

COMPUTER ASSISTED LANGUAGE LEARNING TO IMPROVE ENGLISH
FOR HOTEL AT A UNIVERSITY IN THE NORTHEASTERN REGION OF
THAILAND

A DISSERTATION
BY
SRIJITTRA NAVARUTTANAPORN

Presented in partial fulfillment of the requirements for the
Doctor of Philosophy in English
At Srinakharinwirot University
March 2010

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การใช้คอมพิวเตอร์เพื่อช่วยสอนภาษาอังกฤษเพื่อการโรงแรมในมหาวิทยาลัย
ในเขตภาคตะวันออกเฉียงเหนือของประเทศไทย

บทคัดย่อ
ของ
ศรีจิตรา นวรัตน์ภรณ์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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การวิจัยครั้งนี้สร้างขึ้นเพื่อทดสอบสมมุติฐานดังต่อไปนี้ (1) การเรียนด้วยคอมพิวเตอร์ช่วยสอนสามารถช่วยเพิ่มความสามารถทางภาษาอังกฤษของนักศึกษาได้ (2) นักศึกษาที่มาจากครอบครัวที่มีรายได้ระดับปานกลางถึงสูงมีคะแนนสอบของแบบทดสอบ ELLIS สูงกว่านักศึกษาที่มาจากครอบครัวที่มีรายได้ระดับต่ำและ (3) มีความสัมพันธ์เชิงบวกระหว่างทัศนคติของนักศึกษาที่เรียนด้วยคอมพิวเตอร์ช่วยสอนและคะแนนสอบหลังเรียนของแบบทดสอบ ELLIS กลุ่มตัวอย่างในการวิจัยครั้งนี้คือ นักศึกษาระดับมหาวิทยาลัยที่ลงทะเบียนเรียนวิชา ภาษาอังกฤษเพื่อการ โรงแรม 2 และแบ่งเป็นสองกลุ่มคือ กลุ่มทดลองและกลุ่มควบคุม

กลุ่มตัวอย่างที่อยู่ในกลุ่มทดลองเรียนด้วยโปรแกรมคอมพิวเตอร์ช่วยสอนในขณะที่กลุ่มตัวอย่างที่อยู่ในกลุ่มควบคุมเรียนด้วยตำราเรียนปกติ นอกจากนี้นักศึกษาที่อยู่ในกลุ่มทดลองและกลุ่มควบคุม ยังถูกแบ่งออกเป็นกลุ่มที่มาจากครอบครัวที่มีรายได้ระดับปานกลางถึงสูงและกลุ่มที่มาจากครอบครัวที่มีรายได้ระดับต่ำ เครื่องมือที่ใช้วัดความสามารถทางภาษาอังกฤษของกลุ่มตัวอย่างที่เข้าร่วมในงานวิจัยนี้ คือแบบทดสอบ ELLIS ซึ่งถือว่าเป็นแบบทดสอบมาตรฐานและเชื่อถือได้และได้นำมาใช้เป็นแบบทดสอบก่อนและหลังเรียนของงานวิจัยนี้

สถิติที่ใช้เพื่อทดสอบสมมุติฐานที่ 1 และ 2 คือ ANCOVA และ สถิติที่ใช้เพื่อทดสอบสมมุติฐานที่ 3 คือ Spearman rho โดยตั้งระดับนัยสำคัญทางสถิติเพื่อทดสอบสมมุติฐานทั้งหมดไว้ที่ .05

ผลการวิจัยพบว่า จากคะแนนของแบบทดสอบ ELLIS ของนักศึกษาที่อยู่ในกลุ่มที่เรียนด้วยโปรแกรมคอมพิวเตอร์ช่วยสอนไม่สูงกว่าคะแนนของนักศึกษาที่อยู่ในกลุ่มที่เรียนด้วยตำราเรียนปกติ ผลการวิจัยจึงไม่สนับสนุนสมมุติฐานที่ 1 นอกจากนี้ ผลการวิจัยยังพบว่านักศึกษาที่มาจากครอบครัวที่มีรายได้ระดับปานกลางถึงสูงมีคะแนนสูงกว่านักศึกษาที่มาจากครอบครัวที่มีระดับรายได้ต่ำ ผลการวิจัยจึงสนับสนุนสมมุติฐานที่ 2

ผลการวิจัยยังพบว่า มีความสัมพันธ์เชิงบวกระดับต่ำแต่ไม่มีนัยสำคัญทางสถิติระหว่างทัศนคติของนักศึกษาต่อการเรียนด้วยโปรแกรมคอมพิวเตอร์ช่วยสอนและคะแนนสอบหลังเรียนของแบบทดสอบ ELLIS ผลการวิจัยจึงไม่สนับสนุนสมมุติฐานที่ 3

COMPUTER ASSISTED LANGUAGE LEARNING TO IMPROVE ENGLISH
FOR HOTEL AT A UNIVERSITY IN THE NORTHEASTERN REGION OF
THAILAND

AN ABSTRACT

BY

SRIJITTRA NAVARUTTANAPORN

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This research was designed to test the following hypotheses: (a) computer-based learning (CBL) could help students improve their English proficiency, (b) students coming from middle- to high-income families had higher scores on the English Language Learning and Instruction System (ELLIS) Test than those coming from low-income families, and (c) there was a positive relationship between the attitudes of the CBL students and their posttest scores on the ELLIS Test. Participants of this study were university students enrolled in English for Hotel 2, and they were divided into two groups – experimental and control.

The participants in the experimental group experienced CBL, whereas those in the control group experienced text-based learning (TBL). In addition, the participants in both groups were divided into middle- to high-income families and low-income families. The instrument used to measure the English proficiency of the students participating in this study was the ELLIS Test, which is a standardized and reliable test, and it was used as a pretest and posttest in this study.

Analysis of covariance (ANCOVA) was used to test hypothesis one and hypothesis two, and a one-tailed Spearman rho was used to test hypothesis three. An

alpha level of .05 was established to indicate whether the relationships were statistically significant for all statistical tests.

It was found that students participating in the CBL group did not score higher on the ELLIS Test than those participating in the TBL group. The data did not support hypothesis one. It was found that the students coming from middle- to high-income families scored higher than those coming from low-income families. The data supported hypothesis two.

In addition, a low positive relationship, but not significant, was found between the attitudes of students towards the CBL and their posttest scores on the ELLIS Test. Therefore, the data did not support hypothesis three.

The dissertation titled
“Computer Assisted Language Learning to Improve English for Hotel at a University in
the Northeastern Region of Thailand”

by
Srijittra Navaruttanaporn

has been approved by the Graduate School as partial fulfillment of the requirements for the
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CHAPTER I

INTRODUCTION

Background of the Study

In the new age of globalization and information technology, English has become a global language. It has become an official language of many countries in Asia such as Singapore, Malaysia, and India (Blue & Harun, 2003; Clark, 2001; Crystal, 1997; Kruekaew, 2008; Rasri, 2002; Wiriyaichitra, 2001; Wongboonnate, Praditwathana, & Wannawisan, 2004). Moreover, English is now taught as the first foreign language in many countries (Sesek, 2008; Wiriyaichitra, 2001; Wongboonnate, Praditwathana, & Wannawisan, 2004). For example, in Thailand, China and Japan, students are required to take English as a foreign language in grade school and at the university level. In addition, English plays an essential role in international communication and transactions in the fields of science, technology, business, and commerce due to the expansion in air travel, tourism, hospitality, and business (Blue & Harun, 2003; Briguglio, 2001; Buosonte et al., 2007; Chen, 1997; Clark, 2001; Gimenez, 2006; Komgumpol, 1997; Meksophawannagul & Hiranburana, 2005; Revell, 2007; Richards, 2001; Soontornnaruerangsee, 2006; Swales, 2000; Tudor, 2001; Wiriyaichitra, 2002). The more competitive the hospitality and tourism industry becomes, the more employees who have a good command of English communication are required. Thus, English has become an essential means of international communication (Almekhlafi, 2006; Buosonte et al., 2007; Komgumpol, 1997; Soontornnaruerangsee, 2006).

Needs for English in the Tourism and Hospitality Industry in Thailand

According to the Tourism Authority of Thailand (2006), the tourism and hotel industry is the main source of income in Thailand, and the number of foreign tourists from America, Oceania, Europe, and the Middle East visiting Thailand has been increasing. Thailand has now been ranked as one of the world's most favorite tourist destinations (Global Agriculture Information Network [GAIN], 2005; Market Research, 2007). Moreover, the key policy of the Ministry of Tourism and Sports is to develop Thailand into the tourism capital of Asia (Chaisawat, 2005). However, in business sectors and workers or staff who work in the tourism and hospitality industry do not have enough English proficiency to effectively perform and communicate in English. In addition, many Thai university students face challenges in using English proficiently. Therefore, they struggle with the language and are unable to communicate adequately with people from other countries (Deesri & Pattanasorn, 2002; Meksophawannagul & Hiranburana, 2005; Pinyosunun, 2005; Rungnirundorn & Rongsa-ard, 2005; Shamsudin & Nesi, 2006; Soontornnaruerangsee, 2006; Wiriyachitra, 2002).

Problems of Thai University Students in English for Communication

Thai students, especially those from rural areas, have few opportunities of being exposed to English (Chirschoo & Wudthayagorn, 2001; Chiu, Liou, & Yeh, 2007; Pinyosunun, 2005; Rasri, 2002). There are shortages of learning materials as well as educational technologies, so students have little interest and motivation in learning English (Meksophawannagul & Hiranburana, 2005; Pinyosunun, 2005). They also feel embarrassed to use English in communicating in class with their friends, teachers, or with native speakers (Chiu, Liou, & Yeh, 2007; Kijisiripanth, 2006; Rungnirundorn & Rongsa-

ard, 2005; Syananondh & Padgate, 2005; Wiriyachitra, 2002). According to Kosashunhanan (2007), Thai students gain their knowledge of English largely from textbooks. In English teaching classrooms in Thailand, teachers generally control the learning activities (Chirschoo & Wudthayagorn, 2001; Kijisripanth, 2006) as well as provide the information in Thai, and the normal class size is about 40 to 60 students. Therefore, students have few opportunities to use English to communicate in their classes and in real life situations (Chen, 1997; Chiu, Liou, & Yeh, 2007; Gubtapol, 2002; Kaewphaitoon, 2006; Kosashunhanan, 2007; Pinyosunun, 2005; Rasri, 2002; Tangpijaikul, 2002; Wiriyachitra, 2002). Additionally, although Thai students study English for many years, they still have difficulties using the English language (Bell, 2007; Chumpavan et al., 2008). Therefore, many students graduate from school and join the workplace with a poor grasp of English (Bell, 2007; Chumpavan et al., 2008; Pinyosunun, 2005; Rasri, 2002; Wiriyachitra, 2001; Wongboonnate, Praditwathana & Wannawisan, 2004).

Due to the fact that the numbers of students studying foreign languages are increasing worldwide, the need to improve their proficiency in English is important (Almekhlafi, 2006). In the present situation, there is a high demand for employees to communicate effectively in English in the workplace (Deesri & Pattanasorn, 2002; Daoud, 2000; Meksophawannagul & Hiranburana, 2005; Pinyosunun, 2005; Rungnirundorn & Rongsa-ard, 2005; Wiriyachitra, 2002). In the demand for English speakers in the workplace, it is generally agreed that the four basic language skills are crucial for successful communication. In most international businesses, the ability to communicate accurately is one of the most important skills such as conveying and

understanding essential ideas (Bachman, Sigband, & Hipple, 1987; Majors, 1990; Stewart et al., 1989).

Communication in English for Specific Purposes

Language for specific purposes (LSP) is the language used in specific areas such as within business, hotels, economics, or computer science. As the high demand for students' language learning abilities is growing, especially English for Specific Purposes (ESP), the requirement for English courses to meet particular needs is also increasing (Richards & Rogers, 2002). Consequently, nowadays, ESP courses are offered to students at the college or university level. The main purpose of these courses; therefore, is to teach specific language discourse and communication skills to prepare students for success in the workplace where business English is increasingly required (Blue & Harun, 2003; Cheng, 2006; Daoud, 2000; Richards & Rogers, 2002; Soontornnaruerangsee, 2006).

To help their communication in English, teachers should help the students to establish their goals and should cater to the variety of student learning styles by selecting, providing, or developing appropriate teaching methods to help students communicate in English productively (Fernandez, 2001 ; Suetrong, Chaiwapimai & Kisawadkorn, 2003). Students are able to gain high language learning achievement if they are engaged with appropriate learning materials which are related to meet their interests and needs (Hui, 2003). There are various kinds of interesting teaching and learning materials to promote a rich language learning environment. In applying technology, computer programs as part of teaching and learning English should be taken into consideration. It can promote students' language learning proficiency and can fulfill the growing demand for proficient English speakers in the workplace. Of particular interest to the researcher is the role of

the computer in language learning, and how much computer-based learning (CBL) can be woven into teaching and learning process.

Computers in Language Classrooms

Computers are used widely in schools and universities. Higher education institutions take advantage of information and communication technology in order to facilitate a rich teaching and learning environment (Beatty, 2003; Chiu, Liou, & Yeh, 2007; Hancock, Bray, & Nason, 2002; Hemard, 2006; Higgins, 1993; Scrimshaw, 1993; Wang & Zhang, 2005; White, 2006). Thus, many educators and researchers have begun researching and developing their own programs to encourage students to use computers as part of learning English (Higgins, 1993; Jarvis, 2003; Jones & Sato, 1998). The use of computer programs allows users to save and make changes on written drafts. E-mail exchanges also allow students in different areas to communicate with each other quickly and easily (Chapelle, 2001; Ducate & Lomicka, 2008; Hancock, Bray, & Nason, 2002; Higgins, 1993; Jauregi & Banados, 2008; Jung & Kim, 2004; Lai, 2006; Lee, 2000; Mishra & Panda, 2007; Peter, 1996; Shelly, Cashman, & Vermaat, 2003; White, 2006).

Additionally, computers can be used in language classrooms to help students learn or conduct activities independently, in small groups, or with some support from teachers. By using the computers, students can search various sources for learning materials, interact with people in different countries, receive immediate feedback by getting their exercises automatically corrected and access information anywhere and anytime they want if computers are available to them (Chandavimol, 2003; Ducate & Lomicka, 2008; Jung & Kim, 2004; Lai, 2006; Lee, 2000; Liaw, 2003; Tozcu & Coady, 2004; Warschauer & Kern, 2000; Wang & Zhang, 2005; Ward, 1995). In addition, teachers

should develop their curriculum by applying the computer programs for use in classrooms in order to satisfy learners and to enhance their performance (Tudor, 2001).

The role of computers is increasingly growing in the field of education (Beatty, 2003; Higgins, 1993; Jarvis, 2003; Pennington, 2003; Strommen & Lincoln, 1992; Wang & Reeves, 2007; Warschauer & Kern, 2000). There are many research studies have been conducted which explore the use of computers in language classrooms. Several studies have focused on investigating the effectiveness of computer programs to enhance students' language learning proficiency in Thailand and other countries. In other countries, the findings have revealed a positive effect from computer-based learning (Abraham, 2008; Almekhlafi, 2006; Ariew & Ercetin, 2004; Chen, 1997; Drexel, 1989; Gubtapol, 2002; Hirata, 2004; Liaw, 2003; Smidt & Hegelheimer, 2004; Tozcu & Coady, 2004; Wang & Zhang, 2005), and in Thailand, results have also shown a positive effect (Chongchaikit & Arjnonla, 2008; Chonlapap, 2002; Chumpavan et al., 2008; Kaewphaitoon, 2003; Komgumpol, 1997; Pongsart, 2004). However, some studies have shown a negative effect of computer-based learning (Chang, 2002; Dupagne, Stacks & Giroux, 2007; Hiranburana & Opanon-amata, 2003; Neri, Cucchiari, & Strik, 2008; So-in, 2009; Zapata & Sagarra, 2007).

In conclusion, in Thailand and other countries, studies have showed that using computers as a tool in the language classroom can enhance students' language learning skills. Informational, communicative, and effective materials can be learned via computers; computers can be used as one of the learning tools to help students improve their language learning abilities. However, some studies have shown no significant difference in students' overall achievement. Of particular interest to the researcher is the

role of computers in language learning and how the role of the computer has changed as new learning theories develop. Therefore, this study investigated whether computer-based learning could really help students improve their English learning proficiency.

Theoretical Framework

This study was conducted based on constructivist theory in promoting language learning by using computer programs. Constructivism was developed from the belief that knowledge can be constructed by learners. The goal of this educational theory is to “create social environments that induce students to construct their own understanding” (Liaw, 2003, p. 2), and to provide opportunities for independent thinking, allowing students to take responsibility for their own learning. The focus of constructivism is on students, not teachers. When constructivism is applied to language classrooms, students are expected to be responsible for their own learning and to become autonomous learners. Teachers will only be responsible for selecting and adapting learning materials to be used in the classrooms. Activities provided in the constructivist language classrooms must encourage students to learn and think in the target language by themselves with some help from the teachers (Beatty, 2003; Braganorte, 2005; Chapelle, 2001; Dickinson, 1988; Henke, 1997; Jones & Mercer, 1993; Lee, 2000; Ward, 1995; Warschauer & Kern, 2000). Hence, educational technology can promote rich opportunities for constructivist theory in the field of language learning (Almekhlafi, 2006; Wang & Zhang, 2005).

Computer programs can be applied to help students learn by conducting activities independently in front of a computer. This research was conducted based on a constructivist approach to promote language learning by using a computer program. The four language skills could be integrated with minimal support from the teacher.

Moreover, the computer program was designed to include problem solving and discovery learning so that students could construct new knowledge through discovering and exploring their own learning in order to improve their language skills.

Students' Positive Attitudes towards the Use of Computers in Language Classrooms

A positive attitude towards language learning will motivate students to learn and develop the learning processes to achieve the learning goals. In 2001, Fernandez studied English teachers' attitudes towards the introduction of multimedia in the classroom, and the results revealed that 81.47% of the teachers believed that the use of computers helped motivate the students to learn. There have been research studies that focused on students' positive attitudes towards the use of computer in educational fields. The results revealed that students had positive attitudes towards CBL and they also enjoyed learning language via the computer (Almekhlafi, 2006; Jung & Kim, 2004; Kaewphaitoon, 2003; Kijisripanth, 2006; Kremenska, 2007; Lai, 2006; Lee, 2003; Liaw, 2003; Pongsart, 2004; Sangkhamanon, 2004, Sanprasert, 2005; Tozcu & Coady, 2004; Trinder, 2002; Ward, 1995; Warschauer, 1996; Warschauer & Kern, 2000).

From previous studies, it can be concluded that the use of CBL was beneficial for language learning; it could help the students increase positive attitudes and improve their learning achievement. That is, the students' attitudes can affect their learning performance.

Family Income and Student Learning Achievement

In the 1999 National Education Act, the education system in Thailand focused on the full development of Thai learners' capabilities in using educational technologies as a lifelong learning tool. These days, schools, universities, government and non-government

institutions as well as industrialized businesses have come to accept computers as an important component of their day-to-day life and work. Education has been particularly affected by technological changes, and it has been as a key component in promoting teaching and learning activities at schools and universities (Chiu, Liou, & Yeh, 2007; Fernandez, 2001; Hancock, Bray, & Nason, 2002; Pennington, 2003; White, 2006). Thus, information technology has remarkably affected many fundamental aspects of people's lives.

Family socio-economic standing is a significant factor that affects children's educational achievement (Alghazo, 2007; Pattaravanich et al., 2005; Yadav, 2007). High-income families are able to provide more educational technology and facilities to their children than low-income families are. Therefore, financial support from family for educational expenditures is an important factor that might affect a student's learning development. For instance, Abbott and Fouts (2003) studied on the effect of low income on students' achievement. The findings showed that students coming from low-income families received less support from their families and achieved poorer academically than the students coming from high-income families did. Although Abbott and Fouts examined American families in the United States, where family dynamics are quite different from in Thailand, their findings are also applicable to Thai families. In Thailand, parental family income is an important financial source for student (The National Statistical Office, 2002).

Some research studies have revealed the effect of family income on student learning achievement. In 2004, Somphet investigated the factors affecting the learning performance of 356 students in grades 3 and 4 at Kantromwittayakhom School in

Srisaket, Thailand. The results showed that there were a lot of factors affecting students' learning performance such as study habits and personalities; family income also significantly affected students learning performance. That is, students coming from low-income families had lower learning achievement than students coming from high-income families. Similarly, Suwansrinon (2006) studied parental support and child development. Participants were 294 students' parents of kindergarten schools in Bangkok. The participants were asked to answer a questionnaire to obtain information about their occupation, family income, level of educational as well as the role of parental support in education. The results showed that parental support was a significant factor for children's learning development. That is, children receiving the parental support would better develop their learning abilities than those not receiving the parental support.

In Thailand, studying at the college or university level is not compulsory; therefore, students' parents have to pay for most of their children's educational expenditures, which can be classified into two parts: credit and private costs. Private costs are the daily living expenses such as rooms and board. The Thai National Statistical Office (2002) reported that the average private cost for each student in Thailand was 40,052 baht per year or 3,338 baht per month. In addition, Kanjanarajit (2002) analyzed the private costs of the under graduate students at Loei Rajabhat University, Thailand. In the study, 676 out of 4,505 students from the first to fourth years who were enrolled during the academic years of 1999 to 2001. They were chosen by stratified random sampling. The results indicated that the average private cost per student was 49,450 baht per year or 4,121 baht per month. This means the family is primarily responsible for

providing a substantial amount of financial support to students studying in higher academic institutions or universities.

As noted above, research studies have shown that family income plays an important role in student educational achievement. Thus, this study investigated the family income variable to determine if family income affected the students' learning achievement. This study was also conducted with students studying at a university in the Northeastern region in Thailand, where the average monthly income per household was 11,000 baht. This figure was used as the dividing line between high-income and low-income families.

Statement of the Problem

The researcher found a number of studies focusing on using computer-assisted instruction in various fields such as engineering, mathematics, physics, social sciences, and computer science. Several research studies have compared the achievement levels between computer-based learning (CBL) and text-based learning (TBL). However, research studies that compared the achievement levels of students who received the computer-based English language instruction and the text-based English language instruction for hotel industry at a university in the Northeastern region of Thailand could not be found. Thus, the specific focus of this study was to investigate whether the CBL would help improve the English skills of university students majoring in English for hotel industry. Additionally, the researcher investigated whether the students coming from middle- to high-income families would have higher scores on the English Language Learning and Instruction System (ELLIS) Test, as applied to the use of developing English for Hotel, than the students coming from low-income families. Moreover, the

researcher also investigated whether the attitudes of the students towards the CBL were related to the posttest scores earned on the ELLIS Test.

Research Hypotheses

The following are the hypotheses to be tested:

1. On the posttest administration of the Hotel Series of the English Language Learning and Instruction System (ELLIS) Test controlled for prior English performance, the mean score of students who experience the CBL on English for Hotel will be higher than the mean score of students who experience the TBL.
2. On the posttest administration of the Hotel Series of the English Language Learning and Instruction System (ELLIS) Test controlled for prior English performance, the mean score of the students coming from middle- to high-income families will be higher than the mean score of the students coming from low-income families.
3. A positive relationship exists between the attitudes of students who experience the CBL on English for Hotel and their posttest scores on the Hotel Series of the English Language Learning and Instruction System (ELLIS) Test.

Significance of the Study

The findings obtained from this study would help to identify whether CBL improves students' English learning proficiency and would help identify whether family income levels affected the students' learning achievement. In addition, this study would provide information about students' attitudes towards CBL. Such information would be

useful to help language teachers make some changes in their roles in certain activities. CBL programs could be also provided to students to work on, and would help teachers cater to students' individual learning styles in order to satisfy learners. Moreover, the same information would be useful to learners who want to improve their English communication in the area of tourism and hotel industry.

Methodology

Selection of University

At present, many universities in Thailand offer their own academic services, academic resource centers as well as various programs in order to support their communities. Loei province is located in the Northeastern region. As a major tourist destination, a number of tourists are gradually increasing. With the high demand for students to communicate effectively English in the work place, Loei Rajabhat University (LRU) is one of the many universities to offer productive courses which help students communicate in English correctly and effectively in order to meet their needs as well as to satisfy business needs. Therefore, LRU was selected as the place of study.

Selection of Participants

Participants for this study consisted of 45 second-year Business English students in the Faculty of Humanities and Social Sciences at LRU, who were enrolled in English for Hotel 2 course in the second semester of the academic year 2007. They were intermediate level English learners who had completed a Basic English course, English for Hotel 1 course, and a Basic Computer course. They were randomly assigned to the

control group or the experimental group. The control group experienced the TBL, and the experimental group experienced the CBL, both on English for Hotel 2 course.

Instrumentation

Test for English Language Learning and Instruction System (ELLIS)

ELLIS is the most standard modern English language development program, which combines the technology of computer-assisted training with a communicative approach for teaching and learning (English Training Software, 2006). In this study, the ELLIS Test on Hotel Series was selected as the instrument to measure students' English proficiency for both the pretest and the posttest because the contents of these test series were comparable to English for Hotel 2 course description, which covers the topics of reception, information desk, telephone use, and restaurant sections. Therefore, the contents were appropriate for use as the test instrument.

Survey of Questionnaire 1

Questionnaire 1 was used to obtain the participants' demographic information. They were asked to provide information on their family income level, the number of years they had studied English, their knowledge of computer use, their perceptions on their computer literacy, and their experience of practicing language skills via computers. This questionnaire was used with students in both the control and experimental groups.

