



รายงานการวิจัย

การพัฒนารายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐาน
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เป็นภาษาต่างประเทศ

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งานวิจัยนี้ได้รับทุนอุดหนุนการวิจัยจากมหาวิทยาลัยราชภัฏนครราชสีมา
ปีงบประมาณ 2566

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A development of an English for Hotel Business Course based on
Project-Based Learning via Blended-Learning to Promote
Oral Communication Skills of EFL Students

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ปีงบประมาณ 2566

หัวข้อวิจัย	การพัฒนารายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐานผ่านการเรียนแบบผสมผสานเพื่อพัฒนาทักษะการพูดเพื่อการสื่อสารของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ
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บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) ศึกษาความต้องการเกี่ยวกับรายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐานผ่านการเรียนแบบผสมผสานสำหรับนักศึกษาสาขาวิชาภาษาอังกฤษธุรกิจ 2) พัฒนารายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐานผ่านการเรียนแบบผสมผสาน 3) ศึกษาผลของการใช้รายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐานผ่านการเรียนแบบผสมผสานที่มีต่อทักษะการพูดเพื่อการสื่อสารของนักศึกษา และ 4) สสำรวจความพึงพอใจของนักศึกษาที่มีต่อการเรียนรายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐานผ่านการเรียนแบบผสมผสาน กลุ่มตัวอย่างในการศึกษานี้ประกอบด้วยนักศึกษาในระดับปริญญาตรี สาขาวิชาภาษาอังกฤษธุรกิจ มหาวิทยาลัยราชภัฏนครราชสีมา โดยกลุ่มตัวอย่างนี้ถูกสุ่มเลือกแบบแบ่งกลุ่มเพื่อจุดประสงค์ของการศึกษาวิจัย เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบสอบถามความคิดเห็นเพื่อสำรวจความต้องการ แบบสัมภาษณ์ แผนการสอน แบบทดสอบทักษะการพูดเพื่อการสื่อสารก่อนเรียนและหลังเรียน แบบสอบถามความพึงพอใจ และการสัมภาษณ์แบบกึ่งโครงสร้าง ข้อมูลที่ได้จากการวิจัยถูกวิเคราะห์ด้วยวิธีเชิงปริมาณและเชิงคุณภาพเพื่อนำผลที่ได้จากงานวิจัยไปตีความหมาย ผลการวิจัยแสดงให้เห็นว่า 1) นักศึกษามีความต้องการเรียนรายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยเน้นไปที่เนื้อหาการทำงานด้านโรงแรม หน้าที่ของภาษาในแผนกต่างๆของโรงแรม และทักษะการพูดเพื่อการสื่อสารเพื่อให้บริการด้านโรงแรม 2) รายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐานผ่านการเรียนแบบผสมผสานประกอบด้วยองค์ประกอบหลัก คือ ข้อความแห่งเหตุผล วัตถุประสงค์ เนื้อหา สื่อการเรียนการสอน กระบวนการสอน และการวัดและประเมินผล 3) ทักษะการพูดเพื่อการสื่อสารของนักศึกษาพัฒนาขึ้นอย่างมีนัยสำคัญทางสถิติหลังเรียนผ่านรายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐานผ่านการเรียนแบบผสมผสาน และ 4) นักศึกษามีความพึงพอใจต่อการเรียนรายวิชาภาษาอังกฤษเพื่อธุรกิจการโรงแรมโดยใช้การเรียนรู้แบบโครงงานเป็นฐานผ่านการเรียนแบบผสมผสาน

Research Title	A development of an English for Hotel Business Course based on Project-Based Learning via Blended-Learning to Promote Oral Communication Skills of EFL Students
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Abstract

The purposes of this study were to: 1) examine the needs of English for Hotel Business Course based on project-based learning via blended-learning for students majoring in Business English; 2) develop English for Hotel Business Course based on project-based learning via blended-learning ; 3) investigate the effects of implementation of English for Hotel Business Course based on project-based learning via blended-learning on students' oral communication skills; and, 4) explore students' satisfactions towards the implementation of English for Hotel Business Course based on project-based learning via blended-learning. The samples of this study included undergraduate students majoring in Business English at Nakhon Ratchasima Rajabhat University. They were selected by using cluster sampling for the purposes of the study. The research instruments in this study consisted of: 1) needs analysis questionnaire; 2) interview protocol; 3) lesson plans; 4) pre- and post- oral communication test; 5) satisfaction questionnaires; and 6) semi-structured interview. The obtained data from research were analyzed by quantitative and qualitative methods for the result interpretation. The findings of this study revealed that: 1) Students needed to learn English for Hotel Business course emphasizing on hotel operations, language functions in various hotel departments, and oral communication skills for hotel service; 2) English for Hotel Business Course based on project-based learning via blended-learning consisted of 6 components: rationale, objectives, learning content, instructional process, materials and assessment, and evaluation ; 3) Students' oral communication skills were significantly improved after learning through the implementation of English for Hotel Business Course based on project-based learning via blended-learning; and 4) Students had positive satisfactions towards learning through the implementation of English for Hotel Business Course based on project-based learning via blended-learning.

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Furthermore, the researcher would like to thank the experts who are ESP teachers, Hotel and Tourism teachers, and hotel personnels who share valuable perspectives towards the issues of English teaching and hotel studies. Last but not least, the researcher would like to thank the participants in her study. Without great cooperation and participation from them, this research could not be successfully completed. The researcher is really appreciated.

Lawarn Sirisrimangkorn

2023

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CHAPTER 1

Introduction

This chapter provides the introduction of this study. It is divided into eight parts: background and statement of the problems, research questions, purposes of the study, hypothesis, the scope of the study, the significance of the study, definitions of terms, and finally summary of the chapter.

Background and statement of the problems

Nowadays English is used as an important communication tool among people who speak different languages. English is significantly used for different purposes such as international relations, traveling, communication, and especially education (Crystal, 1997). English is ranked as one of the most frequent spoken. In addition, English is variously used as a governed language in many countries, and it is also used as a foreign language in many countries including Thailand. In terms of basic education in Thailand, English is a core subject in all levels of education. In tertiary level, English for Specific Purposes (ESP) is provided to learners who would like to focus on learning English in specific fields. There are different courses of ESP, for instance, English for Tourism, English for Secretary, or English for Cabin Crews, etc. The ESP courses aim at responding learner's needs such as educational purposes or career purposes.

In terms of career, English plays an important role in various fields of career, especially in hospitality service such as hotel and tourism. English is a vital communication tool for service jobs especially in hotel business. English is a central language for worldwide hotel business (Blue & Harun, 2003). Hotel and tourism staffs are required to have effective oral communication skills. To explain this, hotel

employees ask for guest information during registration or explain service for guest request. The hotel staffs are required to effectively communicate with foreign guests. Accordingly, learning English for specific purposes is important for service staffs as it equips them to use language in their occupational purposes (Johnson, 2002). Consequently, oral communication skills are important for staffs in hotel business since they require to effectively communicate with guests to respond their needs and requests. Employers of workplaces or entrepreneurs look for staffs with effective communication skills as they can understand customer needs and provide service efficiently.

According to Rahman (2015), ESP is one important part of English teaching. ESP is different from general English as ESP focuses on learners and their needs. Most ESP learners are adult learners who need English for their career and have specific purposes. As a result, ESP courses are designed to serve educational or occupational purposes of the learners. Moreover, Blue and Harun (2003) mentioned that ability of English service is important and there should be a course focusing on service management for service employees who speak native language and foreign language as they provide service to foreign customers.

In terms of teaching and learning of English, various methods or tools are integrated to facilitate teaching and enhance learning. Firstly, project-based learning is seen as one of effective methods for encouraging learners to use language in a communicative and authentic context since it requires learners to use language during working on the project. Project-based learning is one of effective methods used to promote learners' learning skills. Moreover, project-based instruction is useful as it encourages teachers to reach various instructional goals. Also, project-based learning

encourages learners to demonstrate their knowledge in practical ways. Wahyudin (2017) views project-based learning as a bridge between using English in class and using English in real life situations outside the class.

Moreover, technology is integrated to teaching and learning of English. Teachers can use the technology to deliver their instruction or use it as a medium to communicate with their learners. Learners can take advantages of the technology in terms of learning opportunities outside class time and convenient practice of language learning. There are various types of technology in language instruction and learning. Blended learning is one technology used for enhancing English teaching and learning purposes. Sharma and Barrett (2007) referred blended learning to a language course which combines a face-to-face classroom component with an appropriate use of technology. They recommend integration of technology into the language lessons, to encourage learners to practice language based on technology outside the classroom, and to complement the taught element of the course.

Oral communication skills are important for future career; however, the skills are the most problematic skills among EFL learners (Crosling & Ward, 2002). Many EFL learners ineffectively communicate in their years of study. Oral communication skills are important for study and future career. According to greatest changes in technology disruption and COVID 19 situations, many tertiary institutes have adapted their educational policy in terms of course provision by integrating technology for teaching and learning process. For the first case, technology is used as a tool for providing instruction to learners. For the latter case, technological tools are used to transfer knowledge to learners who are in separated locations from the teachers. There are many advantages of online learning. The institutes have adapted by providing more

options for learners to reach to the knowledge and instruction. For example, online courses are provided to learners who cannot commute to the university.

Business English curriculum at Nakhon Ratchasima Rajabhat University (NRRU) provides undergraduate program focusing on Business English knowledge and skills for undergraduate students who are interested to work in English and related business area. It also aims to develop business English students to become qualified and competent for market workforce competition. Furthermore, Business English students are provided with various ESP courses such as English for Hotel Business, English for Secretary, English for Customer Service, etc. Business English curriculum also encourages the students to have effective communication skills for their future career. Oral communication skills are seen as important for their study and future career. Ability to function on effective tasks are required for students who aim to work in business market. English communication skills are vital for staffs in the workplace. Undergraduate are required to have effective communication skills for their study and future career. They should prepare themselves for competition in the future.

English for Hotel Business is one major subject of Business English Curriculum at Nakhon Ratchasima Rajabhat University. Undergraduate students in Business English curriculum study English for Hotel Business in their third year of study. After students finish the course, they are expected to learn and use vocabulary and language in various departments in the hotel. In addition, they are expected to effectively use English skills in the hotel business context. In terms of language practice, they practice English skills in pair work and group work. The course at the university is a lecture-based course so students have few opportunities to practice in the real context. The course activities are based on commercial textbook and might not correspond to the

current situation in workplace. The activities might not encourage them to practice their oral communication skills.

According to the requirement of effective English business course and the importance of oral communication skills, this study aims to examine learner's needs for the course including their oral communication skills. After that, the researcher can design appropriate business English course for the learners. The study also aims to study the effectiveness of the course on student learning as a result of course implementation. In terms of positive effect of project-based learning and blended learning, their disciplines are variously implemented to develop EFL teaching practice and learners' language learning in the study.

Research questions

This study addresses the following research questions.

1. What are the needs of an English for Hotel Business Course based on project-based learning via blended learning for students majoring in Business English?
2. How can English for Hotel Business Course based on project-based learning via blended learning be developed to promote students' oral communication skills?
3. How does the implementation of English for Hotel Business Course based on project-based learning via blended learning promote students' oral communication skills?
4. What are students' satisfactions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning?

Purposes of the study

The followings are the purposes of this study.

1. To examine the needs of an English for Hotel Business Course based on project-based learning via blended learning for students majoring in Business English.
2. To develop English for Hotel Business Course based on project-based learning via blended learning to promote students' oral communication skills.
3. To investigate the effects of implementation of English for Hotel Business Course based on project-based learning via blended learning on students' oral communication skills.
4. To study students' satisfactions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning.

Research hypothesis

The hypothesis of this research is:

The mean score of oral communication skills in the post-test of the students who have studied based on the implementation of English for Hotel Business Course based on project-based learning via blended learning would be significantly higher than the pre-test.

Scope of the study

1. Population and Samples

The population of this study was 61 third year students majoring in Business English at Nakhon Ratchasima Rajabhat University. The samples of this study were 30 third year students majoring in Business English in the first semester of academic year 2023. They were selected by cluster sampling.

2. Variables

There were two variables in this study. Firstly, the independent variable was the implementation of English for Hotel Business Course based on project-based learning via blended learning. Secondly, the dependent variables were students' oral communication skills assessed before and after the implementation of English for Hotel Business Course and students' satisfactions towards the implementation of English for Hotel Business Course.

3. Research instruments

There were two major categories of research instruments in this study: the research instruments used in course development process and the research instruments used in course implementation. Firstly, the research instruments for course development consisted of: 1) needs analysis questionnaire and 2) interview protocol. Secondly, the research instruments for course implementation consisted of: 1) lesson plans; 2) pre- and post- oral communication tests; 3) satisfaction questionnaires; and 4) semi-structured interviews.

Significance of the study

1. The research finding will contribute to the development of English for Hotel Business course to be corresponding with learner's needs.

2. The research result will provide a teaching framework for developing learner's oral communication skills and be adaptable other related ESP courses.

Definition of terms

Needs analysis is a process of gathering information using for developing a course of curriculum. The information collection is for acquiring participant's needs. In this study, a needs analysis is used to collect students' needs, wants, lack and problems regarding English learning and their oral communication skills.

Oral communication skills are ability to convey ideas and communicate with interlocuters effectively. It is a verbal form of communication which a speaker communicates his or her thoughts, presents ideas and shares information. In this study, student's oral communication skills were assessed by using an oral communication test constructed by the researcher. The test consisted of 2 parts: interview and presentation. In terms of interview, students' oral communication skills are measured in the following areas: grammar, vocabulary, comprehension, fluency, pronunciation, and tasks (Brown, 2001). In presentation part, students' oral communication skill is measured in the following areas: content and delivery (Brown, 2001).

English for Hotel Business Course is a compulsory course in Business English curriculum providing for business English students at Nakhon Ratchasima Rajabhat University. The course lasts 16 weeks in a semester. The contents of the lessons were derived from the findings of a needs analysis, focusing on English oral communication

skills. The course was conducted based on project-based learning and in blended learning environment.

Project-based learning is a teaching and learning method in which students learn by actively engaging in meaningful and communicative projects. In this study, project-based learning is based on Fragoulis's (2009) stages: speculation, designing the project activities, conducting the project activities, and evaluation. The first stage aims to provide the choice of project to students as teachers and students speculate possibilities that will lead smoothly to the projects. The second stage aims at organizing the structure of a project activity that includes group formation, assigning roles, methodology decision, information source. In the third stage, students work and do activities consisted of gathering information, group discussion, consultation with the teacher, and final exhibition. Finally, evaluation aims to assess participants' activities and discuss about whether the aims and goals have been achieved and implemented.

Blended learning refers to the combination of traditional face-to-face instruction with online instruction. In this study, students were provided with online lessons and face-to-face classroom activities. In blended learning environments, the students studied the lessons online, and they meet in classroom to collaborate, and work on the tasks and project.

Student's satisfactions refer to students' opinions or feelings after learning through the implementation of English for Hotel Business Course based on project-based learning via blended learning. In the current study, the students' satisfaction towards the course is measured by a satisfaction questionnaire developed by the researcher.

Summary of the chapter

This chapter provides the introduction of this research study. It explained the rationale of how the research study was conducted and related concepts to the studies. The next chapter will discuss about the literature review of this study.

CHAPTER 2

Literature Review

This chapter aims to provide related literature review of this study. It is divided into five parts as follows.

