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เรื่อง การตอบรับการตีพิมพ์บทความ

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ตามที่ท่านได้ส่งบทความวิจัย เรื่อง “การพัฒนาคลังวิดีโอภาษาอังกฤษเพื่อการสื่อสาร
สำหรับเจ้าหน้าที่ฝ่ายต้อนรับในโรงพยาบาล” มายังวารสารพิษเนศวร์สาร นั้น

กองบรรณาธิการวารสารพิษเนศวร์สาร ได้พิจารณาแล้วเห็นว่าบทความวิจัยดังกล่าว
เป็นงานที่มีคุณค่า ถูกต้องตามหลักวิชาการ โดยได้ผ่านการพิจารณาของผู้ทรงคุณวุฒิ (Peer Review)
ที่ไม่ได้สังกัดเดียวกับผู้พิมพ์ จากหลากหลายสถาบัน จำนวน ๓ ท่าน และเห็นชอบให้ตีพิมพ์เผยแพร่ใน
วารสารพิษเนศวร์สาร ประจำปีที่ ๒๑ ฉบับที่ ๑ (มกราคม – มิถุนายน ๒๕๖๔)

ในนามกองบรรณาธิการ ขอขอบคุณท่านที่ได้ส่งผลงานร่วมตีพิมพ์และหวังเป็นอย่างยิ่งว่า
ท่านจะได้นำผลงานทางวิชาการส่งมาเพื่อตีพิมพ์เผยแพร่ในโอกาสต่อไป

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Academic Article

แนวทางการประยุกต์ใช้แอปพลิเคชันในการพัฒนาทักษะ
ของอาสาสมัครด้านการท่องเที่ยวในเขตมรดกโลกทางด้านวัฒนธรรม
อุทยานประวัติศาสตร์สุโขทัย-ศรีสัชนาลัย-กำแพงเพชร
GUIDELINES FOR APPLYING APPLICATIONS TO DEVELOP ENGLISH
COMMUNICATION SKILLS FOR TOURISM VOLUNTEERS IN THE CULTURAL
HERITAGE AREA OF SUKHOTHAI – SI SATCHANALAI – KAMPHAENG PHET

ศศิธร บุนนาค¹ และ อนิชา สุภาวกุล²
Sasimintira Bunraksa¹ and Anocha Suphawakul²

¹มหาวิทยาลัยราชภัฏเชียงใหม่-แพร่ แพร่ 54140 ประเทศไทย

²Maejo University-Phrae Campus, 17 Moo 4, Mae Sai Sub-district, Rong Kwang District, Phrae Province, 54140, Thailand

*Corresponding author E-mail: minichai@hotmail.com

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ประวัติศาสตร์สุโขทัย-ศรีสัชนาลัย-กำแพงเพชร (<https://thaijo.org/index.php/pikanasan/article/view/271775>)
ศศิธร บุนนาค, อนิชา สุภาวกุล
GJ-21-1-A01 (10 pages)

PDF (<https://so01.tci-thaijo.org/index.php/pikanasan/article/view/271775>)

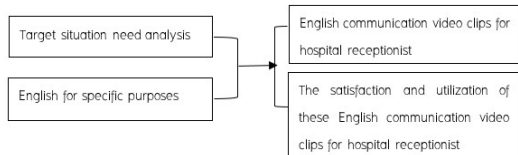


Figure 1 Conceptual Framework.

(<https://so01.tci-thaijo.org/index.php/pikanasan/article/view/274930>)

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thaijo.org/index.php/pikanasan/article/view/274930
 รัชนิวรรณ ประยงค์กุล, โยนายาด ยะเดชา กุรุม
 GJ-21-1-R09 (13 Pages)

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ตารางที่ 2 อัตราการปรากฏของหน่วยสร้างกรรมวาจกในภาษาฝรั่งเศสแต่ละประเภท

รูปแบบ ที่	ประเภทของหน่วยสร้างกรรมวาจก ภาษาฝรั่งเศส	เชิงวิชาการ (ความถี่)	ร้อยละ	ไม่เป็นเชิงวิชาการ (ความถี่)	ร้อยละ
1	เงื่อนไขกรรม ปรากฏ/ไม่ปรากฏผู้กระทำ Patient + être + participe passé + (par/de + agent)	218	49.21	73	39.04
2	เงื่อนไขกรรม ปรากฏ/ไม่ปรากฏผู้กระทำ Patient + participe passé + (par/de + agent)	89	20.09	62	33.15
3	เงื่อนไขกรรม ปรากฏ/ไม่ปรากฏผู้กระทำ Patient + se + tenses and aspects + (par/de + agent)	68	15.35	42	22.46
4	เงื่อนไขกรรมประธานไร้ตัวตน On + tenses and aspects	65	14.67	10	5.35
5	วางกลาง ปรากฏ/ไม่ปรากฏผู้กระทำ Patient + tenses and aspects + (par/de + agent)	3	0.68	0	0.00
รวมทั้งสิ้น		443	100	187	100

(<https://so01.tci-thaijo.org/index.php/pikanasan/article/view/276789>)

