

THE EFFECTS OF COMMUNITY-BASED INSTRUCTION USING HYBRID LEARNING
ON ENGLISH ORAL COMMUNICATION FOR TOURISM INDUSTRY
OF UNDERGRADUATE STUDENTS

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บทคัดย่อและแฟ้มข้อมูลนี้ได้รับการตีพิมพ์ครั้งแรกปีการศึกษา 2554 ที่ห้องบริการในคลังปัญญาภาษา (CUIR)
A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Degree of Doctor of Philosophy Program in English as an International Language

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository (CUIR)

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Chulalongkorn University

Academic Year 2015

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ผลของการสอนโดยใช้ชุมชนเป็นฐานผ่านการเรียนแบบผสมผสานที่มีต่อการสื่อสารทางวาจา
ภาษาอังกฤษสำหรับอุตสาหกรรมการท่องเที่ยวของนักศึกษาระดับปริญญาตรี

นายกิจจาณัฏฐ์ ตั้งจิตนุสรณ์



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต

สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (สหสาขาวิชา)

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2558

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title THE EFFECTS OF COMMUNITY-BASED
INSTRUCTION USING HYBRID LEARNING ON
ENGLISH ORAL COMMUNICATION FOR TOURISM
INDUSTRY OF UNDERGRADUATE STUDENTS

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กิจจานุสรณ์ ตั้งจิตนุสรณ์ : ผลของการสอนโดยใช้ชุมชนเป็นฐานผ่านการเรียนแบบผสมผสานที่มีต่อการสื่อสารทางวาจาภาษาอังกฤษสำหรับอุตสาหกรรมการท่องเที่ยวของนักศึกษา ระดับปริญญาตรี (THE EFFECTS OF COMMUNITY-BASED INSTRUCTION USING HYBRID LEARNING ON ENGLISH ORAL COMMUNICATION FOR TOURISM INDUSTRY OF UNDERGRADUATE STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ดร.พรพิมล ศุขะวาที, 271 หน้า.

งานวิจัยนี้มีวัตถุประสงค์เพื่อ (1) เพื่อศึกษาผลของการสอนโดยใช้ชุมชนเป็นฐานผ่านการเรียนแบบผสมผสานที่มีต่อการสื่อสารทางวาจาภาษาอังกฤษสำหรับอุตสาหกรรมการท่องเที่ยว และ (2) เพื่อศึกษาทัศนคติของนักศึกษาที่มีต่อการสอนโดยใช้ชุมชนเป็นฐานผ่านการเรียนแบบผสมผสานที่มีต่อการสื่อสารทางวาจาภาษาอังกฤษสำหรับอุตสาหกรรมการท่องเที่ยว นักศึกษาระดับปริญญาตรี จำนวน 14 คน ได้ทำการทดสอบก่อนเรียน จากนั้นจึงได้เรียนรู้ผ่านกระบวนการสอนโดยใช้ชุมชนเป็นฐานผ่านการเรียนแบบผสมผสานที่มีต่อการสื่อสารทางวาจาภาษาอังกฤษสำหรับอุตสาหกรรมการท่องเที่ยวซึ่งประกอบด้วยการอภิปรายและการทบทวนความรู้เดิมภายในห้องเรียน การเก็บข้อมูลในชุมชนที่เกี่ยวข้องกับอุตสาหกรรมการท่องเที่ยวของจังหวัดน่าน การนำเสนอข้อมูลดังกล่าวผ่านทาง Facebook และการอภิปรายผ่านทาง Google Plus Hangouts และการนำเสนอด้วยวาจาในชั้นเรียน จากนั้นนักศึกษาได้แสดงทัศนคติที่มีต่อกระบวนการเรียนรู้ข้างต้นและทำการทดสอบหลังเรียน เครื่องมือที่ใช้ในการศึกษาประกอบด้วย แผนการสอน แบบวัดความสามารถในการสื่อสารทางวาจาภาษาอังกฤษก่อนและหลังเรียน แบบบันทึกออนไลน์ แบบสังเกตการเรียนรู้ และการสัมภาษณ์

ผลการศึกษาพบว่า

- (1) ความสามารถทางการสื่อสารทางวาจาภาษาอังกฤษภายหลังการเรียนโดยใช้ชุมชนเป็นฐานผ่านการเรียนแบบผสมผสานที่มีต่อการสื่อสารทางวาจาภาษาอังกฤษสำหรับอุตสาหกรรมท่องเที่ยวของนักศึกษาเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05
- (2) นักศึกษามีทัศนคติเชิงบวกต่อการเรียนโดยใช้ชุมชนเป็นฐานผ่านการเรียนแบบผสมผสานที่มีต่อการสื่อสารทางวาจาภาษาอังกฤษสำหรับอุตสาหกรรมท่องเที่ยว

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ ลายมือชื่อนิสิต

ปีการศึกษา 2558 ลายมือชื่อ อ.ที่ปรึกษาหลัก

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my advisor, Dr. Pornpimol Sukavatee, who always advise, support, and encourage me to pursue a doctorate. I could not have imagined having a better advisor and mentor for my Ph.D study.

I would also extend my special thanks to Assoc. Prof. Dr. Apasara Chinwonno, Asst. Prof. Dr. Punchalee Wasanasomsith, Dr. Sutthirak Sapsirin, and Dr. Nawarat Siritaratn for the insightful comments and encouragement. Their valuable suggestions widen my research from various perspectives.

Much gratitude also goes to all of the experts who provided valuable suggestions and share their expertise during the instrument validation process.

I would also like to express my gratitude to all instructors at the English as an International Language Program, Graduate School, Chulalongkorn University, who widen my knowledge and lead me to success of my research study.

My sincere thanks also goes to Assoc. Prof. Dr. Komsan Amnuaysit, the vice president at Rajamangala University of Technology Lanna, who allowed me topursue my studies. Moreover, I would like to express my thanks to my colleagues at RMUTL Nan, especially Dr. Sorasak Chiewchan and Dr. Wiroj Mongkolthep, who always provide me very insightful suggestions. Besides, I also thank all students who participated in the study.

I also thank my friends at the EIL program, especially Mr. Patrawut Charoenroop and Ms. Rattanan Thapanaprasert, for their great support. I would also thank Mrs. Jutharat Sinives, Ms. Sutticha Petchweera and Mr. Watcharachai Tasom for the great reinforcement. My special thanks also go to Mr. Sittirat Patcharapreecharat for his support.

Lastly, I would like to thank my beloved mother, Mrs. Walai Tangjitnusorn, who always supports, understands, motivates, and stands by me. Without her, I may not have accomplished this greatest chapter of my life.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The English for International Communication program at Rajamangala University of Technology Lanna Nan was founded with an intention to produce and develop students to serve in English-speaking careers and related fields. Prior to graduation, the students have to be qualified through an internship program. According to former students, a majority of them preferred to work in local tourism-related organizations; however, negative feedbacks from entrepreneurs taken after the internship program indicated that the students had difficulties in communicating with foreigners. The matters drew attention to the program that the deputed staffs scrutinized the issues and endeavored to solve them. Then the staffs found that learning contexts and learning activities were not authentic. That is to say, the students could not relate knowledge they learned in the classroom to practice in the real-world situations, especially during an internship program. At the same time, Nan provincial government requested the promotion of Nan tourism industry and the use of information technology (Nan Provincial Government, 2009). As a consequence, the deputed staffs of the program soon conceded that it was an important matter to develop an English

for Tourism Industry course in order to enhance the students' English communication ability and to support the requirement of the provincial government.

According to Jamil and Chidambaram (2007), oral communication ability is mostly preferred in the field of tourism industry. Hence, an English for Tourism course was mainly focused on a development of English oral communication for tourism industry. After studying various learning models, the staffs came to an end that Functions of Speaking, introduced by (Richards, 2009), was the most suitable model to develop English oral communication for Tourism Industry. The model divides oral communication into three types of talk: interaction, transaction, and performance. Regarding the first, a talk as interaction is mainly focused on interlocutors rather than messages they convey. Secondly, a talk as transaction is contrastive to the former, in which it prioritizes messages conveyed among interlocutors such as a discussion or a meeting. Finally, talk as performance such as public talk is of great importance when both the participants and the message are equally emphasized at the same time. Admittedly, the social context including cultural, ethnic, social, and local-physical circumstances is another factor that helps individuals succeed in their interaction (Matel & Ball-Rokeach, 2001).

