

Research

Analysis of Speaking Activities in Local Thai English Textbooks

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Abstract

This study aims to investigate speaking activities of two English textbooks, ‘English for Tourism II’ and ‘English in Airline Business’, by employing PPSIGAKI Model, a combination of Hymes’ (1967) SPEAKING Model and Munby’s (1978) Communicative Needs Processor, to compare the similarities and the differences of speaking activities found in these ESP textbooks. The findings reveal that both textbooks have speaking activities which are consistent with the elements of the PPSIGAKI model. This implies that both authors designed the speaking activities in the textbooks based on the communicative theoretical concepts. From an ESP perspective, both textbooks were designed according to learners’ needs for both tourism and airline professions and the purposes of these ESP courses. From the SPEAKING Model perspective, the speaking activities in these textbooks were authentic and served the purposes of social interactions, particularly in the field of tourism and airline situations among various speakers from different cultures. Furthermore, noteworthy, both textbooks contain their own uniqueness and features in terms of purposes, participants, channels of communication, patterns of language use, settings, and genres. The findings suggest that future research studies should focus more on linguistic perspectives and should gather data in the perspectives of textbook authors or users in order to reflect on the usefulness and effectiveness of the textbooks.

Keywords: Communicative competence, Hymes’ SPEAKING Model, Local Thai English Textbooks, Munby’s Communicative Needs Processor, PPSIGAKI Model, Speaking activities in textbooks

1. Introduction

Communicative competence (CC) is a controversial academic issue, conceptualized by Hymes, a sociolinguist (Cazden, 1996). The concept was originated from “the convergence of two independent developments: transformational generative grammar and the ethnography of communication” (Cazden, 1996, p. 2). The common elements concern with the ability and capacity of each person, speech communities, and the integration of language, communication,

and culture (Cazden, 1996; Savignon, 1991). This notion has a link to the concepts of Hymes' SPEAKING model (1967) and Halliday's notion of the three meta-functions of meaning in language (1994). Hymes (1967) explained that the SPEAKING model is to study the functions of language in social interactions, especially in cross-cultural communication contexts. This model also proposes to study speaking theories to understand the system of the target language with the aim "to describe communicative competence that enables a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom, etc." (Hymes, 1967, p. 13). In terms of the three meta-functions of meaning in language, Halliday (1994) noted that the meaning in language is associated with the ideational (field), interpersonal (tenor), and textual (mode) functions. The concept covers the context of a situation and culture which refers to a language as a resource for making meaning, and grammar as a resource for creating meaning by means of wording (Bavali & Sadighi, 2008).

The functions and features of discourse have increasingly been the subject of research studies since 1980. Discourse analysis is related to the study of the relationship between language and context. It has been applied in different disciplines, including linguistics, semiotics, psychology, ethnography, anthropology, and sociology. The role of discourse analysis is to study language in use from written and spoken texts (McCarthy, 1991). Discourse analysis also refers to "the analysis of connected speech or writing that extends beyond a single sentence or utterance, the study of the pragmatic functions of language" (Savignon, 2001, p. 237). The functions of language are typically based on the learner's need assessment. This phenomenon has led to the development of the concept of 'language for specific purposes', which was established in 1970 (Savignon, 1991).

In English language teaching (ELT), English for Specific Purposes (ESP) became the topic of controversial discussions in 1960 (Bilokcuoglu, 2012; Hutchinson & Waters, 1987; John & Dudley-Evans, 1991; Laborda & Litzler, 2015; Lesiak-Bielawska, 2015; Nagy, 2014; Otilia, 2015; Rahman, 2015; Ramirez, 2015). According to Rahman (2015), the development of the ESP courses depends on purposes and need assessment and English learning activities. Basically, ESP focuses on language in context rather than teaching grammar and structure. ESP courses are varied according to disciplines such as Business, Medical Sciences, and Tourism and Hospitality Management.