Survey of Questionnaire 2

Questionnaire 2 was used to obtain the participants' attitudes towards the use of the Computer Program on English for Hotel (CPEH). The participants were asked to provide information concerning their performance when they were in the classroom, self-assess their language skills after using the computer program, and also provide their

opinions on the program. The Likert scale from 1 to 5 was used to indicate the levels of the participants' attitudes towards the use of the CPEH. This questionnaire was only used with the students in the experimental group. These participants were also asked to independently provide other comments.

The researcher developed both Questionnaire 1 and 2. Statistics specialists and the researcher's dissertation advisor were asked to read and examine the questionnaires to determine whether they were suitable for verifying responses; the content reliability and the content validity were tested to ensure its high quality. The comments and suggestions from the statistics specialists and the dissertation advisor were used to rectify the questions for appropriateness for the task.

Materials

Materials for the control group.

The textbook and accompanying cassette, *Communicative English for Hotel Personnel* textbook, by Utawanit (2007) were used as learning materials for the control group. They were designed for students who needed to communicate in English when dealing directly with hotel guests. They also covered various situations containing helpful exercises and practice.

Materials for the experimental group.

The Computer Program on English for Hotel (CPEH) was loaded onto an LRU server (available only for English for Hotel class time) and on a CD-ROM. This computer program contained the same contents as those in the *Communicative English for Hotel Personnel* textbook.

Research Design

The research was of a pretest and posttest design. The participants in the experimental and control groups took the ELLIS Test to measure their English proficiency at the beginning of the semester (pretest) and at the end of the semester (posttest). The participants in the experimental group experienced the CBL, whereas the participants in the control group experienced the TBL.

Data Collection Procedures

Pilot Study

Questionnaire 1 and Questionnaire 2 were pilot tested for ambiguity with nine volunteers who were third-year tourism and hotel students, enrolled in the first semester of the academic year 2007 at LRU. Questionnaire 2 was given to the nine students to obtain their attitudes towards the use of the CPEH after 16 days. They were also asked to give comments on using the CPEH. Weaknesses of the program were identified and addressed to improve the program for use in the main study.

Main Study

The data in this study were obtained from the second-year business English students in the second semester of the academic year 2007. The pretest was administered to students in both the experimental and control groups in the first week of the semester. Questionnaire 1 was given to the students on the same day they took the pretest. The students in the experimental group undertook the CBL, whereas the students in the control group experienced the TBL, both on English for Hotel 2 course. The posttest was administered in the last week of the semester. Questionnaire 2 was given to the students

in the experimental group to obtain their attitudes towards the use of the CPEH after a 16-week treatment period.

Data Analysis

A quantitative analysis that focused on the improvement of communicative skills on English for Hotel was used to analyze the data. The data in this study were analyzed according to the research hypotheses. The scores or data obtained from the pretest and posttest of the experimental and control groups were analyzed by using one way analysis of covariance (ANCOVA).

The levels of the students' attitudes towards the CBL were rated by a five-point rating scale which focuses on the level of agreement. A one-tailed Spearman rho correlation coefficient was applied to test the level of the students' attitudes towards the CBL and their posttest scores.

The alpha level of .05 was established for all statistical tests. Additionally, the Statistical Package for the Social Sciences (SPSS) was applied as the statistical software in this study.

Independent Variables

The independent variables in this study were:

1. The CBL group, which the computer program on English for Hotel was applied as a core material throughout the second semester in the year 2007.
2. The TBL group in which the *Communicative English for Hotel Personnel* textbook and accompanying cassette was applied as TBL materials.
3. Family income levels of the CBL and TBL students coming from middle- to high-income families.

4. Family income levels of the CBL and TBL students coming from low-income families.

Dependent Variables

The dependent variables in this study were:

1. The posttest scores of students in the CBL group on the ELLIS Test.
2. The posttest scores of students in the TBL group on the ELLIS Test.
3. The posttest scores of the CBL and TBL students coming from middle- to high-income families on the ELLIS Test.
4. The posttest scores of the CBL and TBL students coming from low-income families on the ELLIS Test.

Confidentiality of Participants and Their Responses

Participants were informed by a covering letter providing information about the purposes of the study and asking for voluntary participation. This letter was distributed to the participants a week before the pretest period. They were asked to contact the researcher if they were unwilling to participate in the study. The students who were not willing to participate in this study were excluded from the study.

Specifically, participants were asked to identify themselves on the questionnaires by using their student identification numbers rather than their names. Their personal information was destroyed immediately after the completion of the study.

Limitations of the Study

This study was limited to a small sample size of the students enrolled in English for Hotel 2 course in the second semester of the academic year 2007 in the Business English Program at LRU. This study was also limited to those who were willing to participate in the study.

Organization of the Study

This study will be presented in five chapters. Chapter I has stated the background of the study, its specific problems, the significance of the study, and an overview of the research design. Chapter II will review the related literature and research studies relevant to the problems of the study. Chapter III will describe the methods of the study. Chapter IV will consist of an analysis of the data and the results of the study. The conclusion and recommendations for further studies will be discussed in chapter V.

CHAPTER II

LITERATURE REVIEW

The literature review for this study includes research into problems Thai students have communicating in English, language for specific purposes (LSP), computer-based learning (CBL), computer assisted language learning (CALL), computers in language classrooms, theoretical framework, students' attitudes, and relationship between family income and students' learning achievement. The complication of the manifold factors that must be considered in assessing the effects of computer programs on English for hotel at the university level is the cause for investigating many different areas.

Thai Students' Problems with Communication in English

The role of English in Thailand is important as it is in many other countries. English is the language most widely taught as a foreign language in many countries in the world. In Thailand, English is taught as a foreign language both in schools and universities (Almekhlafi, 2006; Kruekaew, 2008; Pinyosunun, 2005; Wiriyaichitra, 2001). Although Thai students study English for many years, they still have difficulties with communicating in English. Compared to the general level of English proficiency of Asian students in many countries in Asia such as Malaysia, Singapore, and the Philippines, Thai students still have a low English learning proficiency. They are not able to communicate in English effectively. Some interesting research studies have been done into the problems of teaching and learning English in Thailand.

Wiriyaichitra (2001) states that the problems with English language teaching and learning in Thailand, are that the demands for English in the workplace are not met. The possible reasons for these difficulties in English language teaching and learning found in Thailand are (a) for teachers: having heavy teaching loads, too many students in a class (45-60), lacking English language skills and native speaker cultural knowledge, and lacking teaching materials and educational technology and (b) for learners: interference from the mother tongue (Thai), lacking opportunities to use English in their daily lives, unchallenging English lessons, being passive learners, being too shy to speak English with classmates, and lacking responsibility for their own learning. Wiriyaichitra also points out that learners are the most important component for academic achievement; therefore, they must be encouraged. Hence, families and those involved in school policy and administration should pay particular attention to these problems.

Rasri (2002) claims that Thai university students still have difficulties in understanding the English language. They cannot use English to satisfy their needs. There are several factors that affect Thai students in learning English: (a) English is hardly used in Thai society, (b) Thai students rarely have the opportunity to use English outside the class, (c) in remote areas, there are few qualified teachers, (d) Thai students learn English to pass tests, not to gain proficient language skills, (e) the teaching methods are not appropriate. In order to help them learn the English language effectively, Thai English teachers should change the traditional methods of teaching and help students by providing learning opportunities that encourage direct use of the English language in real situations.

In 2004, Wongboonnate, Praditwathana, and Wannawisan conducted a study on students' problems and needs in their reading in English. Participants were 60 undergraduate students in the second year in the secretarial major at Rajmangala Institute of Technology Burpitpimuk, Jakrawat, Bangkok, Thailand. The participants were asked to complete a questionnaire in order to obtain: (a) students' personal information, (b) students' problems in reading, and (c) students' needs in reading English. The findings revealed that the participants had problems in reading English at a moderate level and they needed to learn more about vocabulary, context clues, academic texts, and reading strategies. Additionally, Wongboonnate, Praditwathana, and Wannawisan mentioned that good reading materials should be diversified and interesting, and provide enjoyable activities which would serve the students' needs in reading English. Moreover, they also concluded that to improve students' reading skills, teachers should present interesting and appropriate teaching materials in language lessons which stimulate student attention and enhance the desire to learn.

In 2004, Rujiornwasin conducted a study to investigate Thai engineering students' perceptions of the importance of spoken English and their speaking problems. Participants consisted of 146 students from Mahidol University and 43 students from Assumption University (ABAC). They were all second year engineering students in the second semester of the academic year 2002-2003. The instrument was a five-point rating scale questionnaire. The findings revealed that in terms of the perceptions of the importance of spoken English, both ABAC and Mahidol students had a high positive perception. There was a statistically significant difference between the total mean scores of the problems both groups had in speaking English and learning spoken English. From

the results of this study; therefore, Rujipornwasin concluded that the students' problems in learning spoken English should be carefully considered. Moreover, English teachers should provide appropriate learning and teaching materials.

A study by Pinyosunun (2005) examined the problems of using English in MBA and MA international graduate programs. The participants consisted of 280 international graduate students from Assumption University, Asian University of Science and Technology (Asian University), Schiller Stanford International University, University of the Thai Chamber of Commerce, and Webster University (Thailand). They were divided into 140 MBA and 140 MA students. The instrument used was a questionnaire which asked the participants to evaluate the level of the four skills needed to study in an international program. The results of this study revealed that listening and writing problems were rated as "neutral", whereas speaking and reading problems were rated as "disagree". It can be concluded that students did not have much difficulty in using English to study in international graduate programs. From the results of this study, it was also found that writing was the most difficult skill for them, whereas speaking, listening, and reading presented less difficulty, respectively. Listening was ranked as the most important skill followed by speaking, writing, and reading skills, respectively.

Similarly, Pawapatcharaudom (2007) conducted a study to investigate the English language problems and learning strategies of 30 Thai students of Mahidol University. The study employed a survey design which involved administering a questionnaire of rating scales, Rubin (1994) and Oxford's (1990) Strategy Inventory for Language Learning (SILL), research instrument. The findings of this study indicated that the most serious problem of Thai students in learning English was writing while intercultural

communication was the least serious problem. All participants reported a medium frequency use of strategies on the SILL. They reported using metacognitive strategies most frequently, but using compensatory strategies least frequently. Additionally, the most frequently used strategy involved relying on contexts to figure out the meaning of unfamiliar words in the text. Using gestures was the least frequently used strategy when the students could not remember a word to say during a conversation.

According to the information above, English is widely used all over the world as a mean of communication and exchanging information. Although Thai students have studied English for many years, they cannot use English effectively. Therefore, Thai students, today, need to improve their English abilities drastically.

Language for Specific Purposes

Language for specific purposes (LSP) or English for specific purposes (ESP) was developed in the 1960s. LSP/ESP syllabus design and material production are different from General English teaching. LSP/ESP focuses on knowledge of language in use rather than language in form (Zhang, 2007). Most often, LSP/ESP is language used for specific purposes such as within businesses, hotels, economics, or computer sciences (Richards & Rogers, 2002; Swales, 2000). As a result of the increasing requirements in language skills, Richard and Rogers pointed out that the demand for English courses to meet particular needs is also increasing. Consequently, nowadays, there are many English for Specific Purposes (ESP), English for Occupational Purposes (EOP), or English for Business Purposes (EBP) courses offered to students at the college and university level. In addition, Swales (2000) claims that language for Business Purposes (LBP) has become

a major expansion of LSP. The causes of this expansion are (a) LBP has been further researched in comparison to science and technology, (b) international business growth and globalization have drawn many business people into using bilingual and multilingual occupational settings, and (c) the new business setting is closely connected to the multimedia business world.

In the hospitality industry, LSP can be classified into English for General Hospitality Purposes (EGHP) and English for Specific Hospitality Purposes (ESHP). ESHP focuses on the language used in a hotel setting such as checking in and out of a hotel, and giving hotel information to hotel guests. In contrast, EGHP includes giving tourists directions and general information, and other communicative activities in any hospitality situations. However, ESHP and EGHP extend beyond one another (Blue & Harun, 2003).

In order to design an English business course, Meksophawannagul and Hiranburana (2005) conducted a needs analysis for a web e-learning course for management trainees in the banking industry focusing on English for Business Purposes (EBP). Participants were employees in Thai commercial banks and foreign bank branches in Thailand. The participants were asked to provide information by answering a questionnaire, and were then interviewed to find out their needs for using English. The findings from this study indicated that the management trainees required the four skills of business language learning. In addition, problem-solving, analyzing financial information, interpersonal leadership, translation, presentation, and negotiation skills were also needed in this EBP course design.

In 2005, Rungnirundorn and Rongsa-ard gathered information from 100 business people in Bangkok, and designed a Business Communication course to suit their needs. Their aim was to conduct a study to determine the needs of business people. Instruments were (a) questionnaire used to investigate the participants' needs in business communication (the questionnaire was distributed to 100 business people in Bangkok and 83 were returned), and (b) an interview used to obtain more in-depth information as well as to cross-check the results with the questionnaire responses. The findings revealed that in order to meet the participants' needs, the course would have to be designed into seven parts: socializing, presenting, meetings, negotiating, writing letters, writing reports, and organizing training sessions. Additionally, it was also found in this study that all of the participants needed to improve their English communication skills, in general.

Similarly, Soontornnaruerangsee (2006) investigated the level of Thai students' listening abilities in English for the service and hospitality industry. Participants were divided into an interviewee group or test-taker group. The participants in the interviewee group consisted of three hotel personnel from selected hotels, four heads from the tourism and hotel industry department, teachers from selected public and private universities, two specialists in ESP test development, and three hotel guests. The test-taker group consisted of 250 graduating students from the tourism and hotel industry major or related fields. These students were randomly selected from four public and private universities, namely Bangkok University, Kasem Bundit University, Kasetsart University, and Rangsit University. Instruments were (a) Test of Listening Proficiency in English for Service and Hospitality Industry (L-PESH Test), (b) a student attitude questionnaire, (c) a standardized test (Test of English for International Communication, TOEIC), and (d)

interviews used to obtain more in-depth information as well as to cross-check the results with the questionnaire responses. The findings indicated that the L-PESH Test could differentiate the listening abilities of the test-takers. Soontornnaruerangsee also concluded from the findings of this study that students' listening abilities, which ranged from Intermediate-High to Advanced-Low were not very high, but the students still had adequate English listening abilities to meet the job market's requirements.

In summary, the purpose of ESP course; therefore, is to teach language discourse and communication skills to prepare students for the growth of business English required in the workplace, and to meet the students' specific needs (Blue & Harun, 2003; Richards & Rogers, 2002; Swales, 2000; Zhang, 2007). In order to help the students learn English according to their individual needs, interesting, challenging, and appropriate learning materials should be applied as valuable tools in language learning classrooms.

As we are in the age of technology, computers have increasingly become part of our culture and a useful tool in the world of education (Capron, 1998; Greene, 2001; Kessler & Plakans, 2008; Peter, 1996; Strommen & Lincoln, 1992; White, 2006). Computers have become smaller, more powerful, and less expensive (Sawyer, Williams, & Hutchinson, 1999). Computers are increasingly available for use in the classroom. Many educators prefer teaching using suitable computer programs. Many families have a computer in their homes, and it is used as an educational tool for their children (Capron, 1998; Peter, 1996; Strommen & Lincoln, 1992).

The Thai Educational Ministry has encouraged the use of computers in learning and teaching. The computer is one of various effective teaching and learning tools in this age of technology (Teeranitigul, 2000).

Computer-Based Learning

The terms computer-based learning (CBL), computer-based training (CBT), and computer-based instruction (CBI) are used according to the learning context. CBL is used in many different contexts: industry, business, general services, education, and others. CBL refers to the use of computers as a key component in the educational environment. It provides an enriched learning experience for students. First, CBL can provide a more individualized learning experience. Feedback to students is individual and instant. Second, CBL offers a much more interactive environment than the passive role in which students find themselves. CBL students engage in an interactive dialogue with the computer. The computer asks a question, the students respond and the computer provides immediate feedback. Third, CBL allows the students to learn at their own paces. Students can skip the parts or sections that they already know and focus on those that they do not know. The sections of a lesson can be repeated and reviewed as often as needed. Fourth, CBL provides a secure environment. That is, students can use CBL anywhere and anytime without classroom pressure. Finally, with CBL, students become more autonomous, while teachers are responsible for selecting and adapting authentic materials for use in classroom.

The computer-based learning provides opportunities for a wider variety of learning activities through different techniques. These are made possible by the use of computers. For instance, business students are introduced to the wide range of issues involved in decision making in a simulated company (Brannigan & Lee, 2001).

Types of Computer-Based Learning

Computer-based learning (CBL) can be divided into six types as follows (Braganorte, 2005; Alessi and Trollip (as cited in Chaimonkol, 2000)):

1. Tutorial programs are responsible for collecting information, presenting and guiding information, teaching rules, as well as teaching problem-solving techniques to students. It presents information in small units with sentences, graphics, and sound. Students can learn content through questions. When students answer, they receive immediate feedback. If their answer is correct, they can move on to the next part. On the other hand, if students answer incorrectly, they will be helped with corrective teaching tutorials. Tutorial instruction is suitable for all courses. It is very popular for students and teachers because it provides exercises and tests in the same module.
2. Drill and Practice is combined with tutorials and other methodologies, but it is not intended to teach. This kind of program does not present the content, but has only questions and answers. The questions are repeated many times. There will be an explanation on why the answer is correct or incorrect. The function of drill and practice is to provide appropriate practice and students can use their background knowledge of the lesson in order to answer questions as well as solve problems effectively.
3. Simulation is aimed to help students by using real life situations in order to make the learning context more realistic. The goal is to help students deal with real life situations.

4. Games are kind of instructional programs that are used to provide a rich learning and teaching environment. The definition of simulations and games are similar. Simulations imitate reality, while games may or may not simulate reality. Students are able to gain knowledge about rules, processes as well as other skills from the games. The major characteristics of games are as follows: first, every game has a goal that is attained through either direct or indirect ways. For instance, some games use different methods of scoring points. Second, the rules define what actions are allowed within a game and what limitations are enforced. Third is competition and challenge, which is what a student has to accomplish to reach the goal. Fourth is fantasy, which is for motivation. Fifth is safety, so that students are able to learn and gain points without being in dangerous challenge or unsafe situations. Finally, games are entertaining, which are enjoyable as well as encouraging and helpful for students to practice their skills.
5. Testing is an assessment method to determine what the student knows and does not know. It can take the form of an informal quiz or a formal examination. There are various types of CBL tests. In order to help students learn, teachers should select the type of test that is appropriate for their students and related to the objective of each lesson. Students, thus, will enjoy learning and succeed in their studying. Therefore, testing is not used for improving the test scores, but for helping students feel independent while doing tests.
6. Demonstration teaching and learning through computer based instruction is very helpful with self-directed learning. Recently, self-directed learning has also become associated with the increasing role of technology in educational fields.

Self-directed learning approaches encourage students to learn by themselves. In particular, students gain more experience in meaningful contexts. It is important that the teacher provides wide opportunities and a rich learning environment for students to develop their abilities to think independently, and self-manage their own activities in order to construct knowledge.

Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) is a form of computer-based learning (CBL), which carries two important aspects: bidirectional learning and individualized learning. It is a process of applying computers as an effective teaching and learning tool in language classrooms. CALL materials are used in teaching to facilitate the language learning process. Lesson presentation, graphical movement, animation, sound, immediate feedback, and students' achievement scores are included in the computer programs (Teeranitigul, 2000). According to, Almekhlafi (2006), CALL refers to a technique for using technology in the field of language learning. According to Wikipedia and the World Wide Web (2006), CALL is an approach to language teaching and learning in which computer technology is used as an interactive tool.

Therefore, computer assisted language learning refers to language lesson programs that use a computer as the tool or medium. Students are able to learn new content, review their lessons, or test their language learning proficiency through a computer. Characteristic of the language program is an emphasis on the individual person and provides the students opportunities to participate and decide on their lessons themselves (Brannigan & Lee, 2001).

Advantages of Computers in Language Learning

Computers are being used as tools to support language teaching as well as a general enhancement to the learning environment (Cheng, 1986; Conole, 2008; Daiute, 2000; Ducate & Lomicka, 2008; Gillespie, 2008; Jauregi & Banados, 2008; Yang, 2008).

The possible advantages of applying computers in the language classroom are as follows:

1. Computers are easy to access. Teachers and students can search for information from various sources on the World Wide Web. Computers can be accessed anytime and anywhere, where they are available (Gillespie, 2008; Higgins, 1993; Jung & Kim, 2004; Lee, 2000; Meksophawannagul & Hiranburana, 2005; Mishra & Panda, 2007; Pongsart, 2004; Ward, 1995; Warschauer & Kern, 2000).
2. Some computer programs help students to practice their English abilities. On an English language learning system, students get immediate and objective correction, feedback, and suggestions from the program. After each lesson, the computer program automatically reports students' achievement scores to show students how well they are progressing. Moreover, they can independently repeat their lessons anytime and anywhere they want in order to understand the whole lesson more thoroughly (Jung & Kim, 2004; Kaewphaitoon, 2006; Lai, 2006; Lee, 2000; Mishra & Panda, 2007; Suwannaprasert & Schmidt, 1998; Wang & Zhang, 2005; Ward, 1995).
3. Computers can be used as an effective communication tool between teachers and students and between students and other students for sending e-mails, chatting with friends, submitting assignments, and working on blogs (Chapelle, 2001; Ducate & Lomicka, 2008; Jauregi & Banados, 2008; Jung & Kim, 2004; Lai,

- 2006; Lee, 2000; Mishra & Panda, 2007; Peter, 1996; Shelly, Cashman, & Vermaat, 2003).
4. Using the computer as a learning tool can encourage students' motivation, self-confidence, and positive attitudes towards language learning. Student motivation is increased, which makes them feel more independent. Using computer programs also helps reduce learning stress and anxiety. They help students develop their self-confidence and positive attitude towards language learning. These three aspects are important factors in enhancing students' interests and motivation to learn (Daiute, 2000; Jauregi & Banados, 2008; Jung & Kim, 2004; Lai, 2006; Lee, 2000; Peter, 1996; Pongsart, 2004; Veermans & Tapola, 2002; Wang & Zhang, 2005; Ward, 1995).

Computers in Language Classrooms

The literature reveals a number of case studies and research that support the successful use of computers as a medium tool for learning and teaching in the language classroom.

Drexel (1989) compared the effect of the computer-assisted instruction (CAI) with traditional teacher-centered instruction in the teaching of a Basic English Grammar course. Participants were business communication students from Lewis College in Durango, Colorado (FLC); the University of Northern Colorado (UNC) and Western State College of Colorado (WSC) during the academic years 1988-1989. Each school had three study classes: control group, computer-assisted instruction (Experimental Group I), and teacher-centered instruction (Experimental Group II). One teacher at each school taught his own school's participating classes. The students in the control classes received

no formal instruction in English grammar during the study period. The students in Experimental Group I classes received its instruction in grammar fundamentals from a computer-assisted instruction package called Basic English Tutor. This English grammar package was contained on one diskette with an instructional sheet. Students in the Experimental Group II classes received English grammar instruction through the classroom group method with the teacher providing the information. Each participating teacher of each group was given a set of instructional materials that related to the grammar principles on the diskette. This information was presented to the class in 10-15 minute sessions each time the class met. The results indicated that the students learned English grammar principles as effectively with the computer program with an individualized package as the students who learned the same grammar principles in the traditional classroom setting.

Chen (1997) examined the use of computer software that created feedback on the business writing strategies of 80 senior students from International Trade, Business Administration, and Banking & Insurance students at The Overseas Chinese College of Commerce (Chiao Kwang) in Taiwan during the years 1995-1996 in the Fall semester. The computer software was used to evaluate the students' writing tasks such as time spent on a document, the amount of editing on a document, specific errors made in the document, and the amount of text copied from resource materials. The participants were randomly assigned into control and experimental groups. The control group consisted of 38 students who received forged computer feedback, whereas the experimental group contained 42 students receiving true computer created feedback on their errors. Also, about 10% of the participants were assigned into both the control group and the

experimental group and received forged feedback. Quick Business Letters and System were used as the learning software which consisted of: (a) a Student Program (QBL-Quick Business Letters) was provided to each student on a floppy disk and could be taken home. The student program guided and helped the students create correct business letters and memos for the writing classes. When the students had finished their assignments, they printed out their assignments and submitted them to the teacher for normal review and grading. In addition, the students also submitted the completed files through a network to the teacher, and (b) a Teacher Program (QBL TOOLS) was used to obtain written work and provide students with written feedback on grammar, style, and writing errors after receiving the students' written assignments through the network. This program automatically searched for hundreds of errors and printed them without teacher correction.

In this study, two teachers taught eight participating sections of Business English course, and were responsible for giving feedback on students' assignments. Three topic assignments were Summer Vacation, Job Application, and Business Inquiry. The body of each letter required a minimum of 150 words. The errors found by the computer would not be reported as errors. The assignments were printed out and returned to the participants by hand. The teacher provided other feedback to all students in the experimental group, namely handwritten correction, comments on content and format correction. In this study, it was found that using computer generated error feedback quickly reduced errors in both experimental and control groups, especially spelling errors. Regarding the editing behavior, it was found that feedback had different effects on the two groups. There was not a significant difference between both groups on the first

assignment, but there was a significant difference on the second and third assignments in both groups. In addition, the added and deleted characters showed differences between two groups. The possible reasons that Chen concluded were that the experimental group typed more details as well as added, deleted, and changed words more than the control group in the second and third assignments. Chen also found that the experimental group did not reduce the amount of spelling errors as much as the control group, while only the experimental group increased in making capitalization and possessive errors. In the control group, students were able to reduce their own errors even though they had not received personalized and corrective feedback on their own written works. Students who did not see their own written assignments had more awareness of making errors commonly found in their friends' assignments. Additionally, the students in the control groups were able to use various resource materials such as spelling dictionaries, before typing their assignments into the computer. The experimental group students also applied these tactics for their own assignments. However, it was found in this study that the students in the experimental group made more editing errors. The results of this study showed that editing errors increased or decreased, not due to how much was being put into the details, but due to how much was being changed.