การศึกษาเชิงเปรียบเทียบโครงสร้างกรรมวาจกในภาษา
 (thaijo.org/index.php/pikanasan/article/view/276789)
 มยุรี แคนตะ, อัญชลี วงศ์วัฒนา
 GJ-21-1-R10 (19 Pages)

PDF (<https://so01.tci-thaijo.org/index.php/pikanasan/article/view/276789>)



(<https://public/api/infoTier.php>)

การพัฒนาคลิปวิดีโอภาษาอังกฤษเพื่อการสื่อสารสำหรับ เจ้าหน้าที่ฝ่ายต้อนรับในโรงพยาบาล

DEVELOPMENT OF ENGLISH COMMUNICATION VIDEO CLIPS FOR HOSPITAL RECEPTIONIST

รัชนีวรรณ ประยงค์กุล^{1*} และ โยนายาด ยะเดชา กูร์มู²
Ratchaneewan Prayongkul^{1*} and Yonayad Yadecha Gurmu²

^{1, 2}มหาวิทยาลัยราชภัฏเพชรบูรณ์ ม. 11 ถ.สระบุรี – หล่มสัก ต.สะเดียง อ.เมือง จ.เพชรบูรณ์ 67000 ประเทศไทย

^{1, 2}Phetchabun Rajabhat University, Moo 11, Saraburi – Lom Sak Rd, Sadiang Sub-district, Mueang District,
Phetchabun Province 67000 Thailand

*Corresponding author E-mail: ratchaneewan.pra@pcru.ac.th

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาคลิปวิดีโอภาษาอังกฤษเพื่อการสื่อสารสำหรับเจ้าหน้าที่ฝ่ายต้อนรับในโรงพยาบาล และศึกษาความพึงพอใจในการใช้สื่อการเรียนรู้ดังกล่าว เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามความพึงพอใจในการใช้สื่อการเรียนรู้ภาษาอังกฤษเพื่อการสื่อสารสำหรับเจ้าหน้าที่ฝ่ายต้อนรับในโรงพยาบาล กลุ่มเป้าหมายคือ เจ้าหน้าที่ฝ่ายต้อนรับของโรงพยาบาลในจังหวัดเพชรบูรณ์ จำนวน 30 คน โดยการเลือกแบบเจาะจง และวิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนา ได้แก่ ร้อยละ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน คลิปวิดีโอภาษาอังกฤษเพื่อการสื่อสารสำหรับเจ้าหน้าที่ฝ่ายต้อนรับในโรงพยาบาลที่พัฒนาขึ้นประกอบด้วยเนื้อหา 9 บท ได้แก่ การทักทาย การสอบถามอาการ การซักประวัติผู้ป่วย การแนะนำการบริการ การตรวจร่างกาย การแจ้งแผนการรักษา การอธิบายพยาธิสภาพโรค การอธิบายการปฏิบัติตนให้เหมาะสมกับโรค และการอธิบายทิศทางแผนกต่าง ๆ ในโรงพยาบาล ผลการวิจัยพบว่า ความพึงพอใจในการใช้คลิปวิดีโอภาษาอังกฤษเพื่อการสื่อสารสำหรับเจ้าหน้าที่ฝ่ายต้อนรับในโรงพยาบาลภาพรวมอยู่ในระดับมาก เนื่องจากเนื้อหาเข้าใจง่าย มีความทันสมัย และเนื้อหาจับต้องได้จริง มีความสอดคล้องกัน ส่วนด้านตัวอักษรมีขนาดเหมาะสม อ่านง่าย สีสนับสายตา สถานการณ์จำลองมีความน่าสนใจ ชัดเจน และมีความสอดคล้องกับเนื้อหา ส่วนด้านการนำเสนอใช้ ภาพรวมอยู่ในระดับมาก เนื่องจากความสะดวกในการใช้สื่อการเรียนรู้ตามอัธยาศัย และเนื้อหาในสื่อการเรียนรู้สามารถนำไปใช้งานได้จริง

ผลการวิจัยบ่งชี้ว่า คลิปวิดีโอสามารถเสริมสร้างทักษะการสื่อสารภาษาอังกฤษของเจ้าหน้าที่ฝ่ายต้อนรับในโรงพยาบาลได้อย่างมีประสิทธิภาพ โดยเฉพาะอย่างยิ่งด้านการพัฒนาความสามารถในการโต้ตอบกับผู้ป่วยและให้บริการในโรงพยาบาล นอกจากนี้ การบูรณาการสื่อการเรียนรู้เหล่านี้เข้ากับโปรแกรมการฝึกอบรมสามารถเพิ่มประสิทธิภาพได้มากยิ่งขึ้น อีกทั้งยังสามารถขยายการใช้สื่อเหล่านี้ไปยังโรงพยาบาลและบริการด้านสุขภาพอื่น ๆ โดยสามารถปรับให้เหมาะสมกับความต้องการด้านสุขภาพของแต่ละชุมชนได้