1. English for Specific Purposes
 - 1.1 Importance of ESP
 - 1.2 Roles of ESP teacher
 - 1.3 Characteristics of ESP learner
2. Needs analysis
 - 2.1 Concepts of needs analysis
 - 2.2 Needs analysis process
3. Course development
 - 3.1 Steps of course design
4. Oral communication skills
 - 4.1 Definitions of oral communication
 - 4.2 Functions of oral communication
 - 4.3 Teaching oral communication
 - 4.4 Types of speaking performance
 - 4.5 Assessment of oral communication ability
5. Project-based learning
 - 5.1 Definitions of project-based learning
 - 5.2 Advantages of project-based learning
 - 5.3 Steps of project-based learning

6. Technology Enhanced Language Teaching

6.1 Advantages of using technology

6.2 Blended learning

6.3 Consideration for blended learning

7. Related studies

English for Specific Purposes

English for Specific Purposes (ESP) is as an important subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research (Nunan (2004, p. 7). The main concerns of ESP have focused on needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation (Dudley-Evans and St John (1998, p. 1).

1. Importance of ESP

ESP has been growing in importance for many years now. There are a number of factors behind this (Harding, 2007):

1.1 The increase in vocational learning and training throughout the world, as education becomes less academic and esoteric, and more practical and application-oriented. Students want their studies to lead to something useful. Economies and markets want to employ people with vocational skills.

1.2 Globalization continues to spread, and globalization has clearly chosen English as its language of communication. In a shrinking world, English as the language of international communication is spreading faster and faster. It is also spreading downwards and outwards to people who'd never needed English before. It is not just

the politician, the business leader, and the academic professor who need to speak to international colleagues and clients; it's also the hotel receptionist, the nurse, and the site foreman. And new groups constantly appear—call center operatives, construction workers moving within the European Union are two such recent examples.

1.3 At the same time, General English is being taught throughout the world at earlier ages with increasing success. As this trend continues, students will leave their primary education having already covered the traditional 'General English' syllabus, and, regardless of how competent they have become, they will not wish to repeat the same old merry-go-round at secondary and tertiary level—their English studies need an application, a purpose.

2. Roles of ESP teacher

There are five key roles as follows.

2.1 Teacher or language consultant

2.3 Course designer and materials provider

2.3 Researcher—not just gathering material, but also understanding the nature of the material of the ESP specialism. Collaborator—working with subject teachers and subject teaching

2.5 Evaluator—constantly evaluating the materials and the course design, as well as setting assessment tests and achievement tests.

3. Characteristics of ESP learner

There are two broad categories of ESP learners: Firstly, there are those already working in their specialism or at an advanced stage of their training. Secondly, there are those who are pre-work and who will probably be younger (for example, 16-

18), and where it cannot be expected that they have much detailed knowledge of their specialism. The following characteristics apply mainly to the former category.

- The ESP learner has a further purpose. He or she is learning English in order to achieve something specific beyond the language itself.

- The further purpose of the ESP learner will usually involve skills that are very different from the skills involved in learning a language.

- The ESP learner has often not succeeded as a language learner in the past—after all, they have chosen to pursue a vocation and a purpose that is not language-based.

- The ESP learner will probably be studying English at the same time as studying their subject or doing a full-time job (neither of which is likely to be language-based). He or she may well come to the ESP class tired and distracted.

- The ESP learner may be there reluctantly, perhaps because their line manager has told them to be there.

- ESP learners in the same class are unlikely to have the same or even a similar, level of English. The teacher must expect mixed levels and will need to have strategies and activities to allow for differentiation.

- But against this must be set the fact that the students will usually be studying in the same ESP area. It is rare to have a class containing lawyers, nurses, and bricklayers at the same time; but it is possible to have varied classes within a specialism—for example, doctors, nurses, radiologists, and administrators.

Needs analysis

A needs analysis helps the teacher to understand the difference between where the learners are, in terms of communicative competence, and where they need to be to meet their business (Frendo, 2011, p.15). Sometimes this needs analysis is minimal, and simply consists of a series of brief questions which give the teacher a rough idea of the needs of the group. But at other times a needs analysis can be a more substantial proposition. A large-scale needs analysis can be designed to look at an organization and work out its strengths and weaknesses in terms of communication in English.

The basic aim of a needs analysis is to collect, and examine critically, information about the current situation, in other words where the learners are before teaching begins, and the target situation, which is where they would like to be at the end of the teaching. Understanding the difference (the training gap) between these two situations leads to the course design (syllabus, methods, constraints, learning strategies, and so on).

A needs analysis is unique to a specific training situation. There is no standard model of needs analysis, and there is no 'single best way' to do it. A needs analysis is not an objective exercise; it entails exercising judgment and finding compromises to make the best use of resources in a particular teaching context. It is about working with learners to decide on the best way forward. At the end of all this effort, it is still inevitably vague in parts.

1. Concepts of needs analysis

According to Chambers (1980), needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation. Dudley-Evans and St John (1998) offer a 'current concept of needs analysis' as follows.

- A. Professional information about the learners: The tasks and activities learners are/will be using English for – target situation analysis and objective needs.
- B. Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English – wants, means and subjective needs.
- C. English language information about the learners: What their current skills and language use are – present situation analysis – which allows us to assess (D).
- D. The learners' lacks: The gap between (C) and (A) – lacks.
- E. Language learning information: Effective ways of learning the skills and language in (D) – learning needs.
- F. Professional communication information about (A): Knowledge of how language and skills are used in the target situation – linguistic analysis, discourse analysis, genre analysis.
- G. What is wanted from the course.
- H. Information about how the course will be run – means analysis.

2. Needs analysis process

Needs analysis in ESP refers to a course development process (Basterkmen, 2010). In this process the language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered in relation to the present state of knowledge of the learners, their perceptions of their needs and the practical possibilities and constraints of the teaching context. The information obtained from this process is used in determining and refining the content and method of the ESP course. The needs analysis process involves:

- Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do.
- Discourse analysis: Descriptions of the language used in the above.
- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
- Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer.

Hyland (2008, p. 113) reminds us, 'Needs analysis is like any other classroom practice in that it involves decisions based on teachers' interests, values, and beliefs about teaching, learning and language.'

Course Development

Course development or course design is a process which comprises several components (Graves, 2000). There are several steps of course design. The components of course development consist of setting goals and objectives based on some form of assessment, determining content, materials, methods and evaluation (Brown, 1995). According to Robinson (1991, p.34), course design is the product of a dynamic interaction between the results of NA, the course designers' approach to syllabus and methodology, and existing materials.

1. Steps of course design

According to Graves (2000), a systematic course design consisting of the following steps: Conducting needs analysis, determining the goals and objectives of the course, conceptualizing the content, selecting and developing materials and activities, organizing the content and activities, and evaluating. The following part explains the steps of course design as follows.

1.1 Conducting needs analysis

Needs analysis is the first important process for designing syllabus. Needs analysis is important as it provides learners' information and target needs. The information is vital for setting the goal and objectives of teaching and learning process. When needs are clear, learning aims can be easily derived. Consequently, the language course is more motivating. The needs analysis is important as it helps design appealing tasks and materials. Moreover, needs analysis is useful for organizing the content and activities since it identifies the sequence of real-life activities that could be adopted in the teaching learning process. Stakeholders' needs are also important as it determines the standard of achievement.

1.2 Determining the goals and objectives of the course

The goals and the objectives can be drawn from the results of the needs analysis. Since ESP was situated for the adult learners seeking for employment in the future, the goals and the objectives should relate to those needs. The analysis of the problems faced by the learners can also be considered in shaping the goals and objectives.

1.3 Conceptualizing the content

Conceptualizing the content is choosing and analyzing the necessary content related to the needs analysis and the goals and objectives. Accordingly, it is necessary to identify language function and language expression related to the jobs.

1.4 Selecting and developing materials and activities

Materials and activities should be carefully selected because activities enable the students to deal with situation related to their future employment. Tasks related to the future tasks and authentic materials should be implemented. Moreover, communication situations should be provided to students since they give a different dimension to language.

1.5 Organizing the content and activities

Organizing the content and activities are important since it provides the teacher and the students with a clear idea of what will be taught. According to Xenodohidis (2006), there are two principles under lying the concept of sequencing material; building and recycling. Firstly, building follow the process of the simple to the more complex, from concrete to more open ended, while recycling means that the students deal with taught materials in a new way.

1.6 Evaluating

The last step is concerned with evaluating the results of implementing the previous stages. It is an important process for both ESP teachers and learners to determine whether their aims and objectives were attained or not.

To summarize, the steps can be used to design the course for the learners. Firstly, it begins with the needs analysis which is an important process for setting the goal and objectives, conceptualizing the content, designing appropriate tasks and materials, organizing the content and activities, and evaluating.

Oral Communication Skills

1. Definitions of oral communication

There are various definitions of oral communication. The following part provides its definitions.

Oral communication refers to the operation of individual using verbal and non-verbal cues within and across various contexts, cultural, channels and media (Ammer et al., 2005).

Oral communication is the appropriate use of the language in social interactions (Zuheer, 2008).

Oral communication is referred as speaking skills, which means a spoken interaction across more than one people involving the effective transmission of ideas, thoughts, facts, feelings, and values (Rahman, 2010).

To conclude, oral communication is interactive interaction focusing on ability to understand what and how to speak in different contexts. The elements of oral communication skills consist of gesture, style, language used, facial expression,

understanding the audience, politeness, precision, and directness, etc. Moreover, three components of communication include verbal, non-verbal, and para-verbal. Individuals need these components in order to send clear and concise messages and to receive and correctly understand the message (Windle and Warren, 2013).

2. Functions of oral communication

There are three types of functions of oral communication (Richards, 2008): talk as interaction, talk as transaction, and talk as performance.

2.1 Talk as interaction

Talk as interaction is speaking interaction based on social function, such as conversation. This type of speaking focuses on the speakers rather than the message. It also reflects role relationships of speakers. It can be formal or informal talk. Examples of this talk includes greeting, making small talks, and telling personal stories.

2.2 Talk as transaction

This type of speaking is speaking in informal contexts such as at home or playground. Talk as transaction primarily focuses on information and message, but not the participants. This type of talk aims to give and receive information or getting goods and services. Participants produce communication strategies to make themselves understood. In addition, there may be frequent questions, repetitions, comprehension checks, negotiation, and digression. The linguistic accuracy is not always important. Example of talk as transaction are discussing, describing, or explaining information in class, responding to questions posed by teachers and making a phone call for a restaurant reservation.

2.3 Talk as performance

This type of speaking focuses on both message and audience such as public speaking, debate, and class presentations. This type of talk has predictable organization and sequencing. Moreover, the language use in this talk is more like written language and it is often monologic. In this study, the functions of language use in online collaborative lesson were talk as transaction for the purpose of learning English speaking as an additional course to increase English oral communication ability.

3. Teaching oral communication

To teach oral communication, there should be some considerations as follows (Brown, 2001).

3.1 Conversational discourse

The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.

3.2 Teaching pronunciation

Teaching goal of English pronunciation should be more realistically focused on clear, comprehensible pronunciation. At the beginning levels, we want learners to surpass that threshold beneath which pronunciation detracts from their ability to communicate. At the advanced level, pronunciation goals can focus on elements that enhance communication: intonation features that go beyond basic patterns, voice quality, phonetic distinctions between registers, and other refinements that are far more important in the overall stream of clear communication.

3.3 Accuracy and fluency

While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.

3.4 Affective factors

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. For teacher role, it is necessary to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be.

3.5 The interaction effect

The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are collaborative as participants engage in a process of negotiation of meaning. So, for the learner, the matter of what to say—a tremendous task, to be sure—is often eclipsed by conventions of how to say things, when to speak, and other discourse constraints.

4. Types of speaking performance

The followings are types of speaking performance that can be used in classroom (Brown, 2001).

4.1 Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

4.2 Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

4.3 Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4.4 Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech.

4.5 Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

4.6 Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

5. Assessment of oral communication ability

To assess oral communication, various speaking tasks can be conducted depending on the purpose of the assessment. The following tasks are the common forms of oral communication assessment.

5.1 Interview

When a test taker is interviewed, he or she is explained a situation and sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. The interviewee is assessed their oral communication based on grammar, vocabulary, comprehension, fluency, pronunciation, and task.

5.2 Presentation

Presentation can be conducted in various forms such as presentation of report or products. When a presenter present, he or she has to plan for the content, organization, and delivery (Brown, 1995). The presenter is assessed their oral communication based on content and delivery.

5.3 Role-play

When speakers carry on role-play activities, they are provided with the situations and roles. Then, they have to do the role-play and interact with the interlocutors based on the situations. The interviewee is assessed their oral

communication based on grammar, vocabulary, comprehension, fluency, pronunciation, and task.

To assess oral communication ability, Bailey (2005) suggested the following tests.

1. Direct Test

Students would directly speak the target language and interact with the test administrator or classmates. The test types could be a conversation, a spontaneous talk, an interview, etc.

2. Indirect Test

Students could be assigned to do the paper test such as gap filling, a conversational cloze test, or multiple choices test.

3. Semi Direct Test

Students would listen the directions from a recorded voice and respond by recording their voice to a recorder.

However, Bailey (2005) stated that assessing oral communication ability should be as direct as possible. According to Hughes (2003), direct testing requires the test taker to actually perform the skill. Thus, speaking tests should require students to speak. To assess oral communication ability, the test and rubrics are important (Luoma, 2004). The next part presents the rating scales that evaluate speaking ability. Brown (2001, pp. 406-407) presents a scale for assessing the English speaking ability of students by focusing on grammar, vocabulary, comprehension, fluency, pronunciation, and tasks.

Table 2.1 The oral proficiency scoring categories

No.	Criteria	Rating score	Comment
1	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal.
		2	Can usually handle elementary constructions quite accurately but the does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used.
2	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.

		4	Can understand and participate in any conversation with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	Comprehension	5	Equivalent to the of an educated native speaker.
		4	Can understand any conversation within the experience.
		3	Comprehension is quite complete at a normal rate on speech .
		2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
		1	Within the scope of his/her very limited language experience, can understand simple questions.

4	Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs.
		3	Can discuss particular interests of competence with reasonable words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
5	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Error in pronunciation is quite rare.
		3	Error never interferes with understanding and rarely disturb the native speaker.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by a native speaker.
6	Task	5	Speaking proficiency equivalent to that of an educated native speaker.

		4	Would rarely be taken for a native speaker but can respond.
		3	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
		2	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
		1	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

To summarize, oral communication can be variously assessed depending on the purpose of the speaking tasks. It is necessary to consider speaking tasks and criteria appropriately.

Project-Based Learning

Project-based learning is implemented into English teaching and learning with various purposes. It is seen as a useful method to encourage students to improve their communication skill through the meaningful project.

1. Definitions of project-based learning

Project-based learning is an instructional technique that enables students to perform meaningful tasks (Howard, 2002).

Project-based learning is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve (Stivers, 2010).

Project-based learning is a model that organizes learning around projects (Thomas, 2000).

A project is conducted in various forms such as report or presentation. Project work is seen as is an authentic task that is similar to real life tasks and the language input is more authentic (Gallacher, 2004). When students work on the project, they share the same goals in completing the project. This is beneficial for students' learning and working skills.

2. Advantages of project-based learning

Project-based learning is an approach for developing learners' language learning in different levels and context. There are various advantages of using project-based learning as follows (Boss, Krajcik, and Pratrck 1995).

2.1 Project-based learning increases learners' motivation. When learners collaborative work on the project, they help each other to choose the topics, the content, and the presentation mode. They develop their projects based on their interests and abilities.

2.2 Project-based learning increases problem solving abilities. When learners work on the project, they work in complex problems which required to be solved. They must work independently and collaboratively to solve the problems.

2.3 Project-based learning improves media research skills. When learners work on the projects, they work on the authentic tasks. To complete the tasks, they required to conduct research using various information resources.

