

FACTORS FACILITATING THE DESIGNING AND APPLICATION OF TEACHING
METHODOLOGY IN THE ENGLISH COURSE FOR BARISTA

ปัจจัยที่เอื้อต่อการออกแบบและการประยุกต์ใช้วิธีการสอน
ในรายวิชาภาษาอังกฤษสำหรับบาริสต้า

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Abstract

This article aims to study the factors facilitating the designing and application of teaching methodology in the English Course for Barista. At present, the communicative approach of language teaching is widely accepted and practiced. Consequently, the principles of this approach can be applied to create various English courses, both general English courses and English for specific purpose (ESP) courses. Before designing a course it is necessary to conduct a needs assessment of the learners. Therefore, the writer conducted a needs assessment of the learners by interviewing baristas who are to be the learners in the course. The interview results reveal that the baristas would like to learn English language related to their job. The course should be designed as an English for specific purpose course rather than as a general English course. They would like to learn all skills including the listening skill, speaking skill, reading skill, and writing skill. They also would like to learn all vocabularies concerning their barista job, related grammatical principles, and the skill for work presentation in English language. Based on the above-mentioned needs assessment results, the writer has designed an English for specific purpose course that requires 30 hours of study. The contents of the course cover all English language skills. The method of instruction is based on the communicative approach with relevant learning activities.

Keywords: Factors facilitating course design, English for specific purpose, English for Barista Course, Application of teaching methodology

บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่เอื้อต่อการออกแบบและการประยุกต์ใช้วิธีการสอนในรายวิชาภาษาอังกฤษสำหรับบาริสต้า ปัจจุบันนี้ทฤษฎีการสอนภาษาเพื่อการสื่อสารเป็นทฤษฎีที่ยอมรับและใช้กันอย่างแพร่หลาย ทฤษฎีนี้สามารถใช้เพื่อออกแบบรายวิชาภาษาอังกฤษได้มากมายทั้งรายวิชาภาษาอังกฤษทั่วไป

และรายวิชาภาษาอังกฤษเฉพาะทาง ในการออกแบบรายวิชาจำเป็นต้องทำการศึกษาความต้องการของผู้เรียนก่อน ดังนั้นผู้เขียนจึงทำการศึกษาความต้องการของผู้เรียนโดยการสัมภาษณ์ผู้เรียนที่เป็นบาริสต้า ผลการสัมภาษณ์พบว่า ผู้เรียนซึ่งเป็นบาริสต้าต้องการเรียนภาษาอังกฤษที่เกี่ยวข้องกับงานของตนโดยเป็นการเรียนรายวิชาภาษาอังกฤษเฉพาะทางมากกว่าภาษาอังกฤษทั่วไป และต้องการเรียนทั้งทักษะการฟัง ทักษะการพูด ทักษะการอ่าน ทักษะการเขียน ศัพท์ต่างๆ ที่เกี่ยวข้องกับการทำหน้าที่บาริสต้า หลักไวยากรณ์ที่เกี่ยวข้อง และทักษะการนำเสนอ ผลงานเป็นภาษาอังกฤษ จากผลการศึกษาความต้องการของผู้เรียนดังกล่าว ผู้เขียนได้นำมาออกแบบรายวิชาเป็นรายวิชาที่มีเวลาเรียนทั้งหมด 30 ชั่วโมง โดยมีเนื้อหาครอบคลุมทักษะต่างๆ ดังกล่าว รวมทั้งวิธีการสอนและกิจกรรมต่างๆ

คำสำคัญ: ปัจจัยที่เอื้อต่อการออกแบบรายวิชา ภาษาอังกฤษเฉพาะทาง ภาษาอังกฤษสำหรับบาริสต้า การประยุกต์วิธีการสอน

Introduction

English Language teaching Methodology has developed since twentieth century before the changes in language teaching methods reflected in the kind of proficiency students/learners' needs. In a traditional approach, grammar translation focuses on teaching grammatical rules. The applying those rules, it is to translate sentences between the target language and the student's native language. In teaching, the first language (L1) is maintained as the reference system in the acquisition of the second language (Richards, 2003). That is, the student's native language is used as a medium of instruction when teaching a second language (L2). For example, in teaching English to Thai students, Thai was used in explaining the English grammar rules. It means, when language is taught, L1 (or the native Thai) is the instrument for teaching L2 (English).

In contrast to the grammar-translation method, the direct method focuses on the development of oral skills and refrains from using the student's native language. The oral communication skills are systematically built up in a carefully graded progression through

questions and answers between a teacher and the students. Additionally, classroom instruction was conducted in the target language and grammar was taught inductively, and the language skills taught included speaking and listening (Richards, 2003).