คำสำคัญ: คลิปวิดีโอภาษาอังกฤษ, การสื่อสาร, เจ้าหน้าที่ฝ่ายต้อนรับในโรงพยาบาล

ABSTRACT

The purposes of this research were to develop English communication video clips for hospital receptionist and to examine the satisfaction with the use of the learning material. The data was collected through a questionnaire on the satisfaction with the use of English communication video clips for hospital receptionist. The target group consisted of 30 hospital receptionists in Phetchabun Province, selected by purposive sampling, and the data were analyzed using descriptive statistics, reported as percentages, mean, and standard deviation. The English communication video clips developed for hospital receptionists consisted of nine lessons: Greetings, Inquiring about Symptoms, Patient History Taking, Introducing Hospital Services, Physical Examination, Explaining the Treatment Plan, Describing Disease Pathology, Providing Instructions for Proper Self-Care, Giving Directions to Different Hospital Departments. The results indicated that the overall satisfaction with the English communication video clips for hospital receptionist was high. The content was relevant to the topics, easy to understand, and timely in addressing current situations. The font style, size and colors were appropriate and easy to read. The simulation illustrations were interesting and clear, and the situations were consistent with the content. Regarding the use of the material, the overall satisfaction was high due to the convenience of using at one's own pace. Additionally, the content was practical.

The research findings implied that the English communication video clips for hospital receptionist could effectively enhance English communication skills among hospital receptionists, particularly in terms of improving their ability to interact with patients and providing hospital services. Integrating these learning materials with training programs could further increase their effectiveness. Moreover, the material can be extended to other hospitals and healthcare services, with adaptations made to suit the specific healthcare needs of different local communities.

KEYWORDS: English Language Video Clip, Communication, Hospital Receptionist



Introduction

Since the establishment of the ASEAN Community in 2015, there has been a marked increase in the movement of skilled workers, academics, and professionals across the ASEAN region (Soonthorn et al., 2019), accompanied by a surge in foreigners traveling to Thailand for work, tourism, and healthcare services (Department of Health Service Support, Ministry of Public Health, 2019). This trend underscores the pressing need for Thai hospital personnel, including Phetchabun Province, to enhance their English communication skills to cater effectively to a growing number of foreign patients (Soonthorn et al., 2019). Previous research by Soonthorn et al. (2019) demonstrated that English training courses significantly improved healthcare personnel's listening, speaking, reading, and writing abilities, as well as their satisfaction, though logistical challenges such as scheduling conflicts often prevented reception staff from attending short-term programs. The demand for medical services in Thailand is driven by factors such as affordability, the esteemed reputation of its hospitals and doctors, referrals from local physicians, and endorsements by health representatives (Department of Health Service Support, Ministry of Public Health, 2019), highlighting the urgency for policy support from the Health District and Ministry of Public Health to improve English proficiency among healthcare workers (Soonthorn et al., 2019). Recent studies, such as Chaiyasit et al. (2021), further emphasized that effective English communication skills among healthcare staff enhanced patient trust and service quality, particularly within Thailand's burgeoning medical tourism sector (Chaiyasit et al. 2021).

The development of targeted English learning materials for healthcare professionals aligns with established pedagogical frameworks. Carter argued that English for Specific Purposes (ESP) should be tailored to the precise needs of learners, a principle that informed the creation

of learning materials designed for hospital reception staff in this study (Carter, 1983). Similarly, Hutchinson and Waters advocated for a learning-centered approach in ESP, emphasizing the alignment of instructional content with learners' professional contexts, such as hospital settings (Hutchinson and Waters, 1987). This was reinforced by Dudley-Evans and St John, who highlighted that ESP focused on specialized fields like medicine, ensuring that language instruction met the practical demands of learners' roles (Dudley-Evans & St John, 1998). In the context of second language acquisition, Richards posited that curriculum development should reflect learners' specific needs and situational demands, a concept operationalized in this research through the design of video clips addressing hospital-specific communication scenarios (Richards, 2001).

The use of multimedia in language learning, as explored in this study, was supported by Mayer's multimedia learning theory, which asserted that integrating visual and auditory elements enhanced comprehension and retention (Mayer, 2021). The inclusion of Thai-English subtitles in the video clips aligned with Paivio's dual-coding theory, suggesting that presenting information through multiple channels—text and audio—facilitates understanding, particularly for second-language learners (Paivio, 2020). This approach was further validated by Vanderplank, who found that captioned media reduced cognitive load and boosted accessibility, making it an effective tool for professional language training (Vanderplank, 2021). Additionally, Danan noted that subtitled videos increased engagement and practical language application in workplace settings, a finding mirrored in the high satisfaction levels reported by hospital reception staff in this study (Danan, 2023).