In 2003, Liaw conducted a study to determine if cross-cultural e-mail correspondence with a native speaker of English could enhance the critical reflective thinking in English of prospective teachers in Taiwan. In the study, these pre-service teachers were asked to interact with bilingual/ESL pre-service teachers in the U.S. via e-mail exchanges. The e-mail entries and the end-of-semester reflective reports were collected after exchanging e-mails for approximately six weeks. The data were, then

analyzed and the findings showed that the Taiwanese participants improved their critical reflective thinking and created meaning or concepts from real learning experiences via e-mail correspondences. This e-mail exchange helped the Taiwanese prospective teachers have a broader vision of different ways of teaching.

Smidt and Hegelheimer (2004) studied the effects of online academic lectures on the listening comprehension, vocabulary acquisition, and learning styles of ESL students. The participants of this study were 24 ESL undergraduate and graduate students who were enrolled in a listening comprehension class at Midwestern University in the U.S. They were asked to take a test of English proficiency to place them into three proficiency groups: low, intermediate, and high. The participants were asked to complete the computer tasks, which consisted of: (a) on-line authentic academic lectures with an online dictionary and (b) 10 multiple-choice comprehension questions after each lecture. After the computer tasks, the participants were given a listening comprehension test to determine their listening abilities. The results of the test revealed that the on-line lectures could help both second language and non-native learners understand the contexts better. It was also found that the computer tasks could enhance listening comprehension and the vocabulary learning in an ESL setting. Additionally, the participants' learning styles used during learning the online activity showed that the higher proficiency group used both metacognitive and cognitive learning strategies, whereas the intermediate group and the lower group frequently used only cognitive strategies.

In 2004, Hirata studied the effect of CBL on the production and perception of Japanese pronunciation on native speakers of English. This study included eight native English language speakers enrolled in a second-year Japanese course at the University of

Chicago in the U.S. The participants were assigned to a training group and a control group. A computer application, the Fundamental Frequency Analyzer Program, was used to measure the pitch and duration when speaking; a pretest and a posttest were administered to measure the outcomes of the study. The group to be trained was asked to take a pretest, and they also took a posttest after the learning treatment or training. The control group took the same pretest and posttest, but did not participate in the training group. In the training group, the participants experienced Japanese words, phrases, and sentences on a computer program as well as practiced matching and producing Japanese words. The results revealed that the computer program could be used as an effective tool to help the participants pronounce Japanese words correctly. Moreover, the participants showed improvement in their abilities to produce and perceive Japanese words correctly.

In 2004, Tozcu and Coady studied vocabulary learning using a frequent vocabulary exposure method via a computer program. The purpose of this study was to determine whether the vocabulary software assisted the learners in expanding their vocabulary and their reading skills using a timed response testing method. The participants of the study were 56 intermediate students studying English full time, and they all had different language backgrounds. A computer application was used to present the material to students to learn their vocabulary as well as practice their reading. The results revealed that students gained more vocabulary and showed improvement in reading comprehension as well as in the speed of word recognition.

Similarly, Ariew and Ercetin (2004) studied whether certain types of hypermedia annotations facilitated reading comprehension better than other types and investigated whether the effectiveness of annotations differed depending on the proficiency levels of

students. This study consisted of 84 adult students who were enrolled in ESL at University of Arizona during the Spring 2000. The participants had a variety of language and cultural backgrounds. All participants were proficiency tested. The results indicated that the participants found the annotations were useful and reading in a hypermedia environment enjoyable, interesting, as well as easier to understand. The groups showed agreement on the usefulness of most types of annotations. The definitions of the words were highly useful because they increased the students' speed of reading without becoming bored. Some participants, however, did not consider these annotations useful, either because they thought that they provided too much information or because there was not enough time to use them.

In 2006, Almekhlafi investigated the effect of computer assisted language learning on elementary-preparatory school students' improvement in English as a foreign language (EFL) and their attitudes towards the use of computer programs. Participants consisted of 83 EFL 11-13 year old male students, whose mother tongue was Arabic, from Al-Tamayoz Elementary- preparatory School in the United Arab Emirates of the academic year 2003-2004. The participants were of an intermediate level of English language learning proficiency and had good computer literacy. They were randomly selected from the classes. One group of 43 students experienced CALL using a program called EFL Skills Developer (TM) and 40 students in the control group experienced the hard copy material learning, for a total of four classes in each group. All subjects had the same learning context of English and learning environment. Two English instructors, who had similar educational background in English teaching experience, were involved in this study. Each instructor had one control group and one experimental group. A test of

English proficiency was used as a pretest with students in all four groups. The posttest consisted of two parts. The first part was used with students in all four groups. It was similar to the pretest and was used to measure the difference of participants' knowledge and competency after the study was completed. The second part was used with the students in the experimental group only. It was a questionnaire which consisted of (a) a 7-point rating scale to determine students' attitudes towards the CALL, (b) the performance of using the CALL, (c) the EFL knowledge gained before and after the use of the CALL, and (d) the intention to use CALL again in the future. Additionally, two open-ended questions about the advantages and disadvantages of learning via the CALL were included in this part. The participants in the control group and experimental group were required to spend at least one hour a day studying, which was the estimated time to complete the daily exercises. However, students in the experimental group might have spent more time using the CALL due to their needs. Each student in the control group was given hard copy material to study independently according to the same time line provided to the experimental group. The findings revealed that students who experienced the CALL achieved significantly higher scores than students in the control group. In addition, students in the CALL group with advanced computer competency, who had more years of computer experience and spent more time using computers, scored significantly higher than students in the CALL group who had lower computer competency, less computer experience, and spent less time using computers. Almekhlafi also found that students in the CALL group had a positive attitude towards the CALL, believed the CALL helped them learn EFL, and had strong intentions to use the CALL in the future.

In 2008, Abraham examined the use of multimedia learning environments for enhancing second language reading comprehension and vocabulary learning. This meta-analysis study aimed to provide systematic and replicable statistical techniques investigating and describing the overall beneficial role of computer-mediated learning programs. This study also investigated how level of instruction, text type and type of assessment affected computer programs. This study was conducted in two phases. In the first phase, 125 books, articles, book chapters, and reference papers were searched from electronic databases. This phase provided an overview of the variables examined in computer-mediated L2 reading with computer-mediated learning programs. In the second phase, 125 sources were independently read by the second researcher, and the author. The following studies were done: (a) the first study consisted of an experimental (treatment) group in which students had access to computer-mediated learning programs, and read an authentic or researcher-created text in a computer-mediated environment (software or online), (b) the second study included an experimental (treatment) group, in which students had access to computer-mediated programs and read an authentic or researcher-created text in a paper-based (print) environment, and (c) the final study included a control group which did not have access to computer-mediated programs nor any other type of electronic learning aid. Students read an authentic or researcher-created text in a paper-based (print) environment. In this study, 11 documents were selected to investigate students' reading comprehension and vocabulary learning: seven studies exploring both reading comprehension and incidental vocabulary learning and four studies investigating reading comprehension were studied by using Comprehensive Meta-Analysis software. The Meta-analysis indicated that students who accessed computer-mediated text

programs did consistently better in L2 reading comprehension and incidental L2 vocabulary learning than those who did not have such support. Therefore, Abraham concluded that using computer-mediated text learning programs helped improve L2 comprehension and incidental vocabulary learning.

In Thailand, Komgumpol (1997) developed a tutorial computer program on Practical Hotel English for Room Maids. For her research, she conducted an individual try out and small group try out with second year students at the Hotel and Tourism Training Institute in Thailand. In the main study, participants were 20 first year students at the Thai Hotel and Tourism Training Institute. They were asked to study the English for Room Maid courses for approximately three hours. Then, they were asked to complete a test to determine their learning achievement and a questionnaire to obtain their attitudes towards the use of the computer program. The findings revealed that the effectiveness of the computer program had an efficiency level of 95.83/89.00, which was higher than the standard criterion of 80/80. Additionally, it was found that the participants had highly positive attitudes towards the use of computer programs.

Similarly, Chonlapap (2002) compared students' performance and interest in learning English through CBL and TBL. Participants were 95 Mathayom Suksa 1 students from the secondary Demonstration School at Srinakharinwirot University during the first semester of 2001. They were divided into two groups: experimental and control. Students in the experimental group studied via CBL using a concentrated language encounter approach, in which the teacher focused on students' participation and interaction in listening, speaking, reading, and writing activities. The students in the control group studied with a text book. A pretest and posttest were given to the students

to measure their performance. Questionnaires were also given to students in both groups to obtain information about their interest in learning English. The findings indicated that both English performance and interest in learning English of the experimental group were significantly higher than those of the control group.

Gubtapol (2002) explored what editing strategies Thai students used and how they used their strategies with word processing programs to improve their English writing. In this case study, the data were obtained through participant observations, ethnographic interviews, and document analysis. Only one participant was selected from the Thai students to study in the summer program at Western Community College in the U.S. The findings revealed that the use of word processing programs in editing his English writing helped the Thai student improve his writing skills. The English that the Thai student learned via the computer were: (a) capitalization, (b) singular and plural forms, (c) subject/verb agreement, and (d) the use of periods and commas. Moreover, basic word-processing features such as the spell check and grammar check helped the student when writing.

In 2003, Kaewphaitoon developed an English language learning computer application to improve the listening and speaking skills of business English students. Participants were 85 second year business English students who were enrolled in the course “English for Hotel 2” in the academic year of 2003 at Loei Rajabhat University. The participants were asked to complete (a) a questionnaire to obtain their attitudes towards the use of computer program, (b) a test to determine their achievement in listening and speaking, and (c) a self-assessment form to determine if the computer program had helped them improve their listening and speaking skills. The participants

were also asked to write a journal to indicate the problems of program use, the improvement of their language skills, and their opinion on the computer program. It was found that the participants had positive attitudes towards using the computer program for this English course and the program helped them improve their listening and speaking skills. Moreover, Kaewphaitoon also concluded from classroom observation that the participants had more confidence in listening and speaking.

Pongsart (2004) was interested in employing computers in the language classroom and conducted a study to investigate if a Web-based CALL (WBC) program could be used as an effective tool in language learning. A Web-based program was developed on a CD to train teachers in government secondary schools throughout Thailand to use web sites as one of the sources for instructional materials for their classrooms. The teachers participating in this study were asked to self-study the CD. Then, they were observed, interviewed, and asked to complete questionnaires to investigate their attitudes towards the program and how they used it. It was found that teachers had positive attitudes towards the WBC program and that they would use this program in their language teaching. However, problems were found with self-study in using the CD to learn the WBC program. These problems included self-discipline, time constraints, and a lack of computer hardware.

In 2008, Chongchaikit and Arjnonla studied the English Reading Knowledge-based program and investigated the instructors' and students' attitudes towards the use of computer programs. Participants were 20 English instructors from four schools: Boscopitak School, Nakornpathom; Satirachinuthit School, Udornthani; Ban Dung Wittaya, Udornthani; Kuddupittayakom, Nongbuelampoo, and 125 Grade Range 4

students from Satirachinutit School by using purposive sampling techniques. Instruments consisted of (a) the English Reading Knowledgebase for Foreign Language used in the form of CD-ROM and website, (b) observation, (c) an informal interview, and (d) a questionnaire. The results showed that students had high levels of satisfaction towards the use of the English Reading Knowledgebase program. The instructors agreed that this computer program provided more information for students and teachers as a self-study reading resource as well as motivating both students and teachers to apply technology in learning and teaching environments. Chongchaikit and Arjnonla also found that the English Reading Knowledgebase program helped students improve their reading abilities.

Chumpavan, Lorber, Al-Bataineh, and Al-Rub (2008) investigated differences in English proficiency between EFL Thai university students who participated in e-mail exchanges and those who did not. Participants were randomly selected, and consisted of students from two classes of English 101 and English 102 (with different instructors) in the first and second semesters at Srinakharinwirot University (SWU), Thailand. From each class, 100 students were randomly assigned into experimental and control groups. Fifty students in the experimental group experienced e-mail exchanges with American students, and another 50 students in the control group did not experience e-mail exchanges. The participants in the experimental group were subdivided into two groups: one group paired with American students studying at Illinois State University (ISU) majoring in English, and a second group paired with non-English majors (physical education and the social sciences). Thai students who chose not to participate automatically became part of the control group. Research instruments were (a) the TOEFL International Test Placement (ITP) used to measure students' English

achievement, and (b) a Student Demographic Survey used to obtain information about students' gender, previous experience with English, and level of experience with computers. This study was conducted in the first and second semesters of the 2006 academic year at SWU and in the Fall semester of 2006 at ISU. All the Thai students were asked to complete a demographic survey and pretested with the TOEFL ITP. Fifty native speakers at the American University, who were enrolled at ISU, were asked to participate in the study. They were then paired with students from SWU, and asked to correct any grammar and sentence structure errors which they observed in their Thai partners' e-mail messages as well as send their own e-mail messages. For the e-mail exchanges, students exchanged at least six e-mail messages, each of which was at least three paragraphs in length. Typical topics included educational practices, cultural differences, and political issues. Analysis of covariance (ANCOVA) and independent *t* tests were used for statistical analysis. An alpha level of .05 was established to indicate whether the relationships were statistically significant for all statistical tests. The findings from this study revealed that students participating in e-mail exchanges scored higher on the TOEFL ITP than those who did not. Additionally, female students scored higher than male students, and students with more computer experience scored higher than those with lower computer skills. Chumpavan, Lorber, Al-Bataineh, and Al-Rub also found that students' test scores were not significantly affected by whether they were paired with English majors. However, a positive relationship was found between students' high school GPAs and their TOEFL ITP scores. For the demographic survey, most students in the e-mail group indicated that the e-mail exchanges helped them improve their English

proficiency. They also felt that the e-mail exchanges were enjoyable and some students continued their e-mail exchanges after they had finished the course.

As previous information has noted, in Thailand and other countries, studies have shown that using computers as tools in the language classroom can enhance students' language learning skills. However, some studies reviewed on CBL have shown no statistically significant improvement on student scores.

Chang (2002) compared two computer programs between problem solving-based computer-assisted instruction (PSCAI) and lecture-Internet-discussion instruction (LIDI). The PSCAI consisted of five-problem-solving processes: (a) Present Problems were used to help students identify important problems and facts as well as to analyze problem situations, (b) Plan Solutions aimed to encourage students to prepare and implement their plans by analyzing and investigating the research questions, (c) Collect Necessary Information aimed to help students do their personal research from a variety necessary materials from the research office, (d) Carry Out Plans aimed to help students do real field work, and (e) Evaluate Results were the final reports of their assignments and presentations as well as explanation and discussion with classmates in the form of group work. For LIDI, there were emphases on teachers' lectures, textbooks, various materials, and computer-Internet usage and Internet discussions in order to provide students with clear and detailed instructions and explanations. Participants consisted of 294 Grade 10 Taiwanese senior high school students from eight classes, who were enrolled in an earth science course. A pretest-posttest experimental and control group design was applied in this study. The participants in both groups were tested before and after the 1-week treatment. During the study, both groups received equivalent instructional time and

similar materials and assignments. The findings of this study were that the students who experienced the PSCAI scored higher, but not significantly higher, than did students who experienced the LIDI.

Hiranburana and Opanon-amata (2003) investigated a computer program designed to improve reading speed, reading comprehension, and English proficiency of third-year commerce and accountancy students at Chulalongkorn University. A pretest and posttest experimental and control group design was applied. The results showed a significant improvement in the mean rates of both groups. The students in the experimental group gained more progress in their reading speed than the control group. In particular, the experimental group showed significantly higher posttest mean scores than the control group. For reading comprehension, the students in the experimental group scored higher in reading comprehension than the control group did but with no statistically significant difference.

Dupagne, Stacks, and Giroux (2007) studied a video streaming program that helped public speaking students reduce their anxiety and improve their communication competency. Participants were 72 students in four classes of a basic public speaking course taught by the same instructor, with the same content, and at the same place during the Spring and Fall in the year 2004. The participants were divided into experimental and control groups. The experimental group consisted of 35 students from two classes who experienced the video streaming program with their own five individual speeches online. The control group consisted of 37 students from another two classes who did not experience any video feedback. The students' five speeches included an introduction speech, a special occasion speech, an informative speech, a persuasive speech, and a final

presentation speech which were recorded in the form of video clips and uploaded to a streaming server within five hours of the speech's delivery. The findings showed no significant differences in communication appreciation and competence between the treatment and control groups.

Additionally, the findings of this study are similar to the findings of another study conducted by Zapata and Sagarra (2007) which explored the effects of a paper and online workbook on L2 vocabulary acquisition. Participants were 549 beginning L2 learners of Spanish enrolled in a large language program at an American state university. They were assigned into two groups: (a) an online workbook group, which consisted of 245 students, and (b) a paper workbook group, which consisted of 304 students. The participants attended four hours of classroom instruction per week and completed their assignments with an online or a paper workbook once a week during two semesters. They were taught by teachers who underwent the same training, and all students had the same syllabus, content, grading criteria, tests, and homework including grammar & vocabulary exercises, listening activities using the textbook's CD-ROM, and content-based readings. The students in the online workbook group received immediate feedback after they submitted their assignments, while the students in the paper workbook group had to wait for a week to receive feedback from their teacher. After one semester of treatment, the findings showed no significant differences between the online and the paper workbook groups. However, in the second semester, the online workbook group scored higher than the paper workbook group. In this study, Zapata and Sagarra also concluded that the students required more time in using online workbooks in order to enhance better vocabulary acquisition.

Neri, Cucchiarini, and Strik (2008) examined the effectiveness of automatic speech recognition (ASR)-based Computer Assisted Pronunciation Training (CAPT) system for improving beginner learners of Dutch. Participants were 30 various foreign language speaking immigrants who had obtained a diploma or a university degree. They were studying a beginner course of Dutch at the language center of the Radboud University Nijmegen in the Netherlands. The course took four to six hours per week, including self-study sessions in the language lab. They were assigned into three groups and required one class to use the same computer program: (a) the experimental group used the ASR-based CAPT system with automatic feedback and consisted of 15 students, (b) the control group used the ASR-based CAPT system without feedback and consisted of ten students, and (c) the control group used the ASR-based with no CAPT system and consisted of five students. All three groups followed the regular classes. Groups (a) and (b) had one CAPT session per week for four weeks, with each session lasting 30 minutes to one hour in the language lab supervised by the researchers. The participants were asked to take a pretest before the training and a posttest after the training. The results of this study revealed that the students who received automatic ASR-based feedback showed significant improvements in pronunciation quality. However, after training the three groups showed improvements on pronunciation quality, but not significantly different from each other.

Theoretical Framework

Constructivism is an important theory that has been widely studied over the last century. During the 1960s and early 1970s, Piaget's constructivist theory was the dominant theory of cognitive development in the fields of developmental psychology and

education. The most important concept of the constructivist model applied to classroom instruction emphasizes active learners rather than passive learners. That is, learners actively create their knowledge (Byrnes, 1996; Krauss, 1996; Matusevich, 1999; Strommen & Lincoln, 1992; Wang & Zhang, 2005). Additionally, the constructivist approach refers to a child-centered learning environment; it emphasizes learners' creation and development of their own ideas. In other words, knowledge can be constructed from learners' prior experiences (Braganorte, 2005; Krauss, 1996; Matusevich, 1999; Strommen & Lincoln, 1992; Wang & Zhang, 2005). Constructivism can be divided into two aspects: Cognitive Constructivism and Social Constructivism.

1. Cognitive Constructivism or Radical Constructivism put forth by Jean Piaget, a Swiss psychologist, believes that a child invents his own understanding via many channels: reading, listening, exploring, and experiencing their surroundings. This theory focuses on a form of mental exploration in which children create, reflect on, and work out their understanding in their own learning environment. The child is the subject of the study and individual cognitive development is the emphasis. Cognitive Constructivism consists of three processes: (a) Assimilation, which refers to fitting a new experience into an existing mental structure, (b) Accommodation, which refers to revising an existing mental structure due to a new experience, and (c) Equilibrium, which refers to searching for cognitive stability through assimilation and accommodation. The knowledge of relationships among ideas, objects, and events is constructed by the active processes of internal assimilation, accommodation, and equilibration (Hughes, 2001; Huitt and Hummel, 2003; Richardson, 1997). In addition, assimilation and

accommodation are two types of adaptation that are considered learning. These processes are used throughout life as the person increasingly adapts to the environment in a more complex manner (Hughes, 2001). Cognitive Constructivists believe that learners come to class with ideas, beliefs, opinions, and goals that need to be changed or modified by a teacher who acts as a facilitator (Braganorte, 2005; Matusevich, 1999; Strommen & Lincoln, 1992). Interestingly, Byrnes (1996) states three aspects in his view of Cognitive Constructivism. Firstly, knowledge has personal meaning, created by individual students. Secondly, learners construct their own knowledge by looking for meaning and order; they interpret what they hear, read, and see based on their previous learning and habits. Finally, learning is successful when students can demonstrate conceptual understanding.

2. Social Constructivism was proposed by Lev Vygotsky, a Russian psychologist and philosopher. Vygotsky emphasized the effects of cultural and social contexts in the learning environment. This theory focuses on a form of experimentation in the development of the individual mind, when learners share the process of constructing their ideas with their peers. Social Constructivists believe that theory and practice are shaped by cultural ideas (Braganorte, 2005; Krauss, 1996; Matusevich, 1999; Strommen & Lincoln, 1992). The focus is on the relationship between the individual and the social and cultural settings. Social Constructivism can be divided into three main beliefs: (a) Making meaning, which refers to the community taking a central role and the people around the learner significantly affecting the way the learner sees the world, (b) Tools for cognitive development,

which refers to the type and quality of leaning tools to establish the pattern and degree of development, and (c) The Zone of Proximal Development which refers to learner's problem solving skills on tasks. The problem solving skills on tasks can be divided into three aspects: (a) the problem solving skills on tasks that can be done by the learner, (b) the problem solving skills on tasks that cannot be done even with help, and (c) the problem solving skills on tasks that can be done with help from others.

Piagetian constructivist theory focuses on the role of self-discovery and peer collaboration, whereas Vygotskian constructivist theory emphasizes the role of the interaction between learners and teachers or experts. It is not only knowledge and skills about the task that are acquired, but competence in self-regulation, in which the process of instruction becomes meaningful and important. With reference to Piagetian theory, teaching plays a less important role; active and self-construction in learning are more crucial aspects. Interestingly, applying technology in classrooms is helpful to encourage learners to construct their own knowledge and support a collaborative learning environment (Hampel, 2003).

In short, constructivism is being applied in different educational fields, one of which is in technology rich classrooms (Almekhlafi, 2006). Many instructors or educators have applied a constructivist approach in their teaching and learning processes. It is recommended that instructors use a variety of concrete experiences to help children learn. Bruner (as cited in Huitt, 2003), divides constructivist learning into three principles: (a) instruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness), (b) instruction must be structured so that

it can be easily understood by the student, and (c) instruction should be designed to facilitate classroom learning and fill in the gaps (understand the information given).

Constructivism and Computers in Language Classrooms

The constructivist learning environment differs significantly from the traditional learning environment. In the constructivist classroom, the teacher acts as a facilitator or a guide for learners. The teacher provides bridging or scaffolding and helps to extend the learners' zone of proximal development. Learners are encouraged and motivated to develop, create, and generate their own knowledge (Katic, 2008; Matusevich, 1999; Strommen & Lincoln, 1992). Modern technology, such as the computer, facilitates the process of learning; therefore, there is a relationship between the use of the computer and the constructivist approach. A computer network provides information instantly between classroom and individual learners; it allows instant access to databases and online information services and provides multimedia resources. Various instant educational materials can be presented. Thus, finding the most appropriate instructional materials for integrating technology into the learning environment is the crucial path to success (Peter, 1996; Strommen & Lincoln, 1992). According to Peter (1996), he claims that computers are the new tools of education and are proficient peers in the learning environment, enhancing the zone of proximal development, and providing learners with opportunities to a culturally rich learning environment. Additionally, Matusevich (1999) points out that using the computer as a language tool facilitates and supports learners in a language learning environment.

In a constructivist learning environment, students are more important in the learning process than the instructor. The constructivist approach also provides the

students with opportunities for learning by encouraging students to build on prior knowledge and understand how to construct new knowledge from their own experiences. In other words, principles of constructivism place emphasis on the learning process and not the teaching process. The constructivist approach provides opportunities for the students to think independently; it allows the students to take responsibility for their own learning, and encourages students to be autonomous learners as well as to be self-involved in learning environments.

The goal of constructivist theory is to “create social environments that induce students to construct their own understanding” (Liaw, 2003, p. 2), and to provide opportunities for independent thinking, and allowing students to take responsibility for their own learning. The focus of constructivism is on the students, not the teachers. When constructivism is applied to language classrooms, students are expected to be responsible for their own studies so as to become autonomous learners. Teachers will only be responsible for selecting and adapting learning materials for use in the classrooms. Activities provided in constructivist language classroom must encourage students to think and learn the target language by themselves with some help from the teacher (Braganorte, 2005). Computers help students become more creative and active learners, not just receivers of knowledge (Lee, 2000), so they are a suitable tool in language learning.

