

Developing an English communicative competence training course for non-English-major teachers in Thailand

¹Kannaphat Nithitwaraphakun

Abstract

In the contemporary communicative landscape and for the foreseeable future, professionals need to be competent users of English given that this language is used worldwide. On this basis, the Association of Southeast Asian Nations (ASEAN) has designated English a “working language” among ASEAN countries. Further, the government of Thailand requires that all Thai students learn English as their first foreign language. However, this is problematic inasmuch as most English teachers, particularly those teaching at the primary level, did not graduate with a major in English. Therefore, they are unlikely to be able to provide the most effective instruction to their students.

This study focuses on developing English communicative competence training courses for and evaluating the English communicative competence of non-English-major teachers in Thailand. The training course was developed and designed in reference to seven elements: (1) the principles and significance of the training course, (2) objectives, (3) structure of the program, (4) activities and duration (5) the media used during the training course, (6) assessment, and (7) expected benefits. On completing the course, the participants’ scores on an English-language test improved significantly, by 0.05 on average. The participants’ scores for all elements of English pronunciation and communication in the classroom were higher after the training course than before it. Further, the participants reported a high level of satisfaction with the program, with an average value of 4.50 and a standard deviation of 0.47. Overall, the program was shown to benefit the development of English communication competence on the part of English teachers without a degree in English.

Keywords: *English, Communication, Competency Training Course, Non-English major teachers, ASEAN*

I. Introduction

Given the undisputed importance of English for cross-cultural, professional, and diplomatic purposes, many nations place great importance on supporting their citizens in acquiring this language. Members of the

¹ Department of English, Faculty of Humanities and Social Sciences, Phranakorn Rajabhat University, Bangkok, Thailand 10220

Association of Southeast Asian Nations (ASEAN) are no exception such that they encourage all people, whether business professionals, academics, students, or tradespeople to become competent users of English. It is considered particularly important for teachers to be competent users of the English language regardless of the level of school in which they teach or the subjects they teach.

In 2019, Thailand's Ministry of Education has been pursuing a process aimed at improving the English curriculum that English competency of all primary students in Thailand should have reach level A1 of CEFR. Although, English is established as the first foreign language to learn, beginning with primary-level education. However, in 2018, this has been the case since the students have not been performing to a high standard on tests of English competence or the majority of them have English proficiency lower than level A1 of CEFR. In 2018, the recently report of EF Education First, a Switzerland-based company specializing in language training and cultural exchange found that Thailand ranked 74th out of 100 countries, has a score of 47.62, classified as very low. As shown in Noopong (2001), the primary students are unable to communicate well in English, and the education system itself has few teachers who are highly competent users of the English language and even fewer with strong skills as teachers of the language. Also the study has been shown that most English teachers did not major in English at college such that they are not sufficiently competent to teach the subject effectively. Given this fundamental deficit, English teachers have been found to lack confidence in their ability to teach the subject and to have a correspondingly poor perspective on doing so. Given the teachers' limited competence in the subject, it is hardly surprising that their students performed to a low standard on the English Achievement Test (Janpha Thadphoothon, 2017). This poor performance is in accordance with the results of a national test in 2017 and 2018 set by the Ministry of Education, i.e., the Ordinary National Education Test. On this test, it was found that most students' scores are a lower-than-average English achievement score, especially primary school students. In 2017, the average score was 32.73, whereas in 2018, it was 35.47, (National Institute, 2018). This result corresponds to a result reported by Noopong (2001), according to which 65% of English teachers teaching at the primary school level were non-English majors. At the secondary school level, only 70% of English teachers had majored in English at college. Similarly, according to Ulla (2018), students' poor performance in English is attributable to the following factors ;(1) Teachers tend to communicate with the students using the Thai language, rather than English, in the classroom. (2) They focus principally on teaching grammar (Simpson 2011). (3) They lack both the confidence and opportunities to communicate in English (Noom-ura, 2013). Further and fundamentally, most English teachers did not graduate from college with a degree in English (Dhanasobhon, 2006). Most English classes are taught using a teacher-centered style, which meets with a low level of enthusiasm from students (Wiriyachitra, 2002). Further, in "English-teaching Problems in Thailand and Thai Teachers' Professional Development Needs," Noon-ura (2013) argued that a special curriculum focused on developing teachers' skills in relation to communicating in English and teaching the language is needed in Thailand. A curriculum of this nature corresponds to the concept of teaching English for Specific Purposes (ESP), as the English language teachers use with their students in the classroom context tends to differ from the kind of English used in general communication in daily life. It is apparent that if teachers do not have experience using this everyday language, they are unlikely to be effective teachers of the language.

