

## **Enhancing Business English Conversation Ability by Using Simulation Scenarios for Bachelor Degree Students at North Bangkok University**

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### **Abstract**

The objectives of this research were (1) to compare Business English conversation ability by using simulations scenarios for bachelor degree students at North Bangkok University before and after learning by using simulation scenarios, and (2) to assess students' satisfaction with learning Business English by using simulation scenarios. The sample used in this research consisted of 30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University selected by using a purposive sampling method. The research instrument used was: (1) Learning management plan for learning Business English conversation by using simulation scenarios; (2) Business English conversation proficiency test; and (3) Student satisfaction assessment form for learning Business English by using simulation scenarios. Statistics used for data analysis included percentage, mean, standard deviation, and t-test. The experiment was conducted using an experimental design by quasi- experimental, one group pre-test – post-test. The research period will be during the second semester of the 2025 academic year, from October 28, 2025 to January 6, 2026, for a total of 10 weeks, with 3 hours per week, amounting to 30 hours.

The research results revealed that (1) the Business English conversational ability of bachelor degree students at North Bangkok University after learning by using simulations scenarios was significantly higher than their pre-learning ability at the .05 level. (2) The students were highly satisfied ( $X = 4.12$ ) with learning Business English using simulations scenarios and the post-test mean scores (21.37) higher than the pre-test score (16.13).

**Keywords:** Simulation Scenarios, Business English Conversation Ability, Satisfaction with learning Business English

## Background and Statement of the problem

English is the world's universal language, playing a crucial role in international communication in all areas, including education, cultural exchange, trade and economics, medicine, politics, logistic and tourism. In today's society, we are in the era of information and technology. The world is growing rapidly and changing. At the same time, the level of competition in professional careers is increasing exponentially. English has become increasingly important and has become a key factor in daily life and a factor in future employment. This is evident in the selection process for individuals in each organization, whether public or private, using various English language proficiency tests, such as written exams or interviews conducted in English.

The Ministry of Education recognizes the importance of English and has organized English as a second language for students. This aims to equip Thai youth with the knowledge, understanding, and the ability to use English for daily communication with foreigners and to cope with the competitive market in the future. However, actual conditions and measurement of English language achievement have shown that English language learning levels are below standard, even though there are teachers who have completed their education in the relevant subject and foreign teachers teach English. In Thailand, Thai students have more opportunities to study English with native speakers. English study hours have been increased, but the English learning achievement has not reached the target. Considering the problems of Thai students' English learning, it is found that they lack all aspects of English learning, including reading and writing. However, the most obvious empirical problem is English conversation. Students are unable to apply their English knowledge from the classroom to real-life situations. Students lack confidence and are almost always nervous when faced with using English in real-life situations. (Chunponganich, 2021).

When considering the reasons for the lack of success in English conversation, there are two main causes. First, English teachers lack experience in creating an English classroom that is a language-based classroom. They still rely primarily on textbook content and teach according to the content in the English textbooks, which sometimes involve topics that are far from their own. Students are unable to fully understand the

content being taught, leading to students not being as interested in learning English as they should be.

The second issue is that the learning activities lack variety and do not focus on creating authentic language experiences for learners. Finally, the learners themselves lack confidence and experience anxiety every time they have to speak English, even with just a short, simple sentence. This is consistent with Lan et al. (2025) studies about From Role-play to Virtual Reality: A Review of Simulation in English Language Teaching stated that Globalization, digitalization, and the post-pandemic shift toward online and blended education have reshaped the field of Teaching English to Speakers of Other Languages (TESOL). These changes highlight the need for approaches that not only develop linguistic competence but also foster communication, collaboration, and intercultural skills. Simulation has attracted growing attention in this context because it offers authentic, experiential learning environments that align with communicative and experiential learning theories. Recent studies have shown that simulation can improve learners' speaking, listening, motivation, and critical thinking, while also supporting teachers in adopting more innovative pedagogies. However, the research landscape remains uneven. Existing studies are largely small-scale and short-term, focusing mainly on immediate language gains. Critical areas remain underexplored, including learner differences, cross-cultural adaptability, integration with assessment, and the potential of emerging technologies such as virtual and augmented reality. These gaps limit both the generalizability of findings and the theoretical development of simulation-based TESOL. This review draws on studies indexed in the Web of Science to synthesize current evidence, identify limitations, and highlight emerging directions. Unlike earlier reviews, it situates simulation within wider educational and societal trends, offering a clearer rationale for its relevance and providing a roadmap for sustainable and innovative practices in TESOL. This is consistent with the research study of Luara and Carbonell (2019) about developing English Speaking Skills Through Simulation-Based Instruction stated that Foreign language teachers and researchers face a major challenge enabling students' learning. Not only must they provide training in the target language, but they must also find ways to optimize class time and enhance students' communication skills in the target language. How does technology intersect with English teaching in ways that