For this study, the main purposes are to analyze the speaking activities in the ESP textbooks ('English for Tourism II' and 'English in Airline Business') by applying the PPSIGAKI Model and to compare the similarities and differences of speaking activities found in these two ESP textbooks by using selected communicative theories. Although the features of both textbooks are not equivalent, it is acceptable to compare them because the main purpose is to study the speaking activities provided in ESP textbooks in Thailand. Moreover, as both textbooks have some common features that are designed to train English for career-specific purposes for Thai learners; the speaking contents are based on the authentic usage in the Thai context; and thus both are designed as textbooks, containing both theories and practices.

The results of this study are expected to provide educators, researchers, textbook designers, and lecturers the insightful information of the English-speaking activities found in the local Thai ESP textbooks. The results, furthermore, can enrich teachers' knowledge and raise their awareness of how the activities in these textbooks are organized and demonstrated according to the communicative theories, proposed since the mid 19th century, in order to benefit their instructional practices.

2. Conceptual Framework

Two communicative theory models: the SPEAKING model by Hymes (1967) and the Communicative Needs Processor (CNP) by Munby (1978), were used to underpin this study.

Regarding the first conceptual model, Hymes (1967) proposed ‘ethnography of speaking’ in order to study how people talk. Later, this term was changed to ‘ethnography of communication’. Johnstone and Marcellino (2010) noted that Hymes (1967) created the SPEAKING model for researchers or other people in the field to study communication in the ethnographic fieldwork. This model functions as an ethnographer’s checklist in order to observe speakers in a communicative event (Eggins & Martin, 1997). The model consists of eight components:

Table 1: SPEAKING Model (Adapted from Hymes, 1967, p. 21 - 25)

| No. | Abbreviation | Key word (s) | Concept (s) |
|-----|--------------|---|--|
| 1 | S | Setting | Time and place of a speech event |
| | | Scene | Environment of each situation |
| 2 | P | Participants | Who is involved in a speech event, distinguishing speaker and listener/sender and receiver/addressor and addressee |
| 3 | E | Ends | Goals or purposes with outcomes of the speech |
| 4 | A | Act sequence | Two aspects of speech acts: form and content of what is said, also refers to the order of events or ordering of speech acts |
| 5 | K | Key | The overall picture of the speech or the distinguishing tone, manner or spirit in which an act is done |
| 6 | I | Instrumentalities | Form or style of the speech being given or channel and code: The channel refers to the choice of oral, written, telegraphic, semaphore or other mediums or transmission. The code means a choice at the level of distinct languages. |
| 7 | N | Norm of interaction and of interpretation | What is socially acceptable at the event or the rules guiding talk and meaningful interpretation |
| 8 | G | Genres | Categories or types of speech acts or event such as conversation, curse, blessing, payer, lecture, imprecation, sales pitch, etc. |

In this study, this model was useful for analyzing a particular speech event because the researcher would be able to learn more about how to communicate with other people and how to pattern the particular communication appropriately in a cross-cultural communication situation (Milburn, 2016). According to Holmes (2013), applying this SPEAKING model is useful for interactive description in unfamiliar cultures because the model emphasizes the different features between cultures. In addition, the model provides the method of how to analyze events that are unique to one cultural context and is flexible in terms of analyzing communicative processes (Milburn, 2016).

From these aspects, this model is suitable for this study as one of the frameworks to analyze the speaking activities in two local Thai English textbooks: ‘English for Tourism II’

and ‘English in Airline Business’. Even if the nature of the two textbooks is different, the similar thing is that each textbook aims to train students to work in their own fields of profession. Each profession has its own uniqueness of working culture such as working organization, working mission, and so forth. Accordingly, it is unavoidable to mention the English for Specific Purposes concepts as illustrated in Figure 1 which was applied to frame the second model of the present study.

