การพัฒนาทักษะการพูดภาษาอังกฤษโดยใช้เทคนิคการสอนแบบสัมพันธภาพรูปสามเหลี่ยมของนักศึกษาปริญญาตรีที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ: รายงานผลการทดลองกลุ่มนำร่อง

The Development of English Speaking Skills Using the Triangulation Teaching Techniques for Thai EFL Students: Preliminary Results

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บทคัดย่อ

งานวิจัยนี้เป็นการศึกษาความสำคัญของการสอนโดยใช้เทคนิคแบบสัมพันธภาพรูปสามเหลี่ยมในการพัฒนาทักษะการพูดภาษาอังกฤษของนักศึกษาที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศและการศึกษาความคิดเห็นของนักศึกษาโดยการใช้เทคนิคการสอนแบบสัมพันธภาพรูปสามเหลี่ยมและการพัฒนารูปแบบการสอนทักษะการพูดภาษาอังกฤษ ผลของการศึกษานี้คาดว่าการใช้เทคนิคการสอนแบบสัมพันธภาพรูปสามเหลี่ยมจะเกิดประสิทธิผลกับนักศึกษากลุ่มตัวอย่างในบริบทของความสามารถในการพูดสื่อสารภาษาอังกฤษและแรงจูงใจโดยผ่านห้องเรียนแบบคละความสามารถ กลุ่มทดลองนำร่องที่ใช้ในการศึกษาได้รับการสอนโดยใช้เทคนิคการสอนแบบสัมพันธภาพรูปสามเหลี่ยมจำนวน 6 คน ผู้วิจัยใช้วิธีสุ่มแบบเจาะจง กลุ่มทดลองทั้งหมดเป็นนักศึกษาระดับปริญญาตรีในหลักสูตรบัญชีบัณฑิต ชั้นปีที่ 4 ที่เรียนในรายวิชาภาษาอังกฤษธุรกิจ 2 ภาคการศึกษาที่ 1 ปีการศึกษา 2560 สังกัดคณะวิทยาการจัดการมหาวิทยาลัยราชภัฏนครสวรรค์ การศึกษานำร่องในครั้งนี้ผู้วิจัยได้ใช้วิธีวิจัยกรณีศึกษา ข้อมูลที่ได้รับจากกลุ่มตัวอย่างแบ่งออกเป็น 4 ส่วน คือ 1) แบบทดสอบก่อนเรียนและหลังเรียน 2) การถอดเทปวิดีโอ 3) ผลของแบบสอบถามแรงจูงใจภาษาอังกฤษ และ 4) ผลสำรวจจากแบบสอบถามความพึงพอใจของการพูดภาษาอังกฤษโดยใช้เทคนิคการสอนแบบสัมพันธภาพรูปสามเหลี่ยม ผลปรากฏว่าระดับความสามารถในการพูดภาษาอังกฤษของกลุ่มตัวอย่างอยู่ในระดับปานกลาง เมื่อได้รับการสอนโดยใช้เทคนิคแบบสัมพันธภาพรูปสามเหลี่ยม นอกเหนือจากนั้น ผู้วิจัยได้พบว่า ปัจจัยหลักของการพัฒนาทักษะการพูดภาษาอังกฤษของกลุ่มตัวอย่างนำร่องการศึกษามีอยู่ 3 ประการ คือ 1) ปัญหาของทักษะการพูดแบบเป็นธรรมชาติ 2) บรรยากาศในชั้นเรียน และ 3) ระดับความสามารถในการใช้ภาษาอังกฤษอยู่ในเกณฑ์ต่ำ ซึ่งผลการวิจัยของกลุ่มตัวอย่างนำร่องนี้จะไม่นำผลดังกล่าวไปรวมกับผลของการวิจัยของกลุ่มตัวอย่างหลัก

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คำสำคัญ: การเรียนรู้แบบร่วมมือ, การสอนภาษาอังกฤษโดยเน้นชิ้นงาน, แรงจูงใจ, เทคนิคการสอนแบบสัมพันธภาพรูปสามเหลี่ยม

Abstract

This thesis investigates the effectiveness of Triangulation Teaching Techniques in improving Thai EFL students' English speaking skills and the students' opinion towards the use of Triangulation Teaching Techniques and develops for improving students' English-speaking skill. The findings of this preliminary result reveal that the effects of Triangulation Teaching Techniques on students' language proficiency in terms of oral communicative competence and motivation toward learning English as a foreign language in a heterogeneous class. The experimental group taught in Triangulation Teaching Techniques. The pilot study students for this study consisted of 6 undergraduate students, selected by means of purposive random sampling technique, from a class of Bachelor of Accountancy, the fourth-year students who enroll during Business English 2 in semester 1 of the academic year of 2017, Faculty of Management Sciences, Nakhon Sawan Rajabhat University. This study employed a qualitative case study research design. The data collected through 4 sessions were 1) pre-test and post-test, 2) audiotape with transcribed, 3) results of the English motivation questionnaire and 4) A survey of students' satisfaction of English speaking skills using the Triangulation Teaching Techniques for Thai EFL students' questionnaire. The results show that the participants experienced a middle level of EFL speaking when doing the tasks. Furthermore, the researcher also found that the three main causes of EFL speaking for the pilot study group emerged from this study: 1) the problematic nature of speaking skills, 2) the classroom atmosphere, and 3) the lowest English proficiency of the students. The results obtained from the pilot test were not included in the findings of this study.

