

Research Title	The Demand for the French Language in Business Sectors in Thailand
Researchers	Supani Saobhayana Wongchan Pinainitisat Suda Paksa Thida Boontharm
Year	1981

ABSTRACT

The purpose of this research is to study a demand for the French language in major business sectors in comparison with other foreign languages so as to know in what business and on what occasions French is used. The finding can form a basis for a program of personnel development for French users in Thailand.

Basic data were collected from questionnaires distributed to administrators and to some personnel at several business offices. Interview was also conducted with certain persons dealing with the use of French. Use was also made of classified advertisements (Personnel Wanted) in the newspapers of March 1970, March 1975 and March 1980.

The findings of the research are that French is the second foreign language used in business circles after English. The occasion on which French is most used is to welcome foreign guests. Therefore, the listening-speaking skills are primary requirements, at the threshold level. The reading-writing skills are secondary requirements, at a higher level, especially for correspondence.

With regard to the demand, it was found that for the past ten years, the French language has been regularly required both in the commercial sector and in hotel-tourism organizations. This demand, as compared with that of English, is very small. The research seems to indicate that it will continue to be so in future. There are, nevertheless, several points of view affirming that the demand for the French language will increase, especially in the field of tourism. In addition, personnel from various groups expressed their desire to develop and widen their knowledge of French. In particular, they want to develop and widen their knowledge out of office hours so as to put their French skills to good use in their work.

Research Title The Need for English for Special Purposes
 Among Thammasat University Students
Researcher Rabieb Nakalasin
Year 1984

ABSTRACT

This research studied the needs of Thammasat University students studying English for Specific Purposes. The subjects were 597 students from the first through the fourth year, and 115 lecturers from eight faculties (excluding those teaching English). The data collecting instrument was a questionnaire constructed by the researcher. The data was analyzed by the faculty. The findings were as follows:

Students

1. They wanted to study English as a minor or elective subject.
2. They wanted to learn English for occupational purposes.
3. They were assigned to study a large number of English language texts, but their comprehension was about 50%
4. They were much more interested in listening-speaking courses than in courses in other skills (reading or writing).
5. The text should cover more vocational material with technical terms.
6. English minors, studying in the same class as English majors, felt at a disadvantage because their English is less proficient (explanation went too fast, and instructors tended to pay more attention to major students).

Lecturers

7. The majority (88.4%) assigned English language texts, while only 48.2 % used supplementary materials in English.
8. The majority (61.3%) felt that students, who were able to read the assigned texts and material in English, account for less than 50% comprehension. Their lack of comprehension was due to grammatical structure and technical terms.
9. They felt that English courses with more than one pre-requisite were not suitable for non-majors.
10. They wanted the university to set a compulsory program of English courses in addition to the Fundamental Courses now offered. These courses

(two) would follow the two-year Fundamental coursework, integrating needed skills and using material from related fields of study.

11. They recommended that majors and non-majors be put in the same class.

The Quota System

12. After completing their Fundamental Courses, a number of students did not register for further English courses because of the Quota System.
13. Unable to register in needed courses, many students chose to study English as an elective subject, instead of a minor.
14. The System did not provide an educational atmosphere, one of the main objectives of tertiary level education.

Recommendations:

1. There should be a curriculum designed specially for non-majors. The program would concentrate on English for academic purposes, English for occupational purposes, or a combination of both. Coursework would be skill-specific, and the material drawn from a major field of study.
2. To alleviate problems with the Quota System, the university should provide funds to ensure sufficient lecturers to teach the above-mentioned courses. This would encourage students to study English according to their needs and abilities.

Research Title	The Design of a French Placement Test
Researchers	Wongchan Pinainitisat Thida Boontharm and others
Year	1987

ABSTRACT

This project deals with the process of designing a French Placement Test, the FPT. It has two parallel forms. It is intended for (1) first-year college students who want to enroll in French foundation courses to meet their foreign language requirements and for (2) students who want to enter the French undergraduate program at the Faculty of Liberal Arts.

First, the project team decided to limit the scope and content of the FPT. The test would cover the curriculum material for upper secondary and first-year college students. A test consisting of 500 questions was developed accordingly. The test has four parts assessing language competence in the following areas: grammar, vocabulary and idiom, speech acts, reading and writing.

At the pre-test stage, participants included upper secondary students in their final term and first-year college students from the central and provincial areas. There were 3 pre-tests. After the first pre-test, the project team made an item analysis to assess the quality of the test according to its difficulty level, item discrimination and validity. Valid questions chosen from the first pre-test were used in the second pre-test. After the second pre-test, the project team repeated the item analysis and selection process. Then the final version of the FPT was produced in two parallel forms: Form A and Form B. At the third experimental stage, upper secondary students in their final term and first-year university students were given the test. These first-year students were a target group who had recently passed an entrance examination and wanted to enroll in French foundation courses. The norm of the FPT was based on normalized t. Score. Finally, Form A and Form B of the FPT were processed to find the correlation.