2.4 Project-based learning increases in collaboration. During processing the project, learners collaboratively work with their groups. They have to plan, share, and help each other to complete the project.

2.5 Project-based learning increases in resource-management skills. To accomplish the project, learners are encouraged to effectively organize the project and manage their time so that they can achieve their goals of the project.

3. Steps of project-based learning

The present research study adopted Fragoulis's (2010) framework to integrate in this study. Fragoulis's framework consisted of the followings.

3.1 Speculation: The choice of project is provided to students. Teachers and students speculate possibilities that will lead smoothly to the projects.

3.2 Designing the project activities: The stage aims at organizing the structure of a project activity that includes group formation, assigning roles, methodology decision, information source.

3.3 Conducting the project activities. Students work and do activities that were planned and designed in the previous stage. In doing this, they gather information, have group discussion, consult with the teacher about problems encountered in their work. Then, their final products are exhibited in various forms such as a presentation, a performance, a product, or publication to the class.

3.4 Evaluation. In this stage, the activities are assessed by the participants and they discuss about whether the initial aims and goals have been achieved and implemented in the process and final products.

Technology integration in language teaching

Technology is usefully integrated in language teaching as it facilitates teachers to provide language instruction and equips learners to learn effectively.

1. Advantages of using technology

There are great benefits of using technology in language. They are discussed as follows (Sharma & Barrett, 2007).

1.1 Motivating

Using technology is motivating for learners as they can play language learning game, enjoy tasks, and derive benefits through recycling of language. Moreover, they can work on exercises at their own pace.

1.2 Interactivity

Web-based exercises are more interactive than paper-based exercises. Moreover, learners are provided with chances to review language.

1.3 Instant feedback

Based on the technology, learners can get instant feedback on what they have practiced. The instant feedback is useful and the learners can redo exercises as many times as they prefer.

1.4 Flexibility

Supporting a course with technology can allow learners and teacher more flexibility in both time and place.

1.5 Autonomous learning

Technology allows language practice and study away from the confines of the classroom. Learners become used to evaluating and selecting materials and

they can plan their learning according to their own time. This helps them to become independent learners.

1.6 Time saving

Posting course materials online for learners to access can save the teacher the time and expense of photocopying.

1.7 Be current

The immediate lessons can supplement the traditional role of published materials, which tend to have a longer shelf life.

1.8 Distinguished skill practice

Learners can practice different language skills effectively through using technology as there are differences in the type of practice required to develop each of the four skills.

2. Blended learning

There are various factors influencing the implementation of blended learning in language course. The factors include attitude, level, teacher training, internet access, and cost (Sharma & Barrett, 2007).

2.1 Attitude

Teachers and learners may have different attitudes towards blended learning courses. The attitude might be positive, negative, or neutral. Having a stance of 'healthy scepticism' is one approach to hearing about a new technology.

2.2 Level

Learner level is an influencing factor affecting the type of technology integration. Different levels of learners might be integrated with different technologies.

The guided practice is a welcome break from the demands of the course, and provides review and consolidation.

2.3 Teacher training

Every teacher should have core skills as he or she requires a basic knowledge about using technology in ELT and skills to incorporate technology into their courses. Moreover, they should have other skills such as ability to search Web efficiently, creating and evaluating materials.

2.4 Resource access

Both teacher and learners require to access to technology as it is an important key of course implementation.

2.5 Cost

Some technologies might cost highly. There should be consideration on cost issue as it might result to technology implementation.

3. Consideration for blended learning

To implement blended learning effectively, there should be careful consideration as follows.

3.1 Separate the role of the teacher and the technology

Roles of teacher and technology are different and should be clearly distinguished. Teacher role is based on human interaction and basically be supported by the technology. Learning syllabus and lesson plans are created by the teacher. However, the technology provides learners with the possibility to control the exposure they receive. The learners can practice by themselves via the technology.

3.2 Teach in a principled way

It is necessary to firstly focus on learner needs. Then there should be consideration on how to use technology to improve teaching and enhance learning. In addition, it is important to ensure that the teaching is driven by the pedagogy and supported by the technology.

3.3 Use technology to complement and enhance F2F teaching

Technology should be used to complemented and enhanced a classroom activity. Since the integration is a major concept, the content of the lesson and the online materials should be equally balanced for the integration.

3.4 Technology is what you do with it

Technology is advantageous and should be used as a helpful tool for language teaching and learning. For example, an English course from CD-ROM is beneficial for both learners and teachers. The learners can study at their own time and their own pace while the teachers use it as a material used for teaching inside the classroom or an assignment for students to practice outside the classroom.

Related research

Taraporn et al. (2014) conducted a research study. The purposes of the research were; 1) to analyze stakeholders' needs toward Hotel English Training Program, 2) to develop and test the efficiency of English Hotel English Training Program for 3rd year hotel students, 3) to compare students' ability in English for hotel communicative skills, and 4) to investigate the students' satisfactions toward the Hotel English Training Program. The sample, selected by simple random sampling technique, comprises 30 of 3rd year hotel students in the faculty of hospitality and tourism,

Rajamangala University of Technology Rattanakosin. The students did the pretest, attended 10 units of hotel English training program for 30 hours, did the posttest and answered the questionnaire on satisfactions toward Hotel English Training Program within the total of 36 hours. The instruments used for gathering data consisted of; 1) table of content analysis from literature reviews and stakeholders, 2) Hotel English Training Program which included 10 units of materials, 3) pretest and posttest of the achievement on communication skills in English for hotel, and 4) a questionnaire on satisfactions toward the Hotel English Training Program. The results of the study were; 1) Stakeholders' needs toward Hotel English Training Program included content, language functions, language skills, learning activities, and evaluation which suitable for real-life hotel situations. 2) the efficiency score of the Hotel English Training Program was 83.13/78.48 which was higher than the expected criterion (75/75), 3) the students' ability in English for hotel communication skills was significantly higher at the 0.05 level and the effect size of ability was 6.06, 4) the students' satisfactions toward the Hotel English Training Program were highly positive.

Anchunda and Kaewurai (2022) conducted a research study relying on pre-service teachers' needs and blended learning course. The purposes of this study were to: study pre-service teachers' English language problems and needs, develop and assess the quality of a blended learning course based on grammar-translation and communicative approaches to enhance pre-service teachers' English language competencies, implement and compare preservice teachers' English language competencies and study pre-service teachers' satisfaction and perception towards the blended learning enhancement course. A paired-group pre-test/post-test design was applied in this study. The samples consisted of 73 students from the department of

education, selected through clustered random sampling techniques from the faculty of Education, Naresuan University. Blended learning course, semi-structured interview, evaluation forms, course handbook, English competency assessment test, satisfaction assessment questionnaire and perception semi-structured interview all constituted the research instruments. The findings revealed that: (1) Pre-service teachers lack knowledge and understanding of grammatical structures/vocabulary, lack knowledge and understanding of communicative interactions and the inability to read and write using correct language structures, hence, the need to solve the problems; (2) A blended learning enhancement course was developed consisting of 6 components: principle, objective, learning content, learning activities, instructional media and assessment. The blended learning enhancement course was at the highest level of appropriateness and feasible for implementation; and (3) Pre-service teachers' English language competencies after course implementation were enhanced and significantly higher than before for both samples. (4) Pre-service teachers' satisfaction towards the blended learning course was at the highest level with positive perceptions and expressions of enhancement in the English language competencies

Keadplang et al. (2020) focused on developing proficiencies of graduates through work-based education. The research purposes were: 1) to study the satisfaction of entrepreneurs toward graduates with English language programs, 2) to investigate the expectations of entrepreneurs toward graduates, and 3) to propose the guidelines for developing the graduate's proficiency in the fields of business English through Work-based Education that meets the needs of labor market. The subject were business serviced entrepreneurs who emphasis English language such as modern trades, health and medical services, airline services, hospitality and tourism services.

There were 10 experienced and knowledgeable experts in the service sector and 300 business-serviced entrepreneurs. This research used mixed methods. The quantitative method used the questionnaires and the results were analyzed by using statistic program with mean score and standard deviation. The qualitative method used a focus group discussion in this study and the data was analyzed with content analysis. The results of the study revealed that: 1) entrepreneurs need the institutions improve their English-language graduates' competencies such as writing and translation skills, especially focusing on creative writing which has no form or template. 2) the expectation of the entrepreneurs found that the graduates should have more knowledge in English for specific purposes; medical services, selling products, and health and wellness due to the entrepreneur's expectation emphasizes on communicative English for service, selling, and increasing sales. And, 3) the guideline of developing competencies of graduates according to labor market, educational institute should develop business English for graduates and the curriculum should emphasis on writing and translation ability. Particularly, Management skills, immediate problem-solving skills are necessary.

Summary of the chapter

This chapter provide related literature review of this research study. It explained related theories underpinning this research study. The next chapter will discuss the research methodology of this study.

CHAPTER 3

Methodology

This study aimed to study the needs for oral communication skills of EFL learners. In addition, it aimed to develop English for Hotel Business Course based on project-based learning via blended learning. Next, the study aimed to examine the effects of implementing English for Hotel Business Course based on project-based learning via blended learning on EFL undergraduates' oral communication skills. Finally, it aimed to study the satisfaction of students towards the developed course. This chapter focuses on the methodology used in this study which focused on 3 phases: needs analysis, course development and implementation, and course evaluation. Firstly, it describes the research design of this research. Secondly, it describes needs analysis of in this study. Thirdly, it describes the process of course development and implementation. Next, the course evaluation is discussed. Finally, the chapter describes how data are analyzed for the purposes of the research study.

Research design

This study employs a mixed-method approach which included the quasi-experimental research design. The quantitative and qualitative research methods are used to investigate the needs of EFL learners and the effects of implementing English for Hotel Business Course based on project-based learning via blended learning on EFL undergraduates' oral communication skills. The research methods are also vital for exploring learners' satisfaction towards the developed course. In terms of variables, there were two variables in this study: independent and dependent variables. In this study, the independent variable was the implementation of English for Hotel Business

Course based on project-based learning via blended learning and the dependent variables were students' oral communication skills and their satisfactions towards the implementation of English for Hotel Business course based on project-based learning via blended learning. The one-group pre-test and post-test design was used to investigate the effects of the implementation of English for Hotel Business Course based on project-based learning via blended learning students' oral communication skills. The next figure shows the design of this research study.

Pre-test	Treatment	Post-test
T1	X	T2

Figure 3.1: Research design

T1 refers to measurement of students' oral communication skills before the treatment.

X refers to treatment based on the implementation of English for Hotel Business Course based on project-based learning via blended learning.

T2 refers to measurement of students' oral communication skills and their satisfaction towards the implementation of English for Hotel Business Course based on project-based learning via blended learning.

There were three phases of this study: needs analysis, course development and implementation, and course evaluation. The following parts explain how each phase was conducted for the purposes of the research study.

Phase 1: Needs analysis

Needs analysis aimed at examining the needs of an English for Hotel Business Course for students majoring in Business English. In doing this, English needs, wants, lacks, and problems in English oral communication skills were investigated for the purpose of the first phase.

1. Participants

The participants of this phase included 61 third year Business English students in the second semester of the academic year 2022, 3 ESP teachers, 3 Hotel and Tourism Management teachers, and 3 hotel personnels.

2. Research instruments

There were 2 research instruments in this phase: needs analysis questionnaire and interview protocol.

2.1 Needs analysis questionnaire

The questionnaire aimed at collecting data from the students in terms of their language needs, problems, and expectation. The questionnaire employed Likert's scales (1-5) to obtain information about English learning and oral communication skills. The questionnaire was written in Thai so that the students could understand the questions clearly (Appendix A).

2.2 Interview protocol

Interview protocol (Appendix B) was used to collect data from stakeholders in this study. There were three groups of interviewees: 3 ESP teachers, 3 Hotel and Tourism Management teachers, and 3 hotel personnels. The interviewees were asked for in-depth information related to teaching, content, and working in hotel

business. The obtained data were used to set the objectives of the course and design lesson plans including instructional activities.

In terms of the validation of research instruments, the needs analysis questionnaire and interview protocol were validated before the actual use from three experts in English for Specific Purposes, English Language Teaching, and English assessment. They all had experiences related to the field for more than 5 years. The IOC index was used to determine content validity. According to the results of IOC calculation, all questions were accepted to use with the participants. There were some adjustments based on vocabulary use. The questionnaire was distributed to 61 third year students majoring in Business English in the second academic year in 2022. The interview questions were also tried out with the experts in English Language Teaching.

3. Data collection procedure

The semi-structured interview was conducted with 3 ESP teachers, and 3 Hotel and Tourism Management teachers, and 3 hotel personnels. Each interview lasted approximately 20-30 minutes. The interview schedules were arranged in advance according to the participants' availability. After that, the interview results were used for designing needs analysis questionnaire which was later distributed to 61 third year Business English students who enrolled in English for Hotel Business course. The information from the interview and needs analysis questionnaire were used for developing English for Hotel Business course.

Phase 2: Course development and implementation

The second phase aimed at developing English for Hotel Business course based on project-based learning via blended learning and designing lesson plans and pilot study focusing on oral communication skills.

1. Course development process

The course was developed based on Graves' (2000) course design. The steps consist of conducting needs analysis, determining the goals and objectives of the course, conceptualizing the content, selecting and developing materials and activities, organizing the content and activities, and evaluating. The details of course development are explained as follows.

1.1 Conducting needs analysis

In this study, there were four major groups of participants who were collected data for needs analysis: namely, business English students, 3 ESP teachers, and 3 Hotel and Tourism Management teachers, and 3 hotel personnels. To explain this, the students were distributed the needs analysis questionnaire, and relevant stakeholders were interviewed.

1.2 Determine the goals and objectives of the course

After conducting needs analysis, the obtained results were used for determining the goals and objectives of the course. Problems of the students were also considered in setting the goals and objectives.

1.3 Conceptualizing the content

The next step was to choose and analyze the content for the course. Language functions and expressions were also identified.

1.4 Selecting and developing materials and activities

Authentic materials and activities were selected and developed to use in the course. Communication situations were also implemented to encourage students to practice communication and deal with various situations related to their future employment.

1.5 Organizing the content and activities

Content and activities were organized and showed the teacher and students what would be taught.

1.6 Evaluating

After the implementation of previous stages, a teacher and students evaluated and determined if the aims and objectives were completed.

In terms of course validation, sample lesson plans and instructional process were validated by three experts who were specialized in ESP, ELT, and language assessment. According to the results, there were some adjustments in terms of language choices in the lesson plans and recommendation on time management.

In terms of pilot study, three lesson plans had been tried out with 31 third-year business English students in the second semester of academic year 2022. Then, the students were assessed by using the oral communication tests and they also completed the questionnaire surveying their opinions related to the content and activities of the course. The results from the questionnaire revealed positive opinions towards the activities in the course. Regard to the obtained data from the pilot study, the course was adjusted.

In terms of Instrument validation, firstly, the instrument used for validating the sample lesson plans was the Likert's scale checklists. Three experts in ESP, ELT, and language assessment were asked to validate the aspects of the lesson plans in terms of topic, objectives, contents, steps of teaching, and materials and activities. The rating scales ranged from 'excellent' to 'revision needed' with comments for each item. The feedback and suggestion from the experts were used to adjust the lesson plans. In addition, the experts were also asked to validate the English oral communication test and scoring rubrics. The IOC index was used to determine the objectives, directions, content, and scoring rubrics of the test.

2. Course implementation

2.1 The participants

The participants of the course implementation were 30 third year Business English students in the first academic year 2023. The participants included 3 male and 26 female students whose age range were between 20-22 years old.