Regarding the request from the aforementioned stakeholders that the students' English oral communication was insufficient in order to support Nan tourism industry, the deputed lecturers and staffs at the English for International Communication program, Faculty of Business Administration and Liberal Arts,

Rajamangala University of Technology Lanna Nan had reviewed various pedagogical instructions that could be solved the problems. They soon found that the use of community-based instruction (CBI) was seen as the most applicable instruction due to the fact that it allows students to connect knowledge learning in a classroom with knowledge learning in a community in order to achieve today's world skills ("Community-Based Learning", 2014; "Community Based Instruction", 2011). There were many educators introducing types of CBI; however, the ones provided by Owens and Wang (1996) had aspects of the suitability of the problem solution. Owens and Wang introduced various types of CBI; however, despite the suitability of learning activities, learning contexts, and time constraints, only Service Learning and Place-Based Learning were employed in the study. Furthermore, the use of Internet social networking technology was also taken into consideration as it could enhance the teaching and learning activities. A number of online social networking sites and applications were considered to meet the objectives of the course. As a result, the use of Google Plus Hangouts and Facebook was the most suitable. The selection of Google Plus Hangouts was grounded from the implication of Lewandowski (2015) that Google Plus Hangouts could be employed effectively in English for Speakers of Other Languages (ESOL) instruction and yielded benefits to students. Moreover, after reviewing the characteristics of the application, it was believed that, with careful planning, Google Plus Hangouts was able to enhance a development of the students' English oral communication due to the fact that it allows users to communicate verbally with

others up to 10 users in real time via various types of communicative device such as personal computers or smartphones (Google, 2016). In terms of using Facebook, the program staffs believed that it could enhance learning activities of the students in order to record the students' works during out-of-class activities as reflective online journals. The idea was supported by the previous study of Mooney and Edwards (Mooney & Edwards, 2001), who studied the use of CBI, that the students should record their observations in reflective journal entries.

To sum up, in this study, English oral communication for tourism industry is targeted to develop through the Functions of Speaking model. Community, Nan tourism industry, is viewed as a source of learning where students collect wisdom from the locals. In addition, online social communicative technologies are employed to support learning activities.

1.2 Research Questions

Based on aforementioned discussion regarding necessity to design a course to enhance English oral communication for tourism industry of the undergraduate students, the present study was aimed to reveal answers of the following research questions:

1. To what extent does community-based instruction using hybrid learning enhance English oral communication?

1.1 To what extent does community-based instruction using hybrid learning enhance English oral communication in talk as interaction?

1.2 To what extent does community-based instruction using hybrid learning enhance English oral communication in talk as transaction?

1.3 To what extent does community-based instruction using hybrid learning enhance English oral communication in talk as performance?

2. What are the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry?

2.1 What are the attitudes of students towards community-based instruction?

2.2 What are the attitudes of students towards hybrid learning?

1.3 Objectives of the Study

There are a number of studies that investigated students' English oral communication ability through various teaching and learning approaches. The Community-based Instruction (CBI) is one of the teaching approaches that is used in language classes to improve students' English oral communication ability. However, only few research studies have touched upon the use of CBI in tourism industry. Therefore, the present study was conducted with the following objectives:

1. To investigate the effects of community-based instruction using hybrid learning on English oral communication for tourism industry

1.1 To investigate community-based instruction using hybrid learning on English oral communication in talk as interaction

1.2 To investigate community-based instruction using hybrid learning on English oral communication in talk as transaction

1.3 To investigate community-based instruction using hybrid learning on English oral communication in talk as performance

2. To explore the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry

2.1 To explore the attitudes of students towards community-based instruction

2.2 To explore the attitudes of students towards hybrid learning

1.4 Statements of Hypothesis

Theoretically, Community-based Instruction (CBI) is seemed advantageous to learners in order that they can connect knowledge learned in a classroom with knowledge learned in a community ("Community-Based Learning", 2014; "Community Based Instruction", 2011). By being taught CBI, students explored new knowledge and reached requirements of schools and community, as observed in number of studies (Jordaan, 2007; Owens & Wang, 1996).

In terms of hybrid learning, it refers to the combination of face-to-face instruction and online instruction through the use of internet-based tools (Allan, 2007;

Buzzetto-More & Sweat-Guy, 2006). By being taught through hybrid learning, students can develop social interaction and oral communication, as observed in number of studies (Espinosa, 2015; Kobayashi, 2015; Laborda, 2009; Maneekul, 2006; Sukavatee, 2007; Tangjitnusorn, 2008).

Regarding English oral communication, it was suggested that students should learn speech activities distinctively (Richards, 2009). By being taught English oral communication, students are suggested to practice speaking through three types of talk including Talk as interaction, Talk as transaction, and Talk as performance due to the fact that each type of talks supports different forms and functions of language. (Richards, 2009)

Based on the aforementioned statements, the hypothesis of the present study can be described as follows.

1. The students' English oral communication would improve at $p \leq 0.05$ after taking community-based instruction using hybrid learning on English oral communication for tourism industry.

1.5 Scope of the Study

In order to correspond to research objectives, the community-based instruction using hybrid learning on English oral communication for tourism industry was delivered to an intact class of third-year undergraduate students majoring in English for International Communication at Rajamangala University of Technology Lanna Nan

enrolling in English for Tourism Industry during the second semester of the academic year 2014. The independent variable was community-based instruction using hybrid learning on English oral communication for tourism industry and the dependent variables were English oral communication: Talk as interaction, Talk as transaction, and Talk as Performance and attitudes towards community-based instruction and hybrid learning.

1.6 Definition of Terms

1. **Community-based instruction** (CBI) refers to the learning process developed based on Service-Learning proposed by (Heffernan, 2011) and Place-Based Learning proposed by (Sobel, 2003) models. In this study, Service-Learning referred to the approach in which the participants were to participate in various communities including Nan tourism-related organizations and attractions in order to assist the locals and to study from them for 10 hours per each community. In terms of Place-Based Learning, it referred to the approach in which the students studied background information of Nan tourism industry in a classroom before participating in various communities including Nan tourism-related organizations and attractions in order to gather in-depth information of each community and bring the information to share with the teacher and other students in a classroom.

2. **Hybrid learning** refers to integration between the use of online social technologies and a traditional classroom instruction as proposed by (Sharpe, 2006). In

this present study, hybrid learning referred to 3 stages of instructional process: (1) the participants participated in a classroom in order to study, make an individual and a group discussion, and complete in-class exercises, (2) after completing the community participation activity, the participants were to access to Facebook page (www.facebook.com/nanengfortour) in order to note information gathered from the community, and to make a videoconference via Google Plus Hangouts in order to provide information to the teacher, and (3) the students were to make an oral presentation in a classroom.

3. English oral communication refers to the verbal communication process named 'Functions of Speaking' proposed by Richards (2009) consisting of three types of talk: (1) Talk as interaction - the social talk in which a focus is on speakers and how they present themselves to each other rather than a message, (2) Talk as transaction - the situational talk which a focus is on clarity and accuracy of a message rather than interlocutors, and (3) Talk as performance - the public talk in which information is transmitted before an audience. In this present study, Talk as interaction referred to the situational talk in which the focus was on the ability to recount travel experience in Nan province. Regarding Talk as transaction, it referred to the role-play emphasizing the ability to respond to questions, give information, and make suggestions regarding Nan tourism. For Talk as performance, it referred to the oral presentation in which a focus was on the ability to give a speech in front of a camera in order to invite tourists to visit Nan province.

4. Tourism Industry refers to (1) the tourist attractions in Nan province, Thailand, mentioned by Nan Provincial Government (2009) including temples, ancient remains, and natural sites, and (2) the tourism-related industries. In this present study, the attractions and tourism-related industries and services were selected by the students in accordance with the sequences of unit plan topics including, (1) temples: Wat Prathat Chae-Hang, Wat Aran-Yawas, Wat Phumin, and Wat Pra-Kerd, (2) accommodations: Kum Mueang-Mintr hotel, Phuka Nan Fah hotel, Pupiang Kiang Fah hotel, and Baan Nan hotel, (3) natural sites: Pak Nai fishermen village, Civil War monument, Phu Payak mountain, and Wang Sila-Lang waterfall, (4) food: Sai-oua (Northern Thai sausage), Kang Kanoon (Jackfruit curry), Nam Prik Ong (Chilli with minced pork), and Laab Moo (Minced pork mixed with herbs and spices), (5) transportation services: Nan airport, Nan bus terminal, Nan local transportation services, and Nan highway police station, and (6) souvenirs: local textile, food and snack, handicrafts, and clothes and accessories.

5. English oral communication for tourism industry refers to a verbal communication through Functions of Speaking: Talk as interaction, Talk as transaction, and Talk as performance introduced by Richards (2009) where topics are related to the attractions and tourism-related industries and services in Nan province. Regarding Talk as interaction, the students were to make a paired conversation following the given scenario – two friends talked about their experiences of visiting a tourist place in Nan province during the school-break, in which an emphasis was put on fluency, coherence,

vocabulary, grammar and accuracy, pronunciation, and background knowledge of conveyed messages. In terms of Talk as transaction, each of the students was to make a role play with the teacher following the given scenario – the tourist (teacher) asked the local guide (student) for helping plan a one-day trip in the city of Nan province, in which a focus was on fluency, coherence, vocabulary, grammar and accuracy, pronunciation, and background knowledge of conveyed messages. For Talk as performance, each of the students was to make an oral presentation in order to invite tourists to visit Nan province in which fluency, coherence, vocabulary, grammar and accuracy, pronunciation, and background knowledge of conveyed messages were emphasized. In addition to Talk as performance, a focus was also on a use of non-verbal communication including eye contact, body movement, and poise.