English for Specific Purposes (ESP) was coined in 1960 (Bilokcuoglu, 2012; Hutchinson & Waters, 1987; John & Dudley-Evans, 1991; Laborda & Litzler, 2015; Lesiak-Bielawska, 2015; Nagy, 2014; Otilia, 2015; Rahman, 2015; Ramirez, 2015). It was a result of the Second World War (1939 – 1945), which caused several issues for research such as the higher demand of English as a medium of communication (*lingua franca* situation) for both government and education (Butler-Pascoe, 2009; Otilia, 2015; Ramirez, 2015; Unal, 2014).

According to Hutchinson and Waters (1987), “ESP is an approach to English language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (p. 19). To clarify the concept of ESP, Hutchinson and Waters (1987) created the tree of English language teaching (ELT), which shows the common divisions in ELT as depicted in Figure 1. Learning and communication are seen to be fundamental purposes of English language teaching. ESP consists of three sub-branches, including English for Specific and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS).

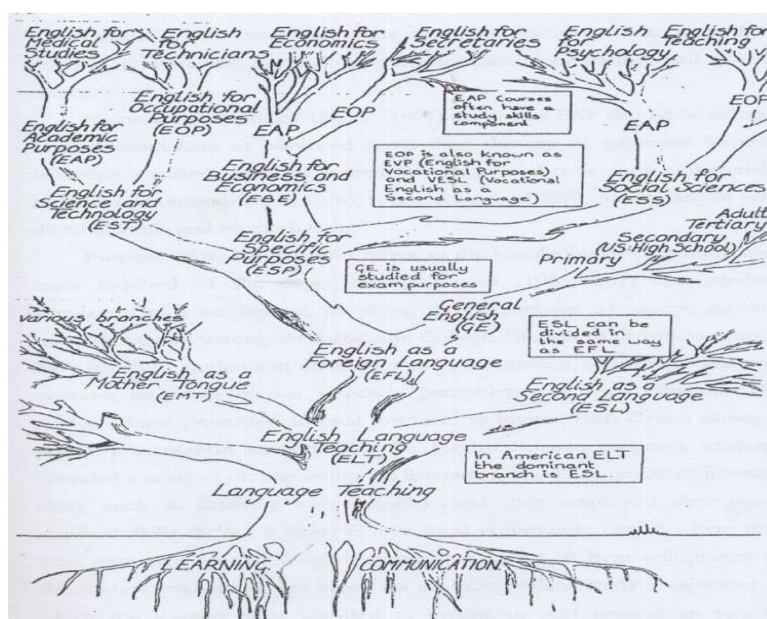


Figure 1: The tree of ELT (Hutchinson & Waters, 1987)

Hutchinson and Waters (1987) also provided information on the development of ESP in five stages, including register analysis (to identify the grammatical and lexical features of each register), discourse analysis (to identify the organizational patterns in texts and to specify the linguistic means by which these patterns are signaled), target situation analysis (the systematic set of communicative syllabus design which includes purposes, setting, meaning, skills, functions, and structures) skills and strategies (to consider the thinking processes that underlie language use), and a learning-centered approach (to understand the processes of language learning).

Regarding the five stages of ESP development (Hutchinson & Waters, 1987), the Munby’s (1978) model of the target situation analysis was chosen for the second conceptual model in this study because it was one of the stages in ESP development and this model focuses on communicative analysis and is relevant to the purposes of this study. The model is called

‘communicative syllabus design’ or ‘communication needs processor (CNP)’. According to Davies (1981), Munby divided his model into eight variables, consisting of ‘four a priori’ and ‘four a posteriori’ as shown in the following table.

