr. Frank Ford, taught in the first session especially listening and speaking based upon the lessons from websites. However, reading and writing skills were integrated through the whole two hours. The second session (10.30 a.m.-12.30 p.m. was focused on the integration of listening, speaking skills including reading and writing skills. The second instructor, Mr. Jakkapat Dumridhammaporn, was a KBU English lecturer who taught English with the lessons from websites both reading and writing skills. The period for the whole project was sixty hours.

### **Context of the Study**

The resource material to be used during this study was seriously considered from a lot of online websites, proposed as English teaching materials or as language teaching aids by means of four experts' consideration and opinions on fifteen main criteria (see Table 3.1). When the four experts considered and checked the appropriateness of each online website, they validated the online websites selected by checking on the overall rating, which was calculated as follow:

- O 1=Very Poor (Not recommended at all)
- O 2=Poor (Not appropriate)
- O 3=Adequate (Acceptable with reservation)
- O 4=Good (Appropriate for use)
- O 5=Excellent (Highly recommended)

Moreover, the four content experts might write their additional comments on each website and on the different multimedia such as picture appearance, animation, sound, VDO, and other English teaching aids. In addition, the context of the study was still focused on English teaching procedures as well as lesson plans that consisted

of learning objectives, language knowledge, skills, teaching and learning procedures, activities, and evaluation in each website. The following basic criteria of online websites were considered by Internet users, webpage developers and designers, and librarians (see Table 3.4).

**Table 3.3 A Sample of a List of Criteria on Online Website Selected**

No	Lessons from Websites selected	The basic criteria
1.	<a href="http://www.starfall.com">www.starfall.com</a>	<p><b>1). Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Is the purpose clear?</li> <li>2. Is the content in line with the purpose?</li> <li>3. Is the lessons from website appropriate for its targeted learner?</li> </ol> <p><b>2). Accuracy:</b></p> <ol style="list-style-type: none"> <li>4. Is the content accurate?</li> <li>5. Are spelling and grammar accurate?</li> </ol> <p><b>3). Currency:</b></p> <ol style="list-style-type: none"> <li>6. Is the lessons from website current?</li> <li>7. Is the website updated regularly?</li> </ol> <p><b>4). Authority:</b></p> <ol style="list-style-type: none"> <li>8. Is there information on the author?</li> <li>9. Is the author well-recognized for his or her work?</li> </ol> <p><b>5). Loading speed:</b></p> <ol style="list-style-type: none"> <li>10. Does the lessons from website download fast?</li> <li>11. Do the content pages download efficiently?</li> </ol> <p><b>6). Usefulness:</b></p> <ol style="list-style-type: none"> <li>12. Does the online website provide useful information?</li> <li>13. Are the language activities or tasks useful?</li> </ol> <p><b>7). Organization:</b></p> <ol style="list-style-type: none"> <li>14. Is the online website well organized and presented?</li> <li>15. Is the online website interesting to look at and explore?</li> <li>16. Are screen displays effective?</li> </ol> <p><b>8). Navigation:</b></p> <ol style="list-style-type: none"> <li>17. Is the online website easy to navigate?</li> <li>18. Are on-screen instructions easy to follow?</li> <li>19. Is it easy to retrieve information?</li> <li>20. Are hyperlinks given properly?</li> </ol> <p><b>9). Reliability:</b></p> <ol style="list-style-type: none"> <li>21. Is the website free of bugs and breaks?</li> <li>22. Is the online website free of dead links?</li> </ol> <p><b>10). Authenticity:</b></p> <ol style="list-style-type: none"> <li>23. Are the learning materials authentic?</li> <li>24. Are authentic materials provided in appropriate contexts?</li> </ol> <p><b>11). Interactivity:</b></p> <ol style="list-style-type: none"> <li>25. Is the online website interactive?</li> </ol>



No	Lessons from Websites selected	The basic criteria
		26. Are methods for user input effectively employed? <b>12). Feedback:</b> 27. Is feedback on learner responses encouraging? 28. Is error handling meaningful and helpful? <b>13). Multimedia:</b> 29. Does the website make effective use of graphics, sound and color? 30. Is the level of audio quality, the scale of graphics or video display appropriate for language learning? <b>14). Communication:</b> 31. Can the user communicate with real people online through the website? 32. Is online help available? <b>15). Integration:</b> 33. Can the learning materials be integrated into a curriculum? 34. Does the content fit with curricular goals?

### 3.4 Instrumentation

In this study, the following instruments were used to collect data: a close-ended questionnaire, weekly journal entry, and semi-structured interview:

#### 3.4.1 Close-Ended Questionnaire

The first instrument was a close-ended question, which was used to ask the office clerks' opinions towards an English instructional model using online websites at the end of this project. This instrument is a 5-point Likert scale questionnaire: strongly agree, agree, neutral, disagree, and strongly disagree. This questionnaire was used to investigate four main issues dealing with teaching and learning English via the instructional model at the end of the project. This close-ended questionnaire consisted of four main parts: general opinions towards the use of online websites using English; language learning and teaching in useful and interesting issues; opinions towards the online websites as an effective language learning tool in listening and speaking, and reading and writing; opinions towards the use of online

websites as effective self- study tools after training in understanding language structures; opinions towards the use of online websites for assignments and supplementary sheets for the contents of each unit.

### **3.4.2 Weekly Journal Entry**

Weekly Journal entry was an instrument for the office clerks to reflect upon the training activities of each unit. Weekly Journal Entry consisted of two main parts: First, it was an important part that noted to the learners, The learners were asked to write the writer's last name, issues, title of each website. The second part was a paragraph of five or more sentences that explained why learners found the web sites to be important or interesting. This weekly journal entry was written in Thai language. The office clerks were asked to write a journal entry freely and openly after the end of each unit to explain what they have learned as well as express their thoughts about the training unit. This data obtained from the weekly journal entries, combined with the questionnaire and the structured interview was used to answer the first research question “Does an English instructional model have an efficiency for developing office clerks’ language proficiency?”

### **3.4.3 Semi-Structured interview**

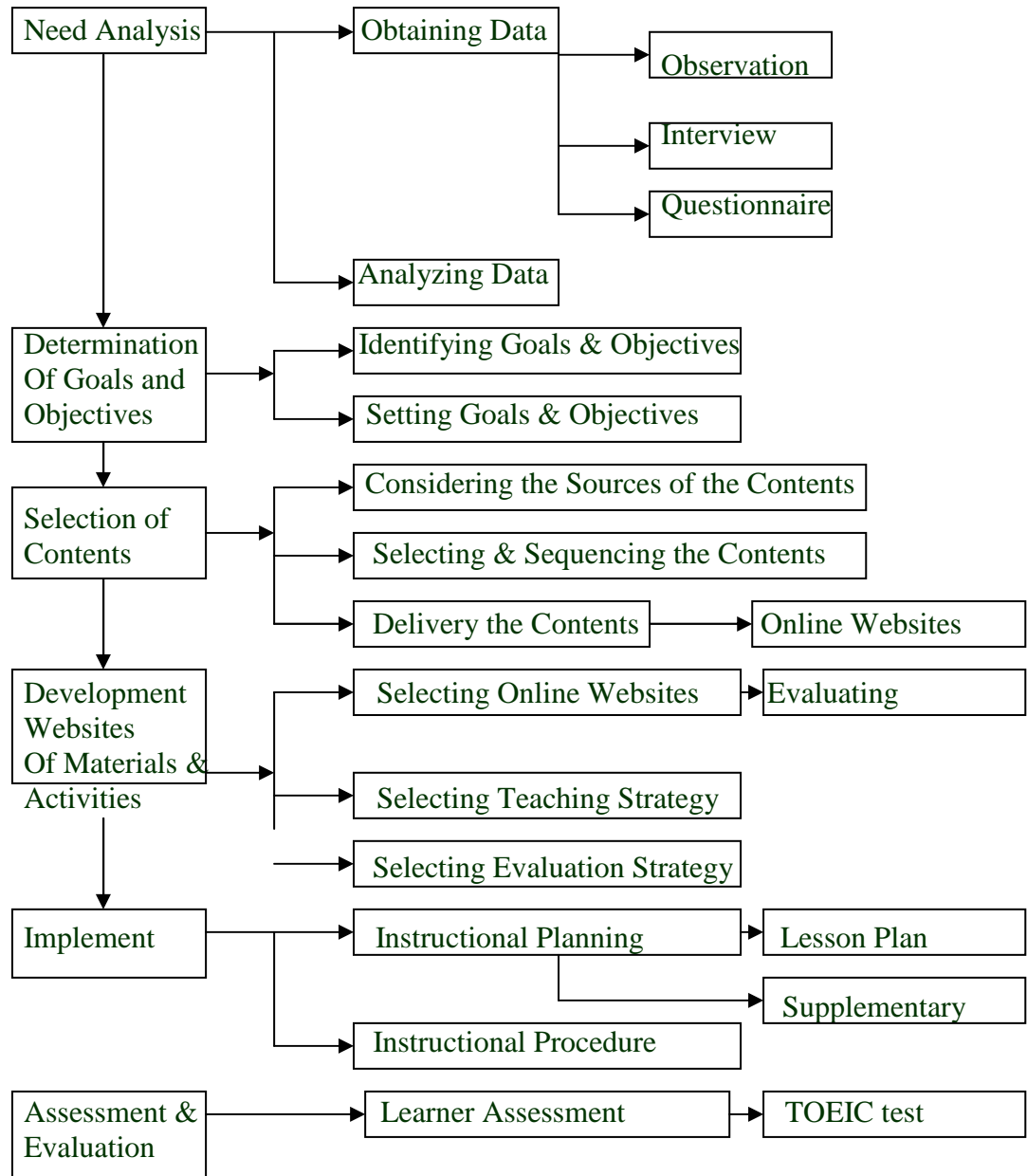
There were two sections for interviewing in this study: an oral interview for a need analysis and a structured interview for investigating the office clerks' opinions towards the study. The oral interview was used to collect data for the office clerks' needs analysis and English language problems faced in their workplace. The data collected were analyzed and described in qualitative methodology. The structured interview was used to ask office clerks' opinions towards using lessons from websites, the learning potential of lessons from websites as a language learning

tool, assignments, and online self-study. The researcher interviewed the office clerks face-to-face and their responses were recorded, transcribed and translated into English language.

#### **3.4.4 The English Instructional Model Using Lessons from Websites**

The English instructional model using lessons from websites was the main instrument of this study. The instructional model consisted of analysis, design, developing, implementation, and control. In this instructional model, the five steps comprised the sub-topics (see Figure 3.1).

**Figure 3.2 The ISD Concepts for Developing an English Instructional Model for Office Clerks.**



Analysis was focused on functions, jobs, contents, and instruction; design was focused on determining the objectives, describing entry behaviors, selecting materials, and evaluating; the online websites that were finally chosen were selected from

various websites and ratified by the committee of experts; and lesson planning including evaluation. The selected web sites were considerably examined with five KBU office clerks by the researcher. The reliability of each online website is dependent on the website creator. The criteria for selecting the online web site focused upon the integration of four language skills including vocabulary, grammar, functions, the contents of reading and writing skills, tasks or exercises for practice, multimedia, learning activities, and feedback.

#### **3.4.4.1 The online websites**

The following online websites were the samples of online websites that integrated with four language learning skills:

<http://www.starfall.com>

<http://www.nwt.literacy.ca/northernedge/>

[http://www.onestopenglish.com/english\\_grammar/worksheets/beginner\\_speaking](http://www.onestopenglish.com/english_grammar/worksheets/beginner_speaking)

[http://www.literacytools.com.](http://www.literacytools.com)

<http://www.mediaworks-online.com/businessenglish01.html>

[www.bbclearningenglish.com](http://www.bbclearningenglish.com)

[www.manythings.com](http://www.manythings.com)

[www.englishlistening.com](http://www.englishlistening.com)

[www.1-language.com](http://www.1-language.com)

[www.voanews.com](http://www.voanews.com)

These integrated English language online websites aimed to develop the four language learning skills. Therefore, the instructional strategies on each online website consisted of various teaching techniques and situations. The efficiency of the online

websites was to integrate four language skills with conversation, pictures, sounds, prints, tasks or exercises, feedback. For example, the first website listed above was concerned with drawing together background knowledge, pronunciation, vocabulary and reading comprehension. This website helped learners pronounce English and listen accurately and fluently. The learners were able to repeat the sounds of speakers and do the tasks or exercises after each section. Furthermore, the learners were able to listen to short conversations and stories, and then answered the questions comprehensively. The second website dealt with the knowledge of vocabulary in general and academic words in particular. There were various reading passages from newspapers, followed by quizzes in order to reinforce grammar points or get the meaning in the context that they were reading. While the learners read current news, a reader reads along as the article was highlighted in color. The third online website was about reading passages, English grammar, speaking and writing an essay to help them read, listen and write comprehensively. Also, the learners were able to learn how to pronounce each word from the website. Based on this website, the learners learnt language learning strategies such as scanning, skimming, thinking, inference and reference.

#### **3.4.4.2 Lesson plans:**

A crucial factor concerning English language teaching and learning was a lesson plan. The lesson plan (see Appendix. H) contained details of a course such as the name of course, level, course description, objectives, teaching-learning activities, course requirements, study planning and schedule, materials and related references. Also, the lesson plan is an important factor that displays the details in each unit. The following lesson plans were provided for 30 office clerks of Kasem

Bundit University (KBU) in Bangkok. The course was provided for 15 weeks (on Sunday) from November 1<sup>st</sup>, 2006 to April 30<sup>th</sup>, 2007. The total duration was 15 days. The 4-hour classes (9.00 a.m.- 11.00 p.m. and 11.00 a.m.-1.00 p.m.) are divided into preliminary and learning activities with assessment at the end of each unit.

#### **3.4.4.3 Classroom Assignments:**

All of assignments were divided into two parts as follow:

- a) Classroom assignments from the websites.
- b) Paper assignments or handouts for practicing after each topic ended.

Both assignments were supported by learning activities of each unit. For example, good exercises were found at the Ohio Program of Intensive English site: [www.ohiou.edu/esl/english/](http://www.ohiou.edu/esl/english/) which was selected for learners' reading and writing skills. Also, there were online language proficiency tests available, such as those by Transparent Language. Additionally, <http://www.internet4classrooms.com/lesson.html> was largely provided for every educational level. These online websites were downloaded freely to use for educational situations. Moreover, [www.englishlistening.com](http://www.englishlistening.com) was an online website to practice listening, reading and writing. Learners were able to listen and respond with the exercises provided and check their answers after ending them and so on.

#### **3.4.4.4 The procedure for constructing the English instructional model**

The researcher followed the Systems Approach Model developed by Dick and Carey (1996) to design the instruction. The stages of Systems Approach Model are as follows: Stage 1, Determine instructional goal; Stage 2, Analyze the instructional goal, learners and contexts; Stage 3, Write performance

objectives; Stage 4, Develop assessment instruments; Stage 5, Develop instructional strategy; Stage 6, Develop and select instruction; Stage 7, Design and conduct the formative evaluation of instruction; Stage 8, Revise instruction; and finally, Stage 9, Conduct summative evaluation, an ongoing effort throughout the process. In this study, the procedure of the process was divided into three main phases as shown in the following processes:

**Phase 1: Preliminary study: A needs assessment**

For the needs assessment in this study, observation sheets, semi-structured interviews, and close-ended questionnaires were selected for collecting data from office clerks, Thai and foreign instructors, and administrators in order to set the goals and objectives of the study. To ensure these instruments had the validity and reliability, the content was validated and checked by three research experts, and then piloted with five office clerks. After that, the observation sheet was revised by experts' suggestion again. The observation sheet was ticked on office clerks' activities every ten minutes by the researcher when an office clerk had to face to a foreign instructor or any English documents that were in an office clerk's duties for a week. After a week of observation, semi-structured interview was selected for assessing the office clerks' needs. Designing the interview questions, the researcher reviewed the literature on how to construct and design questions in needs assessment studies (Jordan, 1997, Nunan, 1988). This structured interview was accepted by three experts. After revision, the interview questions were previewed with the seventeen office clerks before face-on-face interview. The interview was tape-recorded, transcribed and interpreted for setting goals. In addition, close-ended questionnaire which was



accepted by three experts was distributed to the office clerks for assessing their English language learning needs.

**Establishing the validity and reliability of English teaching  
model using lessons from websites**

The experts considered the contents, validity, suitability, and complication. According to the Expert Response Sheet mentioned, the experts commented each interview question that had the repeat questions and some were not relevant to the objectives of this research. For example, “Do you think this research helps you get a better in English?” or “Do you think you will speak and read English better?” However, the interview questions were selected and developed only four items. These interview questions were taken to pilot with five KBU office clerks who were not participants in the experiment. The interview in the pilot study was conducted in Thai language in order to make sure that the office clerks were not interfered with the linguistic problems when answering the questions. Every office clerks were asked to answer the four questions. For example, they were asked to tell about their resume briefly, English problems in various skills, English using problems on their responsibility in the workplace, and the procedures that need university do in order to develop their English. The samples of interview questions and office clerks’ responses were illustrated in Appendix D and F. According to the interview questions, the researcher found that all of office clerks interviewed were impacted from the quality control of the university. The one problem was they had less English knowledge when entering KBU and there was no claim about English. In fact, they had to face to several foreigners who could not speak Thai. In addition, some documents which were sent from oversea institutes, instructors’ handouts, and any

prints in English seemed difficult to read and understand. The way to help them was to ask for looking some difficult words up in a dictionary or asking for some Thai instructors to translate into Thai. The vital issue was to ask the university provide a training course for them immediately.

### **Close-Ended Questionnaire**

Close-ended questionnaire was a kind of instrument which made sure this research. The two instruments of this phase: observation and semi-structure interview were used to collect data about office clerks' English using problems on their responsibility in the workplace. Close ended questionnaire was a vital instrument which was able to confirm their English using problems. However, the validity and reliability of this close ended questionnaire was checked by three English experts. These were all researchers in the field of English teaching as well as academic researchers who consulted with other researchers. The experts checked the relevance of each question item to the objectives of the questionnaire and the appropriateness of setting questions, the words used in each question. They checked in the evaluation form which used three point scales (agree=1, need develop= 0, disagree=-1). However, some items were agreed without any comments and suggestions, those were used as close-ended questionnaires. Moreover, some items which the experts disagreed were rejected and rewrite them according to the experts' comments and suggestions. Whereas some items were agreed but having a condition must be approved before the office clerks replied the questionnaire.

In summary, the data collection of the first phase: the observation, the interview questions, and close-ended questionnaire indicated and confirmed that KBU office clerks were facing English using problems on their responsibility in the

workplace whether listening, speaking, reading, or writing skills. These problems were the response of KBU. in which needed to develop its staffs up to the quality control points especially having English proficiency test. When someone had a low point, university had to provide an English training course for effectiveness of using English on their responsibility in the workplace. The whole data collected with the first phase were established learning objectives that were continued in the second phase.

**Phase 2: Investigating the efficiency of the English instructional model  
using lessons from websites.**

This phase concerned designing English instructional models for office clerks using online websites. The model written will be checked and accepted by three content experts in response to the evaluating online websites form. Furthermore, Test of English for International communication (TOEIC) will be administrated to the office clerks at the beginning of the instruction. These were the instruments used to collect data including their validity and reliability.

**The Instruments for Collecting Data of the Second Phase**

Before the class began, learners were asked for having a TOEIC test in order to check their English language skills what level they were. TOEIC test, therefore, was the first instrument which was conducted to measure office clerks' English language skills in this phase before teaching with the lesson plans provided. Test of English for International Communication (TOEIC) is the educational testing service in which is recommended by a lot of organizations around the world. Since this research aimed to develop the level of office clerks' English proficiency and the levels of English were needed on their particular responsibilities, TOEIC test was a

response to the needs of clients and test takers for a rapid, affordable, and convenient service, as well as for high reliability. The results of having the TOEIC test were sequenced into three groups: high score=300 up, moderate score=200-299, and low score=199 down. There were two testers getting high score, twenty-seven were moderate score and one was low score. (see Table 4.1.). Before the class began, the researcher selected the English teaching materials from the Internet which were supported the objectives of this research. Each was assessed by the three English experts' evaluating online websites on a fifteen issue as follow: dealing with 1) Purpose, 2) Accuracy, 3) Currency, 4) Authority, 5) Loading speed, 6) Usefulness, 7) Organization, 8) Navigation, 9) Reliability, 10) Authenticity, 11) Interactivity, 12) Feedback, 13) Multimedia, 14) Communication, and 15) Integration.

Website searches were conducted for Websites centred on the learning and teaching of ESL/EFL. The results of the search displayed numerous sites claiming to be eliminated for the following reasons: (a) the site required membership; (b) a fee was required to use materials on the site; and/or (c) there was too much advertising which made using the site difficult or frustrating. In other words, online websites were selected based on their free open access and features useful for ESL/EFL learners and teachers.

A total of each online websites were initially selected and an email was sent to authors of the sites. The email outlined the purpose of this research and the reasons why the particular site was selected. The researcher asked for permission for the site to be reviewed and listed on the online websites in this research. There were twelve authors from the online websites. The experts' online websites assessment selected for English teaching were analyzed for finding the validity of assessing the online

websites selected. Moreover, the experts gave comments and suggestions for the online websites selected and considered the strengths and weaknesses of each online websites (see Table 3.5) For the online websites already selected and assessed, they were conducted to try out with the pilots in order to find the problems and revised. This was a form of expert evaluation on online websites both strengths and weaknesses:

**Table 3.4 Form of Expert' s Evaluation on the Strengths and Weaknesses of Online Websites**

No	Strengths	5	4	3	2	1	Weaknesses	5	4	3	2	1
1.	Appeared simple and easy to use.						1. Too much work in each unit					
2.	Designed Well.						2. Too long.					
3.	Easy to follow.						3. Time limited in online websites.					
4.	Helpful to beginning instructor						4. Teach and study only in computers					
5.	Very direct and strong						5. Too less exercises					
6.	Provided examples.											
7.	Clear.											
8.	Nicely done, easy to achieve.											
9	Appropriate with the level of learners											
10.	Able to assess in each unit.											
11.	Interesting tools											
12.	Teach and study all 24 hr a day											
13.	Multimedia in each unit											
14.	Answer keys displayed in units.											

Scale: 5=Strongly agree, 4=Agree, 3= Neutral, 2=Disagree, 1=Strongly disagree

Comments and suggestions

.....  
.....  
.....  
.....  
.....

**Taking a Posttest and Investigating office clerks' opinions toward English instructional model using lessons from websites.**

In this phase, Test of English for International communication (TOEIC) was administrated to the office clerks at the end of this instruction with the same TOEIC items. The scores of the test were compared between the pre-TOEIC test and the post-TOEIC test for responding the first research questions. In addition, close-ended questionnaire dealt with learners' opinions towards English instructional model using lessons from websites in four issues that were ever responded by the same group of office clerks before having this experiment. (see Appendix F). Finally, office clerks were interviewed face-on-face by the researcher with a tape-recorder.

### **3.5 Data collection**

This data collection of this study will be collected in three phases in accordance with the research questions: first, to find out whether the English instructional model has the efficiency to develop the office clerks' English proficiency; second to investigate the effectiveness of the English instructional model using the integrated on-line web sites; and third, to examine the office clerks' opinions towards the

teaching and learning through the English instructional model. The data are of two kinds: quantitative and qualitative data.

### **3.5.1 Phase 1 study**

#### **3.5.1.1 The pilot study**

In phase 1, in the pilot study, the English instructional model using lessons from websites was implemented with seventeen office clerks to examine whether the model was efficient in developing the office clerks' English proficiency. The steps in the pilot study were as follows:

1. Before implementing the model in the pilot study, the pre-test using the TOEIC test was administered to the subjects.
2. The subjects were instructed using the English instructional model. The trial of the instructional model covered one unit of the lesson and lasts 4 weeks.
3. After the instruction, the subjects completed the close-ended questionnaire asking about the appropriateness in the content of the instructional model in developing the skills of English, the sequence of order, the level of difficulties of the selected materials on the web sites such as vocabulary, grammar, and activities.

#### **3.5.1.2 Establishing the efficiency of the English instructional model**

To answer the first research question of this study:  
"Do office clerks have higher English language proficiency level after learning through an English instructional model using lessons from websites?"

The researcher did these steps:

1. The English instructional model was validated by three experts who considered evaluating each websites selected. The experts were requested to check the items of evaluating lessons from websites and gave comments and suggestions on the issues of the instructional model. For example, the benefits of the instructional model as an instrument for using language learning; Can the English instructional model develop office clerks? Are the contents of the instructional model suitable for office clerks?, and the difficulty of the contents. After revision, the English instructional model was conducted to try out with 17 office clerks. The data were collected in order to compare with the second tried out with the same pilot group. After trying out the instructional model, the three experts again validated the model by checking the list in the evaluating online websites form. The five Likert scale will be used to establish the validity of this English instructional model.

To test whether the English instructional model was efficient in improving the office clerks' English proficiency, the post-test using the same TOEIC test as the pre-test became an administer to the subjects. Then the scores between the pretest and posttest were compared using the Paired T-test to find if there was significant difference between both sets of the scores of the subject. The higher scores of the subjects could confirm the efficiency of the English instructional model.

### **3.5.2 Phase 2 study:**

The second research question of this study was:

“Do office clerks have more positive opinions towards an English instructional model using lessons from websites?”



The data for this research question was collected through four instruments in order to answer this research question: TOEIC proficiency test, close-ended questionnaire, open-ended questionnaire, weekly journal entries, and structured interview.

### **3.6 Data Analysis**

To answer the research questions, the collected data will be analyzed as follows:

#### **3.5.1 Data Analysis Procedure for the close ended questionnaire**

The first research question was aimed to find out office clerks' English language proficiency level after learning through an English instructional model using lessons from websites. In order to answer the first research question, the data obtained from close-ended questionnaire (Appendix E ) and open-ended interview (Appendix D) were validated by the three experts and office clerks who were participants in this study for investigating the efficiency of English instructional model using online websites were analyzed .

3.5.2. The data obtained from pretest and posttest TOEIC scores will be compared using a pair sample t-test to examine both global and individual differences. The results of pretest and posttest-TOEIC test scores will be used to answer the second research questions.

3.5.3 The data obtained from the close-ended questionnaire for general opinions, opinions to the learning potential, opinions to self-study and opinions to the use of the lessons from websites for an assessment in order to compare the average TOEIC post-test and pretest scores after the end of the course. However, the comparison of TOEIC test scores was conducted to support the close-ended

questionnaire of office clerks' opinion assessment. The close-ended questionnaire was the same as the first opinion assessment in order to compare the difference of average TOEIC scores. The result of this comparison will answer the second research question of the study.

1. The data obtained from 'weekly journal entry' writing after each unit ends will be analyzed to investigate office clerks' opinions towards the English instructional model using lessons from websites. The data will be gathered with close-ended questions. The results will be analyzed in order to consider the change of office clerks' opinions after the experiment.

2. The data obtained from close-ended questionnaire about the learning environment will be analyzed and compared the results of answering questionnaire after the experiment in order to consider the revision of teaching and learning management.

### **3.7 Summary**

Since the participants in this study were office clerks who worked hard in their office hours, the researcher had to select the participants carefully. Their functional areas of work, responsibility, number of working years, and faculty were important to randomize the number of the participants in each faculty. For developing the JEIM, the researcher employed three phases: The first phase consisted of needs assessment, materials preparation, pilot study of the JEIM, and the outcome of the pilot study. The second phase was the implementation of the JEIM using lessons from websites and evaluating online websites. The third phase was the assessment comprising of the formative and summative. To find the development of the JEIM using lessons from

websites and investigate the office clerks' opinions towards the English instructional model, the researcher used three types of assessment: The quantitative comparison of TOEIC post-test and pretest scores, the analysis of the participants' weekly journal entry, close-ended questionnaire, and structured interview.

The data collection procedures and the data analyses are summarized as follows:

1. The TOEIC post-test and pretest scores were analyzed using a pair sample *t*-test in order to consider the results of individual and group scores.

2. A thematic analysis was used for the analysis of the office clerks' self-reflections towards their writing weekly journal entry and qualitative description. For reliability, the questions were analyzed and corrected by English experts.

For validity, rubrics for positive and negative reflection were used to analyze the advantages and disadvantages of learning English using lessons from websites including qualitative description of participants' self-reflection.

3. A *t*-test was used for the analysis of the participants' close-ended questionnaire after the end of the course.

4. Qualitative analysis was used to describe the structured interview. The participants' responses towards English instruction using lessons from websites were analyzed by the rubrics of positive and negative reflection. For reliability, the questions for the structured interview were analyzed and corrected by English Experts.

For validity, rubrics for agreement and disagreement to English instructional model using lessons from websites were tested to five office clerks in order to revise the questions.

## **CHAPTER 4**

### **RESULTS OF THE STUDY**

#### **4.1 Introduction and Purposes of the Chapter**

This chapter summarizes the results for the research questions. The main objectives of this study are to consider the effectiveness of the English instructional model using lessons from websites. This was presented as the first research question as stated in Chapter 1, which is: “Do office clerks have higher English language proficiency level after learning through an English instructional model using lessons from websites?” and the second research question is: “Do office clerks tell us that they have a more positive opinion towards an English instructional model using lessons from websites?”

Results of all of these questions are reported through the following tables and figures.