benefit learning a possible approach would align with integrating web-based strategies and optimizing class time through new methodologies, techniques and resources. In this study, a group of university engineering students were taught with simulations to aid their learning of English as a foreign language. These engineering students were taught English through both class-based and a large-scale real-time web-based simulation. They present the results of quantitative analysis of students’ oral production. The goal was to show whether simulation-based instruction contributes to significant progress in oral language production in English. The results indicate that students progressed significantly in four language-related areas: vocabulary, pronunciation, variety of expression and grammar. Also this is consistent with the research study of Abdualhussein et al. (2024) about using simulation in developing the learning of English as a foreign language stated that throughout the years, preparing the individuals for a demanding life and providing the society with socially and intellectually mature citizens have been one of the most important missions of schooling. Assuming this noble mission, educators have sought ways to fulfill the individual’s need of being proficient enough to cope with the challenges of the world. In order to achieve this end, through the behaviorist reign, the learner has been regarded as a passive member of the classroom which is shaped by the holy dominance of the omnipotent instructor. But things have turned to a new dimension – the teacher is no longer “the sage on the stage” but the silent overseer in the back. Modern methodology fosters a shift from teacher-centered to student-centered and even student-generated approaches, leaving enough space for maneuver to the individual learner and laying emphasis on the power of self-instruction and responsibility for learning. The greatest emphasis of the instructional act should be placed on the students’ exploration of their own attitudes and values. The practical part of this article will explore in detail the theoretical and the empirical dimensions of one of the most important basic active learning activities – simulations.

Business English is crucial in logistics to ensure seamless, cross-border communication, manage international supply chains, and interpret critical documents like bills of lading and customs forms. Low proficiency causes miscommunication, operational delays, and increased costs. Mastery enhances career opportunities and improves operational efficiency. Bachelor Degree of Business Administration Program

Students in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University lacked communication skills in various situations described in textbooks. This was due to a lack of experience in such scenarios, preventing students from communicating accurately and effectively. Therefore, the researcher created simulated scenarios aligned with the chosen content and developed a lesson plan to help students understand the situations and practice their communication skills in these simulated scenarios. To enable students to understand communication in given simulated situations and to practice communicating effectively and make learning English fun more challenging.

From a study of documents and research to find solutions to the problem of students' inability to apply the English knowledge they have learned in the classroom to real-life conversations, it was found that the solution should involve organizing teaching and learning activities that directly create language experiences for students, emphasizing language practice. Real-world language use should be used to simulate classroom conversations to create an atmosphere that stimulates interest and encourages students to converse more effectively. Given the importance of English in today's world, a study of the current problems, main causes, and solutions to address students' inability to apply English in real-life situations was conducted. The researcher aimed to address this issue and provide guidelines Lesson Plan for teaching to enhance Business English conversational ability by using simulations Scenarios for bachelor degree students at North Bangkok University in Pathum Thani Province during the second semester of the 2025 academic year. Furthermore, English language teachers can utilize the research findings to develop their English language curriculum by using simulations, and it can help English language administrators formulate policies for managing English language instruction and improving current English language teaching practices.

### **Objective**

1. To compare Business English conversation ability by using simulations scenarios for bachelor degree students at North Bangkok University before and after learning by using simulation scenarios
2. To assess students' satisfaction with learning Business English by using simulation scenarios.

### **Expected benefits**

1. Teaching activities using simulation scenarios can enhance the English conversational ability of Bachelor degree students at a North Bangkok University.
2. Students are satisfied with the Business English learning using simulation scenarios, and have increased confidence in using English. They are also more likely to use English in real-life conversations.
3. Guidelines for teaching simulation situations with other students are developed.