Some interesting studies about applying the constructivist theory and computers into classroom have been investigated. In accordance with constructivism, Matusevich (1999) investigated the effects of the use of information technology called “PCs for Families” on four students in a fifth grade classroom at Hawthorne Elementary School in California. This study aimed to provide hardware and software for one fifth grade

classroom and in the homes of the students in that classroom. The equipment was used to enhance instruction, extend the learning environment, and help facilitate communication between home and school. Specifically, this study focused on three areas: (a) self-directed learning, (b) collaboration, and (c) social interaction and how technology impacted the students' classroom. In this study, Matusevich was a model teacher for the classroom and acted as a silent observer, taking field notes and transcribing what she saw. Additionally, students' products, e-mails, journal entries, interviews, videotapes, field notes and observations were included. The findings revealed that the students used the available technology both in the classroom and at home. Specifically, students chose to use the available technology and a new way of learning at their home where it was totally self-directed and learning became a two-way process. Students shared their own creations and skills with teacher and peers.

Similarly, Ruckbumrung (2008) conducted a study to investigate if a computer multimedia simulation program could be used as an effective tool in language learning. The computer multimedia simulation program was designed with the constructivist approach in mind by the Instructional Development Institute (IDI). Participants were 80 level 2 (Prathmsuksa 4) students from Khonkaen Demonstration School (Suksasart), at Khonkaen University. They were divided into experimental and control groups. In the experimental group, 40 students experienced the computer multimedia simulation. For the control group, 40 students experienced traditional teaching from a teacher's manual. A learning achievement test was applied as an instrument. The findings revealed that the computer multimedia simulation program was an effective tool for language learning, corresponding with the 90/90 standard criteria. Additionally, Ruckbumrung also found

that the students who experienced computer multimedia simulation scored higher than the students who experienced traditional teaching.

Consistent with computer use for language classrooms, computers programs can be used and designed with the constructivist approach framework in different classroom settings. The teacher, who acts as a facilitator, a supporter, or a guide needs to provide students with the appropriate learning environment in the classroom. In addition, the teacher has to provide students with opportunities for independent thinking, allow them to take responsibility for their own learning by encouraging students to build on prior knowledge and understand how to construct new knowledge from their own experiences and with their own personal involvement in learning.

Students Attitudes

A positive attitude towards language learning will motivate students to learn and develop the learning processes to achieve the learning goal (Chirschoo & Wudthayagorn, 2001; Jung & Kim, 2004; Kaewphaitoon 2003; Lai, 2006; Lee, 2000; Liaw, 2003; Pongsart, 2004; Tozcu & Coady, 2004; Ward, 1995; Warschauer, 1996; Warschauer & Kern, 2000). Therefore, attitude and motivation play crucial roles in student learning achievement. Gardner (1985) classifies attitude into three aspects: (a) the affective aspect refers to a person's feelings towards the object, (b) the cognitive aspect refers to a person's beliefs or opinions about the object, and (c) the behavior aspect refers to a person's reaction or response to the object. Similarly, Gardner also provides more details about motivation; he points out that motivation can be divided into four parts: the goal, the effort, the desire to reach the goal, and the favorable attitudes towards the learning activity. As Gardner mentions, it can be concluded that motivation is the integrated

process of a person's effort and desire to reach the goals of learning as well as a person's positive attitudes towards the learning activity. Motivation is classified into two types: (a) integrative motivation, which refers to a person's self interest in the learning activity, and (b) instrumental motivation, which refers to a persuasive external goal. Likewise, Covington (as cited in Wudthayagorn, 2003) divides motivation into two types: (a) intrinsic motivation, which refers to intentional learning for a person's own reward and (b) extrinsic motivation, which refers to an external reward. However, for Gardner and Covington, instrumental motivation and extrinsic motivation are similar in terms of focusing on the external rewards of the learning process. In contrast, integrative motivation and intrinsic motivation refer to the positive attitudes toward the learning process. Students who intentionally learn and do activities without a compelling reason are important aspects of student learning achievement (Dornyei, 2001; Raffini, 1996).

In the age of technology, computers are crucial in motivating students to learn. Most students on all levels have positive attitudes towards using computers for educational purposes because they are able to control their time and evaluate their own learning performance. Computers provide immediate feedback to students when they do their lessons. In addition, students do not have pressure to learn from their friends or their teachers.

Students' Positive Attitudes towards the Use of Computers in Language Classrooms

Many research studies have focused on student attitudes towards the use of computers in educational fields. In 2002, Trinder conducted a study on student reactions towards the integration of a multimedia CD-ROM into a Business English course. Participants were 30 intermediate Austrian undergraduates studying Business

Administration in their fourth and final year. The participants were asked to complete a lesson monitor sheet: a comprehension or language awareness task and comments on each class. In addition, they were observed for their reactions while they were studying the lessons on the CD-ROM, and they were given a questionnaire to obtain their attitudes towards the CD-ROM at the end of semester. The results revealed that most students had positive attitudes towards the use of the multimedia program and felt the benefits of computer assisted language learning. The students also enjoyed receiving immediate feedback from the computer program. However, some problems were found: the repetition of exercises was found to be tedious and the level of difficulty of activities provided in each lesson was too high.

Sangkhamanon (2004) developed computer-assisted technical English lessons constructed through the Dream Weaver Program 4 and investigated the effectiveness of using the program as well as students' attitudes towards the use of it. Participants consisted of 20 electrical power engineering students who were enrolled in Technical English 1 in the summer of the academic year 2002, at Rajamangala Institute of Technology, Northeastern Campus, Nakhonratchasima. Instruments were: (a) student learning logs used to obtain what the students learned when they studied with the computer lessons and students' other comments on the lessons, (b) a questionnaire used to obtain students' attitudes towards the use of computer lessons, and (c) an interview. Seven out of 20 students were interviewed to obtain more in-depth information as well as cross-checking of the results with the questionnaire responses. The data was represented using percentage. The findings indicated that the computer lesson was evaluated to be of good quality. Regarding the students' attitudes towards the use of computer program,

evaluated from the questionnaire, student learning logs, and the interview, it was found that students had a positive attitude towards the use of computer program lessons. The students were also satisfied with the computer lessons and their learning achievement. However, some suggestions were provided from the students, for instance more explanatory details, more exercises, and more tests should be provided for better understanding.

In 2005, Sanprasert compared students' attitudes towards learning from a computer-based software program with the same lesson on paper-based materials. Participants were 10 non-native speaker volunteers who were enrolled for master degrees at the University of Newcastle-upon-Tyne, U.K. Questionnaires, observations, and interviews were obtained in this study. The results revealed that the students had positive attitudes towards the use of computers and that the computer software programs increased most students' motivation and encouraged most students' self-directed learning more than the paper lessons did.

Kremenska (2007) investigated students' attitudes towards Computer Assisted Language Learning (CALL) on an ESP course. The purpose of this study was to develop students' communication skills by using web-based instruction which used multimedia presentations with the Internet as a source of information. Participants were 94 first year Mathematics and Information (FMI) students at the University of Sofia, Bulgaria. The participants were asked to complete a printed questionnaire to obtain the interest, levels of difficulty, and usefulness of the course and to provide suggestions. The results showed that the students had highly positive attitudes towards the CALL and found that it helped them improve their language skills. In addition, Kremenska also concluded from the

questionnaire that the students found computer-based tasks useful, interesting, and not too difficult.

In conclusion, student attitudes affect motivation and learning performance. Computer-based programs can help students increase positive attitudes and improve students' learning achievement.

Relationship between Family Income and Student Learning Achievement

Since the enactment of the National Education Act in 1999, the education system in Thailand has focused on the full development of the Thai people in all aspects: physical and mental health, intellect, knowledge, morality, integrity, and good standard of living. Thus, the purpose of the educational system and higher education should include the need to promote equality of opportunity, to provide a connection between education and real life situations, especially for work. According to the National Education Act in 1999, Section 66 states that "Learners shall have the right to develop their capabilities for utilization of technologies for education as soon as feasible so that they shall have sufficient knowledge and skills in using these technologies for acquiring knowledge themselves on a continual lifelong basis" (p. 30). Currently, schools, universities, government and non-government institutions as well as industrialized societies have come to accept computers as an important component of their day-to-day life and work. Education has especially been affected by technological changes, which have been a key component to promote teaching and learning activities at schools and universities (Chiu, Liou, & Yeh, 2007; Fernandez, 2001; Hancock, Bray, & Nason, 2002; Pennington, 2003; White, 2006). Thus, information technology has remarkable affected many fundamental aspects of people life, particularly the economic impact of both work and family lifestyle.

Family income level is an important factor that affects student learning achievement. High-income families are able to provide more technology and educational facilities such as computers to their children than low-income families (Abbott & Fouts, 2003; Alghazo, 2007; Pattaravanich, Williams, Lyson, & Archavanitkul, 2005; Yadav 2007). There are some interesting research studies about family income levels and students' learning achievement.

In 2004, Somphet investigated the factors affecting the learning performance of 356 students in grades 3 and 4 at Kantromwittayakhom School in Srisaket, in Thailand. The results showed that there were a lot of factors affecting student learning performance such as study habits and personalities. Family income also affected student learning performance. That is, students coming from low-income families had lower learning achievement than students coming from high-income families.

Similarly, Suwansrinon (2006) studied parental support and child development. Participants were 294 parents of children studying in kindergarten schools in Bangkok, Thailand. The participants were asked to answer a questionnaire to obtain information about their family income, level of education as well as the role of parental participation in school. It was discovered that parents having low educational and low-income levels gave less support to their children's learning activities than parents coming from high educational and high-income levels. Therefore, Suwanasrinon concluded that parental support was a significant factor for child learning development. That is, children who received parental support would be able to develop their learning abilities better than those who did not receive support from their parents.

In 2007, Alghazo investigated Arab-American parental support and socioeconomic status of newer generations of Arab-American children growing up in the United States and their Arabic literacy development. Volunteer members in the Arab-American communities were assigned roles in this program. Volunteers were parents, school administrators and staff (teachers), and university students helping children literacy development through after school service tutoring programs. It was found in the study that parental support and involvement were important; the more the parents were involved the more successful children were at school. It was also discovered that students coming from middle-income families were more successful than those coming from low-income families. Therefore, Alghazo concluded that encouraging parental involvement, and explaining to parents how to help their children in their learning achievement, especially to low-income parents, should be considered.

Similarly, Buosonte et al. (2007) studied the factors that affected student learning achievement in an English foundation course. Participants were 20 English foundation course lecturers and 595 undergraduate students who were enrolled in the English foundation course in the second semester of the academic year 2005 at Naresuan University in Thailand. The instruments consisted of two sets of questionnaires. The first questionnaire was used to obtain the students' learning attention, family income, family support, motivation for achievement, background knowledge, and attitudes towards learning English. The second questionnaire was related to the lecturers' educational levels, teaching experience, teaching qualities, and classroom atmosphere. It was found in this study that the factors affecting the students' learning achievement were grade point average, motivation for achievement, attitudes towards learning English, family support

as well as learning attention, respectively. As a result, Buosonte et al. concluded that family support was a significant factor for student learning achievement.

Prommali and Jaroenkornburi (2007) investigated 371 first to third-year Khon Kaen university students' lifestyles. A survey questionnaire was classified into four aspects: learning, social interaction, leisure, and health. The participants were asked to answer the questionnaire to obtain the information about their gender, habits, study programs, parents' occupations, and residential characteristics. The findings revealed that the majority of participants behaved in a positive way for all four groups. It was also found in this study that the students' habits affected their social interaction and leisure lifestyle, while gender affected their social interaction, leisure, and health. Study programs, parents' occupations, and residential characteristics affected some activities of all four groups of lifestyle. Students coming from low-income families received less monetary support from their family and had to do part-time jobs or earn some extra money to support their studies. Therefore, Prommali and Jaroenkornburi concluded that the parents' income level was a significant factor for student learning achievement.

Some students coming from low-income families have to do part-time jobs or earn some extra money to support their studies. There are some interesting research studies about students doing part-time jobs. Singh and Chang (2007) investigated the effects of high school students working part-time on their learning achievement. Participants consisted of 1,547 students in grade 9-12 from six high schools in southwest Virginia, in the academic year 2002. The participants were asked to complete a School and Social Experiences Questionnaire (SSEQ) in order to obtain information on their part-time jobs, parents' education and occupation, students' intended education, and

students' grades. This study was conducted to measure three components: the students' average number of hours work during the school year, the percentage of students working during the school year, and the percentage of students in different categories of work hours. The results revealed that 26 % of students did not work. About 37 % of students were working part-time, and another 37 % of students had worked at some time during the school year. The students, who worked longer hours had: lower attendance, less motivation, and put in less effort to learn. These caused the students to have lower educational desires and lower learning achievement than those who worked less or did not work at all. The findings also indicated that students who never worked had significantly higher grades and scores than did the other two groups of working students. Therefore, Singh and Chang concluded that working part-time was one of many factors that affected student learning achievement.

In 2008, Sanphakitjumnong and Boonkrajang studied the impact of student learning readiness via a computer network. Participants composed of 390 Mathayomsuksa 6 students from the four "Snook" provinces in Thailand: Sakhonnakorn, Nakornpanom, Mookdahan, and Kalasin. The participants were asked to complete a questionnaire to obtain their readiness to use the computer network to learn. The finding indicated that 57.18 % of the participants' readiness was at a moderate level. Additionally, Sanphakitjumnong and Boonkrajang also found that the students' provinces, hometown, and family income levels were factors that affected the students' readiness levels. In particular, in terms of family income levels, it was found that students coming from high-family income levels had higher readiness scores in using online learning programs than the students coming from low-family income levels.

According to the studies mentioned above, family income is one of many factors that affects student learning achievement. The students coming from high-income families have more financial support for their studies than low-income families. However, an interesting research study was done in the 2001. Chumpavan compared student English achievement between students coming from middle- to high-income families and students coming from low-income families. Participants were 100 first-year students who were enrolled in the first semester of the academic year 2000 at Chulalongkorn and Thammasat Universities. The results revealed that there was no significant effect of income on the students' learning achievement. A possible reason for no significant difference between student family income levels and student achievement was that this study was conducted with students in Bangkok, who generally have good English background knowledge. If a similar study were to be done again, it should be conducted with rural university students in order to see whether the results would be similar.

In conclusion, the research studies have shown that family income level is one of many factors that plays a significant role in student educational achievement. However, one study showed no statistically significant differences between students coming from high-income families and low-income families when comparing to their posttest scores. In this study, therefore, researcher needs to investigate whether the family income variable affected the participants' learning achievement.

This study was conducted with students studying at a university in the Northeastern region. The National Statistical Office (2006) conducted the survey on family income levels in Thailand. The findings revealed that the average family income

was approximately 17,787 baht per month. More specifically, the Central, Southern, Northern, and Northeastern regions had the average monthly incomes of 19,279 baht, 18,668 baht, 13,146 baht, and 11,815 baht per household, respectively (Thai National Statistical Office, 2006). The average monthly income per household in the Northeastern region of the country is the lowest. In this study, for Questionnaire 1, the students' family incomes per month were classified into: (a) lower than 11,000 baht, (b) 11,000-16,000 baht, and (c) more than 16,000 baht. That is, the average monthly income per household of the Northeastern region is rounded to 11,000 baht for ease and was used as a dividing line between middle- to high-income families (11,000 baht to greater than 16,000 baht) and low-income families (lower than 11,000 baht).

Nasingkun (2003) states that Thailand is classified as a developing country and the majority of Thai people work in the agricultural sector. In the Northeastern region of Thailand, 80% of the population are farmers. Most students in the Northeastern region come from low income families (Intarachai, 2000). In order to help Northeastern people improve their standard of living, the government and related organizations provide assistance such as financial support and scholarships to students in this region.

The extensive literature above has demonstrated that much research is being done in the fields of technology and education. It is the goal of the researcher to enhance these fields with this research study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains a discussion of the research methods employed in this study. The methodology section comprises four parts: (a) participants, (b) instrumentation, (c) procedures, and (d) statistical analysis.

The purposes of this study were to investigate whether there were differences in English proficiency between university students experiencing computer-based learning (CBL) and university students experiencing text-based learning (TBL). This study also investigated: (a) if the CBL could help the students improve their English proficiency, (b) if the students coming from middle- to high-income families obtained higher results than the students coming from low-income families, and (c) if the attitudes of the students towards the CBL had a relationship with their posttest scores.

This study was a pretest and posttest research design. Students in the experimental and control groups were asked to take the ELLIS Test on Hotel Series as a pretest in the first week of the semester to determine their English proficiency. Questionnaire 1 was given to all the participants after they had finished the pretest. The students in the experimental group experienced the CBL. In contrast, the students in the control group experienced the TBL. At the end of the semester, the students in both groups took the ELLIS Test on Hotel Series as a posttest. After the students had finished the posttest, Questionnaire 2 was given to the students in the experimental group to obtain their attitudes towards the use of Computer Program on English for Hotel (CPEH) after a 16-week treatment period.

Participants

Selection of University

There are 41 Rajabhat universities in Thailand. These universities, as local higher education institutes, are the local development centers for providing higher education, local research, conserving local art and culture, developing and providing new technology, and producing graduate students in order to serve the needs of local communities (Jaimun, 2005; Sangnatorn, 2005). In this study, Loei Rajabhat University (LRU) was chosen to be the place of study due to the convenience for the researcher.

LRU's background is as follows:

1. The English for Hotel course has been offered at LRU since 1996. About 35-40% of Business English graduates work in the tourism and hospitality industries (Loei Rajabhat University Graduate School, 2007).
2. LRU is in Loei, which is located in the Northeastern region of Thailand. As a major tourist destination, the number of tourists is increasing gradually. In years 2000 to 2005, the growth rate of internal tourism in Loei was 5.59% (Tourism Authority of Thailand, 2005). Considering the demands of the tourism and hospitality industry, English for Hotel is a required course. The purpose of English for Hotel Course, offered at LRU, is to provide the English language skills to help students communicate effectively with visiting foreigners.
3. LRU offers various programs leading to bachelor degrees in education, science and technology, liberal arts, business administration as well as master and doctoral degrees in education. Each program is designed not only to prepare students for Thailand's corporate job market, but also to meet the needs of the

local students and the community. The English program has to produce effective graduates to serve business purposes and requirements. Therefore, students are required to have the English language skills to support growth in international business.

LRU has to provide equal opportunities for quality education for students and assist students in developing their initiative in learning. One approach is to apply CBL to improve the learning and teaching environment in classrooms.

Selection of Participants

Participants in the present study were 45 second-year Business English students in the Faculty of Humanities and Social Sciences at LRU. They were enrolled in English for Hotel 2 course in the second semester of the academic year 2007 and were intermediate level English learners who had completed Basic English course, English for Hotel 1 course, and Basic Computer course. The participants' computer literacy was sufficient to enable them to operate the CPEH successfully.

The second-year business English students at LRU in the academic year 2007 were selected to participate in this study and randomly assigned into the experimental and control groups. The control group consisted of 23 students experiencing the TBL and the experimental group consisted of 22 students experiencing the CBL. Table 1 contains the information about the participants' characteristics.

Table 1

Participants' Characteristics (N = 45)

Variables	<i>n</i>	%
Group design		
Experimental group	22	48.89
Control group	23	51.11
Teaching Method		
Computer-based learning	22	48.89
Text-based learning	23	51.11

*Instrumentation**Test for English Language Learning and Instruction System (ELLIS)*

ELLIS is a standard modern English language development program, which combines the technology of computer-assisted training with a communicative approach for teaching and learning (English Training Software, 2006). This program is designed to:

1. Increase students' knowledge of using English in everyday life.
2. Self-practice English lessons with real situations.
3. Build students' confidence in their English proficiency.
4. Prepare students for their academic success.

The ELLIS Test consists of: (a) ELLIS Basics, levels 1-2, for fundamental pronunciation practice, (b) ELLIS Introduction, levels 3-7, for basic communicative skills

in daily life, (c) ELLIS Middle Mastery, levels 8-10, for an intermediate level of communicative skills, (d) ELLIS Senior Mastery, levels 11-12, for an advanced level of communicative skills in daily life and in business transactions, (e) ELLIS Master Pronunciation, for the principles of pronunciation and practice, (f) ELLIS Placement Test, for measuring students' English language abilities in order to classify their proficiency levels in the following areas: listening comprehension, grammar, and vocabulary, and (g) ELLIS Business Sections: Business Series and Hotel Series (ELLIS English training software, 2006). In this study, the ELLIS Test on Hotel Series was selected as the instrument to measure students' English proficiency for both the pretest and the posttest because the contents of this test series were comparable to English for Hotel 2 course description which covers the topics of reception, information desk, telephone use, and restaurant sections. Therefore, the contents were appropriate for use as the testing instrument.

Survey of Questionnaire 1

Questionnaire 1 was used for collecting demographic information from both groups of students. They were asked to provide information on their family income levels, the number of years they have studied English, their knowledge on computer use, their perceptions on their computer literacy, and their experience of practicing language skills via a computer (see Appendix A).

Survey of Questionnaire 2

Questionnaire 2 (adapted from Trinder, 2002) was used for gathering the attitudes of the students in the experimental group towards the use of the CPEH. The students were asked to provide information concerning their performance when they were in class, self-

assess each of their language skills after using the computer program, and give their opinions on the program. The Likert scale from 1 to 5 was applied to indicate the levels of the participants' attitudes towards the use of the CPEH: 1 for Strongly disagree, 2 for Disagree, 3 for Undecided, 4 for Agree, and 5 for Strongly agree (see Appendix B).

The researcher developed the questionnaires. Statistics specialists as well as the researcher's dissertation advisors reviewed them in order to determine if the questions were appropriate for use to verify the content validity and the reliability. The comments and suggestions from the statistics specialists and the dissertation advisors were used to rectify the questions for suitability.

Materials

Materials for the control group.

The textbook *Communicative English for Hotel Personnel* and its accompanying cassette were used as learning materials for the control group. The reasons for choosing this textbook to be used in this study were as follows:

1. This textbook is used in many educational institutions for their English for Hotel courses that are designed for students who need to communicate in English when dealing directly with hotel guests. It also consists of four main parts: At the Reception Desk, At the Information Desk, In the Restaurant, and On the Telephone.
2. Each part consists of sub-units, which are based on real-life business situations. Each sub-unit provides the participants with four sections: Preparation Exercises (reading skills), Sample Dialogues (listening and speaking skills), Language Practice (grammar exercises), and Communicative Activities (writing skills).

Detailed vocabulary lists and useful expressions are also provided to help participants with text clarification (see Appendix F).

3. The exercises are in a variety of formats including multiple-choice, matching, filling-in-the-blank as well as written dialogues. All exercises aim at helping participants to practice the language in realistic situations so that they may become more familiar with what might actually be used in real life situations.

Because the contents in the textbook cover the course description requirements, it was appropriate for use as the material in the control group.

Materials for the experimental group.

The material for the experimental group was the Computer Program on English for Hotel (CPEH). This computer program contained the same contents as that in the *Communicative English for Hotel Personnel* textbook, but the contents were on Compact Disc Read-Only Memory (CD-ROM). Moreover, the computer and content experts were asked to ascertain whether there were any problems with the CPEH, the applicability of the program, the appropriateness of the content, and the language used to help students improve their language skills. A computer programmer at the computer center of LRU provided assistance in creating and organizing this computer program by using Authorware Version 7 (see Appendix G).

Constructing the computer program on English for hotel.

The steps of constructing the computer program on English for Hotel (CPEH) were as follows:

1. The contents of the English for Hotel course were studied and analyzed.
2. The learning objectives and the content of each lesson were set.

3. The contents and exercises in each part were designed. The story board of the CPEH was written and separated into sub-units. Then, it was reviewed, and the program sub-unit contents were checked for correctness and appropriateness by experts and native speakers.
4. After the CPEH was constructed by using Authorware Version 7, it was verified by experts, native speakers, computer programmers, and the dissertation advisor. Then, the computer program was adapted and tried out with a small group of students as a program test so that weaknesses could be observed before starting the research. Three LRU students who were enrolled in the first semester in the academic year 2007 were asked to be involved in using the CPEH for the trial phase. Each student was assigned into three groups of English proficiency levels: low, intermediate, and high, respectively. After using the CPEH, feedback was collected and the weaknesses of the program were amended before the commencement of the study.

Similarities and differences of the materials between the control group and the experimental group.

The contents and all the exercises in the CPEH are similar to those four parts in the textbook. The differences between the CPEH and the *Communicative English for Hotel Personnel* textbook are as follows:

1. The CPEH provides texts, graphic presentations, motion pictures, video and audio-visual representations with native speakers' voices in the part with the sample dialogues. On the other hand, the textbook has only a tape cassette to be used in the sample dialogues part.

2. With the CPEH, the vocabulary, its meaning, and useful expressions are also provided with native speakers' voices to help participants listen to the vocabulary given clearly and correctly. The textbook did not provide all this additional help.
3. With the CPEH, students complete their exercises in each lesson via the computer. For written assignments, students submit their work via e-mail, but the exercises in the textbook are pen and paper-based.
4. In the CBL group, a teacher acts as a facilitator and supporter in order to assist students when they have problems with their lessons. The students get immediate feedback from the computer program whenever they select an incorrect answer. If the second answer is still incorrect, the program will provide the correct answer to the students immediately. Conversely, teaching with a textbook in the control group demands that the teacher is the person who explains and provides knowledge and feedback to the students.

Instructional process of the control group and the experimental group.