#### **4.2 Results of Research Question 1-2**

##### **4.2.1 The Results of Office Clerks’ TOEIC Pretest-Protest Scores in Group**

After the end of the training project, the office clerks were asked to take a TOEIC posttest in order to conduct the results comparing with the TOEIC pretest. The results of the analysis were presented in Table 4.1

**Table 4.1 The Results of the Office Clerks' TOEIC Pretest-Posttest Scores  
in Group**

Office Clerks	Post-test (N=22)	Pre-test (N=22)	Variance	Increased Percentage
1. Prapaporn	555	355	200	57
2. Supawan	420	310	110	36
3. Keskunya	375	295	80	28
4. Wassana	335	295	40	14
5. Suhaila	460	290	170	59
6. Weerawan	390	285	105	37
7. Makanan	270	265	5	2
8. Amemoh	365	255	10	4
9. Pattharanee	310	255	55	22
10. Chutima	250	250	00	00
11. Anutsara	245	245	00	00
12. Prasert	280	240	40	17
13. Chinawat	280	240	40	17
14. Nussara	345	240	105	44
15. Phiranun	240	230	10	5
16. Ladda	245	225	20	9
17. Supawa	270	215	55	26
18. Thongrit	250	215	35	17
19. Atipong	235	210	25	12
20. Anan	250	190	60	32
21. Pawaris	150	190	-40**	-21**
22. Labeer	185	85	100	100*
Total	6705	5380	1325	

\* means a tester can increase TOEIC post-test score more than 100 per cent.

\*\* means a tester's TOEIC post-test score is lower than pre-test score.

According to Table 4.1, eighteen participants had an increase in their TOEIC post-test scores, two participants showed no difference and one participant's score was lower than the pre-test (Pre-test=190, Post-test =150). The total raw score of the post-test was higher than the total raw score of the pre-test. (Post-test =6705, Pre-test = 5380). The results were shown as Table 4.1 indicated that the participants can increase higher TOEIC score than before teaching with English instructional model using lessons from websites.

When analyzing the data of TOEIC post-test and pre-test with a paired-sample t-test, the result was shown as Table 4.2:

**Table 4.2 Data Analysis Showing Significant Improvement from TOEIC****Post-test to TOEIC Pre-test Score after Attending JEIM Course**

	<b>N</b>	<b>Mean</b>	<b>Std.Deviation</b>	<b>t</b>	<b>Df</b>	<b>P</b>
<b>Post-test</b>	22	295.68	87.73		21	.000*
Pre-test	22	249.09	61.17		21	.000**
				3.983		

\*p < .00. \*\*p < .00.

TOEIC pre-test mean scores before starting to teach English using lessons from websites had very low scores at 249.09. However, after training for 15 weeks, the mean scores were increased to 295.68. The researcher found that the posttest mean score was higher than the pre-test mean score (M=46.59). According to the results as shown in Table 4.2, it indicated that the office clerks had higher English language proficiency level than before training in this course.

### **The Results of Research Question 2**

Research Question 2 “Do office clerks have a more positive opinion towards an English instructional model using lessons from websites”.

From the results of comparison of TOEIC post-test and pre-test as shown in the previous section, it showed that the English instructional model using lessons from websites created was known as “JEIM” for the study was effective for improving the office clerks’ English language proficiency, the instruments used for collecting the qualitative data with close-ended questionnaire, interview, and writing weekly journal.

To ensure on the lessons from websites selected was an appropriate sample for this study, the researcher carried out the lessons selected to find the three experts' opinions towards the lessons from websites selected for instructing in this project.

**Table 4.3 The Results of the Experts' Opinions towards Lessons from Websites for Training Project.**

Statements	-	
	X	SD
1. Is the purpose clear?	4.67	.48
2. Is the content in line with the purpose?	4.40	.63
3. Are the lessons from websites appropriate for its targeted learner?	4.46	.52
4. Is the content accurate?	4.60	.51
5. Are spelling and grammar accurate?	4.60	.51
6. Are the lessons from websites current?	4.21	.46
7. Is the lessons from websites updated regularly?	4.27	.46
8. Is there information on the author?	4.80	.41
9. Is the author well-organized for his/her work?	4.60	.51
10. Are the lessons from websites downloaded fast?	4.10	.40
11. Are the content pages downloaded efficiently?	4.47	.52
12. Are the lessons from websites well organized and presented?	4.60	.41
13. Is the appearance of lessons from websites on the screen attractive?	5.00	.00
14. Are the lessons from websites interesting to look at and explore?	4.60	.51
15. Is screen displayed effectively?	4.50	.64
16. Are the lessons from websites easy to navigate?	5.00	.00
17. Are on-screen instructions easy to follow?	5.00	.00
18. Is it easy to retrieve information?	5.00	.00
19. Are hyperlinks given properly?	4.60	.51
20. Are the lessons from websites free of bugs and breaks?	4.87	.35

Statements	- X	SD
21. Are the lessons from websites free of dead links?	4.70	.46
22. Are the learning materials authentic?	4.30	.82
23. Are authentic materials provided in appropriate contexts?	4.40	.63
24. Are the lessons from websites interactive?	4.60	.63
25. Are methods for user input effectively employed?	4.67	.49
26. Is feedback on learner responses encouraging?	5.00	.00
27. Is error handling meaningful and helpful?	4.10	.70
28. Do the lessons from websites make effective use of graphics, and sound and color?	4.50	.64
29. Is the level of audio quality, the scale of graphics or video displayed, appropriate for language learning?	4.67	.49
30. Can the user communicate with real people online through the online Websites?	3.33	.62
31. Can the lessons from websites help available?	3.90	.46
32. Can the learning materials be integrating into a training project?	5.00	.00
33. Does the content fit with the goals of this training project?	5.00	.00
Total	4.40	.47

Table 1 showed that Experts' Opinions towards English instructional model using lessons from websites selected were as rated as "Strongly Agree" (M= 4.40). This corresponded well to support the first research questions especially the lessons from websites that were appropriate with conducting as a sample for this English instructional model. According to the experts' opinions toward the model using lessons from websites, the researcher found that there were two experts' comments



toward lessons from websites selected and others commented that these lessons from websites were able to replace textbooks used in English learning objectives.

**An expert's comment was offered that:**

**“Nowadays, textbooks that were used for learning and teaching in the class should be replaced with the lessons from websites in which are the same objectives of each course. So the instructional model should be changed into learning or teaching on the Internet. Sometimes, it's known as “e-learning”. This means each instructor can him/herself select the contents for each course independently. Therefore, the contents can be flexible and be non-fixed only in the textbooks.”**

**While the other commented that**

**“He agreed with your English Instructional model using lessons from websites. He thought that lessons from websites on the Internet was conducted to replace textbooks in which their contents were limited and they were appropriate with employees who worked in the workplace. Usually they had no time to develop their English knowledge because there was a lot of responsibility in each day. He thought that this was a new technology that was replaced teaching English in the class. I found that each lessons from website selected could be useful for whoever wanted to develop his/her English language.”**

In summary, the experts pointed that English instructional model using lessons from websites were appropriate with this training project and will become a new technology for learning and teaching English in the future. They expected that this model would be become a sample of a new English teaching style in the future. Moreover, the experts admired that the online websites provided was appropriate with

English practice whether listening and speaking as well as reading and writing which had the efficiency to improve other professionals by using this English instructional model. The language skills were integrated as a unity in which the learners could learn the whole skills in each unit. In addition, an expert hoped that these lessons from websites were used as textbooks but it was easy to learn and responded on every behavior objective what learners wanted. That was why English instructional model using lessons from websites should be conducted to train the office clerks.

#### **4.2.2 The Office Clerks' Opinions Towards English Instructional Model Using Lessons from Websites.**

Qualitative analysis of the office clerks' opinions towards English instructional model using lessons from websites based on a five-point rating scale questionnaire was calculated for the arithmetic means at the end of the learning session

The data in Table 2 demonstrated that the office clerks had very good opinions towards learning through English instructional model using lessons from websites (M= 4.27). Considering for each item, it was revealed that participants "strongly agreed" (M=5.00) on learning through the lessons from websites which had no limit of places and time (M=4.40) so it was comfortable and encouraged them to work alone more (M=5.00). That meant English instructional model using lessons from websites was effective for developing their English language skills (M=4.50). When considering how the model using lessons from websites helped them to work, they responded that it could help them work more easily (M=4.70) and the effectiveness of developing English skills could be conducted to solve English problems and search any documents to support their work in the workplace (M=4.67 and 4.50

respectively). In addition, most office clerks explained that English learning on online websites was more useful than listening a teacher in class (M=4.50). These results corresponded well to the second research question “Do office clerks have a more positive opinions towards an English instructional model using various websites?” as stated in Chapter 1.

When the office clerks were asked about how they liked to learn English via lessons, they responded positively. For example,

**“I myself solve English problems. For example; I can understand English better as well as reading texts, news, and instructions better.”**

**“I can search any documents to support my work.”**

“I like the lessons from websites selected because I can do various exercises and many objectives in which I want to know as well as the updated news in websites.”

#### **Some explained that**

“I like to learn English through the lessons from websites because I don’t have to buy expensive textbooks.”

“The websites selected are interesting and enjoyable. I can go to other websites with the linking menu. Moreover, I can practice by doing exercises and check the answer immediately. I like to listen to the conversation in some online websites, they are clear and easy to follow therefore I think that this is a new model for learning language without sitting in class before an English instructor.”

For this session, it was summarized that everyone agreed with the English instructional model using lessons from websites. They appreciated the lessons from websites selected for this project. Some online websites were described as very good

lessons that were appropriate working in an office. Moreover, most of them said that the model was very useful to solve the English problems that they faced as a part of their jobs. That meant everyone liked to learn English with the model using the online websites in this project and had a positive opinion toward the model. The results could correspond well to the second research question as stated in Chapter 1.

### **4.3 Results of Office Clerks' Individual Self-Reflection**

In order to confirm the results of office clerks' opinions towards the English Instructional Model using lessons from websites, every office clerk was required to criticize the English instruction in five weeks each that was divided into three sessions namely week one to week five, week six to week ten, week eleven to week fifteen and the individual office clerks' self-reflection after the last day of the learning session. The individual learners' self-reflective form was focused upon the office clerks' opinion towards an English instructional model using lessons from websites.

The individual office clerks' self-reflection towards the English instructional model using lessons from websites in the first five weeks (week 1-week 5) was analyzed as follows:

In this session, only one question asked to the office clerks was “**According to my English teaching team in the first five weeks, we taught various lessons on lessons from websites for listening, speaking, reading, and writing to my class. I would like you to write a self-reflection dealing with general surrounding, feeling toward the special class, what you learnt from us, teaching styles, your expectation, and what was your favorite website(s).**”

Before the project began, the researcher interviewed ten office clerks dealing with learning English on the Internet. Most of them said it was a new learning and teaching English but it could not substitute an English instructor because there was no explanation of the contents clearly, could not answer their questions, there was no one to correct some mistakes in the given exercises and there were not enough exercises to support every objective in this project. However, it might get better if it could answer any questions concerning the contents, respond some questions, provide enough exercises for practicing, check the answers quickly, could learn 24 hours and remained comfortable to use.

The results of writing individual self-reflection about the English instructional model using lessons from websites, the researcher analyzed each step by each step as follows:

According to the individual office clerks' self-reflective writing towards general surrounding, the researcher found that most of them liked general surrounding of this special class and felt good when KBU planned to develop their staff. Someone said this was the best opportunity for every staff to develop English in order to be useful for their responsibility in Kasem Bundit University (KBU). They expected to get English better with the lessons from websites provided in the future. These are representatives of individual office clerks' self-reflective writing,

**OC 1 criticized that**

**“I like general surrounding of this special class”. “Everyone enjoys each other when having activities in the class. I think that this course will enable me to understand English much more. I like [www.starfall.com](http://www.starfall.com) most because I can**

**listen to the sound track while reading the various stories. Besides, www.1-language.com is another one that I enjoy to learn very much.”**

As well as OC2 and OC 3 reported that

**OC2 reflected that**

**“For general surrounding, I feel English easy to learn and understand. Everyone tries to help each other whether searching some sources, translating into Thai, or look for some vocabularies. The lessons from the selected websites enabled me to understand English better. The online websites that I liked most were www.1-language.com because I can practice listening, reading, and answer the questions from the lessons from websites. Moreover, I can check the answer that I do in the web. I myself can evaluate by checking the test.”**

**As OC3 explained that**

**“I like to learn in this class, everyone is friendly so they try to help each other to do the assignments, search the difficult vocabularies, suggest other webs that were found accidentally. However, I love to learn English from various online websites such as www.1-language.com, www.onestopenglish.com, and www.manythings.org For the last web, I like it very much because there are many exercises dealing with grammar.”**

OC 7, OC9, OC22 wrote in their individual self-reflection that they loved to learn in this class in which was full of friendliness and high technology. They summarized that the model using online websites was very useful for whoever was working in the workplace. Some online websites selected were very good for listening and speaking.

**OC7 reported that**

**“For the first session (week1-week5), I like this class very much and I think that I am not serious when learning with the online websites. I enjoy practicing to listen and speak on the webs of [www.1-language.com](http://www.1-language.com) and [www.manythings.org](http://www.manythings.org) which deals with various grammars. There are many different objectives in this website.”**

**As well as OC9 confirmed that**

**“This general surrounding of this class is good and warm. Everyone becomes friendly although they come from different faculties of Kasem Bundit University. This model is very useful for us especially [www.1-language.com](http://www.1-language.com) and [www.manythings.org](http://www.manythings.org). Both online websites are focused on listening and speaking. I am able to practice responding the questions and check my answer at the same time.”**

**Besides, OC22 stated that**

**“I liked to learn English from [www.manythings.org](http://www.manythings.org), [www.bbc.co.uk](http://www.bbc.co.uk) and [www.voanews.com](http://www.voanews.com) I enjoy learning grammar from various different exercises. It helps me understand English and does not feel difficult when doing the exercises. I like to read news from newspaper and listen news from BBC radio station as well as I am able to learn new vocabularies that are used in daily life and I also respond the questions dealing with news reading.”**

Moreover, some office clerks wanted the researcher to add a day and extended the time to three hours a time after work (4.30 p.m.), they described that it was too short for two hours a time such as OC 6, OC 15, and OC 22

**In brief, OC 6 focused his report on general surrounding that**

**“I like this class very much because everyone helps each other to learn English on lessons from websites. I eager to learn all the time However, I think the class should extend into three hours a time and add a day in a week. According to the favorite lessons from websites, I prefer [www.onlinenewspapers.com](http://www.onlinenewspapers.com) and [www.starfall.com](http://www.starfall.com) because I like to listen and read as well as learning vocabularies from news”**

**Whereas OC 15 explained that**

**“I think that you should extend the day and time. I enjoy learning English on online websites. Everyone became friendly especially taking care of each other. My favorite online websites are [www.1-language.com](http://www.1-language.com) and [www.manythings.org](http://www.manythings.org) . I am able to listen and learn grammar in both online websites.”**

**As well as OC 11 described that**

**“I hope the project can help me understand English better and I think that it should extend both training day and time. We often use English on our daily life so our university should provide this program for us and new staffs. For the lessons from websites, I like [www.1-language.com](http://www.1-language.com) and [www.manythings.org](http://www.manythings.org) because I like to learn grammar and practice to listen English as I can read and respond the questions from the web. I can check and test the answer at anywhere and any time. ”**

Some office clerks especially OC 9, OC 13, OC 16, OC19 and OC22 described their opinions in various issues such as different multimedia, different objectives, feedback, assignments, and updating. They enjoyed learning through



online websites in which were presented as real events such as speaking and listening skills, reading and writing skills.

**OC 9 and OC 13 described that**

**“I like to learn English from lessons from websites because I can listen and enjoy doing assignments, activities, and games as well as moving cartoon animation and reading in reading exercises that I can do the exercises and check the answers in key answer.”**

**Besides, OC 16 explained that**

**“I found that the lessons from websites can help me to learn English easily and can practice listen and speak from the online websites. I think that the websites is interesting and enjoyable and I can go to other websites from the web link menu.”**

**As OC 19 and OC 21 described that**

**“I am excited about some lessons from websites in which support any objectives I want to know. In addition, I like to learn an English story and vocabularies because the whole story is presented as an animation, checking answer, and feedback.”**

According to the results of the individual office clerks’ self-reflective writing, most of them enjoy learning English from the online websites. They can practice to listen and speak from each online websites such as [www.1-language.com](http://www.1-language.com) or [www.nwt.literacy.ca](http://www.nwt.literacy.ca) or study various grammar from [www.manythings.org](http://www.manythings.org) .

When asked about Office clerks’ Opinions towards the English instructional model using lessons from websites as an effective language learning tool, most of office clerks described as the following:

**OC 1 explained that**

“I think that everyone *likes to learn English* by this way because I can *directly contact to my instructor* and it’s *very flexible and comfortable* to learn. General surrounding is easy to learn especially *linking to the Internet* and *easy to display* the online websites”.

**Whereas OC 2 thought**

“In general, I think that teaching and learning English using online websites *will not increase my language skills*. However, after I’ve learnt English by using online websites with your teaching team, *I enjoy learning English by this way* very much *because it’s very easy and comfortable to learn* as possible as I want.”

Although OC 2 thought that learning English using lessons from websites in this course might not increase her language skills, she expected that it could improve her to understanding of English. She raised a reason why she might get better. For example, she enjoyed learning on the online office and it was easy and comfortable to reach the information in each website as well as the other who liked to learn English on the Internet such as OC 3, 4, 5, 6, 7, 8, and 9. They wrote their self-reflection that they preferred to learn English on the Internet at anywhere and anytime that was the main point for their expectation. These were their self-reflections:

**OC 3 described that**

“*I like this class* because everyone *can speak and talk directly to my instructors*. *It’s not strict to attend in the class* but I can *learn anywhere and any time*. The surrounding in the class *is not serious* and I think that I like to learn English using online websites because *it’s very easy to link to the lessons from websites* that are selected for this project. I feel that everyone in the class *enjoys attending to do*

*the activities.*” as well as OC4, 5, 6 who preferred learning in this class with online websites than attending to learn in the class with their instructor.

**OC 4 explained that**

“I think that I *like this class* because I *can speak and listen to my foreign instructor*. Furthermore, I *can listen to English on the lessons from websites* in the Internet and *check my response*. Everyone *enjoys learning English by the way*. I *can link to the Internet all the time and display on 24 hours.*”

**Furthermore, OC 5 stated that**

“I *enjoy this class* because it is *very easy and comfortable to learn* on the Internet all the time. I *can learn English anywhere and anytime.*”

**OC 6 explained that**

“The class is *very funny and comfortable* because everyone *can talk and speak to the instructors* and can learn English on lessons from websites all the time. *I like this class very much.*”

The researcher found that these office clerks liked to learn English with this English instruction model using online websites. They gave the reasons that were easy, funny, and comfortable, can learn English anywhere and anytime.

However, OC 7 was an office clerk who believed that this English instructional model using online websites was unable to help him increase his English skills:

**OC 7 gave the reason that**

“I *hoped to see a unit which is facilitated to learn and easily understand*. Learning English using online websites may be good for some persons but not me. *I*

*like general surrounding of this class because everyone is free from the limited items. However, I think it doesn't help me to learn English as well."*

OC 8 and OC 9 complained that one online website was unable to help him understand English structures without an instructor's suggestion. They thought that this model was able to improve her English skills but OC 9 thought that it was not difficult except the downloading and linking online websites was too slow.

**OC 8 wrote that**

"I would like to tell you it's *very fun* and I've never learnt English like this before. Everyone *can practice listening and speaking* to my foreign instructor and especially on online websites. However, *there was one online website that cannot help me understand English well if there is no the instructor giving a suggestion. I hope this may improve my English skills."*

While OC 9 wrote that "*I'm happy* when I join to my friends searching some assignments on the Internet. There is *no difficulty to practice, easy and comfortable*. However, *linking one online website to another is too slow*. How do you solve the problems?"

OC 10 and OC 15 thought that this is a good opportunity for them to improve English skills and admire to KBU. They wrote in the same words that

"*They like to study English on online websites* because the accent and intonation in English is very clear and pronounce some sound problems that I have that problem." "In general, they think *it is alright* for the first five week."

**OC 11 and OC 19 wrote briefly that**

"I think *everything is OK. I like it very much."*

**OC 12 said that**

“In general, I *like this class* because I can listen and respond to my assignments in the computer. My friends preferred to learn English on the Internet than an instructor.”

**OC 13, and 21 had the same opinions**

*“I like everything that is taught in the class.* My friends and instructors are very kind and easy. However, *I do not believe that learning and teaching English using only online websites can improve their English skills except having an instructor to suggest how to learn in each unit.*”

OC 14 and 16 gave the opinions *“I do not think that only online websites can improve my English language.”*

**OC 10 and OC 12 reported that**

“I preferred this class to attending a class with an instructor. I have more time to listen, read, and write as much as they want. Therefore, I like this class very much.”

**OC 20 and 22 wrote that**

“I like to learn English on the Internet because there are a lot of exercises for practicing. The class is not so big and everyone can practice listening, reading, and writing. Importantly, I can practice anytime and anywhere on the Internet. So I like the class very much.”

In conclusion, there were twenty-four participants whose self-reflective writing ( OC 1-12, 15, 19, 20, 21, 22) on these issues mostly agreed with teaching English using online websites. According to the results of the independent office clerks’ self-reflection, twenty office clerks liked to learn English on the online websites selected. However, they gave the reasons why they enjoyed learning English in the class. One reason that they raised in their self-reflective form was to practice

anytime and anymore as possible as they wanted. They felt that the class was very friendly so they could advise each other and could practice listening, reading, and writing together. They wrote that the listening and speaking exercises in each online websites were clear and easy to follow. These reasons made them wish to develop English language for their responsibility in Kasem Bundit University.

On the other hand, there were seven office clerks (OC 2, 7, 13, 14, 16, 21) who did not believe that learning English using only online websites could improve their English skills except by having an instructor to suggest how to learn in each unit.

The second issue of the individual office clerks' self-reflection on the online websites was their favorite websites selected for learning in the first five weeks as follows:

**Table 4.4 Office Clerks' Opinions towards the Online Websites selected**

Online Websites for the first five week	Office Clerks' Opinions towards the Web
<a href="http://www.manythings.org">www.manythings.org</a>	OC 1-14, 16, 17, 19, 20- 22
<a href="http://www.onestopenglish.com">www.onestopenglish.com</a>	OC 1-10, 12, 14-16, 20-22
<a href="http://www.1-language.com">www.1-language.com</a>	OC 1-22
<a href="http://www.voanews.com">www.voanews.com</a>	OC 2, 4, 5-10, 13-17, 20-22
<a href="http://www.starfall.com">www.starfall.com</a>	OC 1-22
<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>	OC 1-7, 8, 11, 14, 15, 18, 19-22
<a href="http://www.student-weekly.com">www.student-weekly.com</a>	OC 1-22
<a href="http://www.nationjunior.net">www.nationjunior.net</a>	OC 1-22
<a href="http://www.nwt.literacy.ca">www.nwt.literacy.ca</a>	OC 1,3,4,5,7,9,12,13,16,18,19,20
<a href="http://esl-lab.com">http://esl-lab.com</a>	OC1-22

Remarks: OC=Office Clerk

According to the office clerks' opinions, [www.starfall.com](http://www.starfall.com) and [www.1-language.com](http://www.1-language.com) were favorite sites. They gave the same reasons namely these online websites comprised animation, clear conversation, repeating, various activities, practicing and checking the tasks. They enjoyed practicing to listen and learn the meaning of vocabularies in the content reading. There were many different traditional stories that they were able to select to read.

Additionally, [www.manythings.org](http://www.manythings.org) was popular because this website was full of a lot of grammar points and exercises. Moreover, [www.Englishlistening.com](http://www.Englishlistening.com) was also the popular because learners could listen to various foreigners' speaking

The second five weeks (week 6- week 10) were analyzed as follows:

The first item was “learning English using online websites is so good as a self-studying tool” which is useful to learn English. Many office clerks liked to learn because the online websites contain multimedia: animation, sound track, pictures and other motivations. Moreover, some described that they themselves can practice/repeat/redo/and check exercises as well as can learn/speak/listen/read from online websites. Most of office clerks liked to learn English from the online websites because there are a lot of exercises for practicing on online websites and check the answers.

When the office clerks were asked to write journal weekly reflection on “How do you think about learning English using online websites as a self-studying tool? ”

**OC 3, 4, 9, and 19 explained that:**

**“I thought that this is a kind of language learning without an English instructor as well as unlimited English learning at anywhere and any time that I can. The online websites provided are a part of online websites in which support**

**any objectives and practices of language learning and teaching.” “I think that this is a good self-studying tool.”**

**“However, some comment that I sometimes have problems in the contents or grammatical points and need to counsel an English instructor, I can’t do when I learn on the online websites.”**

When office clerks were asked about how online websites affect to their listening and speaking English in this training program, they explained that **some online websites were good for practicing listening and speaking English language especially** pronouncing the problematical sounds by mean of hearing and reading. There are many listening and speaking exercises on online websites and foreigners’ sound in the websites is clear and easy to listen. This English teaching program was able to help them to use English better when they faced to English documents and foreigners (OC. 9, OC. 11, OC. 21). Moreover, OC 2, OC 7 explained that **“English learning is easier than other languages and I can listen and read English better.”** For the third five weeks (week 11-week 15), the office clerks were asked to describe how they themselves improved their English skills and how they used English knowledge to develop their works on the responsibility. Participants replied that English instructional model using online websites selected could develop English skills as well as the benefits of online websites toward their works. Most answered “Strongly agree” to the question.

**OC 5 explained that:**

**“I can search and link the information from online websites both selected for the project and found in the other websites. I can use English grammatical skills to read and write my responsible work precisely and accurately. The model**



**created using online websites for helping English instruction is very useful to other professionals who have no time to improve their English skills... I appreciate the online websites that help to do my job.”**

Some office clerks wanted the instructor to use online websites, both outside websites or websites created and installed by the instructor or institute. For example, **OC 15, 16, and 20** wanted the researcher to train English in every semester and having a test for quality controlling. They described that the English instructional model using online websites of the project was appropriate with whoever working in a workplace because they were able to learn at anywhere and anytime. They liked to learn from the online websites provided because they were able to learn everything from basic to English advance knowledge. However, they raised a problem that obstructed learning on the Internet such as downloading, running multiple programs, and linking to other sites. An instructor was important to improve their English literacy. These were the office clerks' comments:

**OC 6 and OC 15 explained that**

**“She expected that this project was going to be continued and she wanted the researcher to provide the project every semester because this was a good opportunity for us to develop English skills. This program was very useful for whoever was working in an office. I could learn English anywhere and anytime. One thing that she liked very much was to learn foreigners' intonation from the websites. Moreover, she could do exercises and supplementary from linking to another websites and checked the answer immediately. In addition, she could read and write on the Internet and delivered them to the writer. However, she**

**thought that some online websites are too slow, that might depend upon the speed of the Internet.”**

**“She felt that each lessons from websites selected for this project made me improve English skills namely listening and speaking. She could listen to English in various accents. When the researcher asked her how she appreciated with the English instructional model using lessons from websites, she confirmed that she could develop her English skills so much. The lessons from websites provided made her appreciate English used in my responsibility so I would still learn English from online websites although the project ends.”**

In addition, OC 1, OC 9, OC 14 and OC 20 wanted the researcher to teach English by using other websites or creating new contents for developing the staffs’ English skills in order to use for their responsibility.

**OC 1 and OC 14 described that**

**“I think that if the university wants to develop its staffs, you should create a new website for teaching English in each course and link to exercises in which are the same as the objectives wanted. This project can help me to solve English problems that are in my responsibility. I confirm to you that the project is so good for us. I can learn all the time and anywhere.”**

Whereas OC 9 and OC 20 confirmed the usefulness of English instructional model using online websites that:

**“The project is so good for us because we have no time to learn, I have a lot of responsibilities in my job. The usefulness of the model using lessons from websites makes us understand English much more. We can use the online websites provided to solve my job problems. In addition, we can listen and speak**

**English better than we have ever listened and spoken. We expect to continue this project in the future.”**

When the office clerks were asked about the usefulness of online websites toward their duties in the workplace, most office clerks responded that the websites selected could help them solve the English problems such as facing the foreigners, foreign instructors, listening to foreigners, tape recorders, or reading news from an English newspaper. When they had to read and write English, some online websites were very good to teach some reading techniques and how to write English in academic style via online websites whether writing a paragraph precisely.

**OC 16, OC 18, and OC 19 agreed with the online websites selected and described that**

**“The websites were very useful to their responsibility. I could listen to English instructors better and read English understandably. While writing English was a main language skill that is difficult, however, I feel that I write English better and precisely.”**

**OC 19 mentioned that**

**“I can learn English understandably and it’s easy to read and write when I have to deal with English. Moreover, I found that I can listen and speak English fairly that it’s comfortable to speak to foreigners.”**

In summary, most of office clerks had positive opinions toward the English instructional model using online websites. The opinions mentioned were responded well to the second questionnaires which most office clerks had “strongly agreed” and “agreed” to the whole weekly journal entry. That meant English instructional model using online websites of this project affected to the office clerks’ positive opinions.

These were the office clerks' opinions toward the model using online websites which were conducted to support the second research question mentioned:

1. English is easier than other languages.
2. Office clerks like to listen, read, and write English much more
- 3 Teaching English grammar can help him/her understand the structures of English better.
- 4 Learners can listen and read English better.
- 5 Learners can write English precisely.
- 6 Learners can write English confidentially.

However, when the office clerks were asked about the instructor's teaching styles and methods, the researcher summarized that

1. learners prefer funny teaching styles.
2. learners want to join more activities and games.
3. learners like an instructor to teach "step by step".
4. learners would like to have a tour with the instructors by using only English.

When office clerks were asked to explain the benefits of English training, they explained that there were several benefits for both the organization and him/herself.

The researcher summarized that:

1. learners can improve listening and speaking quickly.
2. learners can read and write English comprehensively.
3. learners can learn English continuously by using lessons from websites from this course.
4. learners can deal with foreigners and any documents confidently.

According to the results of the whole weekly journal entry, it was found that all of office clerks agreed to learn and practice English using online websites as shown in the results of TOEIC scores between pretest and posttest in Chapter 4. The results of writing weekly journal entry (reflection) found that all of office clerks appreciated to every online website and could solve the English problems in the workplace not only office clerks but also the other professionals. On the whole, office clerks had positive opinion toward English instructional model using online websites.