Table 2: Eight variables of Communication Needs Processor by Munby (1978 cited in Davies, 1981, p. 333 - 334)

| No. | Variables | Concepts |
|--|---------------------|--|
| Four a priori | | |
| 1 | Purposive domain | Type of ESP involved and purpose for which the target language is required |
| 2 | Setting | Physical and psychosocial |
| 3 | Interaction | Role or social relationship involved |
| 4 | Instrumentality | Medium, mode, and channel of communication |
| Four a posteriori <i>which depend on the former input</i> | | |
| 5 | Dialect | Standard/Non-standard, etc. |
| 6 | Target level | Required proficiency for the participant |
| 7 | Communicative event | What the participant has to do, both activity and subject matter |
| 8 | Communicative key | How the participant should carry out the communicative event |

The concepts of the two models: the SPEAKING model by Hymes (1967) and the Communicative Needs Processor (CNP) by Munby (1978) are related to the concepts of communicative competence and performance. They were established from sociolinguistic perspectives, which emphasized on cross-cultural communications. However, the purposes of these two models are different. The perspectives of Hymes’ model were created for ethnographic researchers for gathering research data from a cross-cultural communication situation. Munby’s model, on the other hand, was created for need analysis of ESP and applied for communicative syllabus design.

This study has the main purpose to analyze speaking activities in the ESP textbooks: ‘English for Tourism II’ and ‘English in Airline Business’ which were published in Thailand. Therefore, the researcher combined two models so that the analyzing processes will be relevant to the research purposes. Table 3 shows the combination of the two.

Table 3: New model for the current study (PPSIGAKI Model)

| No. | Hymes’ SPEAKING Model (1967) | Munby’s CNP Model (1978) | New model for the current study (PPSIGAKI Model) |
|-----|------------------------------|--|--|
| 1 | Setting/ Scene | Purposive domain (i.e. types of ESP involved and purposes for which the target language is required) | Purposes of the communicative event |

| | | | |
|---|---|--|---|
| 2 | Participants or Personnel (distinguish speaker and hearer) | Setting (physical and psychosocial) | Participants of the communicative event |
| 3 | Ends (two types: ends as 'goals, and purposes' and ends as outcomes) | Interaction (role or social relationship involved) | Setting of the communicative event (including time, place, other physical matters) |
| 4 | Act sequence | Instrumentality (medium, mode, and channel of communication) | Instrumentalities (including medium, mode, and channel of communication) |
| 5 | Key (distinguish the tone, manner, or spirit in which an act is done) | Dialect (Standard/Non-standard etc.) | Genres (Standard/Non-standard, categories or types of speech act and event etc.) |
| 6 | Instrumentalities (channel and code) | Target level (required proficiency for the participant) | Act sequence |
| 7 | Norms of Interaction and of Interpretation | Communicative event (what the participant has to do, both activity and subject matter) | Key (what the participant has to do, both activity and subject matter) |
| 8 | Genres (categories or types of speech act and event) | Communicative key (how the participant should carry out the communicative event) | Interaction and Interpretation (how the participant should carry out the communicative event) |

3. Research Methodology

The aims of this study were to analyze the speaking activities of the two local Thai textbooks: 'English for Tourism II' and 'English in Airline Business', by employing PPSIGAKI Model, the combination of Hymes' SPEAKING Model (1967) and Communicative Needs Processor (CNP) by Munby (1978) and to compare similarities and differences of the speaking activities in these two ESP textbooks. Details of research samples, data collection procedures, and analysis are explained as follows.

3.1 Research samples

This study analyzed two local Thai textbooks: 'English for Tourism II' (Wanichanugorn, 2009) and 'English in Airline Business' (Parasakul, 2014). The former book was designed to explain different aspects of tourism, including English language skills and expressions for tourism, and environmental problems caused within tourism industry. In the book, there are a variety of communicative activities for students and it provides information on sustainable environment for students to take into account. The target group is tourism students who need to use English to deal with foreigners. The students are required to have basic knowledge of English grammar and 'English for Tourism I'.

The latter textbook was designed to cover a variety of airline business situations in ground services and in-flight services. This book was designed for English major students and other students who are in related fields and desire to improve their English language for an airline industry career. The students are expected to complete two fundamental English courses

before using this textbook. The main activities of each unit cover three skills: reading, listening, and speaking. Writing skill was excluded in this book.

3.2 Data collection procedures and analysis

3.2.1 Two local Thai textbooks were selected according to the research purposes.

3.2.2 Each speaking activity in the two textbooks was critically analyzed by using PPSIGAKI Model.

3.2.3 The findings found in each textbook were analyzed in order to identify the similarities and differences based on the PPSIGAKI Model.