At the beginning of the treatment, the participants in the experimental group were provided with the course description and syllabus, which included the course objectives, contents, methods of teaching, requirements, and evaluation (see Appendix C). They were instructed on how to operate the CPEH and were provided with instructional guidelines (see Appendix E) to help guide them through the interactive process of learning. The participants studied the lessons by following the instructions and choosing any unit in a lesson to experience the content presented in the form of video clips with native speakers' voices. Students needed to complete the exercises in each lesson before moving to the next part. During or after the lesson, there might be some parts the students

missed or did not understand. They could go back to those parts anytime they wanted in order to make sure that they thoroughly understood the lessons.

For the control group, the participants were provided with the course description and syllabus, which included the course objectives, contents, and method of teaching, requirements, and evaluation (see Appendix D). A tape cassette and textbook were used to support listening, speaking, reading, and writing skills. The participants in this group followed the contents and lessons contained in the textbook.

Data Collection Procedures

In the second semester of the academic year 2007, the participants in both the experimental and control groups were asked to take the ELLIS Test on Hotel Series in the first week of the semester as a pretest on their English proficiency. Questionnaire 1 was given to all participants after they had finished the pretest. The participants in the experimental group were taken to a computer laboratory to check their performance and given directions on how to best use the software and experienced the CBL on English for Hotel. In contrast, the participants in the control group were provided with the corresponding materials and experienced the TBL. Both the experimental and control groups had the same learning situations such as size of classroom, contents of English, amount of exposure, course syllabus, and English instructor (the researcher) who has been teaching English for Hotel courses more than six years. The ELLIS Test on Hotel Series as a posttest was given to both groups during the last week of the semester. After the participants had finished the posttest, Questionnaire 2 was given to the participants in the experimental group to obtain their attitudes towards the use of the CPEH after a 16-

week treatment period. Table 2 contains the administration dates of the pretest and posttest and the administration date of the questionnaires.

Table 2

Administration Dates of Pretest, Posttest, and Questionnaires of the Main Study

Activities	Experimental Group	Control Group
Pretest	December 19, 2007	December 19, 2007
Questionnaire 1	December 19, 2007	December 19, 2007
Posttest	February 7, 2007	February 7, 2007
Questionnaire 2	February 7, 2007	-

Pilot Study

A pilot study was conducted during October 15, 2007 to October 30, 2007. It aimed to identify and correct potential problem areas with the CPEH and the study's methodology. It was conducted with a group of nine volunteer of third-year tourism and hotel industry students who were enrolled in the first semester in the academic year 2007 at LRU. They were asked to participate in the pilot-test phase, and were divided into three groups of English proficiency levels: low, intermediate, and high. There were three students in each group. The students were asked to take a pretest. After the pretest, the students were asked to complete Questionnaire 1. The students then experienced the

CPEH for 16 days and took the posttest at the end of the training treatment. They were asked to fill in Questionnaire 2 after they had finished the posttest. On the last day, the students were asked to give comments about using the computer-based program on English for Hotel.

From the pilot study, the weaknesses of the program were identified and then addressed to improve the program for use in the main study. In this phase, the CPEH was tested for its effectiveness. The results indicated that the effectiveness of the CPEH had an efficiency level of 80.02/80.06, which was higher than the proposed level at 75/75.

Main Study

The main study was conducted in the second semester of the academic year 2007. The participants in both the experimental and control groups were asked to take the ELLIS Test on Hotel Series as a pretest of their English proficiency in the first week of the semester. Questionnaire 1 was given to the participants after they finished the pretest. All participants in the experimental and the control groups were instructed to prepare for each class session by reading the assigned contents, doing certain exercises, and answering questions. The participants in the experimental group undertook the CBL on English for Hotel. In contrast, the participants in the control group experienced the TBL. For checking students' assignments, the instructor checked their works on the next day and gave feedback to the students on the following day. For submitting students' assignments, the CBL students submitted their assignments to the instructor and received their feedback via e-mail. In contrast, the TBL students submitted their assignment and received their feedback by using hard copy materials. The CBL and TBL students studied English for Hotel 2 lesson three periods a week and used the same timeline on each unit

for each week. The ELLIS Test on Hotel Series as a posttest was given to both groups during the last week of the semester. After the participants had finished the posttest, Questionnaire 2 was given to the participants in the experimental group to obtain their attitudes towards the use of the CPEH after a 16-week treatment period. Table 2 contains the administration dates of the pretest, posttest, and the questionnaires in the main study.

Statistical Analysis

A quantitative statistical analysis that focused on the improvement of communicative skills on English for Hotel was used to analyze the data. The data in this study were analyzed according to the research hypotheses. The scores or data obtained from the pretest and posttest of the experimental and control groups were analyzed by using descriptive statistics, independent *t* tests, and the one way analysis of covariance (ANCOVA). In accordance with studying the interaction effect of covariance towards dependent variables, pretest scores were covariate variables and posttest score were dependent variables.

The levels of the students' attitudes towards the CBL were rated by a five-point rating scale which focused on the level of agreement. The one-tailed Spearman rho correlation coefficient was applied to the questionnaires to test the relationship between the students' attitudes and their posttest scores.

The alpha level of .05 was established to indicate if the relationship was statistically significant for all statistical tests. The Statistical Package for the Social Sciences (SPSS) was applied as the statistical software in this study.

Summary

Chapter III provided a description of the methodology employed in an attempt to test the research hypotheses. A description of the participants, instrumentation, materials used, data collection procedures, statistical analysis, and process of the development of the Computer Program on English for Hotel as well as its lessons were provided.

CHAPTER IV

RESULTS OF THE STUDY

The purposes of the study were to investigate: (a) if computer-based learning (CBL) helped students improve their English proficiency, (b) if the students coming from middle- to high-income families had higher scores on the English Language Learning and Instruction System (ELLIS) Test than the students coming from low-income families, and (c) if the attitudes of students towards the CBL were related to the posttest scores earned on the ELLIS Test. Participants of the study were 45 second-year Business English students in the Faculty of Humanities and Social Sciences at Loei Rajabhat University (LRU) who were enrolled in English for Hotel 2 course in the second semester of the academic year 2007. They were then randomly assigned to the experimental group or the control group. Students in the experimental group experienced the CBL, whereas those in the control group experienced the TBL. The data were analyzed according to the following research hypotheses:

Research Hypothesis One

On the posttest administration of the Hotel Series of the ELLIS Test controlled for prior English performance, the mean score of students in the CBL will be higher than the mean score of students in the TBL group. Table 3 contains the descriptive statistics of the pretest and posttest scores of the students in the CBL and TBL groups.

Table 3

Pretest and Posttest Scores of Students in Computer-Based Learning and Text-Based Learning

Group	Pretest			Posttest		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Computer-based learning	22	42.45	13.63	22	63.36	12.29
Text-based learning	23	37.30	15.05	23	55.04	16.52

The participants were randomly selected to participate in this study and they were randomly assigned into the CBL or TBL groups. Pretest scores of the students coming from the two groups must be analyzed. The one-tailed independent *t* test was applied to analyze the differences in the mean scores and variances of the students in the two groups on the pretest variable. Table 4 shows one-tailed *t* test comparison of the pretest scores between the CBL and TBL groups.

Table 4

T-Test Comparison of Pretest Scores between Computer-Based Learning and Text-Based Learning

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Computer-based learning	22	42.45	13.63	1.20	.70
Text-based learning	23	37.30	15.05		

* $p < .05$

The results of one-tailed t test comparison of the pretest scores between the CBL and TBL groups showed that the CBL students did not score significantly higher on the pretest ($M = 42.45$, $SD = 13.63$) than the TBL students ($M = 37.30$, $SD = 15.05$), $t(43) = 1.20$, $p = .70$. The results of the one-tailed t test showed no difference on the mean and standard deviation of scores of the pretest, which proved that the relationship between the dependent variable (posttest scores) and the covariate variable (pretest scores) of both teaching approaches were required. The independent variable was the teaching methods. Therefore, the homogeneity of slopes assumption was applied before conducting a one-way analysis of covariance (ANCOVA) to compare the relationship of the posttest scores of students between the two teaching methods while controlling for the pretest scores was linear (Tabachnick & Fidell, 2001). Montgomery (2001) suggested if there was no relation between the dependent variable and the covariate variable, the covariate variable was not influenced by the dependent variable. In addition, Green and Salkind (2005) recommended if the interaction between the covariate and the factor was significant, the results from ANCOVA were meaningless, and ANCOVA should not be conducted. Table 5 presents the results of the test of homogeneity of slopes between the pretest scores and the teaching methods.

Table 5

Results of the Test of Homogeneity of Slopes between Pretest Scores and Teaching Methods

Source	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Eta Squared
Intercept	3404.45	1	3404.45	50.96	.00	.55
Teaching Method	245.09	1	245.09	3.67	.06	.08
Pretest	5977.04	1	5977.04	89.48	.00	.55
Interaction	143.13	1	143.13	2.14	.15	.05
Error	2738.85	41	66.80			

* $p < .05$

The results of the test of homogeneity of slopes between the pretest scores and the teaching methods showed that the interaction was not significant, $F(1, 41) = 2.14$, $MSE = 66.80$, and $p = .15$. Because there was no difference on the homogeneity of slopes between the pretest and the teaching methods, the ANCOVA could be applied.

Table 6 presents the results of the summary of analysis of covariance on different teaching methods.

Table 6

Summary of Analysis of Covariance Results on Different Teaching Methods

Source	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Eta Squared
Intercept	3264.72	1	3264.72	47.58	.00*	.53
Pretest	6296.07	1	6296.07	91.76	.00*	.69
Teaching method	172.73	1	172.73	2.52	.12	.06
Error	2881.98	42	68.62			

* $p < .05$

The results of the analysis of covariance on different teaching methods showed that there was no significant teaching method effect, $F(1, 42) = 2.52$, $MSE = 68.62$, $p = .12$. Controlling for pretest scores, the adjusted posttest scores of the students in the CBL and TBL groups showed that the adjusted mean of the posttest scores between the CBL ($M = 61.15$, $SE = 1.78$) and the TBL ($M = 57.16$, $SE = 1.74$) on the posttest. Therefore, the results did not support research hypothesis one.

Research Hypothesis Two

On the posttest administration on the Hotel Series of the English Language Learning and Instruction System (ELLIS) Test controlled for prior English performance,

the mean score of the students coming from middle- to high-income families will be higher than the mean score of the students coming from low-income families. Table 7 shows the descriptive statistics of the pretest and posttest scores of the students coming from middle- to high-income families and the students coming from low-income families.

Table 7

Pretest and Posttest Scores of Students Coming from Middle- to High-Income Families and Students Coming from Low-Income Families

Family Income Levels	Pretest			Posttest		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Low-Income Families	16	31.63	5.57	16	48.13	7.50
Middle- to High-Income Families	29	44.34	15.87	29	65.17	14.78

The results of the pretest and posttest scores of the students coming from middle- to high-income families and the students coming from low-income families showed that the mean and standard deviation of both family income groups (Middle- to High-Income pretest: $M = 44.34$, $SD = 15.87$, Middle- to High-Income posttest: $M = 65.17$, $SD = 14.78$, Low-Income pretest: $M = 31.63$, $SD = 5.57$, and Low-Income posttest: $M = 48.13$, $SD = 7.50$).

The equality of mean of pretest scores of the students from both family income levels was required. The one-tailed independent t test was applied to analyze the equality

of mean of the pretest for the students coming from different family income levels. Table 8 presents the t test comparison of the pretest scores between the students coming from middle- to high-income families and the students coming from low-income families.

Table 8

T-Test Comparison of Pretest Scores between Students Coming from Middle- to High-Income Families ($n = 29$) and Students Coming from Low-Income Families ($n = 16$)

Family Income Levels	M	SD	t	p
Low-Income Families	31.63	5.57	-3.09	.00*
Middle- to High-Income Families	44.34	15.87		

* $p < .05$

The results of the t test comparison of the pretest scores between the students coming from middle- to high-income families and the students coming from low-income families showed that the students coming from middle- to high-income families scored significantly higher on the pretest ($M = 44.34$, $SD = 15.87$) than the students coming from low-income families ($M = 31.63$, $SD = 5.57$), $t(43) = -3.09$, $p = .00$. Then, conducting the relationship between the dependent variable (posttest scores) and the covariate variable (pretest scores) was performed. The family income levels were the independent variables. Therefore, the homogeneity-of-slope assumption was conducted before conducting a one-way analysis of covariance (ANCOVA). Table 9 presents the results of the test of

homogeneity of slopes between the middle- to high-income families and the low-income families.

Table 9

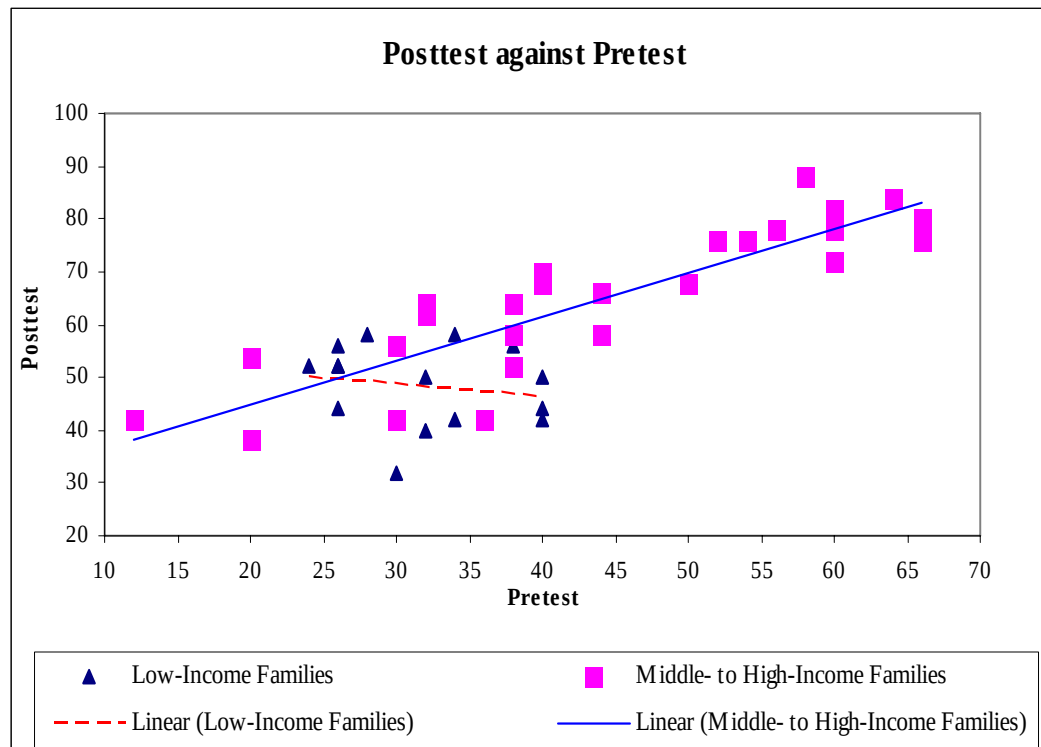
Results of the Test of Homogeneity of Slopes between Middle- to High-Income Families and Low-Income Families

Source	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Eta Squared
Intercept	2788.77	1	2788.77	54.21	.00*	.57
Pretest	155.80	1	155.80	3.03	.09	.07
Family Income	287.36	1	287.36	5.59	.02*	.12
Interaction	488.77	1	488.77	9.50	.00*	.19
Error	2109.31	41	51.44			

* $p < .05$

The results of the test of homogeneity of slopes between the middle- to high-income families and the low-income families showed that the interaction was significant, $F(1, 41) = 9.50$, $MSE = 51.44$, $p = .00$. Therefore, to see the difference between the two family income levels, pretest versus posttest scores were plotted. Figure 1 presents the scatter plots and their linear trends of the pretest and the posttest scores of the students coming from middle- to high-income families and the students coming from low-income families.

Figure 1. Scatter Plot of Pretest and Posttest Scores and Linear Trends



Controlling for pretest scores, the middle- to high-income families students had a significantly higher adjusted mean score ($M = 61.73$, $SE = 1.52$) than the low-income families students ($M = 54.37$, $SE = 2.10$), $F(1, 41) = 5.59$, $p = .02$. This might be the influence of the regression effect due to different directions of slope of both students' family income levels. The slope of the pretest and posttest scores of the students coming from middle- to high-income families was positive trend, whereas the slope of pretest and posttest of the students coming from low-income families was negative trend (as seen in Figure 1). Consequently, the data supported research hypothesis two.

Research Hypothesis Three

A positive relationship exists between the attitudes of students who experienced the CBL on English for Hotel and their posttest scores on the Hotel Series of the ELLIS Test.

A one-tailed Spearman rho correlation coefficient technique was applied to test the degree of relationship between the students' attitudes towards the use of the Computer Program on English for Hotel (CPEH), and the posttest scores that the students earned on Hotel Series of the ELLIS Test. Table 10 contains the one-tailed Spearman rho correlation coefficients between the students' posttest scores on the ELLIS Test and the students' attitudes towards the use of the CPEH.

Table 10

One-tailed Spearman rho Correlation Coefficients between Students' Posttest Scores on the ELLIS Test and Students' Attitudes towards the Use of the Computer Program on English for Hotel

Attitudes	Posttest on ELLIS ($N = 22$)	
	r_s	p
Audio quality was good.	.43*	.02*
Pre- and post-viewing comprehension questions were useful.	.39*	.04*

(table continues)

Table 10 (*continued*)

Attitudes	Posttest on ELLIS ($N = 22$)	
	r_s	p
Video clips and lesson were interesting.	.33	.07
Students enjoyed working at their own speed.	.27	.11
Feedback helped evaluate their performance.	.21	.17
CPEH helped improve their confidence.	.20	.19
Natural speed improved their listening skills.	.20	.19
CPEH promoted students' involvement.	.20	.18
Students concentrated on CPEH lessons.	.19	.19
CPEH was exciting and motivating.	.19	.19
CPEH provided a better learning experience.	.18	.21
Students studied from the book better.	.17	.22
CPEH helped improve their English abilities.	.14	.27
Working with CPEH suited students' learning styles.	.13	.28
Communicative activities helped improve students' speaking skills.	.12	.30
Communicative activities helped improve students' writing skills.	.10	.34
Immediate feedback was useful.	.09	.35

(table continues)

Table 10 (*continued*)

Attitudes	Posttest on ELLIS ($N = 22$)	
	r_s	p
Students learned something new.	.09	.34
CPEH was clear and to the point.	.08	.36
CPEH made English for Hotel interesting.	.08	.37
Vocabulary & useful expressions helped improved students' reading skills.	.08	.36
CPEH met students' needs.	.06	.40
Students felt nervous when working with CPEH.	.03	.45
Students learned new words from CPEH.	.02	.46
CPEH was easy to use.	.01	.48
CPEH helped increase better understanding.	.00	.50
CEPH improved English writing skills.	-.01	.48
CPEH improved English listening skills.	-.04	.42
Natural speed and accent improved speaking skills.	-.09	.34
CPEH improved English reading skills.	-.11	.32
Replaying dialogue was useful.	-.11	.31
Students benefited from CPEH.	-.13	.29

(table continues)

Table 10 (*continued*)

Attitudes	Posttest on ELLIS ($N = 22$)	
	r_s	p
CPEH provided useful practice.	-.14	.27
Feedback showed students' weaknesses.	-.18	.22
Practicing reading from CPEH lessons was useful.	-.19	.20
Practicing speaking from dialogues was useful.	-.20	.19
Students enjoyed activities.	-.20	.18
CPEH was enjoyable.	-.21	.17
Students took a long time to use CPEH.	-.22	.17
CPEH improved English speaking skills.	-.26	.12
Listening to a variety of voices was useful.	-.26	.12
Vocabulary and useful expressions helped students understand conversations.	-.29	.10
CPEH was difficult to use.	-.31	.08

* $p < .05$

As seen in Table 10, the results of one-tailed Spearman rho correlation coefficients between the students' posttest scores on the ELLIS Test and the students' attitudes towards the use of the CPEH showed that low relationship, but not significant,

was found between the students' attitudes towards the use of the CPEH and their posttest scores on the ELLIS Test. Only the correlation coefficients between the students' opinion on the Audio quality of the CPEH media and the usefulness of Pre- and post-viewing comprehension questions and students' posttest scores were significant at the .05 level, $r_s(22) = 0.43, p = .02$ and $r_s(22) = 0.39, p = .04$, respectively. The other correlation coefficients showed no significant differences.

Regarding the results of the study, of the 43 items on Questionnaire 2, 26 items (60.5%) showed positive correlation and 17 (39.5%) items of negative correlation were found between the students' attitudes towards the use of the CPEH and their posttest scores on the Hotel Series of the ELLIS Test. With the two out of 43 questions, the students' attitudes on the Audio quality of the CPEH media and the usefulness of Pre- and post-viewing comprehension questions were found to have significant correlation. The other attitudes did not show significant correlations. Even though the students had good attitudes towards the computers, they could not earn better test scores. Therefore, the correlation between the students' attitudes and their posttest scores was not a good predictor for the ELLIS Test.

In conclusion, a low positive relationship, but not significant, was found between the attitudes of students towards the CBL and their posttest scores on the ELLIS Test. Therefore, the data did not support hypothesis three.

Participant Demographic Survey Results

Questionnaire 1

Questionnaire 1 was used for collecting the demographic information of the students from both teaching programs. Table 11 shows the socio-demographic characteristics of the participants in the CBL and TBL groups.

Table 11

Socio-Demographic Characteristics of Participants in Computer-Based Learning and Text-Based Learning (Questionnaire 1)

	Computer-based		Text-based	
	(n = 22)	(%)	(n = 23)	(%)
Family income per month				
Lower than 11,000 baht	6	27.3	10	43.5
11,000 - 16,000 baht	11	50.0	7	30.4
More than 16,000 baht	5	22.7	6	26.1
Years of English in school				
Less than 8 years	0	0.0	0	0.0
8 years or greater	22	100.0	23	100.0
Computer at home				
Yes	17	77.3	12	52.2
No	5	22.7	11	4

(table continues)

Table 11 (*continued*)

	Computer-based		Text-based	
	(<i>n</i> = 22)	(%)	(<i>n</i> = 23)	(%)
Computer use for				
Searching the Internet	21	95.5	23	100.0
Sending e-mail	20	90.9	23	100.0
Word Processing	20	90.9	18	78.3
Playing games	18	81.8	20	87.0
Typing reports	18	81.8	20	87.0
Chatting	11	50.0	18	78.3
Playing CD-ROMs	10	45.5	10	43.5
Practicing English lessons	10	45.5	21	91.3
Completing Web pages online	6	27.3	13	56.5
Installing programs	4	18.2	3	13.0
Playing MV/ MP 3	1	4.5	2	8.7
Studying English via computer				
At home	15	68.2	8	34.8
At community computer center	15	68.2	2	8.7
At Internet cafés	12	54.5	19	82.6
At friends' homes	11	50.0	12	52.2
At relatives' homes	1	4.5	0	0.0

(table continues)

Table 11 (*continued*)

	Computer-based		Text-based	
	(<i>n</i> = 22)	(%)	(<i>n</i> = 23)	(%)
Students learn at their own paces				
Learn	22	100.0	16	69.6
Not learn	0	0.0	7	30.4
Computer programs should be available in				
English for Hotel	22	100.0	23	100.0
Business English	19	86.4	17	73.9
English for Tourism	17	77.3	9	39.1
English for Secretary	9	40.9	10	43.5
Business Writing	6	27.3	12	52.2

As seen in Table 11, Questionnaire 1 contains the socio-demographic characteristics of the participants in the CBL and TBL groups. Using 11,000 baht as the dividing line, it was found that 72.7 % of the students in the CBL came from middle- to high-income families while only 27.3% came from families with low-income levels. In comparison, 56.5% of the students in the TBL came from middle- to high-income families, whereas 43.5% came from families with low-income levels.

All students had studied English for eight or more years. Out of the 22 students in the CBL group, 17 students (77.3%) had computers at home, while only five students (22.7%) did not have computers at home. In contrast, of the 23 students in the TBL group, 12 students (52.2%) had computers at home, whereas 11 students (47.8%) did not.

Fifteen students out of the 22 (68.2%) in the CBL group used computers at home for studying English. Besides using computers at university, the students also studied English with the help of computers at a community computer center, Internet cafés, at their friends' homes, and at their relatives' homes (68.2%, 54.5%, 50.0%, and 4.5% respectively). In contrast, eight students out of the 23 (34.8%) in the TBL group used computers at home for studying English. They also studied English using computers at Internet cafés, their friends' homes, and a community computer center (82.6%, 52.2%, and 8.7% respectively).

Regarding computer use, 22 students (100%) in the CBL group and 23 students (100%) in the TBL group used computers regularly. The students in the CBL group mostly used computers for searching for information on the Internet (95.5%), sending e-mail (90.9%), word processing (90.9%), typing reports (81.8%), playing games (81.8%), and chatting with their friends (50.0%). The students in the TBL group mostly used computers to search information on the Internet (100%), sending e-mail (100%), playing games (87.0%), typing reports (87.0%), word processing (78.3%) and chatting with their friends (78.3%). Surprisingly, there were only 10 (45.5%) students in the CBL group that used computers for practicing English lessons, which was less than the TBL group (91.3%).

Questionnaire 2

Questionnaire 2 was used to obtain the attitudes of students in CBL group towards the use of the CPEH. The students were also asked independently to give their other comments. Table 12 contains the other comments of the students' attitudes towards the use of the CPEH.