#### **4.4 The Results of Office Clerks' Semi-Structured Interview**

After the ending of the course, the office clerks were interviewed with a structured interview form. The content of the interview was divided into two important parts: General information and office clerks' opinions toward English instructional model using online websites. The interviews were recorded in Thai with four vital questions: 1). General opinions on the English instructional model using online websites; 2). Opinions on the English instructional model using online websites as an effective language learning tool; 3). Opinions on the English instructional model using online websites as effective self-study tool; 4). Opinions on the use of English

instructional model using online websites for working in the workplace. These interviews were translated and transcribed into English

Before the project began, the researcher interviewed ten office clerks dealing with learning English on the Internet. Most of them said it was a new learning and teaching tool but it could not substitute for an English instructor because there was no explanation of the contents, there was nobody to answer their questions, there was no one to correct some mistakes in the given exercises and there were not enough exercises to support every objective in this project. However, it might get better if it could answer any questions concerning the contents, respond some questions, provide enough exercises for practicing, check the answers quickly, could learn 24 hours and comfort to use easily.

The first question was “What are your general opinions towards the English instructional model using lessons websites?” The result of structured interviewing was found that all of the office clerks both strongly agreed and agreed to the English instructional model using lessons from websites. These were the interview data which were strongly agreed to the English instructional model using lessons from websites:

**Office clerks 1. (OC1)** explained that

**“I strongly agreed to the model using lessons from websites because I could learn English at anywhere and anytime. However, I did not agree on self-studying without an instructor’s explanation or instructions on the contents or activities.”**

As well as OC 2, OC 3, OC 7, OC 12, OC 17, OC 21, OC 25, and 30 strongly agreed to the model with these following reasons:

OC 2 gave the interview that

**“I strongly agreed to your model using lessons from websites. However, I thought the online websites couldn’t explain everything I want to know.”**

According to OC 2’s interviewing, the researcher found that OC 2 agreed to the model but an instructor was necessary for this instructional model. She said that only online websites could not help her know and understand much more.

As OC 3 also strongly agreed to the model but she complaint that some online websites were too slow, she suggested that the researcher should buy HI-Speed Internet when providing the next training project.

**“I strongly agreed to the model using lessons from websites but some were too slow. It was useful for whoever is working in the office. I suggested that you should provide Hi-Speed Internet for the project.”**

When OC 7, 12, and 17 were asked about their opinions towards the English instructional model using online websites, OC 7 briefly explained that

**“I agreed to the model using lessons from websites. I liked to learn English from the sites selected for this research project. I thought that it was easy and comfortable to learn. I can learn anywhere and any time.”**

OC 12 stated that

**“I thought that this project was very good. I preferred to learn English on the Internet than sitting in class. I was able to practice listening, reading, and writing at any time and anywhere. I, therefore, strongly agreed to the model.”**

From the interview, OC 12 liked to learn English on the Internet because she was able to practice language skills at anywhere and any time as well as OC 1 mentioned upwards.

Also, OC 17 agreed to the English instructional model using lessons from websites selected for this project. He thought that there was a lot of English knowledge provided for anyone who wanted to learn for their workplace or for their responsibilities. He said that

**“I agreed to the English instructional model using lessons from websites. I saw a lot of their usefulness to develop my language skills. However, for those websites that are unable to increase my English skills alone, an instructor was needed to explain the activities and contents, including its objectives.”**

In contrast, two office clerks disagreed with the model. OC 8 and 14 did not like to learn English via online websites because he thought that his English language was very low. OC 14 complained that some online websites were too slow and self-studying was unable to help him understand English better and he suggested that an English instructor was necessary for explaining and suggesting him to do exercises in each website. Besides, the objectives of each online website were important to the learners. Therefore, he himself disagreed to learn English on the Internet, he desired to learn with an English instructor. OC 14 complaint and suggested that

**“I disagreed with the model using lessons from websites. I felt that an instructor was still necessary to explain anything before teaching by each online website. I felt that I did not understand the contents and activities of lessons from websites. I would like you to increase the speed to Hi-Speed Internet because it was the waste of time to wait for downloading.”**

When OC 13 was asked about teaching English using online websites, he explained that



**“He agreed with in the case of various exercises, he can practice English anytime and anywhere. However, he didn’t understand their instructions and some activities that were the aims of each online website, he could do nothing. He loved to learn English with an English instructor. He thought he could ask about the problems that occurred and listened to the instructor’s explanation before learning in the web.”**

When asked about their opinions towards the English instructional model using online websites as an effective language learning tool, the twenty office clerks said that the instructional model using online websites was very useful for them. They explained that they were able to improve English language so much because they could practice listening and speaking as though they were conversing with real foreigners. They could learn English grammar easily and there were a lot of exercises for practicing. Some of learners stated that online websites were very useful for their duties in the workplace. These were some samples to support the results of the semi-directed interview:

**OC 9 wrote that**

“The online websites selected for English training project were appropriate with office clerks who work in various institutes or organizations. I myself can learn English at all time and anywhere I want. I think that this project is going to be useful for anyone who has no time to sit in class and wants to improve his/her English skills”

**OC 14 explained in this case that**

“This English instructional model using online websites is very useful for me. I can link to other websites so I can travel websites freely. I think that there are still a lot of websites provided English skills for whoever wants to learn English.”

OC 22 wanted the researcher to provide the training course for office clerks. She described that the project was very useful and appropriate with the staffs who had no time to learn in class.

“I learn English on the online websites enjoyably and have a confidence to face foreigners. Nowadays, I can read and write English better, and also listen and speak fluently.”

OC 4, 18, 19 and 20 presented that they enjoyed doing exercises from the online websites provided. Also, they can practice to listen and speak in various styles such as British English, American English, or Latin-English. In addition, they said that they can select the easiest exercise and add the supplementary with linking to the other sources. These were their descriptions:

**OC 4 said that:**

“I like to do exercises which are compacted in each online websites because these exercises are easy for me. I like to learn English on online websites because I can practice listening and speaking English from various nationalities.”

**OC 18 presented that:**

“I like to learn English through online websites because I can link to the other websites that I want to know. Moreover, I think that the lessons in each online website help me improve my English skills and it’s important to learn how to read and write comprehensively and precisely.”

**OC 20 expressed that:**

“I began to understand English much more. Every day I can practice listening and speaking on the Internet. While I am available for my job, I like to click to the

online websites in which help me to learn English better. Some websites are appropriate with me because they start from easy contents to difficult ones.

**While OC 19 expressed that:**

“Everyday my daughter and I like to learn English via an online website together especially [www.starfall.com](http://www.starfall.com) which displays cartoon animation and teaches about some of the traditions of each country. We can learn English skills from online websites and practice doing a lot of exercises that learners can check the answers immediately. I think that your English teaching model using online websites can help whoever wants to learn English without sitting in the class or any teachers.”

The whole interview was able to respond to the second research question well. The office clerks’ opinions toward learning and teaching English using online websites were useful for everyone who had no time to develop English skills. They themselves like to learn English anywhere and anytime. Various objectives of each online websites can help the office clerks learn English much more. These answers can be supported the second research question well. According to the office clerks’ interview, the researcher can summarize the main issues about opinions toward teaching and learning English using lessons from websites:

- 1). Learning English via lessons from websites can improve their listening, speaking, reading and writing.
- 2). Learners can learn English on lessons from websites at anywhere and anytime.
- 3). Learners can select the learning objectives that they desire to learn and do the exercises.

4). Learners enjoy learning English through lessons from websites because they can link to other webs.

5). Learners like to learn English via lessons from websites because they can learn after work or they are available.

6). Learners like to do exercises after the end of each unit. Moreover, they can check their answers immediately. The moving pictures are interesting like a movie.

# **CHAPTER 5**

## **DISCUSSION, CONCLUSION, AND RECOMMENDATIONS**

### **5.1 Introduction**

The purpose of the present study was to develop KBU office clerks' English language proficiency via an English instructional model using lessons from websites provided on the Internet and to investigate office clerks' opinions towards an English instructional model using lessons from websites. The goals of this study were to: a). develop an English instructional model using lessons from websites for staff who are working in a workplace, b). evaluate the effectiveness of the model, and c). investigate learners' opinions towards the English instructional model using lessons from websites. The chapter, therefore, was divided into 7 parts as follows: 1) the overview of the study, including the background of the problem, the purposes of the study, the research design and methodology; 2) the summary of the major finding out based on the research questions; 3) the discussion; 4) the implications for English instructional model using lessons from websites; 5) the limitation; 6) the recommendations for the future research; and 7) conclusion.

To find out the answers to the research questions, the researcher considered from the difference of TOEIC pretest and posttest scores both before and after the project. The results of the t-test, mean scores, raw scores, and the percentage of different posttest scores from the pretest indicated the effectiveness of the English

instructional model using lessons from websites. Moreover, the retrospective data from the post interviews and writing the weekly journal (Reflection) were analyzed qualitatively. The major finding, discussion, explanation and justification for the future research are discussion below. This chapter also includes the summary, discussion, and conclusion of the significant finding of this study. The implications and recommendations are also discussed for the future.

## **5.2 Overview of the Study**

### **5.2.1 Background of the Problem.**

The office clerks working in the workplaces faced to use English language problems as they had to find them all time. Therefore, the purpose of this research were mainly a) to develop on English instructional model using lessons from websites; and b) to investigate the office clerks' opinion towards the English instructional model using lessons from websites. Both of the purposes were obtained from the results of a comparison between TOEIC post-test and pre-test scores in order to confirm the effectiveness of the model, the office clerks were interviewed, questioned, answered questions from close-ended questionnaire, and writing weekly journal towards the lessons from websites which were learned in 5 weeks a time

### **5.2.2 Research questions.**

- 1) Do office clerks have higher English language proficiency level after learning through an English instructional model using lessons from websites?
- 2) Do office clerks have a more positive opinion towards an English instructional model using lessons from websites?

### **5.2.3 Research Design and Methodology**

#### **5.2.3.1 The participants:**

The participants of the study were 22 KBU office clerks who had employed full-time during the academic year of 2007 and at least bachelor's degree in various majors.

#### **5.2.3.2 Instrumentation:**

The researcher selected the lessons from websites that were conducted to support the objectives of the study. The results of TOEIC pre-test and post-test indicated the effectiveness of the **JEIM** and the participants' self-reflections in every 5 weeks. The self-reflection towards the model using lessons from websites was conducted to support the effectiveness of the model. The instruments were used to collect the data were the interview, close-ended questionnaire, and writing weekly journal.

#### **5.2.3.3 Data Collection and Data Analysis.**

The TOEIC post-test and pre-test were given to the office clerks before and after the training. At the end of the course, the data was analyzed as follows:

- 1). The TOEIC scores were compared for evaluating their English language proficiency level when they were instructed by the lessons from websites selected and validated by three content experts using the rubric applied from Son. (2000). The relationship between the two tests was analyzed by using a paired-sample *t*-test.

- 2). A thematic analysis was used for the analysis of the office clerks' writing weekly journal.

3). A *t*-test was used for the analysis of the participants' close-ended questionnaire

## **5.3 Summary and Finding**

### **5.3.1 Significant Finding Related to the Effectiveness of the JEIM.**

#### **5.3.1.1 Quantitative Analysis.**

Data analysis showed the comparison between TOEIC post-test cores and pre-test scores after the office clerks' attendance in the JEIM experiment. Utilizing a paired-sample *t*-test to measure the difference between post-test and pre-test at the end of the course, the results of comparison was found that the scores from the TOEIC post-test scores were significantly higher than the pre-test scores at the level of .05.

The results of the quantitative data analysis reveal the major findings worthy of notes:

1. Before starting the project, the results of office clerks' TOEIC pretest score were reported in group to be very low namely the minimum score at 85 and maximum score at 355 of 990.

2. After ending the project, the results of office clerks' TOEIC posttest score were reported in group at higher scores TOEIC pretest score namely the minimum scores at 185 and maximum score at 555 of 990.

3. Comparing office clerks' TOEIC pretest and posttest scores in group, the results reported the TOEIC posttest scores at the end of the project higher than the TOEIC pretest scores before starting the project. (statistically significant difference),



And the office clerks' TOEIC pretest arithmetic mean scores before starting to teach English model using lessons from websites had very low scores at 249.09 (SD=61.17) However, after having 15 weeks training, the posttest arithmetic mean scores were increased to 295.68 (SD=87.73) The researcher found that the difference between pretest and posttest mean scores was 46.59. The different raw scores were 1325 and the t-value was 3.983

4. Comparing office clerks' TOEIC pretest and posttest scores individual. There were 22 office clerks having a posttest and 18 of them could increase their scores higher and 2 persons' scores were the same both pretest and posttest. The office clerks' TOEIC pretest and posttest scores were reported that the only one office clerk took the pretest by 190 points but it decreased to 150 points in the posttest. However, there was a significant difference between TOEIC pretest and posttest scores.

5. When comparing the difference of the pretest and the posttest scores, the results were reported that five office clerks increased the scores more than 100 points.

In summary, when considering the analysis of the difference of office clerks' TOEIC pretest and posttest scores, the results showed that after the end of the project, the means, the difference of total score, the percentage of different score the posttest was higher than the pretest score with statistically significant differences. That meant the English instructional model using online websites could answer the research question "Do office clerks have higher English language proficiency when learning through an English instructional model using online websites?" These are now discussed.

The present study showed that the English instructional model using lessons from websites was an important teaching and learning tool for an instructor and a learner who have no time to improve English skills or others. This model using online websites may become a kind of efficiency teaching aids for someone working in an organization in the future.

**5.3.1.2 Qualitative Analysis.** The results from the qualitative analysis fully confirmed the results from the quantitative one. The data were collected from the three kinds of instruments: a questionnaire, an interview, and writing weekly journal.

1. After the end of the course, the participants were asked to respond the close-ended questionnaire revealed their opinions towards the model using lesson from websites. The result from the qualitative analysis (*t*-test) was found that the participants accepted the English instructional model using lessons from websites. It was found that the mean score was 4.27 which was highly agreed and strongly agreed on the 16 criteria and SD was .60. (see Table 4.4)

2. The result of the analysis of the participants' opinion towards the model using lessons from websites, it was found that some criteria are strongly agreed. For example; "It was comfortable to learn English using lessons from websites" and "It encouraged me to work alone more". As most participants' opinions were both agreed and strongly agreed towards the model using lessons from websites. This was the important point to confirm the effectiveness of this English instructional model using lessons from websites. The results also answered the second research question "Do office clerks have a more positive opinion towards an English instructional model using lessons from websites?"

3. The result of the analysis of the interview the participants was found that they had a better understanding the natures of English structures as well as were able to listen and speak English language for long sentences after training this course. The participants dare to speak and respond to the foreigners who contacted the department and division. There were various issues to indicate the effectiveness of the model. Most opinions pointed that the model was very useful but some techniques had to change especially “downloading the program”. Most participants liked to learn English with lessons from websites. Moreover, they enjoyed to learn with the model using lessons from websites because it was very comfortable, easy, and complete. These reasons were very important to point the effectiveness of the model using lessons from websites for training whoever working in the workplace.

4. The participants showed their English language proficiency on their responsibility in the workplace after attending the JEIM course. Every 5 week, the participants wrote a weekly journal to display how they like to learn English using lessons from websites. The results from reflection showed that the lessons from websites made them work alone on their responsibility and this model was appropriate for training the staff working in the workplace.

## **5.4 Discussion**

The results of this study confirmed the success of the implementation of the JEIM course was dependent on a number of related factors. The important points were the characteristics of the learners, the instructional materials, and the results of evaluating the course. The details were discussed as follows:

#### **5.4.1 The Characteristics of the Learners**

The first success of this study was the characteristics of learners who work as office clerks in Kasem Bundit University. These participants work hard on their responsibility so the available time was the vital point to attend the course and there was no any success without learners' motivation. For this study, the participants were highly motivated to learn by self-studying. The researcher found that the participants quickly improved their English language proficiency.

Before starting this project, all of office clerks were eager to learn English from lessons from websites because they had never known this kind of instruction. Most of them liked to learn English using the instructional model very much. Some mentioned this instructional model was comfortable and easy to understand whether listening, speaking, reading or writing. Since lessons from websites provided were found that were very useful for each language skills. In addition, learners were also able to do the exercises dealing with the contents and check the answers after finishing them. The results of analysis were found that most KBU office clerks were able to increase their TOEIC posttest scores namely 19 of 22 office clerks could increase the scores with the higher percentage in group from pretest to posttest at 24.62 %. When comparing the difference of mean scores between the pretest and the posttest scores, the results were found that the posttest scores were increased from 249.09 to 295.68. The difference of mean scores between the pretest and the posttest was at 46.59 points. There were 30 office clerks attending the pretest but 22 office clerks attending the posttest. The missing persons gave any reasons why they did not having the posttest but one main reason was to they had to take care of their family and there were a lot of work on their responsibility. It was evident that missing persons gave the

reasons that did not concern this model using lessons from websites. If they attended to learn and practice like the others, the writer believed that they would increase their scores. In this study, the participants, however, remained only 22 persons

However, there were two office clerks who could not increase their scores in the posttest which were the same scores (250 and 245 points) as well as the mean scores and the percentage of the increased posttest scores from the pretest scores. When analyzing the results of the two persons mentioned, it was reported that both of persons had to work for their faculty and there were a lot of jobs on their responsibility, however, they should check the units that were taught in each week or asked their colleagues what contents learnt and studied on lessons from websites as well as did the exercises. The reasons mentioned seemed to be unreasonable.

The last one who was a learner of 22 office clerks took the posttest scores lower score than the pretest. The learner raised a main reason was to the time limitation that she had to take care of her family and her responsibility in the department was so much. However, she mentioned that English was very important to her job. Further, she would like to develop her English language skills but her knowledge was very low until probably started with a fundamental English.

## **5.4.2 The Instructional Materials**

### **5.4.2.1 The JEIM Preparation**

The JEIM Preparation was divided into 5 steps as follows

1. The needs analysis that focused on the participants with a survey questionnaire and face to face interview and found that the office clerks wanted to develop their English language but the researcher had to provide the appropriate time for training. Moreover, the administrators of Kasem Bundit University (Dean of

Faculty, Chiefs of Department or Division) became a part of the needs analysis. They expected to see the office clerks improve English language and increased their TOEIC post-test scores.

## 2. The materials development

Since the JEIM was an English instructional model using lessons from websites which were completely provided in each websites, the materials development for the office clerks was very fine to select lessons from websites appropriate to the course objectives. Selection the lessons from websites in three key steps were the selection of lessons from websites, the pilot study and course adjustment, the course implementation, and the course assessment.

### **5.4.2.2 Implementing a JEIM Using Lessons from Websites.**

After selecting lessons from websites, took a pilot study, and revised the model, the JEIM was implied to the training course for 15 weeks, total 60 hours. During the implementation, the participants were asked to write a reflection based on the units instructed in every 5 weeks. The results of the reflection were found that most of the participants were satisfied with the lessons from websites.

### **5.4.3.3 The results of evaluating the course.**

The participants were evaluated by TOEIC post-test after the end of the course. The result indicated that the participants took the TOEIC post-test scores higher than the pre-test significantly.

### **5.4.3.4 The Results of Office Clerks' Opinions towards Lessons from Websites Selected.**

This section was statistically analyzed by qualitative data. Most of office clerks agreed to the online websites selected for instructing in this project. It

was found that the office clerks strongly agreed to the online websites ( $M=4.40$ ) and standard deviation = .47). The results indicated that this instructional model was appropriate with training English in the workplace.

#### **5.4.3.5 The Results of Writing a Weekly Journal for English**

##### **Instructional Model Using Lessons from Websites.**

Every five weeks of the project, the office clerks were needed to write a weekly journal in order to criticize how they like each learning unit, advantage and disadvantage, English language knowledge in each week, and the effectiveness of the instructional model.

The researcher found that most learners liked to learn this English on the lessons from websites provided. When they were asked how they like to learn English from online websites, the result was to the whole lessons from websites were very useful because it was very easy and comfortable to learn at anywhere and anytime. Moreover, when asking about the advantage and the disadvantage of the model using lessons from websites, most office clerks mentioned that the advantage of this model was clear whether the objectives, contents and explanation, easy assessment, more exercises, or colorfulness. However, there were two disadvantages for learning with online websites. First was “downloading” to start the websites. It was very slow since it was not the high speed Internet. Some online websites consisted of animation, various colors, and a lot of frame in presentation so learners might wait for a long time. Second, some online websites were very complex both explanation and contents so when learning at home or available after work, an instructor needed to explain the problems occurred. When asked about the usefulness to use on their responsibility, most said that they could work alone without English problems. When they had to

face to English problems, they could solve them by themselves. Importantly, when asking about general pictures of the model using lessons from websites to instruct other professionals, the model was very useful for everyone who desired to learn English because the learners could learn at anytime and anywhere.

According to the results mentioned upwards, to confirm that the instructional model using lessons from websites was very useful to whoever wanted to learn English especially someone had no time to have a seat in class. The results could support the second research questions “Do office clerks have a more positive opinion towards an English instructional model using lessons from websites?” The results of this instructional model using lessons from websites showed that they had a positive opinion towards the English instructional model using lessons from websites.

Since the second research question was focused on the office clerks’ opinions towards the instructional model using lessons from websites and supporting with semi-structured interview after the end of training project together with writing a weekly journal which was directly asked to the learners. This survey was given in class at the end of the project for assessing the office clerks’ satisfaction.

To start with preparing a close-ended questionnaire, the researcher attempted to find the best way for asking about their opinions towards the model using lessons from websites in order to consider their responses on each question. The close-ended questionnaire was the best instrument for this study because the learners rated several aspects of this training project according to the following rating scale: 5 for excellent and 1 for poor. The mean rating for each item is shown in Table 4.3.

As the data indicated, learners rated all aspects of the course from “Good” to “Excellent”. The highest rating was 5.00 and the lowest rating was 4.20. Overall, the



data suggested that were satisfied with this English instructional model using lessons from websites.

## **5.5 Summary**

This chapter presented the overview of the study, including the background of the problem, the purposes of the study, the research design and methodology; the summary of the major finding out based on the research questions; the discussion; the implications for English instructional model using lessons from websites; the limitation; the recommendations for the future research; and conclusion.

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## **APPENDICES**

## APPENDIX A

### A Survey Questionnaire for a Needs Assessment

August 10-11, 2007

Kasem Bundit University

Pattanakarn, Suan Luang, Bangkok

แบบสอบถาม

ปัญหาและความต้องการใช้ภาษาอังกฤษของเจ้าหน้าที่สำนักงาน

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ระดับปริญญาเอกของสำนักวิชาเทคโนโลยีสังคม สาขาภาษาอังกฤษศึกษา มหาวิทยาลัยเทคโนโลยีสุรนารี จังหวัดนครราชสีมา โดยมีวัตถุประสงค์เพื่อทราบปัญหาและความต้องการใช้ภาษาอังกฤษที่เกี่ยวข้องกับงานในมารับผิดชอบ อันจะนำไปสู่การแก้ไขและมุ่งหายุทธศาสตร์มาช่วยเจ้าหน้าที่ดังกล่าว สามารถใช้ความรู้ความสามารถทางภาษาอังกฤษได้ตามนโยบายขององค์กร ดังนั้น เพื่อให้เป็นไปตามจุดประสงค์ของโครงการวิจัยเรื่อง “Developing an English Instructional Model Using Lessons from Websites for Office Clerks.” ท่านจึงเป็นเจ้าหน้าที่สำนักงานกลุ่มแรกที่สามารถยืนยันได้ว่าเหตุใดจึงชอบหรือไม่ชอบภาษาอังกฤษ รวมทั้งปัญหาการใช้ภาษาอังกฤษในการทำงานที่ต้องรับผิดชอบ และในชีวิตประจำวัน อย่างไรก็ตาม แบบสอบถามนี้จะเกิดประโยชน์สูงสุด ถ้าท่านตอบแบบสอบถามด้วยความเต็มใจ และตรงตามความเป็นจริง

แบบสอบถามนี้ผู้วิจัยได้นำแจกให้กับเจ้าหน้าที่สำนักงานจำนวน 50 คนที่ทำงานอยู่ในคณะต่างๆของมหาวิทยาลัยเกษมบัณฑิต รวมทั้งเจ้าหน้าที่สำนักงานประจำส่วนกลาง ทั้งวิทยาเขตพัฒนาการและร่มเกล้า

แบบสอบถามนี้แบ่งออกเป็น 4 ส่วนดังต่อไปนี้

1. ข้อมูลส่วนตัวของเจ้าหน้าที่สำนักงาน
2. ความสำคัญของภาษาอังกฤษในสำนักงาน

3. ปัญหาการใช้ภาษาอังกฤษในสำนักงาน
4. ทักษะการใช้ภาษาอังกฤษที่ต้องการให้พัฒนา

**ก. ข้อมูลส่วนตัวของเจ้าหน้าที่สำนักงาน**

คำสั่ง: ทำเครื่องหมาย (/) ลงในช่องให้ตรงกับข้อมูลของท่าน

1. คณะที่ท่านสังกัด  ศิลปศาสตร์  วิศวกรรมศาสตร์  นิเทศศาสตร์  
 สถาปัตยกรรมศาสตร์  นิติศาสตร์  
 วิทยาศาสตร์และเทคโนโลยี  บริหารธุรกิจ  ป. บัณฑิต  
 ส่วนกลาง

มหาวิทยาลัย เกษมบัณฑิต วิทยาเขต  พัฒนาการ  ร่มเกล้า

2. สาขาและระดับการศึกษาของท่าน

- ปริญญาตรี คณะ  บริหารธุรกิจ  ศิลปศาสตร์  นิติศาสตร์  
 วิศวกรรมศาสตร์  วิศวกรรมศาสตร์  นิเทศศาสตร์  
 สถาปัตยกรรมศาสตร์  วิทยาศาสตร์และเทคโนโลยี  
 อื่น ๆ.....

ปริญญาโท สาขา และคณะ .....

3. วิชาเอกที่ท่านจบ .....