Teaching ESP refers to teaching the language using a curriculum and content designed based on the needs of the students in reference to a specific context in which they will use the language (Hutchison & Waters, 1987). It is the most successful way to teach English because it connects the language to the ways in which

learners will use it in specific contexts such as professional contexts of importance to them. Strevens (1978) specified that there is a significant need for ESP given that it is designed to meet the specific needs of learners. ESP curricula are defined by clear themes and topics directly related to the occupations and activities of the learners. If the purpose is business, for instance, the examples, syntax, lexis, discourse, and semantics are all business-related. According to Hyland (2000), ESP tends to engage students in discourse analysis in a way that differentiates it from general English courses, ESP focus of all language skills, including grammar, lexis, and register. On the other hand, general English courses focus on grammar and communication skills.

In light of its targeted approach, ESP is often used with students at the secondary and university levels and with professional people and other adult learners. According to Robinson (1991), in a study of how ESP relates to practical training, this approach involves three kinds of knowledge: language, teaching, and the specific interests of the learners. In Davies and Munby's (1981) view, practitioners should consider multiple aspects in designing an ESP course. These include the subject content, the situation assigned to the learners and based on the context related to learners' real-life working, and the objectives of the course. Further, Davies and Munby also pointed three methods that lead to success in ESP: the needs analysis approach, the learner-centered approach, and the learning-centered approach.

Hutchinson and Waters (1987), Nunan (1985), and Graves (1996) have all stated the importance of analyzing the needs of learners. Establishing objectives, ensuring that the course is interesting to learners, and motivating learners are all easier to achieve when the teacher has identified and understood the needs of the learners before the course begins. In "A Study of an ESP Program for University Engineering Students," Lee (2009) considered the needs of engineering students as users of English and developed an English course with the clear objective of meeting those needs. According to the results, the students reported a high level of interest in the subject matter and their language skills improved significantly. Similar results were reported by Dahbi (2017) in "Towards an ESP Course for Engineering Students in Vocational Schools in Morocco: The Case of the National School of Applied Sciences." In this study, Dahbi concluded that the course content had contributed to the career success of vocational students. The results of these studies are in keeping with a study by Robinson (1980) in which the researcher identified the principal objective of ESP as helping learners use English in their study and work. This is consistent with the purpose of helping English teachers become more competent users of English—i.e., in order to help them develop their careers by working effectively with their students. It also corresponds with Basturkmen's (2010) account of ESP whereby it is necessary to analyze the language needed for given purposes such as for academic or business purposes. As many adult learners have jobs, they have limited time to study such that English courses should be designed to directly target real-life use. In "Developing Communicative Competence for the Globalized Workplace in English for Occupational Purposes Course in China," Qing (2016) found that the trainees had developed their English communication skills for workplace use and had better overall English skills than before the training. According to Qing, the training was successful because its content and the instructional media used during it were directly applicable to the participants' professional lives. However, other factors also contributed to the success of the training. For example, the training included a range of language activities, learning language motivation, and real-life working language contexts. Further, the trainer served as a true facilitator given that he not only pointed out the participants' mistakes but also supported their learning.

As a university-level English teacher who has taught English courses for English-major teachers and non-English-major teachers, the researcher understands how important it is for students to receive competent English-language instruction. Further, the researcher was able to draw on firsthand experience of delivering courses with the goal of helping English teachers who hold degrees in a number of fields improve the English-language instruction they provide to their students. Overall, the purpose of such courses is to provide specific training to enable teachers to improve their job performance by gaining greater knowledge of the subject and the skills needed to transfer that knowledge to their students. As Pongsithakorn (2012) has shown, compared with general English-language courses, ESP courses are more direct-to-the-point. This is the case because less material is covered in ESP courses and training periods tend to be correspondingly shorter.