Table 12

Attitudes of Students towards the Use of the Computer Program on English for Hotel

(*N* = 22)

Opinions	<i>n</i>	%
The CPEH was a very useful learning tool and easy to use.	20	90.9
The CPEH was a convenient tool to learn independently and autonomously.	17	77.3
The CPEH helped encourage and motivate students learn clearly more vocabulary and useful expressions.	15	68.2
The CPEH helped students improve their English abilities.	15	68.2
Students were able to learn about real hotel situations from the CPEH.	15	68.2

(table continues)

Table 12 (*continued*)

Opinions	<i>n</i>	%
Computer programs should be applied into other English courses.	8	36.4
The internal server system was slow.	9	40.9
Students needed more time to practice the CPEH exercises.	5	22.7
Some parts of native speakers' voices in the VDO clips were not clear enough.	3	13.6

Regarding the results of the attitudes of the students in the CBL group, the majority of the students had positive attitudes and was highly motivated towards using the CPEH. In this study, of the 22 students in the CBL group, it was found that 20 students (90.9 %) expressed the CPEH was a very useful learning tool and was easy to use. Seventeen students (77.3%) enjoyed working with the CPEH, and they found that it was a convenient tool to learn independently and autonomously. Fifteen students (68.2%) indicated that the CPEH encouraged, motivated, and helped them learn the lessons clearly. Fifteen students (68.2%) also mentioned that the CPEH helped them improve their English abilities. Fifteen students (68.2%) agreed that they were able to learn real hotel situations from the CPEH. In addition, eight students (36.4%) agreed that computer

programs should be applied into different courses. However, there were some practical problems found when the students studied with the CPEH. Nine students (40.9%) found that the internal server system was slow. Additionally, three students (13.6 %) agreed that some parts of the native speakers' voices were not clear enough. Regarding the study time, five students out of 22 (22.7%) required extended time to practice the CPEH exercises.

Summary

This chapter presented the results of the study which were provided in the form of hypothesis testing. The hypotheses were designed to test: (a) computer-based learning (CBL) could help students improve their English proficiency, (b) students coming from middle- to high-income families had higher scores on the English Language Learning and Instruction System (ELLIS) Test than those coming from low-income families, and (c) there was a positive relationship between the attitudes of the CBL students and their posttest scores on the ELLIS Test. The statistical procedures used to analyze the pretest and posttest scores were descriptive statistics, the independent *t* test, the one-tailed Spearman rho correlation coefficient, and an analysis of covariance (ANCOVA). Based on the data analysis, the results of this study could be concluded as follows:

On hypothesis one, the students' posttest scores were the dependent variable and the teaching methods were the independent variable, whereas the students' pretest scores were the covariate factor. In addition, the results of the homogeneity of slopes showed there was no difference on the interaction between the pretest scores and the teaching methods. The ANCOVA results showed that the posttest scores of the CBL students were

not higher significantly on the ELLIS Test than the posttest scores of the TBL students. Therefore, research hypothesis one was not supported.

On hypothesis two, the students' posttest scores were the dependent variable, and the students' family income levels were the independent variable, whereas the students' pretest scores were the covariate factor. In addition, the results of the homogeneity of slopes showed there was significance on the interaction between the pretest scores and the students' family income levels. The ANCOVA could not be applied. However, the results showed there was significance on family income levels. Therefore, research hypothesis two was supported.

On hypothesis three, a low positive relationship, but not significant, was found between the attitudes of students towards the CBL and their posttest scores on the ELLIS Test. Therefore, research hypothesis three was not supported.

For Questionnaire 2 on the attitudes of the students toward the CBL, the majority of the CBL students preferred using the CPEH as a learning tool in language classrooms. Moreover, the students in the CBL had a positive attitude towards the use of the CPEH program because they enjoyed learning via computers. They found that a computer program encouraged and motivated them to learn English. Chapter V will present discussion of the findings, conclusion, and recommendations for further studies.

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

In this chapter, the findings of the study are discussed in accordance with the three hypotheses mentioned above. Following the discussion, conclusion, applications, and recommendations for further studies are presented.

Discussion on Research Hypothesis One

On the posttest administration of the Hotel Series of the English Language Learning and Instruction System (ELLIS) Test controlled for prior English performance, the mean score of students who experienced the CBL on English for Hotel will be higher than the mean score of students who experienced the TBL.

Research Hypothesis One-Results

The participants in the experimental and control groups were asked to take the ELLIS Test on Hotel Series as a pretest of their English proficiency in the first week of the semester. The participants in the experimental group experienced the CBL on English for Hotel. In contrast, those in the control group experienced the TBL. The ELLIS Test on Hotel Series as a posttest was given to both groups during the last week of the semester. It was found from the results of the study that students participating in the CBL did not score higher on the ELLIS Test than those who participated in the TBL. Therefore, research hypothesis one was not supported.

Research Hypothesis One-Discussion

The results of ANCOVA showed the students participating in the CBL did not score higher on the ELLIS Test than those who participated in the TBL. The first finding from *t* test analysis was not significant on mean and variance due to the effect of high standard deviations of the pretest scores of students of both teaching methods. With the high standard deviation, this showed the students had various levels of English background knowledge which may come from many factors such as not ready to be pretested, their English basic, and nervousness. As per the results of posttest scores, the second finding was to accept that learning processes of the CBL and TBL groups could help improve the students' scores. One questionable aspect during experiment was that the researcher could not control how serious the students were about learning. The students had to take the learning activities seriously if they wanted to gain more learning achievement. However, with the results of this research, the benefit of this study was a new supplemental language learning tool. The CBL could assist learners in their language learning; they could additionally learn by themselves when the instructors were not available or when they wanted to repeat lessons by themselves.

As previous information noted in the literature review in Chapter II, some studies indicated that the CBL helped learners improve their language skills. However, there were also some studies which showed no statistically significant differences. The findings of this study are consistent with the studies of Chang, 2002; Dupagne, Stacks, and Giroux, 2007; Hiranburana and Opanon-amata, 2003; Neri, Cucchiarini, and Strik, 2008; So-in, 2009; Zapata and Sagarra, 2007. That is, the findings revealed that the students in the experimental group experiencing the CBL scored higher than did the students in the

control group experiencing the TBL, but there was not a statistically significant difference found between both groups.

Learning via the computer can help students improve their language learning proficiency in many ways. Computer programs can be applied to promote language learners to become more autonomous. That is, students can learn by conducting some learning activities independently in front of the computer, and the four language skills can be integrated with minimal support from teachers. In addition, computer programs can give immediate feedback to students or correct errors on exercises automatically. Students can learn either whenever they want or when computers are available for them to use. The computer programs are able to be applied as supplemental teaching materials or core teaching materials. Higher educational institutions should take advantage of information and communication technology in order to facilitate rich language teaching and learning environments. Teachers will only be responsible for selecting and adapting learning materials for use in the classroom.

With respect to the use of the available technology, through computers, learners could learn the English language not only at school but also at home. In particular, computer programs provide learners with opportunities for their own learning and help learners to build on prior knowledge by constructing new knowledge from authentic experiences. In conclusion, the computer plays a crucial role in the students' learning environment.

Even though the new available technologies were applied to improve students' language learning proficiency, the results did not show as much improvement as expected. In this research, the plausible reasons were found as follows:

Firstly, the students had low language proficiency due to their English knowledge. On the pretest scores, 32 out of 45 (71%) learners had scored less than 50 and there was a high standard deviation of the pretest scores of students in both groups.

Secondly, the CBL students paid less attention to using the computers in practicing English lessons than TBL students did. They probably did not know how important it was to practice their lessons with computers at school. They did not take advantage of the opportunities and they lost the chance to get a better score than TBL students.

Finally, the students needed a longer period of time to become familiar with the CPEH program to reach their most effective level.

Discussion on Research Hypothesis Two

. On the posttest administration on the Hotel Series of the English Language Learning and Instruction System (ELLIS) Test controlled for prior English performance, the mean score of the students coming from middle- to high-income families will be higher than the mean score of the students coming from low-income families.

Research Hypothesis Two-Results

In this study, after the participants in both groups had finished the pretest, they were asked to fill in Questionnaire 1 to obtain their demographic information. They were asked to provide the information on their family income levels, the number of years they had studied English, their knowledge of computer use, their perceptions on their computer literacy, and their experience of practicing language skills via the computer. For students' family income levels, the findings revealed that the students coming from

middle- to high-income families scored higher than the students coming from low-income families. As a result, research hypothesis two was supported.

Research Hypothesis Two-Discussion

Regarding the pretest scores analysis and analyzing the independent t test, the results showed a significant difference on mean and standard deviation. The pretest scores of the students coming from middle- to high-income families were higher than the pretest scores of the students coming from low-income families. The test of homogeneity of slope showed a significant difference between the interaction and the pretest and the posttest scores; this result was probably due to the regression effect. In low-income families, there are many ways to help the students continue studying in the universities such as university's scholarships or governments and non-government scholarships or loans for learning fundamental support. These various kinds of financial support could sponsor the students' expenditures in learning until the students graduate from university. The findings from the current study revealed that the students from middle- to high-income families scored higher than the students coming from low-income families.

The findings of the present study are consistent with the findings of previous studies which indicated that the family income affected students' learning development. That is, students coming from high-income levels had greater success in learning achievement than did students coming from low-income levels (Alghazo, 2007; Buosonte et al., 2007; George, 2000; Pena, 2000; Prommali & Jaroenkornburi, 2007; Sanphakitjumnong & Boonkrajang, 2008; Singh & Chang, 2007; Somphet, 2004; Suwansrinon, 2006).

The present study has shown that students coming from middle-to high-income families scored higher on the ELLIS Test than students coming from low- income families. This finding supports the study by George (2000), who investigated parental support and child learning achievement. In his study, he concluded that parents were responsible for providing the basic necessities of food, shelter, clothing, and academic support both at school and at home. The findings revealed that the children who received parental support would be able to develop their learning abilities better than those who did not receive support from their parents.

In a similar view, Alghazo (2007) investigated the factors that should be considered while designing Arabic language learning tutoring programs for Arab-American children growing up in the United States in order to develop literacy in Arabic. He found that parental support was important; the more the parents provide educational support, the more successful the children were at school. In addition, he also discovered that the students coming from middle-income families were more successful than those coming from low-income families. Therefore, he concluded that encouraging parental support and explaining to parents how to help their children in learning achievement, especially in low-income families, should be considered.

Similarly, this present study confirms the contention of previous studies that participants from middle- to high-income families had wider opportunities to gain more knowledge in various ways such as extra tutoring, family involvement and extra educational support for their children. In addition, the results of this study are similar to the results of the study conducted by Sanphakitjumnong and Boonkrajang (2008), which concluded that the students' family income levels affected student readiness of learning.

That is, the students coming from high family income levels had higher readiness scores in using online learning than the students coming from low-family income levels. The plausible reason for this is low-income families could not afford the equipment as well as the Internet connection costs due to their limited budget. To support this view, Buosonte et al. (2007) claim that family support is one of many important factors that affected students' learning achievement.

In summary, family income level plays a significant role in students' educational achievement. Parents are the most fundamental teachers of children. They can support and get involved in their children's learning both at home or at school. Engaging with their children in schoolwork is an important part of the educational process. The more parents support their children's learning, the greater their children gain learning achievement. That is, children who receive parental support would be able to develop their learning abilities better than those who do not receive support from their parents.

Discussion on Research Hypothesis Three

A positive relationship exists between the attitudes of students who experience the CBL on English for Hotel and their posttest scores on the Hotel Series of the English Language Learning and Instruction System (ELLIS) Test.

Research Hypothesis Three-Results

In this part, after the participants had finished the posttest, Questionnaire 2 was given to the participants in the CBL to obtain their information on prior exposure to the CPEH. The participants were asked to provide information concerning their performance when they were in the classroom, complete a self-assessment form in each of their

language skills after using the computer program, and give their opinions on the program. The Likert scale from 1 to 5 was used to indicate the levels of agreement of the participants' attitudes towards the use of the CPEH: 1 for Strongly disagree, 2 for Disagree, 3 for Undecided, 4 for Agree, and 5 for Strongly agree. It was found from the results of this study that the relationship between students' attitudes towards the CBL and their posttest scores on the ELLIS Test was positive, but not significant. Hence, research hypothesis three was not supported.

Research Hypothesis Three-Discussion

The findings of the study revealed that the relationship between students' attitudes towards the CBL and their scores on the ELLIS Test was positive, but not statistically significant. In the view of using computer technology, the results of this present study are consistent with the results of some previous studies which indicated that students had positive attitudes towards the CBL (Almekhlafi, 2006; Chang, 2002; Chumpavan et al., 2008; Dupagne, Stacks, & Giroux, 2007; Hiranburana & Opanon-amata, 2003; Kaewphaitoon, 2003; Neri, Cucchiarini, & Strik, 2008; Zapata & Sagarra, 2007).

In the present study, the results showed that the students experiencing the CBL had a low positive relationship, but not significant, between the attitudes of students towards the CBL and their posttest scores on the ELLIS Test. According to the levels of agreement, the students' attitudes towards the use of the CPEH were distributed in a short range between level 4 for Agree and 5 for Strongly agree, whereas the students' posttest scores were distributed in a wide range (high variance). Therefore, the relation between the students' attitudes towards the use of the CPEH and the students' posttest scores cannot be found in terms of statistical analysis. Additionally, a possible reason for a

positive attitude is that the students passed the Basic Computer course in the first semester of the first year. As mentioned in Table 11, students were also familiar with new computer programs and computers technologies at a high percentage (greater than 50%) such as sending emails, searching the Internet, playing games, words processing, and so on. Moreover, the plausible reasons of the high variation of the students' English learning proficiency may be due to the differences in the students' English background knowledge.

In conclusion, a low positive relationship, but not significant, was found between the attitudes of students towards the CBL and their posttest scores on the ELLIS Test. Positive relationships of the attitudes of students on the Audio quality of the CPEH media and the usefulness of Pre- and post-viewing comprehension questions were found. Although, the students had positive attitudes and enjoyed learning via the computer program, they did not earn higher scores than the students experiencing the text-based learning. The plausible reason was the students attitudes were not good predictors for the ELLIS Test.

The findings of this study may be useful for teachers to find more effective ways of teaching ESP or other courses. Teachers should be encouraged and given incentives to integrate computer programs in their teaching, and hence improve their students' language learning proficiency. Using computer programs in and outside the classroom should help teachers meet individual differences in learning styles as technology can help satisfy learners. In this view, Cole and Griffin (1987) claim that "the computer can be used as a medium, not replacing people, but recognizing interaction among people, creating new environments in which children can be educated and grown by discovering

and gaining access to the world around them” (p. 45). Moreover, the study may also help Thai teachers to better understand their students’ English problems and find appropriate ways to help students learn English successfully.

Conclusion

This study intended to investigate: (a) if computer-based learning (CBL) could help students improve their English proficiency, (b) if the students coming from middle- to high-income families had higher scores on the ELLIS Test than the students coming from low-income families, and (c) if students’ attitudes towards the CBL bore any relationship to the posttest scores earned on the ELLIS Test. The students’ pretest and posttest scores on the ELLIS Test were compared between the two groups. The relationship between the participants’ attitudes in the experimental group towards the CBL and their scores on the ELLIS Test was also investigated.

Data collected consisted of the ELLIS Test, Questionnaire 1, and Questionnaire 2. Participants in this study consisted of 45 second-year Business English students in the Faculty of Humanities and Social Sciences at Loei Rajabhat University (LRU) who were enrolled in English for Hotel 2 course in the second semester of the academic year 2007. The statistical procedures used on pretest and posttest scores were descriptive statistics, the independent *t* test, the Spearman rho correlation coefficient, and an analysis of covariance at $\alpha = .05$. Based on the data analysis, the results of this study can be concluded as follows:

On hypothesis one, the students’ posttest scores were the dependent variable and the teaching methods were the independent variable, whereas the student pretest scores

were the covariate variable. The results showed that students participating in the CBL did not score significantly higher on the ELLIS Test than those who participated in the TBL. Therefore, research hypothesis one was not supported. A plausible reason was the students' different background knowledge of English.

On hypothesis two, the students' posttest scores were the dependent variable and the family income levels were the independent variable, whereas the student pretest scores were the covariate variable. The findings revealed that the students from middle- to high-income families scored higher than the students coming from low-income families. Therefore, research hypothesis two was supported.

On hypothesis three, it was discovered that the relationship between the CBL students' attitudes towards the CPEH and their posttest scores on the ELLIS Test was not significantly positive due to the effect of the narrow range of the students' attitudes towards the wide range of the CBL students' posttest scores. Even though the students had good attitudes towards the computers, they could not earn better test scores. Therefore, the correlation between the students' attitudes and their posttest scores was not a good predictor for the ELLIS Test. Hence, research hypothesis three was not supported.

In accordance with the CBL students' other comments, the majority of students preferred using the computer program as a learning tool in language classrooms. Moreover, the students in the CBL had positive attitudes towards using the computer program because they enjoyed learning via a computer. They also found that a computer program encouraged and motivated them to learn English because of the variety of activities, video clips, vocabulary, and useful expressions that helped them learn the lessons well and effectively. It was also found that the computer was a useful tool to learn

independently and autonomously because they could learn anywhere and anytime without the pressure from instructors and peers.

Recommendations for Further Studies

The results and the interpretations of this study lead to many recommendations for further studies, which are as follows:

1. The samples of this study were a small size. The recommendation for further study is that the same study should be applied with a large number of sample sizes to improve more statistical reliability.
2. This study was conducted with a second-year Business English major students at Loei Rajabhat University. It is advisable that comparative studies should be conducted with English major students and non- English major students to investigate if computer-based learning (CBL) would help these students improve their English learning proficiency better than text-based learning (TBL).
3. It is recommended that additional studies should be conducted with the tourism and hotel industry students in a Business Administrative Program to investigate if the CBL would help enhance their command of English communication skills.
4. Even though the findings of this study indicate that family income levels affected the students' learning achievement, there was not much evidence in this research to explain how family income levels affected students' learning achievement. For further study, deep interviews and questionnaires must call for more details such as the real expenditures of the students on learning.

- 5 This study used Questionnaires as one of the research instruments to obtain the attitudes of the students towards the use of the CBL. It is suggested that in-depth interview should be conducted in further studies to obtain more in-depth student information.
6. It is suggested that comparing females versus males should be conducted for further study. The CPEH use might shed some light on whether the CPEH is affected by gender differences.

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APPENDICES

APPENDIX A

Questionnaire 1

Questionnaire 1

A SURVEY ON THE COMPUTER ASSISTED LANGUAGE LEARNING TO IMPROVE ENGLISH FOR HOTEL

You have been asked to participate in a study entitled, “Computer Assisted Language Learning to Improve English for Hotel at a University in the Northeastern Region of Thailand.” Students in the computer and non-computer groups are asked to complete Questionnaire 1 to provide the demographic information and the background of the computer user. Then students in the computer group are asked to complete Questionnaire 2 to provide your opinions on the use of computer program as a tool for language learning. The provided information is used only for purposes of this study and no information about individuals is given to anyone. Your assistance in providing the needed information is greatly appreciated.

Sincerely,

Srijittra Navaruttanaporn

(Srijittra Navaruttanaporn)

QUESTIONNAIRE 1

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Directions: Please fill in the needed information on the blank spaces or tick the appropriate boxes.

Student's IDClass.....

1. The income of my family per month is:
 - ☐ lower than 11,000 baht.
 - ☐ 11,000 - 16,000 baht.
 - ☐ more than 16,000 baht.
2. I am assigned to the:
 - ☐ CALL Program group. ☐ Non-CALL Program group.
3. I have been studying English for:
 - ☐ 6 years. ☐ 7 years.
 - ☐ 8 years. ☐ more than 8 years.
4. I have a computer at home.
 - ☐ Yes. ☐ No.
5. I have taken at least one basic computer training course before.
 - ☐ Yes. ☐ No.
6. I use the computer for: (You can choose more than one answer.)
 - ☐ Sending e-mails. ☐ Chatting with friends.
 - ☐ Getting information from the Internet. ☐ Practicing English lessons.
 - ☐ Playing games. ☐ Typing reports.
 - ☐ Getting information from CD-ROMs. ☐ Completing web pages online.
 - ☐ Installing programs. ☐ Word Processing.
 - ☐ Others.....

APPENDIX B

Questionnaire 2

QUESTIONNAIRE 2

THE COMPUTER PROGRAM ON ENGLISH FOR HOTEL ATTITUDE QUESTIONNAIRE

Directions: Please tick [/] the item in the column that describes the level of your agreement with the given condition/situation regarding the Computer Program on English for Hotel (CPEH). The columns have the following scale values:

Average	Level of agreement
5	Strongly agree
4	Agree
3	Undecided
2	Disagree
1	Strongly disagree

Please feel free to indicate your honest opinion on the items.

A. Students' responses to the CPEH media combinations.

Items		5	4	3	2	1
1.	I thought that the video clips and lesson exercises were interesting.					
2.	I thought that the audio quality was good.					
3.	I thought that watching and listening to the conversations between the hotel staff and the clients from the video clips at the same time helped me understand the dialogues better.					
4.	I thought that practicing speaking and working on lesson exercises helped me improve my English.					

B. Self-evaluation of using the CPEH.

Items		5	4	3	2	1
1.	I was excited and motivated to study using the CPEH.					
2.	I had enough confidence to study with the CPEH.					
3.	I found working with the CPEH enjoyable.					
4.	I enjoyed being able to choose my own way of studying through activities.					
5.	I enjoyed working at my own speed.					
6.	I thought that the CPEH was easy to use; the menus, icons and buttons were easily understood.					
7.	I thought that it was clear how to get to the point where I wanted to study.					
8.	I concentrated on the CPEH lessons.					
9.	I found that the CPEH responded to my individual learning needs.					
10.	I found that the activities were useful, interesting, and allowed me to practice English for real situations.					
11.	I believed that I have learned something new with the CPEH.					
12.	I believed that I benefited from working with the CPEH.					
13.	I believed that working with the CPEH suits my learning style.					

Items		5	4	3	2	1
14.	I believed that the CPEH helped me improve my English listening skills.					
15.	I believed that the CPEH helped me improve my English speaking skills.					
16.	I believed that the CPEH helped me improve my English reading skills.					
17.	I believed that the CPEH helped me improve my English writing skills.					
18.	I learned many new words from the CPEH.					
19.	I believed that the use of the CPEH made English for Hotel more interesting.					
20.	I believed that the use of the CPEH made the students feel more involved.					
21.	I believed that the use of the CPEH provided a better learning experience.					
22.	I felt nervous when I worked with the CPEH.					
23.	I felt that the CPEH was difficult to use.					
24.	It took a long time to finish each lesson when I used the CPEH.					
25.	I could study more from books than from the CPEH.					

C. Students' opinions on the input analysis and feedback provided on the CPEH.

Items		5	4	3	2	1
1.	I thought that the feedback helped me evaluate my performance.					
2.	I thought that the feedback showed me my weaknesses.					
3.	I thought that the immediate feedback was useful.					

D. Students' opinions on listening input and activities.

Items		5	4	3	2	1
1.	I thought that the natural speed of the conversations and passages helped me improve my listening.					
2.	I thought that it was useful to listen to a variety of voices of native speakers' accents.					
3.	I thought that glossary of vocabulary and useful expressions helped me understand the conversations and the passages.					
4.	I thought that pre and post-viewing questions were useful.					
5.	I thought that it was useful to replay parts of the dialogues.					

E. Students' opinions on speaking input and activities.

Items		5	4	3	2	1
1.	I thought that the natural speed and accents of the conversations helped me improve my speaking.					
2.	I thought that it was useful to practice speaking from the sample dialogues on the CPEH.					
3.	I thought that the glossary of vocabulary and useful expressions helped me improve my speaking skills.					

F. Students' opinions on reading input and activities.

Items		5	4	3	2	1
1.	I thought that it was useful to practice reading in a variety of lesson activities provided on the CPEH.					
2.	I thought that the glossary of vocabulary and useful expressions helped me improve my reading skills.					

G. Students' opinions on writing input and activities.

Items		5	4	3	2	1
1.	I thought that the communicative activities helped me improve my writing skills.					

Other comments.....

APPENDIX C

Course Syllabus for Computer-Based Learning

LOEI RAJABHAT UNIVERSITY

English for Hotel 2 (1552610)

2nd Semester, 2007

3 periods a week/ Credit: 3(3-0)

INSTRUCTOR

Srijittra Navaruttanaporn

Cell Phone: 0879358712

E-mail Address: srijittra9@yahoo.com

Class Time: Wednesday, 08:55-11:35 a.m.

Office Hours: By appointment

COURSE DESCRIPTION

ฝึกการใช้คำศัพท์ และสำนวนที่ใช้ในด้านการโรงแรมในสถานการณ์ที่ซับซ้อนขึ้น เช่น การแนะนำที่พัก ร้านอาหารของที่ระลึก ด้านนันทนาการ การธนาคาร และการบริการอื่น ๆ ในรายวิชานี้รวมการฝึกทักษะภาษาเพื่อการสื่อสารเพื่อการโรงแรมแบบบูรณาการทั้งทักษะ การฟัง การพูด การอ่าน และการเขียน

Practice in vocabulary and expressions is applied in more complicated hotel situations such as recommending accommodations, souvenir shops, recreational facilities, banking and public services, etc. The course includes practice of integrated English for hotel communicative skills: listening, speaking, reading, and writing.

OVERVIEW

This course focuses on improving English for Hotel communicative skills: listening, speaking, reading, and writing at the university level. It is also intended to prepare students for communication with hotel guests and other English-speaking staff members. In this course, therefore, students will be provided with hotel vocabulary and expressions used in real-life situations.