4. ประสบการณ์การทำงาน  1-3 ปี  4-6 ปี  7-10 ปี  11 ปีขึ้นไป

5. เพศ  ชาย  หญิง

6. อายุ  20-22  23-25  26-28  29-31  32-34  35-37  40 ปีขึ้นไป

**ข. ความสำคัญของภาษาอังกฤษ**

1. ความสามารถในการใช้ภาษาอังกฤษที่ท่านมักได้รับการคาดหวังว่าจะใช้ได้ดีในงานที่

รับผิดชอบ

ข้อ	ทักษะทางภาษาอังกฤษ	บ่อย	บางครั้ง	นานๆครั้ง	ไม่เคย
ก	การฟัง				
ข	การพูด				
ค	การอ่าน				
ง	การเขียน				

## 2. ท่านมักมีความยุ่งยากในการใช้ทักษะทางภาษาอังกฤษ

ข้อ	ทักษะทางภาษาอังกฤษ	บ่อย	บางครั้ง	น้อยครั้ง	ไม่เคย
ก	การฟัง				
ข	การพูด				
ค	การอ่าน				
ง	การเขียน				

## 3. ความสามารถทางภาษาที่ทำให้ท่านประสบความสำเร็จในงานที่รับผิดชอบ

ข้อ	ความสามารถทางภาษา	มาก	ปานกลาง	น้อย
ก	การฟังภาษาอังกฤษ			
ข	การพูดภาษาอังกฤษ			
ค	การอ่านภาษาอังกฤษ			
ง	การเขียนภาษาอังกฤษ			

## 4. ทักษะทางภาษาที่สำคัญมากที่สุดที่ทำให้ท่านประสบความสำเร็จในงานที่รับผิดชอบ

ข้อ	ความสามารถทางภาษา	สำคัญมากที่สุด	ปานกลาง	สำคัญน้อยที่สุด
ก	การฟัง			
ข	การพูด			
ค	การอ่าน			
ง	การเขียน			

## 5. ความสามารถทางภาษาอังกฤษที่ท่านใช้กับงานที่รับผิดชอบ

ข้อ	ความสามารถทางภาษา	บ่อยมาก	ปานกลาง	ไม่บ่อย
ก	การฟัง			
ข	การพูด			
ค	การอ่าน			
ง	การเขียน			

**6. ความยุ่งยากในการใช้ความสามารถทางภาษาอังกฤษกับงานที่อยู่ในความรับผิดชอบของท่าน**

ข้อ	ความสามารถในการใช้ภาษาอังกฤษ	น้อยมากที่สุด	น้อย	ปานกลาง	ไม่น้อย
ก	การฟัง				
ข	การพูด				
ค	การอ่าน				
ง	การเขียน				

**7. ความสามารถในการใช้ภาษาอังกฤษมีความสำคัญต่ออาชีพของท่าน**

ข้อ	ความสามารถในการใช้ภาษาอังกฤษ	เสมอ	น้อย	บางครั้ง	ไม่เคย
ก	การฟัง				
ข	การพูด				
ค	การอ่าน				
ง	การเขียน				

**ค. ปัญหาการใช้ภาษาอังกฤษที่พบในที่ทำงาน**

ข้อ	ปัญหา	เสมอ	น้อย	บางครั้ง	ไม่เคย
<b>1.</b>	<b>การฟัง-การพูด</b>				
1.1	การสนทนาอย่างคล่องแคล่ว				
1.2	การฟังชาวต่างชาติพูด				
1.3	การตอบคำถาม				
1.4	วัฒนธรรมทางการพูดของคนต่างชาติ				
1.5	การเข้าร่วมประชุมหรือได้วาที				
1.6	การเข้าร่วมกิจกรรมกับชาวต่างชาติ				
1.7	ออกเสียงภาษาอังกฤษไม่ถูกต้อง				
1.8	ไม่เข้าใจเรื่องที่กำลังพูดคุยกัน				
1.9	สำนวนการใช้ภาษาในการพูด				

ข้อ	ปัญหา	เสมอ	บ่อย	บางครั้ง	ไม่เคย
1.10	การสนทนาทางโทรศัพท์กับชาวต่างชาติ				
<b>2.</b>	<b>การอ่าน-การเขียน</b>				
2.1	การเน้นเสียงและการสะกดคำ				
2.2	การเขียนโครงสร้างประโยค				
2.3	การใช้คำที่เหมาะสมในการเขียน				
2.4	องค์รวมของย่อหน้า				
2.5	การแสดงความคิดเห็นอย่างเหมาะสม				
2.6	ความรู้เรื่อง Tenses				
2.7	ความรู้เรื่อง Voices				
2.8	การวิเคราะห์หาประโยคหลักและความคิดหลักของย่อหน้า				
2.9	การแปลภาษาไทยเป็นภาษาอังกฤษและการแปลภาษาอังกฤษเป็นภาษาไทย				
2.10	ขาดทักษะการอ่านอย่างถูกต้อง				

**ง. ทักษะการใช้ภาษาอังกฤษที่ต้องการให้มีการพัฒนา**

ข้อ	ทักษะการใช้ภาษาอังกฤษ	มากที่สุด	มาก	ปานกลาง	น้อยที่สุด
ก	การฟัง				
ข	การพูด				
ค	การอ่าน				
ง	การเขียน				

## APPENDIX B

### แบบสอบถาม

#### รูปแบบการสอนภาษาอังกฤษสำหรับเจ้าหน้าที่สำนักงานโดยใช้บทเรียนจากเว็บไซต์

แบบสอบถามนี้เป็นส่วนหนึ่งของโครงการทำวิทยานิพนธ์ของมหาวิทยาลัยเทคโนโลยีสุรนารี ที่จัดทำโดยนายจักรภัทร คำวิชรธรรมารณ์ นักศึกษามัธยมศึกษา ระดับปริญญาเอก สำนักวิชาเทคโนโลยีสังคม สาขาวิชาภาษาอังกฤษศึกษา ในหัวข้อเรื่อง “Developing an English Instructional Model for Office Clerks Using Online Websites”

แบบสอบถามนี้มีจุดประสงค์ที่จะหาความคิดเห็นของเจ้าหน้าที่สำนักงานของมหาวิทยาลัยเกษมบัณฑิต วิทยาเขตพัฒนาการ กรุงเทพฯ ที่มีต่อ

1. การเรียนรู้ภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์
2. บทเรียนจากเว็บไซต์ในฐานะที่เป็นเครื่องมือที่มีประสิทธิภาพในการศึกษาด้วยตนเอง
3. บทเรียนจากเว็บไซต์ในฐานะที่เป็นเครื่องมือที่มีประสิทธิภาพสำหรับใช้เรียนภาษาอังกฤษ
4. การใช้บทเรียนจากเว็บไซต์สำหรับช่วยทำงานในสถานที่ทำงาน

ข้อมูลที่ถูกจัดเก็บด้วยแบบสอบถามนี้จะถูกนำไปใช้ในการวิเคราะห์ทัศนคติของเจ้าหน้าที่สำนักงานของมหาวิทยาลัยเกษมบัณฑิต วิทยาเขตพัฒนาการ กรุงเทพฯ ที่มีต่อ 4 ประเด็นข้างต้น ท่านเป็นผู้หนึ่งที่ถูกขอให้ตอบแบบสอบถามนี้สองครั้งเพื่อวัดทัศนคติที่มีต่อรูปแบบการสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์ ทั้งก่อนการทดลองและหลังการทดลองใช้รูปแบบการสอนดังกล่าวแล้ว ทั้งนี้เพื่อเปรียบเทียบดูทัศนคติทั้งสองครั้งว่ามีการเปลี่ยนแปลงหรือไม่ อย่างไรก็ตาม แบบสอบถามนี้จะมีประโยชน์อย่างยิ่งถ้าท่านตอบแบบสอบถามนี้อย่างจริงจัง ตรงตามความเป็นจริง ความร่วมมือ ข้อมูล และเวลาของท่านนับเป็นสิ่งที่มีความสำคัญสำหรับผู้ทำวิทยานิพนธ์ฉบับนี้ ผู้ทำวิทยานิพนธ์ขอรับรองว่าข้อมูลที่ท่านได้กรูณากรอกในแบบสอบถามนี้จะถูกเก็บไว้เป็นความลับ

นายจักรภัทร คำวิชรธรรมารณ์ โทร 081-6181706

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คณะศิลปศาสตร์ สาขาภาษาอังกฤษ มหาวิทยาลัยเกษมบัณฑิต

ถนนพัฒนาการ เขตสวนหลวง กรุงเทพฯ

โทรศัพท์ 02-3216930-8 ต่อ 1314

**แบบสอบถาม (ก่อนการทดลอง)**  
**ความคิดเห็นของเจ้าหน้าที่สำนักงานมหาวิทยาลัยเกษมบัณฑิต**  
**ที่มีต่อการสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์**

แบบสอบถามนี้ต้องการทราบทัศนคติของท่านที่มีต่อการสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์ใน 4 ประเด็นหลักๆ 1) ความคิดเห็นทั่วไปที่มีต่อการเรียนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์ 2) ความคิดเห็นที่มีต่อบทเรียนจากเว็บไซต์ในฐานะที่เป็นเครื่องมือช่วยการเรียนรู้ที่มีประสิทธิภาพ 3) ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์เป็นเครื่องมือช่วยในการเรียนรู้ด้วยตนเองที่มีประสิทธิภาพ 4) ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์สำหรับช่วยทำงานในสถานที่ทำงาน ข้อมูลที่ได้จากแบบสอบถามของท่านจะไม่มีส่วนเกี่ยวข้องกับการพิจารณาเงินเดือนของท่าน

ในแบบสอบถามนี้ ท่านจะได้อ่านข้อมูลเกี่ยวกับภาษาอังกฤษที่ท่านจำเป็นต้องใช้ในแต่ละทักษะ โปรดอ่านคำถามแต่ละคำถามอย่างระมัดระวังและทำเครื่องหมาย (X) ลงในช่องที่สอดคล้องกับงานในหน้าที่ของท่าน แบบสอบถามวัดทัศนคตินี้แบ่งออกเป็นระดับระดับต่างๆตั้งแต่เห็นด้วยอย่างมากจนถึงไม่เห็นด้วยอย่างมาครั้งนี้

เห็นด้วยอย่างมาก
เห็นด้วย
ปานกลาง
ไม่เห็นด้วย
ไม่เห็นด้วยอย่างมาก

**เห็นด้วยอย่างมาก** หมายความว่าท่านเห็นด้วยอย่างยิ่งกับกิจกรรมที่ถูกบรรยายไว้ในแต่ละแบบสอบถาม

**เห็นด้วย** หมายความว่าท่านเห็นด้วยกับกิจกรรมที่ถูกบรรยายไว้ในแต่ละแบบสอบถาม

**ปานกลาง** หมายความว่าท่านทั้งเห็นด้วยและไม่เห็นด้วยกับกิจกรรมที่ถูกบรรยายไว้ในแต่ละแบบสอบถาม

**ไม่เห็นด้วย** หมายความว่าท่านไม่เห็นด้วยกับกิจกรรมที่บรรยายไว้ในแต่ละแบบสอบถาม

**ไม่เห็นด้วยอย่างมาก** หมายความว่าท่านไม่เห็นอย่างยิ่งด้วยกับกิจกรรมที่บรรยายไว้ในแต่ละแบบสอบถาม



ข้อ	ทัศนคติ	จำนวน 30 คน	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่เห็น ด้วย	ไม่เห็น ด้วยอย่าง ยิ่ง
ก	ความคิดเห็นทั่วไปต่อการเรียนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์						
1	ไม่น่าจะกระตุ้นให้เรียนภาษาอังกฤษมากขึ้น						
2	น่าจะเป็นการเสียเวลา						
3	น่าที่จะเรื่องยากที่จะเรียนรู้						
4	น่าจะเป็นเรื่องที่น่าสนใจ						
5	น่าจะเป็นเรื่องที่ยุ่งยาก						
ข	ความคิดเห็นที่มีต่อบทเรียนจากเว็บไซต์ในฐานะที่เป็นเครื่องมือการเรียนรู้ภาษาที่มีประสิทธิภาพ						
1	น่าจะมีผลอย่างมากต่อการพัฒนาทักษะต่างๆทาง ภาษาอังกฤษ						
2	น่าจะเกี่ยวข้องเกี่ยวข้องกับชั้น						
3	น่าจะสามารถพัฒนาภาษาอังกฤษของฉันได้						
ค	ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์ในฐานะเป็นเครื่องมือที่มีประสิทธิภาพต่อการเรียนรู้ด้วยตัวเอง						
1	น่าจะเป็นการส่งเสริมให้ฉันได้ทำงานเพียงลำพัง มากขึ้น						
2	น่าจะเป็นประโยชน์มากกว่าที่จะฟังในชั้นเรียน หรือฟังครู						
3	น่าจะไม่มีคามยึดหยุ่น						
4	น่าจะให้ผลตอบรับที่มีประโยชน์						
ง	ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์สำหรับทำงานในสถานที่ทำงาน						
1	น่าจะช่วยให้ฉันทำงานอย่างง่ายและง่ายขึ้น						
2	น่าจะช่วยแก้ปัญหาทางภาษาอังกฤษด้วยตนเองได้						
3	น่าจะสามารถฝึกทักษะต่างๆทางภาษาอังกฤษได้ ทุกที่และทุกเวลา						
4	น่าจะสามารถหาข้อมูลมาสนับสนุนงานได้ ตลอดเวลา						

**แบบสอบถาม (หลังการทดลอง)**  
**ความคิดเห็นของเจ้าหน้าที่สำนักงานมหาวิทยาลัยเกษมบัณฑิตที่มีต่อ**  
**การสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์**

แบบสอบถามนี้ต้องการทราบทัศนคติของท่านที่มีต่อสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์ใน 4 ประเด็นหลักๆ 1) ความคิดเห็นทั่วไปที่มีต่อการเรียนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์ 2) ความคิดเห็นที่มีต่อบทเรียนจากเว็บไซต์ในฐานะที่เป็นเครื่องมือช่วยการเรียนรู้ที่มีประสิทธิภาพ 3) ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์เป็นเครื่องมือช่วยในการเรียนรู้ด้วยตนเองที่มีประสิทธิภาพ 4) ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์สำหรับช่วยการทำงานในสถานที่ทำงาน ข้อมูลที่จากแบบสอบถามของท่านจะไม่มีส่วนเกี่ยวข้องกับการพิจารณาเงินเดือนของท่าน

ในหน้านี้ ท่านจะได้อ่านข้อมูลเกี่ยวกับภาษาอังกฤษที่ท่านจำเป็นต้องใช้ในแต่ละทักษะ โปรดอ่านคำถามแต่ละคำถามอย่างระมัดระวังและทำเครื่องหมาย (X) ลงในช่องที่สอดคล้องกับงานในหน้าที่ของท่าน แบบสอบถามวัดทัศนคตินี้แบ่งออกเป็นระดับระดับต่างๆตั้งแต่เห็นด้วยอย่างมากจนถึงไม่เห็นด้วยอย่างมากดังนี้

เห็นด้วยอย่างมาก
เห็นด้วย
ปานกลาง
ไม่เห็นด้วย
ไม่เห็นด้วยอย่างมาก

**เห็นด้วยอย่างมาก** หมายความว่าท่านเห็นด้วยอย่างยิ่งกับกิจกรรมที่ถูกบรรยายไว้ในแต่ละแบบสอบถาม

**เห็นด้วย** หมายความว่าท่านเห็นด้วยกับกิจกรรมที่ถูกบรรยายไว้ในแต่ละแบบสอบถาม

**ปานกลาง** หมายความว่าท่านทั้งเห็นด้วยและไม่เห็นด้วยกับกิจกรรมที่ถูกบรรยายไว้ในแต่ละแบบสอบถาม

**ไม่เห็นด้วย** หมายความว่าท่านไม่เห็นด้วยกับกิจกรรมที่บรรยายไว้ในแต่ละแบบสอบถาม

**ไม่เห็นด้วยอย่างมาก** หมายความว่าท่านไม่เห็นอย่างยิ่งด้วยกับกิจกรรมที่บรรยายไว้ในแต่ละแบบสอบถาม

ข้อ	ทัศนคติ	จำนวน 30 คน	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่เห็น ด้วย	ไม่เห็น ด้วยอย่าง ยิ่ง
ก	ความคิดเห็นทั่วไปต่อการเรียนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์						
1	กระตุ้นให้เกิดเรียนรู้ภาษาอังกฤษมากขึ้น						
2	เป็นการเสียเวลา						
3	เป็นการยากที่จะเรียนรู้						
4	สนุกในการเรียนรู้						
5	เป็นเรื่องที่ยุ่งยาก						
ข	ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์ในฐานะที่เป็นเครื่องมือการเรียนรู้ภาษาที่มีประสิทธิภาพ						
1	มีประสิทธิภาพต่อการพัฒนาทักษะต่างๆทาง ภาษาอังกฤษของฉัน						
2	เกี่ยวข้องกับฉัน						
3	สามารถพัฒนาภาษาอังกฤษของฉันได้						
ค	ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์ในฐานะเป็นเครื่องมือที่มีประสิทธิภาพต่อการเรียนรู้ด้วยตัวเอง						
1	ช่วยส่งเสริมให้ฉันได้ทำงานเพียงลำพังมากขึ้น						
2	มีประโยชน์มากกว่าที่จะฟังในชั้นเรียนหรือฟังครู						
3	ไม่มีความยืดหยุ่นเลย						
4	ให้ผลตอบแทนที่มีประโยชน์ต่อฉัน						
ง	ความคิดเห็นที่มีต่อการใช้บทเรียนจากเว็บไซต์สำหรับทำงานในสถานที่ทำงาน						
1	ทำให้ฉันทำงานอย่างง่ายและง่ายขึ้น						
2	สามารถแก้ปัญหาทางภาษาอังกฤษด้วยตนเองได้						
3	สามารถฝึกทักษะต่างๆทางภาษาอังกฤษได้ทุกที่ และทุกเวลา						
4	สามารถหาข้อมูลมาสนับสนุนงานได้ตลอดเวลา						



**Weekly Journal Entry (สัปดาห์ที่ 6-10)**  
**รูปแบบการสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์**

ถึง เจ้าหน้าที่สำนักงานทุกคน

เมื่อกล่าวถึงการเขียน Weekly Journal ใน 5 สัปดาห์แรกที่ผ่านมา ผมอยากจะขอบคุณที่เขียนแสดงความรู้สึกและการแสดงความคิดเห็นต่อรูปแบบการสอนโดยใช้บทเรียนจากเว็บไซต์อย่างตรงไปตรงมาและจริงใจแล้ว ขณะนี้ชั้นเรียนพิเศษของเราเรียนไป 10 สัปดาห์แล้ว ผมจึงอยากทราบความคิดเห็นและความรู้สึกที่มีต่อชั้นเรียนและคอร์สนี้ตามประเด็นหลักๆข้างล่าง ผมอยากบอกกับพวกท่านว่า Weekly Journal Entry ที่ท่านเขียนมานั้น จะเป็นประโยชน์ต่อทุกคนที่ทำงานอยู่ในแต่ละแผนกหรือแต่ละฝ่ายของมหาวิทยาลัยของเราและของมหาวิทยาลัยอื่นๆที่ทำงานในลักษณะนี้ และหวังเป็นอย่างยิ่งที่จะได้รับความร่วมมือจากท่านอีก

**คำแนะนำ: กรุณาแสดงความคิดเห็นและความรู้สึกต่อชั้นเรียนพิเศษนี้ ตามหัวข้อต่อไปนี้**

1. ให้ท่านแสดงความคิดเห็นและความรู้สึกต่อชั้นเรียนนี้ว่าท่านชอบหรือไม่ชอบอย่างไร

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2. ท่านเห็นด้วยกับการจัดให้มีการสอนคอร์สพิเศษนี้โดยสอนจากการใช้บทเรียนจากเว็บไซต์ใหม่หรือไม่

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3. อธิบายประโยชน์ที่ท่านได้รับจากการศึกษาภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์

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4. ท่านคิดว่าการเรียนการสอนโดยใช้บทเรียนจากเว็บไซต์สามารถช่วยให้ท่านเรียนรู้ภาษาอังกฤษได้ดีขึ้นหรือไม่ทำไม

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5. ท่านได้รับความรู้อะไรบ้างจากการเรียนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์ในสัปดาห์ที่

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8. จงเรียงลำดับกิจกรรมที่ท่านชอบที่สุดไปหาน้อยที่สุดโดยใส่ตัวเลขลงในช่องตั้งแต่เลข 1-8 (ในการสอนสัปดาห์ที่ 6-10):

- การฝึกทักษะต่างๆทางภาษา: ฟัง พูด อ่าน และเขียน
- โครงสร้างทางไวยากรณ์
- สไตล์การสอนของครู
- บทเรียนจากเว็บไซต์ที่จัดเตรียมไว้ให้
- กิจกรรมต่างๆที่จัดเตรียมไว้ให้
- แบบฝึกหัดเพิ่มเติมนอกเหนือจากกิจกรรมหลัก
- เกมส์และกิจกรรมเสริมจากการใช้บทเรียนจากเว็บไซต์
- กิจกรรมการเรียนรู้คำศัพท์







4. บทเรียนจากเว็บไซต์ใดที่ท่านคิดว่ามีประโยชน์และเหมาะสมที่จะนำมาใช้ในการสอน “พูด” มากที่สุด เพราะอะไร

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5. บทเรียนจากเว็บไซต์ใดที่ท่านคิดว่ามีประโยชน์และเหมาะสมที่จะนำมาใช้ในการสอน “อ่าน” มากที่สุด เพราะอะไร

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6. บทเรียนจากเว็บไซต์ใดที่ท่านคิดว่ามีประโยชน์และเหมาะสมที่จะนำมาใช้ในการสอน “เขียน” มากที่สุด เพราะอะไร

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7. ท่านเห็นด้วยกับการจัดการเรียนการสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์กับเจ้าหน้าที่สำนักงานหรือไม่ เพราะอะไร

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8. ท่านเห็นด้วยกับการใช้บทเรียนจากเว็บไซต์เป็นเครื่องมือช่วยเรียนภาษาอังกฤษด้วยตัวเองไหม เพราะอะไร

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9. ท่านสามารถใช้ความรู้ที่ได้จากการเรียนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์มาใช้ในการทำงานในหน้าที่รับผิดชอบหรือไม่ ยกตัวอย่าง

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2. ท่านคิดว่า การสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์ ช่วยทำให้ท่านเรียนรู้ภาษาอังกฤษได้ดีขึ้นไหม เพราะเหตุใด

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3. ท่านเห็นด้วยหรือไม่ที่จะนำเอารูปแบบการสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์มาเป็นเครื่องมือเพิ่มทักษะการเรียนรู้ทางภาษาคือ ฟัง พูด อ่าน และเขียน

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4. ท่านคิดว่าการสอนภาษาอังกฤษโดยใช้บทเรียนจากเว็บไซต์ช่วยส่งเสริมให้ท่านอยากเรียนรู้ภาษาอังกฤษมากขึ้นหรือไม่ เพราะเหตุใด

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## APPENDIX D

### บทสัมภาษณ์เจ้าหน้าที่สำนักงาน

ก่อนสัมภาษณ์ ผมขอแนะนำตัวก่อนนะครับ ผมชื่ออาจารย์จักรภัทร คำจิตรรรมาภรณ์ เป็นอาจารย์ประจำ สอนภาษาอังกฤษอยู่ในสาขาภาษาอังกฤษ คณะศิลปศาสตร์ ผมมีโอกาสสอบเข้าเรียนต่อระดับปริญญาเอกสาขาวิชาภาษาอังกฤษศึกษา สำนักวิชาเทคโนโลยีสังคม มหาวิทยาลัยเทคโนโลยีสุรนารี จังหวัดนครราชสีมา ในขณะที่อยู่ในช่วงที่ต้องทำวิทยานิพนธ์ ผมพบปัญหาหนึ่งที่เกิดขึ้นกับเจ้าหน้าที่สำนักงานของมหาวิทยาลัยเกือบทุกคณะ เนื่องจากเราเป็นมหาวิทยาลัยที่มีชื่อเสียง และมักจะมีชาวต่างชาติเข้ามาติดต่อขอสมัครเข้าทำงานเป็นครูสอนภาษาซึ่งเป็นนโยบายหลักประการหนึ่ง ในบางครั้งเจ้าหน้าที่เหล่านี้ต้องติดต่อกับชาวต่างชาติโดยตรง รวมถึงการตรวจรับเอกสารที่ส่งเข้ามาติดต่อกับมหาวิทยาลัยทั้งที่เป็นภาษาไทยและภาษาอังกฤษ บางครั้งเจ้าหน้าที่ก็ต้องทำหนังสือสรุปเอกสารว่าเกี่ยวกับเรื่องอะไร มีความสำคัญอย่างไร ให้กับผู้บังคับบัญชาที่เกี่ยวข้องกับเรื่องนั้นๆ เนื่องจากคุณเป็นผู้หนึ่งที่ต้องเผชิญหน้ากับงานในหน้าที่นี้ ผมก็เลยอยากรับทราบว่าคุณประสบปัญหาอะไรบ้างในส่วนที่เกี่ยวกับการใช้ภาษาอังกฤษในงานที่ต้องรับผิดชอบอยู่

ขอเรียนว่าการสัมภาษณ์ครั้งนี้ไม่เกี่ยวกับการบริหารจัดการของมหาวิทยาลัย ไม่เกี่ยวกับการพิจารณาตำแหน่งงาน หรือเงินเดือนแต่อย่างใด เพียงแต่มีจุดประสงค์หลักคือต้องการทราบปัญหาจริงๆที่เกิดขึ้นกับเจ้าหน้าที่สำนักงาน เพื่อหาทางพัฒนาการใช้ภาษาอังกฤษของท่านให้เป็นไปตามนโยบายของมหาวิทยาลัยเท่านั้น และการสัมภาษณ์ครั้งนี้ผมจะขอบันทึกเทปไว้เพื่อนำไปประกอบการวิจัย

1. **คำถาม:** ผมขอเริ่มด้วยการถามประวัติของท่าน ขอความกรุณาคุณเล่าประวัติของคุณพอสังเขปเพื่อบันทึกเทปไว้

**คำตอบ:** ฉันชื่อ**นางประภาภรณ์ เจริญชัยนพกุล** ทำงานเป็นเจ้าหน้าที่สำนักงานของคณะศิลปศาสตร์ มารวมแล้ว 9 ปี ปัจจุบันอายุ 28 ปี จบปริญญาตรีบริหารธุรกิจจากสถาบันราชภัฏจันเกษม กรุงเทพฯ เมื่อ พ.ศ. 2540

## 2. คำถาม: งานที่ทำในหน้าที่ส่วนใหญ่รับผิดชอบอะไรบ้าง

คำตอบ: งานที่ทำส่วนใหญ่เกี่ยวกับงานธุรการทั่วไป แต่ต้องรับผิดชอบงานธุรการถึง 4 หน่วยงาน คือ สาขาภาษาอังกฤษเพื่อการสื่อสาร สาขาการบิน สาขาธุรกิจท่องเที่ยวและการโรงแรม สาขาวิชาพื้นฐานทั่วไป **งานส่วนใหญ่เกี่ยวกับการใช้ภาษาโดยตรง** เพราะขณะนี้ เป็นคณะที่ต้อง **ติดต่อกับชาวต่างชาติ** รวมเอกสารที่ส่งเข้าออก **จะเป็นภาษาอังกฤษส่วนใหญ่** จะมีภาษาไทยอยู่เกี่ยวกับงานภายในที่ต้องส่งถึงผู้บริหารระดับสูง บางครั้งก็ต้องสรุปเนื้อหาของหนังสือที่ส่งเข้ามา **ให้กับหัวหน้างาน เช่นคณบดี หัวหน้าสาขา** เพื่อเป็นการกรองเอกสารชั้นหนึ่งก่อน แต่ไม่ถึงกับละเอียดมาก งานในหน้าที่ที่ต้องรับผิดชอบจึงหนักมาก อย่างไรก็ตาม เนื่องจากงานในหน้าที่มีมาก จึงต้องมีเพื่อนร่วมงานเข้ามาช่วยอีก 7 คน เป็นผู้ชายเสีย 2 คน เป็นผู้หญิง 5 คน โดยจะแยกกันไปอยู่ตามสาขาดังกล่าวข้างต้น เจ้าหน้าที่ชายจะต้องทำงานอยู่ในห้อง Lab ภาษา ซึ่งแบ่งเป็น Lab สำหรับฟังและ Lab สำหรับห้อง Audio Visual ส่วนที่เลื่อนงานในหน้าที่ส่วนใหญ่ **ต้องคอยรับเรื่องจากครูชาวต่างชาติ การจัดสรรชั่วโมงการทำงาน ติดต่อกับชาวต่างชาติเรื่องห้องสอน ชั่วโมงสอน ปัญหาห้องเรียน ปัญหาความเข้าใจระหว่างนักศึกษากับผู้สอน ค่าจ้างสอน หรือการจัดให้มีการสอนพิเศษเป็นต้น**

## 3. คำถาม: คุณมีปัญหาการใช้ภาษาอังกฤษในการทำงานไหม

คำตอบ: ตอบตรงๆเลยนะภาษาอังกฤษที่ใช้กันอยู่ในปัจจุบันเอาแค่**พูดแบบงูปลา**นะ **ภาษาใบ้บ้าง ทำทางบ้าง ไม่ค่อยจะรู้เท่าไร** ถ้าเป็นการพูดก็พอจะได้อยู่ แต่ก็รู้ว่า**ใช้แบบผิดๆ** ถ้ามี**ปัญหาก็มักจะอาศัยอาจารย์ที่เขาอยู่ใกล้ๆช่วยแก้ปัญหา**ไปก่อน แต่ถ้าเป็นหนังสือก็ต้อง**ใช้พจนานุกรมอังกฤษ-ไทยช่วยในการแปล**หรือไม่ก็**ให้อาจารย์บางท่านช่วยแปลให้**เพื่อจะได้รู้คร่าวๆ แล้วนำเสนอผู้บังคับบัญชาต่อไป **เนื่องจากงานในหน้าที่ต้องเกี่ยวข้องกับภาษาอังกฤษตลอด** จึงอยากพัฒนาการใช้ภาษาอังกฤษให้มากขึ้น เอาแบบใช้งานได้นะทั้งภาษาพูดและภาษาเขียนเลย **ไม่รู้**ว่าอาจารย์จะช่วยให้ใหม่ ถ้ามมีปัญหาแล้วก็อยากให้อาจารย์ช่วยเสนอแนวทางในการพัฒนาภาษาให้พวกหนูหน่อยนะ **จะได้ใช้ภาษาได้ดีขึ้น** บางที**ผู้ใหญ่ให้หาข้อมูลทาง websites ก็เป็นปัญหาเพราะต้องเปิด พจนานุกรม**กันกว่าจะได้ตรงตามที่ต้องการก็ใช้เวลามาก งานในหน้าที่ก็มากอยู่แล้วไม่ทำก็ไม่ได้ **โอ๊ยมีปัญหา**มาก อาจารย์หาทางช่วยพวกหนูหน่อยนะ คนอื่นๆก็ไม่ต่างจากหนูหรอก **ไม่ค่อยรู้เรื่องเหมือนกัน** แล้วยังตอนนี้การประกันคุณภาพโดยใครก็ไม่รู้ที่เขาจะมาประเมินยังต้องทำงานหนักใหญ่เลย **ภาษาที่ต้องใช้ก็ไม่เป็นไปตามที่มหาวิทยาลัยต้องการ** คือต้องสามารถสื่อสารภาษาอังกฤษได้ในระดับที่เข้าใจได้ทั้งภาษาฟัง-พูด อ่าน-เขียนได้ พวกหนูก็ยัง**ไม่รู้เลยว่าจะทำกัน**อย่างไรเลย อาจารย์เปิดคิวให้หน่อยได้ไหมคะ

4. คำถาม: ถ้าคุณมีปัญหาการใช้ภาษาอังกฤษในการทำงานอย่างนี้ คุณต้องการให้มหาวิทยาลัยจัดอบรมภาษาอังกฤษให้ไหม นานเท่าไร? จัดวันไหน เวลาอะไรเหมาะสมที่สุดสำหรับคุณ สถานที่ที่คุณคิดว่าเหมาะสมที่สุด แล้วใช้วิธีการอย่างไรที่จะช่วยรับรองคุณภาพให้คุณได้ เพราะเพียงการอบรมเฉยๆไม่ใช่เป็นตัวประกันคุณภาพให้กับคุณ ถูกไหม

คำตอบ: นี่คือการถามที่หนูต้องการจะถามว่ามหาวิทยาลัยอยากได้คนมีคุณภาพแบบที่ ต้องการนี้ หนูว่าหายากเพราะคนเก่งภาษาก็จะไปทำอาชีพอื่นหมดแล้ว คนที่จบปริญญาตรีสายอื่นที่ไม่ใช่ภาษาอังกฤษ ก็คงมีพื้นฐานทางภาษาไม่ต่างไปจากพวกหนูสักเท่าไรหรอก แล้วเวลาที่รับพวกหนูเข้าทำงานก็ไม่ได้เน้นภาษาแบบนี้ ไม่เห็นมีการสอบเลย เพราะฉะนั้นมหาวิทยาลัยจึงน่าจะต้องการหาวิธีการพัฒนาบุคลากรของตน ไม่ใช่แต่เจ้าหน้าที่สำนักงานเท่านั้น แต่ต้องทั้งมหาวิทยาลัย ทั้งนี้หนูว่าอาจารย์ที่สอนหนังสืออยู่ในสาขาอื่นก็ใช้ว่าจะเก่งภาษาอังกฤษ หนูว่าก็คงไม่ต่างจากพวกหนูเท่าไร อาจารย์ว่าจริงไหมละ หนูพูดความจริง