According to Oliva (1992), a “curriculum” is a plan or project designed to provide a complete experience for learners. Therefore, a curriculum can be divided into units, courses, or sequences of courses, and corresponds with the concept of language development offered by Nation and Macalister (2010), according to which a curriculum design should proceed establish the scope of the content and present it to learners so that the easiest learning goals are attempted first and the most difficult ones at the end of the training program. Training focuses on improving employees’ performance on a given task or in relation to a specific skill with potential benefits over the long term. Training, therefore, can benefit organizations and their employees as a way in which the latter can develop specific technical skills, academic knowledge, and proficiency with the overall purpose of improving organizational performance. Training is usually designed to highlight content relevant to the employees’ work. Further, training courses should have a beginning and ending date with a clear objective in regard to the results as determined by measuring the employees’ work performance subsequent to the training. Also, the training is great importance in light of the education development policy “Thailand 4.0 towards the 21st Century,” which focuses on the development of human assets, promoting the foundation of education, and developing teachers and educational personnel with supplementary knowledge and skills related to English (Chaisom: Online)

Given the inadequate background in English of the majority of English teachers in Thailand and in reference to the goals and potential of ESP courses, the researcher recognized the importance of developing an English communicative competence training course for non-English-major teachers in Thailand. The goals of this training course, which is described in the present study, are to render the non-English-major teachers of English more competent confident users of the language such that the instruction they deliver is more effective. By developing their skills in this regard, teachers can be expected to become more confident in their classroom practice and thus more likely to develop a positive attitude toward English and teaching English. The overarching purpose of this research is to develop an English communicative competence training course for non-English-major teachers of English in Thailand and to evaluate the English communicative competence of those teachers.

II. Methodology

The methodology used for this study comprised research and development (R&D) according to the following steps:

Basic data about the needs for English communication competence training for non-English-major teachers were collected for analysis with the goal of determining the content and elements of the training course. Theories related to curriculum design and instruction for ESP were studied and used as a guide in designing and creating the training course. To establish the nature and extent of the training needed, 20 non-English-major teachers in Bangkok and Nonthaburi Provinces age between 26-45 who have been teaching English in the primary level at least for 2 years were asked to complete questionnaires designed to elicit information about both their use and their teaching of English to draw on in determining the design and organization of the training course.

In order to develop the curriculum, the data collected in Step 1 were analyzed and synthesized as a basis for determining the draft content of the curriculum. This part was divided into three stages: (1) writing a draft of the curriculum, (2) verifying the curriculum and planning the training course by experts who are Associate Professor and Assistant Professors in Teaching English as a Foreign Language (TEFL) and English for Specific Purposes (ESP), and (3) improving the curriculum.

Writing a draft of the curriculum: This stage relies on the data collected in Step 1 about the content needed and the elements of training course. The data were analyzed and synthesized to create a draft curriculum. Lesson plans, a pre-test, and a post-test were produced, as well as an evaluation form to measure the extent to which the participants were satisfied with the course.

Verifying the curriculum and the plan to arrange the training course: The curriculum draft, lesson plans, pre-test, post-test, and evaluation form were provided to five experts, Thai and non-Thai, in TEFL and ESP, who evaluated the course for accuracy and appropriateness in reference to seven elements.

According to all five experts, the draft showed a high level of appropriateness overall as did all seven of the elements (Table 1).

Table 1. Mean and Standard Deviation of Expert Opinions in Assessing the Appropriateness of the English Communicative Competence Training Course for Non-English-Major Teachers

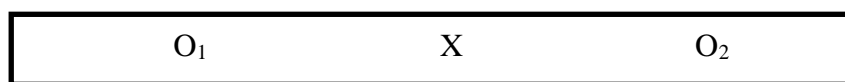
Issues	N	Mean	SD	Appropriateness level
1. Principles and significance	5	4.14	.38	High
2. Objectives	5	4.00	.00	High
3. Structure	5	4.14	.38	High
4. Activities and duration	5	4.00	.00	High
5. Media and materials	5	4.14	.38	High

Issues	N	Mean	SD	Appropriateness level
6. Assessment	5	4.14	.38	High
7. Expected benefits	5	4.14	.38	High
Total	5	4.10	.27	High

Improving the curriculum: Next, the curriculum, lesson plans, pre-test, post-test, and evaluation form were modified based on suggestions made by the experts. Following these modifications, these elements were trialed with 10 non-English-major teachers of English. Based on the results of the trial, the elements were subjected to further revision before proceeding to a full text with the sample group. The curriculum comprised six units: Unit 1: The Sound System of English; Unit 2: Syllable Stress; Unit 3: English Intonation; Unit 4: Classroom Language for Teachers: Greeting, Introduction, Time to Begin, Registering, and Dealing with Late Attendees; Unit 5: Classroom Language for Teachers: Giving Instructions, Feedback, and Homework; and Unit 6: Classroom Language for Teachers: Finishing an Exercise, Saying Goodbye, and Leaving the Room.