## Conceptual Framework

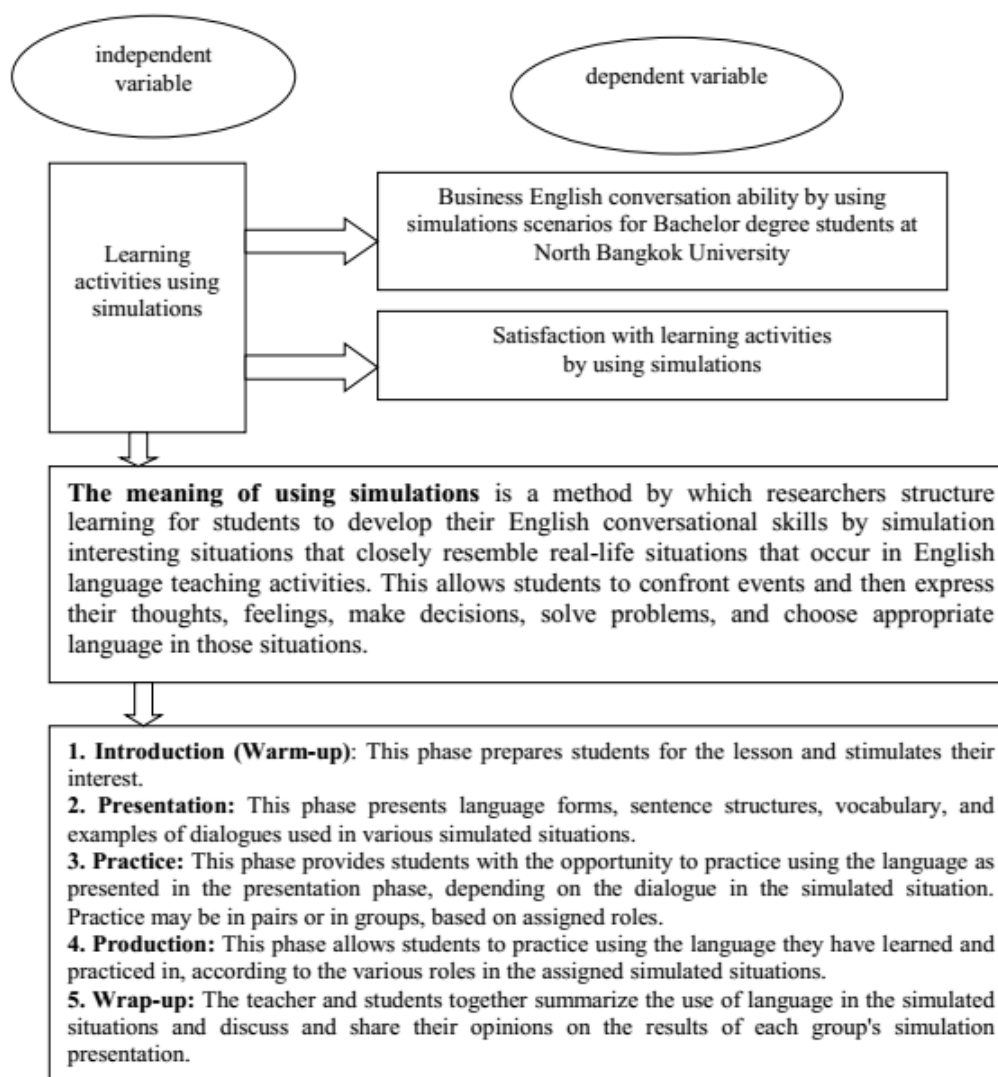


Figure 1 Conceptual Framework

## Research Methodology

### Research design

This research utilized a quasi-experimental design. The researcher conducted the experiment using a One Group Pretest-Posttest Design (Tarhan et al., 2020)

Group	Pre-Test	Experiment	Post-Test
E	T1	X	T2

T1 stands for Pre-Test

T2 stands for Post-Test

E stands for Experimental Group

X stands for Simulation-Based Learning

1. The researcher as an instructor who taught the students who studied the subject ENG311 (Business English). There were 30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University that were the sample group for this study, conducted a pre-experimental English conversational proficiency test using a test.

The students selected one of five simulated situations by drawing lots. The students then paired up with a partner, voluntarily choosing roles based on their interests. The students were then scored according to a set of criteria. The scores of the researcher were calculated and recorded before the experiment.

2. Implement five simulation-based learning plans with the selected sample group for a total of 30 hours.

3. Test students' English conversational ability after the experiment with a post-experiment English conversational ability test. Each group of students draws a random number again to select a simulation topic, but parallel to the pre-experiment English conversational ability test, and records their scores after the experiment.

4. The researcher distributed a questionnaire to measure students' satisfaction with learning English using the simulation to assess their level of satisfaction.

