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### **HOSPITALITY ETHICAL GROWTH VIA DRAMATIC ENGLISH**

**Cherif Haberih**

Suan Sunandha Rajabhat University, Thailand. Email: antoni.annecy@gmail.com;  
Anthony.h@ssruic.com

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#### **Abstract**

The objective of this research is to find scalable data and statistics for realistic rendering of Ethical and Dramatic English gradual growth based on Thai students within the Hospitality and Tourism Industry. We also intend to prove that Dramatic English serves English improvements for Thai students. Furthermore we intend to better understand students' behaviors and ethical growth processes based on cultural, social, personal and psychological background through Dramatic English for Hospitality Industry. Universities and Educational Organizations today are involved in complex tasks. With the burst of communication through Medias and an ever increasing student's demand for higher quality education and services, having a competitive advantage is seen as a necessary tool. Education has evolved and its business approach requires a modern and inadequate solution. As of today, Thailand is in need of a new generation of tools applied to modernize the current educational system, and emphasize on new methods.

**Keywords:** Hospitality Industry, Ethic, Language Proficiency, English as a Second Language, Dramatic English, Language for Hotels

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#### **1. Introduction**

This is a research report within Hospitality and Tourism management. It is a case study of language ethical growth in Bangkok, Thailand, using Dramatic English as reference for Thai students. We hope to find scalable data and statistics for realistic rendering of Ethical and Dramatic English gradual growth based on Thai students within the Hospitality and Tourism Industry. We also intend to prove that Dramatic English serves English improvements for Thai students. Furthermore we intend to better understand students' behaviors and ethical growth processes based on cultural, social, personal and psychological background through Dramatic English for Hospitality Industry. Universities and Educational Organizations today are involved in complex tasks. With the burst of communication through Medias and an ever increasing student's demand for higher quality education and services, having a competitive advantage is seen as a necessary tool (Mendelson, 1988, pp.325-410). Education has evolved and its business approach requires a modern and inadequate solution. As of today, Thailand is in need of a new generation of tools applied to modernize the current educational system, and emphasize on new methods. Based on a complete semester of work with a group of Thai students initial data were collected through video and a relatively fast improvement, and confidence climb was significantly noted among the majority of students. According to the "Dramatic English School" located in Hong-Kong (People's Republic of China), Dramatic English may "develop creative ways to enhance student English language learning and engage

students to express their uniqueness with confidence". As of today, no significant research, hence guideline has been set for the Thai Educational system (Online research). According to *The Middle English Mystery Play: A Study in Dramatic Speech and Form (European Studies in English Literature, Hans-Jurgen Diller (1992)* – The outlook over the speech and dramatic form reveals new insights concerning spatial and temporal orientation, the expression of emotions, and the relationships between characters on stage, between actor and audience, and between the dramatic world and the ordinary world outside it. His analysis offers new ways of understanding the relationship of vernacular drama to its liturgical antecedents, and new means of distinguishing stylistically between the cycles and between the groups of plays they comprise. "Drama is the old interests of aristocracy - the romance of action, the exalted passions of chivalry and war - faded into the background, and their place was taken by the refined and intimate pursuits of peace and civilization." Lytton Strachey (1880 - 1932).

Drama was introduced to England from Europe by the Romans, and auditoriums were constructed across the country for this purpose. By the medieval period, the mummers' plays had developed, a form of early street theatre associated with the Morris dance, concentrating on themes such as Saint George and the Dragon and Robin Hood.

These were folk tales re-telling old stories, and the actors travelled from town to town performing these for their audiences in return for money and hospitality. The medieval mystery plays and morality plays, which dealt with Christian themes, were performed at religious festivals.

In the modern world, applied to education, Taught by Professional Native English speaking Teachers, students learn the skills to communicate in English, build up their self confidence, team spirit, emotional quotient (EQ), creativity, and learn to appreciate theatre and western culture, through an authentic process of theatre, from audition, casting, training, rehearsals, to finally performing in front of an audience. The growth of the use of English as the world's primary language for international communication has obviously been continuing for several decades. But even as the number of English speakers expands further there are signs that the global predominance of the language may fade within the foreseeable future. It helps transforming students to become better communicators, more creative persons and more caring persons for their neighbors and the community (Brown, 1981). The anticipation of possible shifts in demand provided by this study gives all interests and Universities which seek to nourish the learning and use of Dramatic English with a basis for planning to meet the eventualities of what could be a very different operating environment in a decade's time. That is a necessary and practical approach. In this as in much else, those who wish to influence the future must prepare for it.

"How Dramatic English will serve improving language challenges for Thai students within Hospitality and Tourism Management?"

