

*Task-Based Language Learning: An Approach to Help Students to Become Balanced
Thai-English Bilinguals*

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Abstract

Bilingualism and/or multilingualism have long been praised as an invaluable asset, particularly in the today's contracted global era and village. Although bilingual behaviors had been harshly criticized as a deficit form of language use in early 1900s, bilingualism is getting more and more important in the current 21st century, especially in business. As Thailand and the other nine economies will become fully united in December 2015, and English is dominantly regarded as the international language used among ASEAN villagers in seamless manner, non-native English-language instructors have tried to find numerous ways to provide their students with effective English curricula. Like many other non-native English speaking instructors, the co-authors particularly examined the student-centered pedagogical method to assist their students in their English acquisition. In the present paper, the two authors scrutinized the mindset of their students toward the task-based language learning (TBLL)—focusing on the primed and impromptu presentation—proposed by Nunan and other TBLL gurus. A questionnaire with choices and open-ended questions were distributed to approximately 200 respondents taking the Intensive English Course for MBA students from November to December 2012 at a graduate school in Thailand. Based on the participatory 147 respondents, the findings revealed that a majority of students enjoyed all the TBLL presentation activities. Significantly, there were crucial differences in preferences between prepared and unprepared presentations. Weak students mentioned that they still needed some time to familiarize themselves with the task and topic, thereby preferring the primed type. On the contrary, students with higher English proficiency saw no obstacles in giving their oral presentations spontaneously. For prerequisites, the students spoke for themselves that they needed to gain better preparations in the domains of grammar, vocabulary, confidence, extrovert, and creativity.

Keywords: task-based learning, MBA students, presentation skills, Thailand

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1. INTRODUCTION

Even prior to globalization, bilingualism was already a daily reality to many peoples in myriad parts of the world (Diebold, 1964; Fishman, 1972 & 1991/1997; Grosjean, 1982; Li, 1998 & 2000; Mackey, 2000; Milroy & Muysken, 1995; Romaine, 1995; Shin, 2005 & 2012, among many others). For instance, bilingualism and multilingualism becomes a norm of being a Zairian resident for the reason that languages spoken in Zaire are legion (Grosjean, 1982). Generally accepted to be monolingual, developed countries like Japan and Germany have been long inhabited by speakers of other languages: Czechs, Danes, Poles, and Turks in Germany as well as Ainu, Chinese, and Koreans in Japan (Grosjean, 1982, pp. 1-7). Of course, these groups of peoples immigrated with their mother tongues while learning the local language for their survival, assimilation, and advancement (Shin, 2012). Tucker (1998) concurred that there are more bilingual or multilingual speakers than monolingual ones in the world. In fact, “bilingualism is the norm; most people speak two or more languages, and the large proportion of the world’s population is bilingual” (Grosjean, 1982, p. 1). These phenomena are not beyond belief today because the world seems to be a borderless place where everybody irrespective of races and nationalities can come across the border to study, to work, and to live more freely than before.

Later came the globalization era. Globalization has placed greater importance of bilingualism/multilingualism all the world over alongside the increasing importance of English as a *lingua franca* in almost all countries. Many sages in the bilingualism field are in agreement that bilingualism and multilingualism have so many vital benefits to their intelligence, family life, work, or even self-esteem (Bialystok, Craik, Klein, & Viswanathan, 2004; Genesee, 1998; Grosjean, 1982; Huffman, 1998; Krashen, 1998; Li, 2000; Ramirez, 1992; Tucker, 1998). Grosjean (1982) exemplifies Akan/Fanti/English trilingual speakers in Ghana who are proud of their own multilingual abilities because they are respected. Bilinguals and multilinguals are proved to be more sensitive and thoughtful than monolinguals (Bialystok et al, 2004). Apparently, international collaborations and partnerships; financial, technical, and educational assistance schemes; or even personal/institutional/national/regional/international/etc. identity require high English proficiency in correspondence—whether oral or written (Fasold, 1987). By nature, this trend has made different peoples become bilingual or multilingual. “Bilingualism has grown increasingly significant than in the past with globalization and the increasing need for international commerce and diplomacy” (Chanseawrassamee & Shin, 2009).

In addition to the immigration and emigration, the growing importance of the English language as a *lingua franca* has been also highlighted by the emergence of the internet along with the social network, where English also holds the most imperative shared language of communication among peoples whose mother tongues are different. For the most part, with the upcoming real unity among the ten Member States of the Association consisting of Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Viet Nam, English becomes the international language of this group as well (Association of Southeast Asian Nations (ASEAN), 2009). This regional requirement means that, in addition to each ASEAN villager’ mother tongue and official/national language, they have to be

fluent in English. By this means, it becomes unavoidable for all peoples—be they housewives, businessmen, workers, coordinators, doctors, etc.—to be able to communicate in English and to develop their high English proficiency. This endeavor is aimed, but not limited, to respond to the regional or global change only, but also to facilitate businesses across borders. In many gurus' perspective, Thailand—a country whose mother tongue and official language is Thai—obviously has to develop her citizens' English proficiency (Fry, 2012). Above all, English proficiency opens a person a golden opportunity to gain a better job and life (see (see Chanseawrassamee, 2007 & 2012; Chanseawrassamee & Shin, 2009; Jaturongkachoke & Chanseawrassamee, 2013a and 2013b, *for instance*).

In her dissertation, Chanseawrassamee (2007) expressly pointed out that “The influence of English is even more intense in the Internet era where English is used as the *lingua franca*. Those who do not have access to that technology nor English proficiency as a prerequisite skill may experience limited opportunities for employment because English-speaking abilities are preferred, particularly by foreign companies. English affects peoples' lives in the educational and business realms, and in everyday life... [Specifically,] many third world countries [like Thailand] depend on tourism, especially from rich English-speaking societies, for their economic survival. In today's world, those who can understand English tend to be more privileged than those who do not” (p. 5). Such notion is evidenced by her two subjects—two sons. As a result of their studies in the United States of America for three and a half years, one could win an undergraduate scholarship to study in Japan and the other has been recently admitted to an international program at a leading university in Thailand. This is merely an example of young generations who can make progress in their study life as a consequence of their high English proficiency.

In the previous decade, however, Lohsiwanont (2001) found that Thai students were faced with a lack of numerous language learning skills, particularly correct pronunciation, lack of fluency, insufficient lexis, inability to understand fast speech, and shyness. An important cause of their struggle for English competence is claimed to be the fact that Thai education usually emphasizes rote learning and frequent examinations. This made Thai students submissive learners who largely depend on fronted teachers for knowledge and nurturance more than American students do. Nevertheless, Leong and Koh (2012) argued that businesspeople are different from those in other fields of study. To be more specific, businesspeople are more enthusiastic to new innovations. Thus, they are believed to alert to new way of learning as well (Leong & Koh, 2012).

As a result of Thai students' personality traits, field of study, and global change which are believed to affect their English proficiency, the co-authors looked particularly into how they can help their MBA students to become balanced bilinguals so that these young generations can communicate well in English and get along with the globalized mainstream.