Keywords: Collaborative Learning, Task-Based Language Teaching, Motivation, Triangulation Teaching Techniques

Introduction

English is an international or global language which is used as a medium of communication. In Thailand, English plays an important role in the fields of education, science, technology and business. Regarding education, most of the published textbooks and online sources in any fields of study are written in English. For Thailand, Fry 2002, asserted that " By the early 1990s, the Thai economy was becoming increasingly internationalized" (p. 14). English plays an important role as an international language and is used as a means of communication by people around the world. In the business and tourism industry, most people with a high proficiency in English are needed and jobs are offered to those who can deal or correspond with foreign business counterparts. Because of such requirements of the world of education and business, the Thai Ministry of Education requires English as the first foreign language for Thai students to study from primary education level to tertiary education level (Ministry of Education, 2001). In other words, Thai students are required to take English courses from elementary to university level. The purpose of English has changed from learning the language to using the language for communication (Nonkukhetkhong, Baldauf, and Moni, 2006, cited in Bancha, 2010, p. 5).

This study brings together the fields of collaborative learning, task- based instruction, as well as students' motivation to create optimal English speaking skills experiences for undergraduate students. Integrating collaborative learning with the theories from the second language acquisition, i. e. the comprehensible input, the comprehensible output, the interaction and context, and the affective domain of motivation, the researcher hopes that this empirical study can provide a close link between collaborative learning and the communicative language teaching and, at the same time, propose guidelines for EFL teachers who wish to implement collaborative learning to enhance their students' proficiency in English speaking skills as well as motivation toward learning English.

This study featured the task- based and activity- oriented techniques of collaborative learning in an English program, hoping to transform the traditional knowledge- based English class to a more communicative and humanistic learning context. Furthermore, this study brings together the fields of collaborative learning, task based- instruction, and motivation to create English speaking skills experiences for the EFL undergraduate learners. The present research integrates collaborative learning with the theories from the second language acquisition, i. e. the comprehensible input (Krashen, 1985), the comprehensible output (Swain, 1985), and the interaction in context (Kagan, 1995), as well as the affective domain of motivation (Dörnyei, 1994; Gardner,

1985) during the process of implementation. It is hoped that this empirical study can provide a close link between collaborative learning and the communicative approach and, at the same time, propose guidelines for EFL teachers who wish to implement collaborative learning to enhance their students' language learning as well as development of motivation toward learning English as a foreign language. By carrying out this study, the researcher hopes that collaborative learning can receive more attention and enjoy more popularity among EFL teachers at all levels, so that English education in Thailand can actually equip our students with communicative competence. Educating nationals with adequate English communicative skills is important to our country, especially now, when Thailand is striving to develop the quality of communicative in English and to be one of ten ASEAN members.

The important of Collaborative Learning, Task-Based Language Teaching and Motivation in English Language Learning, I would like to mention the important of Collaborative Learning at first. There is strong research evidence supporting the effectiveness of cooperative learning as a learning strategy in raising the standards of educational learning and maximizing learning outcomes of all students. It proved to have positive educational values which make it significant to apply it in the EFL classroom. The present paper investigates the benefits of cooperative learning based on its theoretical relevance to the EFL classroom. Light will be shed on the significance of the cooperative learning elements in addition to focusing on cooperative learning methods which could make a difference in the learning process of non-native speakers of English. The paper concludes with suggestions regarding the how best to present cooperative learning in the EFL classroom and some considerations which EFL teachers need to keep in mind regarding group and size, students and teachers' roles, and the evaluation process. Cooperative learning has been proved to be an effective teaching strategy to both the teacher and learner. It encourages learning to take place and allow communication skills to foster among learners (Jacobs & McCafferty, 2006). Furthermore, it provides a non-threatening learning environment which encourages EFL learners to overcome their apprehension in communicating and expressing their points' of view in a foreign language (Slavin, 1995). Cooperative learning can be characterized as a social process in which knowledge is acquired through the successful interaction between the group members (Cohen, 1994). Slavin (1995, p. 2) defines it: Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other understands.