4. Undergraduate students refer to the third-year students majoring in English for International Communication, Faculty of Business Administration and Liberal Arts, Rajamangala University of Technology Lanna Nan, who enrolled in English for Tourism Industry course in the second semester of academic year 2014.

1.7 Significance of the Study

This study aims at developing English oral communication for tourism industry of undergraduate students through community-based instruction using hybrid learning. The findings of the study are significant to provide solutions to the unsatisfactory level of English oral communication for tourism industry.

Theoretically, the findings of the study contribute to an alternative English instructional learning method aiming at developing English oral communication for tourism industry. It is expected that the findings of the study may provide a beginning point for subsequent research on an English instruction as well as instructional strategies for oral communication and tourism industry in order to improve English language learners' English oral communication and knowledge of tourism industry. It is also hoped that the findings of the study may enlighten researchers to further explore the development of the other language skills including listening, speaking, and reading for tourism industry by means of community-based instruction using hybrid learning.

Regarding the practical significance of the study for English language practitioners, it can be said that the instruction can actually be implemented or employed as a guideline to develop a course for English as Foreign Language learners to improve their English oral communication and knowledge of tourism industry. Due to the fact that the instruction of the present study was designed to be a supplementary, it can be integrated to the pedagogical process of any assigned lesson contents with a few adjustments, which may reduce some constraints such as time and cost instead of developing a stand-alone course. Moreover, the findings of the study not only provide significance for the development of oral communication instruction, but with some further adjustments, they may also contribute to the instruction of the other language skills and other service industries.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the existing literature concerning major areas related to the present study. The first part involves scholars and researchers' definition of community-based instruction, goals of community-based instruction, programs of community-based instruction, and community-based instruction in tourism industry. The second part provides an overview of hybrid learning, models and framework of hybrid learning, related research on hybrid learning, Social Constructivism theory, and personal learning environment (PLE) and its related research. The final part presents oral communication theory, oral communication assessment, related research in oral communication, and functions of speaking.

2.1 Community-based Instruction

Community-based instruction (CBI) is a learning methodology that helps students to enable a knowledge outside the classroom. The students are subjected to be exposed to real-life situations in the community. They also help develop and improve their community. CBI combines two important aspects, pedagogy and community, together. It is the strategies with which the individuals of all age groups are able to study what they want to study from any segments of the community, especially education. In education, CBI emphasizes helping communities together with

providing valid learning experience to students. There are many components in CBI; however, in this study, only Service learning and Place-Based Learning are employed and discussed due to the suitability and practicality with the integrated course and the learning context. Prior to delve deeper, the definition of community-based instruction is presented to give a clear understanding.

2.1.1 Definition of Community-based Instruction

Community-based instruction refers to an instructional approach in which learning situations occur in community environments ("Community Based Instruction", 2011). Regarding the aforementioned statement, the term community can be defined as schools, formal and informal institutions in one's neighborhood, or the entire world accessible through such resources as the Internet (Owens & Wang, 1996). It also refers to a group of people in a common geographical locality with common interests and common aspirations (Institute for Sustainable Communities, 2001). Jordaan (2007) further mentions community as a cluster of people focusing on individual homes and places of work, based on daily patterns of interaction, such as those involved with work and shopping. That is to say, in the pedagogical area, CBI allows students and community organizations to work together to meet both organizations' needs and students' academic requirements (Yale University, 2009). It also connects students' academic work with their interest in and concern for the communities (Princeton University, 2011).

In summary, Community-Based Instruction can be a framework, an approach, or a strategy, in which individuals at any age groups are combined and worked within the community to develop the community.

In the scope of the present study, CBI was defined as an instructional approach in which the students participated in various tourism-related communities in order to collect information from the locals and on-site resources. However, the present study mainly emphasized Nan tourism industry due to the requirement of Nan provincial government. In addition, the communities in where the students participated were selected by the students based on the topics introduced by Tourism Authority of Thailand (2016) including transportation services, accommodations, attractions, food services, and shopping places.

2.1.2 Goals of Community-based Instruction

CBI in a view of Owens and Wang (1996) is a continuum from preschool through lifelong education in which students learn under a facilitation of adults in order to balance work and community responsibilities. They also mentioned that CBI could prepare learners for encountering broader problems in future.

Another interesting information was drawn from Jordaan (2007) that CBI enhances students' learning by joining theory with experience and thought with action. It helps to fill unmet needs in the community through direct service that is meaningful and necessary. Furthermore, it assists students to see the relevance of the academic

module to the real world while enhancing the self-esteem and self-confidence of students. It also develops an environment of collegial participation among students, lecturers, and the community. In this regard, the students are given the opportunity to do important and necessary work. It also helps to increase the civic and citizenship skills of students.

In the scope of this present study, CBI was designed with an intention to enhance the students' needs in tourism industry by means of an integration of in-class learning and community exposure. Regarding the in-class learning, the students were given background information under a supervision of the teacher in order to be prepared for participating in a community. In terms of community participation, the students learned and collected useful information from local mentors such as local people and on-site staffs. According to this, it can be said that CBI provided opportunity for the students not only to learn theory in a classroom, but also to expose new experiences in a community.

2.1.3 Components of Community-based Instruction

Prior to integrating Community-Based Instruction in pedagogical area, course planners or teachers should consider its infrastructure. Melaville et al. (2006) introduced the theoretical foundation of CBI that the instruction aims at constructing and influencing knowledge through social interaction where the acquisition of information is influenced by experience and practice. Furthermore, students are

motivated to learn by their own judgements by perceiving importance and attainability of the learning goal. Importantly, effective learners are depended on effective learning environments affecting learners' lives including home, school, and community are connected systematically. In order to integrate CBI in pedagogical approach, teachers or course developers can rely on various CBI programs such as Academic-Based Community Service, Civic Education, Environmental Education, Place-Based Learning, Work-Based Learning, Service Learning, Experiential Based Career Education (EBCE), Cooperative Education, Tech Prep, School-to-Work, and youth Apprenticeship (Melaville et al., 2006; Mooney & Edwards, 2001; Owens & Wang, 1996).

In this study, Service Learning and Place-Based Learning were selected based on the suitability and practicality of the integrated course and the context of learning. The following statements touch upon these two programs.

2.1.3.1 Service Learning

Service Learning is a pedagogical methodology by which young people learn and develop through active participation in thoughtfully organized service experiences that meet the needs of community, and are coordinated with the school and community. The academic curriculum must provide structured time for learners to think, talk, or write about what he or she did and saw during the service activity. To simply put, service learning provides learners with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own communities. It also

helps fostering development of a sense of caring for others (University of Illinois at Urbana-Champaign, 1994). It emphasizes learning emerging from service provided to meet the learning goals. It also connects meaningful community service experiences with academic learning in the classroom (Poulsen, 1994). It is also a way to utilize the available resources to the students by collaborating designed strategy to promote academics, personal growth, and civic learning to enhance students' learning environments beyond the classroom while helping strengthen communities (Florida International University, 2011). Regarding the models of Service-Learning, Heffernan (2011) introduced five categories in which each of them share different characteristics and pedagogical practicality. The categories include (1) Pure Service-Learning – sending students to serve in a community with no intention to put in one discipline, (2) Discipline-Based Service-Learning Courses – a course with an intention to send students into a community for a whole semester to reflect their experiences on a regular basis and using course content as a basis for their analysis and understanding, (3) Problem-Based Service-Learning Courses – a course with an intention to send students with specific knowledge or ability to help developing solutions for problems occurring in a community, (4) Capstone Courses – a course designed specifically for senior or exceptional junior students in order to combine knowledge from a classroom with relevant service work in a community with the goal to explore some new topic or to synthesize their understanding of the discipline, and (5) Service Internship – a program being similar to traditional internship by sending students to work 10-20 hours in

community settings with the goal of helping students analyze new experiences using knowledge learned in a classroom together with providing benefits for a community.

In the scope of this study, the Service Internship model was selected to be employed in the course due to the suitability and practicality of the course and the context of Nan tourism industry. That is, the students were provided opportunity to participate in various community settings for at least 10 hours in order not only to collect significant information, but also to assist local mentors with their jobs. Hence, the students could fulfill their knowledge with new experiences together with support the needs of the community.

2.1.3.2 Place-Based Learning

Place-Based Learning (PBL) is the instructional approach in which students learn about community such as history, cultures, problems, heritage, experiences, etc. through participation in service projects alongside academic skills across the curriculum ("What is Place-Based Education?", n.d.; Sobel, 2003). Prior to integrating PBL in a course, teachers and course developers should consider that the content is mainly focused on dynamics of that place such as geography, ecology, sociology, and politics (Woodhouse & Knapp, 2000).

In the scope of this present study, PBL was employed due to the fact that the learning context focused on tourism industry of Nan province. Hence, it provided much opportunity to expose to various communities during the course

implementation in order to delve into in-depth information of each community, especially history, cultures, and geography. The gathered information could be employed to support the needs of the students and the communities in future.