ถ้าถามว่าต้องการให้มหาวิทยาลัยจัดอบรมให้ไหม คงต้องตอบว่าดีนะ ถ้าทำเช่นนั้นได้ แต่ต้องไม่เสียค่าใช้จ่ายนะ ไม่มีเงินเพราะน่าจะต้องจ่ายแพง เอาเป็นว่าอยากให้จัดให้ก็แล้วกัน นานไหมหรือ หนูว่าต้องดูเวลา หน้าที่รับผิดชอบ เวลาในการทำงาน เพราะบางช่วงก็งานมีน้อย บางช่วงก็มีงานมาก คิดว่าวันธรรมดาตอนเย็นสักวันละ 2 ชั่วโมง หรือวันอาทิตย์ก็ได้สัก 9 โมงเช้าถึงเที่ยงก็ได้ เอาที่มหาวิทยาลัยสะดวกที่สุดแล้วเพราะบ้านหนูอยู่ไม่ไกล อย่งไรก็เดินทางอยู่เป็นประจำอยู่แล้ว คงไม่ลำบากหรอกนะ ในส่วนของการอบรมแล้วจะทำอย่างไรให้รู้ว่าพวกเรามีคุณภาพทางภาษาดีขึ้นแล้ว ก็คงต้องใช้วิธีสอบแบบใช้ข้อสอบวัดเอา ทั้งฟัง พูด อ่าน เขียน เลย ดีนะที่ท่านอาจารย์มีแนวคิดที่จะเอาพวกหนูมาอบรมก่อน เพราะพวกหนูจะได้ใช้ในชีวิตจริงเลย พวกหนูคงต้องขอบคุณล่วงหน้าเลยนะ

การสัมภาษณ์เจ้าหน้าที่สำนักงาน (คุณเกศกัญญา จรัสกุลพร สาขาภาษาอังกฤษ คณะศิลปศาสตร์ มหาวิทยาลัยเกษมบัณฑิต)

คำถามข้อที่ 1. คุณช่วยเล่าประวัติย่อๆของคุณให้ผมฟังหน่อยได้ไหมครับ

คำตอบ: *นางสาวเกศกัญญา จรัสกุลพร* เพิ่งเปลี่ยนชื่อนามสกุลมาค่ะ ตอนนี้อายุ 26 แล้วกำลังเรียนปริญญาโททางด้าน Logistic เป็นสาขาที่กำลังมาแรงแต่คนส่วนใหญ่ยังไม่รู้จักว่ามันเกี่ยวกับอะไร จบปริญญาตรีด้านการท่องเที่ยวและการโรงแรมจากมหาวิทยาลัยเกษมบัณฑิตนี้แหละ ทำงานอยู่ที่นั่นกับคณะศิลปศาสตร์ ปีนี้เป็นปีที่ 5 แล้ว ตำแหน่งงานที่รับผิดชอบคือตำแหน่งเจ้าหน้าที่สำนักงานประจำสาขาภาษาอังกฤษที่เป็นวิชาพื้นฐานทั่วไป

คำถามข้อที่ 2. งานที่ทำในหน้าที่ส่วนใหญ่รับผิดชอบงานเกี่ยวกับอะไร

คำตอบ: งานในหน้าที่ส่วนใหญ่ที่หนูต้องรับผิดชอบจะแบ่งออกเป็น 3 ส่วนคือ ส่วนที่หนึ่งเกี่ยวกับงานทะเบียนของนักศึกษาที่ลงทะเบียนเรียนภาษาอังกฤษทุกระบวนวิชาที่แต่ละคณะทำหนังสือขอมาให้เปิด ส่วนที่สอง ต้องทำหน้าที่ติดต่อประสานงานกับอาจารย์ชาวต่างชาติให้เข้าสอนตามตาราง รวมถึงแก้ปัญหาต่างๆที่เกี่ยวกับติดชื่อนักศึกษาว่าเรียนห้องไหน เวลาอะไร เรียนกับใคร จัดทำรายชื่อนักศึกษาให้กับครูชาวต่างชาติ ส่วนที่สาม เป็นศูนย์กลางในการเก็บรวบรวมคะแนนสอบภาษาอังกฤษทุกวิชา เก็บคะแนนสอบ conversation ของอาจารย์ชาวต่างชาติเพื่อให้ครูไทยนำคะแนนไปกรอกลงในใบลงคะแนน จึงต้องคอยตามเอกสารเหล่านี้อยู่บ่อยๆ จากภาระหน้าที่ทั้งสามข้อที่ต้องรับผิดชอบนี้ต้องถือว่าเป็นงานที่หนักมาก ยิ่งสามปีที่ผ่านมามหาวิทยาลัยกำลังถูกประเมินทางการศึกษา หนูทำงานแทบไม่ทันเลย ต้องหาผู้ช่วยมาช่วยงาน ปีที่แล้วเกือบตาย เพราะต้องทำงานทั้งงานราษฎร์ งานหลวงเลย แต่ก็ชอบนะเพราะเป็นงานที่ทำหายความสามารถดี หนูชอบหนูชอบสายการท่องเที่ยวและการโรงแรมมาก็เลยได้ภาษาดีหน่อย แต่ก็พอเข้าใจเท่านั้น ไม่ได้รู้มากไปกว่าคนอื่นสักเท่าไรหรอก พอพูดกับเขาได้ รู้ไม่หมดหรอกว่าฝรั่งมันพูดอะไร เค้าๆเอาครูสอนการเดามาดี เลยพอจะรู้บ้าง ถ้าจะพูดกันจริงล่ะก็ หนูต้องติดต่อกับฝรั่งตลอด เพราะอยู่ฝ่ายประสานงาน ไม่มีทางเลี่ยงได้ จึงต้องพบปะพูดคุยกับฝรั่งอยู่ตลอดเวลา ก็คือได้พูดบ่อยๆก็ทำได้ แต่ต้องยอมรับว่าได้แค่ภาษาพูดนะ อ่านเขียนไม่ค่อยได้ พูดตรงๆก็คือรู้คำศัพท์น้อย การใช้คำก็ไม่ค่อยถูกกาลเทศะสักเท่าไร ครอบกว่าเอาแค่ฟังรู้เรื่องก็พอแล้ว เลยไม่ค่อยใส่ใจเรื่องไวยากรณ์ พอมายืนยันเลยเขียนไม่ค่อยถูก เวลาอ่านก็แปลไม่ค่อยถูก ขนาคูศัพท์ทุกคำ เปิด dic เอาก็ยังแปลไม่รู้เรื่องอยู่ดี ทำไมเป็นอย่างนั้นก็ไม่ว่า หนูก็มีปัญหามากนะเกี่ยวกับการใช้ภาษาให้ถูกต้อง

คำถามข้อที่ 3. ดิเลยคุณมีปัญหาในการใช้ภาษาอังกฤษในที่ทำงานมากไหมละ

คำตอบ : สำหรับการทำงานแล้ว หนูคิดว่าภาษาอังกฤษไม่ใช่เรื่องยาก หนูสามารถเรียนรู้ได้เร็ว อาจเป็นเพราะหนูมีพื้นฐานทางภาษาดีกว่าคนอื่น แต่ถ้าถามลึกๆแล้ว หนูตอบได้เลยว่าหนูยังมี**ปัญหา**มากมายเกี่ยวกับการใช้ภาษาสื่อสารกับชาวต่างชาติ สาเหตุคงเป็นเพราะเรารู้ไม่จริง ไม่ลึกซึ่งมากพอ ดังนั้นเมื่อเจอของจริงๆเข้าก็เลย**ไม่กล้าที่จะแสดงออก** กลัวผิดกลัวคนอื่นเขารู้ว่าที่แท้เรารู้ไม่จริง **ปัญหาที่หนูพบมากที่สุดคือการใช้ภาษาพูดที่ยังพูดไม่ถูกต้อง** ยังพูดเพื่อสื่อสารให้คนอื่นเข้าใจเท่านั้น ถามว่าถูกหลักไหม คงตอบด้วยจิตสำนึกว่า ไม่ใช่เลย หนูพูดเป็นคำๆมากกว่าที่จะพูดเป็นประโยค ครูชาวต่างชาติก็พอเข้าใจว่าเราต้องการพูดว่าอะไร บ่อยครั้งที่พูดยาวๆแล้วไม่เข้าใจ แต่ถ้าพูดสั้นๆก็พอจะจับใจความได้ ทางแก้ไขที่ดีที่สุดคือให้อาจารย์ที่อยู่ในสาขาพูดให้ อีกประการที่หนูมี**ปัญหา**มากคือ**การอ่านหนังสือ** หนูจะเป็นคนอ่านหนังสือภาษาอังกฤษได้ช้ามาก เพราะยึดติดอยู่กับการแปลมากกว่า คำศัพท์ก็รู้่น้อยเลยเป็นเหตุผลหนึ่งที่ทำให้เราใช้ภาษาอังกฤษได้ไม่ดีเท่าที่ควร **ปัญหา**ที่หนูคิดว่า**แย่ที่สุดคือการใช้ภาษาเขียน** ครูมักจะพูดเสมอว่าทักษะทางภาษาที่ถือว่ายากที่สุดคือภาษาเขียน เนื่องจากเป็นทักษะสุดท้ายในการสื่อสาร

ถ้าถามว่าหนูมี**ปัญหา**ในการทำงานมากไหม ให้หนูตอบแบบไม่อายคือ **มาก** เพราะในสาขาต้องถือว่าเราเก่งสุดแล้ว ขนาดเก่งสุดแล้วยังแค่นี้เลย ถ้าคนไม่เก่งจะเป็นอย่างไร คิดเอาเองก็แล้วกัน ทักษะการเขียนหนูคิดว่าจะไม่ค่อยได้ใช้ แต่ที่ไหนได้ **ครูมักจะใช้เขียน cancel class หรือไม่ก็ make up class ต้องเขียนอย่างถูกต้องด้วย** หรือบางทีก็ให้**เขียนบอกฝรั่งเกี่ยวกับกิจกรรมพิเศษทั้งหลาย** ต้องเขียนให้เขาทราบ **เลยต้องเก็บต้นฉบับที่ดีและถูกต้องไว้** นอกจากนั้น ครูมักจะ**ใช้ให้พิมพ์** **ข้อสอบ**สำหรับสอบย่อย ครูมักจะเขียนเป็นตัวหนังสือมาให้ แล้วให้หนูไปพิมพ์ อ่านออกบ้างไม่ออกบ้าง **ถ้าเรารู้ไวยากรณ์มากขึ้น รู้คำศัพท์มากขึ้นก็น่าจะสามารถอ่านคำหรือประโยคนั้นๆได้** และ**ควรจะรู้ว่ามันผิดอย่างไร ที่ถูกต้องเป็นอย่างไร**

ถ้ามองรวมๆก็มีปัญหามากเหมือนกันสำหรับการทำงานที่ต้องใช้ภาษาอังกฤษ บางครั้ง **หนูถูกใช้ให้** **หา Internet** ตามหัวข้อที่อาจารย์ให้หา ก็มี**ปัญหาว่า อ่านไม่ออก** หมายความว่าอ่านแล้วไม่เข้าใจเลยไม่รู้ว่าที่หามา นั้นถูกต้องหรือไม่

คำถามข้อที่ 4. ถ้าคุณมีปัญหาการใช้ภาษาอังกฤษในการทำงานอย่างนี้ คุณต้องการให้มหาวิทยาลัยจัดอบรมภาษาให้ไหม นานเท่าไร จัดวันไหน เวลาที่เหมาะสมสำหรับคุณมากที่สุด แล้วใช้วิธีการใดที่จะรับรองคุณภาพให้คุณได้ เพราะเพียงการอบรมเฉยๆไม่ใช่เป็นตัวประกันคุณภาพให้คุณได้ ถูกไหม

คำตอบ : หนูคิดว่าภาษาอังกฤษเป็นภาษาที่สำคัญในการประกอบอาชีพ ฉะนั้นในปัจจุบันต้องยอมรับว่าภาษาอังกฤษเป็นปัจจัยหนึ่งในการรับสมัครคนเข้าทำงานในองค์กร ผู้สมัครใดมีความรู้ความสามารถทางภาษาก็มักจะมีโอกาสได้เข้าทำงาน อย่างไรก็ตาม ใช่ว่าผู้สมัครเข้าทำงานทุกคนหรือส่วนใหญ่จะมีภาษาอังกฤษดีทุกคน หรือแม้แต่อาจารย์ที่นี่ หนูก็ว่าภาษาอังกฤษน่าจะอยู่ในเกณฑ์เดียวกันยกเว้นครูภาษาอังกฤษ หนูว่าการสอนภาษาอังกฤษในบ้านเรายังไม่สามารถทำให้พวกเราเรียนรู้ภาษาได้มากกว่าในปัจจุบัน เนื่องจากไม่ใช่ภาษาของเรา ตามที่ท่านอาจารย์ถามว่าต้องการให้มีการจัดอบรมการใช้ภาษาอังกฤษให้ไหม หนูคิดว่าคำตอบน่าจะอยู่ที่มหาวิทยาลัยมากกว่า ว่าต้องการให้บุคลากรของมหาวิทยาลัยได้มีโอกาสพัฒนาทักษะต่างๆทางภาษาหรือไม่ต่างหาก หนูว่าบุคลากรทุกคนอยากพัฒนาตนเองทั้งนั้น เพียงแต่ยังไม่มีโอกาสเท่านั้น ดังนั้นถ้ามหาวิทยาลัยมีความตั้งใจจริงที่จะพัฒนาบุคลากร พวกเราก็คงอยากจะให้มหาวิทยาลัยจัดอบรมให้พวกเราอย่างแน่นอน ส่วนที่ว่าจะจัดนานเท่าไร จัดวันไหน หนูว่าวันที่พวกหนูมีเวลาว่างมากที่สุดก็เห็นจะเป็น **วันอาทิตย์ ช่วงเช้าสัก 9 โมง** ส่วนที่ว่านานเท่าไรนั้นก็แล้วแต่ว่าพวกเรามีภาษาอังกฤษดีขึ้นแล้วหรือยัง

ในส่วนของการรับรองมาตรฐานทางภาษาที่มหาวิทยาลัยคาดหวังจากพวกเรา ว่าจะกลายเป็นผู้มีความรู้ความสามารถทางภาษาถึงจุดใดจุดหนึ่งที่มหาวิทยาลัยจะให้โอกาสเจ้าหน้าที่อย่างพวกเรา สำหรับหนูเมื่อได้มีการจัดให้มีการจัดอบรมแล้วหนูคิดว่าน่าจะไปได้จัดให้มีการสอบความรู้ความสามารถทางภาษาที่เป็นมาตรฐาน ทั้งนี้เพื่อใช้ในการเข้าสู่การประกันคุณภาพในการทำงานของเจ้าหน้าที่สำนักงาน สำหรับข้อสอบวัดมาตรฐานทางภาษาหนูว่าอะไรก็ได้ที่เป็นที่ยอมรับกันในวงการ

**บทสัมภาษณ์เจ้าหน้าที่สำนักงาน (คุณวรารณ รุจิจิต เจ้าหน้าที่สำนักงาน (เรขาคณะ) คณะนิติศาสตร์ มหาวิทยาลัยเกษมบัณฑิต)**

**คำถามข้อที่ 1 : คุณช่วยเล่าประวัติย่อๆของคุณให้ผมฟังหน่อยได้ไหม**

คำตอบ : หนูชื่อ **นางสาววรารณ รุจิจิต** เป็นเจ้าหน้าที่สำนักงานของคณะนิติศาสตร์ทำงานอยู่ที่นี่มา 5 ปีเศษ ตอนเข้ามาก็ไม่เห็นเขาถามอะไรมาเลย หนูจบคณะนิติศาสตร์จากมหาวิทยาลัยแห่งนี้ เรียนเก่งมาหลายให้เข้ามาทำงานในคณะนี้ หนูไม่มีประสบการณ์ในการทำงานเลยตอนเข้ามา แต่ก็ต้องยอมรับว่าหนูรู้แต่ในสาขาที่เรียนเท่านั้น หนูไปทำที่อื่นคงแย่นะเลย ยิ่งตอนนี่มหาวิทยาลัยกำลังอยู่ในช่วงประกันคุณภาพด้วย มีแต่ทำเอกสาร มีแต่ผู้คนมาติดต่อกันเอกสาร ส่งเข้ามาก็มีต้องติดต่อกับฝรั่งบ้างไม่บ่อย แต่ก็หนาวเหมือนกันเพราะพูดกับเขาไม่รู้เรื่อง บางครั้งก็ให้ทำเอกสารที่เป็นภาษาอังกฤษส่งไปให้เพื่อนท่านคณบดี เนื่องจากท่านคณบดีจบออกมา บางครั้งก็มีเอกสาร

ภาษาอังกฤษเข้ามา ก็มีหน้าที่ต้องอ่านก่อน ยกเว้นจดหมายส่วนตัวของท่าน แต่ถ้าเป็นเรื่องทั่วไปที่เกี่ยวกับการศึกษา หนูต้องอ่านแล้วทำเรื่องสรุปย่อรายงานให้ท่านทราบ เป็นต้น ตอบมากไปหรือเปล่า ให้เล่าประวัติอย่างเดียว เล่าเลยขอให้หนูถามหน่อยนะอาจารย์จะเอาข้อมูลนี้ไปทำอะไร หนูรู้แต่ว่าอาจารย์สอนภาษาอังกฤษเก่งมาก เด็กๆเขามาเล่าให้ฟังว่าสอนก็สนุก ปัจจุบัน หนูอายุ 30 ปี ยังโสด บ้านอยู่ในกรุงเทพฯ แต่มาสายประจำ รถติด อาจารย์ตอบ ข้อมูลที่หนูตอบมานี้ผมจะนำไปสรุปว่าพวกคุณมีการใช้ภาษาอังกฤษในการทำงานบ้างไหม แล้วจะให้มหาวิทยาลัยทำอย่างไร

### คำถามข้อที่ 2 : งานที่ทำในหน้าที่ส่วนใหญ่รับผิดชอบอะไรบ้าง

คำตอบ: งานที่ทำในหน้าที่ของหนูมีมาก ปกติจะมีสามคน คือมีหนูเป็นหัวหน้า ส่วนอีกสองคนเพิ่งเข้ามาช่วยงาน ทั้งสองคนจบบริหารธุรกิจสาขาการจัดการ ยังไม่ค่อยรู้มากเท่าไร ภาษาอังกฤษก็แยเหมือนกันเป็นที่พึ่งไม่ได้ อย่างที่เรียนให้ท่านอาจารย์ทราบแล้วว่า หนูทำหน้าที่เป็นเรขาคณะด้วย จึงต้องรับผิดชอบงานในคณะแทบทั้งหมดไม่ว่าจะเป็นงานเอกสารทั้งเข้า-ออก งานติดต่อระหว่างหน่วยงาน หรือองค์กรอื่นๆนอกมหาวิทยาลัย ถ้าฟังที่เป็นภาษาไทยก็ค่อยยังชั่วหน่อย แต่ที่เป็นภาษาอังกฤษต้องใช้บริการหลายแห่งหน่อย โดยเฉพาะพจนานุกรมที่เป็นอังกฤษ-ไทย บางครั้งก็ช่วยได้บ้างแต่บางครั้งแปลไม่รู้เรื่องเลย หากศัพท์ทุกตัวยังค่อยรู้เรื่องเลย หากจริงๆ บางทีก็ต้องไปที่คณะของอาจารย์นั่นแหละขอร้องให้อาจารย์ในคณะเขาช่วยแปลให้หน่อย แต่ก็มีหลายครั้งที่อาจารย์เหล่านั้นก็ช่วยไม่ได้ เพราะเป็นศัพท์เฉพาะทาง ศัพท์ทางกฎหมายยิ่งแปลไม่ได้เลย คนแปลต้องจับกฎหมายด้วยจึงจะเข้าใจกฎหมาย เป็นต้น การหาความหมายจากพจนานุกรมที่มีอยู่ใน ออนไลน์เว็บไซค์ช่วยได้บ้างแต่ไม่ละเอียด ดังนั้นถ้าจะไม่ให้เกิดปัญหามาก หนูว่าอาจารย์น่าจะลงมาอยู่ในคณะ หนูเพราะทราบว่าอาจารย์ก็จบปริญญาโททางกฎหมายด้วย หนูว่าหากคณะที่จะมีคุณสมบัติอย่างท่านอาจารย์

หนูว่าภาษาอังกฤษไม่ยากแต่คนที่สอนทำให้ยาก สอนแล้วไม่สามารถเอาไปใช้ได้ ไม่ว่าทักษะใดๆเลยทำให้การเรียนภาษาไม่สนุกอย่างที่คิด อาจารย์จะกรุณามาช่วยสอนให้พวกหนูหน่อยได้ไหมคะจะได้ใช้ภาษาแบบไม่อายใคร

### คำถามข้อที่ 3 คุณมีปัญหาการใช้ภาษาอังกฤษในการทำงานไหม

คำตอบ: แหมตรงเป๊ะเลย มีมากเลยแล้วทำอย่างไรจึงจะช่วยลดปัญหาที่เกิดขึ้นบ้าง อย่างที่พูดไปแล้วว่าขนาดหากศัพท์ได้ทุกคำยังไม่สามารถเข้าใจได้เลย ปัญหาที่เกิดขึ้นแม้จะไม่เกิดขึ้นบ่อย แต่เมื่อเกิดขึ้นที่ไรก็เป็นปัญหาทุกที เค็ดร้อนไปหมด โดยเฉพาะต้องพูดคุยกับชาวต่างชาติโดยตรง ังไปเลยเป็นไปเลย ต้องรีบหาลำมาช่วย บรรดาอาจารย์ทางกฎหมายเองก็พึ่งไม่ได้ จบในเมืองไทย



ภาษาอังกฤษก็ไม่ค่อยรู้เรื่อง นอกจากนั้นยังมีปัญหาที่เกี่ยวกับตำรากฎหมายบางเล่มหรืองานทางกฎหมายที่ต้องอ้างอิงกฎหมายต่างประเทศ โดยเฉพาะ อาจารย์ก็ชอบให้ค้นคว้าให้ด้วยเลย ไม่รู้ว่างานที่ต้องรับผิดชอบมีอะไรบ้างต้องรับผิดชอบงานเยอะมาก สรุปคือว่าไม่ว่าจะเป็นทักษะทางภาษาใดก็ได้ไม่ได้เรื่องเลยสักอย่าง หนูต้องรออยู่ว่าเมื่อไหร่มหาวิทยาลัยจะเริ่ม โครงการพัฒนาบุคลากรสักที หนูเคยคุยกับท่านอาจารย์ในคณะหลายคนว่าจะทำเรื่องเสนอให้ผู้ใหญ่ของมหาวิทยาลัยจัดอบรมภาษาให้ แต่ก็กลัวว่ามหาวิทยาลัยจะตำหนิเอาว่ารับคนที่ไม่มีคุณภาพมา ถ้าเช่นนั้นหนูฝากอาจารย์หน่อยได้ไหมล่ะว่า ช่วยจัดอบรมภาษาอังกฤษให้กับเจ้าหน้าที่ ครูอาจารย์หน่อยได้ไหม ขอมลงทุนหน่อย ทั้งนี้ก็เพื่อให้ได้บุคลากรที่มีคุณภาพ ทำงานได้อย่างมีประสิทธิภาพ

**คำถามข้อที่ 4 :** ถ้าคุณมีปัญหาการใช้ภาษาอังกฤษในการทำงาน อย่างนี้ คุณต้องการให้มหาวิทยาลัยจัดอบรมภาษาอังกฤษได้ไหม เอาช่วงเวลาไหนที่เหมาะสม แล้วควรจัดให้มีขึ้นที่ไหน ใช้วิธีการอย่างไรจึงจะได้ผลที่มหาวิทยาลัยยอมรับได้

**คำตอบ:** เรื่องนี้หนูคิดว่าขึ้นอยู่กับมหาวิทยาลัย พวกหนูทำงานให้กับมหาวิทยาลัยเต็มที่แล้ว ถ้าหากว่าศักยภาพในการทำงานในส่วนใด โดยเฉพาะช่วงที่อยู่ในการประกันคุณภาพด้วยแล้ว มหาวิทยาลัยคงต้องจัดให้มีการอบรม หรือเพิ่มทักษะให้เป็นไปตามที่ควรจะเป็น อย่างไรก็ตาม มหาวิทยาลัยต้องคำนึงถึงปัจจัยต่างๆมาประกอบด้วย ถ้าถามหนูคิดว่า หากมหาวิทยาลัยต้องการพัฒนาภาษาอังกฤษ คงต้องใช้เวลามากและคงต้องยอมที่จะเสียค่าใช้จ่ายมากหน่อย ช่วงเวลาที่เหมาะสมหนูคิดว่าวันที่ทุกคนหยุดดีที่สุดในแต่ละสัปดาห์ ทุกคนก็อาจจะอยู่กับครอบครัวอาจจะขาดบ้างล่ะ ในส่วนของเวลานั้น ถ้าเอาวันอาทิตย์ก็สัก 10 โมงเช้า ขอตื่นสายหน่อย หนูว่าที่ร่มเกล้าก็ได้ เพราะอยู่ใกล้บ้าน หนูอยากให้มีการสอนพูดแยะๆหน่อย เพราะพูดไม่ค่อยได้ ฟังก็ไม่ค่อยออก อ่านก็ยังไม่ค่อยดี **Dic** แล้วก็ช่วยไม่ได้เลย แล้วจะรู้ได้อย่างไรว่าหนูได้ตามมาตรฐานแล้วหรือยัง ในความเห็นของหนูก็ใช้ข้อสอบมาตรฐานที่เขาใช้กันดีที่สุดในแต่ละปีจะรู้ว่าเป็นที่พอใจของมหาวิทยาลัยหรือไม่

อาจารย์จะลงมาช่วยสอนด้วยไหม พวกหนูจะได้เข้าเรียนกัน หนูคิดว่าบางทีคนสอนก็มีส่วนสำคัญเหมือนกันต้องสนุกและเรียนอย่างรู้เรื่อง อีกอย่างก็คือเทคนิคการสอนต่างๆด้วย ถ้ามีเทคนิคการสอนดี ช่วยทำให้การเรียนมีชีวิตชีวา ถ้าเทคนิคไม่ดีจะทำให้เราไม่อยากเรียนไปด้วย ถ้าอยากให้มีการพัฒนาภาษาล่ะก็ หนูว่าต้องรีบทำแล้วล่ะ

บทสัมภาษณ์คุณจิตรา กลิ่นหอม เจ้าหน้าที่สำนักงาน English Program ของคณะบริหารธุรกิจ

คำถามข้อที่ 1: คุณจะช่วยกรุณา เล่าประวัติสั้นๆให้ผมฟังหน่อยได้ไหม

คำตอบ: หนูชื่อ นางสาวจิตรา กลิ่นหอม อายุ 26 ปี เรียนจบปริญญาตรีจากมหาวิทยาลัยราชภัฏ จันทระเกษม กรุงเทพฯ คณะวิทยาการจัดการ จบออกมาแล้วก็เข้าทำงานในบริษัทเล็กๆแห่งหนึ่ง ตำแหน่งเจ้าหน้าที่ธุรการ ทำอยู่สามปี มีพี่เขามาชวนให้มาสมัครที่เกษมบัณฑิต ตำแหน่งธุรการยังขาดอยู่หลายอัตรา ก็เลยมาสมัครดู หนูเป็นคนชอบพบปะกับคนอื่นอยู่แล้ว เลยมาสมัครอยู่ทางบริหารธุรกิจ คนมากดี เขาดันให้หนูมาอยู่ English Program ภาษายังไม่ค่อยได้เรื่องอยู่ แต่ก็ทดลองดูว่าจะทำได้ไหม หนูทำงานอยู่ที่นี่เป็นปีที่ 4 แล้ว ก็พอทำได้เพราะใช้บ่อยๆ เป็นคนชลบุรีเช่าบ้านอยู่ใกล้ๆกับมหาวิทยาลัย ง่ายและสะดวกดี

คำถามข้อที่ 2 : งานที่ทำอยู่ในหน้าที่ตอนนี้ส่วนใหญ่ต้องรับผิดชอบงานอะไรบ้าง

คำตอบ: งานในหน้าที่ตอนนี้เยอะมาก เพราะทำงานอยู่คนเดียว งานเอกสาร งานติดต่อกับคณะต่างๆ งานติดต่อกับคนภายนอก งานที่ต้องติดต่อกับอาจารย์ผู้สอนซึ่งเป็นอาจารย์ภายนอก โดยเฉพาะฝรั่ง และชาวต่างชาติอื่นๆที่เข้ามาสอน อาจารย์ลองคิดดูซิทำคนเดียวนะ หัวหน้าสาขาเขาก็เห็นแต่ไม่หาคนมาช่วย ทำงานมากจนต้องหอบงานไปทำที่บ้าน วันเสาร์ อาทิตย์ก็ต้องมาเคลียร์งาน เหนื่อยมาก เอกสารที่เข้ามาก็มักจะเป็นภาษาอังกฤษ อ่านก็งู ปลา ปลา เดาเอาบ้าง ให้อาจารย์ช่วยบ้าง บางทีฝรั่งก็พูดไทยได้บ้างก็ดีหน่อย ที่มาอยู่เมืองไทยใหม่ๆแล้วเข้ามาขอสอนที่นี้ก็ต้องหาตัวช่วยมากหน่อย หนูจะมีปัญหาด้านการฟังมากหน่อย เพราะเจอกับคนหลายชาติหลายภาษา สำเนียงก็คนละสไตร์เลย เลยทำให้ฟังไม่ค่อยจะทัน ต้องให้เขาพูดซ้ำๆ การอ่านก็พอได้นะ แต่ถ้าเป็นเอกสารที่มีคำศัพท์ยากๆก็ไม่ค่อยจะรู้เรื่องเท่าไร ยิ่งการเขียนไม่ต้องพูดเลย เขียนได้แต่ไม่ถูกหลักไวยากรณ์เลย เวลาที่ อาจารย์เขาสั่งให้เขียนหนังสือติดประกาศให้กับนักศึกษาทราบจะเป็นอะไรที่ยากลำบากมาก เพราะไม่สามารถเขียนได้เลย เขียนไปแล้วก็ยังไม่รู้ว่าถูกหรือผิด เลยต้องหากคนมาช่วยส่วนใหญ่อจะเป็นบรรดาอาจารย์ที่อยู่ใกล้เคียงแถวๆนั้น หนูว่าหนูมีปัญหาหลายอย่างไม่ว่าจะเป็น คำศัพท์ ไวยากรณ์ เทคนิคการอ่าน