In the present era of globalization, knowledge of the English language is becoming more essential for people in different parts of the world. Since speaking and listening are the fastest and most convenient ways of communication, use of these skills in English to communicate with others is an advantage in present day society. People who speak English fluently and correctly will have more opportunities to get jobs than those who cannot speak English very well, especially in the business English areas.

This thesis investigates the effectiveness of Triangulation Teaching Techniques in improving Thai EFL students' English speaking skill and the Thai EFL students' opinion towards the use of Triangulation Teaching Techniques and develops Triangulation Teaching Technique for improving Thai EFL students' English speaking skill. The findings of this research will be the effects of Triangulation Teaching Techniques on students' language proficiency in terms of oral communicative competence and motivation toward learning English as a foreign language in a heterogeneous class.

Objectives of the study

1) To investigate the effectiveness of Triangulation Teaching Techniques in improving Thai EFL students' English speaking skills.

2) To investigate Thai EFL students' opinion towards the use of Triangulation Teaching Techniques.

Methodology

The pilot study students for this study consisted of 6 undergraduate students, selected by means of purposive random sampling technique, from a class of Bachelor of Accounting, the fourth-year students who enroll during Business English 2 in semester 1 of academic year of 2017, Faculty of Management Sciences, Nakhon Sawan Rajabhat University. This study employed a qualitative case study research design. The data collected through 4 sessions were 1) pre-test and post-test, 2) audiotape with transcribed, 3) results of the English motivation questionnaire and *4)* A survey of students' satisfaction of English speaking skills using the Triangulation Teaching Techniques for Thai EFL students' questionnaire.

Results from a preliminary study

This pilot study aimed at exploring the causes of using Triangulation Teaching Techniques for Thai EFL English speaking skills at Nakhon Sawan Rajabhat University. The pilot study involved six students who were selected based on the following criteria: 1) all were second year undergraduate students majoring in accountancy who enrolled in

Business English 2 class at Nakhon Sawan Rajabhat University would be involved in this study; 2) The students who had studied Business English related fields would be excluded. Comments or suggestions gathered from them were used to revise the questionnaire to ensure that all items were well constructed and the language unambiguous. The questionnaire was then commented upon and revised by this researcher' s supervisors for its content validity and clarity. This study employed a qualitative case study research design. The data were collected through 4 sessions were 1) pre- test and post- test, 2) audiotape with transcribed, 3) results of the English Motivation Questionnaire and *4)* A Survey of Students' Satisfaction of English Speaking Skill using the Triangulation Teaching Techniques for Thai EFL Students Questionnaire. The results show that the participants experienced a middle level of EFL speaking when doing the tasks. Furthermore, the researcher also found that three main causes of EFL speaking for pilot study group emerged from this study: 1) the problematic nature of speaking skills, 2) the classroom atmosphere, and 3) the low English proficiency of the students. The results obtained from the pilot test were not included in the findings of this study.

Section 1 Results of pre- and post-test from pilot study students

Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	Pre-test	24.67	6	4.03
	Posttest	29.83	6	2.14

Paired Samples Test

		Paired Differences			t	df	Sig.(2-tailed)	Sig.(1-tailed)
		Mean	Std. Deviation	Std. Error Mean				
Pair 1	Posttest - Pretest	5.17	2.86	1.17	4.4286	5	0.0068	0.0034

According to Table 1, the mean scores of the pretest and posttest were different at 24.67 and 29.83 respectively. By these scores of the test, it showed that the pretest and posttest used by the pilot test was efficient in terms of increasing the mean scores of pretest and posttest. Once those mean scores increased, it meant there were many students could do the test, and that referred to their ability in English for Business Communication.

Section 2 Linguistic development of pilot study students

In this study, the researcher also used communicative function of language in English for Business Communication in the field of hotel personnel. Interactions between

three persons interact as the caller (hotel guest), receptionist, and operator as well as the students' own experiences of hotel reservation situations to construct the dialogue of typical stages in interactions with in group.

Content	Language Functions
Hotel Enquiry	1. Giving information about hotel types, facilities, room rates and suggesting accommodations to suit different guests
Hotel Reservation	2. Asking & giving personal information
Welcome to hotel	3. Greeting and welcoming
Telephone Operation	4. Answering telephone call
Complaint and Emergency	5. Responding to problems and suggesting solution in hotel
Hotel Departure	6. Describing payment

The above table shown the communicative functions of language will help learners to develop a greater breadth of linguistic competency, to consider cognitive and knowledge dimensions, to employ multimodality, to draw and build on students' contextual knowledge, and to support embodied cognition and sociocognitive awareness in communicative functions of language (Ellis, 2016).