2.2 Research instrument

The research instrument was lesson plans (Appendix C) which were designed based on the needs of learners and stakeholders. Moreover, the objectives of the course and lesson plans were determined based on Grave's concept (2000). The project-based learning was integrated in the lesson plans and it provided framework of teaching and learning activities of this study. Blended learning was an environment of instruction and learning of English for hotel business course. Lesson plans of this study included 8 units of study. All units aimed to provide students with knowledge of hotel business, language functions, and oral communication skills for hotel service. In terms of validity, the lesson plans were evaluated and commented

on by the experts according to the objectives, language function and its content, activities, materials, and assessment. There were some comments in terms of word choice and time management.

4.2 Research procedure

At the beginning of the semester, the participants of the research study were pre-tested their oral communication skills. Then, the students learned English for Hotel Business Course based on project-based-learning via blended learning. There were 8 units of study in the course and the units lasted 16 weeks of the implementation. According to course implementation, the instruction and learning activities were conducted in online and face-to-face classroom settings. For online learning, the students studied asynchronous lessons themselves, and they used the learning content to work on the activities in the classroom. The students worked on specific tasks at the end of each unit and the tasks were usefully used for carrying the projects. There were 3 projects of this study: oral presentation, video role-play, and hotel video project. Accordingly, Fragoulis's stages (2009) were implemented for the projects. The stages consisted of speculation, designing the project activities, conducting the project activities, and evaluation. After eight-lesson plan implementation, the students were posted their oral communication skills and completed the satisfaction questionnaire.

Phase 3: Course evaluation

The third phase aimed to evaluate the effectiveness of implementation English for Hotel Business course. After 16-week course implementation, the students were post-tested their oral communication skills. Next, the students were distributed the satisfaction questionnaires to reflect their opinions towards the effects of implementing English for Hotel Business Course based on project-based learning via blended learning. Also, all students were interviewed for more in-depth opinions towards the course implementation.

1. Research instruments

1.1 Pre- and post- oral communication test

The pre- and post- oral communication test (Appendix D) was used to assess students' improvement of communication skills after studying through English for Hotel Business Course based on project-based learning via blended learning. The oral communication test was used as pre- and post-tests before and after the research study. The oral communication tests consisted of two parts: interview and oral presentation. The interview aimed to measure students' oral communication skills in five areas: accent, grammar, vocabulary, fluency, comprehension, and tasks (Brown, 2001). The presentation aimed to measure students' oral communication skills in content and delivery (Brown, 2001).

1.2 Satisfaction questionnaires

The use of questionnaires (See Appendix E) aimed to study students' opinions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning. Students' satisfaction in this study referred to students' opinions towards learning English for Hotel Business Course based on

project-based learning via blended learning. The satisfaction questionnaire included their recommendations in terms of usefulness and their experiences during the course implementation. There were three parts of questionnaires as follows. The first part of questionnaires focuses on students' personal information. The second part of questionnaires aimed to examine students' opinions towards learning English for Hotel Business Course based on project-based learning via blended learning. There were 16 Likert-type statements on a 5-point scale (i.e., 5 = highest, 4 = high, 3 = neutral, 2 = low, and 1 = lowest). Finally, the last part of the questionnaires included an open-ended question with the aim to ask students to explain their opinions and recommendations about the implementation of English for Hotel Business Course based on project-based learning via blended learning.

1.3 Semi-structured interviews

The use of semi-structured interviews (See Appendix F) aimed to gain more in-depth opinions of students about implementation of English for Hotel Business Course based on project-based learning via blended learning in this research study. Moreover, the data were used to explain how the course implementation helped to develop learners' oral communication skills. All participants in the third phase were interviewed for the research purposes. The interviews were conducted after the course implementation. The students were asked to express their opinions towards the course implementation in Thai so that they could reflect their thoughts clearly without worrying about making mistakes.

Data analysis

To obtain the results of this research study, quantitative and qualitative data were analyzed.

1. Quantitative data analysis

Quantitative data from the needs analysis questionnaires were analyzed to find out mean scores and standard deviation. Moreover, the pre- and post-tests on oral communication skill test were quantitatively analyzed to find out mean scores and standard deviation. Then, a paired sample t-test was employed to analyze the improvement of students' oral communication skills. Moreover, the satisfaction questionnaires were analyzed by mean score in descriptive statistics in order to see students' opinions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning.

2. Qualitative data analysis

In terms of qualitative interpretation, results of the interviews were descriptively analyzed based on content analysis (O'Connor & Gibson, 2003). To do this, the participants are interviewed about the effect of the implementation of English for Hotel Business Course based on project-based learning via blended learning. The data of interview results were identified and differentiated according to the topics and the theme. Then similar words and ideas were categorized into the same topics or themes. After that the topics and themes were summarized and used to explain the results of the study.

To summarize, the following table provides the instruments and data analysis used in this research study.

Table 3.1: Methods and instruments employed in this research study

Purposes	Participants	Instruments	Data sources	Data analysis
<p>Phase 1</p> <p>1. To examine the needs of an English for Hotel Business Course for students majoring in Business English.</p>	<p>1. 61 third year Business English students in the second semester of the academic year 2022</p> <p>2. 3 ESP teachers, 3 Hotel and Tourism Management teachers, and 3 hotel personnels.</p>	<p>1. Needs analysis questionnaires</p> <p>2. Interview protocol</p>	<p>1. Results of needs analysis questionnaires</p> <p>2. Results of the interviews</p>	<p>1. Descriptive statistics (\bar{x}, S.D.).</p> <p>2. Content analysis</p>
<p>Phase 2:</p> <p>1. To develop English for Hotel Business Course based on project-</p>	<p>30 third year Business English students in the</p>	<p>1. Lesson plans</p> <p>2. Oral communication</p>	<p>1. Results of lesson plan validation</p>	<p>1. Descriptive statistics</p> <p>2. T-test</p>

<p>based learning via blended learning to promote students' oral communication skills.</p> <p>2. To investigate the effects of the implementation of English for Hotel Business Course based on project-based learning via blended learning to promote students' oral communication skills.</p>	<p>first academic year 2023.</p>	<p>skill pre- and post-tests</p>	<p>2. Scores of oral communication skill pre- and post-tests</p>	
<p>Phase 3:</p> <p>3. To explore students' satisfactions towards the</p>	<p>30 third year Business English students in the</p>	<p>1) Satisfaction questionnaires</p>	<p>1. Results of needs analysis questionnaires</p>	<p>1. Descriptive statistics (\bar{x}, S.D.)</p>

implementation of English for Hotel Business Course based on project-based learning via blended learning.	first academic year 2023.	2) Semi-structured interviews	2. Results of semi-structured interviews	2. Content analysis
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Summary of the chapter

This chapter explains the research methodology used in this study. It describes the research design of this study. Moreover, it discusses about needs analysis, course development and implementation. Also, it discusses about the data analysis. Finally, it provides the summary of the chapter.

CHAPTER 4

Results

This chapter focuses on the results of this research study. Firstly, it provides the findings of the first research question. Secondly, it provides the findings of the second research question. Thirdly, it provides the findings of the third research question. Finally, the last part provides the summary of the chapter.

Results of research question 1

The following question is the first research question of this study.

1. What are the needs of an English for Hotel Business Course for students majoring in Business English?

The first research question aimed to examine the needs of an English for Hotel Business Course for students majoring in Business English. To answer this research question, needs analysis was conducted. Needs analysis was used to investigate the needs for an English for Hotel Business course. To analyze important students' needs for English for Hotel Business Course, interview protocol and needs analysis questionnaires were used to collect information from related stakeholders.

1.1 Results of the interviews

Firstly, interview protocol was used to collect needs for Hotel Business course from experts. In this study, there were three groups of key informants who were interviewed for relevant information for needs analysis. The interviewees for this phase included 3 ESP teachers, 3 Hotel and Tourism teachers, and 3 hotel personnels. The findings of the interviews were reported in 5 categories: 1) the importance of communication skills for hotel business; 2) important oral communication skills for

hotel careers, 3) methods for assessing hotel employees' oral communication skills, 4) content, instructional materials, and assessment for the course; and 5) suggestions for English for Hotel Business Course. The results of the interview were summarized in the next parts.

1) The importance of communication skills for hotel business

Generally, all informants agreed that English communication skills were important for hotel business and hotel jobs since the English communication skills were important tools for communicating with foreign customers and for providing service to hotel guests. Communication skills were important for interacting with hotel guests and their co-workers in the organization. Communication skills were variously used for purposes of hotel business.

2) Important oral communication skills for hotel careers

All informants agreed that oral communication skills were necessary for hotel business and hotel employees because the staffs were required to interact with customers and orally communicate with foreign customers. In terms of important English oral communication skills for hotel jobs, the interview results from ESP teachers and Hotel and Tourism Management revealed that important English oral communication skills were used variously according to various departments of the hotel. For example, welcoming guests, responding guests' requests, taking order, describing menu, etc. Whereas hotel personnels mentioned that important oral communication skills were general conversation and solving problem. There were various oral communication skills for working in hotel business. To conclude, the most important oral communication skills of each hotel department were different. For example, greeting and welcoming guests was the most important for Front Office as it

was the first task in providing service to hotel guests. While taking order was important for F&B department. In terms of problematic oral communication skills for Thai staff to perform, all groups of informants agreed that the most problematic oral communication skills were related to speaking confidence as it made the staffs ineffectively communicated with the hotel guests. Other problematic oral communication skills included solving problems and unable to speak correct sentences.

3) Methods for assessing hotel employees' oral communication skills

In terms of recruiting staffs, interview was suggested as the method for selecting the staffs to work in the hotel because the interviewer could see both oral proficiency and attitude of the interviewees. In terms of oral proficiency, firstly, hotel staffs should confidently communicate by using formal language since they were required to provide service appropriately and politely. There were other suggested methods used to assess the staffs' oral communication skills such as conversation and role play. Interview was used to test hotel candidates' English oral communication skills. They were assessed their fluency, accuracy, and speaking confidence.

4) Content, instructional materials, and assessment

Firstly, vocabulary was mentioned as the most important content of English for Hotel Business course. The informants explained that as it was necessary for staffs to know technical vocabulary in hotel business context. The vocabulary was important for hotel careers as it helped the staffs to convey the message correctly. Next, English expression in each department was important content for the course since each department provided different service to the hotel guests. This was why the staffs should know useful phrases or sentences used in each department so that they could

serve the guests effectively. For example, receptionists in front department should know how to welcome guests and ask for guests' personal information for room registration. In addition, waiters in F&B department should know how to describe menus and take orders. These expressions would help the hotel staffs to provide services appropriately and effectively.

In terms of instructional materials for the course, audio and visual materials were important as they were seen as authentic models for students. To explain this, video clips and audio files of conversation in hotel context were useful for students' speaking practice. English dialogues and role-play activities of hotel jobs were recommended to use as major activities for students' practice of oral communication skills. Project-based learning was also suggested to encourage the students to work.

For assessment, all groups of informants agreed that important assessment should be oral communication skill assessment. The students could be provided with situation such as solving problems to see how they used English language to do the tasks. Moreover, students' knowledge about hotel should be assessed by test as it showed how the students understood hotel business content.

5) Suggestions for English for Hotel Business Course

To encourage hotel business students to be successful candidates and perform their work efficiently, all informants agreed that the course should be designed based on authentic situations in hotel business context. This would make the students understand the functions of hotel business. Moreover, they would become more familiar with the hotel jobs which were useful for them in the future work. Moreover, the course should focus on what the students are expected to do in the future. Functions of language in each department especially in front department and F&B

department should be focused on since the two departments were mostly selected to work for the students. Moreover, the staffs in these two departments always interact and have face-to-face conversations with the hotel guests. Frequently basic expressions in these two departments such as greeting and welcoming guests should be focused on. Moreover, jobs responsibilities of hotel careers should be focused on. This makes the students become familiar with the content which would be useful when they work in the future. Role-play and project-based learning would be useful for students' speaking practice and learning process. Firstly, the role-play would practice the students how to express and interact with hotel guests in various hotel departments. Secondly, project-based learning would encourage students to focus on specific tasks that were related to hotel jobs. These activities would make the students become more familiar with hotel careers and context.

Summary of informants' interviews

According to the results of interviews, ESP teachers, Hotel & Tourism teachers, and hotel personnels revealed that English communication skills were important for hotel business and careers. The communication skills were used as necessary mediums to interact with hotel guests. Among communication skills, oral communication skills were vital for hotel employees since the staffs were required to orally communicate with the hotel guests while they were providing service. There were variously important oral communication skills used in the hotel business. Oral communication skills used in Front and F&B departments were mentioned as important skills for students. In terms of course development, vocabulary in hotel business and English expressions in each department were mentioned as important learning content for the students. Speaking confidence was seen as a major problem for students' speaking ability. Role-

play in various hotel departments was suggested as teaching and learning activity for promoting students' oral communication skills as it encouraged them to practice speaking in hotel business context. Moreover, authentic situations should be provided to the students so that they were familiar with the hotel jobs. Project-based learning was also recommended as it was useful for students' group working and learning process.

1.2 The results from the needs analysis questionnaire

In this study, 61 students were distributed the needs analysis questionnaire to explore their opinions about the needs for English Hotel Business Course. The following part provides the results of students' needs analysis questionnaire.

Table 4.1: The level of English oral communication skills' needs in each hotel department

Department	Mean scores	S.D.	Meaning
Front	4.69	0.59	Highest
Food & Beverage	4.18	0.74	High
Housekeeping	3.52	0.85	High
Engineering	3.48	0.96	Moderate
Total	3.97	0.16	High

According to Table 4.1, the total level of students' needs in hotel department was rated in the 'high' level ($\bar{X} = 3.97$, S.D. = 0.16). The English oral communication skills' needs in 'Front department' was rated as the highest mean ($\bar{X} = 4.69$, S.D. =

0.59). However, the English oral communication skills' needs in 'Engineering department' was rated as the lowest mean ($\bar{X} = 3.48$, S.D. = 0.96).

Table 4.2: The importance of English oral communication skills

Importance of ability in English oral communication	Mean scores	S.D.	Meaning
1. English oral communication is necessary for life in general.	4.59	0.62	Very important
2. English oral communication is important for social status and image.	4.44	0.59	Important
3. English oral communication is important for building relationship with foreigners.	4.67	0.51	Very important
4. English oral communication is essential for expanding your visions and enhancing your learning.	4.62	0.55	Very important
5. English oral communication is crucial for increasing educational opportunities and success.	4.75	0.51	Very important
6. English oral communication is important for increasing job employment opportunities and success.	4.85	0.40	Very important
7. English oral communication is necessary for job success and earning income.	4.79	0.45	Very important
Total	4.67	0.08	Very important

According to Table 4.2, students perceived the importance of English oral communication skills as very important ($\bar{X} = 4.67$, S.D. = 0.08). Moreover, 'English oral communication is important for increasing job employment opportunities and success' was rated as the highest mean ($\bar{X} = 4.85$, S.D. = 0.40). However, 'English oral communication is important for social status and image' was rated as the lowest mean ($\bar{X} = 4.44$, S.D. = 0.59).

Table 4.3: Importance of English oral communication for hotel careers

Importance of English oral communication for hotel careers	Mean scores	S.D.	Meaning
1. English oral communication is important for career in hotel business.	4.74	0.44	Very important
2. English oral communication is important for good image in hotel business.	4.72	0.45	Very important
3. English oral communication is important for success and promotion career in hotel career.	4.72	0.52	Very important
4. English oral communication is important for communicating within organization.	4.49	0.65	Important
5. English oral communication is important for communicating with foreigners.	4.80	0.40	Very important
6. English oral communication is important for successful job employment.	4.69	0.47	Very important
Total	4.69	0.09	Very important

According to Table 4.3, students perceived the importance of English oral communication for hotel careers as very important ($\bar{X} = 4.69$, S.D. = 0.09). The students rated 'English oral communication is important for communicating with foreigners' as the highest mean ($\bar{X} = 4.80$, S.D. = 0.40). However, 'English oral communication is important for communicating within organization' was rated as the lowest mean ($\bar{X} = 4.49$, S.D. = 0.65).