เทคนิคการแปล เทคนิคการเขียน หนูมีปัญหาหลายอย่าง คงต้องใช้เวลาอีกนานเลยกว่าที่จะเรียนรู้เรื่อง ยิ่งในปัจจุบันการหาความรู้ทาง Internet เป็นแหล่งวิทยาการที่ยิ่งใหญ่ในปัจจุบัน และแหล่งวิทยาการเหล่านี้ก็เป็นภาษาอังกฤษเสียส่วนใหญ่ เวลาจะหาความรู้ก็ไม่ค่อยจะทันเขา ต้องเอามานั่งแปลทีละคำคงไม่ทันกินแน่ เองง่ายๆนะหนูยังมีปัญหาหลายอย่างสำหรับการใช้ภาษา ทราบว่าอาจารย์เรียนปริญญาเอกทางด้านการศึกษาอยู่ จบแล้วยังคะ ถ้าจบแล้วก็ช่วยจัดอบรมให้พวกเจ้าหน้าที่หน่อยได้ไหมคะ

**คำถามข้อที่ 3: เวลาคุณทำงานในที่ทำงาน มีปัญหาในการใช้ภาษามากไหม**

**คำตอบ:** โอ๊ยมีปัญหาหนักชะเอว ตั้งแต่เอกสารเข้า เอกสารออก แค่นี้ก็เป็นปัญหาแล้ว เพราะต้องทำสรุปเรื่องย่อๆว่าเป็นเรื่องอะไร นี่แหละที่หนูบอกว่าหนูมีปัญหาการอ่านไง อ่านแบบไม่รู้ว่าเป็นเรื่องอะไร อาจารย์คงเข้าใจ ต้องหาศัพท์แทบจะทั้งเรื่องเพราะงานที่เข้าเป็นภาษาอังกฤษ เช่นจดหมายบ้าง เอกสารงานวิชาการบ้าง ตำราเรียนบ้าง ข้อสอบที่ท่านอาจารย์ให้ช่วยบ้าง ปัญหาใหญ่อีกเรื่องคือ ภาษาพูดไง พูดเข้าใจอยู่คนเดียว ฟังเขาไม่รู้กับเราด้วย เลยเป็นปัญหาเรื่องการสื่อสารด้านภาษาพูด หนูคงพูดด้วยภาษาง่ายๆเท่านั้น ไม่ค่อยรู้จริงๆ วิธีแก้ไขที่จะให้เขารู้เรื่องกับเราก็คือ อาจารย์ที่อยู่ใกล้ๆ หรือไม่ก็ใช้ภาษากายเสียส่วนใหญ่

**คำถามข้อที่ 4: คุณมีปัญหาในการใช้ภาษาอังกฤษในที่ทำงานอย่างไร คุณต้องการให้มหาวิทยาลัยจัดอบรมให้ไหม แล้วจะเอานานเท่าไร จะให้จัดวันไหน เวลาสักเท่าไร? เริ่มเรียนสักกี่โมงดี**

**คำตอบ:** ดิฉันค่ะ ถ้ามหาวิทยาลัยใจปล้ำ จะจัดให้มีการอบรมภาษาอังกฤษให้กับพวกหนู ถ้าทำช่วงนี้จะดีมากเลยเพราะมหาวิทยาลัยกำลังจะถูกประเมินโดย สมศ อะไรทำนองนี้แหละ หัวหน้าหนูท่านบอกว่า ถ้ามีการประเมินคงประเมินในภาพกว้างๆก่อน แต่ถ้าจะประเมินเฉพาะพวกหนูคงสอบตกกันหมด ไม่ผ่านการประเมินแน่ๆ เาเลยคะอาจารย์หนูอยากให้มีการจัดอบรมนานๆหน่อยนะ เพราะเคยมีการอบรมทีหนึ่ง เมื่อชาติที่แล้ว อบรมสองวันไม่เห็นรู้เรื่องอะไรเลย ทำเหมือนได้จัดให้แล้ว ตอนนั้นหนูเพิ่งเข้ามาทำงานได้ไม่นาน บอกตรงๆว่าทุกคนอยากได้ภาษาอังกฤษ หนูว่าเราจัดแบบนี้เหมือนขาดเสียไม่ได้มากกว่า ให้เป็นไปตามที่ทางการกำหนดมากกว่า เพราะเวลานั้นเป็นช่วงที่มหาวิทยาลัยกำลังตื่นตัวเรื่องการประกันคุณภาพ ทุกคนเลยต้องรีบพัฒนาตัวเองเพื่อให้เป็นไปตามนโยบายของมหาวิทยาลัย แต่ต้องยอมรับค่ะว่าทุกคนในมหาวิทยาลัยไม่ค่อยจะเข้าใจเรื่องพวกนี้สักเท่าไรเลย ทำแบบไม่ค่อยเข้าใจ ทีนี้ถ้าจะจัดอบรมนะหนูว่าทุกคนคง happy นะ ถ้าจะจัดหนูขอให้จัดวันอาทิตย์ก็ดีนะ เอาตอนสัก 10 โมงก็ได้ถึงบ่ายสอง เอาทุกเรื่องเลยที่จะเป็นประโยชน์ต่อการทำงานในหน้าที่ของพวกหนู ไม่รู้ว่าที่อาจารย์พูดมานี้หน้าจะเป็นจริงได้ไหม พวกหนูอยากให้อาจารย์ช่วยสอนพวกหนูด้วยนะ สำหรับเรื่องการวัดมาตรฐานนั้นหนูว่า*ใช้วิธีการวัดด้วยข้อสอบที่เขาใช้วัดอยู่ในปัจจุบันก็ได้ เช่น TOFEL หรือ TOEIC ก็ได้หนูว่าเรามีมาตรฐานโลกนะ*

ขอบคุณมากนะคะ ความจริงทั้งหลายที่ผมได้มานี้จะนำไปเสนอผู้บริหารด้วย แต่ที่แน่ๆงานตัวนี้จะถูกนำมาทำเป็นงานวิจัยแน่ๆ ก็ขอให้เป็นจริงก็แล้วกัน ผมอยากเห็นคุณเป็นคนที่คุณค่าและมี

คุณภาพมากที่สุดของมหาวิทยาลัย องค์การของเราก็จะเป็นที่ยอมรับของวงการศึกษามือข่าวใบนี้ก็จะมีความเต็มใจอยู่ตลอดเวลา

### บทสัมภาษณ์นางภัณฑิลา จันทร์มีศรี

**คำถามข้อที่ 1: คุณช่วยเล่าประวัติย่อๆให้ผมฟังหน่อยได้ไหม**

**คำตอบ:** ค่ะ หนูเป็นเจ้าหน้าที่ธุรการของคณะบริหารธุรกิจ มีครอบครัวแล้ว ลูกหนึ่งคน เป็นคนกรุงเทพฯโดยกำเนิด ก่อนมาทำงานที่นี่ เคยทำงานเป็นเจ้าหน้าที่ธุรการที่บริษัทแห่งหนึ่งในกรุงเทพฯใกล้ๆบ้าน เผอิญมีนักศึกษาคนหนึ่งเรียนอยู่เกษมบัณฑิต พักอยู่ใกล้บ้านหนู แถบบอกว่าอยากทำงานมหาวิทยาลัยใหม่ ที่มหาวิทยาลัยผมกำลังประกาศรับสมัครพนักงานหลายตำแหน่ง ไม่รองไปสมัครดูละครับ หนูเลยมาสมัครและได้ทำงานที่นี่ ซึ่งก็ดีกว่าที่บริษัทเดิม เพราะเป็นมหาวิทยาลัย การจัดการเป็นระบบมากกว่า วันหยุดก็มากกว่า ทำงานก็ไม่ต้องนั่งทำทั้งวันมีเวลาว่างมากเลย สบายดี ปัจจุบันหนูทำงานที่นี่มาแล้ว 4 ปี ตำแหน่งเจ้าหน้าที่สำนักงาน งานสบายๆค่ะ พอไหมค่ะ

**คำถามข้อที่ 2 : งานในหน้าที่ของคุณต้องรับผิดชอบอะไรบ้าง มากไหม ต้องทำอะไรบ้าง**

**คำตอบ:** งานในหน้าที่ของหนูมีมากค่ะแม้มีเจ้าหน้าที่แบบหนูตั้ง 4 คน ทำงานกันตัวเป็นเกลียวเลย งานเยอะมากเลยค่ะ งานที่ต้องทำในหน้าที่ก็คือ

หนูต้องทำงานเกี่ยวกับเอกสารทั้งหมด ไม่ว่าจะเป็นภาษาไทยหรือภาษาอังกฤษที่จะต้องถูกส่งออกไป หรือรับเข้ามาก็ตาม ต้องสรุปเอกสารภาษาไทยเพื่อนำเสนอหัวหน้างาน ส่วนภาษาอังกฤษก็ต้องสรุปแต่มีปัญหาบ่อยๆ เพราะภาษาอังกฤษ พวกหนูไม่ค่อยแข็งแรงค่ะ ฟังก็พอฟังได้ค่ะ แต่ไม่รู้ทั้งหมดหรือค่ะแค่พอฟังได้เท่านั้น ส่วนการพูดก็ไม่ค่อยได้ค่ะ หนูรู้ตัวดีค่ะ ฝรั่งต้องพูดกับหนูแบบช้า ต้องบอกว่าแม้จะไม่บ่อย แต่ก็สร้างความลำบากใจให้กับพวกเรามากเลยค่ะ ทำอย่างไรได้เมื่อมหาวิทยาลัยต้องมีการประกันคุณภาพ เราเลยต้องรีบพัฒนาตนเอง ส่วนการอ่านก็เป็นเรื่องที่ต้องพบมากกว่าเอกสารอื่นๆ แต่การอ่านหนูว่ายังดี เพราะยังมีตัวช่วยเยอะ ไม่ต้องใช้เวลาที่กระชั้นชิดเกินไป พอมีเวลาที่จะหาศัพท์ หาผู้ช่วยได้ ถ้าหัวหน้าต้องการด่วนก็ต้องมาช่วยกันแปลแล้วสรุปให้กระชับ เพื่อนำส่งให้ทันเวลา ส่วนการเขียนไม่ต้องพูดถึง ไม่ได้เลย เขียนแบบผิดๆทั้งสิ้น ให้อาจารย์ช่วยตรวจก็แดงเต็มไปหมด แทบหาที่ถูกล้มใจเลย เลยต้องสรุปว่าการเขียนแย่มากที่สุด รองมาก็พูดและฟัง แล้วก็อ่าน

**คำถามข้อที่ 3: คุณมีปัญหาการใช้ภาษาอังกฤษในการทำงานมากไหม**

คำตอบ: แหมอาจารย์น่าจะถามว่างานตัวไหนบ้างที่เป็นภาษาอังกฤษแล้วไม่มีปัญหา มีมากเลยคะ เอาเป็นทุกอย่างก็แล้วกัน หนูคิดว่าปัญหาที่หนูมีมากที่สุดคือภาษาอังกฤษในการทำงาน บ่อยครั้งที่ หนูต้องให้อาจารย์ท่านอื่นๆในสาขาภาษาอังกฤษช่วย อาจารย์ในคณะไม่สามารถช่วยได้ หรือไม่ก็ ต้องใช้ dic ช่วย แต่เสียเวลามากเลย เอกสารที่เป็นภาษาอังกฤษส่วนใหญ่ส่งมาจากต่างประเทศ จาก มหาวิทยาลัยที่คณะของเราติดต่อกันอยู่ บางทีก็ต้องอ่านจดหมายที่เป็นแบบทางการยิ่งใหญ่มาก เพราะเวลาเขาเขียนมามักจะเขียนแบบเป็นทางการที่เป็นแบบ Passive (อาจารย์ท่านพูดให้ฟัง) ที่จริง เป็นแบบไหนไม่รู้หรอก เคยเรียนมาแต่ไม่เคยรู้เรื่องเลย เวลาแปลเป็นภาษาไทยยังไม่รู้เรื่องเลย เวลา มีฝรั่งมาติดต่อกันวิ่งวุ่นไปหมด (หนีฝรั่ง) อีกอย่างคือเวลาที่มีอาจารย์หรือท่านคณบดีให้ช่วยหา งานทาง Internet ก็แยเลยเนื่องจากหาได้แต่ไม่รู้ว่าจะใช่หรือไม่ใช่ เพราะอ่านเนื้อหาไม่ถูก ไม่เข้าใจ เลยต้องหาไว้มากๆเพื่อให้อาจารย์ที่เขาพอเข้าใจได้พิจารณาว่าใช่หรือไม่ใช่ นี่คือปัญหา ความไม่รู้ ภาษาอังกฤษที่ดีพอทำให้เราไม่สามารถทำงานในส่วนสำคัญของการทำงานได้ หนูคิดว่าตลอดเวลา ที่ทำงานที่นี้ หนูกังวลมากที่สุดคือ งานที่เกี่ยวกับภาษาอังกฤษ หนูคิดว่าหนูรู้ศัพท์น้อยมาก ภาษาพูด ก็ไม่ได้เรื่อง ฟังยังพอเข้าใจบางทีก็รู้ว่าต้องการให้ทำอะไร แต่ถ้าพูดยาวๆไม่รู้ จะมีวิธีแก้ไหมคะ อาจารย์ อ่านก็ยังดีกว่าเพราะมีเวลาไปเปิดหาใน dic ได้ หรือถามผู้มีความรู้ได้ โครงสร้างทาง ภาษาอังกฤษก็ไม่ค่อยรู้เรื่อง ทั้งหมดนี้คือปัญหาในการทำงานคะอาจารย์

คำถามข้อที่ 4 : คุณมีปัญหาการใช้ภาษาอังกฤษขนาดนี้ จะให้มหาวิทยาลัยช่วยอะไรคุณได้บ้างละ ในฐานะที่คุณส่วนหนึ่งของมหาวิทยาลัย ถ้าคุณพัฒนาตนเองได้ ก็จะมีผลดีต่อการประเมินคุณภาพ ของมหาวิทยาลัย แล้วถ้าให้ทำอะไรจะใช้เวลาานเท่าไร วันไหนดี เวลาเท่าไร แล้วจะประเมิน คุณภาพการเรียนได้อย่างไร อันนี้ผมว่าน่าจะเป็นความต้องการและความสะดวกของผู้เรียนมากกว่า

คำตอบ: อาจารย์พูดถูกใจหนูมากเลย ถ้าให้พวกหนูไปเรียนเอง คงไม่ไหว ต้องออกค่าใช้จ่ายเอง แถมงานในหน้าที่อีก นั่งเฉยๆดีกว่าถูกใจใหม่อาจารย์ ถ้ามหาวิทยาลัยจะกรุณาช่วยแจ้งให้มหาวิทยาลัย เขาเปิดอบรมเหมือนที่เคยจัดได้ไหมละ แต่ว่าใช้เวลาอบรมมากหน่อย แล้วหาครูสอนเก่งมาช่วย สอนหน่อย คือที่เคยจัดมาเวลาก็น้อย การสอนก็รวบรัด ไม่ได้ลงมือปฏิบัติจริงเลย หนูคิดว่าตั้งแต่ เวลาการอบรมน้อยมากไป ยังไม่ทันได้อะไรเลยก็หมดเวลาแล้ว เท่าที่ฟังๆอาจารย์มาพูดคุยด้วย หนู คิดว่าอาจารย์จะมาเก็บข้อมูลใช่ไหม เพราะถามละเอียดเลย ดีเลยถ้าอาจารย์จะเปิดอบรม ภาษาอังกฤษให้พวกหนู ทราบมานานแล้วจากพวกเด็กเขาคุยกันว่าเรียนภาษาอังกฤษต้องเรียนกับ อาจารย์จักรภัทร ทั้งสนุกทั้งรู้เรื่อง ต้องรองเรียนคู่สักที เอาจริงๆนะหนูจะเรียนถ้าเปิดสอนให้จริงๆ เอาทั้งฟังพูดอ่านเขียนเลยนะ **ไวยากรณ์ เทคนิคการอ่านต่างๆ รวมทั้งการเขียนด้วย บางที่ต้องสรุป ความให้คณบดี หรือค้นหางานทางอินเทอร์เน็ตจะได้คล่องขึ้น** หนูขอแค่ฟังรู้เรื่อง พูดพอเข้าใจ อ่าน

และเขียนพอจับใจความได้ก็พอแล้ว ที่อาจารย์ถามมาว่าอยากให้มหาวิทยาลัยจัดอบรมให้ไหม หนูตอบแล้วนะ ส่วนจะจัดให้วันไหน หนูคิดว่าวันที่ไม่ได้ทำงานดีที่สุด คือวันอาทิตย์ เวลาสัก 9 โมง เป็นต้นไปดีที่ จะเรียนสัก 3-4 ชั่วโมงก็ได้ การจัดอบรมหนูขอเป็นทีมมหาวิทยาลัยก็แล้วกันสะดวกที่สุด

## APPENDIX E

### Figure 1. Questionnaire for KBU Office Clerks' Opinions Towards English Instructional Model Using Lessons from Websites

This questionnaire needs to know your opinions toward English learning by using online websites on four issues: 1) General opinions to learn English by using lessons from websites, 2) Opinions to lessons from websites as an effective language learning tool, 3) Opinions to the use of lessons from websites as effective self-study tools, 4) Opinions to the use of lessons from websites for doing your assignments. The data obtained will not affect to your annual salary consideration.

According to the following pages, you will find statements related to English you need in each skill. Please read each statement carefully and mark (X) in the box in which is agreed with your activities in the statement. These are the level of opinions that may be agreed or disagreed with you.

Strongly agree
Agree
Neutral
Disagree
Strongly Disagree

**Strongly agree** means that you strongly agree with the statement or activity which is described in each statement.

**Agree** means that you agree with the statement or activity which is described in each statement.

**Neutral** means that you are both agree and disagree with the statement or activity which is described in each statement.

**Disagree** means that you disagree with the statement or activity which is described in each statement.

**Strongly disagree** means that you disagree with the statement or activity which is described in each statement.

No	Opinion Elements	N.30	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>A. General opinions to learn English by using lessons from websites.</b>							
	1. It will not motivate me to learn English.						
	2. It will be a waste of time.						
	3. It will be difficult.						
	4. It will be fun.						
	5. It will be complicated						
<b>B. Opinions to lessons from websites as a effective language learning tool.</b>							
	6. It will be effective for developing my English language skills.						
	7. It will be relevant to me.						
	8. It will develop my English.						
<b>C. Opinions to the use of lessons from websites as effective self-study tools.</b>							
	9. It will encourage me to work alone more.						
	10. It will be more useful than listening a teacher in Class.						
	11. It will not be flexible.						
	12. It will give me useful feedback.						
<b>D. Opinions to the use of lessons from websites for working in the workplace.</b>							
	13. I will do my work easily and Comfortably						
	14. I can solve the problems dealing with English by myself.						
	15. I can practice English language skills comfortably at all time and anywhere.						
	16. I can search any information to support my work at all time.						



## APPENDIX F

### Analysis Office Clerks' Using English Problems by Interviewing

#### Office clerks' English using problems in the workplace.

“Positive” means an interviewee does not have or less English using problems in their workplace.

“Negative” means an interviewee has English using problems in their workplace

No	Office Clerks' interviewing description	Positive	Negative
1	พูดแบบได้แบบงูๆปลาๆ ใช้ภาษาไปบ้าง ทำทางบ้าง ไม่ค่อยรู้เรื่องเท่าไร		
2	ใช้แบบผิดๆ		
3	เวลามีปัญหาที่มักอาศัยอาจารย์ที่เขาอยู่ใกล้ๆช่วยแก้ปัญหา		
4	ใช้พจนานุกรมอังกฤษ-ไทย		
5	ให้อาจารย์บางท่านช่วยแปลให้		
6	หาข้อมูลทาง websites ก็เป็นปัญหาเพราะต้องเปิดพจนานุกรม		
7	ไม่ได้รู้มากไปกว่าคนอื่นสักเท่าไรหรอก		
8	อ่าน-เขียนไม่ค่อยได้		
9	รู้ศัพท์น้อย		
10	ใช้คำไม่ค่อยถูกกาลเทศะสักเท่าไร		
11	ไม่ค่อยใส่ใจเรื่องไวยากรณ์ พอมาเขียน เลขเขียนไม่ค่อยถูก		
12	เวลาอ่านก็ไม่ค่อยถูก เปิดพจนานุกรมคำยังแปลไม่ค่อยรู้เรื่องเลย		
13	หนูมีปัญหาเกี่ยวกับการใช้ภาษาให้ถูกต้อง		
14	มีปัญหามากมายเกี่ยวกับการใช้ภาษาสื่อสารกับชาวต่างชาติ		
15	ไม่กล้าที่จะแสดงออก		

16	ปัญหาที่พบมากที่สุดคือการใช้ภาษาพูดที่ยังไม่ถูกต้อง		
17	พูดเป็นคำๆมากกว่าที่จะพูดเป็นประโยค		
18	พูดยาวๆแล้วไม่เข้าใจ		
19	พูดสั้นๆแล้วพอจับใจความได้	/	
20	มีปัญหามากที่สุดคือภาษาเขียน		
21	มีปัญหาอีกคือมีภาระงานในหน้าที่มีจำนวนมาก		
22	ถ้าเรารู้ไวยากรณ์มากขึ้น รู้ศัพท์มากขึ้น คงอ่านคำหรือประโยคนั้นๆได้	/	
23	มีปัญหาการอ่านภาษาใน Internet ไม่ค่อยออก		
24	ใช้พจนานุกรมแล้วก็ยังไม่รู้เรื่องเลย		
25	ศัพท์ทางกฎหมายยิ่งแปลไม่ได้เลย		
26	หนูว่าภาษาอังกฤษไม่ยากแต่คนสอนทำให้ยาก	/	
27	พจนานุกรมที่มีอยู่ในออนไลน์เว็บไซต์ก็ช่วยได้บ้าง แต่ไม่ละเอียด	/	
28	ขนาดหาศัพท์ทุกคำยังไม่สามารถเข้าใจได้เลย		
29	มีปัญหาในการพูดกับชาวต่างชาติไม่ได้		
30	ต้องรีบหาล่ามมาช่วย		
31	ทักษะทางภาษาไม่ได้เรื่องเลยสักอย่าง		
32	บางทีเปิด Dic. แล้วก็ช่วยไม่ได้		
33	เอกสารที่เข้ามาก็มักจะเป็นภาษาอังกฤษ อ่านก็งูๆปลาๆ เดาเอาบ้าง		
34	ให้อาจารย์ช่วยบ้าง	/	
35	มีปัญหาการฟังมากค้ะคือฟังไม่ทัน		
36	คำศัพท์ยากๆก็ไม่ค่อยรู้เรื่องเท่าไร		
37	หนูมีปัญหามากเลยไม่ว่าจะเป็นการคำศัพท์ ไวยากรณ์ เทคนิคการอ่าน เทคนิคการแปล เทคนิคการเขียน		
38	มีปัญหามากเกี่ยวกับการใช้ภาษา		
39	ต้องสรุปเอกสารเพื่อส่งหัวหน้างาน แต่มีปัญหามากค้ะ		
40	พูดไม่ค่อยได้		
41	เขียนแ่่มากเลย รongมากก็เป็นการพูด และการฟัง		

## สรุปประเด็นปัญหาการใช้ภาษาอังกฤษของเจ้าหน้าที่สำนักงาน

### 1. ปัญหาด้านการฟัง

- ไม่สามารถฟังชาวต่างชาติพูดภาษาอังกฤษได้
- รู้คำศัพท์น้อย ทำให้ไม่สามารถพูดประโยคยาวๆ ได้
- ไม่สามารถจับประเด็นที่พูดได้
- ไม่กล้าพูดภาษาอังกฤษ เพราะกลัวผิด

### 2. ปัญหาด้านการพูด

- พูดไม่ค่อยได้
- พูดไม่ถูกต้อง
- พูดไม่ได้เกิดจากการรู้ศัพท์น้อย
- ไม่กล้าพูดกับชาวต่างชาติเพราะกลัวผิด
- ไม่รู้กาลเทศะในการใช้คำ

### 3. ปัญหาด้านการอ่าน

- รู้คำศัพท์น้อย
- ไม่รู้โครงสร้างภาษาอังกฤษ
- ไม่รู้หน้าที่ของคำ
- มีความรู้ทางไวยากรณ์น้อย
- ขาดความรู้ด้านยุทธศาสตร์การอ่าน

### 4. ปัญหาด้านการเขียน

- ไม่รู้โครงสร้างการเขียนเป็นย่อหน้า
- รู้คำศัพท์น้อย
- ไม่รู้โครงสร้างประโยค
- สรุปความไม่เป็น
- ขาดความรู้ด้าน Tenses

## APPENDIX G

### Rating scale for three English experts' evaluating online websites form.

#### Evaluating Online Websites Form

Site Information	
Title	Thinking about communism/A political prisoner/An unexpected refund/A visitor in the night/Diversity in California/Our singing
Online Website	<a href="http://www.englishlistening.com">http://www.englishlistening.com</a>
Target Audience	Adults (Office clerks)
Language Activities/Skills	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary <input type="checkbox"/> Other—Please specify: .....

Site Description
<p>This site is an excellent online website for practicing listening comprehension in which is provided for every level of learners. Usually, there are 10 listening passages that are displayed in the web menu such as social issues, university life, interesting events, life style, music etc. It is divided into two parts: free passage and commercial passage. For this research, free passage was selected for practicing listening. In this site, learners themselves can select from the issues in the menu and study in the</p>



	16. Are screen displays effective?	5	4	3	2	1
	<b>8). Navigation:</b>					
	17. Is the online website easy to navigate?	5	4	3	2	1
	18. Are on-screen instructions easy to follow?	5	4	3	2	1
	19. Is it easy to retrieve information?					
	20. Are hyperlinks given properly?					
	<b>9). Reliability:</b>	5	4	3	2	1
	21. Is the website free of bugs and breaks?					
	22. Is the online website free of dead links?	5	4	3	2	1
	<b>10). Authenticity:</b>	5	4	3	2	1
	23. Are the learning materials authentic?					
	24. Are authentic materials provided in appropriate contexts?	5	4	3	2	1
	<b>11). Interactivity:</b>					
	25. Is the online website interactive?	5	4	3	2	1
	26. Are methods for user input effectively employed?	5	4	3	2	1
	<b>12). Feedback:</b>					
	27. Is feedback on learner responses encouraging?	5	4	3	2	1
	28. Is error handling meaningful and helpful?	5	4	3	2	1
	<b>13). Multimedia:</b>					
	29. Does the online website make effective use of graphics, sound and color?	5	4	3	2	1
	30. Is the level of audio quality, the scale of graphics or video display appropriate for language learning?	5	4	3	2	1
	<b>14). Communication:</b>	5	4	3	2	1
	31. Can the user communicate with real people online through the website?	5	4	3	2	1
	32. Is online help available?					
	<b>15). Integration:</b>					
	33. Can the learning materials be integrated into a curriculum?	5	4	3	2	1
	34. Does the content fit with curricular goals?	5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1

<b>Overall Rating</b>
<input type="radio"/> 1 Very Poor (Not recommended at all) <input type="radio"/> 2 Poor (Not appropriate) <input type="radio"/> 3 Adequate (Acceptable with reservation) <input type="radio"/> 4 Good (Appropriate for use) <input type="radio"/> 5 Excellent (Highly recommended)
<b>Additional Comments</b>

Approved by ..... Date Approved  
.....

Adapted from Jeong-Bae Son  
By Jakkapat Dumridhammaporn  
Kasem Bundit University (Pattanakarn Campus)  
Bangkok.