Previous efforts to improve English skills among healthcare workers provided valuable insights. Prayongkul (2020) developed English learning materials for hospital

receptionists in Phetchabun Province, demonstrating the efficacy of context-specific training (Prayongkul, 2020), while Sirduandao emphasized the role of imitation-based learning in building confidence through repeated exposure to relevant vocabulary and situational sentences (Sirduandao, 2022). These findings aligned with Ellis's task-based language teaching approach, which prioritized real-world tasks—like patient interactions—to enhance communicative competence (Ellis, 2020). Moreover, Hortrakul et al. explored digital technology innovations, such as online platforms and computer-assisted instruction, to improve English proficiency among registered nurses, noting that such tools supported self-directed learning and frequent review, leading to sustained skill development (Hortrakul et al., 2024). Similarly, Kaosam and Saeyang found that online media, including platforms like YouTube, effectively enhanced English skills among learners, suggesting a scalable future direction for the video clips developed in this study (Kaosam and Saeyang, 2023).

Material design and evaluation also play a critical role. Tomlinson argued that language teaching materials should be engaging, relevant, and adaptable to learners' needs, principles reflected in the clear, modern, and job-specific content of the video clips (Tomlinson, 2011). Nielsen added that usability in digital education—such as appropriate font sizes, colors, and readability—enhanced learner experience, a factor addressed in participant feedback calling for larger captions and adjusted subtitle colors (Nielsen, 2022). Furthermore, Richards supported contextualized language training, noting that aligning materials with learners' professional environments, as done here, fostered practical application and skill retention (Richards, 2022).

Together, these studies and theoretical frameworks highlighted the importance of tailored video clips, and context-driven language instruction for

healthcare professionals. The current research built on this foundation by developing and evaluating English learning video clips specifically for hospital receptionist in Phetchabun Province, addressing both their practical communication needs and the broader demands of Thailand's healthcare and tourism sectors.

Research Objectives

1. To develop English communication video clips for hospital receptionist according to the conceptual framework of Target Situation Needs Analysis and English for Specific Purposes.
2. To examine the satisfaction with the use of English communication learning video clips for hospital receptionist.

Research Question

1. How effective is the English communication video clips for hospital receptionist?
2. What is the level of satisfaction and the usage of the English communication video clips among hospital receptionist?

Conceptual Framework

The conceptual framework of this research analyzing the specific language needs of learners based on instructional design principles (Richards, 2001), the development of learning materials should align with learners' needs and contexts, their professional or academic context (Hutchinson & Waters, 1987), English for Specific Purpose teaching focused on the needs of learners in specialized fields such as medicine, business, or hospitality (Dudley-Evans & St John, 1998) and drew from second language acquisition theories and material evaluation frameworks (Tomlinson, 2011) is illustrated in the figure below:

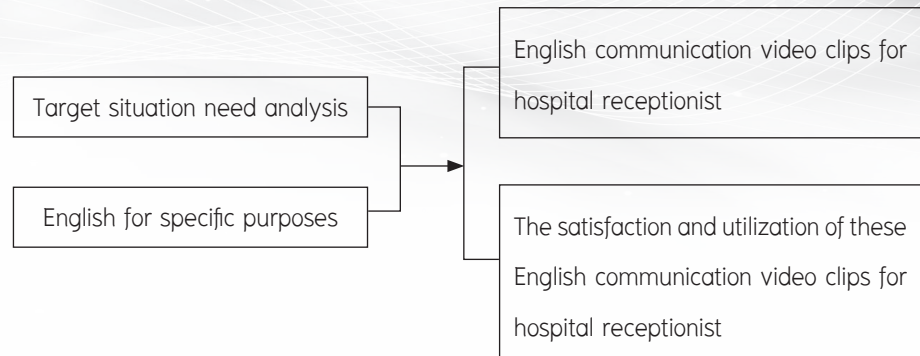


Figure 1 Conceptual Framework

Research Methods

This research employed a quantitative method approach, collecting quantitative data through a questionnaire developing English communication video clips for hospital receptionist and examining the satisfaction with the use of English communication video clips for hospital receptionist

Population: hospital receptionist totaling 35 from 11 district hospitals in Phetchabun Province each with only one to five hospital receptionists, received the data from survey.

Sample: 30 hospital receptionists from 11 district hospitals in Phetchabun Province, were selected through purposive sampling from the staff who have more than three years working experiences as the hospital receptionist.

Research Instrument:

1. English communication video clips for hospital receptionist based on the needs of hospital receptionist in Phetchabun Province.

2. A questionnaire on the satisfaction with the use of English communication video clips for hospital receptionist, using a 5-level Likert scale.

Instrument Development and Quality Assessment

The researcher utilized the following methods to develop and assess the quality of the instruments:

1. English communication video clips for hospital receptionist:

1.1 Utilized survey results regarding the scope of content from previous research on developing a short training course on English for hospital receptionists in Phetchabun Province (Prayongkul, 2020) to create content, adapting vocabulary and sentence structures from “English for The Medical Profession” (Pongpanich, 2017).

1.2 Submitted the content to two Thai English experts and one native English expert for language accuracy and content appropriateness review.

1.3 Piloted the English communication video clips with non-sample group. After that, the learning video clips were employed by sample group for one month. Accordingly, piloting the learning video clips with the sample group provided initial feedback on its effectiveness and usability, allowed for an in-depth evaluation of its practicality, engagement, and ability to improve communication skills and identified areas for improvement, informing future adjustments for better outcomes.