Table 4.4: Problems of students' English oral communication skills and learning

Perceived problems of English oral communication	Mean scores	S.D.	Meaning
1. Unable to communicate fluently	3.41	0.82	Moderate
2. Unable to speak with correct accent	3.18	0.96	Moderate
3. Unable to communicate confidently	3.52	1.07	High
4. Unable to get main ideas from different kinds of media	3.10	0.96	Moderate
5. Unable to catch main ideas from their interlocutors	3.11	0.80	Moderate
6. Unable to convey their ideas and information to others	3.20	0.81	Moderate
7. Unable to participate in English conversation about daily life fluently and appropriately	2.80	1.05	Moderate
8. Unable to participate in English business conversation	3.57	0.97	High
9. Unable to present in English in front of a large number of audiences	3.16	1.07	Moderate
Total	3.23	0.11	Moderate

According to Table 4.4, students perceived problems of students' English oral communication skills in the moderate level ($\bar{X} = 3.23$, S.D. = 0.11). The students rated 'Unable to participate in English business conversation' as the highest mean of the problems of students' English oral communication skills ($\bar{X} = 3.57$, S.D. = 0.97). This showed that they perceived it as the most serious problem among all problems. However, 'Unable to participate in English conversation about daily life fluently and appropriately' was rated as the lowest mean ($\bar{X} = 2.80$, S.D. = 1.05). This showed that they perceived it as the least serious problem among all problems.

Table 4.5: Problems of students' English learning

Problems of English learning	Mean scores	S.D.	Meaning
1. Poor English background	3.03	1.02	Moderate
2. Insufficient practices	3.21	1.02	Moderate
3. Content is irrelevant, outdated, not practical	2.43	1.04	Low
4. Teachers lack teaching skills.	1.85	1.06	Low
5. Teaching method is inappropriate or uninteresting.	2.12	1.04	Low
6. Assessment is inappropriate	2.15	0.98	Low
7. Inadequate class time and courses	2.26	0.98	Low
8. No opportunity to use English outside classes.	3.49	1.22	Moderate
9. Lack of motivation	3.03	1.25	Moderate
Total	2.62	0.10	Moderate

According to Table 4.5, students perceived problems of students' English learning as the moderate level ($\bar{X} = 2.62$, S.D. = 0.10). The students rated 'No opportunity to use English outside classes' as the highest mean ($\bar{X} = 3.49$, S.D. = 1.22). However, 'Teachers lack teaching skills' was rated as the lowest mean ($\bar{X} = 1.85$, S.D. = 1.06).

Table 4.6: Students' ability in English oral communication in hotel business

Students' ability in English oral communication in hotel business	Mean scores	S.D.	Meaning
1. Students can greet and welcome guests.	3.90	0.72	High
2. Students can converse via the telephone.	3.20	0.73	Moderate
3. Students can give and receive compliments.	3.70	0.78	High
4. Students can describe hotel facilities.	3.26	0.79	Moderate
5. Students can ask for and give opinions.	3.26	0.79	Moderate
6. Students can ask for permission.	3.75	0.72	High
7. Students can ask for repeating information.	3.87	0.72	High
8. Students can offer help and advice.	3.59	0.84	High
9. Students can deal with problems and complaints.	3.20	0.85	Moderate
10. Students can describe functions and purposes.	3.13	0.90	Moderate
11. Students can deal with requests.	3.54	0.81	High
12. Students can describe menus.	3.41	0.69	Moderate
13. Students can describe bills.	3.13	0.72	Moderate
14. Students can take order.	3.70	0.67	High
15. Students can give information.	3.33	0.70	Moderate
Total	3.47	0.07	Moderate

According to Table 4.6, students perceived their ability in English oral communication in hotel business as moderate level ($\bar{X} = 3.47$, S.D. = 0.07). The students rated 'Students can greet and welcome guests' as the highest mean of students' ability in English oral communication in hotel business ($\bar{X} = 3.90$, S.D. = 0.72).

However, ‘Students can describe functions and purposes’ ($\bar{X} = 3.13$, S.D. = 0.90) and ‘Students can describe bills’ were rated as the lowest mean ($\bar{X} = 3.13$, S.D. = 0.72), respectively.

Table 4.7: Students’ needs and expectation for Hotel Business Course

Content	Mean scores	S.D.	Meaning
1. Greeting and welcoming guests	4.08	0.74	High
2. Conversation on the telephone	3.57	0.83	High
3. Giving and receiving compliments.	3.85	0.87	High
4. Describing hotel facilities	3.69	0.90	High
5. Asking for and giving opinions	3.56	0.85	High
6. Asking for permission	3.80	0.81	High
7. Asking for repeat	3.92	0.74	High
8. Offering help and advice	3.70	0.84	High
9. Dealing with problems and complaints	3.48	0.91	Moderate
10. Describing functions and purposes	3.51	0.92	High
11. Dealing with requests	3.74	0.81	High
12. Describing menu	3.82	0.76	High
13. Describing bill	3.61	0.82	High
14. Taking order	3.89	0.80	High
15. Giving information	3.70	0.84	High
Total	3.73	0.06	High

According to Table 4.7, students' needs and expectation for Hotel Business Course were rated in the high level ($\bar{X} = 3.73$, S.D. = 0.06). The students rated 'Greeting and welcoming guests' as the highest mean of needs and expectation for Hotel Business Course ($\bar{X} = 4.08$, S.D. = 0.74). However, 'Dealing with problems and complaints' was rated as the lowest mean ($\bar{X} = 3.48$, S.D. = 0.91).

Table 4.8: Learning methods

Learning methods	Mean scores	S.D.	Meaning
1. Role-Play	4.13	0.76	High
2. Simulation	4.16	0.73	High
3. Group-Based Activities	3.98	0.85	High
4. Project Work	3.67	1.00	High
Total	3.99	0.12	High

According to Table 4.8, students' total learning methods were rated as the high level ($\bar{X} = 3.99$, S.D. = 0.12). All learning methods were rated as 'high'. The students rated 'simulation' as the highest mean of preferable method for Hotel Business Course ($\bar{X} = 4.16$, S.D. = 0.73). However, 'project work' was rated as the lowest mean ($\bar{X} = 3.67$, S.D. = 1.00).

Students' suggestions

There was an open-ended part asking students to provide further suggestions for the course. Students' suggestions were categorized into 3 areas: learning content, activities for oral communication skill practice, teaching and learning activities. Firstly, the learning content of the course should focus on hotel operation. The students

suggested to integrate the content based on hotel operation so that the students can have basic knowledge of the hotel business. Secondly, the activities for oral communication skills should be authentic and based on role-play and simulations. The students recommended to implement role-play and simulation to practice oral communication skills. These activities were useful for improving their oral communication skills. Moreover, authentic situations were suggested to make students become more familiar with hotel context. Finally, the teaching and learning activities should focus more on practice rather than theory. They would like to frequently practice English language.

Results of research question 2

To following question is the second research question of this study.

2. How can English for Hotel Business Course based on project-based learning via blended learning be developed to promote students' oral communication skills?

After the needs analysis was conducted, the English for Hotel Business course was developed. The steps of course development are as follows.

1. Conducting needs analysis

To develop the course, it is necessary to conduct needs analysis. The obtained results from needs analysis would be used for developing the course. The needs analysis of the present course aimed to find out students' needs in terms of basic knowledge of hotel business, important oral communication skills for hotel careers, and useful language functions for hotel service. According to the findings from the interviews with stakeholders and the results from needs analysis questionnaire, the results revealed that the course should focus on the topics relevant to service and

facilities of the hotel, basic functions of hotel departments, and hotel staff's responsibilities as this knowledge were useful for working in the hotel. Moreover, oral communication skills should focus on the skills used when interacting face-to-face with hotel guests because the skills facilitated them to provide effective service. Finally, important language functions frequently used in Front and F&B departments should be focused because the hotel staffs in these departments always orally communicate and interact with the hotel guests. Consequently, various topics and oral communication skills were selected to implement into the course based on requirement and importance for working in the hotel context.

2. Determining the goals and objectives of the course

After obtaining the information from needs analysis, course goals and objectives were specified as follows.

2.1 Course rationale

The course aims to provide students with basic knowledge of hotel operation relevant to major departments of the hotel: front department, F&B department, and housekeeping and maintenance department. The students are expected to use oral communication skills to provide service to hotel guests. They are also expected to orally communicate to deal with problems and complaints of hotel guests. Project-based learning provides students with the opportunity to practice and apply oral communication skills in hotel service context. Teaching and learning activities were conducted in blended learning environment which was consisted of online learning and face-to-face classroom activities.

2.2 At the end of the course, the students would be able to:

- 1) greet and welcome guests to the hotel;
- 2) orally provide basic information of the hotel;
- 3) describe hotel facilities and service;
- 4) offer help and suggest various service to hotel guests; and
- 5) orally deal with guest's requests and problems.

3. Conceptualizing the content

According to topics revealed by the needs analysis, the course content was relevant to hotel language use in major departments of the hotel which included Front, F&B, and Housekeeping & Maintenance. Basic language functions and job tasks of staffs in each department were also focused on. Each unit provided the learners with the knowledge of hotel operation of each department and related situations of hotel careers. The major topics of each unit consisted of: 1) about the hotel; 2) hotel reservation; 3) hotel arrival; 4) restaurant; 5) room service; 6) housekeeping and maintenance services; 7) dealing with problems & complaints; and 8) hotel departure.

4. Selecting and developing materials and activities

The materials used in the courses were adapted from various sources such as textbooks and online materials e.g. YouTube. They covered the topics and content in the course with the purpose to provide the students with basic knowledge of hotel business, responsibilities of hotel staffs, and useful language functions for working in the hotel. Moreover, it aimed to encourage students to practice their oral communication skills in hotel business context. The materials included lessons, exercises, audio files, and video clips in hotel context. In terms of activities for oral communication practice, discussion, group work, role-play, simulations, and oral

presentation were integrated into the lessons to practice students' oral communication skills.

5. Organizing the content and activities

The next table provides scope and sequence of English for Hotel Business course.

Table 4.9: Content and activities of English for Hotel Business course

Unit	Content	Language functions	Learning activities
Unit 1: About the hotel	<ul style="list-style-type: none"> - Types of hotels - Hotel facilities - Types of bedrooms - Jobs in the hotel 	<ol style="list-style-type: none"> 1. Giving information about the hotel 2. Describing facilities 3. Suggesting accommodation 4. Describing jobs and workplaces 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Group discussion - Oral presentation
Unit 2: Hotel reservation	<ul style="list-style-type: none"> - Making a room reservation - Using the telephone - Hotel enquiries - Correspondence 	<ol style="list-style-type: none"> 1. Taking a reservation on the phone. 2. Taking and leaving messages 3. Answering questions 4. Writing email 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations
Unit 3: Hotel arrival	<ul style="list-style-type: none"> - Guest arrival - Bedroom and porter - Location of facilities - Places to visit 	<ol style="list-style-type: none"> 1. Greeting and receiving guests 2. Checking in 3. Describing hotel rooms and services 4. Recommending places to visit 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations - Oral presentation
Unit 4: Restaurant	<ul style="list-style-type: none"> - In the restaurant - Starter, main course, and drinks 	<ol style="list-style-type: none"> 1. Making polite requests 2. Offering help 3. Describing menu 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities

		4. Taking order	- Role play - Simulations
Unit 5: Room service	- Bar orders - Room service	1. Describing drink 2. Asking and explaining 3. Repeating information 4. Taking order on the phone	1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations - Oral presentations
Unit 6: House-keeping and maintenance services	- Housekeeping service - Maintenance service	1. Describing functions and purposes 2. Making requests 3. Giving instruction 4. Asking for permission	1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations
Unit 7: Dealing with problems & complaints	- Problems in bedrooms - Problems of hotel service - Guest complaints	1. Complaining 2. Repeating information 3. Apologizing 4. Offering alternatives	1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations - Oral presentations - Class discussion
Unit 8: Hotel departure	- Query on the bills - Checking out	1. Dealing with payment 2. Describing bill 3. Saying goodbye	1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations - Class discussion

1. Instructional process

The instructional process was conducted in blended-learning environment which consisted of online learning and face-to-face classroom activities. The teaching stages in this study were explained based on PPP model: Presentation, Practice, and Production.

1) Presentation: online learning

This step aimed the students to individually learn the learning content and practice important language patterns for working on the project. The students were presented with the learning content and useful language functions used in conducting the project.

2) Practice & Production: online and in class activities

2.1 Individual online practice

After the students learned the content and useful language functions from online channel, they were individually practice and work on individual exercises by themselves.

2.2 In class activities: oral communication practice and project-based learning

In class, students worked on the communicative activities in the classroom with their friends to practice their oral communication skills. The activities included group discussion, role-play, and simulations according to topics and situations of the units. Moreover, project-based learning activities were basically conducted in face-to-face classroom. There were three projects in this study: oral presentation, video role-play, and hotel video project. There are four stages of project-based learning

(Fragoulis, 2009): speculation, designing the project activities, conducting the project activities, and evaluation.

Firstly, speculation aims to encourage students to investigate the project topics and motivate them to engage in the project assignments. At the beginning of the course, the students were explained the course syllabus and given the theme of the project.

Secondly, students designed the project activities with their friends. The benefits and process of project-based learning were explained to the students so that they had ideas how to work on the projects. The students worked in groups and brainstormed about the plans of the projects.

Thirdly, students conducted the project activities with their friends. After they brainstormed, planned, and designed how to conduct the project, the students gathered information, and make final product of each project. Then, each group of students presented their products to the class.

Finally, students and teacher evaluated the projects. After the presentation of each project, students and the teacher provide their feedback and recommendations on the projects.

According to the three required projects, the students worked on each project with their groups. The first project aimed the students to orally present hotel facilities to class. The students searched for information about the hotel and presented various departments with their facilities to their friends. The students also learned how hotel employees provide hotel information and facilities to hotel guests. The second project aimed the students to deal with situations in serving customers in restaurants and room service. The third project aimed the students to use relevant information to

promote the hotel. They also learned how to attract hotel guests through video project promoting the hotel. At the end of each project, they evaluated their performance and give feedback towards the projects. The third and the fourth stages were basically conducted in class so that the students could help each other to work and ask questions when needed.

6. Evaluating

After the course was designed, a group of experts who were specialized in ESP, ELT, and language assessment were invited to evaluate the proposed course plan and English oral communication test. Firstly, they were asked to evaluate the course plan in the following area: topic, objectives, contents, steps of teaching, and materials and activities. In terms of English oral communication, the experts were asked to evaluate and check content validity of the test. After that the course and test were adjusted according to the feedback and comment from the experts.

Results of research question 3

The following question is the second research question of this study.

3. How does the implementation of English for Hotel Business Course based on project-based learning via blended learning promote students' oral communication skills?

The third research question aimed to examine the effects of implementation of English for Hotel Business Course based on project-based learning via blended learning on students' oral communication skills. To answer this research question, the results of the pre- and post-test scores of students' oral communication skills were analyzed after the implementation by means of descriptive statistics (\bar{X} , s.d.), and

paired sample t-test. The following part reveals shows the results of t-test paired two sample for means of the participants in this study.