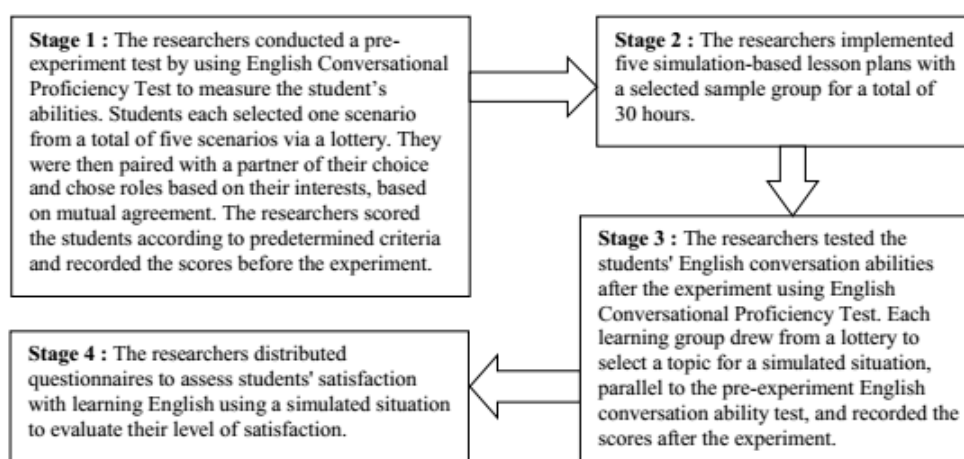


Figure 2 Research Process

### Population and Sample

1. Population: The population used in this research were 30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University.

2. Sample: The sample group used in this research were 30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University. The sample group was obtained through purposive sampling.

### Research Tools

1. Tools used in the experiment include lesson plans using simulations, to develop English conversation skills. Five plans were created using the following steps:

1.1 Study the course description for ENG311 (Business English) from the Global Business English Curriculum, Liberal Arts faculty, North Bangkok University. And studied standards for learning foreign languages, and examined activities and skills in teaching communicative English from Cambridge Business Plus book; Student's book (Helliwell, 2014)

1.2 Study the theories and principles of learning management using simulations from relevant documents and research.

1.3 Select simulated scenarios that are interesting and relevant to the students, specifically business situations that students will encounter in their future careers and daily lives related to business communication. The researchers therefore created dialogues used in the research about simulated business communication situations to give students the opportunity to practice using English language before using it in real life. There were a total of 5 simulated situations created, as follows:

Scenarios 1: Welcome to our company

Scenarios 2: Business Communication

Scenarios 3: Products and Services

Scenarios 4: Targeting the Customer

Scenarios 5: Achievements

1.4 Create 10 Business English conversation lesson plans using Simulation Scenarios, each lasting three hours.

1.5 Finding content validity of lesson plans involves ensuring the planned objectives, materials, activities, and assessments accurately align with the curriculum standards. This is best achieved through expert review, systematic mapping (using a table of specifications), and calculating validity indices to ensure the plan adequately covers the intended learning domain. Using steps to determine content validity of lesson plans as following

1.5.1 Define Content Domain: Clearly outline the learning goals, standards, and key topics that the lesson plan must cover.

1.5.2 Establish a Table of Specifications (Blueprint): Map lesson activities, learning materials, and assessments against these learning objectives to ensure all topics are represented proportionally.

1.6 Expert Panel Review (Subject Matter Experts): The researchers established a panel of experts, consisting of three university professors with expertise in curriculum development, linguistics, and English, holding associate professorships, to help determine the Content Validity of the Lesson Plan.

They were asked to evaluate each item (e.g., learning objectives, teaching materials, activities, assessments) as relevant and accurate. A scoring scale was used, such as: (1) Not relevant (2) Somewhat relevant (3) Fairly relevant (4) Very relevant

1.7 After experts reviewed and evaluated 10 Business English conversation lesson plans using Simulation Scenarios, they found them to be very relevant. Therefore, the researchers were able to use these lesson plans to teach the sample group.

2. The data collection tools included an English Conversation Proficiency test, and a satisfaction evaluation form regarding the simulated situation. The guidelines for creating these tools are as follows:

#### 2.1 English Conversation Proficiency Test

The researchers studied test design approaches from the Article "Testing in English Language Teaching and its Significance in EFL Contexts: A Theoretical Perspective" (Ali et al., 2019) to use as a guideline in creating the tests.

1. Study and analyze the Global Business English curriculum for design a framework for creating learning objectives that align with the learning standards set by the curriculum, in order to develop the tests.

2. Create one Pretest and Posttest to measure English conversation ability. Each test required students to engage in English conversation based on five simulated scenarios provided by the researcher. Students were paired voluntarily and selected one scenario by drawing lots, allowing them to choose their preferred role for the conversation.

3. The scoring criteria for English speaking ability were determined by adapting the criteria of The Foreign Service Institute Scale (FSI), The School Communicate Competence Scale, and The Bratz Scale (Nešić & Hamidović, 2022). These criteria measure six aspects of English conversational skills: accent, grammar, vocabulary, content, fluency, and acting. Each component is divided into five levels of ability. The total score is 30 points.