2. A questionnaire on the satisfaction with the use of English communication video clips for hospital receptionist:

This questionnaire comprised three parts:

1. Part 1: General information of respondents
2. Part 2: Satisfaction and practical application of English learning media
3. Part 3: Additional suggestions

The steps for creating the questionnaire were as follows:

3.1 Reviewing relevant literature on measuring satisfaction with learning media using a 5-point Likert scale (Srisa-ard, 2010).

Range of 5 scale

5 was completely agree

4 was somewhat agree

3 was neither agree nor disagree

2 was somewhat disagree

1 was completely disagree

The level of the satisfaction with the use of English communication materials were interpreted as follows;

4.51 – 5.00 referred to completely agree with satisfaction and utilization

3.51 – 4.50 referred to somewhat agree with satisfaction and utilization

2.51 – 3.50 referred to neither agree nor disagree with satisfaction and utilization

1.51 – 2.50 referred to somewhat disagree with satisfaction and utilization

1.00 – 1.50 referred to completely disagree with satisfaction and utilization

3.2 Having the questionnaire evaluated by three experts to determine The Index of Item-Objective Congruence (IOC), ensuring each item had a consistency value of 0.50 to 1.00 which considered as a perfect agreement range. The overall average IOC score was acceptable (0.75).

3.3 Revising the questionnaire based on expert feedback.

3.4 Administering the questionnaire to collect data from the sample group.

Data Collection:

1. Conducted a survey on the content scope of English communication video clips for hospital receptionist with the sample group using questionnaire.

2. Designed the content and format of the English communication video clips for hospital receptionist.

3. Piloted the English communication video clips for hospital receptionist with the sample group of 30 hospital receptionists for one month. This took place at everyone's own pace after office hours, during 1st – 31st January 2023. After learning the English communication video clips, the sample group was asked to complete a questionnaire about their satisfaction with the use of English communication materials. It took approximately 30 minutes to respond.

4. Gathered feedback on the satisfaction with the use of English communication video clips for hospital receptionist after the sample group had employed the video clips for one month.

Data Analysis:

1. Analyzed descriptive data on the content of English communication video clips for hospital receptionist using the concepts of Target Situation Needs Analysis and English for Specific Purposes.

2. Analyzed the satisfaction with the use of English communication video clips for hospital receptionist using percentages, mean, and standard deviation.

Results

The research on the development of English communication video clips for hospital receptionist yielded the following results: English Language Material: The video clips consisted of nine chapters: Greetings, Inquiring about Symptoms, Patient History Taking, Introducing

Hospital Services, Physical Examination, Explaining the Treatment Plan, Describing Disease Pathology, Providing Instructions for Proper Self-Care, Giving Directions to Different Hospital Departments.

1. English communication video clips for hospital receptionist

The researcher will present examples of English communication video clips for hospital receptionist along with example sentences used in each situation as follows:

1. Greetings

Example (1) Good morning/afternoon/evening.

(2) Welcome to _____ hospital.

(3) How can I help you?

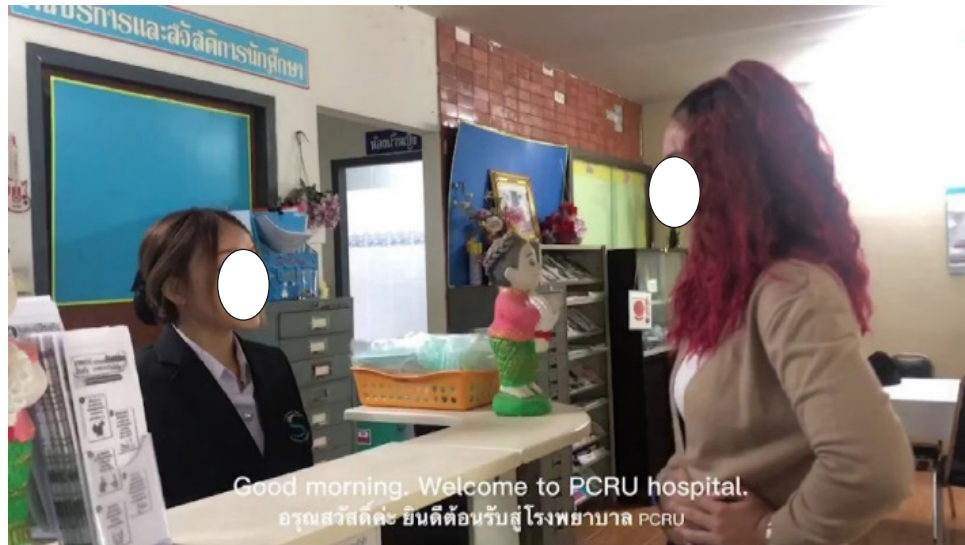


Figure 2 Greetings

Source: Researcher

2. Inquiring about Symptoms

Example (1) How are you feeling today?

(2) What happened to you?