It is worth mentioning here that, in this study, the phrase “balanced bilingual” will take on Li's (2000) definition which is “someone whose mastery of two languages is roughly equivalent” (p. 6).

2. HOW TO TEACH BUSINESS ENGLISH: A NEW TREND

In all domains, it appears that the world has engagingly altered. In the educational realm for instance, more teachers tend to become *facilitators* or *evaluators* as opposed to *class controllers* or *fronted teachers* as they traditionally were (Nunan, 1999; Shin, 2003). This conceptual change is clearly evidenced by business English teaching in Frendo's (2005) work. In his book *How To Teach Business English*, Evan Frendo (2005) claims that the teacher's functions can be subsumed under three major categories. First, "teacher" can be regarded as "a *trainer*, who changes their students' behavior or ability so that they can perform a particular job more effectively." Second, the teacher can act as "a *coach*, who knows how to help learners to recognize their personal strengths and weaknesses so that they can plan the lessons and activities accordingly" (p. 5). Third, a teacher can be "*consultant*, who offers knowledge gained from his or her business know-how and expertise (Frendo, 2005, p. 5). Based on Frendo's work, teachers do not primarily give their students knowledge only anymore, but tending to be facilitators or helpers who guide their students to reach their goals. In other words, the major responsibility of a teacher does not involves knowledge dissemination to students only, but also facilitates their learning process and guide them to accomplish their goals.

The consequence of the teacher's facilitative trend is still problematic to some degree. On the one hand, the new role may mislead some students who are familiar with the traditionally fronted teacher to become perplexed or even frustrated (Chanseawrassamee, 2012). These students may not understand the changing roles of their instructor. Some students may be too extrovert and/or even unexpectedly dominate the class, whilst feeling they learn nothing from the teacher as facilitators. Alternatively, the full effect falls on teachers. Letting students to revere their intellectuality (O'Reilly, 1993) may negatively turn out to be an impression that the teacher is lethargic or even ignorant (Chanseawrassamee, 2012).

Despite such predicaments, the co-authors believe that *most*, if not all, English-language instructors assume full responsibility for providing their students with hands-on experience, building up linguistic attention in the domain of content-oriented communication, and encouraging them to carry out their self-study outside the classroom in a lifelong fashion (Lund & Pedersen, 2001, pp. 63-64; Paulsen & Feldman, 1995). In the present study, the co-authors hence provide the environment which they believe will hearten their students to share and express their thoughts, learn how to work as a team, and familiarize themselves with the requirements of the MBA program at a leading postgraduate institution. The significance of non-threatening environs is most recently demonstrated in many language teachers' works including Chanseawrassamee (2012) and Carnevale (2013). To accomplish the co-authors' pedagogical goals, *task-based language learning* is therefore introduced to the class.

3. TASK-BASED LANGUAGE LEARNING THEORIES

Task-based language learning (TBLL), or task-based language teaching (TBLT), or task-based instruction (TBI) is the term used in describing a new pedagogical way in which outcomes of learning are focused rather than methods of teaching (Richards & Rodgers, 2001, p.15). These two experts defined the task-based language as “an approach based on the use of tasks as the core unit of planning and instruction in language teaching” (p. 223). Such pedagogical philosophy uses numerous tasks as vehicles for students to apply the principles into their real and meaningful communication. The task-based language learning is very beneficial to the field of English as a second language (SLA) (see Lefrancois, 1988; Tarone & Parrish, 1994; Nunan, 1999; Richards & Rodgers, 2001, for instance).

Nunan (1999) fully described the origin of “task-based” approach in his book named *Second Language Teaching & Learning*. In the old days, English as a second language learners have to study grammatical rules and vocabulary words because they are basic parts of the English language system—so called *grammar-translation approach*. In this approach, teachers are standing or sitting in front of the classroom and provide their students with grammatical knowledge and vocabulary words. Afterward, this old view has been gradually replaced by a new concept that students do not need to learn everything, but something necessary for their needs. Specifically, adult learners are unique (see Crandall, 1979; Burt, Peyton, & Adams, 2003; Nunan, 1999, for example). Adult learners can succeed in learning English as a second language when the materials they learn benefit their real-life expectations and such the dominant language is dominant in the place they live or at their workplace. For instance, “adults who need English for access to technical texts or training for employment have a strong motivation to acquire the language” (Crandall, 1979, p. 7). This new notion led to a new approach in learning—*experiential language learning*—and, of course, the classroom tasks and activities (Nunan, 1999, p. 10).

According to Nunan (1999), in experiential learning, students’ own experiences are taken as the starting point of their learning process (p. 5). Therefore, instead of learning *all* grammar concepts and lexicons as traditionally carried out, the language curricula have diverted to “*communicative language teaching, learner-centered instruction, and task-based language teaching* (Nunan, 1999, p. 5). Over the last thirty years, these three new educational ideas have strongly influenced the education field. In the present study, the co-authors will focus on the task-based language teaching only.

Task-based learning is a classroom-based approach which adheres to and passes on the philosophy of experiential learning. In the task-based learning classroom, students learn in small groups and pairs via close cooperation. That is to say, they become more and more skillful by cooperating and sharing thoughts with other classmates under the guidance of the instructor (Nunan, 1999, pp. 83-84). “They learn how to solve language problems in a systematic way and to decide what language to use in different situations that their teachers present in the classroom. Role plays and simulations help to make the task-based classroom a lively and rich language environment for learners of all activities. ... [T]asks such as these stimulate the production of a much richer array of language functions than teacher-fronted modes of classroom organization. They also result in the negotiation of meaning, something that is largely absent in teacher-fronted tasks” (Nunan, 1999, p. 84). Task-based

syllabus was accordingly defined as “a syllabus in which the designer has taken a series of tasks (rather than a set of linguistic items, such as structures and/or functions) as the point of departure for the design process (Nunan, 1999, p. 315).

In the task-based approach, the overall purpose of the course must be first identified. Then, the relationship between the course objective, text, and tasks can be created, collected, and prepared. The task can be either inside or outside class. Nunan (1999) provided some examples of task-based activities which can be pedagogical inside the classroom like reordering of scrambled sentences or real-world knowledge outside the classroom, e.g. a set of instructions for assembling a piece of furniture or reading a recipe (p. 266). In the present study, both pedagogical and external activities will be applied.

With recognition of the value of students, their experiences, and goals; the co-authors explore alternatives to fit their goals. As the enrollees in this English Intensive Course are MBA students who need to use a great deal of English in their face-to-face interactions, the co-authors design this task-based course by giving them the presentational communication activity. Even though the presentational communication may not be as interactive as interpersonal communication, the speech interaction requires spontaneity, especially in the Question & Answer session. The co-authors hence provided the primed or prepared in contrast to impromptu or unprepared activities. As such, whether or not Thai students are ready for the impromptu activities is believed to be able to indicate their readiness for the AEC full-form opening in 2015.