The shifting world which affects the use of Dramatic English is a primary purpose to stimulate this field of study. Based on the global future of English as a second language in Thailand, and the implications of both British and American English, the right initial question is: How many people will speak English in Thailand in the year 2022 (10 years from now) ?

Or, what role will English play in the life of Thai people? Will they enjoy the rich cultural resources Dramatic English offers or will they use English as a tool of trade? Genuine questions are enlightened through our problem discussion. Is it true that Dramatic English will prove to be a vital resource and benefit Thai people in all aspects of their life? (Kagan, 1999).

On one side, there is an unproblematic assumption that Thai people will eventually speak English as a second language; it would surely facilitate cultural and economic purposes with foreign countries in/out ASEAN (Association of South-East Asian Countries). After all, isn't the "Article 34 of ASEAN" stipulates the "Use of English language as a professional medium"? This guideline is neither enthusiastic nor alarmist, but seeks to chart some of the exponential possibilities Dramatic English offers to Thai students, therefore to Thai people in general, help all those concerned with the future of English prepare for the significant changes Thailand is about to take part for this 21st century.

The purpose of this research is to find scalable data and statistics for realistic rendering of Ethical and Dramatic English gradual growth based on Thai students within the Hospitality and Tourism Industry. We also intend to prove that Dramatic English serves English improvements for Thai students. Furthermore we intend to better understand students' behaviors and ethical growth processes based on cultural, social, personal and psychological background through Dramatic English for Hospitality Industry. In order to answer the purpose of the research, a qualitative approach has been used. In depth, structured interviews have been conducted with students at different occasions as well as several observation sessions and crucial data collection. The data gathered has then been analyzed by using theoretical framework.

Based on a complete semester of work with a group of Thai students (Semester 1/2010 – 14 sessions – 48 Hours – Year 1, Group 2, International College, Suan Sunandha Rajabhat University, Bangkok, Thailand), initial data were collected through video and a relatively fast improvement, and confidence climb was significantly noted among the majority of students. According to the “Dramatic English School” located in Hong-Kong (People’s Republic of China), Dramatic English may “develop creative ways to enhance student English language learning and engage students to express their uniqueness with confidence”. As of today, no significant research, hence guideline has been set for the Thai Educational system (Online research). According to *The Middle English Mystery Play: A Study in Dramatic Speech and Form (European Studies in English Literature, Hans-Jurgen Diller (1992))* – The outlook over the speech and dramatic form reveals new insights concerning spatial and temporal orientation, the expression of emotions, and the relationships between characters on stage, between actor and audience, and between the dramatic world and the ordinary world outside it.

His analysis offers new ways of understanding the relationship of vernacular drama to its liturgical antecedents, and new means of distinguishing stylistically between the cycles and between the groups of plays they comprise. In order to answer the purpose of the research, a qualitative approach has been used. In depth, structured interviews have been conducted with students at different occasions as well as several observation sessions and crucial data collection.

## **2. Communications Technology: English as a Second Language**

The ‘communications revolution’ has, in many ways, just begun. New communications media are changing the social, economic and political structure of societies across the world. In 1997, when David Graddol’s *The Future of English?* was published, the cost of international telephone calls was falling fast. By the end of the 20th century, the cost of a call was determined less by distance and duration and more by the extent to which the telecoms business in a destination country had been liberalized. Countries such as Vietnam were amongst the most costly to reach from the UK, whereas the English-speaking world had been brought into close proximity, in terms of ‘teledistance’. The world is talking more. In 2004, international calls from fixed lines reached 140 billion minutes.

In 2002, mobile phone connections overtook fixed lines and passed the 2 billion figure in September 2005. With the development of voice over internet protocol (VOIP), calls can be made over the internet across the world at no marginal cost. Such facilities are not only available to large corporations – making Indian call centers more attractive – but also to ordinary consumers through schemes such as Skype which, by the end of 2005, claimed to have 50 million users. VOIP is replacing landline technology, which is expected to be obsolete in the UK by 2010. Short text messages (SMS) have become a major form of communication in Europe and Asia, especially among young people. SMS has had several social and political impacts: in the UK new forms of bullying have emerged; in Germany, it is used to 1.20 The GIOVE-A, the first satellite in the EU’s Galileo satellite navigation programme blasts off at the Baikonur Cosmodrome, 28 December 2005.

The test satellite, constructed by a British firm for the EU, partly funded by India and China, and launched from Kazakhstan using a Russian rocket, illustrates how the world is less

dependent on US technology. Galileo will provide a civilian global positioning service in competition with the US military-controlled GPS.