The revised curriculum was tested with the sample group in order to identify and address any flaws in it. The details of this step are as follows:

- 1) The sample consisted of 15 English teachers in the Bangkok Metropolitan Region and Nonthaburi Province who did not graduate with a degree in English.
- 2) The group members were selected using the purposive sampling method, with the condition that they be willing and able to complete the entire training course.
- 3) The training course comprised a total of 48 hours (6 hours per day for 8 days). The experiment was conducted based on the One-Group Pretest-Posttest Design (Allen, 2017) according to the following form:



- O_1 = Assessment of English communicative skills before the training course begins
 X = Trained through the English communicative competence training course
 O_2 = Assessment of English communicative skills after the training course

1) The training course was evaluated based on the participants' achievement and on their reported satisfaction. Achievement was determined in reference to the pre- and post-tests, each of which consisted of two parts: 10 items to test pronunciation and 20 items to test the English communication knowledge that the training course was designed to teach. The reliability value was 0.85. The statistical method used in the research was t-test, with a statistical significance of .05.

The participants' satisfaction with the training course was measured using an evaluation form with items based on the Likert scale from 1-5 ranging. The Item-Objective Congruence Index was 0.67–1.00. The statistics used in the research were the mean and the standard deviation. The mean of 4.50–5.00 indicates the highest level of satisfaction, the mean of 3.50–4.49 a high level of satisfaction, 2.50–3.49 an average level of satisfaction, 1.50–2.49 a low level of satisfaction, and 1.00–1.49 the lowest level of satisfaction.

Step 2 – The curriculum was revised based on an analysis of the data collected following the first iteration of the training course.

Research Instruments

Three research instruments were used in this study: the curriculum for the English Communicative Competence Training Course for Non-English-Major Teachers, a pre-test and a post-test, and an evaluation form to assess the extent to which the participants were satisfied with the training course.

Data Collection and Analysis

- Standard mathematical statistics: frequency, percentage, mean, and standard deviation.
- Statistical method used to analyze the differences between pre-test and post-test: paired t-test with statistical significance at .05.

III. Results

The English Communicative Competence Training Course for Non-English-Major Teachers developed and designed in reference to seven elements: (1) principles and significance of the course, (2) objectives, (3) structure of the course, (4) activities and duration, (5) media and materials training, (6) assessment, and (7) expected benefits. In assessing the draft curriculum for its appropriateness in relation to meeting the needs of non-English-major teachers' needs, the five experts determined that it met the highest possible level of appropriateness. Not only did they consider the curriculum to be highly appropriate overall, they considered each element to be highly appropriate likewise. The training course, which was 48 hours in total, 6 hours a day for eight days, was held during the weekends from Saturday, February 15, 2020, to Sunday, March 8, 2020. The structure of the training course is shown in Table 2.

Table 2. Structure of the Content of the English Communicative Competence Training Course for Non-English-Major Teachers

Time/Date	Topics and Content	Time (hours)
Session 1: Sat 15 February 2020	Orientation and Pre-test	6

9.00–16.00		
Session 2: Sun 16 February 2020 9.00–16.00	Unit 1 Sound System of English	6
Session 3: Sat 22 February 2020 9.00–16.00	Unit 2 Syllable Stress	6
Session 4: Sun 23 February 2020 9.00–16.00	Unit 3 English Intonation	6
Session 5: Sat 29 February 2020 9.00–16.00	Unit 4 Classroom Language for Teachers: Greeting, Introduction, Time to Begin, Registering, and Dealing with Late Attendees	6
Session 6: 6 th Sun 1 March 2020 9.00–16.00	Unit 5 Classroom Language for Teachers: Giving Instructions, Feedback, and Homework	6
Session 7: Sat 7 March 2020 9.00–16.00	Unit 6 Classroom Language for Teachers: Finishing the Exercise, Saying Goodbye, and Leaving the Room	6
Session 8: Sun 8 March 2020 9.00–16.00	Conducting the Post-test and Ending the Course	6
Lunch time: 12.00–13.00		
Total Amount of Time		48

The results of the English communication capacity test showed that the participants' average score on the post-test was higher than their average score on the pre-test at a statistical significance of 0.5. The post-test scores were higher on all parts of the test, both the English pronunciation and English communication in classroom, as shown in Table 3.

Table 3: Comparison of Scores of English Communication Capacity Test of Non-English Major Teachers Before and After Participating in English Communicative Competence Training Course

English communicative competence		N	Score	Mean	S.D	t	p-value	Sig.
English pronunciation (10 items)	Pre-test	15	10	4.50	1.40	-10.01	<.00001	p<.05
	Post-test	15	10	8.80	0.90			
Classroom language communication (20 items)	Pre-test	15	20	6.30	1.60	-18.39	<.00001	p<.05
	Post-test	15	20	17.30	1.60			
Total (30 items)	Pre-test	15	30	10.90	2.60	-17.38	<.00001	p<.05
	Post-test	15	30	26.10	2.10			

The results of the evaluation of the teachers' satisfaction with the training course showed an average score of 4.50 and a standard deviation of 0.47. This result indicated a very high level of satisfaction reported by the participants (Table 4).