4. AEC2009-2015 AS A NEW REQUIREMENT

AEC refers to ASEAN Economic Community, while ASEAN stands for the Association of Southeast Asian Nations. Ten member states consisting of Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam come to work together in strengthening its region and promoting its economic competitiveness in the global market. The AEC roadmap started in 2009 and will reach its full enforcement operations in 2015 (Association of Southeast Asian Nations, 2009). According to the roadmap, skilled labor, and professional experts can cross the border more legally and conveniently, whereby an exchange of personnel appears more smoothly and comprehensively for the prosperity in this region (Association of Southeast Asian Nations, 2009, pp. 29-30).

As a State Member, Thailand, where interculturalism has long been highly valued, has warmly embraced the new economic requirements in vast varieties of aspects, particularly employment and English as a *lingua franca*. Fasold (1987) noted that even though Thailand has never been colonized, English, *a world language*, has been taught to Thais fundamentally for economic reasons (p. 10). In Thailand, at least one foreign language is compulsory for all students (Pufahl et al., 2001) and that language is English. Most recently, the National Economic and Social Development Board (NESDB) clearly stipulated in its Eleventh Plan that Thailand must be well prepared for the ASEAN Economic Community (AEC). “All Thais should realize the significance and potential impact of the AEC. The competitiveness of business should be enhanced and benefit from the AEC. Labor force skills that are in great demand in

the AEC market should be developed. Regulations and institutional management should be made to comply with ASEAN's rules" (Office of the National Economic and Social Development Board, 2013, pp. 18-19). Such stipulation implies that Thai citizens have to be able to use English as a communicative tool both at work and in their education as well as daily life.

In the employment realm, both government and private sectors have started to hire foreign staff from Cambodia, Myanmar, and Viet Nam. In the same way, Thai applicants must have the 650+ TOEIC score. For conglomerates like PTT and its subsidiaries, their employees can move upward the career ladder when they achieve 850+ TOEIC scores. In addition to language requirements for promotion, if existing employees want to apply for the company's scholarship for higher education abroad, they need very high TOEFL scores. A role model for great endeavor of a state-owned telecommunication company to drive its employees to master English was also well described in Chanseawrassamee's recent work (2012). For the time being, pharmacists, house maids, cleaners, bank staff, and even street vendors, among many others, have to be able to speak English with non-Thai customers. Taxi drivers who wish to serve foreign customers at the airport must pass an English test to be licensed.

In the education realm, numerous Thai academic institutions have progressively provided more bilingual and international/English programs from the kindergarten level up to the university level. Such change is evidenced by a constant increase of international elementary and secondary private schools from 46 in 1999, to 67 in 2002, and 89 in 2003 (Office of the Educational Council, 2004, p. 149). A similar trend has been found in the higher education programs in both public and private institutions; i.e. 356 international programs in 1999, 465 in 2002, and 521 in 2003 (Office of the Educational Council, 2004, p. 149). Like international schools, the number of Thai schools wishing to offer bilingual programs nearly doubled from 104 in 2003 to 198 in 2004 (Office of the Educational Council, 2011). Ironically, in Thai schools/universities/etc. specifically, the content of the English language taught usually do not suitably or directly fulfill the requirements of business entities.

In the current study, the co-authors looked specifically into how MBA students feel about the importance of learning English, ranging from "most," "much," "moderate," "little," and down to "not at all." As the influence of English is apparently growing, it is interesting to know how these young adult learners see the importance of English and which way can help them to master English. Exactly 194 MBA students in the Flexible Program took the Intensive English Course for 36 hours. Even though the MBA Flexible Program is a Thai program and the English subject is a non-credit course, the students are found to be eager to be prepared their English skills for the full form of AEC enforcement in 2015. Significantly, the number of class hours has doubled from 18 hours in almost 20 previous cohorts to 36 hours in the most recent one—the cohort investigated in the current study. This is an obvious attempt of a public higher-education institute to cope with the forthcoming AEC in two years ahead.

5. METHODOLOGY

5.1 36-Hour Intensive English Course Overview

The Intensive English Course is a 36-hour non-credit course. The class meets once a week on Saturdays for 6 hours per day (from 9 to 16 hours) for 6 weeks in succession. The course is offered specifically to only MBA students at a leading postgraduate institute in Bangkok. The main textbook used in this course is *English for Business Studies: A Course for Business Studies and Economics Students*, third edition, by Ian Mackenzie (2010). This course is chiefly aimed to prepare these MBA students for reading textbooks and completing written assignments, most of which are in English. Nonetheless, as the time passes and the technological and English imposition has become apparent, teaching English by using the grammar-translation approach may be deemed obsolete. The co-authors accordingly added some interesting activities, e.g. self-introductory talk, oral presentation, writing assignments, etc., to make the class more meaningful, interactive, and lively. In the previous cohorts, students were asked to present on vast varieties of topic including moon cakes, mobile phones, tourist spots, and cars. For the most recent batch, students were assigned to present on the Thai “buffet restaurant.” Such presentations were uploaded onto the YouTube and the number of votes and views was counted to find the winner. As some students in this batch mentioned some political issues in their videotapes, the co-authors could not upload the video clippings onto the YouTube.

In the current study, the intensive English course ran from November 17 to December 22, 2012. Each day, grammatical concepts, reading assignments, and writing practices were provided in one 3-hour session. The other 3-hour session would allow all students to apply what they had learned in the first session to their speaking activities—mostly oral presentations. As the number of all students was exactly 194 students, the class was divided into two sections, 100 and 94, respectively. Each section studied the same lecture topics alternatively in the morning and afternoon sessions.

For this batch, students were assigned to give 5 presentations. On the first day, Loy Kratong Festival (or the festival of floating the basket of flowers) was presented in an impromptu manner, followed by a primed one on the same topic in the following week. On Day 3, students were assigned to present on franchised restaurants in Thailand, such as McDonald’s, Pizza Hut, and Starbucks. On Day 4, each group had to give a presentation on each ASEAN country member, as a part of self-preparation for AEC. On Day 5, students were given some snacks available in Thailand, including Beryl’s chocolate, Collon, Pretz, and Pocky. That day, the students had not known the topic before; therefore, the activity was considered an impromptu one. On the last day (Day 6), there was no presentation, but a written test. In brief, there were two impromptu presentations and the other three primed ones. All the presentations, save for the first day, were videotaped. As some groups’ presentations involved political issues, their videotapes could not be uploaded onto the YouTube as the co-authors’ previous class (see Jaturongkachoke & Chanseawrassamee, 2013a). The objective of this research study was hence different from the earlier one; that is, it looked specifically into the students’ preference for task-based learning approach and between the impromptu and primed activities.