4. Methods for Determining the Quality of the English Conversational Proficiency Test: Before and after the experiment, the English conversational Proficiency Test and the developed scoring criteria were submitted to English language teaching experts 3 professionals with at least 10 years of experience in English, a Master's degree in Linguistics or English, and who hold academic positions as Associate Professor in the University for review of validity. For the test, the consistency of each simulated situation with the content and learning objectives was considered, using the following scoring criteria:

1 means the English Conversation Proficiency test is aligned with the content and learning objectives.

0 means unsure if the English Conversational Proficiency test aligns with the content and learning objectives.

-1 means the English Conversation Proficiency test is not aligned with the content and learning objectives.

Tests with a content validity index greater than or equal to 0.5 were then selected, indicating that the simulation had content validity (Kipli & Khairani, 2020).

## 2.2 Satisfaction Survey Regarding English Language Learning through Simulation Activities

This survey consists of 15 questions for students to choose from based on their feelings towards the simulation. It utilizes Likert Type Scale from Koo and S.W. (2025) satisfaction assessment framework to create a satisfaction survey regarding the use of simulations in English language learning. The researcher has defined the levels and interpretation of the satisfaction levels as follows:

Average score of 4.50-5.00 means Highest level of satisfaction.

Average score of 3.50-4.49 means Very satisfied

Average score of 2.50-3.49 means Moderately satisfied

Average score of 1.50-2.49 means Less satisfied

Average score of 1.00-1.49 means Lest satisfied

After the researcher completed the creation of both measurement tools, the researcher presented them to experts for further consideration. Revisions were then made based on the experts' suggestions to obtain the most effective versions of the English Conversation Proficiency measurement tool and the satisfaction assessment tool for use in the research.

### **Data collection.**

The researchers conducted experiments and collected data on the development of English conversational skills and student satisfaction with learning activities using simulations among 30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University selected by using a purposive sampling method., as follows:

1. A pilot of English Conversation Proficiency test was administered to students. The sample group consisted of 30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the first semester of the 2025 academic year at North Bangkok University selected by using a purposive sampling method. This was done before the start of the simulated learning activities designed to enhance English conversation skills.

2. Implementing simulated learning activities, the teaching and learning process will be conducted according to the planned scenarios. Each learning plan will last 3 hours, with each session lasting 3 hours, totaling 30 hours, divided into 5 simulated scenarios. Students will learn about the various simulated scenarios and use English vocabulary, idioms, and sentence structures to create and practice conversations in class. In hours 1-3, students will learn about the characteristics of the given simulated scenarios, vocabulary, idioms, and English sentence structures. In hours 4-7, students will use the given scenario prompts to create English sentences and practice conversation with their classmates and chosen conversation partners. In hours 8-10, each pair of students will take a conversational practice exam. After the practice exam, a joint evaluation will be conducted to assess the strengths and weaknesses of the conversation, as well as their opinions and feelings about the various scenarios.

3. After completing all 30 hours of learning activities according to the learning plan created by the researcher, each pair of students will assess their English Conversational Proficiency using simulated situations. They will then be scored according to the established conversational criteria, and the pre-test and post-test scores will be compared to analyze the effectiveness of using simulated situational activities in enhancing English conversational skills.

4. Have students evaluate their satisfaction with the learning process using a simulation.

### **Data Analysis**

The methods for data processing and analysis are as follows:

1. Analyze students' English conversational ability by comparing their abilities before and after the experiment. The scores from the pre-test and post-test administered by researcher, and the mean difference in scores was calculated using a dependent samples t-test.

2. Analyze student satisfaction by calculating the mean and percentage for each item based on the satisfaction assessment results regarding English language learning using simulated situations. Determine the ratio for satisfaction assessment as follows:

- 4.50-5.00 means Highest level of satisfaction
- 3.50-4.49 means High level of satisfaction
- 2.50-3.49 means Moderately satisfied
- 1.50-2.49 means Less satisfied
- 1.00-1.49 means Least satisfied

## Research Results

Part 1: Analysis Results for the Study on Enhancing Business English Conversation Ability by Using Simulation Scenarios for Bachelor Degree Students at North Bangkok University

The English conversational ability of the learners before and after the experiment was assessed as follows:

A study of the scores obtained from the English Conversation Proficiency test before and after the experiment, using a dependent samples t-test to compare the difference in scores before and after the experiment, is shown in Table 1

Table 1 Comparison of English conversational ability using simulated scenario activities of learners before and after the experiment.