Table 4: Participants' Reported Satisfaction with the English Communicative Competence Training Course for Non-English Major Teachers

Items		Mean	S.D	Satisfaction level
1.Overall curriculum	5	50	4.50	Highest
2.Content of curriculum	5	50	4.00	Highest
3.Learning process	5	60	4.30	Highest

Items			M	S.	Satisfactio
	ean		D	n level	
4.Facilitator’s ability	5	50	4.	0.	Highest
5. Media and tools	5	30	4.	0.	High
6.Assessment	5	60	4.	0.	Highest
Total	5	50	4.	0.	Highest

IV. Discussion

The process of developing the training course began with an investigation into the existing research on training of this kind and the concepts and theories pertaining to ESP and TEFL. Based on this research, the English Communicative Competence Training Course for Non-English-Major Teachers, which consists of seven elements, was created. All content units were verified as appropriate by five experts who have knowledge of and experience teaching TEFL and ESP. After the assessment from the experts, the curriculum was trialed with a group of teachers to identify and address any weaknesses with the overarching purpose of ensuring that the training course would be effective in serving the needs of the learners for whom it was designed. Overall, the objectives of the course and, therefore, the content should relate directly to the real-life classroom situations that teachers are called on to manage and should provide them with the language skills to address these effectively. This is in accordance with Ornstein and Hunkins’s (2018) view that the curriculum structure should consist of four main parts: goals and objectives, content, learning activities, and evaluation.. In addition, a document analysis pertaining to the curriculum design and the English content needed by the target learners was performed to ensure that the course would align with the teachers’ specific professional needs. Further, it was necessary to establish the elements that comprise the course as well as the evaluation of the course provided by the five experts, who assessed the curriculum as being both of its quality and appropriate to its purpose for the targeted learners. The evaluation of the course supports the work of Wanthong (2018) in his/her study “Development of English Teaching Curriculum through Problem-Based Learning Approach of Teachers in SANUK Province Cluster”—an approach with the goal of producing a curriculum consisting of four major elements: objectives, content, training process, and assessment and evaluation. The results of the experts’ evaluation of the curriculum showed that the elements relation to appropriateness is at the high to the highest levels. At the same time, the relevant of each element of the curriculum is in accordance with the established criteria. The curriculum was developed systematically and great emphasis was placed on determining the English content most needed by teachers in their professional lives. This approach is in accord with the

approach recommended by Pavel (2000) in his study “Developing English for Specific Purposes Course Using a Learner Centered Approach: A Russian Experience.” According to Pavel, it is of critical importance that endeavors to design an ESP course begin with a language-use needs analysis of the target learners as a foundation for ensuring that the learning activities are of interest to the learners and, therefore, likely to result in meeting the learning objectives. Numerous other researchers have published articles in which similar conclusions are offered in regard to placing great emphasis on identifying the needs of the focal learners before developing an ESP curriculum (Graves,1996; Harrison,1996; Hutchison & Waters (1987); Vorobieva, 1996). The general argument is that such an approach means that learners can improve their English-language competence by using newly acquired skills and knowledge immediately in their professional lives.

Based on the scores on the pre- and post-tests, the participants’ average score on the post-test was higher than the average score on the pre-test at a statistical significance of 0.05. The training course was developed systematically with a focus on helping learners to gain knowledge of the usage of the English language and its sound system, so that the learners would be able to pass on this language knowledge to their students in the future. According to Bachman (1960), competence in a language consists in the ability to use the language and strategies for using the language skills. Similarly, Nation and Macalister (2010) argued that learning a language should begin with mastering the sound system and then continue on to learning the function of the language. This way, learners both develop the ability to use the language and become familiar with the content of language that they want to develop in order to communicate when working as a teacher in real life. According to results published by Duangphummet and Chandransu (2016) in “Approaches to Enhance English Communicative Competence of Thai People: A Synthetic Account of Targeted Research Series in English Learning Promotion,” if learners in various occupations are to become more competent users English. As same as the designed training course in this research, it is advisable to develop a curriculum with content designed to apply to their professional lives. The activities included in the training course enabled the participants to practice communicating in English such that they acquired and refined language skills, became aware of the language mistakes they were making, and learned how to correct their mistakes. The curriculum included simulation and role-play activities, designed so that the learners would develop English-language skills by interacting with one another. The atmosphere of the training course was relaxed and entertaining. Similarly, in “Communicative Competence in English as a Foreign Language: Its Meaning and the Pedagogical Considerations for its Development,” Ahmed (2018) used simulation and role-play activities in a training course to help EFL learners improve their English-language communication skills and found these kinds of activities to be effective for the stated purpose. In Ahmed’s study, the learners, therefore, had many opportunities to practice using the language in assigned situations based on immediate corrections given during the activities. Ahmed concluded that this approach was highly beneficial to the learners’ development in terms of their confidence communicating in English.