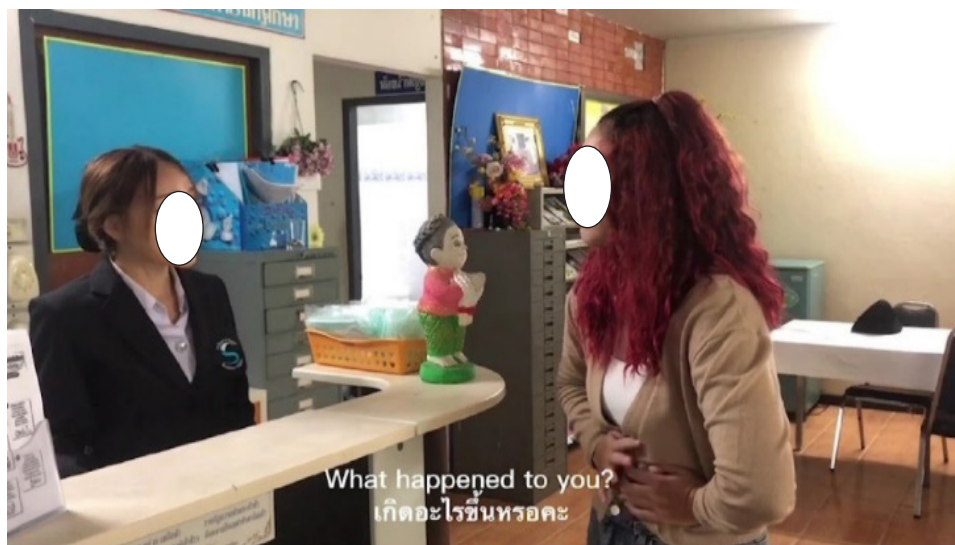


Figure 3 Inquiring about Symptoms

Source: Researcher

พินเนคส์สาร ปีที่ 21 ฉบับที่ 1 เดือนมกราคม - มิถุนายน 2568

3. Patient History Taking

Example (1) We need to register you first. What's your name?

(2) What's your nationality?

(3) Where are you staying?

(4) Are you on any medication right now?



Figure 4 Patient History Taking

Source: Researcher

4. Introducing Hospital Services

Example (1) We have a Thai massage center near the exit.

(2) We have an ambulance to transfer you to another hospital.

(3) You can get an online queue card by scanning this QR Code.

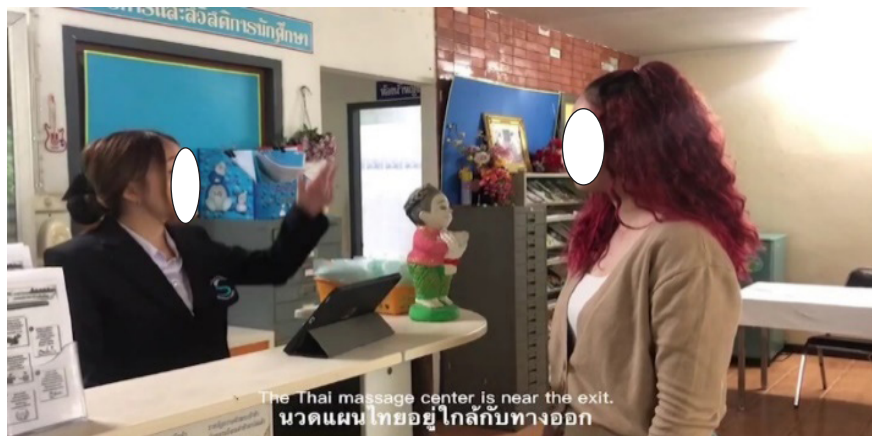


Figure 5 Introducing Hospital Services

Source: Researcher

5. Physical Examination

Example (1) Let me take your temperature and blood pressure before the doctor comes.

(2) Please step up on the scale. How much do you weigh?

(3) What is your height?



Figure 6 Physical Examination

Source: Researcher

6. Explaining the Treatment Plan

Example (1) Miss Sara, please wait inside room number

4. The doctor will be in to see you in a minute.

(2) Please sit in the wheelchair and I will take you to the surgery room.

(3) I suggest that we admit you to the hospital for observation.

(4) The doctor requested that you make a follow-up appointment.