## Lesson Plan (Week 1)

**Two sessions /4 hours**

**The first and second sessions**

Date	Objective of the Un	Materials	Activities/Assessments
August20, 2006 8.00-10.00 a.m.	1. Present the objectives of the course. 2. Introduce the samples of online websites that are used for the study.	1. Computers 2. Online websites such as <a href="http://www.starfall.com">www.starfall.com</a> <a href="http://www.RosettaStone.com">www.RosettaStone.com</a> <a href="http://www.auralog.com">www.auralog.com</a> (Tell me more) <a href="http://www.itedusoft.com">www.itedusoft.com</a> <a href="http://www.nwt.literacy.ca">www.nwt.literacy.ca</a> <a href="http://www.onestopenglish.com">www.onestopenglish.com</a> <a href="http://www.englishlistening.com">www.englishlistening.com</a> <a href="http://www.cdlponline.org/index.cfm?">www.cdlponline.org/index.cfm?</a> <a href="http://www.elrebumbio.org/students/english">www.elrebumbio.org/students/english</a> <a href="http://www.arts.uottawa.ca/writcent/hypergrammar/rvphrfun">www.arts.uottawa.ca/writcent/hypergrammar/rvphrfun</a> <a href="http://www.1-language.com">www.1-language.com</a> <a href="http://www.manythings.org/">www.manythings.org/</a> <a href="http://www.literacytools.com">www.literacytools.com</a> <a href="http://www.mediaworks-online.com">www.mediaworks-online.com</a> <a href="http://www.bbclearningenglish.com">www.bbclearningenglish.com</a> <a href="http://www.voa.com">www.voa.com</a> 3. Handouts 3.1 Reading Comprehension Techniques - Scanning - Skimming - Finding the Pattern of Organization - Making inferences - Previewing - Predicting - Guessing - Learning to look for the topic	<b>Warm up (30 minutes)</b> 1. Greet the learners and introduce the course 2. Introduce the instructors: Mr. Frank and Mr. Jakkapat <b>Presentation (120 minutes)</b> 1. Tell the objectives of the course. 2. Tell the rational and problems of office clerks in KBU. 3. How to study and operate with the online websites 4. The benefits of online websites toward English teaching and learning. 5. Try to search each online website in order to provide for the course. 6. Explain each online website why it is used to practice learners. 7. Explain how to evaluate them 8. Tell the benefits that will gain from this course. <b>Evaluation (60 minutes)</b> 1. Listen to CD-ROM of TOEIC test sample. 2. Choose an online website to learn the whole website. 3. Do the exercises about reading techniques such as scanning skimming, inference, contrast and similar, reason <b>Reflection (20 minutes)</b> 1. Learners are asked to write a reflection dealing with any knowledge they will obtain from this course.(week1-5) 2. Interview 5 learners about the project that they will be studying.



		<ul style="list-style-type: none"><li>- How to read a paragraph</li><li>- How to read faster</li><li>- Reading graphs, tables and charts</li></ul> <p>3.2 Thinking skills</p> <p>3.3 Writing skills</p> <ul style="list-style-type: none"><li>3.3.1 Phrase writing</li><li>3.3.2 Sentence writing</li><li>3.3.3 Paragraph writing</li><li>3.3.4 Essay</li></ul>	
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## Lesson Plan (Week 2)

**Aims:** Able to speak “Self-Introduction” precisely.  
**Skills:** Listening for general comprehension and listening for detail.  
**Resources:** [www.englishlistening.com/itemdtl.php?raid=00420](http://www.englishlistening.com/itemdtl.php?raid=00420)  
[www.onestopenglish.com](http://www.onestopenglish.com)  
**Time:** 200 minutes (approx.)-not including optional stage.  
**Domain** Intellectual skill and Cognitive skill

Date	Objective of the Unit	Materials	Activities / Assessments
August 27, 2006 8.00-12.00 a.m.	1. Able to introduce him or herself to someone. 2. Able to listen to self-introduction and answer the question precisely	1. <a href="http://www.englishlistening.com">www.englishlistening.com</a> . 2. <a href="http://www.onestopenglish.com">www.onestopenglish.com</a>	<p><b>Warm up (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Greet to everybody in the class and talk about himself or herself.</li> <li>2. Ask some questions to him or her such as              How about you?              Where is your residence?              What is your parents?</li> </ol> <p><b>Presentation (180 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Click on <a href="http://www.englishlistening.com/itemdtl.php?raid">www.englishlistening.com/itemdtl.php?raid</a></li> <li>2. Select Art’s self-introduction and play the record.</li> <li>3. After listening Art’s self introduction, try to answer questions about Art, a retired man , who’s a seventy-four year old and has a passion for golf. He is an American.              Questions for Art’s self Introduction             <ol style="list-style-type: none"> <li>1. How long has Art been retired?</li> <li>2. What did Art do?</li> <li>3. What does Art like to do now?</li> </ol> </li> </ol> <p>This is his transcript for Art’s Self Introduction.  <i>“ hello um my name’s Art. I’m 74 years old and I live in a retirement community with my wife Selma. I retired about twelve years ago from the bicycle business. I was in the bicycle business for thirty-five years. Twenty of the thirty-five years I ran my own business. After I decided to sell my business, I became a draftsman. I work at being a draftsman for five years and then I retired .the retirement community I live in uh requires you be forty-eight years or older. In the community I engage in many activity, oil painting, stain glass projects. My major activities, however, is golf. Weather permitting, I play everyday. We have a golf course in the community, and since I play more often that I used to before I retired, my game is improved very much.”</i></p> <ol style="list-style-type: none"> <li>4. Divide the learners into ten groups in order to present “Self-Introduction” before the</li> </ol>

			<p>class.</p> <ol style="list-style-type: none"> <li>5. Learners discuss to write a script for “Self- Introduction” for three minutes.</li> <li>6. Try out their presentation.</li> <li>7. Presentation for three ours each.</li> <li>8. Other learners ask questions dealing with learner’s speech.</li> <li>9. The instructor comments each speech. and suggest how to speak well.</li> </ol> <p><b>Contents Extension</b></p> <ol style="list-style-type: none"> <li>1. Click on <a href="http://www.nwt.literacy.ca/issue">www.nwt.literacy.ca/issue</a> 1(Map Work)</li> <li>2. Listen to description of “Map Work” in issue 1</li> <li>3. Read the texts and answer questions</li> <li>4. Do learning activities in the program.</li> </ol> <p><b>Handout Reading</b> Scanning a table of contents, index and timetable .</p> <p><b>Evaluation (40 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Answer questions from “Map Work”.</li> <li>2. Presentation</li> <li>3. Discussion</li> <li>4. Reading test (Multiple Choice).</li> </ol> <p><b>Reflection (10 minutes)</b> Learners have to describe what knowledge is the benefit for their studying and what they learn from the class.</p>
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**Comment:**

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## Lesson Plan (Week 3)

Aims: Able to listen and answer the questions correctly  
 Skills: Listening and speaking comprehensively  
 Resources: [www.RosettaStone.com](http://www.RosettaStone.com)  
 : Time 200 minutes (approx.)-not including optional stage.  
 Domain Intellectual skill and Cognitive skill

Date	Objective of the Unit	Materials	Activities/Assessments
29 August,2006 8.00-12.00 am.	1. Able to listen and speak comprehensively. 2. Able to explain how different between present simple and present progressive tense	<a href="http://www.RosettaStone.com">www.RosettaStone.com</a> <a href="http://www.manythings.org">www.manythings.org</a>	<p><b>Warm up (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Each learner shows his/her activity and change it into present progressive tense from present simple tense such as walk, run, point, eat etc.: I'm walking, I am running.</li> <li>2. Change these present progressive verbs into present simple tense.</li> </ol> <p><b>Presentation (180 minutes)</b></p> <ol style="list-style-type: none"> <li>1 Click on <a href="http://www.RosettaStone.com">www.RosettaStone.com</a></li> <li>2 Match the picture with the conversation that learners heard.</li> <li>3 Study the vocabularies that learners heard and fill in the blank.</li> <li>4 Consider the animation, then change the verbs into present progressive tense</li> <li>5 Check the answer</li> <li>6 Click on <a href="http://www.manythings.org">www.manythings.org</a></li> <li>7 Select an exercise dealing with present simple tense and present progressive tense</li> <li>8 Indicate how different is between present simple and present progressive tense.</li> <li>9.Do supplementary assignments if learners finished before others.</li> </ol> <p><b>Evaluation (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Click on <a href="http://www.manythings.org">www.manythings.org</a> again.</li> <li>2. Find a present simple and a present progressive Exercise selected by instructors.</li> <li>3. Check the answers</li> </ol>

## Lesson Plan (Week 4)

### Two sessions /4 hours

- Aims:** 1. Able to listen and read the texts comprehensively.  
2. Able to ask for and understand directions.
- Skills:** Reading Techniques such as scanning and skimming.  
Listening and asking directions.
- Resources:** <http://humanities.byu.edu/elc/Teacher/SectionThree/lesson1.html>  
<http://web2.uvcs.uvic.ca/elc/studyzone>
- Time:** 200 minutes (approx.)-not including optional stage.
- Domain:** Intellectual skill and Cognitive skill

### The first session

Date	Objective of the Unit	Materials	Activities/Assessments
September3, 2006 8.00-10.00 a.m.	1. Able to listen and read the texts comprehensively. 2. Able to ask for and understand directions.	1. Exercise sheets 2. Online website : <a href="http://humanities.byu.edu/elc/Teacher/SectionThree/">http://humanities.byu.edu/elc/Teacher/SectionThree/</a> “Asking Directions” 3. Dialog and Practice 4. A pencil or a pen for taking notes	<p><b>Warm up</b> (10 minutes)</p> <ol style="list-style-type: none"> <li>1. Greeting the office clerks and welcome all memberships.</li> <li>2. Talk about map, lose the ways, directions.</li> </ol> <p><b>Presentations</b> (60 minutes)</p> <ol style="list-style-type: none"> <li>1. Ask the learners to read a text provided by a short time and answer questions.</li> <li>2. Scanning and skimming are taught as a reading technique (Both reading techniques are provided in a sheet with examples to scan and skim)</li> <li>3. Answer questions in handout with the following guidelines:               <ul style="list-style-type: none"> <li>- What kind of this text is.....</li> <li>- What is the title of this telling story?</li> <li>- Who retold this story?</li> <li>- Who animated this story?</li> </ul> </li> </ol>

			<p>- How do you think about the story when you saw the title at first?</p> <ol style="list-style-type: none"> <li>4. Click to <a href="http://www.starfall.com">www.starfall.com</a> and search Chinese-fables/one rice/load.htm?f</li> <li>5. Listen to the sound-track of “One Rice Thousand Gold” and take a note by using the guidelines provided</li> <li>6. Look for the paragraph in online website that they heard in their sheets and read aloud.</li> <li>7. Ask the definitions of difficult vocabularies such as skinny, stick, bowed, grew up, forget, promise, took to, palace filled with, remind, and kind.</li> <li>8. Answer questions in sheets by using the contents in the online website.</li> <li>9. Divide the learners into 6 a group and summarize the story reading by using the guideline provided. The following is an example: <ul style="list-style-type: none"> <li>-Name of student: .....</li> <li>-How many actors and actresses are there in this story?</li> <li>-Who is the main actor?</li> <li>-Write a brief story for presentation.</li> <li>-How do you think about this story?</li> <li>-The writer’s expressed purpose is.....</li> <li>-The main idea of the writer is .....</li> <li>-The philosophy that the writer wants to present is .....</li> </ul> </li> <li>10. Prepare to present the summarized story by a representative of each group.</li> <li>11. Present their task orally group by group.</li> <li>12. Voting the best presentation.</li> <li>13. Summarize again by an instructor.</li> </ol> <p><b>Evaluation: 20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Oral presentation</li> <li>2. Written presentation</li> <li>3. Listening test by matching the pictures to the speech in Audio CD.</li> </ol>
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## The second session

Date	Objective of the Unit	Materials	Activities/Assessments
September3, 2006 10.00-12.00 p.m.	1. Able to listen comprehensively and respond the questions orally about the telling story online websites.  2. Able to summarize about the telling story orally in English	1. "One Rice Thousand Gold" of <a href="http://www.starfall.com">www.starfall.com</a> . 2. Exercise sheets 3. A pen or pencil for taking a note as listening to a sound track..	<p><b>Warm up: (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Greeting to learners in English language about their evening meal in order to take them to present the most important food.</li> <li>Talk about Chinese language and China map again.</li> </ol> <p><b>Presentation (50 minutes)</b></p> <ol style="list-style-type: none"> <li><b>Look at</b> the vocabularies provided that concern the story such as skinny, stick, bowed, grew up, forgot, promise, took to, palace, filled with, remind, and kind.</li> <li><b>Match</b> the vocabularies of... the story reading with the definition in a sheet.provided.</li> <li><b>Explain</b> the vocabularies with their definitions in English.</li> <li><b>Fill</b> a vocabulary provided into the blank of sentences..... appropriately.</li> <li><b>Explain</b> the difference of two kinds of question making: question by question words such as who, whom, which, where, when, how many or much, what, why, and a question with a helping verb such as is, am, are, was, were, have, has, had, do, does, did, will, shall, would, should, can, could, may, might, must.</li> <li><b>Listen to</b> the sound track of "One Rice Thousand Gold" of <a href="http://www.starfall.com">www.starfall.com</a>.</li> <li><b>Take a note</b> as learners are listening to the sound track and try to respond the questions by using guidelines provided such as</li> </ol> <p>Situation: .....</p> <p>Speaker's name: .....</p> <p>Date: .....</p> <p>Occasion</p> <p>What is the general subject of this talk?</p> <p>What is the main point or message of this talk?</p> <p>What is the speaker's organizational plan?</p> <p>What transitional expressions does the speaker use?</p> <p>Does the speaker digress from the main point?</p> <p>Write the speaker's main point in no more than three sentences.</p> <p>What is your personal reaction to the talk?</p> <p>(Based on Devine, 1982, p. 33).</p> <ol style="list-style-type: none"> <li><b>Ask</b> the learners to summarize the story briefly such as</li> </ol> <p>How many actors and actresses were there in the story?</p> <p>What country did the story happen?</p>

		<p>Who is Han Shin?          What did Han Shin promise to the old woman?          What did Han Shin become?          What did Han Shin give to the old woman?          What did “one rice thousand gold” refer to?          What did Han Shin do every day?          What did the old woman do every day?          Where did Han Shin live when he grew up?          What does the meaning of “bow down”?          Why did people love Han Shin?</p> <p>9. <b>Prepare to summarize</b> the story orally by a member of a three-person group.          10. <b>A representative orally presents</b> in front of the class in English.          11. <b>A lecturer summarizes</b> again</p> <p><b>Extension Activity (30 minutes)</b>          In case of some learners can finish their tasks, they can go ahead the other online website provided : “The Dog and His bone”..... (<a href="http://www.starfall.com">http://www.starfall.com</a>). They can practice the activities provided in handouts.</p> <p><b>Evaluation: (30 minutes )</b></p> <ol style="list-style-type: none"> <li>1. Respond the questions orally.</li> <li>2. Fill the vocabularies in the Blanks.</li> <li>3. Listening test (page 23-32).</li> <li>4. Dictation for summary by an office clerk.</li> </ol> <p><b>Reflections:</b>          The learners have to describe the conditions, environments, teaching techniques, materials, English knowledge, usefulness, and attitudes to the use of online websites, self-studying tools, and learning potential tools that all mentioned are provided after the class is time up.</p>
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**Comments:**

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## Lesson Plan (Week 5)

### Two sessions /4 hours

- Aims:** 1. Able to read comprehensively by using reading techniques.  
2. Able to explain a process with writing and speaking
- Skills:** Reading techniques and how to explain something by writing and speaking
- Resources:** [www.nwt.literacy.ca](http://www.nwt.literacy.ca)
- Time:** 200 minutes (approx.)-not including optional stage.
- Domain:** Intellectual skill and Cognitive skill

### The first session

Date	Objective of the Unit	Materials	Activities/Assessments
September 10, 2006 8.00-10.00 a.m.	1. Able to read the texts. . . comprehensively. 2. Able to explain the process of the election briefly.	1. Exercise sheets 2. Online Website : <a href="http://www.nwt.literacy.ca">www.nwt.literacy.ca</a> “How to vote” in issues 2 of The Northern edge. 3. A copy of the last election in Thailand from a newspaper. 4. A pencil or a pen for taking notes.	<p><b>Warm up</b> (10 minutes)</p> <ol style="list-style-type: none"> <li>1. <b>Greeting</b> the office clerks and talk about the election.</li> <li>2. <b>Talk about</b> the last election in Thailand.</li> </ol> <p><b>Presentations</b> (50 minutes)</p> <ol style="list-style-type: none"> <li>3. <b>Ask</b> the learners to read an election news provided by a short time and answer questions.(Scanning and Skimming will be used to find the answers).</li> <li>4. <b>Match</b> the definitions of technical terms with difficult words: vote, an election campaign, get involved, territorial election, voters list, register to vote, vote by special ballot, vote by mobile poll, the polling station.</li> <li>5. <b>Check</b> their answers in teacher’s answer keys including explain the meaning of each term.</li> <li>6. <b>Click</b> to <a href="http://www.nwt.literacy.ca">www.nwt.literacy.ca</a> and click to “Election (issue 2)” and listen to the sound of the online website.</li> <li>7. <b>Listen</b> to the sound of “Learning Activities” and take a note by using the guidelines provided:</li> </ol>

			<p>-The official document was sent to .....</p> <p>- The reasons for sending the official document was to.</p> <p>- If the elector required more information, he/she had to....</p> <p>- The Chief Electoral Officer was at.....</p> <p>- The electors had to use their rights at .....</p> <p>- The telephone and fax were .....</p> <p>- The steps of the election was .....</p> <p>- The candidate's name were .....</p> <p>8. <b>Listen and read</b> a conversation of elections.</p> <p>9. The learners <b>discuss</b> "what can the voters do during an election campaign?" and summarize the election campaign in Thailand.</p> <p>10. <b>Summarize</b> how to vote as a voter in a general election of Thailand by the five person group.</p> <p>11. <b>Present</b> the summary of the election group by group orally.</p> <p>12. <b>Summarize</b> the election again by a lecturer.</p> <p>13. Have a reading comprehension <b>test</b>.</p> <p><b>Evaluations:</b> (30 minutes)</p> <ol style="list-style-type: none"> <li>1. Oral presentation.</li> <li>2. Written presentation.</li> <li>3. Reading comprehension test by matching the pictures to the speech in Audio CD.</li> <li>4. Read short passages and answer questions (multiple choice and description items.</li> </ol>
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## The second session

Date	Objective of the Unit	Materials	Activities/Assessments
September 10, 2006 10.00-12.00 p.m.	1. Able to read the texts. . comprehensively. 2. Able to explain the process of the election briefly.	1. www. onestopenglish.com. 2. Election passage handout.	<p><b>Warm up</b> (10 minutes)</p> <p><b>1. Pre-reading tasks</b>  <b>Click to <a href="http://www.onestopenglish.com">www.onestopenglish.com</a></b></p> <p>a) Ask students, to make a list of the most essential (completely necessary) possessions in their lives. Don't mention mobile phones-just see if they come up with this.</p> <p>b) Then ask pairs to compare their lists-have they written the same things? Do they agree about what's essential and what's non-essential? Do they really need a car or can they catch the bus?</p> <p>c) Get a student to read their list out- and ask others if they have anything different to add. What's considered to be the most essential possession by the students?</p> <p>Tip: encourage discussion Getting students to disagree and compare their ideas is a good speaking activity-it will also help students to interact with the text later on.</p> <p>d) Read out the first two paragraphs of the reading aloud and get students to call out the missing item-can they guess correctly (mobile phone)?</p> <p>e) Ask students to put their hands up if they agree with the writer-or do they think a mobile is essential? <i>Don't hand out the reading yet.</i></p> <p>Tip: provide opportunities for personalization If necessary, prompt students: What problems could mobiles not allowed in some public areas?</p> <p><b>2. First reading tasks (20 minutes)</b> Now give each student the reading. Ask them to read the article as quickly as possible and to compare the ideas they mentioned in pre-reading task f. with those in the text. Do this by asking them to summarize the paragraphs. The first one could be Mobiles aren't always as useful as we want them to be ... Had the students suggested that? They don't need to write-they can just chat with their partner.</p>

		<p>Tip: motivate students to read more quickly  Explain to students that they will get the general idea of a text more easily if they read quickly. Slower readers will worry about the individual words and their meaning and fail to get the gist. Also tell students they will be able to read it again (and again) so not to worry that they don't understand it all after the first reading.</p> <p><b>3. Second reading tasks) (20 minutes)</b></p> <ol style="list-style-type: none"> <li>a) Ask students why they think the author wrote the text. (To amuse/complain/justify/criticize/inform? For sympathy?) What message does the writer want to deliver? (Mobiles are terrible? Mobile users are inconsiderate?) Who is the target audience? (Mobile users? Friends? Sympathizers?) Give them a title time to think about these points.</li> <li>b) Students read again and underline the points of view they agree with and underline with a wobble the points they disagree with.</li> <li>c) In small groups get them to compare-have they underlined the same bits in the same ways? Encourage them to explain why they agree/disagree.</li> </ol> <p>Tip: raise awareness of a writer's intention.  Students should be aware of the reason for a text and to recognize opinions that are expressed. And of course, they should be encouraged to compare their own views to those of the writer.</p> <p><b>4) Third reading tasks (20 minutes)</b></p> <ol style="list-style-type: none"> <li>a) Finally, ask students to look at the style of the text. If it's agreed the writer is complaining, how does this affect the writing? The students have read the text twice now-what have they noticed about the text that may be different to other readings they have done? Can they see that it's more like someone speaking than writing?</li> <li>b) Then get students to: <ul style="list-style-type: none"> <li>• find examples of rhetorical questions, e.g. So what's the point?</li> <li>• find examples of aside remarks, e.g. (and this is a true story).</li> <li>• notice the length of the sentences, e.g. They are very long in places.</li> <li>• notice the use of intensifiers, e.g. really hate/guy/stupid thing.</li> <li>• notice the use of italics for emphasis, e.g. a real emergency.</li> <li>• Find examples of informal language, e.g. come in handy/guy/stupid thing.</li> </ul> </li> </ol> <p><b>5. Post-reading tasks (20 minutes)</b></p> <ol style="list-style-type: none"> <li>a). Individually get students to think about their own 'bugbears' (things or situations that annoy them). What really annoys them and makes them angry? Give students some time to think. Their answers needn't be serious and if they can't think of anything they can make something up.</li> </ol>
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			<p>Tip: link the reading to writing  Reading should always be linked with the other skills. Refer to the points in third reading task b before starting.</p> <p>b). Then have a go at speed writing – basically students write for about 10 minutes non-stop without worrying about language, grammar or punctuation. They just need to concentrate on their ideas-in this case their complaints about something. Have a look at <a href="http://www.onestopenglish.com/Skills/Writing/">www.onestopenglish.com/Skills/Writing/</a> for more information on speedwriting and have a go!</p> <p>c). Students can then read their complaints to each other. They then edit and make necessary changes together, and then write it up for homework. Get them to add an appropriate title, too.</p> <p><b>6. Mobile Phones: Reading</b></p> <p>I don't have one, and if I can help it, I won't ever get one in the future. And I hate the assumption that I need one. Or that I'm strange not having one. I opened a new bank account the other day and the woman who was helping me (and this is a true story) asked me if I was serious when she found out I didn't have one. She simply couldn't see how I could live my life without one. I don't see why-I can be contacted at home, or work, so what's the problem? Yes, I have a laptop computer and instant access to the Internet; yes, I have a digital camera and yes I have a microwave oven and an i-Pod but I absolutely refuse to get a .....</p> <p>Of course I can see how useful they could be, and that if there was a real emergency they could come in handy, but that's not always the case. There was a story of a guy who had a parachuting accident and found himself on top of a cliff with two broken legs. He had his mobile with him but-guess what? He wasn't able to use it because he was in a remote area! So, in great pain, he had to pull himself along the ground with his elbows until he got to a road and could stop motorist. So not much help for him then, was it? And once when I very reluctantly rang a friend on her mobile (from a telephone box on the platform) because she was very late arriving at a train station she didn't answer it. Why? Because, she said (When she eventually arrived) that the battery was flat! So what's the point? (And calling mobiles is so expensive!)</p> <p>Other times they create the emergency themselves. Remember that awful story of the Kenyan student? She dropped hers into a pit latrine while 'answering a call of nature'. So she offered the equivalent of \$ 13 to anyone who could get it for her and what happened? Three men died, intoxicated by the fumes because they were so desperate for the money. That's awful. And don't they cause cancer? Apparently, the general scientific opinion at the moment is that the benefits seem to outweigh any known dangers but it's best to use a hands-free kit. I'm not sure about that. An independent report recommends that under-16s use theirs only for essential calls – ha! Try telling that to a teenager!</p> <p>And no gentle burr burring either but we have to listen to the theme tune of a soap opera, or a national anthem, or ringing bells while the owner rummages in the bottom of their bag to find the offending item.</p>
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		<p>But these aren't my main bugbears. No. what I hate is how my daily life is affected negatively by other people using theirs. Take a restaurant – I really, really hate it when friends arrive and the first thing they do is put their mobiles on the table so that, in the (likely) event of it going off they stop talking to you and start ignoring you. Are they doctors? Are they giving advice on open-heart surgery? Are they talking to long-lost friends? Sick relatives? NO! It'll be their mother who they saw recently, or other friends they're going to meet soon. For me it's the height of rudeness. And of course I also have to put up with the same happening on the next-door table too. And how inept and pointless the conversations! 'I'm with Jenny and we're having Dim Sum.' The person needs to know that? 'Hi, I'm on the train now and will be there in about 10 minutes.' So? Are they not expected? Can't they just turn up in 10 minutes and say 'I'm here.'? I don't want to know what strangers did yesterday, what they plan to do tomorrow or what they're doing now (I can see what they're doing now!).</p> <p>I'm also affected by the light – do the owners really not realize how bright they are? OK maybe the stupid thing is on vibration but when it's opened in the cinema, or at a concert the owner is all lit up and then I can't concentrate on what I'm watching the show? It drives me so mad! The mate of mine sitting next to me actually answered his and started whispering loudly – but when he saw the look on my face he instantly apologized. 'Sorry – it's my sister.' So?</p> <p>Finally, it's an excuse to be late. If the waiting friend can be contacted 'Just to let you know I'm going to be half an hour late', then somehow being late is therefore OK. No! Just make an effort to arrive on time! Sometimes friends even blame me for sitting alone for twenty minutes when it was they who were late because, they insist, I couldn't be contacted! No – I'm never, ever going to get one!</p> <p>Macmillan Publishers Ltd 2006/ Downloaded from the skills section in <a href="http://www.onestopenglish.com">www.onestopenglish.com</a></p> <p><b>Evaluations:</b> (30 minutes)</p> <ol style="list-style-type: none"> <li>1. Discuss about the usefulness of a mobile phone.</li> <li>2. Summarize the usefulness and the problems of a mobile phone and present them with power points.</li> <li>3. Test with reading comprehension items.</li> <li>4. Are mobile phones necessary for you in the present day? Why?</li> </ol> <p><b>Reflections</b> (after the end of the third week).</p> <p>Learners are asked for writing the main point and any English knowledge that they have just learned this week.</p>
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## Lesson Plan (Week 6)

### The first session

- Aims:**
1. Able to listen and answer questions from conversation.
  2. Able to dictate difficult vocabularies
  3. Able to read the passages comprehensively
- Resources:** [www.nwt.literacy.ca](http://www.nwt.literacy.ca)
- Time:** 200 minutes (approx.)-not including optional stage.
- Domain:** Intellectual skill and Cognitive skill

### The first session

Date	Objective of the Unit	Materials	Activities / Assessments
September 10, 2006 10.00-12.00 a.m.	1. Comprehensively listening and reading 2. Learn new vocabularies on grizzly bear research	<a href="http://www.nwt.literacy.ca/">http://www.nwt.literacy.ca/</a> issue <a href="http://www.onestopenglish.com">www.onestopenglish.com</a> "America's road romance dies"	<b>Warm up (10 minutes)</b> 1. Greeting the learners and ask them about a telephone bill such as. -How much baht do you usually pay? -What ways do you pay for telephone services? -Where do you pay for your telephone bills? 2. What information is contained in a telephone bill?
			<b>Presentations (60 minutes)</b> Learners click <a href="http://www.starfall.com">www.starfall.com</a> 1. Learners are divided into 4 groups: ten each group. 2. Each group listens to the introduction of the preliminary page. Then search for "Folk Tales: The Four Friends" 3. Discuss with 10 minutes in order to summarize the story. 4. Answer questions orally.

			<p>5. Teacher summarizes the story briefly.</p> <p>6. Ask some groups present their summarized story.</p> <p>7. Click on “Grizzly Bear Research Uses Satellites”</p> <p>8. Listen to the description of the story with the animation (please search <a href="http://www.nwt.literacy.ca/issue_1">www.nwt.literacy.ca/issue_1</a>)</p> <p>“Biologists in the Northwest Territories (NWT) are doing research on grizzly bears using satellites and special collars that they put on the grizzly bears.</p> <p>There are two new diamond mines in the NWT. The biologists want to see how the grizzly bears are using this land and how they are reacting to the mines, roads and human activity that have come with the mines.</p> <p>This kind of information will help biologists and mines to understand how bears use habitat and hopefully reduce the harmful impacts of new developments.</p> <p>9. Grizzly Bear Vocabulary</p> <p>Office clerks study new vocabularies of the story from the website as follows :</p> <p>There are some hard words in the article on grizzly bear research. Study the words below before you begin any of the activities.</p> <p><b>Research:</b> to study or find out about something, usually by reading or doing experiments.</p> <p><b>Biologist:</b> a person who studies living things like plants and animals.</p> <p><b>Tranquilize:</b> to make calm or peaceful; to put to sleep.</p> <p><b>Upload:</b> to transfer or move information or data from one computer to another. For example, data is uploaded from the collars to the receiver on the airplane.</p> <p><b>GPS:</b> GPS stands for “Global Positioning System using satellite signals to find the exact location of a receiver anywhere on Earth.</p> <p><b>Data:</b> information or facts collected</p> <p><b>Habitat:</b> the place or environment where a plant or animal naturally or normally lives and grows.</p> <p><b>Satellite:</b> a spacecraft that is sent into orbit around the Earth, the Moon, or another heavenly body.</p> <p>10. Again, learners listen and read “Grizzly bear research” and summarize this article briefly.</p>
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			11. Answer the questions dealing with grizzly bear research orally. 12. Write a brief story on the whiteboard
			<b>Evaluation :</b> 1. Orally 2. Answer questions 3. Discuss 4. Write a brief story
			<b>Reflection:</b> Learners are requested to write everything they learned in this week and how they are satisfied with environments, knowledge gained, teaching styles.