To understand students' actual use of communication skills, it is necessary to look more closely at some specific examples of the discourse data from the role-play tasks. Following subsections examine each of the pre- and post- English speaking tasks communication skills in turn. The analysis concentrates on the hotel personnel section in the field of English of Business Communication section of the role plays.

Results of Triangulation Teaching Techniques on students' linguistic development

2.1 Hotel enquiry; giving information about hotel types, facilities and room rates

This skill is supposed to be used by the hotel personnel before they deliver hotel enquiry to their customers. The quantitative data indicated that the students increased the used of this skill in post-role play.

2.1.1 Pre-role play

This skill was not found at all in the pre-role play, though the language needed for giving information about hotel types, facilities, room rates and suggesting accommodations to suit different guests were likely to be known already. One possible

explanation is that it was the first time for the students to get involved in professional communication in English and they might not be aware of the necessity of this skill in their communication with the patient. In addition, the process of communication in business communication settings might be new to them as they have not taken any professional communication courses in Thai before they participated in the current study.

2.1.2 Post-role play

The data from the post-role play tasks showed 2 instances of giving information and suggesting about hotel inquiry. Selected examples are shown below.

Example 1 (Post-R/1, HR1 = hotel receptionist, C1 = customer)

8 HR1: I'm afraid. A double room is fully book on Friday but there is vacancy a double room on Saturday to Monday or Tuesday.

9 C1: So, I'll book a double room for Saturday to Monday and how much is it for one night?

Example 2 (Post-R/2, HR2 = hotel receptionist, C2 = customer)

9 HR2: I'm very sorry. On Friday night our room in the hotel are busy, but there are vacancies from Saturday to Monday or Tuesday.

10 C2: All right. I will stay on Saturday to Monday.

From the above examples, the students could give information and suggest about hotel inquiry to the customers politely. It seems that the students might be more aware and confident to give information as they have practiced this communication skill from their participation in MCT class. They have understood the importance of giving information and suggesting about hotel inquiry as a way of establishing rapport with the customers.

2.2 Hotel reservation; asking and giving personal information

Asking and giving personal information by their preferred name is another communication skill recommended in the hotel reservation to establish rapport.

2.2.1 Pre-role play

In the current study, thy data showed that the students used this skill only rarely in the pre-role play task (2 instances). However, the students tended to use polite address forms, 'May I …., please?', to ask the customers and give personal information to the hotel receptionist respectively, as seen in Example 3 and 4 below.

Example 3 (Pre-R/1)

13 HR1: 50$ per night included breakfast. May I have your name, please?

14 C1: Of course, my name is Lee. And can I pay by card?

Example 4 (Pre-R/2)

18 HR2: May I've your name, please?

19 C2: My name is Lee.

2.2.2 Post-role play

In the post-role play, they also preferred formal address terms continued to be used, as seen in the following examples.

Example 4 (Post-R/1)

13 HR1: The room costs 50$ per night included breakfast. May I have your name, please?

14 C1: Of course, my name is Lee. And can I pay by credit card?

Example 5 (Post-R/2)

18 HR2: Excuse me, may I have your name, please?

19 C2: My name is Lee.

In summary, the results from the post-role play task video recordings showed that there was a relatively small gain of using this skill in the post role play tasks. The students mainly used only generic address forms as appropriate according to local norms. It should be sustainably promoted to the students to make them more aware of the benefit of this skill.

2.3 Welcome to hotel; greeting and welcoming

This skill is normally used by the operator before they start the interactions to the customers.

2.3.1 Pre-role play

This skill was found in the pre-role plays, through the language for greeting and welcoming were likely to know already. The students also used polite expressions to involve in theirs' professional communication skill in English.

Example 6 (Pre-R/1), HO = hotel operator, C1 = customer)

1 HO1: Good morning, Sheraton Hotel. May I do anything for you?

2 C1: Good morning. I' m Lee from Singapore. I would like to book a room.

Example 7 (Pre-R/1)

6 HR1: Good morning. Can I help you?

7 C1: I would like to book a room for Friday to Monday next week.

Example 8 (Pre-R/2)

1 HO2: Sheraton Hotel. Good morning. May I help you?

2 C2: Good morning. I' d like to book a double room for Friday to Monday.

Example 9 (Pre-R/2)

7 HR2: Good morning. Receptionist of Sheraton Hotel. What can I do for you?

8 C2: I'd like to book a double room for Friday to Monday next week, please.

2.3.2 Post-role play

The results from the post-test play tasks showed that the students used different expressions for greeting and welcoming. In addition, the process of communication in hotel personnel settings might be contained for the meaning of language used.