Such complex international science projects rely on English as a shared language. In 2001, text messaging helped bring down the Philippines President, Joseph Estrada; in 2005, it helped mobilize participants in the 'Orange revolution' in the Ukraine, and massive anti-Syrian protests in Lebanon after the assassination of former Prime Minister Rafik Hariri. Technology is undermining the traditional distribution of power by redistributing knowledge. The state builds databases on its citizens; businesses profile the buying habits of their customers through loyalty cards; surveillance cameras provide data on civil disturbances, crime, weather and traffic flow; eavesdropping technologies monitor citizens' conversations, email and text messages or comments on websites. Citizens exploit the same technologies. Internet forums allow shoppers to compare prices and read consumer reviews; volunteers create databases of the location of speed cameras for use in car navigation systems; blogs, websites, and webcams allow individuals and small communities to project and manage their own identities (Kagan, 1995).

The Victorians debated the paradox brought by new communications technologies (especially the electric telegraph which wired up the world by the end of the 19th century). On the one hand, it allowed the 'centre' to monitor and control the 'periphery', whether it be the government in London attempting to control the civil servants in the far reaches of the empire, or central management controlling staff and rolling stock along the newly built railway lines.

But it also allowed information to be disseminated quickly and more widely in ways that were liberating and empowering to ordinary people. This 'cat and mouse' game is likely to continue as technology allows even faster and more powerful ways of collecting, analyzing and communicating information. Surveillance, censorship and cryptography are now some of the main drivers

## **2.1. Language on the Internet**

The proportion of internet users for whom English is the first language has been decreasing fast. But is that also true of web content? In 1998, Geoff Nunberg and Schulze found that around 85% of web pages were in English. A study by ExciteHome found that had dropped to 72% in 1999; and a survey by the Catalan ISP VilaWeb in 2000 estimated a further drop to 68%. It seems that the proportion of English material on the internet is declining, but that there remains more English than is proportionate to the first languages of users. Estimates from the Latin American NGO Funredes (1.23) suggest that only 8–15% of web content in English represents lingua franca usage. Although it is difficult to estimate how much content is in each of the major languages, these figures seem to be roughly correct. This may be simply a time-lag – internet sites in local languages appear only when there exist users who can understand them. Surveys of bilingual internet users in the USA suggest that their use of English sites declines as alternatives in their first language become available. An analysis published in November 2005 by Byte Level Research concluded:

The languages growing most rapidly are Chinese, Portuguese and the lesser-used languages labeled 'other'. (2000 data from Global Reach, 2005 from Miniwatts International Ltd) It is often claimed that English dominates computers and the internet, and that those wishing to use either must first learn English.

That may have been true in the early days of the technology, but lack of English is no longer the barrier it once was. What began as an Anglophone phenomenon has rapidly become a multilingual affair. Software has been made capable of displaying many different kinds of script. Many corporate websites now employ multilingual strategies making choice of language a 'user preference'. Machine translation of web content is only a mouse-click away. And there are many reasons why the internet, which started as a long-distance, global communications medium, is now serving much more local interests.

Furthermore, the internet is proving to be a very useful resource to those interested in learning lesser-used languages.

So, a much more important story than the dominance of English lies in the way lesser-used languages are now flourishing on the internet and how communication is becoming more

multilingual. The proportion of English tends to be highest where the local language has a relatively small number of speakers and where competence in English is high. In Holland and Scandinavia, for example, English pages run as high as 30% of the total; in France and Germany, they account for around 15-20%; and in Latin America, they account for 10% or less.

## **2.2. Why English is Used Less?**

More non-English speakers use the internet. Many more languages and scripts are now supported by computer software. The internet is used for local information. Some major uses, such as e-Commerce (Amazon; eBay) are mainly national. Many people use the internet for informal communication with friends and family. The internet links diasporas linguistic communities. Declining use of English on the internet, based on data from the Latin American NGO Funredes. Especially in formal contexts such as chat rooms than in corporate emails, and in contexts where everyone shares a first language. In other words, the sociolinguistics of the internet is looking more like that of more conventional modes of communication. Native-speaker numbers may matter less than they used to in providing a world language status.

The number of second language speakers is of growing importance. The world language system is being transformed, as the relationship between 'big' languages change and many smaller languages are disappearing. English is not the main reason for global language loss. The impact of English is mainly on the status of other national languages. The attractiveness of Mandarin to learners across the world is growing, and language schools in many countries are expanding their provision to include it.

## **3. Learning English**

This section brings together the discussion of trends in previous sections and shows how they have been affecting the teaching and learning of English. Pedagogic practices, curriculums and business models are already responding to the new economic and political realities.