Table 4.10: The comparison of pre-test and post-test scores of students' interview

Test	N	Mean	S.D.	t.	Sig
Pre-test	30	13.10	2.10	1.69	0.00
Post-test	30	18.10	3.26		

* $p < 0.01$

According to the above table, there were 30 participants of this study. The mean pre-test score of students' interview was 13.10 (S.D. = 2.10), while the mean post-test score was 18.01 (S.D. = 3.26). The results of the tests revealed that the post-test scores of students' interview were significantly higher than their pre-test scores at 0.01 level after the implementation of English for Hotel Business Course based on project-based learning via blended learning.

Table 4.11: The comparison of pre-test and post-test scores of students' presentation

Test	N	Mean	S.D.	t.	Sig
Pre-test	30	21.60	3.67	1.69	0.00
Post-test	30	27.75	4.16		

* $p < 0.01$

Table 4.11 shows the comparison of pre-test and post-test scores of students' presentation. To explain this, the mean pre-test score of students' presentation was 21.60 (S.D. = 3.67), while the mean post-test score was 27.75 (S.D. = 4.16). The results of the tests revealed that the post-test scores of students' presentation were

significantly higher than their pre-test scores at 0.01 level after the implementation of English for Hotel Business Course based on project-based learning via blended learning.

To conclude, the mean post-test scores of interview and presentation were significantly higher than the pre-test scores. Therefore, it can be concluded that students' English oral communication skills were improved after the study.

Results of research question 4

To following question is the third research question of this study.

4. What are students' satisfactions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning?

This research question aimed to examine students' opinions towards learning English through the implementation. There were two research instruments employed to collect data: satisfaction questionnaire and semi-structured interview.

1. Results of the satisfaction questionnaire

The following table shows students' opinions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning.

Table 4.12: Students' opinions towards the implementation of English for Hotel

Business course

Statement	Mean scores	S.D.	Meaning
1. The course responded to student's needs.	4.55	0.56	Very much
2. The course was useful and practical.	4.67	0.54	Very much
3. Lessons were easy to understand, and they were practical.	4.42	0.56	Much
4. Lessons were authentic.	4.52	0.57	Very much
5. Lesson sequences were appropriate.	4.33	0.60	Much
6. Lessons were interesting.	4.39	0.61	Much
7. Teaching and learning activities were interesting.	4.42	0.56	Much
8. There were various teaching and learning activities.	4.39	0.70	Much
9. Teaching methods promoted students' learning.	4.58	0.61	Very much
10. Teaching methods encouraged students to share ideas and promoted cooperative learning.	4.64	0.55	Very much
11. Teaching and learning were appropriate and useful.	4.42	0.66	Much
12. Materials were appropriate and useful.	4.42	0.56	Much
13. Assessment was appropriate.	4.48	0.51	Much
14. The students have learned and improved oral communication skills.	4.61	0.56	Very much
15. Teaching and learning activities promoted oral communication skills.	4.70	0.47	Very much
16. Overall, the students are satisfied with learning in this course.	4.55	0.56	Very much
Total	4.51	0.06	Very much

According to Table 4.12, students' total satisfaction towards the implementation of English for Hotel Business Course based on project-based learning via blended learning were in 'very much' level ($\bar{X} = 4.51$, S.D. = 0.06). The students rated 'Teaching and learning activities promoted oral communication skills as the highest level of opinions. ($\bar{X} = 4.70$, S.D. = 0.47). However, 'Lesson sequences were appropriate' was rated as the lowest level of opinions ($\bar{X} = 4.33$, S.D. = 0.60).

2. Results from the interviews

A semi-structured interview was conducted to study students' opinions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning. All participants in the study were interviewed after the course implementation. The results of the interview were analyzed based on content analysis. The findings were reported in 5 categories: course and learner's needs, teaching methods and learning activities, materials and assessment, improvement of oral communication skills, and suggestions. Generally, students showed positive opinions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning. Moreover, they revealed that the course implementation was useful for oral communication skill improvement. The results of the interview were summarized in the next parts.

1) Course and learner's needs

According to students' opinions, the implementation of English for Hotel Business Course based on project-based learning via blended learning were useful and it corresponded students' needs in terms of hotel business learning and oral communication skills. For hotel business learning, they learned about hotel business

and responsibilities of hotel employees. For oral communication, they explained that activities in the course were supportive for their oral proficiency. The students showed positive opinions towards the course, and they recommended to implement the course with other groups of students. Furthermore, the students also mentioned to the benefits of the course in 4 categories: usefulness for daily life, usefulness for hotel careers, practice of oral communication skills, and collaborative learning. The followings are example extracts relating to the benefits of the implementation of English for Hotel Business Course. based on project-based learning via blended learning.

S8: “The course was useful, and it responded my needs for oral communication skills. I speak more fluently. Previously, I had few chances to speak English. I practiced more speaking in this course.”

S10: “Previously, I was not interested in hotel careers. After studying in this course, I have learned more about hotel jobs. There are various hotel jobs I can choose to work in the future.”

S12: “I’m interested in hotel careers. When I studied in this course, I learned more about hotel operations, departments, and facilities.”

2) Teaching methods and learning activities

This part shows students’ opinions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning in terms of teaching methods and learning. Firstly, the students mentioned to blended learning method as a useful and convenient method for learning. In this study, blended learning combined online learning and face-to-face classroom activities. For online learning, the students perceived online learning as a useful and convenient channel

of self-study; moreover, it allowed the students to review the lesson at any time and as often as they wanted. However, there were some problems of online learning. The students could not ask instant questions at the time they studied online; however, they could ask the teacher the questions when they studied in class after that. For face-to-face classroom activities, many students said that they liked class activities with their friends as they could help each other to work on assignment and projects. Moreover, they could ask their friends when they had questions. Also, it was a good chance to collaboratively work with their friends. They could share ideas and help each other to work on the assignment and projects. Moreover, there was a teacher who facilitated them to do activities. Many students reported that teacher's scaffolding at the beginning of classroom activities was useful as the teacher facilitated them to learn and work on class activities. To explain this, after the students had studied online, they came to class with the knowledge learned from the lessons; however, they sometimes had questions about the online session. When they studied in class, the teachers summarized the lesson first and then they could ask some questions at this stage. This activity was useful as the teacher explained them clearly before doing the next activity. The followings are example extracts relating to the benefits of the implementation of English for Hotel Business Course based on project-based learning via blended learning in terms of teaching methods and learning activities.

S3: "Blended learning was flexible as I could study online and review the lesson at any time. After that I could practice English in class with my friends."

S7: "Learning online was convenient. Then I could bring the knowledge from the lessons to use in class after studying by myself."

S8: “I preferred studying and working on projects in class with my friends. At that time, we could interact, share knowledge, and help each other to finish the tasks of the projects.”

S22: “The teacher explained the content and helped us to work on the activities of the projects. She encouraged us to speak and practice English skills.”

3) Materials and assessment

Most students agreed that the materials used in the course were appropriate and easily accessible. For the assessment, they agreed that the assessment was appropriate as they were assessed according to the skills that they practiced in the classroom. One student mentioned that it was a good opportunity to have a chance to do the communicative tasks. Many students mentioned to the usefulness of dialogues in the lessons, they explained that the conversation and dialogues in the lessons were useful for studying and adapting to use in real life. The followings are example extracts relating to the benefits of the implementation of English for Hotel Business Course based on project-based learning via blended learning.

S1: “Materials related to the learning content.”

S8: “Exercises consisted of useful dialogues that can be used for conversation.”

S25: “Materials were appropriate and interesting. I recognized the dialogues and used them in script writing assignment in class.”

4) Improvement of oral communication skills

All students agreed that their oral communication skills were improved after they finished the course. The reasons for their improvement included acquiring hotel vocabulary and learning useful phrases and sentences used in the hotel, collaborative working on the projects with their friends, and more speaking confidence. The

followings are example extracts relating to the benefits of the implementation of English for Hotel Business Course based on project-based learning via blended learning.

S1: "I have learned more hotel vocabularies and useful phrases from the course, so I speak English sentences with those vocabularies and expressions. I have also learned useful language functions in the hotel such as registration or asking for help."

S7: "Previously, my speaking ability was not good. However, I improved my speaking ability after I collaboratively worked on the project with my friends."

S15: "I had fun in working on the projects with friends and I have more confidence. Expectedly, I can use what I have practiced on the projects and learned from the course with my future career".

5) Suggestions

There were some suggestions that would be effectively helpful for studying in this course. Those included more time allocation in speaking activity practice and a study visit at a hotel. Firstly, some students would like more time for some speaking practice in writing script and role play. In addition, some students suggested to provide a study visit at a hotel since they could see how hotel operation is and what hotel employees are responsible in a real context. The following extract are suggestions from the students.

S24: "I suggest providing more time for group projects, especially for communicative activities as the students would have more time in practice."

To summarize, the students mostly satisfied and agreed with the implementation of English for Hotel Business Course based on project-based learning via blended learning.

Summary of the chapter

This chapter provided the results of the research study. It explained the findings according to three research questions. The quantitative and qualitative data were analyzed and shown in this chapter. The next chapter will focus on the discussion and conclusion of this research study.

CHAPTER 5

Discussion and Conclusion

This chapter provides discussion and conclusion of the present research study related to the effects of implementation of English for Hotel Business Course based on project-based learning via blended learning on students' oral communication skills. There are five parts in this chapter: summary of the research study, discussion, pedagogical implications, recommendations for further studies, and summary of the chapter.

Summary of the research study

1. Summary of research implementation

There were four objectives of this study: 1) to examine the needs of an English for Hotel Business Course based on project-based learning via blended learning for students majoring in Business English, 2) to develop English for Hotel Business Course based on project-based learning via blended learning 3) to investigate the effects of implementation of English for Hotel Business Course based on project-based learning via blended learning on students' oral communication skills, and 4) to study students' satisfactions towards the implementation of English for Hotel Business Course based on project-based learning via blended learning. The research study employed a mixed-method with a quasi-experimental design. One-group pre-test and post-test design was adopted to compare students' oral communication skills before and after the implementation of English for Hotel Business Course based on project-based learning via blended learning. There were 3 phases of the study: needs analysis, course development and implementation, and course evaluation.

Firstly, the needs analysis aimed to examine the needs of an English for Hotel Business Course for students majoring in Business English. To collect data in the first phase, there were 2 research instruments consisted of interview protocol and needs analysis questionnaire. To explain this, three ESP teachers, three Hotel and Tourism teachers, and three hotel personnels were interviewed for in-depth information related to necessary content and required components for the course. The obtained results from the interview were analyzed by using content analysis. In addition, sixty-one third year Business English major students were distributed the needs analysis questionnaire to investigate their needs for the course. The results from the needs analysis questionnaire were analyzed by using descriptive analysis. The obtained data from the interview and questionnaire were analyzed for the results of need analysis which were used as guidelines for developing 'English for Hotel Business course'.

Secondly, an English for Hotel Business course was developed and implemented in the second phase. In terms of course development, Graves's (2000) steps were integrated in the study. There are 6 steps as follows: 1) conducting needs analysis, 2) determining the goals and objectives of the course, 3) conceptualizing the content, 4) selecting and developing materials and activities, 5) organizing the content and activities, and 6) evaluating. Consequently, English for Hotel Business Course based on project-based learning via blended-learning consisted of 6 components: rationale, objectives, learning content, instructional process, materials and assessment, and evaluation. After that the designed course was validated by 3 experts who were specialized in ESP, English Language Teaching, and assessment. Then, the research instruments for the second phase comprised of lesson plans, pre- and post- oral communication test, and satisfaction questionnaire were verified and then adjusted

according to the experts' comments. Consequently, the two lesson plans were tried out with 31 third-year business English students. After the lesson plans were implemented, the students completed questionnaire surveying their satisfaction related to the content and activities of the course. According to the obtained data from the pilot study, the course had been adjusted. Then, the course was implemented with the participants who were 29 third year Business English students for one semester which lasted approximately 4 months. To collect data, the students were firstly assessed their oral communication skills. Next, they learned English for Hotel Business Course based on project-based-learning via blended learning. In doing this, project-based learning stages were implemented into the lesson plans. There were three major projects of the study: oral presentation, video-role play, and hotel video project. These projects related to oral communication skills used in hotel careers. In terms of blended learning, the instruction and learning activities were conducted in online and face-to-face classroom settings. For online learning, the students studied asynchronous lessons themselves, and they used the learning content to work on the activities in the classroom. In classroom, project-based learning activities were implemented to encourage students to practice their oral communication skills. There are four stages of project-based learning (Fragoulis, 2009): speculation, designing the project activities, conducting the project activities, and evaluation.

Finally, the course was evaluated at the end of the semester. In doing this, the students were assessed their post oral communication skills, completed the satisfaction questionnaire, and were interviewed about the effects of the course implementation. The obtained results were used to interpret the results of the study.

2. Summary of findings

Firstly, the results of the needs analysis were obtained from semi-structured interview with the key informants and needs analysis questionnaire. Regard to results of the informants' interview, all interviewees agreed with the needs to develop English for Hotel business course focusing on oral communication skills. Moreover, it was necessary to develop the course for ESP students who required to learn English for Hotel Business for their future careers. Accordingly, the course should provide the content related to hotel business and allow students to use English skills in hotel service, especially oral communication skills. Moreover, there should be an emphasis on hotel operation and language function various hotel departments. These aspects would be useful for students' study in the course and for their jobs in hotel business in the future. Moreover, oral communication skills should be focused on since the skills were vital tools used for interacting and communicating with hotel guests. As in hotel service, the hotel employees were required to orally communicate with the customers, so the oral communication skills were seen as important for hotel jobs and for the students who studied in Business English and the ones who would like to work in hotel business and service field.

In terms of results of needs analysis questionnaire, it revealed that students needed to improve English oral communication skills used in hotel business, especially in Front and F&B departments. The oral communication skills were very important because it could increase job employment opportunities and success. In hotel careers, English oral communication was important because it was used for communicating with foreigners. However, being unable to participate in English conversation about daily life fluently and appropriately was mentioned as a major problem of their oral

communication skills. Lack of opportunity to use English outside classes was a major problem of English learning. Next, they perceived ability to greet and welcome guests as a major ability in English oral communication in hotel business. Similarly, it was important need and expectation for English for Hotel Business course. In addition, role-play was their preferable learning methods. In terms of their suggestions, the students recommended to integrate hotel operation content. Moreover, there should be implementation of communicative tasks such as role-play activities in hotel situation. In addition, role-play in different departments would be a useful model for students to learn how hotel staffs perform their duties and orally communicate with hotel guests. To conclude, English for Hotel Business course should provide students with learning content based on hotel context that the students are going to encounter in hotel jobs in the future. The content of hotel functions and responsibilities of hotel staffs would be beneficial for the students as it was seen as the content for job preparation of the students. The course should also focus on authentic situations that the students are going to encounter when they work in the hotel business.

Secondly, based on the results of needs analysis, English for Hotel Business Course based on project-based learning via blended learning was developed based on Graves's (2000) course design. The steps consisted of conducting needs analysis, determining the goals and objectives of the course, conceptualizing the content, selecting and developing materials and activities, organizing the content and activities, and evaluating. Moreover, Fragoulis's stages of project-based learning were implemented to teaching and learning activities aiming at encouraging the students to work on the projects and improve their oral communication skills. The blended learning in the study consisted of online learning and face-to-face classroom activities.