According to the satisfaction survey, the participants reported the very highest level of satisfaction with the training course. This strongly positive result may be attributable to several factors including the approach whereby the course was developed based on concepts and theories about training and the learners had been asked about the length of the course and the kind of content they were interested in. In addition, the training course had been subjected to a quality assessment by experts with significant experience teaching English and developing ESP training courses. The participants in this course were provided with multiple opportunities to

develop their English-language ability through practical exercises and thus to become more confident using the language and able to derive more enjoyment from it. Further, the participants were all pursuing the goal of improving their English communication and of transferring their skills and knowledge to their students. It is likely, too, that the success of the training course derived in part from the fact that it was developed through a process consisting of three phases invented by Cascio (1986): the assessment phase, the training and development phase, and the evaluation phase. In the assessment phase, the researcher determined the focal learners' needs in relation to an English communicative competence training course. Next, in the training and development phase, the researcher created a training course with the goal of helping non-English-major teachers to develop their English communicative skills. Then, in the final phase, i.e., the evaluation phase, the researcher determined the extent to which the learners were satisfied with the English course and found that they were more confident using English after taking the course than they had been prior to taking it. The results of the satisfaction evaluation support Jones's (2013) position that training is effective in helping learners improve their English communication because it affords opportunities both to identify mistakes and practice correcting them. Thus, as a result of successfully completing a course of this kind, learners can be expected to have gained confidence in their ability to communicate in English and to become more effective and efficient in the English-language aspects of their professional lives. The results of the present research study are also in line with those reported by Doungprom, Phusee-on, and Prachanant (2016) in "The Development Desire of Non-English Major Teachers in Small Rural Primary Schools in Thailand: Participatory Action Research," which focused on helping non-English-major teachers who lacked an educational background in curriculum assessment to improve their English-language skills and thus become more competent and confident communicating in the language. After participating in a training course, this group of teachers became more competent users of English and more confident in their use of the language, and they reported having a more positive attitude toward teaching English than had been the case before taking the course. The participants also reported the very highest level of satisfaction with the training course. Furthermore, Niamhom, Srisuantang, and Tanpichai (2018) conducted a satisfaction study focused on classroom language-training courses for primary-school-level English teachers at a primary educational service area office in Nakhon Pathom province, Thailand, to determine the extent to which the learners were satisfied with an face-to face English training for primary-level teachers. According to the results of the study, the participants reported having the highest level of satisfaction with the course because the curriculum was clear, appropriate to their jobs, and the facilitator had helped them to improve their language mistakes so that they felt they had improved in the ways that they most needed to. Further, unlike other courses in which the teachers had participated, the courses considered by Srisuantang and Tanpichai each had only 10 participants, a small number that facilitated the learning process by ensuring that every participant received considerable attention from the instructor.

V. Conclusion

According to the research reported in the present study, the English Communicative Competence Training Course for Non-English-Major Teachers developed by the researcher can be effective in helping the focal learners improve their English communication skills because the content and the length of the course together with multiple other details were determined based on the needs of those learners. It is reasonable to

surmise, therefore, that the targeted nature of the course was responsible for the high level of satisfaction reported by the learners. Further, the course included learning activities that the researcher had developed to enable the participants to both practice and demonstrate their language ability. Their mistakes were met with good advice on how to improve. All aspects of the course were designed to be consistent with the context and requirements of the participants' professional lives. Overall, the results support the position that an ESP curriculum should be designed to be brief and straight to the point and based on a careful consideration of the needs of the focal learners—particularly in regard to exactly how they will use the knowledge and skills.

Acknowledgement

The research reported in this article work was supported by the Phranakhon Rajabhat University Research Fund.