However, the two methods of teaching *Grammar Translation and Direct Method* were inadequate in instilling the students with a high level of proficiency in the target language for a changing world today. To respond to the changing need of language students, the communicative approach was developed, based on the notion that successful language learning takes place in real communication and interaction. That is, the language learners learn and practices the target language through the interaction with one another, with the teacher, with the authentic texts, as well as through the use of the language both in class and outside of class. In addition, real communication and interaction are not only the objective in learning, but also the means through which language learning takes place. Maley (1982) claimed that communicative approach is systematic in teaching and sharpening

the students' the communicative skills. Moreover, the principles underpinning this approach can also be applied to teaching English for Specific Purpose (ESP) courses, not just to the teaching of general English courses. Thus, this article, is interested in applying the principles of Communicative approach to designing an ESP course, entitled *English for Barista*, with an aim to improve the students' four language skills, and their presentation skill. As an ESP course, the contents and the language elements of the course are necessarily related to the job performed by the barista so that the students can learn the meaningful and authentic language of their profession and sharpen their language skills needed for their job performance.

With reference to the theory concerned with designing and teaching English for Specific Purpose (ESP), Communicative Language Teaching (CLT) is necessary which is explained as follow.

Communicative Language Teaching (CLT)

Communicative language teaching is a theory that includes both notion and function in teaching and learning process. It helps students develop their communicative competence, especially their four language skills so that they can use the language fluently and appropriately. Through Communicative Language Teaching (CLT), students will have opportunities to learn and use the language which they really need in order to communicate in a real situation. Consequently, the communicative language activities are designed for fostering real communication, by having the students perform meaningful tasks involving the use of meaningful and authentic language and using.

According to Hymes (1972), the communicative Language Teaching (CLT) aims to develop the four areas of the student's communicative competence, which includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The four areas or dimensions of competences can be briefly described as follows. According to Brown (1994) Grammatical competence refers to the grammatical and lexical capacity that enables communicators to produce and understand the literal meaning of the utterances. In other words, communicators can produce grammatically correct sentences in a language. Sociolinguistic competence is the ability to create and understand the appropriate utterances used in various social contexts. That is, the communicator must have the knowledge of social cultural rules of language and of discourse. In other words, this competence requires and understanding of social context in which language is used, such as the role of the participants, the information they share, and the function of interaction. Discourse competence is the ability to connect utterances in the relationship to the entire text or discourse which is spoken and written language. The knowledge of how to combine grammatical forms and meanings to achieve a unified spoken or written text in various genres and situations. Strategic competence involves the verbal and non-verbal strategies that communicators employ to initiate, terminate, repair and redirect communication.

In short, the approach used of Communicative Language Teaching (CLT) is the communicative approach, which can be defined as an approach that is aimed at developing the learner's

communicative competence. It focuses not only on the use of linguistic system itself but also on the functional aspects of communication. Maley (1982), Richards & Rodgers (1986) and Gudykunst & William (1983) assert, most of the activities designed for this approach are fluency-focused rather than accuracy-focused. As this approach places an emphasis on real life communication, the teaching and learning activities are aimed at providing learners with opportunities to communicate in real situation.

In designing an English for Barista course, the principles underpinning the communicative approach were carefully taken into account so that the course is structured in line with the framework of the communicative approach.

English for Specific Purpose (ESP)

According to Anthony (1997), ESP is defined as the teaching methodology and activity for serving learners' needs. It is centered on the language appropriated to the activities in terms of grammar, lexis, register, study skills discourse and genre. Gatehouse (2001) and Ramirez (2015) concurred that ESP is designed to be the language course for adult learners and/or advanced students in a professional work situation. In addition, it is related to other disciplinary areas and occupation in using the teaching methodology and activity, that are it is different from those used in General English. They further contend that ESP is an English instruction based on actual and immediate needs of learners. Because of this, its principles are used in designing various courses, and ESP has become one of the most prominent areas of English Language Teaching (ELT) today, and its popularity enables it to make the way to

various universities and language institutes (Javid, 2013).

With reference to the definition and characteristics of ESP discussed above, it is evident that the teachers or ESP practitioners are language teaching professionals who design an ESP course, develop appropriate pedagogical methods, materials, and activities to deliver the course contents, and to assess whether the course meets the need of the learner. Moreover, they work closely with discipline-specific specialists and collaborate more closely with the students/learners who will be more familiarized with the specialized content of course the teachers. themselves.