### **3.1. Which Model?**

There is no single way of teaching English, no single way of learning it, no single motive for doing so, any single syllabus or textbook, no single way of assessing proficiency and, indeed, no single variety of English which provides the target of learning. It is tempting, but unhelpful, to say there are as many combinations of these as there are learners and teachers. The proliferation of acronyms in ELT reflects this diversity of models. By a 'model' I do not mean a particular variety of English – such as US or British – though selection of a particular variety may play a role (Lederer, 1998).

By a 'model' of English I mean a complex framework, which includes issues of methodology and variety, but goes beyond these to include other dimensions of the context and practice of learning English (Table 1).

It is becoming clear that these issues are not easily separable. The appropriateness of content clearly depends on such things as the age of the learner and whether English is to be used primarily as a language of international communication or for survival communication with native speakers, perhaps whilst on holiday in the UK or some other English-speaking country. This is why I have identified broad models which can be thought of as configurations of the factors listed in the box. There are many stakeholders involved in the teaching and learning process, each of whom may have a different view. Learners, their families, teachers, governments, employers, textbook publishers, examination providers – all now possess an interest in the English language business.

There is, of course, a great deal of debate, often lively, about the best methods and approaches for teaching English. But much of this debate is cast within only two models: the teaching of English as a foreign language (EFL) and the teaching of English as a second language (ESL).

**Table 1. Overview of models for English as a second language vs. dramatic English**

Method	ESL (English as a second language)	Dramatic English
Skills	Focus on writing/reading curriculum	All skills including communicative
Environment	Classroom focused	Immersion experience
Materials	Textbooks	Very variable

#### **4. The First Observation: Learning English via Common Methods**

English already shares the languages curriculum in Europe with French, German and Spanish, alongside a range of other languages from Russian to Urdu. Shall the same figures are true for schools worldwide? And what role common methods will play outside school? English-medium teaching is permitting rapid internationalization of higher education and adult training. In Thailand, English is currently the most widely studied foreign language. This fact is not exceptional; in essence it is the same the EU zone as well. It is dominance unlikely to be challenged in the immediate future. The foreign language most taught at primary age is English and, as part of wider reforms to celebrate a trade language for the ASEAN cooperation, English has been eventually selected. "Common methods" have been in place for years now, and it has only been a few years back of different method for teaching a foreign language. Technology, group centered work has been introduced and is now supposedly part of common methods. For 16 weeks, I have made observations on a group of 22 students, all of them studying for SSRUIC (Suan Sunandha Rajabhat University International College), year 2 and going under a full curriculum in English. It is not exceptional for students in Thailand to be directly exposed to English language; most of Thai people have basics (Even poor) of English. A lot of public signs are bilingual (English – Thai) as well as public transportations and announcements.

**Table 2. Common teaching methods**

	Strength	Weakness	Potential
Exercises	✓	✓	✓
Guest Speakers	✓	✓	✓
Index Cards	✓	✓	✓
Worksheets	✓	✓	✓
Report Sessions	✓	✓	✓
Case Studies	✓	✓	✓
Small group discussion	✓	✓	✓
Class discussion	✓	✓	✓
DVD	✓	✓	✓
Brainstorming	✓	✓	✓
Lecture	✓	✓	✓
Lecture w/discussion	✓	✓	✓

Therefore, the students I have been working with have been exposed to English as a second language in a society where English is often encountered. Thus, they are studying in English and the level of foreign languages and especially English is tremendously increasing in Thailand. I have observed the level of English through a variety of "traditional methods" and analyzed it under three criteria (Table 2):

- Strength
- Presents facts in direct
- Stimulates thinking to open questions
- Weakness
- Audience is passive
- Communication in one way

#### **4.1. The Second Observation: Learning English via Dramatic English**

Dramatic English as a method was never regarded as efficient compared to common method probably mostly due to the fact that it is directly assimilated to an artistic discipline instead of an academic one. Worldwide, most of Dramatic English courses are to emphasize on an artistic career. It is the best ground for actors and comedians to fulfill their dream to become publicly known and more: We also should point that numerous Dramatic English schools have been created in the past few years to train/educate “regular” students and keen individuals. Not only has it created a really good speaking flow, but it also help to create confidence to speak English as a second language. For 16 weeks, I have made observations on a group of 34 students, all of them studying for SSRUIC (Suan Sunandha Rajabhat University International College), year 2 and going under a full curriculum in English. Initially I had to start with a very precise method to get students to be able to perform on a virtual stage a play, and at the same time being aware on the tremendous gain they would make concerning their English level. Each student was asked to make a presentation about their hobbies and their “future dream job”. That way I could better understand what really motivated each student on a current and daily life and for their future.