In each speaking/presentation period, a brief glimpse of preparatory presentation skills and techniques were provided. Concurrently, students learned how to pronounce English at the word, sentence, and passage levels. Some speaking activities included tongue twister, stress and rhythm, *-ed* and *-es* ending pronunciation, non-existent sounds in Thai, and patterns of professional business English statements. The students were then asked to do many speaking tasks both individually and collectively. When giving presentations, students had to learn how to make a good introduction, systematic outline, understandable visual aids, effective ending, and ample questions&answers. Tables 5.1 and 5.2 show how each activity is voted on. The winner of each group on each day varies from one activity to another. As a result, it is interesting to see that the winning group is usually good at both primed and impromptu presentations. There are no serious complaints about the number of views from the internet website any longer because everything happens and ends in class. The test score is another way to turn around the presentation scores. Each section is divided into 9 groups. The number and comments of each group (made by the second author on December 16-18, 2012) are provided underneath each section's Table.

Table 5.1 Number of Votes on the Best Presentation Group (Section 1)

Group	Team Members	Vote (Nov 17) (impromptu)	Vote (Dec 1) (primed)	Vote (Dec 8) (primed)	Vote (Dec 9) (primed)	Vote (Dec 15) (impromptu)	Total (5 weeks)	Test Score (Dec 22)	Grand Total
1	12	6	3	32	20	8	69	28.33	97.33
2	12	4	2	14	7	10	37	44.50	81.50
3	10	16	11	0	9	25	61	16.40	77.40
4	12	9	28	11	9	16	73	55.00	128.00
5	11	2	17	4	6	3	32	21.45	53.45
6	11	12	8	5	12	1	38	26.00	64.00
7	11	28	3	4	8	9	52	26.91	78.91
8	11	7	2	11	10	5	35	20.00	55.00
9	10	8	1	11	10	10	40	50.40	90.40
Total	100	92	75	92	91	87	437	32.11	

Comments for Section 1

Group 1: "I know how much endeavor you've made to carry out a vast variety of my assignments ranging from Loy Kratong to big businesses in Thailand, AEC, and products. Honestly speaking, I am so happy to see how you seriously took my comments into your following presentations. Likewise, I feel so glad to see how much you have developed your presentation skills through time. I'm extremely impressed by your creativity in your work as well as your assistance given to other groups. Your PowerPoint slides also wow me as they are getting more and more systematic. I wrote this comment before December 22; therefore, I don't know the final results yet. Nonetheless, what you should know now is that I am so proud of your great originality and strong determination not only to win but also to share."

Group 2: "I can tell how fluent you all are in English and, of course, Japanese in case of Tukki ☺. I really love your Nissan March presentation on December 8. That day, I thought your group had a great chance to win. Even though you didn't win, your group won many classmates' hearts. Finally, your group got high votes, right? I am certain that your information was gathered and organized very systematically. Each of your team members is also highly skillful and outstanding. However, sometimes your group overlooked tiny but important factors of presentation like the equipment. You should have checked the equipment, how to use it, and test it first. Even though your group consists of good members, sometimes, your presentation may not work out well. In my opinion, your group can boost up the scores or votes if you reorganize the way you give the presentation. You may add some more exciting techniques to make it more interesting and attention-grabbing like when you gave your Nissan March presentation. Remember what you learned on the very first day of our class: "Creative ideas flourish best in a shop which preserves some spirit of fun. Nobody is in business for fun, but that does not mean there cannot be fun in business" (Pioneer American Advertising Executive Leo Burnett, 1891-1971). Your group can still have a chance to win. Do the test as best you can!"

Group 3: "Congratulations on your immense success on December 15. I really like the way you gave your presentation that day. That is, you never gave up. You tried so hard to succeed without thinking of anything else. I felt that you just did your best all along. The triumph on the last day and the high score on the first day mean that your group can organize ideas quickly. Speaking about a subject without advance time to prepare is called an "impromptu speech." While other groups just did something simple that day because it was an impromptu presentation which requires quick thoughts, your group could invent your inspired PowerPoint slides. How could you do that within a short time frame? That's amazing! What your group had done is all about trials and errors. Finally, your group won! I felt so happy for you. I hope you keep up your firm strength of mind.

In my opinion, giving an effective presentation involves so many factors: presenters, equipment, visual aids (e.g. PowerPoint), stage management, so on and so forth. Another important thing is the "ability to think quickly." Specifically, your group is getting more and more familiar with each other and presentation techniques. I also feel that you all feel more confident and are getting more and more comfortable with the classroom management. This familiarity helps you to bring valuable experiences to your presentation. Congratulations again and good luck!"

Group 4: "Congratulations on being the lead in the class! I am always impressed by your natural gestures, performances, and speeches. In addition to your naturalness, I also love your creativity and fluency. Watching your presentations from November 17 to December 15, I can see substantial developments in terms of naturalness, extroversion, liveliness, and intelligence. Even though you did not win all the time, your performance was always off the charts. I have a feeling that all members in your team are highly fluent in English presentations by nature. I hope you all decide to enroll in the international program. Don't forget this is a great chance for you all to shine and have a bright future.

Thanks a million for your active participations throughout the five weeks we were together."

Group 5: "I have so many things to say to you all.

First of all, when I saw the differences between your presentations on November 17 and December 1, I felt so happy for you even though you didn't win. You may not have known that your group was the runner up on December 1. I thought that your group could win that day or would win some day. However, after that week, I could feel some depress from your group. I don't know why.

Then, your presentations on big businesses and AEC2012 confirmed my feelings as they seemed dry. Specifically, the ones on the Pizza Company and Singapore were informative, but sounded monotonous. All presenters had the same gestures like robots—almost all presenters looked at the PowerPoint slide, said something from memorization, and turned to read the notes. To me, these gestures meant that you didn't believe in the product or what you were presenting. If you presenters do not really believe in your products or information yourselves, how can you make others or the audiences buy your idea?

As a matter of fact, presentation does not simply mean that you just stand on the stage, telling the audiences what you have prepared. Instead, giving a good presentation involves both your good preparation and the audiences—sending and receiving messages [or two-way communication]. Your presentation must be attention-grabbing so that what you presented is meaningful to all your audiences. In particular, you all must remember that the presenter group can be strong if all team members stick together. Even though other groups may ignore your presentation, the other members in your group must be there for the group.

The transition between presentation parts, i.e. introduction, the body, and the conclusion, is also important. You should enable the audiences to be with you all the time. I think so many audiences got lost because of your flat monotone. Remember what you learned on the very first day of our class: "Creative ideas flourish best in a shop which preserves some spirit of fun. Nobody is in business for fun, but that does not mean there cannot be fun in business" (Pioneer American Advertising Executive Leo Burnett, 1891-1971). It doesn't mean that fun can make

you win in all situations. Instead, fun can make your audiences remember you and choose your group in the same way as they are going to use your products, services, or even ideas.

If you look at Group 3 which has never won or even got zero on December 8, it never gave up. All the team members just did their best and stuck to their group. They all always come to class no matter what. If your group is a company, how your company prospers if only five employees come to work.

It's worthwhile mentioning here that I deeply admire the five people showing up on December 15. It's all about spirit—the show must go on no matter what happens and no matter how many members come. I would like to give you five a huge ovation!

Last but not least, thanks for helping me with all the calculations in the classroom. I really appreciate it. Good luck!"