2.1.4 Community-Based Instruction in Tourism Study

From the aforementioned statements, Community-based instruction can be viewed as an approach to acquire knowledge when exploring the community to get an experience. In terms of services, it is used widely for many specific purposes including tourism industry. Community-based approach in tourism is called Community-Based Tourism (CBT). In pedagogy, individuals must take environmental, social and cultural sustainability into account. It is managed and owned by the community, for the community, with the purpose of enabling visitors to increase their awareness and learn about the community and local ways of life (The Thailand Community Based Tourism Institute, 2008). Asia-Pacific Economic Cooperation (2010) defines CBT as a generally small scale that involves interactions between the visitor and the host community, particularly suited to rural and regional areas. CBT is commonly to be managed and owned by the community and for the community. That is, CBT is a form of 'local' tourism that favors local service providers and suppliers focusing on interpreting and communicating the local culture and environment.

Hence, in the scope of present study, it can be seen that the use of Community-Based Instruction as an approach to support Nan tourism industry involved individuals

who are the locals, the visitors, and the social context of the community. The language use was considered as one aspect in the study in which the combination of providing language in pedagogy and the social context within the community was explicitly integrated.

2.1.5 Related Research in Community-Based Instruction

Community-Based Instruction is an instructional approach providing many pedagogical programs focusing on connecting students with community. In addition to the programs in CBI, a number of evidences showed that Service-Learning and Place-Based Learning yield advantageous and beneficial to pedagogy. Some of evidences are introduced as follows.

The recent study of Yorio & Ye (2012) revealed that after generating 40 studies including theory and research on the effect of Service-Learning on college and university students through meta-analytic techniques, Service-Learning had a positive effect on understanding of social issue, personal insight, and cognitive development.

Another interesting evidence is drawn from Furco & Root (2010), who studied various research papers being conducted from 1981 to 2008 on the value of Service Learning. They found that Service-Learning were able to improve academic achievement and student engagement in school and learning. Moreover, plenty of quasi-experimental studies on Service-Learning reported positive effects on students'

performance on subject-matter examinations and assessments. Furthermore, the researchers also discovered that Service-Learning could enhance civic responsibility and citizenship and personal and social skills.

In terms of Place-Based Learning, it was found that PBL was an effective tool to immerse and engage students in academic curriculum and their surrounding community (Woods, 2014). Delving deeper into the integration of PBL in tourism study, Reid (2014) conducted a study aiming at engaging tourists in the local landscapes of Kamloops, Canada. The study revealed that the students who acted as tourists were able to make connections with the historical and landscape of Kamloops after participating in a half-hour walking tour activity by creating their own postcards telling information of the places they visited and making in-class presentations.

A review of literature regarding Community-Based Instruction has proved the significance in an attempt to integrate this kind of instruction into pedagogy. Moreover, programs in CBI, Service-Learning and Place-Based Learning, also yield advantages and benefits to in-class instruction beyond parameters of academic standards by making connections with community. Hence, it is worth to discuss these topics in this present study.

2.2 Hybrid Learning

Hybrid Learning is an approach that combines a traditional classroom with the technology such as computers and the Internet. Hybrid learning allows the students

to study at anytime and anywhere. In this study, the students were to participate both in class and out of class; hence, the use of online activities as a supplement to a traditional classroom together with the use of a wide range of technologies is selected as proposed by Sharpe (2006). Prior to touching upon those topics, the following statements are to illustrate the terms hybrid learning.

2.2.1 Definition of Hybrid Learning

Hybrid Learning or Blended Learning can be defined as the model that mixes the traditional classroom (face-to-face) with the online learning activity. The terms 'hybrid' refers to the course that the students have participated both in class and online. Simply put, hybrid learning is defined as a mixture of face-to-face and online learning in which the various Internet-based tools are used to support a traditional course (Allan, 2007; Buzzetto-More & Sweat-Guy, 2006). It is also a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities (Watson, 2008).

2.2.2 Models in Hybrid Learning

There are various models of hybrid learning being employed in a pedagogical area in which one model may be more suitable for one learning context than another. An interesting model was retrieved from the study of Sharpe (2006) that hybrid learning

can be implemented in learning contexts via three modes of learning: (1) the use of online activities as a supplement to a traditional classroom such as the use of a webboard or chat rooms or the use of DVDs as educational resources, (2) the use of existing programs integrated via a transformative approach to relate the learners to their contexts, and (3) the use of a wide range of technologies including mobile phones, iPods, iPads, or social networking sites such as Facebook, together with in-class activities.

Alternatively, Watson (2008) presented the continuums of Hybrid Learning that refers to the fully online curriculum with options for face-to-face instruction. The instruction might be in the way that mostly or fully online curriculum occurs in a classroom or computer lab. Another option is that classroom instruction requires online components that extend learning beyond the classroom and beyond the school day. Also, classroom instruction is required integration of online resources, but with limited or no requirements for students to be online.

Another captivating hybrid learning model is drawn from Graham (2009) who divided hybrid learning into three categories: (1) Enabling blends – a model in which information and communication technologies are employed in a traditional instruction in order to provide equivalent learning experiences to the predominant face-to-face modality, (2) Enhancing Blends – a model in which supplemental online resources and/or small-scope of online activities are included in face-to-face instruction, and

Transforming Blends – a model in which technologies significantly change a traditional pedagogy in order to facilitate students to construct knowledge.

In the scope of this present study, hybrid learning was integrated into a traditional classroom instruction of Tourism Industry by means of employing online social networking technologies as communicative devices. The reasons for the integration were to provide opportunities for the students to use their common online networking sites such as Facebook and YouTube for academic purposes and to introduce a new-coming online technology such as Google Plus Hangouts to the students as a multi-user online videoconference application.

2.2.3 Hybrid Learning Framework

Wong (2008) proposed a pedagogical framework '5i', for teaching hybrid learning: initiative, interaction, independent, incentive, and improvement. At the first stage, the students should be initiated to involve in both traditional and online classrooms where verbal communication is used between the teacher and the students, and the students with their peers. Within the classroom, the students are motivated to study theories, ask questions, and interact or discuss with others, while the use of online activities can foster the students' initiative. After that, two ideas of the interactivity of activities in online learning and the interaction of activities between the traditional classroom mode and the online mode are interacted. Then, students should work and think independently in both modes of learning. The online mode of

learning emphasizes social interactions through group discussions. Students need to search information on the Internet and think and work independently to design their own case. Their peers will act as inputs to discuss the requirements but not the final answers. Students should also be motivated to learn in the two learning modes if activities are cross-referenced between them. They will also be motivated if the activities or functions they are familiar with are used in the hybrid course. Finally, a hybrid course must be designed such that students know they are improving in learning. This could be achieved by using integrating technology in providing statistical results to students about their learning progress when the comments are discussed within the traditional classroom settings to motivate them to continuously express their ideas.

From the aforementioned pedagogical framework, it can be summarized that a hybrid learning model should be in the way where the students are the center of the class who 'initiate' a new meaning when 'interacting' with others. The students should think 'independently' while their friends are involved in a conversation during the process of finalization the new meaning. The pedagogical process of hybrid learning must motivate the students to be the 'incentive' learners both in the traditional and online settings through suitably prepared tasks and activities. The results of their learning should promote their learning 'improvement' through both online and classroom discussions.

2.2.4 Related Research in Hybrid Learning

Hybrid learning has widely interested both international and domestic researcher and educators for decades. Also, more features are added to online technologies in order to gain versatility and comfortability for users. This section aims at introducing some studies regarding hybrid learning and the changing in trends of using online technologies as follows:

Gilbert (2003) studied the importance of technology in the classroom by producing Simulated Flash Index (SFI) for Indiana history. His SFI included visual items, motion pictures, PowerPoint presentation, music, and enlisted beneficial websites. The results showed that the technology enhanced the learning environment for both the students and the teachers.

Another study is taken from Laborda (2009) who studied the use of WebQuests, a learning format in which most of information are retrieved from resources on websites, for oral communication in English as a foreign language for tourism studies. The study was conducted by the students sought information from websites, gathered information, produced a report or a booklet, and made an oral presentation. The researcher claimed that during the learning process, the students had more opportunities to develop the technological competence in terms of using computer and the Internet as much as the improvement of their language skills in aspects of fluency, professional vocabulary, and capacity to work using a foreign language.

Espinosa (2015) reviewed various research papers related to the use of Facebook for educational purposes in EFL classrooms. From his review, he found that Facebook can help English teachers blend online with face-to-face classroom. Furthermore, it also enhance the development of students' communicative competence. In addition, teachers also employed some features of Facebook to create an online community where students are able to practice the target language.

Kobayachi (2015) studied the use and usefulness of Google Hangouts as an instructional tool. Her study revealed that Google Hangouts is a useful application, but it is not easy for new users. Moreover, the study also found that the use of Google Hangouts provided valuable experiences for both U.S. and Japanese students.

In Thailand, there were many studies in hybrid learning. Some interesting studies are as follows:

Maneekul (2006) studied the use of Hi5 as a social system for Communication of Practice (COP). The study revealed that the participants became autonomous learners in a self-directed learning environment through the use of a social networking site. Furthermore, they were able to cooperate with others and analyze their learning ability. In terms of communication, the result showed that the participants kept communicating with each other at all time while they were going online.