Then, I needed to establish their role based on their hobby/future occupation and mix it up together. This method is really efficient to help students finding a natural motivation for all sorts of workshops. Upon this step, students created themselves their dialogues, story board, and wrote the script on their own within a specific frame that I gave them. I then had to help them and correct grammar, sentences and syntax. The level of commitment was very high, from week 1 to week 16, students had a goal to achieve as they went on, and they couldn’t wait to initiate, play and act in their own frame of work. As much as it shall be seen as important to further develop on Cooperative Learning in this paper, it is not really the mainstream, so only the headlines will be mentioned. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

- Strength
- Introduces problem situation dramatically
- Provides opportunity for students to assume roles
- Gives students a high sense of confidence to speak out
- Weakness
- Students may be too shy

#### **4.2. The Third Observation: Cooperative Learning Applied to Dramatic English**

As much as it shall be seen as important to further develop on Cooperative Learning in this paper, it is not really the mainstream, so only the headlines will be mentioned (McArthur *et al.* 2005). Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and

complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other's efforts.
- Recognize that all group members share a common fate.
- Know that one's performance is mutually caused by oneself and one's team members.
- Feel proud and jointly celebrate when a group member is recognized for achievement.

For 16 weeks, I have made observations on a group of 30 students, all of them studying for SSRUIC (Suan Sunandha Rajabhat University International College), year 3 and going under a full curriculum in English. Initially, using the "Jigsaw Method" a series of problems had to be submitted to small groups of students within the class. Using the solutions found by students, and the knowledge they have acquired, they gradually learned how to build a story board.

Once the story board was created, they worked on the main frame (The script) and the team-building efforts into creating each character. It is noticeable that for students, it is very important to be in charge of their own work; it seems that motivation was almost on top of its own intensity. Students then had to create their own short-film which differs from a live play and had more time to come up with a little more of technical enhancements. It is important to precise that all along this application, students never really felt like working hard or studying a difficult topic, however their achievements were extremely fruitful.

#### **4.3. Observation Results: Dramatic English Paradigm**

Through my observations, I took numerous notes on students' behaviors such as attendance, which I shall precise that it is a real problem usually. (McArthur, 1998) I also tried to level their motivation and their sense of purpose which amazingly rose on a weekly basis as we went on. Students have been extremely creative and took high risks/responsibilities to ensure achieving their goals. Common methods is nothing new for University students, they have been experiencing such methods since they are in age of studying and going to school.

##### **Exercises**

- Strength
- Opportunity to explore values
- Gives a good structure
- Weakness
- Students may be good writers, but still carries big issues to speak

##### **Guest Speakers**

- Strength
- Opportunity to feel an external breeze
- Breaks down stereotypes
- Weakness
- Guest Speakers may not be a good speaker

##### **Index Cards**

- Strength
- Opportunity to explore difficult issues
- Weakness
- Students may not do the exercise



### **Worksheets**

- Strength
- Allows students to think for themselves
- Weakness
- Can be used for a short period of time only

### **Report Sessions**

- Strength
- Allows for large group as well as small groups
- Each group is in charge
- Weakness
- Too repetitive and time consuming for presentations

### **Case Studies**

- Strength
- Develops analytic and problem solving skills
- Allows students to apply new knowledge skills
- Weakness
- Students may not see relevance to actual situation
- Insufficient information can lead to inappropriate results

### **Small Group Discussions**

- Strength
- Allows everyone to participate
- Students are more confident in small groups
- Weakness
- Groups may get side tracked

### **Class Discussions**

- Strength
- Effective after presentations or DVD
- Allows all students to be active
- Weakness
- Not practical with large groups
- Some students may not participate

### **DVD**

- Strength
- Entertaining way of teaching
- Keep a general attention
- Weakness
- Discussion may not have full participation
- Only effective with a following task

### **Brainstorming**

- Strength
- Listening exercise
- Spirit of ideas is created
- Weakness
- Can be unfocused
- Needs to be limited in time

#### **Lecture with Discussion**

- Strength
- Involves audience
- Weakness
- Time may limit discussion period

#### **Lecture**

- Strength
- Presents facts in direct
- Stimulates thinking to open questions
- Weakness
- Audience is passive
- Communication in one way

#### **Role-Playing**

- Strength
- Introduces problem situation dramatically
- Provides opportunity for students to assume roles
- Gives students a high sense of confidence to speak out
- Weakness
- Students may be too shy

#### **Role-Playing based on Cooperative Learning**

- Strength
- Allows for exploration of solutions
- Provides opportunity to practice skills
- Weakness
- People may feel threatened

#### **4.4. Analyze and Interpretation, Case Study: Thai Students**

Through our study, we surveyed 430 Thai students, including the ones we actually observed. A majority of these students study Thai as a first language and often are exposed to English as a second language as the study results shows clearly. In terms of age group, it was made clear for us since the beginning of our research that our target couldn't exceed the early 20's due to the fact that our study aims at emphasizing on students. Concerning nationalities, it was made as clear as the age group, our target was primary Thai students, since our study aims at considering the best English method applied for Thai students, and we targeted only Thai people to get a more relevant result, oriented towards success. All of the people we interviewed and surveys were/are students. However it is very common for students in Thailand to have an occupation as well. Some of them have artistic occupation as playing in a band; if they generate a salary out of this activity/hobby we considered it as self-employed and same for the cases which students work in the family business to help out.