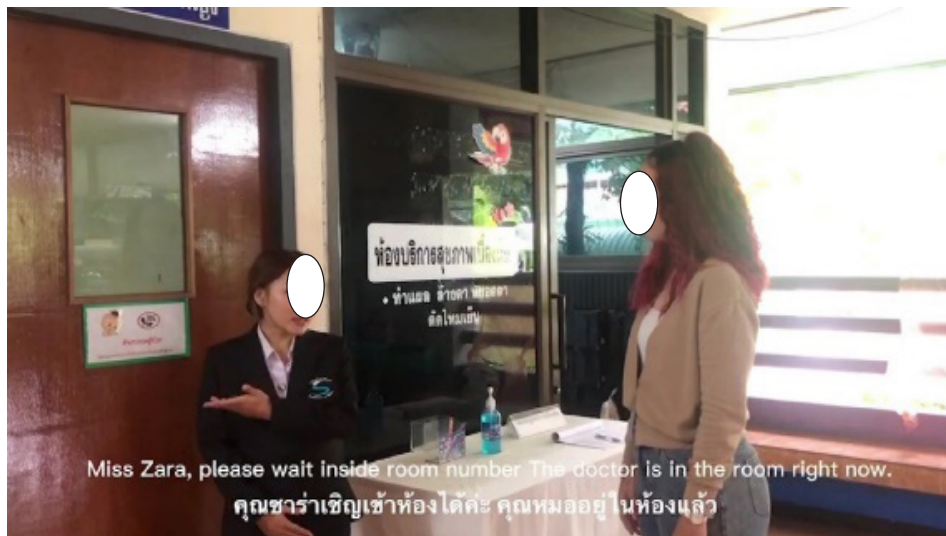


Figure 7 Explaining the Treatment Plan

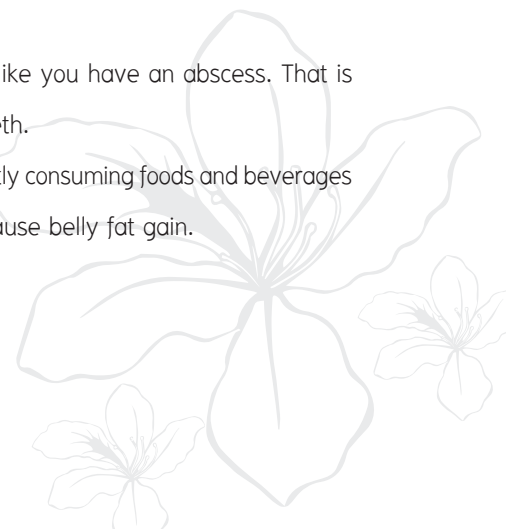
Source: Researcher

7. Describing Disease Pathology

Example (1) You have/You've got a diarrhea because you aren't used to the food yet.

(2) It looks like you have an abscess. That is an in one of your teeth.

(3) Frequently consuming foods and beverages high in sugar may cause belly fat gain.



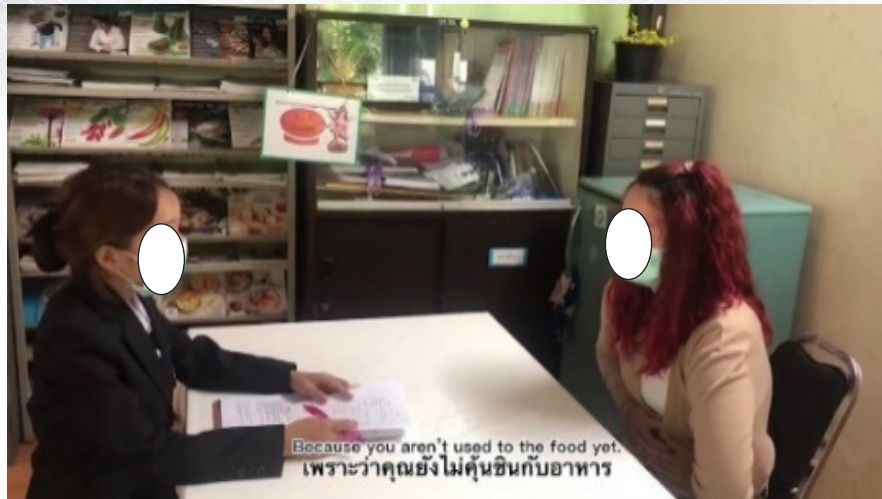


Figure 8 Describing Disease Pathology

Source: Researcher

8. Providing Instructions for Proper Self-Care

Example (1) Take two tablets three times a day.

(2) Cut down on your beer drinking.

(3) You should take this medicine with food.

(4) You should get enough sleep.

(5) You should stop eating ice cream.

(6) You need to take this medication to lower your blood pressure.

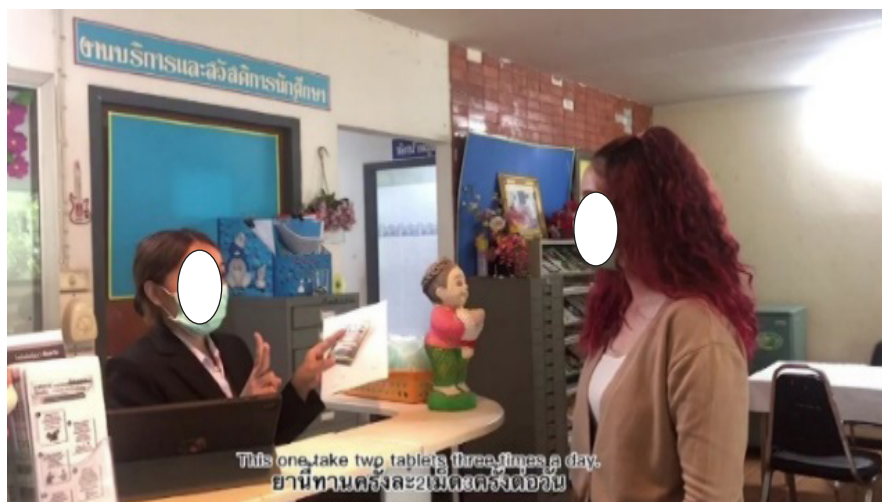


Figure 9 Providing Instructions for Proper Self-Care

Source: Researcher

9. Giving Directions to Different Hospital

Departments

Example (1) Go along this way and turn left at the 1st corner. You will see the toilet in front of you.