Sukavatee (2007) studied the development of the social constructivism blended learning module for enhancing reading engagement and English reading ability of upper secondary school students. Apart from the reading ability, the results showed

that blended learning affected collaborative learning behavior of students as the student with low reading ability tended to interact with others online rather than in face-to-face situation.

Tangjitnusorn (2008) studied the undergraduate students' English reading ability and identity via a problem-solving process on Hi5. The result of the study revealed that the use of social networking sites such as Hi5 helped the students gain their reading ability and problem-solving skills. Furthermore, the study revealed that the students expressed their sociable and friendly personality while participating online.

The aforementioned studies illustrated the trend of hybrid learning in which it has been changed from producing learning instruments such as Simulated Flash Index (SFI) specifically for research study to the use of information being provided on websites as a part of the study. Moreover, in the recent decade, researchers studying on hybrid learning tended to employ online social networking applications such as Hi5, Facebook, and Google Plus Hangouts as research instruments. Hence, it can be said that online technologies in the present time are appropriate for academic purposes rather than their actual abilities.

In the scope of this present study, online social networking applications including Facebook, Google Plus Hangouts, and YouTube were employed as learning instruments aiming at providing opportunities for the students to interact and to share information with their friends and the teacher while participating in the community. Furthermore, it was believed that the use of such applications, especially Google Plus

Hangouts – an online social networking application allowing real-time virtual communication, could support learning achievement and fulfill knowledge of the students. According to this, it is worth to discuss the learning theory supporting learning through social interaction in the following section.

2.2.5 Social Constructivism Theory

Social constructivism was developed by Lev Vygotsky, a post-revolutionary psychologist, who viewed that learning is associated with social context. Vygotsky (1978) explained that learning first occurs interpersonally when a child interacts with other people, and then he or she forms concepts of knowledge within himself or herself. In terms of education, Vygotsky believed that humans are able to overcome their natural limitations through a collaborative process by proposing a concept of zone of proximal development.

2.2.5.1 Zone of Proximal Development

According to Vygotsky (1978), each child, as a learner, has experienced some knowledge prior to attending a school. As a result, the child is capable of solving problems to which he or she has ever exposed. However, in school, the child may encounter new problems while being introduced to new knowledge. In order to solve the problems, he or she needs to cross the zone of proximal development. Vygotsky explained that each child has two developmental levels. He or she first stands in the

actual developmental level, a stage of learning which he or she is capable of solving problems independently exposed to such problems. However, he or she might be exposed problems which he or she is not able to solve by himself or herself. At this point, the child is moving into a middle process of learning -- a scaffolding process. During this process, the child is assisted, encouraged, utilized, and rewarded under a guidance of mature people such as a parent, a teacher, a caretaker, or another peer who masters in particular function (Sukavatee, 2007; Wertsch, 1985). After this process, the child can move to the edge of the zone of proximal development to the potential developmental stage.

In this present study, the students were local people of Nan province having some background knowledge of the learning context – Nan tourism industry. Though they were able to provide information to other people, it was not sufficient for people requiring in-depth information such as tourists. Hence, it can be said that the students were in the zone of proximal development moving from the actual stage to the scaffolding process. At this stage, not only the teacher assisted and providing more knowledge in the classroom, but the students also participated with the local mentors in a community in order to gather in-depth information. Through interactions with the teacher, the local mentors, and the classmates, the students were able to explore new knowledge. As a result, the students came across the scaffolding process to the developmental stage.

2.2.5.2 Integrating Social Constructivism in Instruction

The view of Vygotsky has spread to recent researchers and educators who are concerned with an implication of the social constructivism theory in teaching and learning. Gredler (1997) explained that a child's culture must be in accordance with a relationship of education and development in order to reach the goals of cognitive development. The second requirement is the components of instruction that it must enhance an ability to solve problems of students under assistance of a teacher or knowledgeable adults in order that the students are able to interact, imitate, invent, and form cognitive knowledge. The last requirement is that a teacher must design instructions to develop higher cognitive functions.

As reported in the aforementioned statement, Vygotsky (1978), in views of Gredler (1997), requires learning activities to enhance social interaction between learners and adults in order to increase learners' problem solving skills. As a consequence, recent researchers and educators have suggested learning activities which support social interaction in a classroom such as (1) cooperative learning – learners study in mixed-ability groups and are rewarded on the basis of the success of the group, (2) cognitive apprenticeships – an expert stretches and supports a less experienced learner, (3) problem-based instruction – learners confront with real problems to which they have to find solutions collaboratively, and (5) discussion. The activities are claimed that they could not only increase learners' motivation, collaborative skills, and problem solving skills, but also build learners' oral

communication ability (Dyson, 2004; Kalpana, 2014; Matsumura, Slater, & Crosson, 2008; Nystrand, 1996; Reznitskaya, Anderson, & Kuo, 2007; Schunk, 2012). Moreover, researchers and educators in the 21st century also emphasize that the use of computer technology should be inserted in instruction as it supports interactive learning (Sukavatee, 2007), and helps facilitate and stimulate individuals to become lifelong learners (Kalpana, 2014).

In the scope of this present study, the students were confronted with many activities supporting the Social Constructivism theory. The activities emphasized providing opportunities for the students to work collaboratively with friends under the assistance of the teacher in a classroom and the local mentors in a community in order to achieve the learning goals. Moreover, the activities were also included the use of online social networking technologies aiming at connecting the activities in the classroom with the activities in a community and supporting the students' lifelong learning. According to the use of such technologies, the students employed the online social networking technologies, especially Facebook and Google Plus Hangouts to communicate with the teacher and the classmates in every learning unit. Thus, it is significant to discuss Personal Learning Environments in the following section.

2.2.6 Personal Learning Environments

Personal Learning Environments or PLE are systems that integrate the use of Internet around the learners to help support them to set their own learning goals,

manage their learning, and communicate with others in the process of learning (Downes, 2005; Harmelen, 2008).

2.2.6.1 Definition of Personal Learning Environments

Personal Learning Environments (PLE) refers to an approach or an environment in which the use of the Internet is employed to facilitate the students learning activities (Downes, 2005; Wilsen, 2007). The significance of using PLE was reported by EDUCAUSE Learning Initiative (2009) that PLE shifts away the students from the information consumption through independent channels such as the library and a textbook by promoting authentic learning, challenging the students to reflect their information or feedback on the Internet that helps them learn best.

2.2.6.2 Related Research in Personal Learning Environments

The study of PLE has been conducted by many researchers and educators in which some of them are introduced as follows:

Johnson (2006) conducted the study entitled “Mapping the Future: The personal learning environments reference model and emerging technology”. The result showed that the manifestation of the PLE presents possibilities for teaching and learning which will be free of the restrictions of instrumentation by allowing learners to be creators of tools and discover some new possibilities in the combination of learning services from a vast range of sources.

Attwell (2007) conducted a research in Personal Learning Environments as the future of eLearning. He found that the learners become autonomous learners as PLE allows their own spaces under their own control to develop and share their ideas. PLE provides a more holistic learning environment, and brings together sources and contexts. It also bridges the educational institutions with the world outside.

The aforementioned studies revealed that Personal Learning Environments yielded positive benefits to the students that they could explore new knowledge from wide-range resources on the Internet and were able to share the knowledge to others. In the present study, PLE could also benefited to the students that they could access to required information on the Internet and share the information the teacher and their friends.

2.3 English Oral Communication for Tourism Industry

As mentioned above, the aim of this study was to develop the students' English oral communication ability through the English for Tourism Industry course. To develop oral communication, a teaching models must be clearly chosen. In this study, the most suitable model for teaching oral communication is Functions of Speaking as proposed by Richards (2009). Before touching on Functions of Speaking, the definition of oral communication is presented as follows to give a clear view.

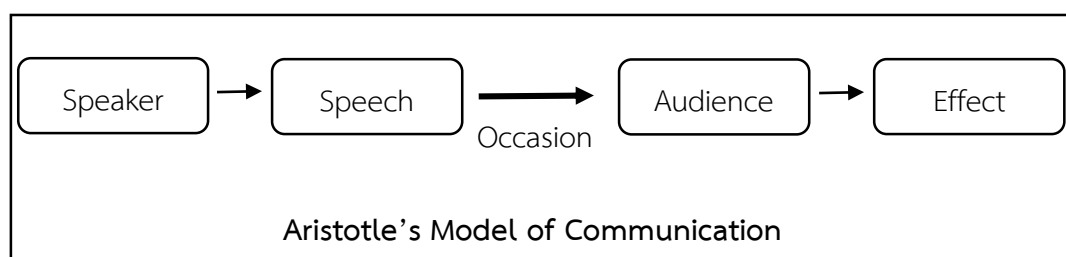
2.3.1 Definition of Oral Communication

Oral communication refers to the mix of confident and effective verbal, interpersonal, and physical transmission between the speaker (encoder) and the listener (decoder) ("Definition", n.d.; Keith, 2005). Moreover, it also refers to integrations of communicative tools such as graphical, visual, statistical, audio-visual, and technological devices in the transmission in order to get the communication successful ("Definition", n.d.). To delve into English oral communication, it refers to the ability to explain and present your ideas in clear English, to diverse audiences including the ability to tailor delivery to a given audience, using appropriate styles and approaches, and an understanding of the importance of non-verbal cues in oral communication. It also requires the background skills of presenting, audience awareness, critical listening and body language (University of Sydney, 2016). In order to achieve success in oral communication, individuals must use brief, succinct, and organized messages. The use of jargons must be avoided so as not to create a resistance in a listener. In terms of nonverbal communication, individuals must realize that nonverbal messages are the primary way to communicate the emotions, facial expression, postures, and gestures, which account for 55% of what are perceived and understood by others (Windle & Warren, 2007).