According to the findings from needs analysis, the results revealed that the course should focus on the topics relevant to service and facilities of the hotel, basic functions of hotel departments, and hotel staff's responsibilities as this knowledge were useful for working in the hotel. Moreover, oral communication skills should focus on the skills used when interacting face-to-face with hotel guests because the skills facilitated them to provide effective service. Finally, important language functions frequently used in Front and F&B departments should be focused on. Consequently, English for Hotel Business Course based on project-based learning via blended-learning consisted of 6 components: rationale, objectives, learning content, instructional process, materials and assessment, and evaluation

Thirdly, the post-test scores showed that the students improved their oral communication skills after they had learned through the course implementation. ,Finally, the findings of the satisfaction questionnaire and semi-structured interviews after the course implementation revealed that the students had positive satisfaction towards the course as it responded their needs of learning and oral communication skills. Teaching and learning activities were perceived as useful, and the students were motivated to learn English for hotel business course. Blended learning was seen as a convenient and useful teaching and learning method which combined both online and face-to-face activities. To explain this, the students could have self-study and review content in online session, and receive teacher's instruction and explanation, and work with friends in class. Course materials and assessment were appropriate for the course as the materials could serve the course purposes and the students were appropriately assessed their English skills. There were various benefits of the course implementation on their oral communication skills. To explain this, students learned basic hotel

vocabularies and important English expressions used in hotel business which were useful their oral communication improvement. More time allocation for class assignment and a study visit were students' suggestions for the course.

Discussion

The findings will be discussed in the following topics: 1) Needs analysis; 2) A development of English for Hotel Business Course based on project-based learning via blended learning; 3) The effects of implementation of English for Hotel Business Course based on project-based learning via blended learning on students' oral communication skills; and 4) students' satisfactions towards the implementation of English for Hotel Business Course.

1. Needs analysis

This study aimed to examine students' needs for English for Hotel Business Course. The needs analysis was conducted to collect information of students' wants, needs, problems, and expectations. According to Brown (1995), the obtained data from needs analysis was influential to a successful course design as it connects to what students are taught in class and their future careers. In this study, the needs analysis was conducted with Business English students and stakeholders who were ESP teachers, Hotel and Tourism teachers, and hotel personnels. The obtained results of needs analysis distributed important content and oral communication activities for the students in the course. The needs analysis provided vital information for developing the course which based on hotel operations, language functions, communicative tasks, and authentic situations in hotel service. These were useful and served the students with important requirement for the careers they would like to do in the future.

Generally, key informants and students showed similar opinions towards major content. However, the students did not mention 'solving problem' as an important need. According to expert's interview results, solving problem was seen as one important content that should be integrated in the course; however, the results of needs analysis questionnaire revealed that the students perceived it as the least needed oral communication skills. The results showed different opinions between the key informants and the students in terms of solving problem ability. To explain this, this might be from students' less experience in hotel work. The students might not perceive it as much important as other oral communication skills; however, the informants perceived it as one of the most important skills since the ability of solving the problem was so important for service businesses especially when the major income was from the customers who paid for the services. Interestingly, expert's recommendation was to include a study visit for the students so that they could see staff working in real establishments. Jones (1990) mentioned that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners' but are expected to do so with no, or very limited, preparation time". In this sense, an ESP practitioner is expected to have five key roles which include being a teacher, a course designer, materials provider, a collaborator, a researcher and an evaluator (Dudley-Evans & St.John, 1998).

2. A development of English for Hotel Business Course based on project-based learning via blended learning

According to the process of course development, Graves's (2000) steps were integrated in the study. The course was developed according to: 1) conducting needs analysis, 2) determining the goals and objectives of the course, 3) conceptualizing the

content, 4) selecting and developing materials and activities, 5) organizing the content and activities, and 6) evaluating. Consequently, English for Hotel Business Course based on project-based learning via blended-learning consisted of 6 components: rationale, objectives, learning content, instructional process, materials and assessment, and evaluation. The components were basically derived based on the results of needs analysis of stakeholders and students who were directly involved with the course. Moreover, the course was systematically designed to respond the needs of the learners. These made the course implementation effective to promote students' oral communication skills.

3. The effects of implementation of English for Hotel Business Course based on project-based learning via blended learning on students' oral communication skills

According to results of the research study, it can be concluded that the implementation of English for Hotel Business Course based on project-based learning via blended learning was effective in improving students' oral communication skills. There were three major reasons why the course was beneficial for students' improvement of oral communication skills: project-based learning activities in authentic contexts, collaborative learning tasks, and scaffolding. Firstly, the course implementation allowed students to practice their oral communication skills through project-based learning activities based on hotel business context. According to communicative approaches, the language needs to be exposed in order to motivate and provide opportunities for the language usages (Harmer, 2007). In this study, the students were encouraged to use and practice language through communicative tasks of the project. Language patterns and situations in the hotel were demonstrated to

the students so that they could use the language in the context. As Harmer (2007) explained, when the students receive adequate input and are engaged in learning topics and tasks, they would have higher oral ability. According to needs analysis questionnaire, one student's major problem of English learning was that they had no opportunity to use English outside classes. When they were engaged in communicative activities in hotel topics, they were motivated to use language in a specific context. Project-based learning is beneficial for learners' learning because they are encouraged to show their abilities to plan, manage, and accomplish projects through their content knowledge and language skills (Kloppenborg & Baucus, 2004). This study is in line with Pinphet (2020) who investigated the effects of a project-based blended learning with communication strategy instruction model on undergraduate engineering students' English oral communication ability and autonomy. The research results indicated that the project-based blended learning with communication strategy instruction model could be useful for promoting language learners' oral communication ability. According to Kovalyova et al. (2016), project-based learning is an ideal teaching method since it allows students to improve significantly their oral and written communication skills as well as apply the content knowledge in the field of their professional activity within the English language course.

Secondly, collaborative learning contributed to students' improvement in oral communication skills. In this study, blended learning allowed students to study online and do activities in classroom settings. Many students mentioned that they liked to do activities as they had chances to work with their friends. In classroom settings, the students mostly worked on communicative tasks through paired work, group work, and project work. In group working, the students collaboratively work to complete the

tasks. Storch (2002) referred to collaborative learning as an instructional methodology using students' paired work or small group in classroom activities. In the study, the students were allowed to learn and work collaboratively which resulted them to each other to brainstorm, discuss, and work on the assignment. The collaborative learning made them feel comfortable and more confident in working on the group assignment and project. According to Vygotsky (1978), human development is inherently a socially situated activity. To explain this, a child's cognitive development arises in social interaction with a more able member of society. Then, the more able member assists the child to go beyond his current levels towards the development level. In addition, collaborative learning has been theoretically supported by the communicative approach to second language instruction emphasizing on providing learners with opportunities to use the L2. In overall, the students learned and worked collaboratively with their friends, and they helped each other to do communicative tasks. This type of assistance was useful as it encouraged them to develop themselves and provide opportunities to improve their English ability.

Finally, teacher's scaffolding was useful for students' oral communication improvement. As explained earlier the students had studied online themselves and did in class activities with their friends. For the former case the students focused on self-study, and for the latter one they worked on class activities included brainstorming, discussion, paired work, group work, etc. These activities were based on communicative tasks and prepared themselves for the final project. In a student-centered classroom, a teacher is seen as a facilitator who provides support for students' learning process. According to Pozzi and Persico (2011), the teacher's role should be a facilitator for students to complete their tasks, a provider of suitable tools

and necessary materials, and a creator of criteria for individual and group work tasks. Many students satisfied with this kind of support as it helped them to work on class assignment and they also become more confident in sharing their opinions to their friends and expressing in English. Moreover, many students mentioned to the benefits of teachers' review of content after online self-study before classroom activities since the teacher summarized the online learning content at the end of each unit. It was useful when the teachers summarized the previously learned content for the students to make sure that the students understand the online session and were ready for the class activities. These facilitations were seen as teacher's scaffolding which was useful for students' oral communication improvement as it scaffolded students to be successful in communicative tasks. According to Gibbons (2002), scaffolding is a temporary structure that is put up in the process of constructing or repairing a building, as each bit of the new building is finished, the scaffolding is taken down. Alshumaimeri (2012) explains that scaffolding is necessary as it is a useful help that assists learners in moving toward new skills, concepts, or levels of understanding. In overall, scaffolding is thus the temporary assistance provided by a teacher to help a learner know how to do something, then the learner will be able to complete a task by himself.

4. Students' satisfaction towards the implementation of English for Hotel Business Course based on project-based learning via blended learning on students' oral communication skills

The results from students' questionnaires and semi-structured interviews revealed that the students had positive satisfaction towards the implementation of English for Hotel Business Course based on project-based learning via blended learning. The reasons why students had positive opinions towards the implementation:

collaborative project-based learning, non-threatening blended learning environment and motivation for future careers. Firstly, project-based learning instruction allows students to explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups or individually (Edutopia, 2013). Secondly, many students mentioned to the blended learning environment as a useful and convenient channel for their learning. According to blended learning in this study, the students studied online themselves and did activities in the classroom. For the former case, the students reported to the benefits of online learning as a convenient self-study channel. However, the students should be responsible for their own study. For the latter case, classroom activities were important as major tasks and practice were conducted in the classroom. The student must well prepare themselves in studying learning content before working with friends in class. When these two types of settings were blended, the students could manage time of their self-study and must be autonomous learners as their self-study could result to overall performance of paired and group work. In terms of classroom activities, collaborative learning allowed them to help each other in completing the assignment; moreover, the teacher's facilitation allowed them to feel comfortable in working on the tasks. The teacher's support was also useful as they could be confident how to work and finish the tasks.

Finally, implementation of English for Hotel Business Course motivated them to learn more about hotel business and work on specific tasks with their friends. Interestingly, there were students who mentioned that before studying the course they had no idea about hotel careers. However, after they studied in this course, it opened their world of hotel careers, so they learned more about hotel careers and their job

responsibilities. These motivated them to work in this field. According to the course development, the English for Hotel Business course consisted of 8 units of study with relevant topics of hotel business and hotel careers. Technical vocabularies and English expressions were designed and integrated into the lessons according to the results of needs analysis. Thus, the course was interesting and motivated the students to learn and practice oral communication skills. When the students were motivated to learn the topics, they would pay their attention and try their best to complete their tasks. This resulted in English ability improvement and positive satisfaction towards learning. PBL is considered as student-centred since students are driven by the need to create an end-product which brings them opportunities to develop their confidence and independence in learning EFL (Friedbooth, 2012).

Pedagogical implication

The research study provides the pedagogical implication as follows.

1. The results of needs analysis in this study were used to design English for Hotel Business Course for ESP learners with an emphasis on improving their oral communication skills. Considering relevant stakeholders' opinions and learners' needs were important for needs analysis as it was an important process for course development. When the course was designed based on the needs of learners and stakeholders, it would correspond to the actual needs of the students and help the teacher to provide effective language instruction and activities to them. However, some results of needs analysis should be carefully considered as the learners and stakeholders might have different perspectives towards some issues. It is necessary for

the teacher to carefully consider those issues and design the course based on relevant theories and situations that might be affect to students' learning in the course.

2. Project-based learning is a constructivist, student-centered teaching pedagogy that promotes learning by identifying and solving real-world problems using research and evidence-based solutions (Gawron, 2015). It is seen as a useful method encouraging students to improve their learning by completing the projects. In this study, students conducted the projects in hotel context. They planned, discussed, researched, and solved the problems of the project with their friends. Then, they presented the projects using a variety of methods such as presentations or videos. The classroom was student-centered while a teacher was seen as a facilitator who provides support for students' learning process. Even though the students were active learners in their learning process, teacher scaffolding was required since the teacher was seen as an important facilitator who assisted students to complete tasks, selected appropriate materials, integrated useful activities, or even creating criteria assessment (Pozzi and Persico, 2011).

3. According to the findings, it revealed that the implementation of English for Hotel Business Course based on project-based learning via blended learning was supportive for students' oral communication skills and it was also positive for students' opinions. In the study, the students worked in the blended learning method which combined online and face-to-face activities. Students' satisfaction towards the method were positive as it helped them to become autonomous learners. So, the blended learning could be integrated to provide teaching and learning activities to the students. However, there should be careful consideration on the integration as some students might neglect the lessons and ineffectively prepare themselves for the face-to-face

class activities. To prevent this, the class activities should be relevant to online activities and encourage the students to contribute knowledge from the online lessons to the class activities. This will supportively heighten teaching and learning activities based on the concept of blended learning.

Recommendation for further studies

1. This study focused on the implementation of English for Hotel Business Course based on project-based learning via blended learning on students' oral communication skills. The research findings showed the effectiveness of course on students' oral communication skills. According to course implementation, students studied online and worked on paired and group work in the classroom. Moreover, project-based learning activities, collaborative learning environments, and teacher's scaffolding were useful and supportive for their oral communication skills. Further studies could focus on integrative skills as the learners can take the benefits of using all four skills and to see how the integrative skills are improved. Whereas time management should be considered if the four skills are integrated as some students suggested more time allocation in group work.

2. According to the findings, and the participants of the study had positive satisfaction towards the implementation. They agreed that the course provided them with opportunities to collaboratively learn and actively engage in communicative activities. ESP focusing on hotel-based context was useful for their improvement and motivated them to work in hotel business. Hence, further research should focus on other business areas such as customer service, aviation, travel and tourism, etc. This

could motivate learners to improve their oral communication skills through other Business English topics.

5.5 Summary of the chapter

This chapter provides the discussion and conclusion of this study. It discusses the followings: summary of the research study, discussion, pedagogical implications, recommendations for further studies, and summary of the chapter.

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APPENDICES

Appendix A

Needs Analysis Questionnaire

Research title: Developing an English for Hotel Business Course based on Project-Based Learning via Blended-Learning to Promote Undergraduate EFL Learners' Oral Communication Skills

This questionnaire consists of 6 parts:

1. Personal information
2. The importance of English oral communication skills
3. Problems of students' English oral communication skills and learning
4. Students' ability in English oral communication in hotel business
5. Students' needs and expectation for Hotel Business Course
6. Suggestions

Part I: Personal information

Instructions: Please answer the following questions.

1. Gender Male Female
2. Age 19 years 20 years 21 years 22 years
3. Is English necessary for hotel business? Yes No
4. How do you rate your listening skill, speaking skill, reading skill, writing skill?

Skills	Excellent (5)	Good (4)	Moderate (3)	Low (2)	Very low (1)
Listening					
Speaking					
Reading					
Writing					

5. The level of English oral communication skills' needs in each hotel department

Department	Very important (5)	Important (4)	Moderate (3)	Less important (2)	Least important (1)
Front					
Food & Beverage					
Housekeeping					
Engineering					

Part 2: The importance of English oral communication skills

Instruction: Please mark √ in a column that matches your opinion.

2.1 Importance of ability in English oral communication	The most (5)	Much (4)	Moderate (3)	Less (2)	The least (1)
1. English oral communication is necessary for life in general.					
2. English oral communication is important for social status and image.					
3. English oral communication is important for building relationship with foreigners.					
4. English oral communication is essential for expanding your visions and enhancing your learning.					
5. English oral communication is crucial for increasing educational opportunities and success.					

6. English oral communication is important for increasing job employment opportunities and success.					
7. English oral communication is necessary for job success and earning income.					
8. Others (Please specify: _____)					

2.2 Importance of English oral communication for hotel careers	The most (5)	Much (4)	Moderate (3)	Less (2)	The least (1)
1. English oral communication is important for career in hotel business.					
2. English oral communication is important for good image in hotel business.					
3. English oral communication is important for success and promotion career in hotel career.					
4. English oral communication is important for communicating within organization.					
5. English oral communication is important for communicating with foreigners.					
6. English oral communication is important for successful job employment.					
7. Others (Please specify: _____)					

Part 3: Problems of students' English oral communication skills and learning

Instruction: Please mark √ in a column that matches your opinion.