(2) Go upstairs to the 2nd floor. You'll see the sign to lead you to the X-Ray room.

(3) Take the elevator up to the 4th floor and then turn right. You will see the Newborn nursery on your right.



Figure 10 Giving Directions to Different Hospital Departments

Source: Researcher

2. Satisfaction and Utilization: The overall satisfaction with and utilization of the English communication video clips for hospital receptionist were high. The content was consistent with the topics, easy to understand, modern, and well-matched with the simulations. The font style, size, pictures and colors

were appropriate and easy to read. The simulation illustrations were engaging and clear, and the situations were relevant to the content. The convenience of using the video clips at one's own pace and the applicability of the content to actual work contributed to the high level of satisfaction.

Table 1 The satisfaction with the use of English communication video clips for hospital receptionist

NO.	Topic	Level of Satisfaction						
		Percentage					Mean	SD
		5	4	3	2	1		
Content								
1	The content was consistent with the topic.	12.5	50.0	12.5	12.5	12.5	3.43	1.19
2	The content was easy to understand.	12.5	50.0	37.5	0.00	0.00	3.76	0.67
3	The content was modern.	12.5	62.5	12.5	0.00	12.5	3.73	1.04
4	The content and simulations were consistent.	12.5	37.5	37.5	0.00	12.5	3.70	0.65
Video clips								
5	The font size was appropriate and easy to read.	12.5	37.5	50.0	0.00	0.00	3.66	0.75
6	The font color was comfortable to read.	12.5	37.5	37.5	12.5	0.00	3.56	0.93
7	The simulation illustrations were interesting and clear.	12.5	50.0	25.0	12.5	0.00	3.66	0.84
8	The simulations were consistent with the content.	12.5	50.0	25.0	12.5	0.00	3.73	0.86
Utilization								
9	Convenience in using learning media at your own pace	12.5	62.5	12.5	12.5	0.00	3.73	0.86
10	The content in the learning media could be applied to actual work.	12.5	62.5	12.5	12.5	0.00	3.73	0.86

Summary of Research Results

1. The English learning materials, designed as video clips for hospital receptionist, aligned with multimedia learning theory by integrating visual and auditory elements to enhance understanding and retention (Mayer, 2021). Covering nine chapters; Greetings, Inquiring about Symptoms, Patient History Taking, Introducing Hospital Services, Physical Examination, Explaining the Treatment Plan, Describing Disease Pathology, Providing Instructions for Proper Self-Care, Giving Directions to Different Hospital Departments– these video clips focused on job-specific communication skills suited for healthcare settings (Ellis, 2020).

2. The hospital receptionist's satisfaction with the practical use of the English communication video clips were assessed, revealing that the overall content, media, and utilization were at a good level. Featuring Thai-English subtitles, they supported dual-coding theory by using multiple channels to aid comprehension for second-language learners (Paivio, 2020), promoting situational learning for patient interactions, as supported by studies on contextualized language training (Richards, 2022).

Discussion

1. The English communication video clips for hospital receptionist were composed of short video clips, divided into nine chapters, with subtitles in both Thai and English. This approach aligned with Carter's concept (Carter, 1983), which emphasized the development of learning materials tailored to the specific needs of English language users. In the context of Phetchabun Provincial Hospital, where foreign patients frequently received health services, this material was crucial. It helped hospital receptionists develop English language skills in listening and speaking. The content included vocabulary, phrases, and sentence patterns that were specific to the hospital context according to the concept

of English for Specific Purpose (ESP) that focused on learning goals of learners who wanted to study and used English for their professional objectives (Hutchinson and Waters, 1999). This enabled hospital receptionists to practice using English in real situations when assisting patients or foreign visitors who did not have Thai-speaking companions.

2. The satisfaction with the practical use of the English communication video clips for hospital receptionist achieved good overall satisfaction, aided by subtitles that reduced cognitive load and enhanced accessibility for varied proficiency levels, aligning with multimedia instruction research (Vanderplank, 2021). Participants valued the content's clarity and relevance, consistent with studies showing subtitled videos boost engagement and practical language use in professional settings (Danan, 2023). Suggested improvements included adding technology explanations, enlarging captions, and adjusting subtitle colors for better readability, reflecting modern design standards (Nielsen, 2022).

Research Suggestions

Suggestions for Action

The English communication video clips for hospital receptionist should be further developed to include tools for evaluating pronunciation scores and imitating the pronunciation of native speakers.

Suggestions for Future Research

1. Further research should explore the need for learning materials to develop English communication skills for hospital receptionist with larger sample group within the community.

2. Inclusive research should be conducted with the local healthcare to develop learning material suitable for them.

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