Testing	Number of Students	$\bar{X}$	$\bar{X}$ of the difference in scores	S.D. of the difference in scores	t
Before the experiment.	30	16.13	5.24	1.69	16.90*
After the experiment.	30	21.37			

\*P = .05

Table 4.1 shows the mean scores of the English conversation ability test for 30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University with a maximum score of 30 points. The mean score of the English conversation ability test before the experiment was 16.13, and the mean score of the English conversation ability test after the experiment was 21.37. A t-test revealed a statistically significant difference (P = .05) in the English conversation ability of the students

before and after the experiment. This indicates that the mean score after the experiment was higher than before the experiment. Therefore, role-playing activities helped students develop their English conversation ability.

Part 2: Results of the study on satisfaction with learning English using simulated situations.

The results of the student’s satisfaction assessment regarding English language learning using simulations are presented in Table 3. The study examined the satisfaction assessment results after instruction aimed at enhancing English conversational skills using simulation activities. The mean percentage and interpretation of satisfaction levels are shown in Table 3

Table 2 Results of the study on satisfaction with learning English using simulation activities.

Message	Average score	Interpreting the results	Rating
1. The content used in the English conversation simulations is similar to situations in the students' real lives.	4.10	Highly	7
2. The content used in the simulations is coherent, interesting, and motivates students to want to converse in English.	4.52	Highest	3
3. The students have a good understanding of the content and the various simulations created by the teacher.	4.00	Highly	10
4. Enhancing English conversation skills using simulated situations enable students to speak English fluently.	3.49	Moderate	14
5. Incorporating simulation activities into English language teaching helps students to converse in English according to their needs.	3.84	Highly	13
6. Learning English using simulated situations helps students gain more confidence in speaking English.	4.18	Highly	6
7. The English sentences used in the simulation are simple, uncomplicated language that is easy to remember and apply.	3.98	Highly	10
8. The content used in the simulation is similar to everyday English conversation.	4.03	Highly	8
9. Using simulations to enhance English conversation skills allows students to have better interactions with their classmates.	4.77	Highest	2
10. Students have the opportunity to apply the English conversations they have practiced in various simulated situations to real-life situations.	4.02	Highly	9
11. The simulation activities made me more enthusiastic about conversing in English.	3.09	Moderate	11
12. Simulation activities helped me reduce my anxiety about grammatical correctness.	3.44	Moderate	15
13. Simulation activities helped me choose appropriate vocabulary for English conversation.	4.33	Highly	4
14. Simulation activities enabled me to make decisions and solve immediate problems.	4.22	Highly	5
15. Simulation activities made me enjoy learning English conversation; it was fun and not boring.	4.95	Highest	1
	4.12	Highly	

Table 3 shows that, overall, learners were highly satisfied with their English learning experience after being taught English conversation using simulated situations ( $X = 4.12$ ). Three items received the highest level of satisfaction from learners: Item 2: The content used in the simulations is coherent, interesting, and motivates students to want to converse in English ( $X = 4.52$ ). Item 9: Using simulations to enhance English conversation skills allows students to have better interactions with their classmates ( $X = 4.77$ ). Item 15: Simulation activities made me enjoy learning English conversation; it was fun and not boring. ( $X = 4.95$ ). Two items received moderate satisfaction: Item 4: Enhancing English conversation skills using simulated situations enable students to speak English fluently ( $X = 3.49$ ). Item 12: Simulation activities helped me reduce my anxiety about grammatical correctness. ( $X = 3.44$ )

### Summary of the Study

Based on a study of Enhancing Business English Conversation Ability by Using Simulation Scenarios for Bachelor Degree Students at North Bangkok University. The results can be summarized as follows:

1. The English conversational ability of the learners increased significantly after the experiment at the .05 statistical significance level. The average score after the experiment was higher than before the experiment, with a mean score of 16.13 before the experiment and 21.37 after the experiment. A comparison between pre- and post-experiment scores showed an increase of 5.24. A t-test revealed a statistically significant difference ( $p = .05$ ) in the English conversational ability of the students before and after the experiment. This indicates that using simulated situations in English language instruction can effectively improve learners' English conversational skills.

2. The average satisfaction score from students regarding the simulated English conversation scenarios was highly ( $X = 4.12$ ). Three items received the highest level of satisfaction from students Item 2: The content used in the simulations is coherent, interesting, and motivates students to want to converse in English ( $X = 4.52$ ). Item 9: Using simulations to enhance English conversation skills allows students to have better interactions with their classmates ( $X = 4.77$ ). Item 15: Simulation activities made me enjoy learning English conversation; it was fun and not boring. ( $X = 4.95$ ). Two items

received moderate satisfaction: Item 4: Enhancing English conversation skills using simulated situations enable students to speak English fluently ( $X = 3.49$ ). Item12: Simulation activities helped me reduce my anxiety about grammatical correctness. ( $X = 3.44$ )

## Discussions

30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University students who have been strengthened in their ability to converse in English by using simulation situations had higher English conversation ability after the experiment than the statistical significance of the experiment was at the .05 level and there was satisfaction with the use of simulation situations at a good level after the experiment. The results of the experiment can be discussed as follows.