2.3.2 Oral Communication Theory

The study of oral communication has brought attention to educators for centuries. To start with, Aristotle, one of the greatest philosophers, introduced the rhetoric oral communication theory which concerned the speaker, the speech, and the listener ("Classical Rhetoric Theory", 2010). Aristotle initiated the Aristotle's model of communication. The model consisted of five elements: (1) Speaker – a person preparing a speech and analyzing the needs of audience, (2) Speech – the message intended to convey, (3) Occasion – time of the communication, (4) Audience – a person or people receiving the message, and (5) Effect – the purpose of the communication ("Aristotle's Communication Model", 2010). According to the model, Aristotle advised speakers to conduct speech for different audience on different occasions and for different purposes ("Aristotle's Communication Model", 2010). Figure 2.1 illustrates the Aristotle's model of communication.

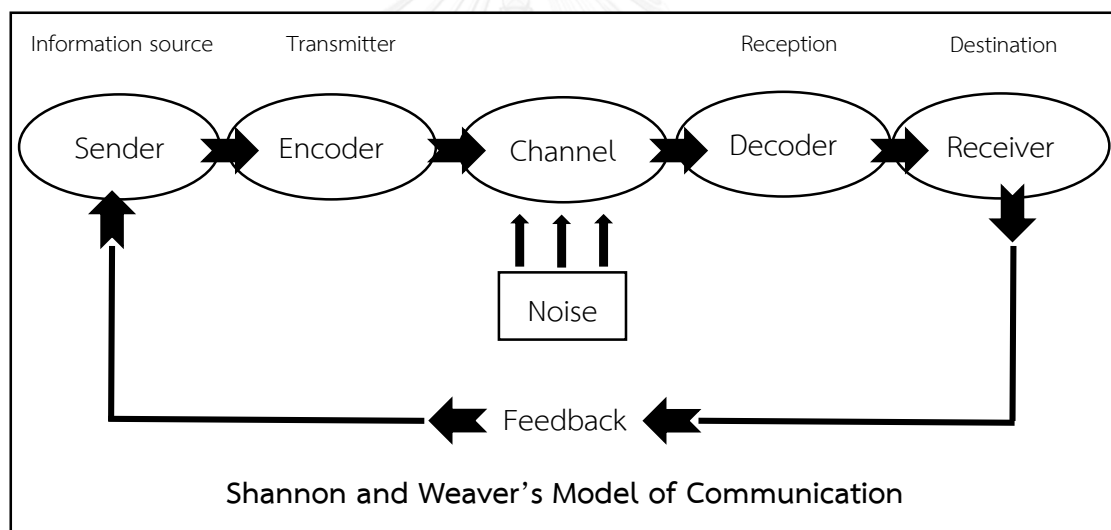
Figure 2.1: Aristotle's model of communication



Aristotle was a model for fellow researchers and educators being interested in studying oral communication. In the 20th century, Shannon & Weaver (1949), an

American mathematician and an American scientist, studied the communication between a sender and a receiver and revealed that the communication could be interfered by 'Noise' in which a receiver might not understand the message conveyed from a sender ("Shannon and Weaver Model of Communication", 2010). To give a clear view, the following figure illustrates the Shannon and Weaver's model of communication.

Figure 2.2: Shannon and Weaver's model of communication

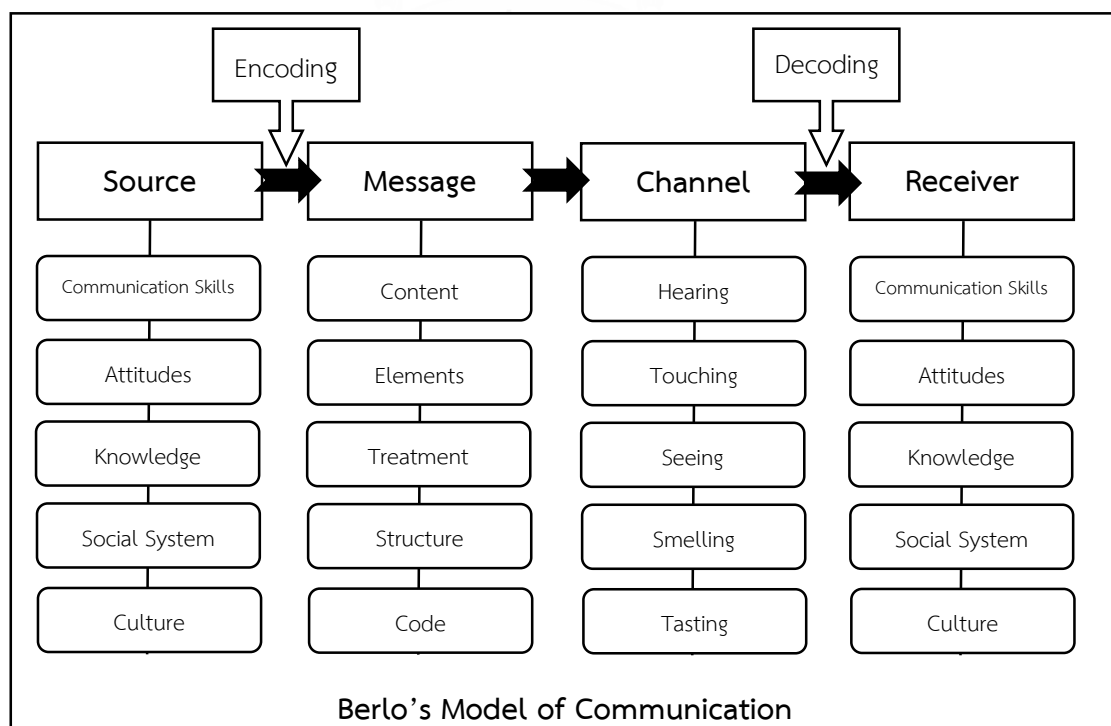


According to Figure 2.2, the communication process consists of various aspects in which a speaker (sender) is seen as a source of information who transmits message via his or her mouth (encoder) in a form of sound waves (channel) to ears (decoder) of audience (receiver) ("Shannon and Weaver Model of Communication", 2010; Chandler, 2008). In addition, some interference (noise) may affect the communication

in which the audience may ask (feedback) the speaker again for clarification of the message ("Shannon and Weaver Model of Communication", 2010; Chandler, 2008). Though the study of Shannon and Weaver was initiated to serve the field of telecommunication, it was widely employed into the study of oral communication of fellow researchers and educators.

David Berlo (1960) applied the Shannon and Weaver's model of communication to human oral communication and constructed Berlo's SMCR Model of Communication. The model consists of 4 main stages: Source (S), Message (M), Channel (C), and Receiver (R). Figure 2.3 illustrates the Berlo's model of communication.

Figure 2.3: Berlo's SMCR Model of Communication



According to the figure, each communication is originated from one source including individual's communication skills, individual's attitudes towards audience, individual's knowledge towards a topic of communication, social system and culture, before being encoded and formulated as a message comprising its content, language elements, treatment – how the message is conveyed, structure – how the message is arranged, and code – how the message is formed and sent, and then the message is conveyed through channels including hearing, seeing, smelling, touching, and tasting, before being encoded and received by a receiver ("Berlo's SMCR Model of Communication", 2010; Berlo, 1960; Corman, Trethewey, & Goodall, 2007). In addition, a focus of the Berlo's SMCR model of communication is on the receiver acquiring the same message as the source (Corman et al., 2007), so both of them must be in the same level of communication ("Berlo's SMCR Model of Communication", 2010).

The aforementioned models of communication explained how one message is conveyed from the source (speaker) to the receiver (audience). In addition, the models indicated that the message might be affected by interference or noise which could be solved by that the receiver gives feedback or asks for clarification from the source. However, the study of oral communication in a recent decade was not only focused the process of communication, but it also aimed at investigating other factors affecting the communication.