COURSE OBJECTIVES

1. Students will be able to communicate correctly and effectively with the hotel guests in more complicated hotel situations such as recommending accommodations, souvenir shops, recreational facilities, banking and public services.
2. Students will be able to communicate clearly and fluently with the hotel guests and other English-speaking staff members.
3. Students will be able to use hotel vocabulary and expressions in various situations correctly and fluently.

MATERIAL

The CD-ROM on English for Hotel

GRADING CRITERIA

- A. In this course, the following items will be graded:
- | | |
|------------------------------------|------|
| A. Mid-term examination | 20 % |
| B. Final examination | 40 % |
| C. Written assignment | 15 % |
| D. Group activities and role-plays | 15 % |
| E. Class attendance | 10 % |
- (Students are expected to inform the instructor, before the class time, if they will not be in class at the appointed time. A note, e-mail message, or phone message will meet this need.)
- B. Late work, one point per calendar day will be deducted for work turned in after the specified date and time.
- C. Final grades will be determined by multiplying the total points possible by the following percentages:
- | | |
|------|----------|
| A = | 80–100 |
| B+ = | 75–79 |
| B = | 70–74 |
| C+ = | 65–69 |
| C = | 60–64 |
| D+ = | 55–59 |
| D = | 50–54 |
| F = | below 50 |

DELIVERY SYSTEM

This course will be presented using various delivery systems including lecture, discussion, pair/group work, student presentation, written assignment via e-mail, and role-plays.

TENTATIVE CONTENT OUTLINE

- Week 1: Dec. 19–Pre-test is based on Hotel Series of the English Language Learning and Instruction System (ELLIS) test and Questionnaire 1.
- Week 2: Dec. 21–Introduction/ Part I: The Reception, Unit 1
- A. Provide handouts of the course syllabus. Go over syllabus and grading criteria. And provide students instruction guidelines and explain them how to work on the Computer Program on English for Hotel (CPEH).
 - B. Briefly preview and discuss the topic: Taking a Reservation by Phone.
 - C. Students independently study their lessons via the CPEH.
 - D. Assignments:
 1. Study and work on the communicative activities.
 2. Study Glossary of vocabulary and useful expressions in Part I, Unit 2: At the Reception Desk from the worksheet provided.
- Week 3: Dec. 26–Part I: The Reception, Unit 2: At the Reception Desk
- A. Briefly discuss the topic: At the Reception Desk.
 - B. Students independently study their lessons via the CPEH.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part I, Unit 3: The Cashier from the worksheet provided.

Week 4: Dec. 28–Part I: The Reception, Unit 3: The Cashier

- A. Briefly discuss the topic: The Cashier.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part II, Unit 1: Giving and Taking Messages from the worksheet provided.

Week 5: Jan. 2–Part II: The Information, Unit 1: Giving and Taking Messages

- A. Briefly discuss the topic: Giving and Taking Messages.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part II, Unit 2: Services from the worksheet provided.

Week 6: Jan. 4–Part II: The Information, Unit 2: Services

- A. Briefly discuss the topic: Services.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part II, Unit 3: Giving Someone Directions from the worksheet provided.

Week 7: Jan. 9–Part II: The Information, Unit 3: Giving Someone Directions

- A. Briefly discuss the topic: Giving Someone Directions.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part III, Unit. 1: Taking a Reservation from the worksheet provided.

Week 8: Jan. 11–Part III: The Restaurant, Unit 1: Taking a Reservation

- A. Briefly discuss the topic: Taking a Reservation.
- B. Students independently study their lessons via the CPEH.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part III, Unit. 2: Receiving the Diner.

Extra Week: Jan. 12–MID-TERM EXAMINATION

Week 9: Jan.16–Part III: The Restaurant, Unit 2: Receiving the Diner

- A. Briefly discuss the topic: Receiving the Diner.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:
 1. Study and work on the communicative activities.
 2. Study Glossary of vocabulary and useful expressions in Part III, Unit 3: Taking an Order.

Week 10: Jan.18–Part III: The Restaurant, Unit 3: Taking an Order

- A. Briefly discuss the topic: Taking an Order.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:
 1. Study and work on the communicative activities.
 2. Study Glossary of vocabulary and useful expressions in Part III, Unit 4: Giving the Bill from the worksheet provided.

Week 11: Jan. 23–Part III: The Restaurant, Unit 4: Giving the Bill

- A. Briefly discuss the topic: Giving the Bill.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:
 1. Study and work on the communicative activities.
 2. Study Glossary of vocabulary and useful expressions in Part III, Unit 5: Complaints from the worksheet provided.

Week 12: Jan. 25–Part III: The Restaurant, Unit 5: Complaints

- A. Briefly discuss the topic: Complaints.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:
 1. Study and work on the communicative activities.
 2. Study Glossary of vocabulary and useful expressions in Part IV, Unit 1: Operator from the worksheet provided.

Week 13: Jan. 30–Part IV: The Telephone, Unit 1: Switchboard Operator

- A. Briefly discuss the topic: Switchboard Operator.
- B. Students independently study their lessons via the CPEH.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part IV, Unit 2: Room Service from the worksheet provided.

Week 14: Feb. 1–Part IV: The Telephone, Unit 2: Room Service

- A. Briefly discuss the topic: Room Service.
- B. Students independently study their lessons via the CPEH.
- C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part VI, Unit 3: The Housekeeper from the worksheet provided.

Week 15: Feb. 6–Part IV: The Telephone, Unit 3: The Housekeeper

- A. Briefly discuss the topic: The Housekeeper.
- B. Students independently study their lessons via the CPEH.
- C. Study and work on the communicative activities.
- D. Students work on the review tests and teacher make a conclusion and review for the final examination.

Week 16: Feb. 7–Posttest is based on Hotel Series of the English Language Learning and Instruction System (ELLIS) test and Questionnaire 2.

Week 17: Feb. 18 – FINAL EXAMINATION

APPENDIX D

Course Syllabus for Text-Based Learning

LOEI RAJABHAT UNIVERSITY

English for Hotel 2 (1552610)

2nd Semester, 2007

3 periods a week/ Credit: 3(3-0)

INSTRUCTOR

Srijittra Navaruttanaporn

Cell Phone: 0879358712

E-mail Address: srijittra9@yahoo.com

Class Time: Thursday, 08:55-11:35 a.m.

Office Hours: By appointment

COURSE DESCRIPTION

ฝึกการใช้คำศัพท์ และสำนวนที่ใช้ในด้านการโรงแรมในสถานการณ์ที่ซับซ้อนขึ้น เช่น การแนะนำที่พัก ร้านอาหารของที่ระลึก ด้านนันทนาการ การธนาคาร และการบริการอื่น ๆ ในรายวิชานี้รวมการฝึกทักษะภาษาเพื่อการสื่อสารเพื่อการโรงแรมแบบบูรณาการทั้งทักษะ การฟัง การพูด การอ่าน และการเขียน.

Practice in vocabulary and expressions is applied in more complicated hotel situations such as recommending accommodations, souvenir shops, recreational facilities, banking and public services, etc. The course includes practice of integrated English for hotel communicative skills: listening, speaking, reading, and writing.

OVERVIEW

This course focuses on improving English for Hotel communicative skills: listening, speaking, reading, and writing at the university level. It is also intended to prepare students for communication with hotel guests and other English-speaking staff members. In this course, therefore, students will be provided with hotel vocabulary and expressions used in real-life situations.

COURSE OBJECTIVES

1. Students will be able to communicate correctly and effectively with the hotel guests in more complicated hotel situations such as recommending accommodations, souvenir shops, recreational facilities, banking and public services.
2. Students will be able to communicate clearly and fluently with the hotel guests and other English-speaking staff members.
3. Students will be able to use hotel vocabulary and expressions in various situations correctly and fluently.

MATERIALS

- Utawanit, K. (2007). *Communicative English for Hotel Personnel*. (12th Ed.). Bangkok: Thammasat University Press.
- Tape cassette and tape recorder.

GRADING CRITERIA

- A. In this course, the following items will be graded:
- | | |
|------------------------------------|------|
| A. Mid-term examination | 20 % |
| B. Final examination | 40 % |
| C. Written assignment | 15 % |
| D. Group activities and role-plays | 15 % |
| E. Class attendance | 10 % |
- (Students are expected to inform the instructor, before the class time, if they will not be in class at the appointed time. A note, e-mail message, or phone message will meet this need.)
- B. Late work, one point per calendar day will be deducted for work turned in after the specified date and time.
- C. Final grades will be determined by multiplying the total points possible by the following percentages:
- | | |
|------|----------|
| A = | 80–100 |
| B+ = | 75–79 |
| B = | 70–74 |
| C+ = | 65–69 |
| C = | 60–64 |
| D+ = | 55–59 |
| D = | 50–54 |
| F = | below 50 |

DELIVERY SYSTEM

This course will be presented using various delivery systems including lecture, discussion, pair/group work, student presentation, paper-based assignment, and role-plays. In each unit, a tape cassette of the sample dialogues and the textbook will be used in language learning practices.

TENTATIVE CONTENT OUTLINE

- Week 1: Dec. 19–Pre-test is based on Hotel Series of the English Language Learning and Instruction System (ELLIS) test and Questionnaire 1.
- Week 2: Dec. 21–Introduction/ Part I: The Reception, Unit 1
- A. Provide handouts of the course syllabus. Go over syllabus and grading criteria.
- B. Preview and discuss the topic: Taking a Reservation by Phone.
- C. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Taking a Reservation by Phone, and complete the exercises.
- D. Assignments:
1. Study and work on the communicative activities.
 2. Study Glossary of vocabulary and useful expressions in Part I, Unit 2: At the Reception Desk from the textbook.
- Week 3: Dec. 21–Part I: The Reception, Unit 2: At the Reception Desk

A. Discuss the topic: At the Reception Desk.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about At the Reception Desk, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part I, Unit 3: The Cashier from the textbook.

Week 4: Dec. 27–Part I: The Reception, Unit 3: The Cashier

A. Discuss the topic: At the Cashier.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about The Cashier, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part II, Unit 1: Giving and Taking Messages from the textbook.

Week 5: Dec. 28–Part II: The Information, Unit 1: Giving and Taking Messages

A. Discuss the topic: Giving and Taking Messages.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about At the Reception Desk, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part II, Unit 2: Services from the textbook.

Week 6: Jan. 3–Part II: The Information, Unit 2: Services

A. Discuss the topic: Services.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Services, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part II, Unit 3: Giving Someone Directions from the textbook.

Week 7: Jan 4–Part II: The Information, Unit 3: Giving Someone Directions

A. Discuss the topic: Giving Someone Directions.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Giving Someone Directions, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part III, Unit 1: Taking a Reservation from the textbook.

Week 8: Jan. 10–Part III: The Restaurant, Unit 1: Taking a Reservation
A. Discuss the topic: Taking a Reservation.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Taking a Reservation, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part III, Unit 2: Receiving the Diner from the textbook.

Week 9: Jan. 11–Part III: The Restaurant, Unit 2: Receiving the Diner
A. Discuss the topic: Receiving the Diner.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Receiving the Diner, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part III, Unit 3: Taking an Order from the textbook.

Extra Week: Jan. 12–MID-TERM EXAMINATION

Week 10: Jan. 17–Part III: The Restaurant, Unit 3: Taking an Order
A. Discuss the topic: Taking an Order.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Taking an Order, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part III, Unit 4: Giving the Bill from the textbook.

Week 11: Jan. 18–Part III: The Restaurant, Unit 4: Giving the Bill
A. Discuss the topic: Giving the Bill.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Giving the bill, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part III, Unit 5: Complaints from the textbook.

Week 12: Jan. 24–Part III: The Restaurant, Unit 5: Complaints

A. Discuss the topic: Complaints.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Complaints, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part VI, Unit 1: Switchboard Operator.

Week 13: Jan. 25–Part IV: The Telephone, Unit 1: Switchboard Operator

A. Discuss the topic: Switch Board Operator.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Switch Board Operator, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part VI, Unit 2: Room Service from the textbook.

Week 14: Jan. 31–Part IV: The Telephone, Unit 2: Room Service

A. Discuss the topic: Room Service.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about Room Service, and complete the exercises.

C. Assignments:

1. Study and work on the communicative activities.
2. Study Glossary of vocabulary and useful expressions in Part VI, Unit 3: The Housekeeper from the textbook.

Week 15: Feb. 1–Part IV: The Telephone, Unit 3: The Housekeeper

A. Discuss the topic: The Housekeeper.

B. Students study the glossary of vocabulary and useful expressions, the reading text, listen to the tape recorder in the sample dialogues about The Housekeeper, and complete the exercises.

C. Study and work on the communicative activities and practice the conversation.

D. Complete the Review Exercises.

E. Make a conclusion and review for the final examination.

Week 16: Feb. 7–Posttest is based on Hotel Series of the English Language Learning and Instruction System (ELLIS) test.

Week 17: Feb. 18–FINAL EXAMINATION

APPENDIX E
Instructional Guidelines for the Computer Program
on English for Hotel (CPEH)

Instructional Guidelines

Computer Program on English for Hotel (CPEH)

Students are to read and follow the instructions carefully in order to access the program.

1. Make sure that your computer is ready for use.
 2. Turn on the computer.
 3. Click on the Computer Program on English for Hotel (CPEH) and the program will run automatically.
 4. The lesson will start with the welcoming page.
 5. Type your name and student's identification number (ID number), then click "Enter".
 6. Study the instructional guidelines page carefully.
 7. Study the learning objectives and follow the lesson step by step.
 8. The main menu is showed on the monitor. You can choose the lesson you want to study.
 9. In order to complete the lesson successfully, you should study the whole lesson in its entirety. Then do the following exercises to check your comprehension. In this way, your achievement scores will be showed on the last page of each lesson.
 10. You are able to attempt to answer each question twice. If the second answer is still incorrect, the CPEH will provide the correct answer immediately.
 11. After you have finished your lesson and exercises, the CPEH will ask if you want to continue studying for the next lesson or not. If you want to continue to the next lesson, you click EXIT TO MENU. Then, you choose the lesson you want to study and follow the same instructions as you did in number 8. In contrast, if you do not want to continue studying for the next lesson, you click EXIT PROGRAM. The program will reconfirm your requirement. If you click YES, you are ready to quit the CPEH.
 12. Remember, whenever you want to exit from the CPEH, the exercises in that lesson need to be completed before exiting.
 13. During or after the lesson, there might be some parts you miss or do not understand. You can go back to those points anytime you want in order to make sure that you thoroughly understand the lessons.
-

APPENDIX F

Example of the Communicative English for Hotel Personnel Textbook

Example of the Communicative English for Hotel Personnel

Unit 1 Taking a Reservation by Phone

A. Preparation Exercises

1. Read this text

The position the of room reservation clerk is very important. Frequently, he is the first contact that the client has with the hotel. The client's opinion of the hotel may be determined by the clerk's voice and manner. His tone and voice should be pleasant. His questions and answers should show that he sincerely wants to help. He should be well informed about the numbers and types of rooms available, and he should be very careful to give the client correct information. He must also be careful to write down all of the details of the reservation.

2. Look in the text above for words or phrases that mean the same as these.

(1) ตำแหน่ง

(2) น้ำเสียง

(3) ไพเราะ รื่นหู

3. Answer the questions.

(1) Who is often the first staff member that the hotel client talks to?

(2) Why is it important for the reservation clerk to speak politely?

B. Sample Dialogues

1.1 Accepting a reservation

Listen to the dialogue and complete the text.

- Reservation clerk : Reservations, may I help you?
 Client : I'd like to _____ a room for Wednesday, January the 10th.
 Reservation clerk : What kind of room would you like, sir?
 Client : Er....double.
 Reservation clerk : With a bath or a _____?
 Client : What's the price difference?
 Reservation clerk : A double room with a bath is 2,400 baht per night, with a shower 2,300 baht. That's doesn't include _____.
 Client : I think I'll take the one with a bath then.
 Reservation clerk : How long do you plan to stay?
 Client : We'll be leaving on the 12th.
 Reservation clerk : That will be.....two _____, sir.
 Can you give me your name, please?
 Client : Mr. Robert Gregg. G-R-E-G-G.
 Reservation clerk : Mr. Robert Gregg. Double with a bath for _____ the 10th and the 11th. Thank you very much, sir, and we look forward to seeing you then.
 Client : Good. That's all settled then? Good-bye.
 Reservation clerk : Good-bye, sir.

1.2. Giving information about the hotel.

Listen to the dialogue and complete the text.

- Reservation clerk : Reservations, can I help you?
 Client : Yes, I'm interested in getting some information about hotel _____ for some friends coming from the United States.
 Reservation clerk : What kind of information do you want?
 Client : Well, there will be five of them and I was wondering whether it would be cheaper for them to get two double rooms and one _____ room or to get a suite?
 Reservation clerk : I would think that the suite might be more economical and comfortable for the five of them.
 Client : Have you got a three-room suite?
 Reservation clerk : I'm sorry. We haven't got any three-room suites, but we've got two-room suites.
 Client : How much would two-room suites without meals _____?
 Reservation clerk : For one night, the cost would be 3,900 baht.
 Client : By the way, have you got a playground for children in your hotel compound?
 Reservation clerk : There's no problem about that. Our hotel's very modern and we're fully equipped with recreational _____.
 Client : I'll talk to my friends and let you know.
 Reservation clerk : Fine, madam. We hope to hear from you soon.
 Client : Thank you. Good-bye.
 Reservation clerk : Good-bye.

1.3. The client doesn't know how long he'll be staying

Listen to the dialogue and complete the text.

- Reservation clerk : Reservations, can I help you?
 Client : Yes, I'd like to reserve a room for two, please. We plan to arrive in Bangkok on December the 28th, but we don't know how long we'll be staying. It could be anything from four to seven _____.
 Reservation clerk : Would you like a room with a bath or a shower?
 Client : With a bath.
 Reservation clerk : One moment, please, sir.
 We can _____ a room for the 28th, the 29th, the 30th, and the 31st, but as you're not sure how long you'll be staying, we won't be able to guarantee you a room after the 31st.
 Client : And what if there isn't any room then?
 Reservation clerk : We can either put you on a waiting _____, or we can find you a room in another hotel.
 Client : Fine.
 Reservation clerk : Who's the _____ for?
 Client : Dan Usher.
 Reservation clerk : Dan Usher, a double with a bath from December the 28th to the _____. We'll see you on the 28th, then, Mr. Usher.
 Client : Thank you. Good-bye.
 Reservation clerk : Good-bye, sir.

1.4. Getting details of arrival

Listen to the dialogue and complete the text.

- Reservation clerk : Reservations, may I help you?
 Client : I'm _____ from Singapore. I'd like to reserve a single room from June the 6th to the 10th, please.
 The _____ Fu Chee Man.
 Reservation clerk : Just a moment, please.
 I'm afraid we're _____ booked for the 10th, but I can give you a room from the 6th to the 9th.
 Client : Mmm....I suppose that'll be all right.
 Reservation clerk : What time will you be _____, sir?
 Client : About 10.00 in the morning.
 Reservation clerk : How will be getting to Bangkok? Will you be coming by _____ ?
 Client : Yes.
 Reservation clerk : Could you give me your flight _____, please, in case the plane's late?
 Client : Singapore Airlines, flight 342, arriving in Bangkok at 10.00a.m
 Reservation clerk : Thank you, sir.
 Client : Oh yes... I have a meeting in Bangkok on the 7th. Have you got any conference rooms?
 Reservation clerk : Yes, sir, but you'll have to speak to the _____ about that.
 Could you hold on for a moment, please and I'll see if I can put you through?

C. Language Practice

1. Choose the correct statement/question to complete each of the following exchanges.

- (1) Reservation clerk: _____
 Client : I'd like to book a single room for December the 3rd.
 a. A single room is 1,200 baht per night.
 b. Narai Hotel, good afternoon.
 c. When for, sir?
 d. How long do you plan to stay?
- (2) Reservation clerk: _____
 Client : With a bath, of course.
 a. Would you like a room with a bath or a shower?
 b. Would you like a room?
 c. Mr. Dennis White, a double room with a bath for the 14th of November.
 d. A double room with a bath would cost 2,200 baht.
- (3) Reservation clerk: _____
 Client : One week.
 a. Are you coming by plane?
 b. What time will you be arriving?
 c. What did you say the name was?
 d. How long will you be staying?
- (4) Reservation clerk: _____
 Client : 6 Haward Place, London SW 1.
 a. Would you like breakfast?
 b. Could you hold on for a moment, please?
 c. Could you give me your address, please?
 d. Would you like us to send you a brochure?
- (5) Reservation clerk: _____
 Client : Mr.Abbot's secretary, Mary Simpson.
 a. What's your name, please?
 b. When is the reservation for?
 c. Who's making the reservation?
 d. What kind of information do you want?

2. Match each statement/question in column A with its response in column B.

The client	The reservation clerk
Column A	Column B
(1) Do we have to pay the full price for children?	a. I can either put you on the waiting list or find you a room in another hotel
(2) Have you got a tennis court?	b. Yes, there is a ten percent discount.
(3) Is there a special rate for the weekend?	c. You may be interested to know that we have a special package plan for families staying at the hotel for a week or more. One week for two would cost 9,500 baht. That includes continental breakfast, lunch, dinner, and, of course the room. Tax and services are also included.
(4) What will we do if there isn't any room after the 6 th ?	d. No, children under 12 are half price.
(5) My name is Mr. Peterson. My wife and I, and two children are planning a holiday starting November the 10 th , and we'd like to book two adjoining rooms.	e. Yes, we're fully equipped with sports facilities.

3. Complete the dialogues

Dialogue (1): A client calls to book a room. Respond to her questions.

Client	: I'd like to book a double room, starting from July the 10th.
Reservation clerk	: _____
Client	: One week.
Reservation clerk	: _____
Client	: With a bath.
Reservation clerk	: _____
Client	: Miss Sarah Turnbull. T-U-R-N-B-U-L-L.
Reservation clerk	: _____
Client	: That's right. Good-bye.
Reservation clerk	: _____

Dialogue (2): A client calls to request information. Respond to his questions.

Client	: I'm interested in getting some information about hotel accommodations for some friends coming from England.
Reservation clerk	: _____
Client	: I was wondering if it would be cheaper for 4 people to get two double rooms or to get a two-room suite?
Reservation clerk	: _____
Client	: How much would a two-room suite without meals cost?
Reservation clerk	: _____
Client	: By the way, have you got a sauna-bath in your hotel?
Reservation clerk	: _____
Client	: I'll talk to my friends and let you know.
Reservation clerk	: _____
Client	: Thank you. Good-bye.
Reservation clerk	: _____

4. **A reservation clerk and a client are conversing. The reservation clerk begins the conversation by reading the first statement in column A. The client has to find and read the correct response from column B. Then the first person selects and reads the right response to his partner's speech. Continue until the conversation is complete.**

The reservation clerk Column A	The client Column B
- Reservations, can I help you?	- His company will pay.
- Who's making the reservation?	- Around 7.00 in the evening.
- Will he be coming by plane?	- Thank you. Good-bye.
- Thank you.	- Yes.
- How will he be paying, madam?	- I'm calling from Hong Kong. I'd like to book a single room for Mr. Robert Hamilton for the 8 th and the 9 th of November.
- What time will he be arriving?	- His secretary, Miss Lucy Fan.
- Just a moment, please, madam.	- Mr. Robert Hamilton. H-A-M-I-L-M-O-N.
Yes. I can book a single room with a bath for November the 8th and the 9th. What did you say the name was?	
- Good-bye, madam.	- I don't know the flight number, but I'll send it to you by telex tomorrow morning.
- Could you give me the flight number, please, in case the plane's late?	- Hong Kong Electrical Supplies Ltd.
- Which company does he work for?	

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

D. Communicative Activities

Try playing different roles in these situations.

1. Accepting a booking:

- A client calls to reserve a single room with a bath for January the 2nd and the 3rd. His name is Bill Johnson.
- A reservation clerk answers the phone and accepts the booking.

[illegible]

2. Giving information about the hotel:

- A client calls to get some information about a three-room suite for his friends.
He would like to know the price and whether the room has an air conditioner.
- A reservation clerk tells him the price and also tells him that the room has an air conditioner.

3. The client doesn't know how long he'll be staying:

- A client calls to book a room for two with a shower from April the 1st.
He isn't sure how long he'll be staying.
He doesn't want breakfast.
His name is Arnold Pine.
- A reservation clerk can confirm the booking only for April the 1st.

4. Getting details of arrival:

- A client calls to book a double room with a bath from May the 3rd.
His name is Ray Williams.
He wants to stay until the 6th.
He'll be arriving by plane at 10.30 in the morning.
His flight number is British Airways 512.
- A reservation clerk answers the phone.
He would like to know the flight number and the time of his arrival.

E. Glossary of Vocabulary and Useful Expressions**1. Vocabulary**

all right	hold on for a moment
arrive	in case
bath	information
book (UK), reserve (USA)	leave
booking (UK), reservation (USA)	look forward to
call	manager
client	meal
comfortable	meeting
compound	modern
conference	plan
confirm	plane
cost	playground
double room	put you through(UK), connect you (USA)
economical	rate
facility	reception
flight	recreational
flight number	reservation clerk
fully booked	settle
fully equipped	single room
get to	suite
guarantee	suppose
hotel accommodations	waiting list

2. Useful expressions

(a) *Typical client's question and statement patterns*

- I'd like to book a single room.
- I want to book a room for two, please.
- I think I'll take the one with bath.
- We plan to arrive in Bangkok on the 28th, but we don't know how long we'll be staying. It could be anything from four to seven days.
- And if there isn't any room then?
- We'll be leaving on the 12th.
- That's all settled then.
- I'm interested in getting some information about hotel accommodations.
- Have you got a conference room?
- Do you have a swimming pool?
- How much would a double room without meals cost?
- How much do you charge per night?
- Is breakfast included?
- What about tax and services?
- Do they have to pay the full price for children?
- I'm calling from Singapore.
- About 10.00 in the morning.
- Singapore Airlines, flight 342, arriving in Bangkok at 10.00 a.m.