Example 8 (Post-R/1)

1 HO1: Good morning. Sheraton Hotel. Can I help you?

2 C1: Yes, I'd like to make a reservation, please?

Example 9 (Post-R/1)

7 HR1: Good morning. Reception speaking. May I help you ?

8 C1: Good morning. This is Ms. Lee from Singapore. I'd like to book a room from Friday to Monday next week.

Example 10 (Post-R/2)

1 HO2: Good morning. Sheraton Hotel. What can I do for you?

2 C2: Good morning. Could I speak to somebody in receptionist, please?

Example 11 (Post-R/2)

7 HR2: Good morning. I'm a receptionist of Sheraton hotel. May I help you?

8 C2: Good morning. I'd like to check in a hotel on Friday to Monday next week.

From the above examples, it can be seen that the students were able to greet and welcome the customer politely. It seems that the students might be more aware and have confident to greet and welcome the customer as they have practiced this communication skill from their implementations in MCT class. Furthermore, they

have understood the importance of greeting and welcoming customers as a way of politeness in the professional for business situations.

2.4 Telephone operation; answering telephone call

Appropriate answering telephone call expressions to the customers is the skill that help put the customers at ease and make them feel more professional to correspond their lines to hotel staff.

2.4.1 Pre-role play

The students' answering telephone call to customers' line in the pre-role play tasks, as seen in the following examples.

Example 12 (Pre-R1)

1 HO1: Good morning. Sheraton Hotel. May I do anything for you?

2 C1: Good morning. I'm Lee from Singapore. I would like to book a room.

3 HO1: Just a moment, please, madam. I will transfer a line to the receptionist.

Example 13 (Pre-R2)

1 HO2: Sheraton Hotel. Good morning. How can I help you?

2 C2: Good morning. I would like to reserve a room for two nights.

3 HO2: Hold the line, please. I will connect you to the receptionist.

These examples show that in the pre-role plays, the students attempted to correspond the lines to the customers need and could use the expressions like 'just a moment, please' or 'hole the line, please' to show their professional expressions in the answering phone call.

2.4.2 Post-role play

It is interesting to declare that in the post-role play; the students more frequently answer the call to the customers. However, they still used polite expressions to respond to the customers' need as seen in the following examples.

Example 14 (Post-R1)

1 HO1: Sheraton Hotel. Good morning. May I help you?

2 C1: Good morning. I'd like to book a double room from Friday to Monday.

3 HO1: Hold the line, please. I'll put your though to the receptionist.

6 HR1: Good morning. Receptionist of Sheraton Hotel. What can I do for you?

7 C1: I' d like to book a double room for Friday to Monday next week, please.

8 HR1: Just a moment please. I'll check a room for you.

Example 15 (Post-R2)

1 HO2: Good morning. Sheraton Hotel. This is the operator. What can I do for you?

2 C2: Yes, could you put me through the receptionist? I'd like to book a room

3 HO2: Certainly sir, wait a moment, please. I'll put you through.

4 C2: All right. Thanks.

7 HR2: Good morning. Receptionist. May I help you?

8 C2: Yes, I'd like to book a room from Friday to Monday next week.

9 HR2: I'm afraid we're fully booked on Friday night but there're vacancies from Saturday to Monday or Tuesday. Would you like to make a reservation?

10 C2: Yes.

In both examples, HO1 and HO2 corresponded the call from the customer and then answered the phone professionally. The students known whether the customers' need to book a room.

2.5 Complaint and Emergency; responding to problems and suggesting solution in hotel

Complaining and responding to problems and suggesting solution to customers is an important skill that hotel personnel must use while performing each role-play task. When expressing a complaint, the customer may be quite angry. Hotel personnel should not make promises that exceed their authority. Honesty is the best policy when dealing with customer complaints. Furthermore, hotel personnel should be advised that some customers complain as part of their nature. The staff should ensure that the problem was resolved satisfactory.

2.5.1 Pre-role play

The students' responding problems and suggesting solution to customers' line in the pre-role play tasks, as seen in the following examples.

Example 16 (Pre-R1)

5 HR1: Good morning. Receptionist. May I help you?

6 C1: Yes, I'd like to book a room from Friday to Monday next week.

7 HR1: I'm afraid we're fully booked on Friday night but there're vacancies from Saturday to Monday or Tuesday. Would you like to make a reservation?

8 C1: Yes.

Example 17 (Pre-R2)

5 HR2: Good morning. May I help you?

6 C2: I'd like to book a room for Friday to Monday next week.

7 HR2: I'm sorry, madam. On Friday night all the room in the hotel are busy, but there are vacancies from Saturday to Monday or Tuesday.

8 C2: I'm okay. I'll stay on Friday to Monday.

The expressions used above are probably that in this role play, the students undertook the problems and they also explain the possibility for providing the vacancies of room to the customers. Thus, this situation required the students to solve the problem whether the customers' need to enquiry the room free.