One of the interesting studies is drawn from Howard Giles (2008), the professor of Communication at the University of California, who studied how an individual adjusts

the social difference towards other people with whom he or she interacts. Giles initiated the communication theory named 'Communication Accommodation Theory or CAT' with the purpose to explain how and why individuals minimize and maximize communicative differences among themselves as well as the social consequences of so doing (Giles, 2015). In the view of Giles, individuals tend to control their social differences while interacting with other people by accommodating their verbal and non-verbal means including language use, syntactic and word choices, speech rate, pitch, gestures, and accent ("Communication Accommodation Theory", 2016; Giles, 2015) with the purpose to get approval and maintain positive image towards interlocutors ("Communication Accommodation Theory", 2010). Giles explained two types of accommodation process as Convergence and Divergence. The Convergence accommodation process refers to a process where individuals adapt communication characteristics of their interlocutors whom they admire, respect, or have higher standards, power, or status than them in order to reduce the social differences; nevertheless, in contrast, the Divergence process refers to a process where people tend to underscore their personal identities or keep social distant from their interlocutors ("Communication Accommodation Theory", 2010, 2016; Giles, 2008, 2015)

In the scope of this present study, the students were to develop their English oral communication through multi oral communication activities in order to serve the field of tourism industry. Hence, it was significant to study in every aspect of the oral communication process which contributed to the development. As a result, the

aforementioned theories and models of oral communication are worth to discuss at this section.

2.3.3 Oral Communication in Pedagogy

The theories and models of oral communication have yielded interest to recent researchers and educators in pedagogical areas. Rahman (2010) studied the use of the task-based approach in teaching oral communication skills. In his study, the importance of speaking ability has an important goal in itself. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. Oral communication also equips students with the skills they need for effective comprehension and critique, and helps students analyze information, communicate clearly and persuasively with others, and express ideas (Simpson College, 2008).

The popularity of providing oral communication in the educational curriculum can be seen in many well-accepted educational institutes such as the University of Wisconsin (Simpson College, 2008) where oral communication is integrated in the general education program by focusing on both formal and informal situations including in-class and out-of-class programs. Furthermore, Griffith University ("Definition", n.d.) mentioned that there are many opportunities to employ oral communication in the university curriculum such as (1) Tutorial group – the activity allowing students to make dialogue with tutor or with their friends in order to use oral skills in informal settings, (2) Seminar presentation – the activity allowing students to

practice an oral presentation for their research topic, (3) Poster presentation – the activity allowing students to practice an oral presentation structured around a static visual, (4) Viva – the activity expecting students to answer questions from assessors during or after their oral presentation, (5) Conference presentation – the activity allowing students to practice a group presentation, and (6) Meeting scenarios – the activity allowing students to discuss on any given topics in order to develop oral communication skills.

In the scope of this present study, students had many opportunities to practice speaking English via multi oral communication activities including interaction, discussion, giving information, and group presentation in which the topics were related to Nan tourism industry.

2.3.4 Oral Communication Assessment in Pedagogy

After being instructed through various learning activities, students are required to be assessed their oral communication in order to investigate their development. Moreover, the results can be employed in making decisions regarding the best manner in which to place each student in instructional sequences (Morreale & Backlund, 2007). Hence, it is significant to consider aspects of oral communication assessment which are introduced in the following sections.

2.3.4.1 Conducting an oral communication test

To say that the oral communication assessment process consisting of many parties including assessment developers, examinees, interlocutors, raters, and score users is a primary concern, it is interesting to commence the process by developing a test following the test specifications which are the written description of the construct(s) assessed in the test together with details of the tasks and rating criteria (Luoma, 2004).

There are many educators and researchers introducing the test specifications which are similar to one another. One of the interesting test specifications is drawn from Alderson et al. (1995) who stated that test writers need to follow the guidance – Specifications for test writers, in order to assist the test construction. The guidance is described as follows:

1. Test's purpose
 - 1.1. placement test – assessing students' level of language in order to be placed in an appropriate course or class
 - 1.2. progress test – assessing students' language ability throughout the course in order to see what they have learned
 - 1.3. achievement test – assessing students' language ability at the end of the course in order to see their overall performance
 - 1.4. proficiency test – assessing students' level of language based on a particular language program

- 1.5. diagnostic test – assessing students’ language ability in a specific area in order to see what they need to be helped
2. Descriptions of examinees – describing information of examinees such as age, sex, level of proficiency, general background, and reason for taking the test
3. Descriptions of the test – describing information of the test such as a number of sections or pages of the test and time allotment
4. Target language situation
5. Text types – written and/or spoken
6. Language skills
7. Language elements
8. Sort of tasks
9. A number of items
10. Test methods – multiple choices, gap filling, matching, transformation, short answer question, picture description, role play with cued cards, essay, or structured writing
11. Rating scales or rubrics – describing the criteria in which students will be assessed
12. Criteria for markers

The aforementioned guidance is beneficial for test developers or teachers who need to conduct a test. Consequently, after the test has been

constructed, another consideration which is worth to discuss in the following section is the stage of validating the test.

2.3.4.2 Test Validity

Prior to administering the test, test developers must validate the developed test in order to ensure that the test actually measures the skills or knowledge intending to measure (Morreale & Backlund, 2007) and the reliability and validity of the scores (Luoma, 2004).

There are many types of the test validity such as Criterion Validity, Content Validity, Construct Validity, and Face Validity in which many educators and researchers introduced similarly to one another (Alderson & Banerjee, 2002; Bachman & Palmer, 1996; Cronbach & Meehl, 1995; Morreale & Backlund, 2007; Phelan & Wren, 2006). The types of test validity are introduced as follows:

1) Criterion Validity refers to the ability of the test in which its measure is able to predict the current or future scores. Criterion Validity can be divided into 2 types as follows:

1.1) Predictive Validity refers to the ability of the test in which its score predicts scores on some criterion measure.

1.2) Concurrent Validity refers to the correlation between the scores on one test and the scores on the other test.

2) Content Validity refers to the ability of test in which its content represents the domain of knowledge it intends to measure.

3) Construct Validity refers to the ability of the test in which it measures what it claims.

4) Face Validity refers to the ability of the test to which it looks like to measure what it intends.

The aforementioned statements introduce the definition and various types of test validity. Though employing one or many types of test validity can ensure test developers that the test are valid, the test developers must also consider the consistency of the test prior to administrating them. Measuring consistency of the test is also known as test reliability which is presented in the following section.

2.3.4.3 Test Reliability มหาวิทยาลัย

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After validating the developed test, it is significant for test developers to measure its consistency in order to ensure that the test is reliable. There are many methods for determining the test reliability in which some of them are introduced as follows:

1) Test-retest reliability or Repeatability refers to the stability of the test over time ("Repeatability", 2016; Phelan & Wren, 2006). Towards this method, test developers must employ the same conditions including experimental tools, observer, test, location, time, and objectives (Taylor & Kuyatt, 1994).

2) Inter-rater Reliability refers to the degree of agreement from two or more raters ("Inter-rater Reliability", 2016; "Interrater Reliability", n.d.; Heffner, 2016).

3) Internal Consistency Reliability refers to the consistency of the results of the test in order to ensure that each section or item of the test deliver consistent scores ("Internal Consistency Reliability", 2016). One of the statistics used to explore Internal Consistency Reliability is Cronbach's Alpha (Morreale & Backlund, 2007).

The aforementioned statements introduce the importance and some methods of the test reliability. After this stage, the developed test is claimed as valid and reliable and is qualified for administration. However, after the administration, it is significant to score the performance of examinees. Hence, it is worth to discuss how to conduct an instrument to score the oral communication assessment in the following section.



2.3.4.4 Conducting rubrics for oral communication assessment

In oral communication assessment, Luoma (2004) mentioned that the speaking scores can be constructed in a form of numbers such as '3,' '2' and '1' or verbal categories such as 'excellent,' 'fair' and 'poor' which is called 'a rating scale.' However, using the rating scale alone may not appropriate. Brookhart (2013) mentioned that a rating scale lacks description of performance quality and suggested the use of 'rubrics' – coherent sets of criteria and descriptions of levels of performance, instead. According to Brookhart, rubrics are categorized by two aspects

regarding their composition: (1) Analytic and Holistic Rubrics and (2) General and Task-specific Rubrics. According to the former, Analytic Rubrics refer to the evaluation of each criterion separately whereas Holistic Rubrics refer to the evaluation of all criteria simultaneously. For the second aspect, General Rubrics refer to the rubrics in which their criteria and descriptions of performance can be employed in different tasks whereas Task-specific Rubrics are the rubrics that their criteria are specific to the content of a particular task.

According to the aforementioned statements, it can be said that rubrics are the integration of three elements including rating scales, sets of criteria, and descriptions of levels of performance. The following statements are going to explain each element in details.

1) Rating scales

Rating scales can be defined in a form of numbers or verbal categories as mentioned earlier, yet test developers may be curious of how many levels of rating scales should be divided in the rubrics. Luoma (2004) mentioned that a number of levels of rating scales depend on how raters are able to distinguish each level consistently; however, for task-specific scales, four to six levels are suggested.

2) Sets of criteria

As similar to the rating scales, how many criteria should be written in the rubrics yields curiosity to test developers. Luoma (2004) also concerned this matter and suggested that five to six criteria may be close to the maximum for analytic rubrics

due to the fact that they are conceptually independent. However, she further inserted that it is interesting to group the criteria under conceptual headings as it could help raters make more detailed ratings.