3.2.4 The findings were reported as the research results and the implications of the study were made.

4. Findings

This section reveals the findings from the analysis of the two local Thai ESP textbooks: 'English for Tourism II' and 'English in Airline Business'. The section is divided into two main parts according to the research purposes. Section one contains two sub-topics, describing the results on each textbook with relation to the study model. Section two explains the similarities and differences of the learning activities found in the two textbooks.

4.1 PPSIGAKI Model found in English Speaking Activities of the two ESP Textbooks

4.1.1 English for Tourism II

The learning activities in this textbook are well-organized, starting from the new vocabulary, intonation practice by listening to the tracks, listening to the CD and filling in the blanks, speaking practice by selecting the right word to fill in the blanks, language focus, reading practice, writing practice, and extended exercises. Emphasizing on the speaking activities, the learning processes initially begin with filling the missing words in the blanks, then practice speaking with a partner. After this activity, language focuses or functions with speaking purposes are provided. Then, students have to create their own conversation following the patterns provided in the textbook and practice speaking. Hence, it is possibly easier for students to follow, predicting the ways of their learning and practice.

In accordance with the PPSIGAKI model, all elements in the model were found in the speaking activities in the textbook, but they were not hierarchically organized. Details are described in Table 4.

Table 4 Analysis findings of the English for Tourism II

| No. | PPSIGAKI Model | Details of the findings |
|-----|----------------|--|
| 1 | Purposes | The contents of the speaking activities of each chapter were different according to the situations, such as offering polite help and giving tourists information, giving advice and information about travelling and transportation, providing information about accommodation, providing information about shopping, and providing information about direction. |
| 2 | Participants | The participants in all speaking activities were a tourist officer or tour guide and a tourist. |

| | | |
|---|--------------------------------|--|
| 3 | Setting | The settings of the activities in the textbook were not clearly stated in some chapters, but it could be predicted. Three possible places were a tourist officer's office, a restaurant, and tourist attractions. |
| 4 | Instrumentalities | The channel of communication was face-to-face style with different learning materials while explaining, such as the use of brochures and a map. |
| 5 | Genres | Genres of speaking activities were both formal and informal. However, the pattern initially started from greetings to offering help, showing or suggesting something or giving information, and responding to thank. In a few chapters, tourists ask questions and the tour guide answers the questions. |
| 6 | Act sequence | The speech acts or contents of the speaking activities varied according to the feature of language functions of each chapter. Chapter one, for example, focused on how to offer polite help and give information to tourists. The contents of speaking practice covered where to go, how to go, where to stay, where to eat, where to shop, what interesting activities to do, what special places to see, when to visit, and what special events to attend. Chapter three, in addition, focused on how to provide information about accommodation. The contents covered location, types of accommodation, room rates, facilities, and interesting places. |
| 7 | Key | The speech tone of overall speaking activities was mostly formal and standardized for a tourist officer or a tour guide, but informal speech tone was found in the speaking patterns of the tourists. |
| 8 | Interaction and interpretation | The interaction and interpretation of the overall speaking activities varied according to the situations of each chapter. The interaction and interpretation of Chapter one, for example, aimed to train appropriate behaviors for tourist officers to be a helpful person for tourists, such as suggesting some reliable sources to the tourists. In terms of Chapter two, the interaction and interpretation focused on training the tourist officers to provide appropriate information for tourists, including convenient and safe ways to travel and taking transportation with cheap and practical prices. |

4.1.2 English in Airline Business

This textbook is divided into two main parts: ground services and in-flight services. Part one, 'ground services', consists of four chapters. Part two, 'in-flight services', consists of ten chapters. The patterns of all activities in this textbook are differently organized. Some chapters contain many reading and listening activities and a few chapters have only one speaking activity with one-way communication (Chapter six to nine). Additionally, some listening activities can probably be changed or adapted to be speaking activities. The order of chapter one, for example, initially starts from five listening practices, then moves on to two reading practices and switches to four speaking practices. Chapter two, another example, starts with two exercises of reading practices and then moves on to four speaking practices. Hence, the whole book ordered the contents differently and the proportion was also not equivalent. Nonetheless, the contents in the first four chapters in the ground services part are rather general than specific which is the opposite of the other ten chapters in the second part. These ten chapters specifically focus on the flight attendant profession.