2.5.2 Post-role play

There was professional conversation in the post-role play tasks. The students still used expressions in problem-solving and suggesting the customers' need connected to the situation given.

Example 18 (Post-R1)

9 HR1: Do you have a reservation, madam ?

10 C1: No, I don't.

11 HR1: I'm afraid, madam. There are vacancies from Saturday to Monday or Tuesday. What kind of room would like ?

12 C1: A double room, please. How much is the room rate ?

13 HR1: It is 50$ per night include breakfast.

Example 19 (Post-R2)

15 HR2: Do you have a reservation?

16 C2: No.

17 HR2: OK. Let me check that for you..... I'm sorry, sir. All the rooms are fully book on Friday night but they are vacancy from Saturday to Tuesday.

18 C2: Yes, I'd like to book that. How much will it cost?

19 HR2: I's about $ 50 per night, breakfast included.

As can be seen in Example 18 and 19, the students used appropriate responding to solve problem and suggest the vacancies for customers' enquiry. In addition, students try to use *'I'm sorry, sir/madam'* to reveal details about room vacancies.

2.6 Hotel departure; describing payment

This speaking skill is supposed to be used by the hotel personnel at the end of the stage in the language functions. The students indicated to describe the payment procedure and identify mode of payment for bill settlement.

2.6.1 Pre-role play

This skill was not found in the pre-role plays, but the students understood the payment method when the customers check-in at the reception desk. In addition, the process of communication in hotel personnel settings might be new to them as they have not taken any professional communication courses in Thai before they participated in the current study.

Example 20 (Pre-R1)

13 HR1: 50$ per night included breakfast. May I have your name, please?

14 C1: Of course, my name is Lee. And can I pay by card?

15 HR1: All right.

Example 21 (Pre-R2)

21 HR2: It's 045 888898 711. Could I pay by credit card?

22 C2: Certainly.

2.6.2 Post-role play

It a crucial role of the hotel personnel and their daily routine. In addition, the process of communication in hotel departure for describing payments settings might be challenged to them as they have taken professional communication in the field of business communication.

Example 22 (Post-R1)

27 C1: Could I pay by credit card.

28 HR1: Certainly, you can. So, could you give me your credit card number? I need it to guarantee the reservation.

29 C1: Yes, it's a MasterCard and the number is 4212 8613 4421 6564.

31 HR1: I'll just repeat that 4212 8613 4421 6564.

32 C1: That's correct.

33 HR1: Could you tell me the expiry date, please?

34 C1: It's on September 2019.

35 HR1: Thank you. Ms. Lee your reservation number is MH70XY. We look forward to seeing you that day. Good bye.

36 C1: Good bye.

As you can see the example above, the students were able to describe the payment procedures to the customer clearly and politely. It seems that the students might be more aware and have more confident as they have practiced this communication skill in MCT class.

To sum up, the findings from the role-play tasks so far showed that the amount of linguistic development and students' performance used by the pilot study students increased and became better when they performed on the post-role play task.

Section 3 Findings

The findings of this pilot study are divided into two parts: 1) Results of the English Motivation Questionnaire, and 2) A Survey of Students' Satisfaction of English Speaking Skill using the Triangulation Teaching Techniques for Thai EFL Students Questionnaire.

3.1 Results of the English Motivation Questionnaire

The questionnaire investigates the personal opinion of the pilot study (n= 6) about English Motivation consisted of 17 contents towards the questionnaire. In terms of those contents, the data which illustrated using mean ($\bar{X}$) and SD were interpreted. The results display in the table below.

Contents	($\bar{X}$)	SD	Mean of Personal Opinion
1. Learning English is important to me because I would like to travel internationally.	4.33	0.52	Agree
2. I always look forward to English classes.	4.33	0.52	Agree
3. I think learning English is important to learn more about the culture and art of its speakers.	4.33	0.52	Agree
4. Studying English is important to me because I am planning to study abroad.	4.17	0.41	Agree
5. Studying English is important to me because other people will respect me more if I have knowledge of English.	4.83	0.41	Strongly Agree
6. I like TV programs made in English- speaking countries.	4.50	0.55	Strongly Agree
7. Studying English is important to me in order to gain the approval of my family.	4.67	0.52	Strongly Agree

8. I like to travel to English-speaking countries.	4.50	0.55	Strongly Agree
9. I will study English harder when thinking of not becoming a successful user of English in the future.	4.50	0.55	Strongly Agree
10. I can imagine a situation where I am doing business with foreigners by speaking English.	4.83	0.41	Strongly Agree
11. Learning English is important to me because I plan to travel to English-speaking countries in the future.	4.17	0.41	Agree
12. I really enjoy learning English.	4.67	0.52	Strongly Agree
13. When the teacher tells me the instructions I understand better.	4.33	0.52	Agree
14. I am prepared to expend a lot of effort in learning English.	4.33	0.52	Agree
15. I would like to spend lots of time studying English.	4.50	0.55	Strongly Agree
16. I frequently think over what we have learned in my English class.	4.67	0.52	Strongly Agree
17. If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.	4.67	0.52	Strongly Agree
Total	**4.85**	**0.53**	**Strongly Agree**

The table above reveals that the respondents possesses a strongly agree of English motivation questionnaire. This is shown clearly by the average mean score of 4.85 in the table.