In light of the Communicative approach, ESP principles and theories, we designed an English for Barista course. The English Course designed to cater to the need of particular occupation group. In this case, it provides to a barista group. To this end, the writers performed a need analysis (See item 6) in order to determine what the learners' needs are, and the data were then incorporated into a course description and exercises.

Needs analysis

Richards & Rodgers (1986) claimed "Need analysis serves three main purposes: it provides a means of obtaining wider input into the context, design and implementation of a language programme."

Richard (2003) contends that need analysis serves three main purposes, it provides a means of obtaining wider input into the context, sets the framework for designing a language program, and facilitates in its implementation. It is evident that needs

analysis provides valuable input for designing and implementing a language program. It provides such information as what the learners want to learn, what skills the learners need, and how much time they want to learn from the course.

In our needs analysis, we collected the data using a semi-structured interview mode. The semi-structured interview form consists of 8 questions. The questions are 1) Do you have foreigners use service in your coffee shop? 2) Can you communicate with the foreigners? 3) Do you think, is your language skill enough, when you communicate with foreigners? 4) What do you want to learn, if we have the course of English for Barista for you? 5) How many times do you want to learn for a week? 6) What are your problems, when you communicate with foreigners? 7) What do you want to learn from English for Barista course? 8) What the others practicing do you to learn from the course?

The interview form was then used to collect the data through the interviews of 20 baristas in a coffee shop.

The job responsibilities of baristas are varied. Apart from preparing and serving espresso-based coffee drinks in a coffeehouse, they also have the duties to welcome customers, inform them about specials or new items, answer questions, and accept orders and payments. Sometimes they have to prepare foods, such as sandwiches or baked goods, and grind and blend coffee beans, brew coffee and tea, and serve items to customers. Because of their responsibilities, Baristas are expected to communicate in English to introduce, explain, and sell products and services, and

the English skills they need are those that are related to their job. The best way to help them develop their English skills quickly is to expose them to an English course specially designed to cater to their needs. This ESP course, built around the communicative concepts and principles, focuses the learning process of adult learners who need to use the language immediately on their after the training course. As Nunan (1989) asserts, “Adult can gain idea as well as experience from the course to use in real situation immediately and they learn best when they are involved in developing learning objectives for themselves which are congruent with their current and idealized self-concept.”

The needs analysis results allow us to see an overall need of what these Baristas want to learn from a course. With reference to the students’ needs can be concluded their needs are given below.

“We want to learn listening skill and I want to be able to listen to various accent. For the reason, the foreigners have different accent.”

“We have problems when we express what we want to say. Therefore, we want to practice speak skill and how to communicate with foreigners appropriately. Moreover, I want to be able to present how to make coffee in English.” “And, we think that 3 hours per a week is enough because we can divide our times between working and learning suitably.”

“We want to learn how to make coffee in English because Baristas should have the skill to create their own coffee style and present it in English appropriately. Moreover, we want to practice presentation in the

course.” *“Furthermore, we want to learn vocabulary concerned with the field of Barista.”*

“We want to learn comparison so that I can suggest foreigners in which some cup of coffee is sweet or not. Moreover, we want to learn how to speak full sentence correctly.”

Particularly, most of students want to be able to train their juniors in work as they said below.

“We want to be train leadership skills and we want to be able to train and comment, if my shop has new staff or junior to work. And I want to know how to plan for studying and to evaluate my own language skill. And, we want to practice presentation in front of the class.”

As regard in this ESP course: English for barista, the needs analysis is also presented on the next topic. As regarding, the learners’ needs, the activities in were integrated leadership development in this course. Therefore, the leadership skills are needed in the course as well. This can be achieved when senior baristas were involved in on the job training for juniors, or in the pre-service training programs for novice workers or employees. This provides them with an opportunity to learn and develop their leadership skills. Moreover, both the trainers (senior baristas) and the trainees (junior baristas) are given ample opportunity to develop and sharpen their presentation skills. These presentations were performed baristas in English. Additionally, the presentation skills were also incorporated in English learning activities throughout the course. In this kind of presentation skill training, the learners learned how to use English in their presentation as well as the organization skills to structure their

presentation in an orderly and interesting manner so that they practiced English presentation as well. In order to train the learners in both the language and the presentation skills (See item 5) and the Meta-cognitive strategies (See item 6) should form the basis for such training.

On the basis of the needs analysis result, an English course for Baristas was designed. The process began with the formulation of the objectives of the course, the identification of prospective students, the setting up of course outlines and course materials, together with the criteria of evaluating the learning outcome, and the qualifications of teaching staff. (Lamri, 2016).