We also considered students with a part-time job. Most of them are actually employed to sustain their cost of living. Based on their activity and on their occupation, students may get a very decent monthly salary. It may vary a lot, however it is extremely rare for a Thai student earning a high income. We might have to consider monthly allowance given by their parents; it is common in South East Asian culture that parents give a monthly salary to their children when their own income allows it. Despite our apprehension on the level of English speakers in Thailand, the facts are actually very different. 40% which represents almost half of our survey have had an occasional experience with the English language, which means they were exposed somehow to the practice of English (Mendelson, 1988, pp.265-241). And 55% which is more than half consider the use of English common in Thailand. We made a point to try to understand the percentage of students having a possible knowledge about the concept of Dramatic English.

At our astonishment, more than a third (35%) of the students surveyed knew exactly what Dramatic English was about. But the more surprising is that 40% had an average knowledge about it. Which is very positive, because it means that even if they don't know exactly what it is about, the information went through and they are aware that different methods for learning English may be offered to them, hence Dramatic English? (Savin-Baden and Howell, 2004).

Another astonishing statistic is the 30% of students having taken such class. In fact, we also must consider our own students as they took part in the observation, interviews and survey as well. Even if they know about the concept of Dramatic English, it was important for us to point out if they knew/know anyone that is taking such class. 50% of the surveyed students thought that it was a common way to learn English. 75% of the students thought that it is a positive common to learn English. They were very keen and curious at the same time talking and elaborating about such method, which they frankly admitted, is not the most common in Thailand.

According to this survey, the future of Dramatic English in Thailand could be more than promising as 90% of the students would be keen on trying learning English with such method. This is a swiping number, and it gives the credibility and positive impact such method needs to pick up a good start in Thailand. In term of efficiency we must point out that only 30% went under such training, which means that any efficiency statistic above 30% is considered very positive for the level of English studied with this method. Therefore 55% of students surveyed thought it was an efficient method. We should analyze such number by considering the ones having been approached by some of their friends using this method, and therefore they got a positive feed-back. A great 75% of the students thought that they have more chances to speak better English using this method (Slavin, 1994). This also proves the efficiency and the applicability of this method. Our Research aims especially at Hospitality and Tourism Management, so it was really important for us to define the applicability to this major. In fact, 75% of the students believe that it could be applied to the Hospitality and Tourism Management Industry. 70% of the students consider that English is an important language. I guess easily this number will considerably rise in the next few years, especially due to the ASEAN treaty in 2015, Thailand has been and still is a natural leader for this community. Therefore Thai people shall take the lead into speaking better English. It was very important for us to define if Thai people would be interested in such method, due to the fact that all cultures are different; a good 60% was keen on such methods. 65% of the students surveyed considered that they could highly benefit from such method.

- Analyze of the four skills with Dramatic English:

With Dramatic English the level of writing considerably improved within the 90 days. The students had to write their own script/story board and their own character introduction. Then, the teacher would correct it and the students would write it again. This method for writing would probably explain why the level of writing increased as high and as fast. It was important for students to be able to read their own script; they had to learn it by heart sometimes and to acknowledge it during other times. Initially we didn't expect students to progress that high and that rapidly in the passive skills such as reading and writing. However the truth is that students made tremendous progress in all areas. Our expectation was high considering the speaking skills, mostly due to the fact that this method is supposed to emphasize on speaking. Another fact which is cultural this time is that Thai students are usually very shy to speak out. They may understand it all and be able to write/read as much as speaking. However they still don't dare speaking much. Thai students had no choice but to listen to be able to interact during the trainings and practice time. Due to the fact that we worked a lot on improvisation before writing the script, since the students wouldn't be aware of the dialogue and didn't have a chance to practice, they had to listen in order to pay attention.

- Analyze of the four skills with common methods in English:

There is a slight progression, constant and slow for writing skills. This is not a surprise since initially we expected the passive skills to develop faster and better than active skills. The level of progress is still very low but constantly growing over the 90 days of observation, once again it shall be the case for passive skills. We were happily surprise to notice that the active skills were still progressing after 90 days of our observation. However the level is still too low

and close to 20 times lower than with Dramatic English. Listening progressed very slowly but on a constant basis during our observation. Most of students lost attention after the beginning of most lectures and this was the main reason for failure.