1. Designing learning activities that focus on learners and creating educational experiences language directly to learners using simulation situations to enhance conversational ability English of 30 Bachelor Degree of Business Administration Program in Logistics Management and Supply Chain students (Third Years) in the second semester of the 2025 academic year at North Bangkok University, Researcher in the capacity of an English teacher 5 learning plans have been developed. The plan has been written as a unit plan. Learn according to created simulation situations. When the learning management plan is implemented, skills can be developed. Learners' English conversation can be improved. Because learners have the opportunity to use the language. Practice with friends in groups, they work together and create conversations according to the situations the teacher determines by bringing their knowledge. Compose and create English sentences by themselves. Makes students develop their abilities to converse in English better. This is consistent with Azimova (2019) who stated that today, communities are increasingly facing rapid and profound changes and tensions that affect the social, economic, and political aspects of life. The role of education has also become questionable in the millennial era. A matter of fact, 21st century education requires a gradual shift in curriculum construction focusing on the transferable competencies that learners need to develop in instructional settings. In today's knowledge-based, types of skills and competencies that students need to gain are different from in the past.

Emphasizing the communicative competence is one of the most influential developments in language education. The implementation of communicative activities in EFL/ESL classroom prepares learners to use English in the world beyond based on their own needs, interests and opportunities. This statement is still consistent with Zulfigar et al. (2019) studied about student’s need-based learning: The simulation approach in English Teaching found that exploring the students’ need for learning and examining the students’ speaking improvement in English teaching through the simulation approach. It was a mixed method research applied the combination of a qualitative and quantitative design. 30 participants of the second semester students of English Education department at the Universitas Iqra Buru were involved as the participants of the study. The results found that the students’ need was to experience the real-life learning based on their daily activities through the simulation approach that can improve their speaking skill. Xie (2023) studied about using simulation in international business correspondence courses for China’s English-major undergraduates stated that this study reports an investigative study with 55 English-major participants in a Chinese university about using simulation in business English correspondence teaching. The study found that participants had strong needs in practical skills development and learning business English correspondence writing. The simulation approach was perceived to be effective and had positive learning outcomes in business communication skills development, motivation, confidence and vocabulary growth, business and language knowledge improvement, and more understanding about the business practice. The constraint factors in simulation included lack of business knowledge and vocabulary, ineffective group cooperation, and lack of understanding about the real-world business background. Wu (2024) studied the scenario simulation teaching design in English oral classroom stated that scenario simulation teaching can bring students a sense of immersion, which is of great significance for improving students’ learning experience and cultivating their knowledge application ability. Therefore, scenario simulation teaching has attracted the attention of teachers in teaching. The application of scenario simulation teaching is becoming increasingly widespread, effectively promoting the innovation and reform of English oral teaching. As in the English oral classroom, scenario simulation teaching can exercise students’ English language organization and expression abilities, allowing students to flexibly use English in

their future work and life. By building an English classroom based on core literacy, it can ensure students' future learning and development. However, in order to effectively apply scenario simulation in English oral classes, continuous innovation is needed to explore scientific and effective scenario simulation teaching methods, so as to create favorable conditions for the construction of in-depth teaching in English oral classes. The following article will study the strategies for effectively implementing scenario simulation teaching in English oral classes.

2. Students who are taught English conversation skills using simulation situations have satisfaction with learning after the experiment was at a high level. Due to the use of simulation situations,

This allows students to practice using the language and have the opportunity to work together with friends in the group have good interactions with friends in class, students can create English sentences that can be used in conversations by themselves according to the situation. Various simulations are given. When students have problems or errors in the conversation, they participate in solving the problems. Together, students are confident in expressing themselves. Reduce shyness and make English conversation easier and more efficient which is consistent with Oboko and Egemba (2024) studied about Exploring the socio-cultural, intercultural, and technological dimensions of English language teaching in Nigeria: A socio-linguistic study stated that this paper examines the socio-cultural, intercultural, and technological dimensions of English Language Teaching (ELT) in Nigeria, focusing on how Nigeria's linguistic diversity and global communication needs shape the language learning experience. Despite English being the lingua franca, Nigeria's multicultural landscape presents unique challenges, such as phonological interference, lexical transfer, and varied socio-linguistic practices that affect English proficiency. Using data (drawn from experiences) from Nigerian students studying both within Nigeria and in the United Kingdom, this socio-linguistic study highlights the complexities of teaching English within this context and advocates for integrating intercultural studies into the curriculum to enhance cultural competence and global adaptability. Additionally, the study explores how digital tools can modernize ELT in Nigeria, offering more engaging, personalized learning experiences. The research concludes that a holistic approach—embracing cultural awareness, intercultural

communication, and technology—will improve English education in Nigeria and equip students to navigate an interconnected world.