Developing Presentation Skill in the Language Course

Simona (2015) argued that when learning ESP course, the learners/students need to be good in their communication skill in the target or international language. For example, they should be able to present their knowledge and/or things they have learned in the course. Simona (2015) continued that the students need to practice presentation skill since, effective presentation requires good communication skills, such as planning, preparation, organization, respect for the audiences, a politically-correct approach to the members of the audiences. Furthermore, preparing the presentation in English, the students have an opportunity to use the international language of communication in the context of the course. To these activities and practices, the learners/students develop their English language competence, and their communication skills. Thus, enhancing their

motivation to put their ideas into their presentation as well.

Greza, Valckeb & Beringsa (2010) suggested that after the presentation, the learners/ students should have an opportunity to know what their strengths and weaknesses are. At the same time, the teacher may introduce peer feedback to the class by having the students' peers give feedback on the presentation. This helps to reduce the stress and nervousness of the persons performing the presentation. The presence of the peers creates a stress-free and non-threatening ambience and the students would feel at ease when their peers are around to give feedback to them. With the peer feedback, the learners/ students would be more open when talking about their feeling during the presentation. After the peer feedback, the each can then give his or her responses.

In training the students to plan and organize their presentation, it is necessary to teach them the technique of self-monitory and meta-cognitive strategies-is.

Meta-Cognitive Strategies

According to Oxford (1989), Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for students/learners to coordinate their own learning process. Oxford (1989) further explains that Metacognitive strategies can be divided into sub-strategies and these sub-strategies can be selected to train students/learners who take the English course, depending on suitability. Regarding English for Barista course, the following sub-

strategies are recommended. With reference the English Course: English for Barista, it is interesting in training as follows.

Setting goals and objectives: it means setting aims for language learning. In this case, it is the ability to use the English language for conversation and for information exchange in the students' field or occupation. Planning for Language Task: it means planning for language learning. For example, the students learn how to prepare themselves for the learning tasks, how to locate the needed information, how to get the information, and how to plan the steps for executing the learning task, and so forth. Seeing Practice Opportunities: this involves an attempt to derive a situation for practicing both the language and the content of the discipline.

Self-Monitoring: This is a strategy used by the student to detect their own errors in using the language, and determine their own strengths and weaknesses in their language learning. Self-Evaluation: This requires the students to assess the progress of their language learning-- how well they can use the language, at what level their proficiency stands, and which language skills they need to improve, and so on.

The students will learn how to use these five strategies while making their way along the course (Karpicke, Butler & Roediger, 2009).

In teaching an ESP course, the teachers or trainers should instill in the students both the language skills and the meta-cognitive strategies.

However, before the teachers know what to teach and what their learners need to learn, they will have to to perform a needs

analysis to determine what the learners want to learn in the course and what their expectation of the course outcome is. The Section below is a discussion on needs analysis.

The next topic is the designing of the theory into the writers' experiences for teaching English for Barista as well.

Applying the Theories with The Writers' experiences into The Course of English for Barista

According to Benyelles (2009); Lamiri (2016), they said that the nature of ESP syllabus should be concerned with content from real life situation in which the syllabus designers have to select the most relevant language discourses that will supply for students' requirements. They continued that the syllabus should provide basics of language knowledge concerned with what they will use the target language in their field or their work.

First of all, teachers asked students/learners to set their goal of study in English for Barista course about what language level, score gained from the course and what language proficiency is. In addition, teacher should ask the students to write what they plan for learning from the first day to the last day of this course. With reference to Oxford (1989), she said that students should find the situation for practice. Hence, the training course should be consider the factors as follows.

Aims of the course

The course of English for Barista aims to teach the students to be proficient in all four language skills so that they are able to communicate confidently with their customers,

whether in taking orders, answering queries, selling products and services, or in giving information about their job. Additionally, the course also aims to familiarize the students with various English accents spoken by English speakers from different countries such as Australian, Indian, the United States, Great Britain, etc. In addition, the course aims to develop their leadership skills to prepare them for their trainer role later on in their career of Barista.

Target groups of the course

The target prospective students are Baristas and/or those who plan to have a career as baristas.

Teachers who are qualified to teach this course should be those who have been trained in the area of Teaching English as a Foreign Language (TEFL), English as an International Language (EIL), Teaching English as a Global Language (TEGL), English Language Teaching (ELT) and English as a Second Language (ESL) because those people are knowledgeable about and familiar with the principles and theories of the Communicative Language Teaching.

Duration of the course

In order to cover the details of learning, the whole course proceeded for 3 months. The students were required to study 3 hours per a week. This means, they learned 30 hours of the whole course.