The FPT has proved useful in helping to place students in their appropriate groups according to their abilities. In this way, the FPT will benefit both Thammasat University students in helping them achieve their academic goals and the French Department in implementing its academic plans.

Research Title	French Placement Test
Researchers	Wongchan Pinainitisat and others
Year	1987

ABSTRACT

This research report intended to show the steps in the construction of a French placement test. The test would be administered to test Thammasat University students wishing to take French as a foreign language course in the basic education curriculum requirement. The test aimed at calibrating the students for appropriate placement according to their level of competency. If any student were found to possess higher competency than the level required, he or she would be exempted from the foreign language requirement in the basic educational requirement curriculum.

The construction of this French placement test started with the establishment of the coverage and content of the placement test from the study of the qualification of the prospective participants of the test. Then, the placement test was constructed, consisting of 6 sets of sub-tests. The first set measured grammatical ability specifically involving the uses of tenses and prepositions. The second set measured general grammatical ability. The third set measured vocabulary ability. The fourth set measured reading ability. The fifth set measured comprehension and usage. The sixth set measured listening ability. After tryout, the final form of the test consisted of 170 questions.

After the construction of the test questions, the next step was to experiment with the placement test. The test sample groups were high school seniors in Bangkok and the provinces and first-year university students in Bangkok and the provinces. Two experimental tests were conducted. After the first experiment, the test results were analyzed on each of the test questions to identify good quality questions, namely, the questions with an appropriate level of difficulty and power of distinction. These selected questions were used in the second experimental test on sample groups with similar characteristics as the first group. The result from the analysis of the second experiment was satisfactory.

The final stage involved the building of the placement test into a standardized test. The test was used on Thammasat University students who had just passed the university entrance examination and who wished to take French in the basic curriculum requirement. It was a sample group from the actual

situation. A norm of the French placement test was constructed using the normalized T-Score.

The French placement test from this research possessed the quality according to the intended objectives and had been used for the classification of Thammasat University students into their appropriate French courses for all students according to their individual abilities. While it benefited the students, it also helped manage the teaching more effeciently.

Research Title	A Linguistic Analysis of Articulatory Disorders among Thai Children
Researcher	Associate Professor Dr. Pintip Tuaychareon
Year	1989

ABSTRACT

The purposes of this study are to analyze phonetic features that appeared in the speech of normal 26 Thai children aged between 5-10 and 4 children with articulatory disorders and to speculate the causes of such articulatory deviations. In addition, an attempt is made to propose ways of speech correction and rehabilitation.

The results show that phonetic features found in the articulatory disorders vary according to linguistic contexts in which substitution, distortion, and harmonization of sounds are detected. Some of the sounds used for substitution are not in the Thai phonological system. It is also found that the shapes of the mouth and the front teeth as well as the tongue movement are the main causes of the disorder of speech sounds. Such disorders can be corrected by using the proposed strategies.

Research Title	Aspects of Thai-French and French-Thai translation work as required in public and private sectors
Researchers	Associate Professor Dr. Chintana Damronglerd Associate Professor Sataree Chitanonda Associate Professor Suda Paksa
Year	1991

ABSTRACT

This research aims at surveying aspects of Thai-French and French-Thai translation work as required by Thai and foreign public and private sectors including international organizations. All research data are collected from various organizations, translators, translation work and documents on theories and techniques of translation.

The first part, explaining the result of field research with data collected from organizations and translators, demonstrates that the practice of translation is mostly from French to Thai. Law documents, correspondence and news items form the larger part of translation work while administrative and academic documents are fewer. Translation of literary work is done in both sectors but more diversified in the private one. Types of translation are mostly summary and rewriting. It is found that problems come primarily from the translator's lack of knowledge in technical terms and specific areas while translators of literary work feel that the skill in their mother tongue is still inadequate.

The second part is an analysis of some translation works from French to Thai. A number of problems are found: incorrect interpretation due to inadequate knowledge of French, incomplete content rendition, awkward Thai and unintelligible language. Some literary translation works cannot retain all their original eloquence.

In conclusion, the quality of translation work in Thailand is still unsatisfactory. It will be more helpful if translators take a short course in theories and practice of translation and try to increase their knowledge of both French and Thai languages. Since it is found that each type of documents requires different skills and techniques, it is hoped that this research will inspire other researchers to study more deeply into each specific type of translation in the future, despite a small quantity of French-Thai translation work in existence in Thailand.

Research Title	The Characteristics of Thai Words of Mon Origin
Researcher	Miss Vadhana Purakasikara
Year	1998

ABSTRACT

This study investigates Thai words of Mon origin. A search through a Mon-English dictionary is made for Mon words sharing salient phonological and semantic features with Thai words. The result is a compilation of 697 words. Comparative analyses at the phonological, orthographical and semantic levels of each word belonging to the Mon-Khmer family yields 173 related words used in the three languages--Mon, Khmer and Thai. These words constitute a list of Thai words of Mon origin borrowed through Khmer.