(b) *Reservation clerk's response patterns*

(1) Soliciting initial information

- May I help you?
- Can I help you?
- Can I be of any assistance, madam?
- What can I do for you?
- How may I be of service?
- What would you like to know?
- What do you want to know?
- What kind of information do you want?

(2) Finding out what the client wants

- What kind of room would you like, sir?
- What kind of room do you want, sir?
- Would you like a room with a bath or a shower?
- With a bath or a shower?
- Would you like breakfast?
- When for?
- How long do you plan to stay?
- For how long?
- Is it just for two nights?

(3) Accepting a booking

- I can book you a room for the 10th, the 11th and the 12th.
- We can confirm a room from the 6th to the 10th.
- It's okay for the 28th, the 29th, and the 30th.

(4) Refusing a booking

- I'm afraid we're fully booked for the 12th.
- Unfortunately, we're fully booked for the 12th, but I can book you a room for the 14th.
- I'm afraid we only have a double room available.
- We won't be able to guarantee you a room after the 31st.
- If there isn't any room, we can either put you on a waiting list or we can find you a room in another hotel.

(5) Giving information about the rates

- A double room with a bath is 2,400 baht per night, with a shower 2,300 baht.
- For one night, the cost would be 2,400 baht.
- It costs 2,400 baht.
- The price includes breakfast.
- That includes breakfast.
- The rate includes breakfast.
- Breakfast is included.
- The price doesn't include breakfast.
- That doesn't include tax and services.
- Service is not included in the room rate.
- Tax and services are not included.
- All rates are subject to 10% service charge and 11% government tax.
- There is no charge for children under 14 sharing a room with parents.
- Single rate will be charged if two children occupy an adjoining room.

(6) Giving information about the hotel

- Our hotel is very modern.
- Our hotel is near the shopping center.
- We've got a big swimming pool.
- We're fully equipped with sports facilities.
- I'm sorry, we haven't got a tennis court.

(7) Finding out who the client is

- Can you give me your name, please, sir?
- Would you please give me your name, sir?
- What's your name, please, sir?
- Who's the booking for, please, sir?
- Who's the reservation for, please, sir?
- Could you give me your address, sir?
- What's your address, please?

(8) Getting details of arrival

- How will you get to Bangkok?
- Are you coming by plane?
- What time will you be arriving, sir?
- When are you arriving, sir?
- Can you give me your flight number, please, in case the plane is late?
- What's your flight number, please, in case the plane is late?

(9) Affirmation

- There's no problem about that.
- Yes.
- Yes, sir.
- Fine.
- O.K.
- Certainly.
- Of course.
- All right.
- I understand.
- I see.
- That's correct.
- That's right.

(10) Suggestion/advice

- I would think the suite is more economical and comfortable.
- I think you should get a suite.
- I suggest that you (should) get a suite.
- I recommend that you get two adjoining rooms.
- How about two connecting double rooms?
- Why don't you get a suite?

(11) Transfers/ referrals

- You'll have to speak to the Manager.
- You must talk to the Manager.
- You should call the Manager.
- Would you please hold on for a moment?
- Please hold on for a moment?
- Just a moment, please.
- I'll transfer you to the Manager.
- Perhaps you should contact the Manager.

APPENDIX G

Example of the Computer Program on English for Hotel (CPEH)

Example of the Computer Program on English for Hotel



ENGLISH FOR HOTEL 2
Communicative English
for Hotel Personnel

Login : Enter your name

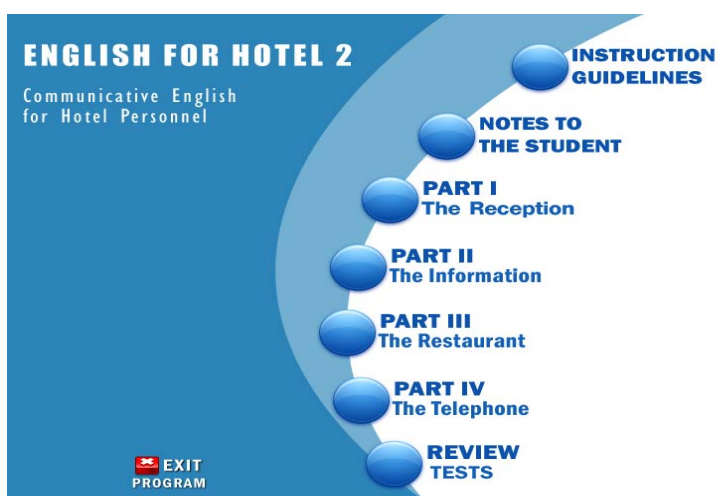
Your name :

Student ID :

Enter

Type in your name.
Press Enter on your keyboard.

EXIT PROGRAM



INSTRUCTION GUIDELINES?   

Things you need to know before starting the lessons:

1. The language practice section in each unit consists of fill-in exercises, multiple-choice exercises, and matching exercises.
 - 1.1. The fill-in exercises, you choose the correct words or phrases from the brackets and type in the blanks.
 - 1.2. The multiple-choice exercises, you choose the correct answer from A, B, or C. Remember, you are able to answer the question twice. If the second answer is still incorrect, the CALL program will reply the correct answer immediately.
 - 1.3. The matching exercises, you drag the correct number, words, or phrases to drop in the correct blanks.
2. Each time you answer a question, you need to click on the icon to go to the next question.
3. Make sure you read all the instructions on each page before you answer the question.
4. Do not click on the EXIT button until you have finished with the exercises in each unit.
5. During or after the lesson, there might be some parts you miss or do not understand. You can go back to those points anytime you want, in order to make sure that you thoroughly understand the lessons.

Navigation   

 Exit to main menu.

 Exit to windows.

 Exit to unit menu.

 The Previous button takes you to the previous page.

 The Next button takes you to the next page.

 Replay the Video clip.

 The Next button takes you to the next page.

Page 1 of 5   

NOTES TO THE STUDENT

Much of the material in this program can easily be studied outside the classroom with a partner. The lessons in this program provide valuable and useful English.

You would best benefit by first making sure that you are familiar with the terminology used in this program. This can be achieved by checking the Thai translation to be sure that you understand the English terms easily.

Page 2 of 5

← → ✖

NOTES TO THE STUDENT

The Preparation Exercises:

- After reading the text provided, students are able to choose correct substituted words taken from the passage which have the same meanings as the words given.
- Students are able to choose the main points and complete the answers to the detailed questions as well as use the context clues to guess the meanings of unknown words.

Page 3 of 5

← → ✖

NOTES TO THE STUDENT

The Sample Dialogues:

- After watching and listening to the conversation from the video clip concerning parts of the reception, the information, the restaurant, and the telephone, students are able to complete the dialogues by filling in the blanks.
- Students are able to extend and develop the dialogues in various situations.

Page 4 of 5

← → ✖

NOTES TO THE STUDENT

The Language Practice:

- Students are able to choose the correct answers/statements from the given situations, which are based on the reception section, the information section, the restaurant section, and the telephone section.
- Students are able to rearrange the statements given into correct conversation patterns used by the reservation clerk and the client.
- Students are able to produce and communicate the appropriate information needed to perform professionally in various situations.

Page 5 of 5

← →

NOTES TO THE STUDENT

The Communicative Activities

- Students are able to orally take a reservation either face-to-face or by phone and give information about the hotel, and write down all of the details of the reservation correctly and effectively.

ENGLISH FOR HOTEL 2

Communicative English
for Hotel Personnel



PART I : The Reception

Unit 1 Taking a Reservation by Phone

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

Unit 2 At the Reception Desk

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

Unit 3 The Cashier

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

EXIT TO MENU EXIT PROGRAM ? HELP

ENGLISH FOR HOTEL 2

Communicative English
for Hotel Personnel



PART II : The Information

Unit 1 Giving and Taking Messages

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

Unit 2 Services

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

Unit 3 Giving Someone Directions

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

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ENGLISH FOR HOTEL 2
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for Hotel Personnel




PART III
The Objectives

UNIT 1
Taking a Reservation

UNIT 2
Receiving the Diner

UNIT 3
Taking an Order

UNIT 4
Giving the Bill

UNIT 5
Complaints

PART III
The Restaurant

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ENGLISH FOR HOTEL 2
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PART IV : The Telephone
Unit 1 Switchboard Operator

A. Preparation Exercises
B. Sample Dialogues
C. Language Practice
D. Communicative Activities
E. Glossary of Vocabulary and Useful Expressions

Unit 2 Room Service

A. Preparation Exercises
B. Sample Dialogues
C. Language Practice
D. Communicative Activities
E. Glossary of Vocabulary and Useful Expressions

Unit 3 The Housekeeper

A. Preparation Exercises
B. Sample Dialogues
C. Language Practice
D. Communicative Activities
E. Glossary of Vocabulary and Useful Expressions

EXIT TO MENU EXIT PROGRAM ? HELP

PART I
THE RECEPTION

ENGLISH FOR HOTEL 2

Communicative English
for Hotel Personnel



PART I : The Reception

Unit 1 Taking a Reservation by Phone

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

Unit 2 At the Reception Desk

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

Unit 3 The Cashier

- A. Preparation Exercises
- B. Sample Dialogues
- C. Language Practice
- D. Communicative Activities
- E. Glossary of Vocabulary and Useful Expressions

 EXIT
TO MENU
 EXIT
PROGRAM
 HELP

Learning Objectives

UNIT 1 You will be able to communicate with clients in the following situations :

- accepting a reservation
- giving information about the hotel
- assisting when the client doesn't know how long he'll be staying
- recording details of arrival effectively and correctly.

UNIT 2 You will be able to communicate with clients in the following situations :

- checking in
- helping to fill in the registration form
- dealing with a reservation problem
- extending a reservation correctly and effectively.

UNIT 3 You will be able to communicate with clients in the following situations :

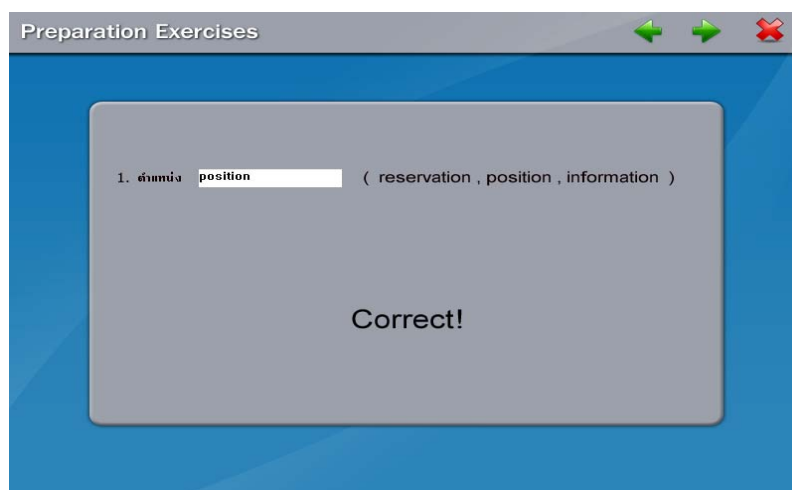
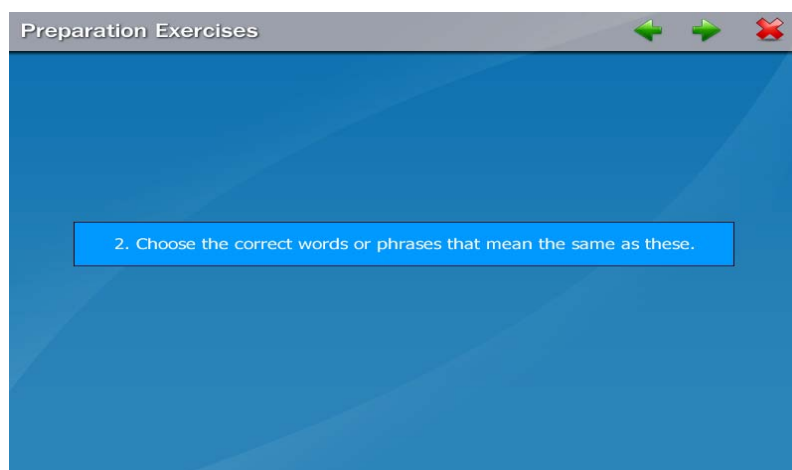
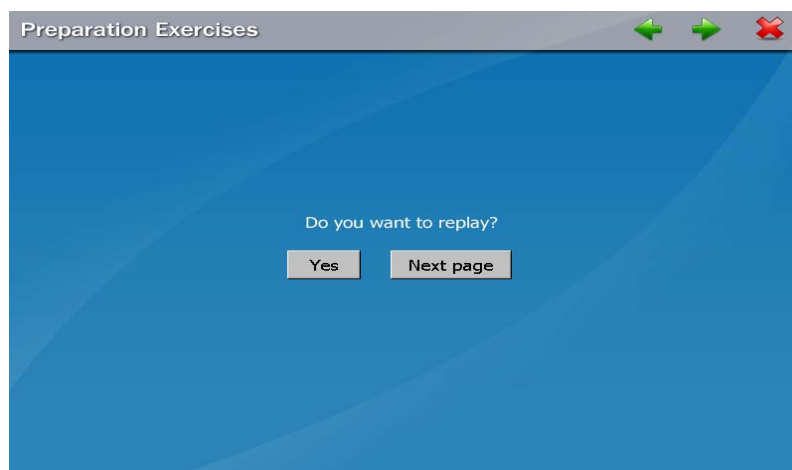
- changing money
- paying in cash
- paying with traveller's cheques
- paying with a credit card
- paying with a personal cheque
- refusing a personal cheque correctly and effectively.

Preparation Exercises

A. Preparation Exercises

1. Listen and read this text.

The position of room reservation clerk is very important. Frequently, he is the first contact that the client has with the hotel. The client's opinion of the hotel may be determined by the clerk's voice and manner. His tone and voice should be pleasant. His questions and answers should show that he sincerely wants to help. He should be well informed about the numbers and types of rooms available, and he should be very careful to give the client correct information. He must also be careful to write down all of the details of the reservation.



Preparation Exercises

2. น้ำเสียง (tone and voice, inform, manner)

Try again

Preparation Exercises

3. ไพเราะรื่นหู (important, determine, pleasant)

Preparation Exercises

3. Answer the questions.

Preparation Exercises

1. Who is often the first staff member that the hotel client talks to?

☐ A A manager

☐ B A room reservation clerk

☐ C A porter

Very good

Preparation Exercises

2. Why is it important for the reservation clerk to speak politely?

☐ A It shows that he does not want to help.

☐ B It is the policy of the manager.

☐ C It shows that he sincerely wants to help the client.

Incorrect

ENGLISH FOR HOTEL 2

Communicative English
for Hotel Personnel

PART I : B. Sample Dialogues

- ◆ 1.1 Accepting a reservation
- ◆ 1.2 Giving information about the hotel
- ◆ 1.3 Assisting when the client doesn't know how long he'll be staying
- ◆ 1.4 Getting details of arrival

EXIT to PART I

1.1 Accepting a reservation

Video Clip



Video Clip



Video Clip



shower breakfast nights January reserve

Reservation clerk : Reservations, may I help you?
Client : I'd like to _____ a room for Wednesday, January the 10th.
Reservation clerk : What kind of room would you like, sir?
Client : Er....double.
Reservation clerk : With a bath or a _____ ?
Client : What's the price difference?
Reservation clerk : A double room with a bath is 2,400 baht per night, with a shower 2,300 baht.
 That doesn't include _____ .
Client : I think I'll take the one with a bath then.
Reservation clerk : How long do you plan to stay?
Client : We'll be leaving on the 12th.
Reservation clerk : That will be two _____, sir. Can you give me your name, please?
Client : Mr. Robert Gregg. G-R-E-G-G.
Reservation clerk : Mr. Robert Gregg. Double with a bath for _____ the 10th
 and the 11th. Thank you very much, sir, and we look forward to seeing you then.
Client : Good. That's all settled then? Good-bye.
Reservation clerk : Good-bye, sir.

Sample Dialogues 

ENGLISH FOR HOTEL 2

Communicative English
for Hotel Personnel

PART I : Unit 1 : C. Language Practice

1. Choose the correct statement/question to complete each of the following exchanges.
2. Match each statement/question in column A with its response in column B.
3. Complete the dialogues.
4. A reservation clerk and a client are conversing.

 **EXIT to PART I**

1. Choose the correct statement/question to complete each of the following exchanges.

(1) **Reservation clerk** : _____
Client : I'd like to book a single room for December the 3rd.

A. A single room is 1,200 baht per night.

B. Narai Hotel, good afternoon.

C. When for, sir?

D. How long do you plan to stay?

PART I >> Unit 1 Taking a Reservation by Phone

1. Choose the correct statement/question to complete each of the following exchanges.

(2) Reservation clerk : _____
Client : With a bath, of course.

- A. Would you like a room with a bath or a shower?
- B. Would you like a room?
- C. Mr. Dennis White, a double room with a bath for the 14th of November.
- D. A double room with a bath would cost 2,200 baht.

PART I >> Unit 1 Taking a Reservation by Phone

1. Choose the correct statement/question to complete each of the following exchanges.

(3) Reservation clerk : _____
Client : One week.

- A. Are you coming by plane?
- B. What time will you be arriving?
- C. What did you say the name was?
- D. How long will you be staying?

PART I >> Unit 1 Taking a Reservation by Phone

1. Choose the correct statement/question to complete each of the following exchanges.

(4) Reservation clerk : _____
Client : 6 Howard Place, London SW 1.

- A. Would you like breakfast?
- B. Could you hold on for a moment, please?
- C. Could you give me your address, please?
- D. Would you like us to send you a brochure?

PART I >> Unit 1 Taking a Reservation by Phone

1. Choose the correct statement/question to complete each of the following exchanges.

(5) Reservation clerk : _____
Client : Mr. Abbot's secretary, Mary Simpson.

A. What's your name, please?

B. When is the reservation for?

C. Who's making the reservation?

D. What kind of information do you want?

PART I >> Unit 1 Taking a Reservation by Phone

2. Match each statement/question in column A with its response in column B.

Column A The client	Column B The reservation clerk
☐ (1) Do we have to pay the full price for children?	☐ a. I can either put you on the waiting list or find you a room in another hotel.
☐ (2) Have you got a tennis court?	☐ b. Yes, there is a ten percent discount.
☐ (3) Is there a special rate for the weekend?	☐ c. You may be interested to know that we have a special package plan for families staying at the hotel for a week or more. One week for two would cost 9,500 baht. That includes continental breakfast, lunch, dinner, and, of course the room. Tax and services are also included.
☐ (4) What will we do if there isn't any room after the 6th?	☐ d. No, children under 12 are half price.
☐ (5) My name is Mr. Peterson. My wife and I, and two children are planning a holiday starting November the 10th, and we'd like to book two adjoining rooms.	☐ e. Yes, we're fully equipped with sports facilities.

PART I >> Unit 1 Taking a Reservation by Phone



Complete the dialogues.

3. Complete the dialogues.

Complete the dialogues.



Dialogue(1) : A client calls to book a room. Respond to her questions.

Can you give me your name, please?	Miss Sarah Turnbull, a double room with a bath from the 10th to the 16th of July.
How long will you be staying?	
Good-bye, madam.	Would you like a room with a bath or a shower?

Client : I'd like to book a double room, starting from July the 10th.
 Reservation clerk :
 Client : One week.
 Reservation clerk :
 Client : With a bath.
 Reservation clerk :
 Client : Miss Sarah Turnbull. T-U-R-N-B-U-L-L.
 Reservation clerk :
 Client : That's right. Good-bye.
 Reservation clerk :

Complete the dialogues.

Dialogue (2) : A client calls to request information. Respond to his questions.

Yes, we have.	Fine, sir. We hope to hear from you soon.
What kind of information do you want, sir?	Good-bye.
For one night the cost would be 3,900 baht.	I'd think that the suite might be more economical and comfortable for (the four of) them.

Client : I'm interested in getting some information about hotel accommodations for some friends coming from England.
 Reservation clerk :
 Client : I was wondering if it would be cheaper for 4 people to get two double rooms or to get a two-room suite?
 Reservation clerk :
 Client : How much would a two-room suite without meals cost?
 Reservation clerk :
 Client : By the way, have you got a sauna-bath in your hotel?
 Reservation clerk :
 Client : I'll talk to my friends and let you know.
 Reservation clerk :
 Client : Thank you. Good-bye.
 Reservation clerk :

4. A reservation clerk and a client are conversing. The reservation clerk begins the conversation by reading the first statement in column A. The client has to find and read the correct response from column B. Then the first person selects and reads the right response to his partner's speech. Continue until the conversation is complete.

Do you want to replay?

Yes

Next page

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Column A The reservation clerk										Column B The client									
☐	- Reservations, can I help you?									☐	- His company will pay.								
☐	- Who's making the reservation?									☐	- Around 7.00 in the evening.								
☐	- Thank you.									☐	- Thank you. Good-bye.								
☐	- How will he be paying, madam?									☐	- Yes.								
☐	- Will he be coming by plane?									☐	- I'm calling from Hong Kong. I'd like to book a single room for Mr. Robert Hamilton for the 8th and the 9th of November.								
☐	- Just a moment, please, madam. Yes, I can book a single room with a bath for November the 8th and the 9th. What did you say the name was?									☐	- His secretary, Miss Lucy Fan.								
☐	- Good-bye, madam.									☐	- Mr. Robert Hamilton. H-A-M-I-L-T-O-N.								
☐	- Could you give me the flight number, please, in case the plane's late?									☐	- I don't know the flight number, but I'll send it to you by telex tomorrow morning.								
☐	- Which company does he work for?									☐	- Hong Kong Electrical Supplies Ltd.								
☐	- What time will he be arriving?																		

ENGLISH FOR HOTEL 2

Communicative English
for Hotel Personnel

PART I :

Unit 1 : D. Communicative Activities

Try playing different roles in these situations.

1. Accepting a booking
2. Giving information about the hotel
3. Assisting when the client doesn't know how long he'll be staying
4. Getting details of arrival

EXIT to PART I

ENGLISH FOR HOTEL 2

Communicative Activities

1. Accepting a booking:

- A client calls to reserve a single room with a bath for January the 2nd and the 3rd. His name is Bill Johnson.
- A reservation clerk answers the phone and accepts the booking.

ENGLISH FOR HOTEL 2
Communicative Activities

1 2 3 4 5 6 7 8 9 10 11

☐ Reservation clerk: What kind of room would you like, sir?

☐ Client: For the 2nd and the 3rd of January.

☐ Reservation clerk: Mr. Bill Johnson, a single room with a bath for the 2nd and the 3rd of January.

☐ Client: I'd like to book a room, please.

☐ Reservation clerk: Reservations, may I help you?

☐ Client: Bill Johnson. J-O-H-N-S-O-N.

☐ Reservation clerk: Good-bye, sir.

☐ Reservation clerk: When for, sir?

☐ Client: Thank you. Good-bye.

☐ Reservation clerk: Just a moment, please.Yes, there's a room. Can you give me your name, please?

☐ Client: Single with a bath.

Your Score : 0 %

next

ENGLISH FOR HOTEL 2
Communicative English
for Hotel Personnel

PART I
Unit 1 : E. Glossary of Vocabulary
and Useful Expressions

- ☐ Vocabulary
- ☐ Useful expressions

EXIT to PART I

Glossary of Vocabulary

Page 1 of 44

Vocabulary

all right

Means

okay, acceptable, satisfactory

Useful expressions

(a) Typical client's question and statement patterns

Useful expressions

- I'd like to book a single room.
- I want to book a room for two, please.
- I think I'll take the one with a bath.
- We plan to arrive in Bangkok on the 28th, but we don't know how long we'll be staying. It could be anything from four to seven days.
- And if there isn't any room then?
- We'll be leaving on the 12th.
- That's all settled then?
- I'm interested in getting some information about hotel accommodations.

Useful expressions

- Have you got a conference room?
- Do you have a swimming pool?
- How much would a double room without meals cost?
- How much do you charge per night?
- Is breakfast included?
- What about tax and services?
- Do they have to pay the full price for children?
- I'm calling from Singapore.
- About 10.00 in the morning.
- Singapore Airlines, flight 342, arriving in Bangkok at 10.00 a.m.

Useful expressions

(b) Reservation clerk's response patterns

Useful expressions

Page 1 of 11

(1) Soliciting initial information

- May I help you?
- Can I help you?
- Can I be of assistance, madam?
- What can I do for you?
- How may I be of service?
- What would you like to know?
- What do you want to know?
- What kind of information do you want?

VITAE

VITAE

Name:	Mrs. Srijitra Navaruttanaporn
Date of Birth:	January 15, 1967
Place of Birth:	Loei Province
Address:	66/5 Maliwan Road Amphoe Muang Loei, Thailand (42000)
Official Position:	English Instructor
Institution:	Loei Rajabhat University
Educational Background:	
1990	Bachelor of Science in Nursing from Nursing College, Nakornrajsima
1994	Bachelor of Education (English) from Loei Teacher's College, Loei
1997	Master of Arts (English) from Naresuan University, Phitsanulok
2000	Graduate Diploma of Science in Interdisciplinary Studies from Edith Cowan University, Australia
2010	Doctor of Philosophy (English) from Srinakharinwirot University, Bangkok