Type of syllabus used, content and methodology

Since this course was developed to serve the special needs of the baristas, the main course focuses on teaching the functions of English which is used in real life situation of

baristas. The materials and activities, the teaching methodology, and the language elements were designed based on the principles of a Functional syllabus. The syllabus included such notion and function of language used. To this view, we use the information from needs analysis in order to set the content and methodology of the course.

Materials, teaching aids and resources

With reference to teaching materials, aids and resources were video clips, web-sites and instruments concerned with making coffee and coffee machines. Thus, the documents and materials were in house materials which

teachers designed by themselves which based on the learners’ needs.

Assessment and evaluation

The students were asked to do the test: writing quiz, role-play, grammar test and other activities concerned with creating coffee, etc.

To the situation, it already provided for the students in course syllabus and lesson plan. Moreover, the students’ self-monitoring and self-evaluation were added in each lesson as well. By doing the lesson plan, we only selected a teaching situation from schedule in order to present how to teach the students as an example below.

An example of activity of a week in course syllabus

<p>Week 5 5:00 PM – 8:00 PM</p>	<p>Writing to create own style of coffee and presentation</p> <ul style="list-style-type: none"> - The student will ask to write a created own style of coffee depends on their idea. To this, the students have to create the name of coffee by themselves. - The students have to give/perform their presentation individually in the class and they themselves have to give feedback to /on their presentation such as language used, voice, idea and characteristic as leader to each other. - The students listen to teacher’s comment.
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<p>Lesson Plan</p> <p>Writing to create own style of coffee and presentation</p> <p>Aims: Students create their own coffee style.</p> <p>- Students present their language used the characteristics of leader by presentation.</p> <p>Timing: 3 Hours</p> <p><i>***The lesson plan can be flexible by following the situation and number of students in each Week***</i></p>
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Pre-Teaching: (15 minutes)

1. Teacher introduces students about vocabularies concerned with type of coffee, for example, Espresso, Cappuccino, Latte, Cappuccino Island, coffee beans, coffee mug, coffee grinder, coffee maker, coffee filter, coffee cup, coffee tree, coffee addict, etc.

2. Teacher practices students about the phrases concerned with a cup of coffee.

For examples,

Put some coffee in a cup

Put some sugar in a cup

Pour some hot water

Add some milk

Mix them all together

Mix bubble of milk

Etc.

While-Teaching: (2:30 Hours) Writing their own style of coffee and presentation

1. Teacher asks students to think and make their own name of coffee by asking the students to write 4-5 sentences to explain their own coffee.

2. Teacher asks the students to write for creating their own style of coffee. To this part, the students have to create the name of coffee cup by themselves. Moreover, they have to write what the ingredients are and how to make the cup of coffee. (45 minutes)

3. Then, teacher asks students to present their own coffee in front of the class. (1:30 hours)

While the students are presenting their own coffee, teacher should take note what good points and weak points of those students. Moreover, the teacher also asks their classmates to take note as well. To this, the students will be able to comment, what good points and weak points are. In addition, the students in class will be comment their language used, organizing idea, etc. which they are trained and absorb during learning in the class.

****If the time is not enough for presentation for all students, they can present on next class.****

Post-Teaching: (15 minutes)

1. Teacher gives comment good points and weak points and the students' action, characteristics as leadership in the whole class. The teacher should comment by taking the students' name out so that they are protected for loss their faces.

2. Teacher gives comment the learners' presentation. To this, it does not mean the teacher comments by using criteria of academic presentation but teacher only looks at 1) Organizing idea; 2) Content; 3) Vocabulary use; 4) Sentence structure; 5) Voice; 6) Eye contact and 7) Conclusion.

By assessing the students' presentation, the teachers also focus on both the content and communication skills which are the core components: The content is evaluated based on the correctness of the information. The communication skills include language use (fluency and accuracy) idea organization, eyes contact, etc. Moreover, to assess the students' presentation, it does not mean that they are assessed as academic presentation. The students should only be able to use their language skill particularly, speaking skill: organizing idea, content, voice, eye contact and sentence structure. At these skills requirement, the students can be successful in learning and practicing in the course as well.

Conclusion

Communicative Language Teaching (CLT) can be applied its theory into English for Specific Purpose (ESP). In this article, ESP is also applied into English for Barista including presentation. To this course, the English language skills in their field of work are actually trained the students and leadership development is integrated in this English course. For suggestion, the teachers who train this English course should promote the students to practice English used in various accents because when the students or Baristas are in the coffee shop which is real situation, they have to meet various foreigners who come from different countries. Hence, it is opportunity, if the teachers aware of English used in the real world.

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