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## Lesson Plan (Week 7)

### The first session

- Aims:** Introduction to telephoning ([www.onestopenglish.com](http://www.onestopenglish.com)) on September, 2006.
- Skills:** Listening for general comprehension, listening for detail, improvised speaking
- Resources:** Cut up copies of the pair-work cards, one card per student.  
Cut up copies of answer key, one section per pair.  
(Optional). Copies of Telephoning 1, Part 2, one per student.
- Time:** 60 minutes (approx.)-not including optional stage.

Date	Objective of the Unit	Materials	Activities / Assessments
September 24, 2006 8.00-10.00 a.m.	1. Be able to listen to general comprehension, detail, and improvised speaking. 2. Be able to read the article "telephoning" comprehensively.	1. <a href="http://www.onestopenglish.com">www.onestopenglish.com</a> 2. Exercise sheets and answer key. 3. Pair-work cards	<b>Warm up</b> Stage 1. The last one wins (15 minutes) <ol style="list-style-type: none"> <li>1. Ask When did you last....? To the class with something you think you did more recently than them, e.g....make photocopies? If you were the most recent, give yourself a point.</li> <li>2. Students continue this game, asking When did you last...? and scoring points.</li> <li>3. As the game progresses, move onto when students did things in English, e.g. read in English? Finish with ...telephone in English?</li> <li>4. Discuss telephoning in another language, including real experiences. Say that you will cover the basics of telephoning in this lesson.</li> </ol>
			<b>Presentation</b> Stage 2. <b>Speaking and listening</b> - Pair-work error correction (20 minutes) <ol style="list-style-type: none"> <li>1. Hold up the student 1 and 2 cards and explain that they are two copies of one telephone conversation, but with differences. Each pair reads the dialogue to each other and finds the differences without showing their sheets. Each time, one version is better due to grammar, politeness etc. They should discuss which is better and correct the mistakes.</li> <li>2. Give out different dialogues to each pair, e.g. Conversation A, Students 1</li> </ol>

			<p>and 2 to the first pair, Conversation B, students 1 and 2 to the second pair etc. In a small class, save some dialogues to give to pairs that finish quickly.</p> <ol style="list-style-type: none"> <li>3. Let the class start. Monitor for pronunciation, as they read out the dialogues later.</li> <li>4. If they think they have finished, quickly check and let them know if they have missed some differences. As groups finish, give them copies of the answer key (for their dialogue only).</li> <li>5. Answer any questions.</li> </ol>
			<p>Stage 3: Listening for general comprehension (20 minutes)</p> <ol style="list-style-type: none"> <li>1. When all the groups have checked their answers, tell them there are five different dialogues and all involve the same person trying to get through to someone. Ask for the names ( Ms A. and Ms. B.). Tell the students the class is going to work together to put all the dialogues in order. Ask if anyone thinks they have the first dialogue. Ask them to read it out. The others should listen to check if they agree it is the first and to find out which dialogue carries on from this one.</li> <li>2. Continue with all the dialogues until most of the class agree on the order, repeating if necessary.</li> <li>3. Give out complete copies of the answer key for them to check their answers.</li> </ol>
			<p>Stage 4 : Optional stage : Language analysis (20 minutes).</p> <ol style="list-style-type: none"> <li>1. Give out the worksheet, telephoning 1, part 2 and ask students to complete it in pairs, finding the language in the dialogues.</li> <li>2. Check the answer as a class (see answer key)</li> </ol>
			<p>Stage 5.: Speaking – Getting through challenge (35 minutes)</p> <ol style="list-style-type: none"> <li>1. Ask students how many reasons Ms. A was given for not being able to speak to Ms. B . (She is on another line, in a meeting, out of the office and the line is bad). Ask if they there were signal problems or if it was just an excuse.</li> <li>2. Brainstorm more possible reasons for not getting through.</li> <li>3. Put the students in pairs and tell them they are going to play a game about getting through. Student A is going to try to get through to someone. Student B will take on all the other roles (receptionist etc) and will try to hinder them, using a different reason each time. Student B gets one point for each time the other person has to make a new phone call and half a point for every time they put them on hold.</li> <li>4. Let students start. Any teams that finish quickly can switch roles and repeat.</li> </ol>

			<p>5. Stop the class after 5 or 10 minutes and get feedback on how many points they got and what excuses were used. Discuss which excuses were believable.</p> <p><b>Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Test by telephoning between a pair of learners loudly.</li> <li>2. Fill appropriate words dealing with telephoning in the blanks.</li> <li>3. Discussion and activity participation in class.</li> <li>4. Telephoning test: <ul style="list-style-type: none"> <li><b>Directions:</b> Add extra language to each of the sentences below and check your answer in the answer key.</li> <ol style="list-style-type: none"> <li>1. ....Jane speaking.</li> <li>2. Can I speak to .....your marketing department please?</li> <li>3. I'll .....check if he's available.</li> <li>4. ....hold ....., please?</li> <li>5. Mr. Thatcher is in a meeting .....</li> <li>6. Would you like .....a message?</li> <li>7. I'll pass your message on .....</li> <li>8. ....anything else?</li> <li>9. I'll sorry; .....I didn't catch your name?</li> <li>10. I'm .....sorry.</li> <li>11. Can I check that .....?</li> <li>12. I will get back to you.....</li> <li>13. Can you speak .....louder, please?</li> </ol> </ul></li> <p>Summarize the important terms and speeches which are often used to receive and answer telephoning.</p> </ol>
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## The second session

Date	Objective of the Unit	Materials	Activities / Assessments
September 24, 2006 10.00-12.00 a.m.	Learners are able to converse each other fluently.	1. Two mobile phones 2. Two microphones 3. <a href="http://www.englishlistening.com">www.englishlistening.com</a>	<p><b>Presentation (70 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Divide the learners into 10 groups. Each contains 4 a group.</li> <li>2. Draw a topic:               <ol style="list-style-type: none"> <li>2.1 Direction</li> <li>2.2 Travel and Bus number</li> <li>2.3 Health</li> <li>2.4 Education</li> <li>2.5 Family</li> <li>2.6 Take a trip</li> <li>2.7 Birthday party</li> <li>2.8 Congratulation's Day</li> <li>2.9 Vacation</li> <li>2.10 Go shopping</li> </ol> </li> <li>3. Each group have to discuss about the topic and plan to converse on telephone via microphones</li> <li>4. Two of each group prepare to present their topic for three minutes.</li> <li>5. Present their own topic via their telephones or mobile phones and microphones.</li> <li>6. The instructor comments each group.</li> </ol> <p><b>Evaluation (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Fill in the blank with an appropriate word/words, phase or sentence.</li> <li>2. Test listening skill by listen to <a href="http://www.englishlistening.com">www.englishlistening.com</a></li> </ol>
			<p><b>Reflection (10 minutes)</b></p> <p>Learners are requested to write their opinions about telephoning study, environment,</p>

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## Lesson Plan (Week 8)

### The first session

- Aims:** 1. Able to read comprehensively and answer questions precisely.  
2. Able to increase learners' reading speed
- Skills:** More confident readers and perhaps want to read more in English outside the classroom.
- Resources:** [www.onestopenglish.com](http://www.onestopenglish.com)
- Time:** 200 minutes (approx.)-not including optional stage.
- Domain** Intellectual skill and Cognitive skill

### The first session

Date	Objective of the Unit	Materials	Activities / Assessments
October1, 2006 8.00-12.00 a.m.	Learners are able to read comprehensively and may read more English outside the classes	<a href="http://www.onestopenglish.com">www.onestopenglish.com</a> <a href="http://www.englishlistening.com">www.englishlistening.com</a>	<p><b>Warm up (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Ask learners for a question "What is your hobby?"</li> <li>2. Learners explain why he or she likes to do the hobby.</li> </ol> <p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. Lecturer showed coins to learners and explain them how old they were and when they were collected.</li> <li>2. Ask the learners again "who collects stamps?"</li> <li>3. Invite someone to talk about collecting stamps to the other learners.</li> <li>4. Learners try to answer questions from the text, minus the headings. Make a copy of a text "stamp". Then cut them up. Place the 6 pieces randomly around the classroom or better still, outside if possible (do this while the learners are talking about collecting stamps to each other).</li> <li>5. Ask learners to look at the paragraph cut and tell them each paragraph has a letter on it : A to F. They have to decide answering these following questions and which paragraph is the best answer.               <ol style="list-style-type: none"> <li>5.1 Who is Penny Black and Who is Penelope?</li> <li>5.2 Rearrange the paragraph orderly.</li> <li>5.3 Where was the first country to collect stamps?</li> </ol> </li> </ol>

			<p>5.4 Who was the first person to collect stamps? 5.5 Where is Mount Momotombo. 5.6 Which country has just a picture of the King or Queen special occasions? 5.7 Who was Sir Winston Churchill? 5.8 How much pound was a yellow Tre Skilling Banco stamp sold at last? 5.9 What is the first country to have self-adhesive stamps? 5.10 Who was Christopher Columbus?</p> <p>6. <b>Extension Activity</b></p> <p>Click on online websites provided</p>
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**Table 4.1 The Results of the Office Clerks' TOEIC Pretest and Posttest**  
**Scores in Group**

Office Clerks	Post-test (N=22)	Pre-test (N=22)	Variance	Increased Percentage
1. Prapaporn	555	355	200	57
2. Supawan	420	310	110	36
3. Keskunya	375	295	80	28
4. Wassana	335	295	40	14
5. Suhaila	460	290	170	59
6. Weerawan	390	285	105	37
7. Makanan	270	265	5	2
8. Amemoh	365	255	10	4
9. Pattharanee	310	255	55	22
10. Chutima	250	250	00	00
11. Anutsara	245	245	00	00
12. Prasert	280	240	40	17
13. Chinawat	280	240	40	17
14. Nussara	345	240	105	44
15. Phiranun	240	230	10	5
16. Ladda	245	225	20	9
17. Supawa	270	215	55	26
18. Thongrit	250	215	35	17
19. Atipong	235	210	25	12
20. Anan	250	190	60	32
21. Pawaris	150	190	-40**	-21**
22. Labeer	185	85	100	100*
Total	6705	5380	1255	

\* means a tester can increase TOEIC post-test score more than 100 per cent.

\*\* means a tester cannot increase TOEIC post-test score.

**Table 4.2 Data Analysis Showing Significant Improvement from TOEIC**

**Post-test to TOEIC Pre-test Score after Attending JEIM Course**

	N	Mean	Std.Deviation	t	Df	P
Post-test	22	295.68	87.73		21	.000
Pre-test	22	249.09	61.17		21	.000
				3.983		



**Table 4.3 : The Results of the Experts' Opinions towards English Instructional Model Using Online Websites.**

Statements	- X	SD
1. Is the purpose clear?	4.67	.48
2. Is the content in line with the purpose?	4.40	.63
3. Is the online website appropriate for its targeted learner?	4.46	.52
4. Is the content accurate?	4.60	.51
5. Are spelling and grammar accurate?	4.60	.51
6. Is the online website current?	4.21	.46
7. Is the online website updated regularly?	4.27	.46
8. Is there information on the author?	4.80	.41
9. Is the author well-organized for his/her work?	4.60	.51
10. Is the online website downloaded fast?	4.10	.40
11. Are the content pages downloaded efficiently?	4.47	.52
12. Is the online website well organized and presented?	4.60	.41
13. Is the appearance of online website on the screen attractive?	5.00	.00
14. Is the online website interesting to look at and explore?	4.60	.51
15. Is screen displayed effectively?	4.50	.64
16. Is the online website easy to navigate?	5.00	.00
17. Are on-screen instructions easy to follow?	5.00	.00
18. Is it easy to retrieve information?	5.00	.00
19. Are hyperlinks given properly?	4.60	.51
20. Is the online website free of bugs and breaks?	4.87	.35
21. Is the online website free of dead links?	4.70	.46
22. Are the learning materials authentic?	4.30	.82
23. Are authentic materials provided in appropriate contexts?	4.40	.63
24. Is the online website interactive?	4.60	.63
25. Are methods for user input effectively employed?	4.67	.49
26. Is feedback on learner responses encouraging?	5.00	.00
27. Is error handling meaningful and helpful?	4.10	.70
28. Does the online website make effective use of graphics, and sound and color?	4.50	.64
29. Is the level of audio quality, the scale of graphics or video displayed, appropriate for language learning?	4.67	.49
30. Can the user communicate with real people online through the online website?	3.33	.62
31. Can online website help available?	3.90	.46
32. Can the learning materials be integrating into a training project?	5.00	.00
33. Does the content fit with the goals of this training project?	5.00	.00
Total	4.40	.47

**Table 4.4 : The Results of the Office Clerks' Opinions on English Instructional Model Using Online Websites**

Statements	M	SD
1. It motivated me	4.27	.45
2. It was short time to display each online website	4.20	.66
3. It was very easy for self-learning	4.53	.51
4. It was fun	4.63	.49
5. It was comfortable	5.00	.00
6. It was effective for developing my English language skills	4.50	.51
7. It was relevant to me	4.47	.51
8. It developed my English skills	4.27	.45
9. It encouraged me to work alone more	5.00	.00
10. It was more useful than listening a teacher in class.	4.50	.51
11. It was flexible	4.67	.48
12. It gave me useful feedback	4.27	.45
13. It helped me work more easily	4.70	.47
14. I myself solved English problems	4.67	.48
15. I practiced language skills at anywhere and anytime	4.40	.82
16. I searched any documents to support my work	4.50	.82
Total	4.27	.60



**Table 4.6 : Sample of Reflection on English Instructional Model Using lessons  
from Websites**

No	Office Clerks' Name	Reflection on English instructional model using online websites		Summary
		Positive	Negative	
1.	Supawan Saojakrawan	<ol style="list-style-type: none"> <li>1. "I liked to learn English with online websites"</li> <li>2. "I liked to practice speaking and listening on online websites."</li> </ol>	<ol style="list-style-type: none"> <li>1. Some online websites were too slow.</li> <li>2. Some instructions were not clear.</li> <li>3. An instructor should explain how to do the exercises or activities.</li> </ol>	She liked to learn English with Online websites selected.
2.	Wassana Suphabutti	<ol style="list-style-type: none"> <li>1. "I liked to study English particularly listening and speaking"</li> <li>2. "I thought that online websites selected were able to develop English for my responsibility"</li> <li>3. "Online websites made me interest in English much more."</li> <li>4. "I would like to speak English all time."</li> </ol>	<ol style="list-style-type: none"> <li>1. I thought that the operation of the Internet is too slow.</li> <li>2. I need to explain from the instructors</li> </ol>	She satisfied with the online websites.
3.	Thongrit	<ol style="list-style-type: none"> <li>1. "I liked learning English by online websites.</li> <li>2. The online websites can help me understand English well.</li> <li>3. There are various presentations of each online website. I liked it.</li> <li>4. I liked to do assignments on the Internet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some online websites are contained too much.</li> <li>2. I do not understand some activities. So explanation is important</li> </ol>	He liked to learn with online websites selected.

**Table 4.7 : Experts' Website evaluation criteria**

Websites Developers	Website Evaluation Criteria
Alexander&Tate (1996)	Authority/Accuracy/Objectivity/Currency/Coverage
Davis (2000)	Authority and Credibility/Citation and Accuracy/Content/ Design/Timeliness or Currency
Joseph (1999)	Speed/First impression-general appearance/ Ease of site navigation/Use of graphics, sounds, videos/Content, Information/Currency/Availability of further information
McKenzie (1997)	Reliability/Accuracy/Authority/Currency/Fairness/Adequacy/ Efficiency/Organization
Nelson (1998)	Purpose/Pedagogy/Design and Construction
Schrock (1996)	Technical and visual aspects of the web page/Content/ Authority
Seguin (1999)	Origin/Design/Content/Accessibility/Currency

**Table 4.8 : Criteria for Evaluating Online Websites**

Rating scale: 5=Very Satisfactory, 4=Satisfactory, 3=Uncertain, 2=Unsatisfactory,

1=Very Unsatisfactory

No.	Criteria	Details	5	4	3	2	1
1.	Purpose	Is the purpose clear? Is the content in line with the purpose? Is the website appropriate for its targeted learner?					
2.	Accuracy	Is the content accurate? Are spelling and grammar accurate?					
3.	Currency	Is the website current? Is the website updated regularly?					
4.	Authority	Is there information on the author? Is the author well-organized for his/her work?					
5.	Loading speed	Does the website download fast? Do the content pages download efficiently?					
6.	Usefulness	Does the website provide useful information? Are the language activities or tasks useful?					
7.	Organization	Is the website well organized and presented? Is the website interesting to look at and explore? Are screen displays effective?					
8.	Navigation	Is the website easy to navigate? Are on-screen instructions easy to follow? Is it easy to retrieve information? Are hyperlinks given properly?					
9.	Reliability	Is the website free of bugs and breaks? Is the website free of dead links?					
10.	Authenticity	Are the learning materials authentic? Are authentic materials provided in appropriate contexts?					
11.	Interactivity	Is the website interactive? Are methods for user input effectively employed?					
12.	Feedback	Is feedback on learner responses encouraging? Is error handling meaningful and helpful?					
13.	Multimedia	Does the website make effective use of graphics, sound and colour? Is the level of audio quality, the scale of graphics or video display appropriate for language learning?					
14.	Communication	Can the user communicate with real people online through the website? Is online help available?					
15.	Integration	Can the learning materials be integrated into a curriculum? Does the content fit with curricular goals?					

Adapted from: Son, J. B. (2000, June). Exploring and Evaluating Language Learning Websites. ALAA

Newsletter, 42.

**Table 4.9 Rubrics for Positive and Negative Reflection**

Positive Reflection	Negative Reflection
1. This website is good.	1. This website is too slow
2. It is easy to understand.	2. The lessons from websites are difficult.
3. It makes me more understand	3. It makes me misunderstand.
4. It makes me enjoy studying English.	4. It is boring when studying with the model.
5. It helps me working alone.	5. It can't help me solve the problems.
6. Very good exercises.	6. It's not useful for us.
7. I dare to speak to foreigners	
8. It can be learnt anywhere and any time.	
9. It is fun	

**Table 4.10 The results of office clerks' a semi-structured interview about English instructional model using online websites.**

Office Clerks	Agreed	Disagreed	Suggestion
OC1	<p>“I <b>agreed with you for the model using online websites</b> as an effective language learning tool. I thought that the teaching Aids that <b>I can learn English at anytime and anywhere.</b> I can repeat the activities as possible as I want. Besides, <b>I can learn English on online websites unlimited</b> and learners around the world can learn at the same time. So I agreed to your English instructional model using online websites”</p> <p><i>In summary, OC1 agreed to the English</i></p>	<p>“I disagreed to self-studying without explaining or giving instruction on the contents and the activities.”</p>	<p>“ I thought that each department should often provide an English training project for its staff in a short time”</p>

	<p><i>instructional model using online websites. She said that she could learn English at anytime and anywhere. However, she disagreed to self-studying on the Internet without explaining or giving instruction on the contents and the activities. Besides, she suggested that each department should often provide an English training project for its staff in a short time.</i></p>		
OC2	<p>“I agreed to the model that you designed for me. I was satisfied with teaching and learning English using online websites. Each website selected was completely provided for an effective language learning tool. I thought that every online website was able to support English skills which improved us as a valuable staff in each department or decision. Firstly, I would like to refuse this pedagogy because I thought the online websites couldn’t explain everything I want to know. However, the potential of each online websites could change my mind and drew me to the destination. So I agreed with you when this model was taught to other professionals.”</p> <p><i>In summary, OC2 agreed to the model but she suggested that there</i></p>	<p>“Although there were several benefits to increase learning English skills, I found some problems that might be improved. For example, some were slowly downloaded, it might be waste in limited time. Sometimes, I did not understand in some problems, I needed someone to explain. So I thought that the model should be used after explaining the contents and the activities in each online websites.”</p>	<p>“You should buy Hi-speed Internet for training English in this course. Besides, OC2 suggested that it’s necessary to provide an English instructor for explaining the activities and objectives of each websites.</p>



	<p><i>should be an instructor to explain the contents and activities in each online websites. Besides, she complaint on some online websites that was slowly downloaded so it should be increased the speed of downloading</i></p>		
OC3	<p>“I agreed on the model using online websites as a potential English learning tool. Nowadays, there are a few instructors to use the contents in each online website and there are a few suggestions to learn English with the online websites I thought that this English instructional model was able to improve whoever wanted to know and understand English natures at anytime anywhere. I agreed to the English instructional model using online websites as a self-study tool. I thought that the model became a new way to increase my English skills.”</p> <p><i>In summary, OC 3 agreed to the model as an effective language learning tool. However, she suggested that the researcher should explain the activities and the contents, and clear the objective what the online websites want.</i></p>	<p>“Although I agreed to the model, I disagreed on my self-studying because I did not understand the natures of English whether expression, grammar, reading and writing techniques, how I did the assignment. Some were not clear and there were sometimes no explain the activities so I did not understand”</p>	<p>“An English instructor should teach or explain the contents or activities on online websites before linking to the web.”</p>
OC4	<p>said that “After learning English on your English training program, I found that my English skills</p>	<p>“I would like to comment your model using online websites as an effective language learning tool. I</p>	<p>“I would like you to buy HI-Speed Internet for this training project and</p>

	<p>were improved but not much. I agreed to your English training model using online websites as a effective language learning tool. Some websites were excellent for listening and speaking. Some help me understand English grammar so much and some help me learn to reading and writing techniques. The online websites that you selected are useful for my work in the workplace. I like this class very much.”</p> <p><i>In conclusion, OC 4 agreed to this English instructional model using online websites as an effective language learning tool. She liked the web because these websites were useful for her responsibility in the workplace and hoped that they were able to develop her language skills. However, she said that some websites were too slow and some were unable to understand both their objectives and contents. She suggested that the researcher should provide Hi-Speed Internet that effected to this model.</i></p>	<p>found that sometimes it was too slow for downloading. Moreover, I was able to learn English literacy and develop my English skills. I was unable to understand some points in the activities and objectives of some websites. Therefore, I would like you to describe the objectives and how to learn from the online websites.”</p>	<p>explained how to learn including objectives and activities”</p>
OC5	<p>said that “I think that the online websites provided are useful for me very much but my English skills are very low so the model using online websites may not increase</p>	<p>“Only the online websites cannot increase my English knowledge. I disagree to the model without an English instructor explaining what objectives of the</p>	<p>“I suggest that you should explain the objectives and activities in each website clearly and the sample of each title should be given</p>

	<p>my English skills. However, I was able to understand English much more. I both agreed and disagreed to the model namely I think the model as an effective language learning tool can help me search the information serving my responsibility. Moreover, some websites are very complete until I can myself practice listening, speaking, and reading with the instruction on the Internet. I was able to check any answer at the same time. This makes me learn how it's wrong. I think that the model can develop my English skills. I agreed to the model and it was certainly able to develop my language skills.</p> <p><i>In summary, OC5 agreed to the model in the issue of the usefulness of online websites as an effective language learning that was able to support his responsibility in the workplace. Further, he said that some websites were extremely excellent for practicing English skills.</i></p>	<p>online websites wanted. Importantly, the instructions and suggestions should be explained clearly. I think the samples should be given after ending each unit.”</p>	<p>after ending the unit.</p>
OC 6	<p>OC6 revealed that “this is a new pedagogy for an employee who is working in a workplace can develop English with the model. I strongly agreed to the English instructional model using online websites as an</p>	<p>“I thought that some websites are too big so it was sometimes too slow for this English training project. Furthermore, I couldn't sometimes understand some points in the content and there was no one to describe</p>	<p>“I suggest you trying to find the way to faster download the online websites. Moreover, I would like you to explain everything in each web before starting to search the</p>

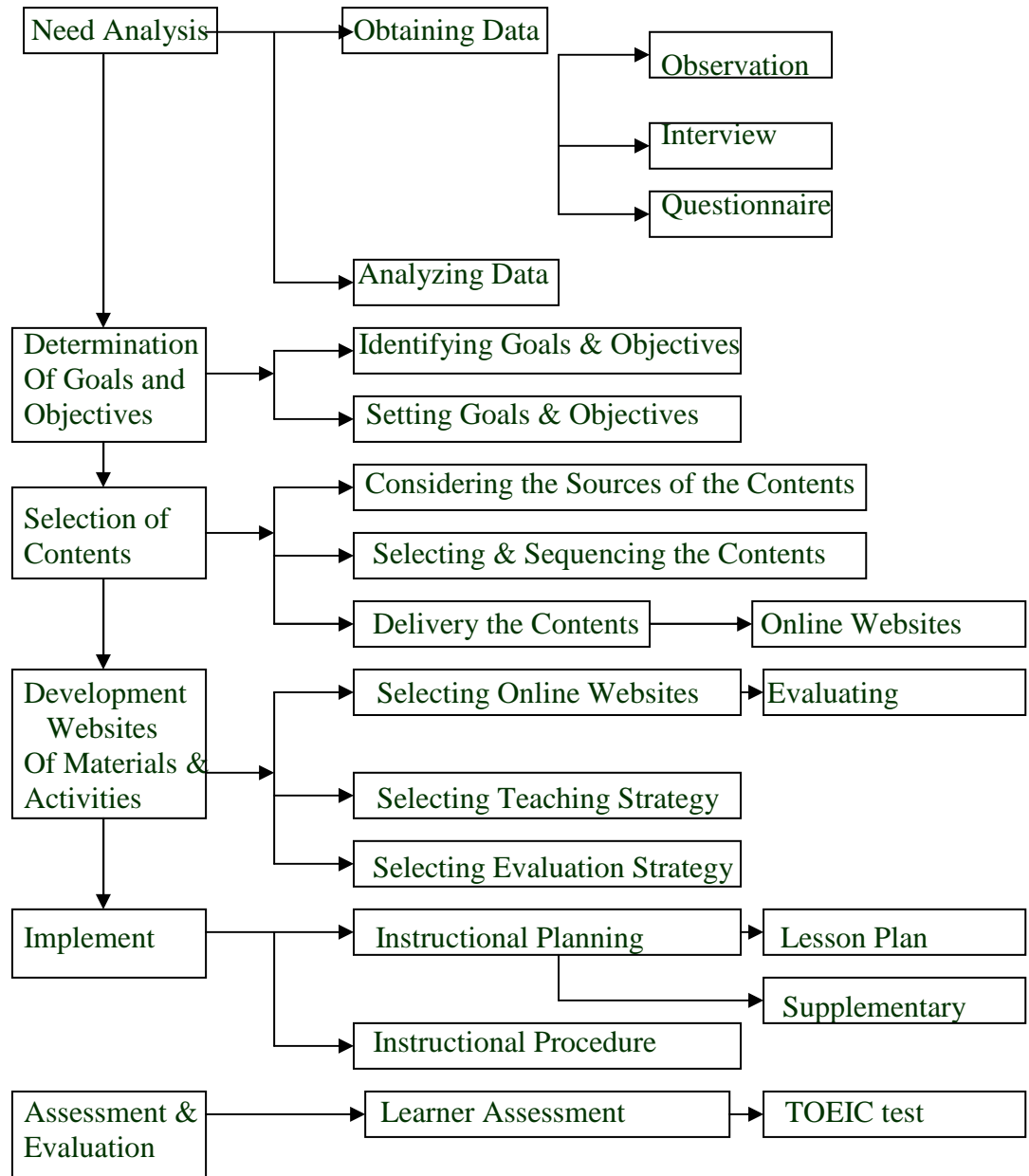
<p>effective language learning tool. I was able to search any information to support any responsibility in the workplace. It could help me very much when I wanted to learn about grammar, reading and writing techniques, and listening and speaking.” Moreover, “I agreed to the model using online websites as an effective language learning tool and believed that it was able to develop my language skills.”</p> <p><b><i>In conclusion, OC 6 agreed to the model as an effective language learning tool. However, she had a problem to download the online websites and there was no instructors to advise the activities and some contents were difficult so an instructor was needed to explain those problems. She suggested that some online websites should be downloaded before the class started and some webs should be pre-explained their activities, objectives, and contents.</i></b></p>	<p>the problems occurred.”</p>	<p>online websites or explain to use the online websites while operating the web.”</p>
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**Table 11: Components of English Instructional Model**

Stage	Components of English instructional model	How to manage
1.	A needs assessment	Job analysis Learner analysis Content analysis Tools analysis
2.	Goals setting	Observation Questionnaire Interview
3.	Performance objectives setting	Cognitive domain Affective domain Psychomotive domain
4.	Lesson planning	Teaching method Web-based approach Task-based approach Communicative approach Teaching techniques Teaching materials Assessment
5.	Validity and reliability	Experts' acceptance Trying out and assessing the model Evaluating online websites form
6.	Presentation	
7.	Evaluation	Comparison of pre-TOEIC and post-TOEIC test

		Close-ended questionnaire Open-ended questionnaire Structured interview
8.	Interpretation and Discussion	Analyze the data Interpret the results of data analysis Discuss

**Figure 1. The ISD Concepts for Developing an English Instructional Model for Office Clerks.**



## **CURRICULUM VITAE**

Jakkapat Dumridhammaporn was born at Banpong in Rajchaburi. He is the eldest of seven children. Mr. Kii Klailee and Mrs. Chaluiy Klailee are his parents. When he was young, he had ever dreamt to be a policeman. However, he met a failure in the career at first. He already obtained a bachelor's degree and a master's degree in Teaching English from Rajchapat Pranakorn University and Srinakarintharawiroth University. Moreover, he graduated a Bachelor's degree in Law and a Master's degree in Public Law from Ramkhumhaeng University.

Jakkapat has ever been an instructor in several schools and universities: Sarasart Patthana School, Tepinpitdhaya school, Panja Technical School, Pranakorn Commercial school, St. John's Polytechnic school, St. John's University and Kasem Bundit University. Throughout more thirty-five years, he has taught English whether business, engineering, or law. He nowadays is a lawyer in Bangkok.

Currently, Jakkapat is an English lecturer of School of General Education at Kasem Bundit University. Thirteen years at Kasem Bundit University, he has still been an English lecturer including next and next changes, he expects to see his students' growth both their career and become a famous person in the future.