References

1. Allen, M. (2017). *The Sage encyclopedia of communication research methods*. London: Sage Publications.
2. Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
3. University Press.
4. Basturkmen, H. (2010). *Developing courses in English for specific purposes*. New York, NY: Palgrave Macmillan.
5. Chaisom, W. (2018). *The Important of English in Era of Industrial Revolution*. [Online] Available: <http://ejournal.nidtep.go.th/PDF/pdf5be2aa21d52dc.pdf> (January 12, 2019)
6. Chavangklang, P., & Chavangklang, T. (2018). A development of foreign language training course for local youth guides of Dankwian community in Thailand. *Advances in Language and Literary Studies*, 9(4), 187. doi: 10.7575/aiac.all.v.9n.4p.187
7. Dahbi, M. (2017). Towards an ESP course for engineering students in vocational schools in Morocco: The case of the National School of Applied Sciences. *SSRN Electronic Journal*. doi: 10.2139/ssrn.2895541
8. Davies, A., & Munby, J. (1981). Communicative syllabus design. *TESOL Quarterly*, 15(3), 332. doi: 10.2307/3586758
9. 332. doi: 10.2307/3586758
10. Dounprom, U., Phusee-on S, & Prachanant, N. (2016). The development desire of non-English major teachers in small rural primary schools in Thailand: Participatory action research. *Educational Research and Reviews*, 11(16), 1612–1621. doi: 10.5897/ERR2015.2415
11. Dhanasobhon, S. (2006). English language teaching dilemma in Thailand. [Online] Available: <http://www.curriculumandinstruction.org/index.php?lay=show&ac=article&Id=539134523&Ntype=7> (January 12, 2019).

12. Duangphummet, N., & Chandransu, N. (2016). Approaches to enhance English communicative competence of Thai people: A synthetic account of targeted research series in English learning promotion. *Journal of Language and Culture*, 35(2) (July–December 2016), 77–96.
13. Faen, J. A. M. (2017). ESP syllabus design: Developing a needs based communicative course to enhance the employability skills of engineering students. *GYANODAYA – The Journal of Progressive Education*, 10(2), 55. doi: 10.5958/2229-4422.2017.00016.0
14. Flora, D. F. (2008). Developing English for General Academic Purposes (EDAP) Course in an Indonesian University. English Department, Faculty of Letters, Petra Christian University. 10(1), June 2008: 53–62. [Online] Available: <http://www.petra.ac.id/~puslit/journals/dir.php?DepartmentID=ING>.
15. Graves, K. (1996). *Teachers as course developers*. England: Cambridge University Press.
16. Harrison, R. (1996). The training of ESP teachers in Russia. *English for Specific Purposes – Russia*, 2: 24–26.
17. Hirsch, R. (2017). Developing an ESP Course for Hairstylists. [Online] Available: <https://rhirsch.public.iastate.edu/hairproject/textbook/needsanalysis.pdf> (January 8, 2019)
18. Hyland, K. (2000). *Developments in English for specific purposes: A multi-disciplinary approach*; Tony Dudley-Evans and Maggie-Jo St John. Cambridge, Cambridge University Press, 1998, 301 pp. *English for Specific Purposes*, 19(3), 297–300. doi:10.1016/s0889-4906(99)00026-5
19. Hutchison, T., & Waters, A. (1987). *English for Specific Purposes: A learner-centered approach*. England: Cambridge University Press.
20. Janpha Thadphoothon (2017). English Language Competence of Thai School Teachers, *Economics & Management Innovations*, 1(1) :154-156.
21. Jones, P. (2013). How to Gain Confidence to Speak English [online] available: http://www.ehow.com/how_8131189_gain-confidence-speak-english.html
22. Krashen, S. (1985). *The Input Hypothesis: Issues and applications*. New York, NY: Longman.
23. Land, G. (1983). A made-to-measure ESP course for banking staff. *The ESP Journal*, 2(2), 161–171. doi: 10.1016/0272-2380(93)90005-r
24. Lee, H.-K. (2009). A study of an ESP program for university engineering students. *English Language Teaching*, 21(3), 69–85. doi: 10.17936/pkelt.2009.21.3.004
25. Marjanovikj-Apostolovski, M. (2019). Developing teaching materials for ESP courses: The last option many ESP teachers resort to. *SEEU Review*, 14(1), 160–177. doi: 10.2478/seeur-2019-0009
26. Ministry of Education, 2019. *The Guidelines on English language teaching and Learning Reforming Policy*. Bangkok
27. Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York, NY: Routledge.
28. National Institute of Educational Testing Service (Public Organization). (2018). *Summary O-NET Results in 2018*. [Online] Available: <http://www.newonetestresult.niets.or.th/AnnouncementWeb/Login.aspx>