## **5. Conclusion**

Dramatic English as a method was never regarded as efficient compared to common method probably mostly due to the fact that it is directly assimilated to an artistic discipline instead of an academic one. Worldwide, most of Dramatic English courses are to emphasize on an artistic career. It is the best ground for actors and comedians to fulfill their dream to become publicly known and more: We also should point that numerous Dramatic English schools have been created in the past few years to train/educate “regular” students and keen individuals. As much as it shall be seen as important to further develop on Cooperative Learning in this paper, it is not really the mainstream, so only the headlines will be mentioned. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Initially, using the “Jigsaw Method” a series of problems had to be submitted to small groups of students within the class. Using the solutions found by students, and the knowledge they have acquired, they gradually learned how to build a story board. Once the story board was created, they worked on the main frame (The script) and the team-building efforts into creating each character.

It is noticeable that for students, it is very important to be in charge of their own work; it seems that motivation was almost on top of its own intensity. Students then had to create their own short-film which differs from a live play and had more time to come up with a little more of technical enhancements. It is important to precise that all along this application, students never really felt like working hard or studying a difficult topic, however their achievements were extremely fruitful. Through my observations, I took numerous notes on students’ behaviors such as attendance, which I shall precise that it is a real problem usually. I also tried to level their motivation and their sense of purpose which amazingly rose on a weekly basis as we went on. Students have been extremely creative and took high risks/responsibilities to ensure achieving their goals.

Common methods is nothing new for University students, they have been experiencing such methods since they are in age of studying and going to school. Through our study, we surveyed 430 Thai students, including the ones we actually observed. A majority of these students study Thai as a first language and often are exposed to English as a second language as the study results shows clearly. In terms of age group, it was made clear for us since the beginning of our research that our target couldn’t exceed the early 20’s due to the fact that our study aims at emphasizing on students. Concerning nationalities, it was made as clear as the age group, our target was primary Thai students, since our study aims at considering the best English method applied for Thai students, and we targeted only Thai people to get a more relevant result, oriented towards success. All of the people we interviewed and surveys were/are students. However it is very common for students in Thailand to have an occupation as well.

Some of them have artistic occupation as playing in a band; if they generate a salary out of this activity/hobby we considered it as self-employed and same for the cases which students work in the family business to help out.

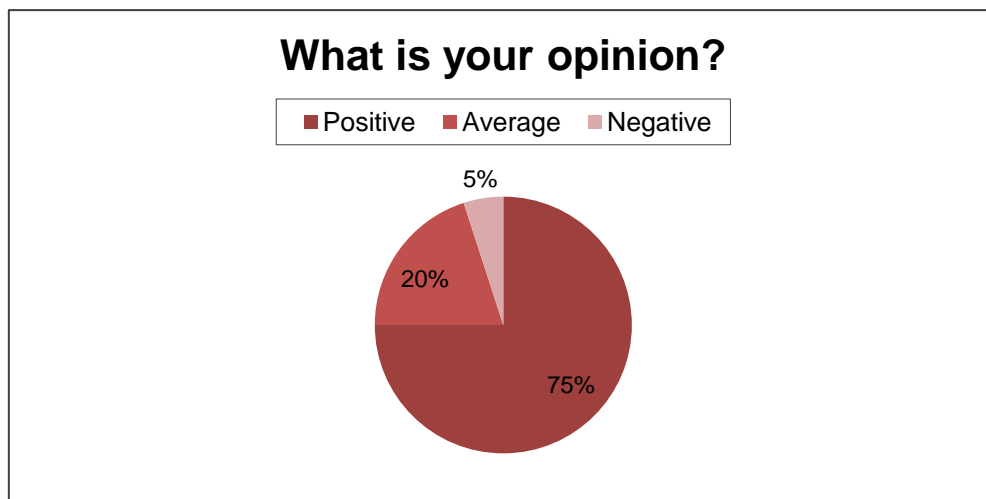
We also considered students with a part-time job. Most of them are actually employed to sustain their cost of living.

Based on their activity and on their occupation, students may get a very decent monthly salary. It may vary a lot, however it is extremely rare for a Thai student earning a high income. We might have to consider monthly allowance given by their parents; it is common in South East Asian culture that parents give a monthly salary to their children when their own income allows it. Despite our apprehension on the level of English speakers in Thailand, the facts are

actually very different. 40% which represents almost half of our survey have had an occasional experience with the English language, which means they were exposed somehow to the practice of English. And 55% which is more than half consider the use of English common in Thailand.