To elaborate on the findings with the PPSIGAKI model found in the learning activities of 'English in Airline Business', the details are shown in Table 5 as follows.

Table 5 Analysis findings of the English in Airline Business

| No. | PPSIGAKI Model | Details of the findings |
|-----|--------------------------------|---|
| 1 | Purposes | The contents of the textbook varied according to the social situations, such as making a reservation, looking up flight times or arranging flight for customers, making announcements at the airport, asking for and giving information about the locations of service counters, and asking for and giving information about the arrival record form. |
| 2 | Participants | The participants in the overall speaking activities were a tourist agent and a tourist, a customer and a travel agent, a tourist and a travel clerk, ground services staff and passengers, an immigration officer and a passenger, a cabin attendant/a cabin crew/a co-pilot/and a captain (one way communication), a captain and a flight director, and a cabin attendant and passengers. |
| 3 | Setting | The settings of overall speaking activities occurred in a travel agency company, an information desk at the airport, an arrival terminal of the airport, on the plane, a ground service office, and a check-in counter. |
| 4 | Instrumentalities | The channel of communication was face-to-face style with different materials while communicating such as air tickets, boarding passes, information boards, arrival record cards, pre-flight checklist, products, models and cues, speaker and microphone, and time chart. The communication sometimes was one-way communication, only cabin attendant's role. For example, Chapter fifteen is about landing and disembarkation. The speaking contents mostly focused on how the cabin attendant makes announcements on different matters such as descent announcement, final approach, after landing, and a transit stop. |
| 5 | Genres | The genres of the speaking activities mostly contained grammatical rules in patterns of language functions. Every chapter had different genres, such as using polite formal/informal requests, using polite formal expressions while announcing and giving information about check-in counter, departure time and gate, and using polite formal expressions on check-in, sending a postcard overseas, making an international call, where to board the plane, and suggesting any duty-free shops in the departure lounges. |
| 6 | Act sequence | The overall contents or forms in the textbook were also different, depending on the focuses of each chapter. The contents of Chapter one, for example, covered information of destination, ticket types, travelling places, choosing flight time, and asking about airfare. Another example is Chapter eleven, which contained making in-flight movie announcements, asking and answering questions about a passenger service unit, and reading materials and duty-free items. |
| 7 | Key | The speech tone of the overall speaking activities was mainly formal and well organized. |
| 8 | Interaction and interpretation | The interaction and interpretation of the speaking activities mainly showed that language use was required to be in a standard and formal format of the airline profession. For example, the language use in Chapter three, which was about making announcements and giving information about check-in counter, flight time, and gate number, was required to be standardized for both national and international people to understand. The overall interaction and interpretation of the textbook also promoted speakers to use a polite language among staff and passengers. |

4.2 Similarities and Differences between the Two ESP Textbooks

The mentioned explanations in section 4.1 provide the findings of the overall picture of speaking activities found in the two local Thai ESP textbooks according to the PPSIGAKI model. This section demonstrates the similarities and differences of the findings from these two textbooks. The nature of both textbooks is definitely different in features and functions of language use. However, the common purpose of both textbooks is to educate and train students to use the English language in specific contexts. Based on the PPSIGAKI model, four similarities and five differences are found. The similarities are:

- Both textbooks have all elements of the PPSIGAKI model.
- The speech acts of both textbooks focus on language forms and functions of different situations which are possibly used in the contexts.
- Both textbooks emphasize on polite and formal expressions, especially the service providers.
- Both professions refer to the servicing professions. Customers are very important.