The statement number 5 Studying English is important to me because other people will respect me more if I have knowledge of English.) and the statement number 10 (I can imagine a situation where I am doing business with foreigners by speaking English.) have the highest mean (4.83). The statement number 7 (Studying English is important to me in order to gain the approval of my family.), the statement number 12 (I really enjoy learning English.), the statement number 16 (I frequently think over what we have learned in my English class.) and the statement number 17 (If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.) also have an average mean score of 4.67. Furthermore, the statement number 6 (I like TV programs made in English-speaking countries.), the statement number 8 (I like to travel to English-speaking countries.), the statement number 9 (I will study English harder when thinking of not becoming a successful user of English in the future.) and the statement number 15 (I would like to spend lots of time studying English.) have the average mean

score of 4.50. The statement number 1 (Learning English is important to me because I would like to travel internationally.), the statement number 2 (I always look forward to English classes.), the statement number 3 (I think learning English is important to learn more about the culture and art of its speakers.), the statement number 13 (When the teacher tells me the instructions I understand better.) and the statement number 14 (I am prepared to expend a lot of effort in learning English.) also have the average mean score of 4.33. The lowest mean of 4.17 are statement number 4 (Studying English is important to me because I am planning to study abroad.) and the statement number 11 (Learning English is important to me because I plan to travel to English-speaking countries in the future.).

However, the overall mean score of English Motivation Questionnaire demonstrates a strongly agree.

3.2 Result of a Survey of Students' Satisfaction of English Speaking Skill using the Triangulation Teaching Techniques for Thai EFL Students Questionnaire

The questionnaire investigates the survey of the pilot study (n=6) about the Satisfaction of English Speaking Skill using the Triangulation Teaching Techniques for Thai EFL Students consisted of 20 contents towards the questionnaire. In terms of those contents, the data which illustrated using mean ($\bar{X}$) and SD were interpreted. The results display in the table below.

Collaborative Learning Techniques			
Contents	($\bar{X}$)	**SD**	**Level**
1. A collaborative learning environment creates a better opportunity for learning English.	4.83	0.41	Highest
2. A collaborative learning improves students and increases students desire to speak English.	4.67	0.52	Highest
3. A collaborative learning environment always motivates students to use English in class.	4.83	4.33	Highest
4. A collaborative learning provides the opportunity to learn the importance of team work.	4.33	0.52	High
5. A collaborative learning helps students develop better communication skills.	4.33	0.52	High

6. A collaborative learning has helped students to learn how to work effectively in groups.	4.33	0.52	High
7. Overall, collaborative learning techniques enhance students to work on speaking tasks collaboratively and support students to maximize learning and task outcomes.	4.67	0.52	Highest
Task-Based Language Teaching Techniques			
8. A task-based language teaching creates learning and teaching as collaborative work.	4.33	0.52	High
9. A task-based language teaching promotes real language use in class.	4.83	0.41	Highest
10. Teacher engages students in a task-based language teaching when doing speaking tasks.	4.83	0.41	Highest
11. Teacher becomes a motivator to facilitate students to perform a task and provide language feedback.	4.50	0.55	Highest
12. A task-based language teaching provides students really face challenges the use of the target language.	4.33	0.52	High
13. A task-based language teaching enhances the opportunity to develop language while performing the task.	4.50	0.55	Highest
14. Overall, a task-based language teaching involves the development of English speaking skill while students working in groups collaboratively.	4.50	0.55	Highest
Motivation Techniques			
15. Teacher always speaks that “ doing speaking tasks with team is suitable for learning English speaking ability increasingly”.	4.17	0.41	High
16. Teacher promotes English speaking tasks in order to get a better job later on.	4.83	0.41	Highest
17. Teacher motivates the students to think about studying English speaking is important for self-improvement.	4.83	0.41	Highest
18. Teacher makes students willing to learn the language, develops students’ ability to speak English fluently, and helps students overcome the language barrier when students work in group collaboratively.	4.33	0.52	High

19. Teacher always uses positive reinforcement by using the expression of words i.e. well done, keep it up, good student, excellent, good, very good etc.	4.50	0.55	Highest
20. Teacher also motivates the students do to English speaking tasks using the process as students' share ideas, thoughts and feeling with each other and learn new things with each other.	5.00	0.00	Highest
Total	**4.69**	**0.52**	**Highest**