Group 6: "I don't know why your group has never won! Honestly speaking, I always enjoy your group presentation because it is always interesting, profound, and lively. All presenters smiled and were in good mood. All slides were systematically arranged. Many of you are highly fluent in English. I really like the presentation on December 1 when you told us how to make the flower basket in detail. Ending up your presentation with the Loy Kratong song in English was also wonderful. That day, your group ended up with fourth place, which is good enough, though. I also love the presentation on Vietnam. However, you should be well-prepared in terms of the song. I mean, if special effect is included, it should be done in an effective way. I think that when you all watch all four presentations, you will feel proud of yourselves just the same way like I felt. I hope that today will be your day. Try your best to do the test na kha ☺."

Group 7: "I have felt that your group is as outstanding as other groups. The triumph on the first day means that your group can organize ideas quickly. Speaking about a subject without advance time to prepare is called an "impromptu speech." Thus, your success that day means that you are quick thinkers and organizers. Also, your group sounded creative and happy when giving presentations. Thank you for your active participation. Importantly, I think all of you work best as a whole group. When separated, you can't work well. If you take your group as a company, I can see that your company will become prosperous in no time. Based on your latest performance, I think homosexuality becomes fashionable ☺. I hope that today (December 22) will be your day. Try your best to do the test na kha ☺. Good luck!"

Group 8: "I am so sorry for you that there is only one guy in your team. It's my entire fault. As I see your section in the afternoon, I may overlook something when dividing you all in smaller groups. Doing this enables me to deal with each group more effectively. Accidentally, you all share some quiet and neat personality type. The guy is also not quite wild. Based on these reserved characters, your presentation couldn't grasp the share of mind in our classroom despite your good and creative idea. I have seen how hard you've tried to present a real and lively presentation. I know that you all tried hard to convince the audiences to believe in what you are assigned to present. I can say that I have no negative comments on your presentations at all. It's all about personal character of each member in your team that matters. I hope that today (December 22) will be your day because quite students are usually good at tests. Try your best to do the test na kha ☺."

Group 9: "I think you prefer number 10 because your group usually got not over 11 points☺. I'm just kidding na kha. Let's get to discussion your presentation. There are so many distinctive features of your presentations. First of all, your presentations on Black Canyon Coffee and Malaysia showed that you cared about your outfits. Next, I love the way you drew pictures of Hajuku. The paintings within such a short time are amazing. I am always impressed especially by the way you looked into your topic in a profound fashion. Keep this remarkable ability and try to make your presentation livelier. However, sometimes, a good presentation may be not attention-grabbing or successful because presenters are too shy, quiet, or well-mannered. Good presenters should be able to spark public reaction and attract their attention from the first start until the last slide. Take my comments into your consideration; in the future, other groups can hardly beat yours. I hope that today (December 22), you all try your best to do the test na kha ☺. Good luck!"

Next is the vote data of Section 2, followed by the second author's comments.

Table 5.2 Number of Votes on the Best Presentation Group (Section 2)

Group	Team Members	Vote (Nov 17) (impromptu)	Vote (Dec 1) (primed)	Vote (Dec 8) (primed)	Vote (Dec 9) (primed)	Vote (Dec 15) (impromptu)	Total (5 weeks)	Test Score (Dec 22)	Grand Total
1	11	2	12	19	10	6	49	17.45	66.45
2	10	3	18	8	4	11	44	16.60	60.60
3	10	12	7	10	8	16	53	9.80	62.80
4	10	19	4	12	13	8	56	27.40	83.40
5	10	26	11	8	16	7	68	22.60	90.60
6	10	14	17	4	9	10	54	23.40	77.40
7	11	1	6	9	8	8	32	19.09	51.09
8	11	2	9	8	6	5	30	10.18	40.18
9	11	9	9	9	6	4	37	6.91	43.91
Total	94	88	93	87	80	75	423	17.05	

Comments for Section 2

Group 1: "On December 1, the pictures of Nang Noppamas did not need to be those of the superstars or celebrities. Rather, to look more natural and original, your team members could use their own pictures. I mean, you didn't need to buy or rent some costumes, but you could use your digital camera together with your computer skills to make that happen. On December 8, your group won from the presentation on McDonald's. That day, all the members spoke fluently, while maintaining eye contact. I watched this videotaping file over three times. You should look into this videotape closely as well and use it as the example for your presentation in the future. It was perfect in terms of the presentation's systematic organization as well as the presenters' eye contact, gestures, and voice. For other presentations, your group is usually among the top three. I, thus, think that you all, with such strong determination, still have a chance for today's test. If all your group members come to class today, your group has a high chance to win. Good luck!"

Group 2: "On December 1, your group won the heart of your classmates with the idea of "debate." Presentation is a way to deliver messages in order to convey your thoughts or ideas. If your friends chose your presentation, it means they believe in your idea. In terms of business, the top votes mean the customers will buy your products and services. On December 8, your presentation on Mitsubishi Mirage even made me think that a team member was working for the company. It was an amazing presentation. Unfortunately, the McDonald's group outdid your group and won that day. There is always something better, isn't there? Not to be outdone, you should try harder in your written test, OK? Good luck!"

Group 3: "On December 1, your group did a great job in your primed presentation on Loy Kratong. I love fireworks and that could grasp the audiences' attention. However, the presentation on Pizza Hut impressed me a great deal with your outfit and all accessories. I think at this point you all overcame your fears and succeeded in at public speaking. In your Singaporean presentation, many of you seemed to read rather than speak. That's why your popularity dropped. I am glad that your group came back and won in the last competition. If you look at your videotape closely like I did, you will see how natural you were that day. You all looked enjoyable and happy with what you were doing. That's the heart of a good presentation. That is, if you want to make others believe in what you are saying, you have to believe in that thing first. I can feel that your naturalness and happiness lead you to the top position. I hope that you will win the written test on December 22. Good luck!"

Group 4: "On December 1, your group did a great job in your primed presentation on Loy Kratong. I love the girl gang and you didn't need to use celebrities' or superstars' pictures. You all are so beautiful. Be proud of that na kha. For the presentation on Starbucks, I think you could do this better if you gave us some samples to try. I don't mean that you need to bring the real Starbucks coffee into the room. Instead, you could make use of the coffee we'll have at the coffee break. Do something extraordinary and brighten up the atmosphere. The presentation on Myanmar was also great. I love the bullet you made because we need it as a reminder only. I also love Tao (Somchai) and the iPad guy on December 15. I have a feeling that you all are getting more and more comfortable with your team members, classmates, public speaking, so on and so forth. I hope your group sticks together until the end of the course so that you can give a nicer and livelier presentation in other courses in the future. You're a really good, cooperative group. Good luck!"

Group 5: "Congratulations on your two victories on November 17 and December 9. Even though your group didn't win all the five competitions, your score was always among the top five. This made your group the lead in the second section of this batch (Batch#24). The triumph on the first day and the high score on the last day mean that your group can organize ideas quickly. Speaking about a subject without advance time to prepare is called an "impromptu speech." Your success on December 9 also convinced me that your group was outstanding and unique. Your presentation was systematic and the way you gave your presentation was different from other groups. Big thanks should be given to Khun Jenpob who strummed the guitar. The introduction of music into your presentation made your presentation different from other groups as well. The beginning and the ending of your presentation, made by PM Pla, enabled others to recognize your team. That's why your team won. Keep up your excellent and creative job! Good luck with your test on December 22!"