We made a point to try to understand the percentage of students having a possible knowledge about the concept of Dramatic English. At our astonishment, more than a third (35%) of the students surveyed knew exactly what Dramatic English was about. But the more surprising is that 40% had an average knowledge about it. Which is very positive, because it means that even if they don't know exactly what it is about, the information went through and they are aware that different methods for learning English may be offered to them, hence Dramatic English? Another astonishing statistic is the 30% of students having taken such class. In fact, we also must consider our own students as they took part in the observation, interviews and survey as well.

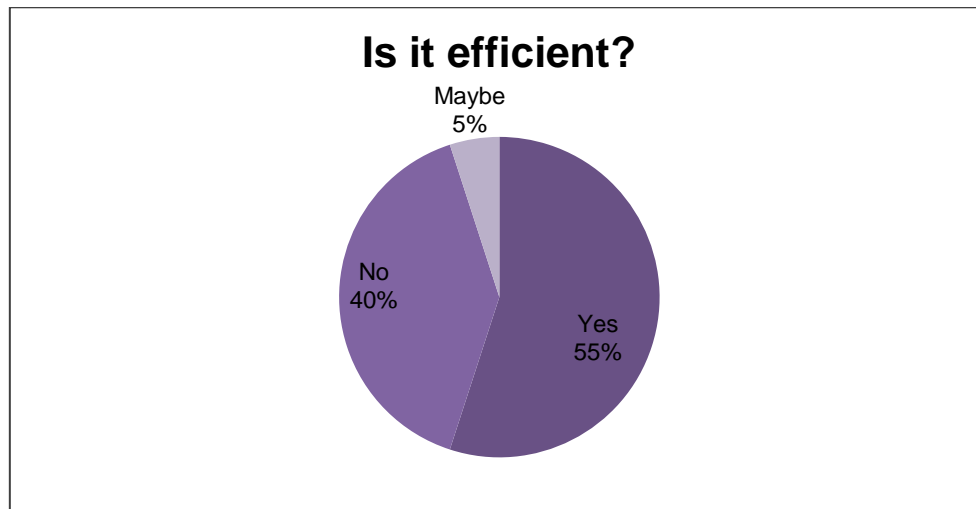
Even if they know about the concept of Dramatic English (Figure 1), it was important for us to point out if they knew/know anyone that is taking such class.



**Figure 1. 75% of students agreed on a positive experience**

According to this survey, the future of Dramatic English in Thailand could be more than promising as 90% of the students would be keen on trying learning English with such method. This is a swiping number, and it gives the credibility and positive impact such method needs to pick up a good start in Thailand.

Therefore 55% of students (Figure 2) surveyed thought it was an efficient method. We should analyze such number by considering the ones having been approached by some of their friends using this method, and therefore they got a positive feed-back. A great 75% of the students thought that they have more chances to speak better English using this method. This also proves the efficiency and the applicability of this method. Our Research aims especially at Hospitality and Tourism Management, so it was really important for us to define the applicability to this major.



**Figure 2. 55% of students thought dramatic English efficient**

In fact, 75% of the students believe that it could be applied to the Hospitality and Tourism Management Industry.

70% of the students consider that English is an important language. I guess easily this number will considerably rise in the next few years, especially due to the ASEAN treaty in 2015, Thailand has been and still is a natural leader for this community. Therefore Thai people shall take the lead into speaking better English.

It was very important for us to define if Thai people would be interested in such method, due to the fact that all cultures are different; a good 60% was keen on such methods. 65% of the students surveyed considered that they could highly benefit from such method. It is a very encouraging number, considering the fact that once again it shall rise tremendously in the next couple of years to come. With Dramatic English the level of writing considerably improved within the 90 days. The students had to write their own script/story board and their own character introduction. Then, the teacher would correct it and the students would write it again.

This method for writing would probably explain why the level of writing increased as high and as fast. It was important for students to be able to read their own script; they had to learn it by heart sometimes and to acknowledge it during other times. Initially we didn't expect students to progress that high and that rapidly in the passive skills such as reading and writing. However the truth is that students made tremendous progress in all areas. Our expectation was high considering the speaking skills, mostly due to the fact that this method is supposed to emphasize on speaking. Another fact which is cultural this time is that Thai students are usually very shy to speak out. They may understand it all and be able to write/read as much as speaking. However they still don't dare speaking much. This was our main point for this research. Indeed very successful as the progression for speaking in English went beyond our expectations. Thai students had no choice but to listen to be able to interact during the trainings and practice time. Due to the fact that we worked a lot on improvisation before writing the script, since the students wouldn't be aware of the dialogue and didn't have a chance to practice, they had to listen in order to pay attention (Tan, 2003).

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