29. Nazarova, T. (1996). English for specific purposes in Russia: a historical perspective. *English for Specific Purposes – Russia*, 1, 4–5.
30. Niamhom, W., Srisuantang S., & Tanpichai, P. (2018). Satisfaction study towards classroom language training courses of English teachers in primary educational service area office, Nakhon Pathom province, Thailand. *Journal of Advanced Research in Social Sciences and Humanities*, 3(2). doi: 10.26500/jarssh-03-2018-0201
31. Noom-ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching*, 6(11). Canadian Center of Science and Education (139–147).
32. Noopong, D. (2002). English teaching problems and the needs for professional development of teachers of English in education extended schools under the Jurisdiction of the Office of Primary Education, Nakhon Ratchasima. Nakhon Ratchasima Rajabhat University. English Program.
33. Nunan, D. (1988). *Syllabus design*. Oxford: Oxford University Press.
34. Nunan, D. (1991). *Language teaching methodology*. Hemel Hempstead: Phoenix ELT.
35. Oliva, P. F. (1992). *Developing the curriculum* (3rd ed.). New York, NY: HarperCollins Publishers.
36. Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues*. England: Pearson Education.
37. Pavel V. Sysoyev (2000). Developing an English for Specific Purposes Course Using a Learner Centered Approach: A Russian Experience. *The Internet TESL Journal*, Vol. VI, No. 3, March 2000. [Online] Available: <http://iteslj.org/>
38. Pongsitthakorn, P. (2012). Training curriculum development on standard-based learning unit design for Thai language teachers of the secondary education level. *SDU Research Journal Humanities and Social Sciences*, 8(2), 121–135.
39. Qing Xie. (2016). Developing communicative competence for the globalized workplace in English for occupational purposes course in China. *Journal of Language Teaching and Research*, 7(6), 1142–1152, November 2016. [Online] Available: <http://dx.doi.org/10.17507/jltr.0706.12>
40. Richards, J. C. (2001). *Curriculum Development in Language Teaching*. doi: 10.1017/cbo9780511667220
41. Robinson, P. C. (1980). *English for specific purposes Esp ; the present position*. Oxford, NY, Toronto, Sydney, Paris, Kronberg/Taunus: Pergamon Press.
42. Robinson, P. C. (1991). *ESP today: A practitioner's guide*. London: Prentice Hall International.
43. Sabri T. S. Ahmed. (2018). Communicative competence in English as a Foreign Language: Its meaning and the pedagogical considerations for its development. *The Creative Launcher: An International, Open Access, Peer Reviewed & Refereed E-Journal in English*, II(VI), 301–311.
44. Simpson, J. (2011). *Integrating project-based learning in an English language tourism classroom in a Thai university (Doctoral dissertation)* Australian Catholic University, Sydney, Australia. <https://doi.org/10.4226/66/5a961e4ec686>

45. Strevens, P. (1978a). *Special-purposes language learning*. London: Pergamon.
46. Susilowati, E. (2008). ESP as an Approach Of English Language Teaching In Its. *Jurnal Sosial Humaniora*, 1(1). doi: 10.12962/j24433527.v1i1.680
47. Sysoyev, P. (1999). Principles of teaching English for Specific Purposes in Russia. *English for Specific Purposes – Russia*, 11, 13–15.
48. Ulla, M. B. (2018). English language teaching in Thailand: Filipino teachers' experiences and perspectives. *Issues in Educational Research*, 28(4), 1080–1094. [Online] Available: <http://www.iier.org.au/iier28/ulla2.pdf>
49. Vorobieva N. (1996). Needs analysis for an international relations department. *English for Specific Purposes – Russia*, 2, 15–18.
50. Vygotsky, L. (1978). *Mind and society*. Cambridge: Harvard University Press.
51. Wanthong, N. (2018). Development of English Teaching curriculum through problem-based learning approach of Teachers in SANUK province cluster. *College of Asian Scholar Journal*. 8th Special Edition (October 2019), 193–201.
52. Wiriyachitra, A. (2002). English-language teaching and learning in Thailand in this decade. *Thai TESOL Focus*, 15(1), 4–9.
53. Woodrow, L. (2017). Needs analysis and ESP course design. *Introducing Course Design in English for Specific Purposes*, 21–31. doi: 10.4324/9781315143279-3
54. Yongjiranon, P. (2010). Needs analysis to develop an ESP course for recruitment consultants at Manpower (Thailand). Bangkok, Thailand: Language Institute, Thammasat University.