Group 6: "Honestly, I really like your Loy Kratong presentation on December 1. It was fantastic and unique. The PowerPoint slides were neatly invented and organized. The number of the group is located at the top left of each slide. Your group thus took third place. On December 8, despite your good presentation, your group became the last competitor with the KFC presentation. I can tell that the presentation was perfect. The outfit was well prepared. There was only one speaker/presenter who looked quite often at her note. It's just the matter of destiny. The transition between slides or presenters is an important issue on December 9 when the second half of the group presented on Vietnam. The presentation was informative; however, it was dry and unexciting. I know you cared about the appearance, the topic, and the speech. Nonetheless, sometimes good presentation requires something more such as being lively, attention-grabbing, fun, etc.

To me, it is interesting that when the stage fright has gone, you all became more outgoing and confident. You took all tasks seriously and tried to do your best. Fun has gone! Remember what you learned on the very first day of our class: "Creative ideas flourish best in a shop which preserves some spirit of fun. Nobody is in business for fun, but that does not mean there cannot be fun in business" (Pioneer American Advertising Executive Leo Burnett, 1891-1971). Good luck with your test on December 22!"

Group 7: "Your Loy Kratong presentation on December 1 was quite interesting. I just had an impression that you should give the audience a theme. For instance, "Today, our group is going to talk about the Loy Kratong festival in Southeast Asia or Asia or a specific part of the world so that the audiences can guess which countries will be included. When I learnt that you would present on China, India, Vietnam and Thailand; I have no idea about the theme of your presentation. A good presentation does not mean that you incorporated all information and present it to the audience. In fact, a good presentation must be well organized. You should have told the audiences first about what will follow. That's why the outline is important. There should also be proper transition from one slide or point to another.

For the presentations on December 8 and 9, your group could do them well. Again, the same problems occurred—it was too informative. Nobody can absorb such detailed information in just only ten minutes or so. It does not mean that I don't appreciate your effort. I know and can feel how hard your group has tried. However, think about the audiences. Some yawn and others feel asleep. Your group does not have any stage fright, but you "tried too hard to be perfect." Some slides even have too much information. Giving a good presentation only requires bullets for reminding presenters to make a point and/or for enabling audiences to follow your ideas. When you become too serious with the perfection of your presentation, you insert what you think is needed to say in your speech and slides. When your presentation is too informative, too detailed, too long, you can't grasp your audiences' attention and fun has gone. Remember what you learned on the very first day of our class: "Creative ideas flourish best in a shop which preserves some spirit of fun. Nobody is in business for fun, but that does not mean there cannot be fun in business" (Pioneer American Advertising Executive Leo Burnett, 1891-1971). That's why I really love your presentation on December 15 when you all felt free to express yourselves and dance. Rewind all the videotaping records and you will feel the same. Good luck with your test on December 22!"

Group 8: "On December 1 when you gave your Loy Kratong presentation, it was risky. Rang Ngao is a hot movie for the time being; therefore, you must have thought of some comparison and contrast. I mean if you took risk, you had a high chance to lose and finally Group 5 won. I mean, it would be much better if you did something in your way, not a copy. Then, on December 8, you started your Nissan March presentation with Khun Ken. It's OK until, to some point, Khun Ken looked at the note and all the rest presenters did the same thing. I don't know why, but

your note-reading gestures seemed too much. You may say that other groups did the same thing; I would say that they did it in a trickier manner. I know that the topic may be unfamiliar to you, but you can't deny that automobile industries have played a significant role in our national development so far. This year, Honda gives a 10% bonus to its employees whereas Mitsubishi staff receives a 7% bonus. This is all about how businesses take part in developing (or destroying) our country. As business people, you should be aware of these mainstreams or current situations because all industries are interdependent.

The presentation on Cambodia was the same. Your star was nice with "kayom+name." At that moment, I thought your group might win. However, after the nice introduction, all presenters looked at the visual aids, kept reading, looked at the notes, etc. It may be possible to remember all information, but, at least, you must have some techniques to make the audiences feel that you are well-prepared. This automatically destroyed your nice introduction. On December 15, all members became lively again. If you all kept doing this since the first start, you could win. Be yourselves and don't try too hard next time. Good luck with your test on December 22!"

Group 9: "On December 1, some presenters used the notes. For the audiences to follow, there should have been a more systematic outline, e.g. (1) History of Loy Kratong sai → (2) Its features → (3) Tourist spots in Tak → (4) OTOP products → etc. For instance, along with the outline slide, you should tell them that today you were going to talk about history of Loy Kratong Sai in Tak. Then, you should explain how the festival is celebrated nowadays. You should also tell the audience that your presentation would include some tourist spots there. I think you need logical transitions from one point to another.

The presentation on the Mall was not as good as I had expected. Despite all your effort and enthusiasm, many presenters turned to the PowerPoint slides, took a look at the visual aids, kept reading, looked at the notes, etc. It may be impossible to remember all information, but, at least, you must have some techniques to make the audiences feel that you are well-prepared. This automatically destroyed your nice introduction or excellent visual aids. Later, on December 9, the presentation on Indonesia is quite interesting. The male host was quite fluent with his survival skills. The girl speaker was quite fluent until the point where she stumbled. The other male speaker also developed his personal survival skills in public speaking with the way he slightly and naturally twisted his body to read the PowerPoint slides. Nonetheless, he often shook his legs or feet. This is not nice when he is on stage. After all, I could say that the first three speakers passed. The last female kept looking at her notes on her lap and there was no way for her to do like the second male speaker. Now, you all see how important the stage management is, right? You all can imagine how the audiences would feel when the speakers kept reading.

On December 15, only six members came. Even though the presentation sounded lively, it could not grasp the audiences' attention. If you look at Group 3 which has never won, it never gave up. All the team members just did their best and stuck to their group no matter what happened. They all always come to class without any conditions. If your group is a company, how your company prospers if only six employees—only a half of the company—come to work. You must feel lonely and want to go back home as well. Colleagues at a company or your team members here are interdependent. If some take leaves, others usually take leaves too. That's natural. That's why many department stores must issue a rule that nobody takes holidays during the greeting seasons. Or, they may take turn on a yearly basis. You may think that it's just a period of time when they can sell goods and services. An underlying reason is that when one is allowed to leave, others will do the same. Stick to your group and try to attend all lessons and absorb all business concepts for your futuristic use. Don't miss a class without logical reason na kha. Good luck with your test on December 22!"

Please be noted that the Thai ending word "na kha" here is aimed to convey politeness and somewhat imposition.