The table above shows the overall result of a Survey of Students' Satisfaction of English Speaking Skill using the Triangulation Teaching Techniques for Thai EFL Students Questionnaire of the respondents with the highest average mean score of 4.69. These areas of using the Triangulation Teaching Techniques addressing into 3 parts; Collaborative Learning, Task-Based Language Teaching and Motivation. The first part presents the results as the follows, the statement number 1 (A collaborative learning environment creates a better opportunity for learning English.) and the statement number 3 (A collaborative learning environment always motivates students to use English in class.) show the highest level of using the Triangulation Teaching Techniques. Furthermore, the statement number 2 (A collaborative learning improves students and increases students desire to speak English.) and the statement number 7 (Overall, collaborative learning techniques enhance students to work on speaking tasks collaboratively and support students to maximize learning and task outcomes.) also have the average mean score of 4.67. And the statement number 4 (A collaborative learning provides the opportunity to learn the importance of team work.), the stamen number 5 (A collaborative learning helps students develop better communication skills.) and the statement number 6 (A collaborative learning has helped students to learn how to work effectively in groups.) have the average mean score of 4.33. The second part presents the results as the follows, the highest score statement number are both the statement number 9 (A task-based language teaching promotes real language use in class.) and the statement number 10 (Teacher engages students in a task-based language teaching when doing speaking tasks.) with the mean score of 4.83. The statement number 11 (Teacher becomes a motivator to facilitate students to perform a task and provide language feedback.) and the statement number 13 (A task-based language teaching enhances the opportunity to develop language while performing the task.) and the statement number 14 (Overall, a task-based language teaching involves the development of English speaking skill while students working in groups collaboratively.)

have also the mean score of 4.50. And the statement number 8 (A task-based language teaching creates learning and teaching as collaborative work.) and the statement number 12 (A task-based language teaching provides students really face challenges the use of the target language.) both have the lowest mean score in this part which is 4.33. And the last part presents the results as the follows, the highest score statement number is 20 (Teacher also motivates the students do to English speaking tasks using the process as students' share ideas, thoughts and feeling with each other and learn new things with each other.) with the mean score of 5.00. Furthermore, the statement number 16 (Teacher promotes English speaking tasks in order to get a better job later on.) and the statement number 17 (Teacher motivates the students to think about studying English speaking is important for self-improvement.) both have the mean score of 4.83. The statement number 19 (Teacher always uses positive reinforcement by using the expression of words i.e. well done, keep it up, good student, excellent, good, very good etc.) has the mean score of 4.50. The statement number 18 (Teacher makes students willing to learn the language, develops students' ability to speak English fluently, and helps students overcome the language barrier when students work in group collaboratively.) also has the mean score of 4.33. The lowest mean score of 4.17 is statement number 15 (Teacher always speaks that "doing speaking tasks with team is suitable for learning English speaking ability increasingly".)

However, the overall mean score of a Survey of Students' Satisfaction of English Speaking Skill demonstrates the high level of all areas of using the Triangulation Teaching Techniques.

Discussion

This article is an introduction to investigate the effectiveness of Triangulation Teaching Techniques in improving Thai EFL students' English speaking skill and the Thai EFL students' opinion towards the use of Triangulation Teaching Techniques and develops Triangulation Teaching Technique for improving Thai EFL students' English speaking skill. As described in detail, there are three main aspects to consider: 1) to develop the Triangulation Teaching Techniques for improving Thai EFL students, 2) to evaluate the effectiveness of Triangulation Teaching Techniques in improving Thai EFL students' English speaking skill, and 3) to investigate Thai EFL students' opinion towards the use of Triangulation Teaching Techniques.

This report focused on using of Triangulation Teaching Techniques which encouraged learners to practice English for business communication more in groups with heterogeneous class. The target tasks also involved the real-life situations in business

communication, so the learners felt the role play task was very practical. The participants required more time to practice their English for business communication skills since they felt that 3 hours of practicing the role play task was not enough for them. The task-based approach in ESP teaching and learning worked effectively with teaching English for business communication according to the Triangulation Teaching Techniques evaluation. The achievement of the participants in pilot group study after the posttest speaking role play tasks and multiple choice tests were higher than before their entry to the participation. Also, the satisfaction and opinion of classroom activities was at a high level. The success of the development of this study was from the appropriate to develop the research tools to collect the data for the future steps.

The researcher also recommends that motivation in English language learning, especially in English speaking activities of the students can be a great approach for understanding the English language and students also implements relevant English speaking activities related to English for Business Communication to stimulate the various situations learning atmosphere. Students with motivation implementations will become efficient language learners with ultimate language proficiency.

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