Thai people adopt Mon words in their spoken and written language. Spoken words display exact or similar pronunciation as the original. Written words are transformed, resulting in change of pronunciation, as influenced by prevailing Thai orthographical rules, with an addition of tonal markers. These include common words of general usage, reduplicative words consisting of Mon and Thai words of equivalent meaning, compound words, and fixed expressions such as idioms, royal words and literary words and set phrases.

Etymological study of Mon words is helpful in determining the origin of Thai words. Compilation of Mon-Thai word lists should prove valuable to future research on Thai loan words of Mon origin.

Research Title	Variation of (r) in the French of Thai Students
Researchers	Boonruang Chunsuvimol and Amonsiri Sansurattikul
Year	1998

ABSTRACT

The purpose of this study is to investigate position and stylistic variation of (r) in French as spoken by Thai students. Two positions and two styles are chosen: the former are (r) in single word-initial and in postconsonantal (cluster), and the latter are passage-reading and interview. The phonological variable is the French (r) with the voiced uvular fricative [ʀ] as the standard variant.

The subjects are 20 French majors of Department of French, Faculty of Liberal Arts, Thammasat University. Each subject was asked to read a French passage and take part in a single interview with a native French speaker. All the data were tape-recorded.

The results show that (r) has 12 variants which can be grouped into 5 main ones: [ʀ] [r] [x] [h] and [φ]. The data analysis reveals that there is a significant relationship between position and style and the (r). In reading, [ʀ] is more frequently used in the initial position than in clusters but vice versa in interviews. The frequency of [ʀ] is higher in passage reading than in interviews, regardless of the position. The results also show that [ʀ] always occurs more than 50% in a formal style of passage reading, and less than 40% in an informal style of interview, especially in the initial position where [x] occurs most frequently (52.5%) .

Research Title: Types of French Translation Works in Public and Private Agencies
Researchers: Chintana Damronglerd, Sataree Chitanonda and Suda Paksa
Faculty of Liberal Arts, Thammasat University
Year: 1991

ABSTRACT

The objective of the research is to survey the types of French translation works in various public and private agencies in Thailand and abroad, as well as in international organizations that use French translation texts. Data and documents used in the research come from agencies, translators of documents and books, as well as documents and books on the theory and practice of translation.

Part I of the research is a field study report the information of which is based on agencies and translators. It can be concluded that most of the translation works are from French to Thai. The types of translation most needed in public and private agencies are legal documents, correspondence, and news, while official and academic documents are few in number. Literary translation works are found in both public and private agencies, although a greater diversity is seen in the latter. Most translators translate in a form of summary and rewriting. What they lack the most is specialized knowledge and technical terms, while literary translators have the most problem in the Thai language.

Part II of the research analyzes samples of translation works from French to Thai in various fields. It is found that most do not have adequate knowledge of the French language, leading to misreading and misinterpretation of the original texts. Sometimes, they do not capture the meaning in its totality. The Thai language in the translation has not been edited or improved upon to read smoothly and naturally. Some translated passages are difficult to understand; other literary works do not read as well as the original, lacking a sense of esthetics.

The research concludes that most French translation texts in Thailand are still found wanting. Although the number of French translation works in Thailand is small in number, the translators should receive more education and training on theory and practice in translation. They should have their knowledge and experience enhanced both in Thai and French so that the quality of translator will improve, bearing in mind that each type of translation work has

different objectives and approaches. This research can form a basis for further exploration in types and practice of translation on a more profound level.

Research Title: University English and Current Social Demands
Researchers: Kanchana Sinthawanon, Wipawan Thongsopit, and Rabieb Na Kalasin
Faculty of Liberal Arts, Thammasat University
Year: 1977-1978

ABSTRACT

The research is intended to survey the demands of the people who want to study English and those who want to utilize students with language skills as well as those who use English in their careers. The information derived thereof will be used to review and revise the curriculum, policy, and objectives of foreign language learning.

Data are collected using interviews and the questionnaire. The sample population is drawn from general students, English-major students and English graduates from four universities – Chulalongkorn University, Thammasat University, Mahidol University, and Kasetsart University – and from public agencies and state enterprises as well as the private sector.

The findings are grouped into five categories:

1. Status, attitude, interest, demand and ability to learn English: It is found that it is the policy of education institutions to make English an elective subject and that students take the course because it is compulsory for them to do so. In the view of general students regardless of their performance in the subject, English is forced upon them, while they do not want English to become a barrier to their graduation. Such a view goes against the learning principle.
2. Attitude toward the undergraduate-level English language curriculum, its improvement, purposes and contents: Most want to see the curriculum revised to facilitate their work prospects and attach importance to language skill building and expertise.
3. General status, various aspects of relationship between work agencies and their graduate employees: Various surveys on the use of foreign languages show that agencies primarily want to use people with English proficiency and in greatest numbers.
4. Rate of use, assessment and enhancement of English language skills: It can be summarized that work agencies rate their worker use of English as “satisfactory”, while the assessed graduates find their working language skills “insufficient”.

5. Demand of the labor market: The survey conducted over the last three years shows that the current curriculum does not adequately help English-major graduates in general to meet the demand of the labor market, so it should be reviewed and revised.