3. When using the English conversation ability scores after the experiment by Criteria-based analysis which the researcher has divided into 4 levels as follows: Group 1, criteria 80% - 100% it can be considered that their ability to converse in English is very good. All students are in this group. There are 11 people and is the largest group of the experiment. Group 2, criteria 70% - 79%, is a group of students who have good English conversation ability, there are 9 students in this group, Group 3. Criteria 60% - 69% is a group where students have English conversation ability at the passing level Criteria: There are 9 students at this level, which is the same as the number of students at the Good level and Group 4. This is a group of students whose English conversation ability is less than 60%. Students are considered not to pass the criteria. There is 1 student in this group because the said student has learning problems. Learns slowly and takes longer than other students. The researcher solved the problem by giving students practice. Converse more than other students and allow students to view conversations during conversation exams.

In conclusion, simulation scenario activities can enhance conversation ability. English and students are satisfied with learning activities because students have the opportunity to practice students' use of English for self-conversation. Students have direct experience with the language. Students can use English vocabulary to create sentences to communicate in various situations. In addition, students also have fun learning English. Not bored with studying. Try and be more confident in conversing in English. Another benefit that can be seen clearly, students have good interactions with their classmates. with fellow students doing activities together. The students' skills in working together with others and helping each other resulted in the success of this research. The results were achieved according to the objectives that were set.

### **Recommendations**

1. Using simulation situations to develop or strengthen the ability to Learner's English conversation can be applied to a variety of grade levels, but teachers should

plan, explore, and adjust the content of the simulations created to be appropriate for students age and learner's level.

2. After the students have had the opportunity to practice English conversation from simulated scenarios various things within the classroom teachers should organize activities to expand students' language use by giving them opportunities. Learners practice using English in real situations. By the way, foreign teachers may be invited to talk with students or take students out to learn outside the community or local tourist attractions where there are real foreigners.

3. Teachers should create a variety of other simulation situations for learners or to students be the one who determines the simulation situation that you want to learn by yourself.

4. Simulation activities should be used to develop English conversation ability at other levels, such as junior high school level Vocational education level, etc.

5. Simulation situations should be integrated with learning in other subjects.

### **Limitations of the Research**

#### 1. Methodological Limitations

1.1 Lack of a Control Group: As this research used a quasi-experimental, one-group pre-test – post-test design, there was no control group to compare the results against. This makes it difficult to definitively conclude that the improvement in Business English conversation ability was solely due to the simulation scenarios and not other external factors

1.2 Self-Reported Data: The assessment of student satisfaction relied on a self-assessment form. This can lead to response bias, where students may provide higher ratings due to social desirability or a positive relationship with the instructor rather than an objective evaluation of the learning method.

#### 2. Scope and Generalizability

2.1 Small Sample Size: The study was conducted with a small sample of 30 students. While this is appropriate for a classroom-level experiment, the results may not be generalizable to the entire population of bachelor's degree students at North Bangkok University or other institutions.

2.2 Specific Academic Discipline: The participants were limited to Logistics Management and Supply Chain students. The simulation scenarios used were likely tailored to this field, meaning the findings may not apply to students in other disciplines (e.g., Nursing, Law, or Arts) who require different Business English competencies.

2.3 Single Geographic Location: Being restricted to North Bangkok University, the findings reflect a specific institutional culture and student demographic, which may differ from students in other regions or types of universities.

### 3. Time and Resource Constraints

3.1 Duration of the Study: The experiment lasted 10 weeks (30 hours total). This relatively short timeframe may measure immediate skill gains but does not account for the long-term retention of conversational proficiency.

3.2 Simulated vs. Real-World Application: While simulations mimic real-life scenarios, they remain controlled environments. The research did not measure how effectively students could transfer these skills into actual business settings or high-pressure professional interactions

### 4. External Variables

4.1 Prior Proficiency Levels: Although a pre-test was conducted, the study may not have fully accounted for the varying baseline English proficiency or previous international experiences of individual students, which could influence the rate of improvement regardless of the teaching method used.

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