3.1 Perceived problems of English oral communication	Highest (5)	High (4)	Moderate (3)	Low (2)	Lowest (1)
1. Unable to communicate fluently					
2. Unable to speak with correct accent					
3. Unable to communicate confidently					
4. Unable to get main ideas from different kinds of media					
5. Unable to catch main ideas from their interlocutors					
6. Unable to convey their ideas and information to others					
7. Unable to participate in English conversation about daily life fluently and appropriately					
8. Unable to participate in English business conversation					
9. Unable to present in English in front of a large number of audiences					
Others (Please specify: _____)					

3.2 Problems of learning	Highest (5)	High (4)	Moderate (3)	Low (2)	Lowest (1)
1. Poor English background					
2. Insufficient practices					
3. Content is irrelevant, outdated, not practical					
4. Teachers lack teaching skills.					
5. Teaching method is inappropriate or uninteresting.					

6. Assessment is inappropriate					
7. Inadequate class time and courses					
8. No opportunity to use English outside classes.					
9. Lack of motivation					
10. Others (Please specify: _____)					

Part 4: Students' ability in English oral communication in hotel business

Instruction: Please mark √ in a column that matches your opinion.

4.1 Students' ability in English oral communication in hotel business	Excellent (5)	Good (4)	Moderate (3)	Low (2)	Very low (1)
1. Students can greet and welcome guests.					
2. Students can converse via the telephone.					
3. Students can give and receive compliments.					
4. Students can describe hotel facilities.					
5. Students can ask for and give opinions.					
6. Students can ask for permission.					
7. Students can ask for repeating information.					
8. Students can offer help and advice.					
9. Students can deal with problems and complaints.					
10. Students can describe functions and purposes.					
11. Students can deal with requests.					
12. Students can describe menus.					

13. Students can describe bills.					
14. Students can take order.					
15. Students can give information.					
16. Others (Please specify: _____)					

Part 5: Students' needs and expectation for Hotel Business Course

Instruction: Please mark √ in a column that matches your opinion.

5.1 Content	Highest (5)	High (4)	Moderate (3)	Low (2)	Lowest (1)
1. Students will be able to greet and welcome guests.					
2. Students will be able to converse via the telephone.					
3. Students will be able to give and receive compliments.					
4. Students will be able to describe hotel facilities.					
5. Students will be able to ask for and give opinions.					
6. Students will be able to ask for permission.					
7. Students will be able to ask for repeat.					
8. Students will be able to offer help and advice.					
9. Students will be able to deal with problems and complaints.					
10. Students will be able to describe functions and purposes.					
11. Students will be able to deal with requests.					

12. Students will be able to describe menu.					
13. Students will be able to describe bill.					
14. Students will be able to take order.					
15. Students will be able to give information.					
16. Others (Please specify: _____)					

5.2 Learning methods	Highest (5)	High (4)	Moderate (3)	Low (2)	Lowest (1)
1. Role-Play					
2. Simulation					
3. Group-Based Activities					
4. Project Work					
5. Others (Please specify: _____)					

Part 6: Suggestions

Please provide further suggestions for developing English for Hotel Business Course. Your information will be useful for the course and future hotel business career.

Appendix B

Interview Protocol

1. How are English communication skills important for hotel business and hotel jobs?
2. Why are English oral communication skills necessary for hotel business and hotel jobs?
3. What are important English oral communication skills for hotel jobs? Why?
4. What are the most important oral communication skills required to work in hotel business? Why?
5. What are the most difficult or problematic oral communication skills for Thai staff to perform? Why?
6. What are the methods used in recruiting hotel staffs?
7. What English oral proficiency do the employers look for when hiring hotel staffs?
8. How will the employers test English oral communication skills of hotel candidates?
9. What is your suggestion for English for Hotel Business Course regarding content, instructional materials, and assessment?
10. How can the ESP hotel business course be developed or improved to help hotel business students to be successful candidates and perform their work efficiently?

Appendix C

Lesson Plans

Unit	Content	Language functions	Learning activities
Unit 1: About the hotel	<ul style="list-style-type: none"> - Types of hotels - Hotel facilities - Types of bedrooms - Jobs in the hotel 	<ol style="list-style-type: none"> 1. Giving information about the hotel 2. Describing facilities 3. Suggesting accommodation 4. Describing jobs and workplaces 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Group discussion - Oral presentation
Unit 2: Hotel reservation	<ul style="list-style-type: none"> - Making a room reservation - Using the telephone - Hotel enquiries - Correspondence 	<ol style="list-style-type: none"> 1. Taking a reservation on the phone. 2. Taking and leaving messages 3. Answering questions 4. Writing email 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations
Unit 3: Hotel arrival	<ul style="list-style-type: none"> - Guest arrival - Bedroom and porter - Location of facilities - Places to visit 	<ol style="list-style-type: none"> 1. Greeting and receiving guests 2. Checking in 3. Describing hotel rooms and services 4. Recommending places to visit 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations - Oral presentation
Unit 4: Restaurant	<ul style="list-style-type: none"> - In the restaurant - Starter, main course, and drinks 	<ol style="list-style-type: none"> 1. Making polite requests 2. Offering help 3. Describing menu 4. Taking order 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations

Unit 5: Room service	<ul style="list-style-type: none"> - Bar orders - Room service 	<ol style="list-style-type: none"> 1. Describing drink 2. Asking and explaining 3. Repeating information 4. Taking order on the phone 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations - Oral presentations
Unit 6: House-keeping and maintenance services	<ul style="list-style-type: none"> - Housekeeping service - Maintenance service 	<ol style="list-style-type: none"> 1. Describing functions and purposes 2. Making requests 3. Giving instruction 4. Asking for permission 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations
Unit 7: Dealing with problems & complaints	<ul style="list-style-type: none"> - Problems in bedrooms - Problems of hotel service - Guest complaints 	<ol style="list-style-type: none"> 1. Complaining 2. Repeating information 3. Apologizing 4. Offering alternatives 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations - Oral presentations - Class discussion
Unit 8: Hotel departure	<ul style="list-style-type: none"> - Query on the bills - Checking out 	<ol style="list-style-type: none"> 1. Dealing with payment 2. Describing bill 3. Saying goodbye 	<ol style="list-style-type: none"> 1. Online learning - Working on exercise - Independent practice 2. In class activities - Role play - Simulations - Class discussion

Procedures of project-based learning

Project-based learning activities in this study consist of 4 stages (Fragoulis, 2009) as follows:

- 1. Speculation:** The choice of project is provided to students. Teachers and students speculate possibilities that will lead smoothly to the projects.
- 2. Designing the project activities:** The stage aims at organizing the structure of a project activity that includes group formation, assigning roles, methodology decision, information source.
- 3. Conducting the project activities.** Students work and do activities that were planned and designed in the previous stage. In doing this, they gather information, have group discussion, consult with the teacher about problems encountered in their work. Then, their final products are exhibited in various forms such as a presentation, a performance, a product, or publication to the class.
- 4. Evaluation.** In this stage, the activities are assessed by the participants and they discuss about whether the initial aims and goals have been achieved and implemented in the process and final products.

Example of Lesson Plan

Unit 1

About the Hotel

Learning objectives

Upon the completion of the unit, students should be able to:

1. Give basic information about the hotel
2. Describe service and facilities of the hotel
3. Suggest appropriate accommodation to the hotel guests
4. Recommend nearby places to the hotel for guest visit

Language functions

1. Giving information about the hotel
2. Describing facilities
3. Suggesting accommodation
4. Recommending places to visit

Teaching and learning procedure (360 minutes)

1. Presentation (Online activities)

1.1 Vocabulary

- Students are provided with vocabulary related to hotel business.

1.2 Content learning

- Students are introduced to various types of hotels. Each one is explained in terms of functions and characteristics.

- Hotel facilities are described their functions and service in the hotel. Moreover, students learned different types of bedrooms.

- Students are asked about different purposes of guest stay at the hotel. Various purposes are discussed. The examples of purposes might include business, pleasure, holidays, etc. - Then, the students are asked to suggest nearby facilities or places to visit. Also, they are asked nearby tourist attraction that might interest hotel guest to visit.

- The students answer the questions at the end of unit.

2. Practice (Online and individual activities)

2.1 Video clip activities

- Students are introduced to hotels including their facilities for hotel guests.

- Then, the students answer questions about the hotel facilities.

2.2 Working on worksheet tasks

- Students work on individual exercises.

3. Production (In class activities)

3.1 Group discussion

- The students are divided in groups of 3-4 and they are given the following scenario.

“As a university student, in this semester you study with a newly English teacher. Her family is planning to visit her the next long holidays. There are 3 family members who are visiting her: her father, her mother, and her sister. So, she’s looking for a hotel in the city affording facilities for her parents who are 65 and her sister who is 25 years old. In terms of their preferences, her parents love Thai food and Thai massage. Her sister likes shopping and Thai architecture. So, please suggest one hotel for her family which can serve their preferences.”

- Then, students discuss in their groups about an appropriate hotel that serves the needs of their teacher’s family members. The hotel should locate in the city which consists of different places to visit. Then, they use the details to prepare oral presentations to class.

3.2 Oral presentation

Each group presents the hotel and explain the reasons why it should be recommended to their teacher. Then, class discuss about the facilities of each hotel.

3.3 Project-based activities

Stage1: Speculation

The choice of hotel project is provided to students. Teachers and students speculate possibilities that will lead smoothly to the projects.

Stage 2: Designing the project activities: The stage aims at organizing the structure of a project activity that includes group formation, assigning roles, methodology decision, information source.

Stage 3: Conducting the project activities. Students work and do activities that were planned and designed in the previous stage. In doing this, they gather information, have group discussion, consult with the teacher about problems encountered in their work. Then, their final products are exhibited in various forms such as a presentation, a performance, a product, or publication to the class.

Stage 4: Evaluation. In this stage, the activities are assessed by the participants and they discuss about whether the initial aims and goals have been achieved and implemented in the process and final products

Materials

1. Online learning lesson
2. Video clips
3. Worksheet

Assessment

1. Unit exercises
2. Oral presentation

Appendix D

Oral Communication Test

There are two parts of oral communication test: a job interview and an oral presentation.

Part I: Interview

Situation: You are a new graduate who is interested to work in hotel business. You have applied for a hotel career at one city hotel. You are going to have a job interview with HR manager of that hotel. Answer the following questions.

1. Could you please introduce yourself?
2. What job position have you applied for?
3. Why do you want to work in this position?
4. Why do you want to work in hotel business?
5. What are important skills for employees working in hotel business?
6. What are your strengths and weaknesses?
7. Could you please tell me about your favorite activities when you were at the university?
8. What do you see yourself in next five years?
9. Why should we hire you?
10. What make you different from other candidates?

Scoring rubrics for interview

No.	Criteria	Rating score	Comment
1	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal.
		2	Can usually handle elementary constructions quite accurately but the does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used.
2	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.
		4	Can understand and participate in any conversation with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.

3	Comprehension	5	Equivalent to the of an educated native speaker.
		4	Can understand any conversation within the experience.
		3	Comprehension is quite complete at a normal rate on speech .
		2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
		1	Within the scope of his/her very limited language experience, can understand simple questions.
4	Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs.
		3	Can discuss particular interests of competence with reasonable words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
5	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Error in pronunciation is quite rare.
		3	Error never interferes with understanding and rarely disturb the native speaker.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understand by a native speaker.
6	Task	5	Speaking proficiency equivalent to the of educated native speaker.

		4	Would rarely be taken for a native speaker but can respond.
		3	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.
		2	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
		1	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

Source: Brown (2001, p.172-173)

Part II: Oral presentation

Situation: You are a hotel receptionist who is responsible for presenting your hotel in a trade fare. Your presentation aims at promoting your hotel to tentative hotel guests. Please present about your hotel in terms of hotel general information, service, facilities of the hotel, promotion, etc. (You have 2 minutes to prepare your presentation and 8 minutes for presentation.) Your presentation will be evaluated by the following rubrics.

Scoring rubrics for presentation

Content	Level			
	Excellent (3)	Good (2)	Fair (1)	Poor (0)
1. The purpose or objective of the presentation was accomplished.				
2. The introduction was lively and got my attention.				
4. The main idea or point was clearly stated toward the beginning.				
4. The supporting points were: <ul style="list-style-type: none"> • clearly expressed • supported well by facts, argument 				
5. The conclusion restated the main- idea or purpose.				
Delivery	Level			
	Excellent (3)	Good (2)	Fair (1)	Poor (0)
1. The speaker used gestures and-body language well.				
2. The speaker maintained eye contact with the audience.				
3. The speaker's language was natural and fluent.				

4. The speaker's volume of speech was appropriate.				
5. The speaker's rate of speech was appropriate.				
6. The speaker's pronunciation was clear and comprehensible.				
7. The speaker's grammar was correct and didn't prevent understanding.				
8. The speaker used visual aids, handouts, etc., effectively.				
9. The speaker showed enthusiasm and interest.				
10. The speaker responded to audience questions well.				

Source: Brown (2001, p.180)

Appendix E

Satisfaction questionnaire

Research title: Developing an English for Hotel Business Course based on Project-Based Learning via Blended-Learning to Promote Undergraduate EFL Learners' Oral Communication Skills

The questionnaire consists of three parts.

1. Personal information
2. Students' satisfaction towards the implementation of English for Hotel Business Course based on project-based learning via blended learning
3. Suggestions

Part I: Personal information

Instructions: Please answer the following questions.

1. Gender Male Female
2. Age 19 years 20 years 21 years 22 years

Part II: Students' satisfaction towards the implementation of English for Hotel Business Course based on project-based learning via blended learning

Instruction: Please mark √ in a column that matches your opinion.

Statement	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1. The course responded to student's needs.					
2. The course was useful and practical.					
3. Lessons were easy to understand, and they were practical.					
4. Lessons were authentic.					
5. Lesson sequences were appropriate.					
6. Lessons were interesting.					
7. Teaching and learning activities were interesting.					
8. There were various teaching and learning activities.					
9. Teaching methods promoted students' learning.					
10. Teaching methods encouraged students to share ideas and promoted cooperative learning.					
11. Teaching and learning were appropriate and useful.					
12. Materials were appropriate and useful.					
13. Assessment was appropriate.					

14. The students have learned and improved oral communication skills.					
15. Teaching and learning activities promoted oral communication skills.					
16. Overall, the students are satisfied with learning in this course.					

Part III: Suggestions

Direction: Please provide suggestions for improving English for Hotel Business Course.

Appendix F

Semi-structured interview

1. What are your opinions towards English for Hotel Business course?
2. Does English for Hotel Business course respond your need? If yes, how? If no, why not?
3. What are your opinions towards the lessons in English for Hotel Business course?
4. What are your opinions towards teaching and learning activities in English for Hotel Business course?
5. What are your opinions towards teaching methods in English for Hotel Business course?
6. What are your opinions towards materials used in English for Hotel Business course?
7. What are your opinions towards assessment in English for Hotel Business course?
8. Are your English oral communication skills improved after studying in English for Hotel Business course?
9. How are you satisfied with English for Hotel Business course?
10. Please provide suggestions for improving the effectiveness of English for Hotel Business course.

Curriculum Vitae

Lawarn Sirisrimangkorn was born on July 25, 1981 in Nakhon Ratchasima, Thailand. She obtained her Bachelor's degree in English from Khon Kaen University. Then she received her Master's degree in English Language Studies from Suranaree University of Technology. She started her teaching career at Nakhon Ratchasima Rajabhat University in 2010. After that she completed her Doctoral Degree in English Language Studies in 2013. Currently, she is a lecturer in Business English curriculum at Nakhon Ratchasima Rajabhat University. Her research interest includes speaking skills, drama, project-based learning, and Teaching English as a Foreign Language.