Winning an activity, each group was rewarded some overseas snacks, e.g. Ritter chocolate from Germany, Arnott's Tim Tam chocolate bars from Australia, Julie's cheese sandwich from Malaysia, and Troberone from Switzerland. Twice during the course, Professor Ketkanda went to Japan on business, she bought Royce chocolate and Japanese KitKat for the winners. The reward for presentation depended on the prompt in-class votes. In this research study, the point accumulation strategy was used. The group which had the highest scores on the last day of class won received gift vouchers from Oishi Grand for 12 persons. The gift voucher cost around 650 baht each. Consequently, while the students practiced English speaking skills, they learned business strategies including point accumulation, overseas packaging, group loyalty, sense of belonging, and teamwork. The impact of rewards and games upon the students' learning progress, in-class interaction, and learning attitude is fully

discussed and reported by Chanseawrassamee (2012) and Carnevale (2013). All the video clips will be shown to the successive cohorts of students as examples.

5.2 Questionnaire

In the present study, both authors acted as the participatory co-researchers as they were the two instructors of the course. The co-authors' chief purpose of comparing the primed, or prepared, and impromptu, or unprepared, activities into their course was due to the need for spontaneity of modern business interactions. The co-authors wished to test whether or not the new approach fitted their students and could help them to learn English more effectively while wanting to know which type of activity is going to help their students to become more natural and fluent in business communication.

The respondents were asked to complete the questionnaire in either Thai or English as they wished. In the questionnaire, they were asked to select the most favorable way of learning English, specifically related to making an effective presentation in English. There are three fundamental questions for students to answer. First of all, they were asked to express their attitude towards the importance of the English language. Percentage of each answer was then calculated to find the respondents' overall preference. Open-ended questions for free expression of opinion were also provided for each student's free articulation. One hundred per cent of the participants were willing for further informal discussion.

5.3 Participant

On the last day of class, questionnaires were distributed, filled in, and returned from 147 students (male: 53; female: 94) out of the entire 194 in the "Intensive English" course provided at a postgraduate institution in Thailand. Their ages were between 20 and 41, with an average of 26.5 years old. Their fields of study varied from one to another because this is an MBA course, which, by nature, incorporated diverse fields of study comprising food science and technology, petrochemical & polymeric materials, weaving technology/ materials/ industrial chemistry/ computer science, pharmacy, biology, biotechnology, microbiology, chemical/ industrial/ electrical/ computer/telecommunication/ mechanical/ environmental/ IT/ civil/ control engineering, marketing/ agricultural/ international business, finance & banking, economics, economics & trade, accounting, Thai, Japanese, Chinese, English, commercial music, English communication, communication arts, mass communication, humanities, arts, digital arts, agricultural economics and resources, social administration, geology science, medical technology, botany, product design, radiological technology, environmental management, statistics, applied statistics, history, and public administration. To take this intensive course, all these students had passed a written examination and an interview at a famous postgraduate institute where this research was conducted. Hence, the participants were considered to have a medium to high degree of English proficiency.

As the "Intensive English" course was provided before the first semester began, all participants were new to each other and needed to learn to work both as an individual and as a group. This Intensive English course thus functioned as a starting point of these all newcomers to learn to know each other whilst learning English.

6. FINDINGS & DISCUSSIONS

This portion discloses the number of each option selected by each section. Table 6.1 shows such a number.

Question 1: Currently, many Thais both from the government and private sectors are zopped to the full form of the AEC2015. They also feel that it is necessary for them to be fluent in both Thai and English so that they can communicate well with other ASEAN people and all global citizens. In particularly, Thai businessmen should be confident to join the AEC2015 with dignity and pride. As you are a graduate student in the Graduate School of Business Administration who will become a practitioner/businessperson in the very near future, how important do you think the English language is? (Choose only one option.)

The participants were asked to rate the significance of English learning in a 5-likert scale style: *most, much, moderate, little, and not at all*. The findings of the overall participants' attitude were shown below.

Table 6.1 Students' Attitude toward Importance of English learning

Section	Gender	No.	5-Likert Scale Preference				
			Most	Much	Moderate	Little	Not at all
1	Male	27	22 (81.5%)	5 (18.5%)	0 (0%)	0 (0%)	0 (0%)
	Female	57	47 (82.5%)	10 (17.5%)	0 (0%)	0 (0%)	0 (0%)
Sub-total (1)		84	69 (82.1%)	15 (17.9%)	0 (0%)	0 (0%)	0 (0%)
2	Male	26	22 (84.6%)	4 (15.4%)	0 (0%)	0 (0%)	0 (0%)
	Female	37	29(78.4%)	8 (21.6%)	0 (0%)	0 (0%)	0 (0%)
Sub-total (2)		63	51 (81.0%)	12 (19.0%)	0 (0%)	0 (0%)	0 (0%)
Total		147	120 (81.6%)	27 (18.4%)	0 (0%)	0 (0%)	0 (0%)

In Table 6.1 above, most students saw the importance of English learning at the "most" and "much" degree with 81.6% and 18.4%, respectively. No students saw English study as "moderately," "little," or "not important at all." Males and females demonstrated the similar percentage of their attitude toward English—in the region of 80% for the "most" level and 20% for the "much" one. This means that all students—whether male or female—perceived the importance of learning to use English in the modern world at a high degree alike.

Next, to find whether the respondents liked the task-based approach used in the classroom or not, the respondents were asked about their attitude toward activities—i.e., primed presentation and impromptu presentation—introduced to the classroom. There were only two students who disliked the presentation activities.

Question 2: *How do you feel about task-based approach the two instructors employed in this class; that is all English-language presentations provided. (Choose only one option).*

Table 6.2 Students' Attitude toward Task-based Language Learning Approach

Section	Preference	No.	Percentage
1	Like	83	98.8%
	Dislike	1	1.2%
	Sub-total (1)	84	100%
2	Like	62	98.4%
	Dislike	1	1.6%
	Sub-total (2)	63	100%
1 + 2	Like	145	98.6%
	Dislike	2	1.4%
	Total	147	100%

At this stage, as the number is quite in common, the co-authors did not divide the number in terms of gender. In the questionnaire, the participants expressed that the majority of them felt happy with the task-based learning approach. This result argued with the belief that students do not like task-based language learning approach; for example, instructors who used this approach were lazy (Chanseawrassamee, 2012). The findings also confirmed that the majority of students felt happy with the oral activities. Those who have a negative attitude toward this task-based language learning approach show some awkwardness toward presentations that they do not want to stand in front of the class, as follows:

I like writing activities more because I feel shy when standing in front of many people.

I don't like oral presentation because I think I can use writing in my work than speaking. However, I want it to be an individual task rather than a group one.

As the world has changed and Thais have to become more outgoing and make friends with people of different ethnicities, the co-authors think that there will be fewer and fewer shy students. What Lohsiwanont (2001) found in the previous decade seemed to be outdated with the upcoming regional and global integration. This is an obvious change when, through time, the number of shy students has become fewer and fewer.

To research more deeply into the type of oral presentation the participants prefer between primed and impromptu presentation. Next is the result.