The differences found are:

- Genres are one of the prominent parts which showed the differences between the two textbooks. What is clear from the findings is that 'English for Tourism II' focuses more on functions, but 'English in Airline Business' focuses more on forms.
- All speaking activities in 'English for Tourism II' use two-way communication, but 'English in Airline Business' uses both one-way and two-way communication.
- The settings of the conversations in 'English for Tourism II' mainly occurred in different locations, including travel agency offices, tourist officer centers, and tourist attractions. On the other hand, the conversation settings in 'English in Airline Business' occurred in both national and international airports and on the plane.
- The instrumentalities of both textbooks are different in using materials while communicating.
- The key element in the tourism textbook is not fixed in patterns of language use, only some technical terms are required to be used in a particular place. On the other hand, the key element in the airline textbook is fixed with the technical terms and procedures. Patterns of language use are also required to be standardized and formal.

5. Discussion and Conclusion

This study employed the PPSIGAKI model, the combination of one sociolinguistic model and one need analysis of ESP model to analyze the speaking activities in two ESP textbooks: the 'English for Tourism II' and the 'English in Airline Business' in order to determine the use of communicative theories in the speaking activities. The findings reveal that the speaking activities in both textbooks consist of all elements in the PPSIGAKI model. This phenomenon implies that the authors designed their textbooks based on communicative theoretical concepts. From the ESP perspective, these textbooks were designed according to learners' needs for both tourism and airline professions and the purposes of these ESP courses.

The textbook, 'English in Airline Business', was designed by Parasakul (2014) with the purpose of teaching English to English major students and other students who are interested in the field. In addition, the book was also designed for learners "to practice English for a career in the airline industry" (Parasakul, 2014, Preface). From the perspective of the SPEAKING model, the speaking activities in both ESP textbooks were designed according to the authentic situations of social interaction among speakers and listeners of different nationalities and cultures. Particularly, if details are examined, both textbooks were designed to train students in two particular fields: tourism and airline. Both fields are in the servicing professions. This probably influences the results of language used in different situations which emphasize on politeness and formality. However, the findings show some different points between the two. These include genres, channels of communication, settings, instrumentalities, and the tones of the speech. The interesting point is that the 'English for Tourism' was found to be more functional than 'English for Airline'. This is because the tourism field is rather flexible in language use, but the airline profession is fixed with restricted language patterns and must be more standardized and formal at both national and international levels. The channel of communication in the airline industry is more one-way than two-way communication which is different from the tourism profession that is more two-way communication. This might be because tour guides have to interact with tourists most of the time in order to convey the information of each particular place. The language use also depends on the settings. For tourism, the language use can be flexible depending on the situations. However, the airline language is fixed to certain situations, categorized as ground services and inflight services. Lastly, the cultural resources used while communicating are also considered as an influencing factor of language use.

6. Contributions of the study

The findings of this study can be beneficial to both theoretical and practical perspectives. For theoretical perspectives, it allows more integration of greater intercultural communication texts among a larger variety of people and differences in language and intercultural competencies. It introduces a new perspective for integrating theories of communication into the perspectives of ESP to meet the learner needs. The combination of the two models: the SPEAKING model (Hymes, 1967) and the Communicative Needs Processor (CNP) by Munby (1978) also generates a new perspective for readers to realize and appreciate the integration of communicative theories that facilitate teachers to organize their teaching activities in a way that is beneficial for students' learning in the field of ESP in the Thai context and may also be in a larger context.

In addition, the results and PPSIGAKI model of this study can be applied for further English-speaking training programs for students in tourism and airline professions in a tertiary level. The training programs should cover the components of features and functions of language used for effective communication in each particular context. Moreover, the PPSIGAKI model is useful for teachers to design and develop their teaching materials. For example, they can design and develop their textbooks, worksheet exercises, and handouts based on the PPSIGAKI model in order to maximize learning opportunity for their students in terms of the language features and functions and the language competence in the field of ESP.

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