Question 3: *If you like the task-based language learning approach provided to you, please indicate what type of tasks you like the best. (Choose only one option along with your reason.)*

Table 6.3 Students' Attitude toward Preparedness and Unpreparedness Presentation

Section	Preference	No.	Percentage
1	Primed presentation	52	62.7%
	Impromptu presentation	31	37.3%
	Sub-total (1)	83	100%
2	Primed presentation	49	79.0%
	Impromptu presentation	13	21.0%
	Sub-total (2)	62	100%
1 + 2	Primed presentation	101	69.7%
	Impromptu presentation	44	30.3%
	Total	145	100%

The majority of participants in both groups (70.1%) still prefer the primed or prepared presentation, while the majority prefers the impromptu. Their additional comments from the open-ended questions will best explain this phenomenon. Only some unique comments will be displayed. The repetitive or similar ones will be skipped.

The "Primed Presentation Preference" Group

I like the primed presentation because it's a way to practice teamwork, share thoughts, build up creativity, and perform self-preparation. It's an opportunity to learn to shore responsibility.

My classmates have different level of English proficiency, so primed presentation allows them to prepare themselves for betterment and great confidence in their presentation. However, after students gain more confidence and speaking improvement, there should be more than 2-3 presentations.

Preparing before class made me feel more confident because I have some time to review my English knowledge and search for information. Preparation and rehearsals made perfect.

Primed presentation gives me a chance to practice speaking English and become more expressive.

Rehearsals allow me to speak more smoothly and fluently in front of the class. In the next presentation, we can improve ourselves and find our weaknesses for the better presentation.

The colleague team can improve the presentation in terms of research, preparation, conclusion, precision, and completion.

This approach allows my team to present in the most effective and productive manner.

Presentation with competition alerts all students. Data collection for the presentation also enables us to learn to find the main idea and attract the audiences. These together help to create a lively and fun class.

This activity is used quite often at work.

I like the topic on 10 member countries of AEC because it stimulates our learning and it enables us to know how important AEC is to us.

For outside-class activity, it's a way to make friends with other members in my group.

Creativity, freedom in thinking, group unity, and familiarity.

Because I'm not good at English, preparation before the class begins is really a must for gradual self-development. Also, primed presentation allows me to prepare some materials necessary for the presentation.

It's a way to give a good or even perfect presentation because there is more time. Preparation helps to convey key message to the audiences with greater efficiency.

It's not only a way to practice English, but personality, confidence, and leadership. Most importantly, we learn how apply the theory into real-working situations.

Oral presentation can be applied to my work. However, there should be more academic contents because the contents in the book *English for Business Studies* are very interesting.

In brief, students who prefer "primed" presentation feel that this type of activity helps them to give a more systematic presentation. They can make friends and develop closer relationship alongside learning. They also learn how to share and take responsibility, familiarize themselves with the new school rules, and practice presentation skills. In terms of language, they also learn how to pronounce English words more correctly and become more confident in public speaking.

Around 30% love to present without preparation outside class before the presentation date. This group of students is confident in their speech given. It is quite interesting for the co-authors to know that young Thai students are becoming more and more outgoing unlike what Lohsiwanont (2001) found a decade ago. The greater wish to use English in a more natural way like this also reflects the students' achievement of fluency—the ability of a person to speak without excessive hesitation (Nunan, 1999).

The "Impromptu Presentation Preference" Group

I like the impromptu presentation because it's a way to practice and create our work with time pressure as a team.

I don't like homework. I like unprepared presentation. It's exciting.

It's challenging my ability. It's a way to practice working under pressure and within time constraint.

It's a just relaxing task and activity for me.

I love to solve immediate problems. Present problem-solving allows me to develop myself in various aspects.

The primed presentation depends on memorization rather than talking. I think impromptu speech can help me upgrade my speaking skills more.

This allows me to speak without concern of preparation, formality, and script. Speaking naturally makes me feel less anxious.

A chance to apply my knowledge, to compare myself to my peers, and learn new words. There should be no scores.

It's a good way to stimulate prompt ideas.

It's a test of basic knowledge in many aspects. It's also a brainstorming session of many learners.

Public speaking is a necessary skill for businesspeople. To speak in front of the class is a way to create courage which is an important characteristic of a leader in the future.

It's a good way to make friends. In speedy and immediate situations and without preparation, we can learn others' personality traits quite easily.

To sum up, students who prefer "impromptu" presentation are of opinion that this type of activity helps them to become more spontaneous. They can simultaneously develop the skills of immediate response or problem-solving and become quick thinkers. Many mentioned the significance of excitement and knowledge application in real time. Importantly, they recognize the meaning of the saying, "A friend in need is a friend in deed," as a respondent explicitly says, "It's a good way to make friends. In speedy and immediate situations and without preparation, we can learn others' personality traits quite easily." Of course, a friend who gives you help when you need it is a true friend.

7. CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

In conclusion, the globalization via the upcoming form of AEC 2015 has drastically changed the personality traits of young Thai learners as Lohsiwanont (2001) found a decade ago. In this current study, there is only one student who states that she is shy. Even though the majority of respondents are still satisfied with the primed presentation, there is a significant tendency to change to the impromptu ones. The former presentation task is proved to enable students to prepare their presentation for perfection in terms of knowledge, research, and pronunciation, while the latter preference reveals that when students are more proficient in English, they become more excited to go up to another stage of learning—analytical thinking in English and immediate problem-solving. However, it is still inconclusive that these activities will definitely help to make these new generations to become balanced bilinguals as Li (2000) has defined. At this stage, it can be claimed only that these task-based learning activities help to drive these learners to become balanced bilinguals. There is no complaint about the fairness of the voting system because all activities and judgments are made in class. The test scores on the last day just add more excitement to the final results of which group is going to win. Overall, like what specialists in the field of task-based language learning asserted (see Lefrancois, 1988; Tarone & Parrish, 1994; Nunan, 1999; Richards & Rodgers, 2001; Shin, 2003; Burt, Peyton, & Adams, 2003; for example), this study has shown that the task-based approach succeeded in encouraging these young adult learners to study English with happiness and greater efficiency, whereby students who undergo such course can have a high chance of becoming balanced bilinguals.

The study still has some gaps to fill. As it is an intensive and non-credit course, the final may not tell advancement that much. If there is a pre- and post-test in a more systematical way, the outcome may be better compared and analyzed numerically and statistically. Because the comments were distributed to both sections on the last day of class, there are no feedbacks on such instructional opinion. The findings from this study thus can give the enthusiasm of MBA students toward the task-based language learning approach in terms of preference only. In the next research, researchers can go deeper into the feedbacks and so on and so forth. The limitation of this study also falls on the fields of study. At this leading postgraduate institute, MBA students usually have higher English proficiency than those of other graduate schools as Leong & Koh (2012) pinpointed. If all schools of students are studied, there will be a more fruitful

discussion on different fields of study in terms of comparison and contrast. The differences between genders of students may be also another interesting project. This research study is just a departure for business English classrooms in the 21st century.

8. NOTES

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