In terms of oral communication assessment, the conceptual headings can refer to the language elements or competencies aiming at measuring whether examinees' oral communication is effective. In addition, test developers may adopt existing criteria used by formal examinations which are related to the purpose of the test and the definitions of the construct (Luoma, 2004). The following statements provides samples of the oral communication assessment criteria from the international-standard English language testing organizations and educators.

The first sample criteria from a formal examination can be seen in International English Language Testing System or IELTS. IELTS focuses assessing examinees' English oral communication on various features including (1) Phonological features of speech (Pronunciation) – individual sounds, the stressed and weak sounds in words and speech, the rhythm of speech in general, the intonation patterns in speech, and the features of connected speech and (2) Following the rules of language (Grammatical range and accuracy, Lexical resources, and Fluency and coherence) – choosing the right vocabulary, using grammar structures to put clauses and sentences together, and using features of discourse to give long and short turns cohesion and coherence ("IELTS speaking assessment criteria", n.d.; Kaye, n.d.). In addition, Kaye (n.d.), a material writer from Bolivia. further suggested that effective speakers should have

other communicative aspects including (1) Paralinguistic device – verbal tools such as changes in volume, non-verbal tools such as gestures and facial expressions, and other body language such as eye contact, posture, positioning and movement of the head; (2) Communicative functions – understanding the communicative functions of grammar and vocabulary, understanding the functions of intonation and moving stress, recognizing speaking features such as repetitions, re-phrasing, pauses, and noises, and recognizing non-linguistic features such as changes in volume and tones, and (3) Social meaning – using formal and informal language, the use of connotation language, the use of direct meaning, the consideration of social factors such as social status, age, and gender, the use of conversational principals such as turn-taking and exchanges, and the rules of opening, maintain, and closing conversations.

Another set of criteria can be seen in Test of English as a Foreign Language or TOEFL. TOEFL emphasizes assessing examinees' English oral communication on three main components including (1) Delivery – pace, the clarity of speech, lapses, pronunciation, and intonation; (2) Language use – grammatical accuracy, lexical resources, and the use of language structures, and (3) Topic development – coherence and the clarity of relationships between ideas ("Scoring Guide - Speaking", 2012; "TOEFL Speaking", 2015).

Apart from using the existing rubrics solely, test developers are able to either adapt the existing rubrics for their own use or write their new own ones. In so doing, test developers should consider the characteristics of criteria including (1)

Appropriateness – each criterion represents an aspect of instructional goal that students are intended to learn; (2) Definability – each criterion has a clear, agreed-upon meaning in which both students and teachers understand; (3) Observability – each criterion describes a quality in the performance that can be perceived by others; (4) Distinction from one another – each criterion identifies a separate aspect of the learning outcomes; (5) Completeness – all criteria describe the whole of the learning outcomes, and (6) Ability to support descriptions along a continuum of quality – each criterion can be described over a range of performance levels (Brookhart, 2013).

3) Descriptions of levels of performance

The last element in the stage of conducting rubrics is to write descriptions of levels of performance or descriptors. Luoma (2004) suggested that the descriptors of rubrics should be (1) brief – user-friendly for both general people and assessors; (2) clear – the absence of jargons, the use of simple wordings and structures; (3) definite – the use of concrete descriptions and examples, and (4) comprehensible. Furthermore, Luoma also suggested that the lowest level on the rubrics are often used negative words.

In the scope of this present study, the oral communication test was constructed following the test specifications mentioned above. The test was claimed as valid and reliable through the validation process by experts. In terms of rubrics, they were adapted from the existing version of IELTS due to the fact that they are suitable and

practical. Moreover, the validation process by experts yield validity and reliability to the developed rubrics.

2.3.5 Oral Communication in Tourism Industry

Oral communication is claimed as the most required skill in tourism industry since it is needed to support the communication between the locals and the visitors (Jamil & Chidambaram, 2007; Prachanant, 2012; Seong, 2002). To delve deeper in the scope of Thailand, individuals required many oral communication skills to serve in tourism industry including (1) Giving information, (2) Providing services, (3) Offering help, (4) Asking for cooperation, (5) Answering questions and solving problems, and (6) Making general conversation (Prachanant, 2012). In terms of preparing individuals to serve in tourism industry, they are required to practice both verbal and nonverbal communication covering the various topics such as greeting, providing information, using eye contact, and making a gesture and a posture (International Business Training Association, 2005; Oxford Cambridge and RSA Examinations, 2011).

2.3.6 Related Research in Oral Communication

There are many studies emphasizing significances of integrating oral communication into pedagogical area and tourism industry. Some interesting studies are introduced as follows:

Maes (1997) from the University of South Alabama conducted two studies on a managerial perspective: oral communication competency is the most important for college graduates entering the workforce, and the most important skills associated with oral communication competency. There were 354 managers from various businesses who were participants in the survey. In the first study, the top three competencies were required in the workplace: oral communication, problem solving, and self-motivation. The second study identified that, among 13 skills of oral communication, the most skill required in small companies with less than 200 employees was customer complaints while meeting skills were associated with the larger enterprises. However, there were no significant differences among industries, number of employees, or management level of the responding participants.

The next interesting study was reported by Laborda (2009), who studied the use of WebQuests for oral communication in English as a foreign language for tourism studies at the Polytechnic University of Valencia at Gandia, Spain. The study revealed positive results that the students were benefited from the use of technology which was a combination of computer and the Internet. Furthermore, their English skills: fluency, professional vocabulary, and capacity to work using a foreign language were improved.

Another study was drawn from Brooks and Wilson (2014), who investigated the use of English oral presentations to improve students' English language skills. They

found that English oral presentations are effective tools for students and teachers in a language classroom despite the fact that students are challenged during the activities.

In Thailand, numbers of researchers studied the effects of oral communication. Some interesting studies are introduced as follows:

Prachanant (2012) conducted needs analysis to explore the requirements of English language in tourism industry. Questionnaires from 40 tourism employees revealed that speaking was the most important skill followed by listening, reading, and writing, respectively. In terms of the functions of English language in tourism industry, the results indicated that an ability to give tourism-related information was the most requirement followed by providing services and offering help.

Another interesting study is retrieved from Jarupan (2013), who investigated levels of English oral communication competency of civil engineering students at a Thai university of Technology. The results revealed that the students' English oral competency was at average level with weaknesses grammatical errors and pronunciation. Fortunately, the study also revealed that the students were able to communicate in specific context once they had sufficient background of the context.

According to the aforementioned studies, it can be said that oral communication is very important for tourism industry as the most required skill. In addition, individuals in tourism-related organizations also need to be able to maintain functions of language, especially giving specific information. In the scope of this present study, the students were expected to develop the oral communication to serve in Nan

tourism industry. Hence, it was significant to employ an oral communication learning approach as a core of the development. The next section provides the details of the learning approach being employed in this present study.

2.3.7 Functions of Speaking

Functions of Speaking was proposed by Richards (2009) as a teaching model including three types of talk: Talk as interaction, Talk as transaction, and Talk as performance. Richards developed the model from the framework of Brown and Yule (1983), who made a distinction between the interactional functions of speaking and the transactional functions. The new version of Functions of Speaking includes the function of performance in which Richards believed that it is required in pedagogy. The next section provide details of each type of talks.

2.3.5.1 Talk as Interaction

Talk as Interaction refers to a conversation between people in both casual and formal situations. It focuses on how speakers present themselves to each other than the conveying message. Richards refers this function to a basic social interaction that individuals to perform social interaction values such as, greetings, making small talks, establishing a comfortable zone of interaction, or reflecting a role of relationships and identity. Talk as interaction helps speakers reflect role of relationships, identity, and degrees of politeness.

2.3.5.2 Talk as Transaction

Talk as transaction comes as the second function of speaking. The central focus is on making both speakers and hearers understand conveyed messages clearly and accurately. The main features of this talk are that individuals primarily focus on information or message when communication strategies are employed to make participants understand. Frequent questions, repetitions, and comprehension checks may be used as much as negotiation and digression. With this talk, the linguistic accuracy is not always important.

2.3.5.3 Talk as Performance

Talk as performance refers to a monologue rather than a dialogue communication, in which the format is similar to a written language rather than a conversational one. The talk emphasizes both messages and participants, in which speakers perform what they want to transmit to audiences while the audiences pay attention to perceive the overall message the speakers send to them. Within this talk, form, accuracy, and fluency of language are concerned.

In summary, Functions of Speaking provides opportunities for students to practice oral communication in three distinctive ways – that is, Talk as interaction focuses the use of language to serve social purposes, Talk as transaction emphasizes

the use of language to give clear and accurate message, and Talk as performance aims at using the language to give a formal communication in which both speakers and audiences are required to comprehend the same meaning of any conveyed messages.

2.3.8 Functions of Speaking in Pedagogy

In order to integrate Functions of Speaking into the classroom, teachers and course developers should consider what kind of speaking skills are focused, and identify how to teach the students for each type of talks as Richards (2009) introduced as follows:

Talk as Interaction seems to be the most difficult in his perspective as it is a very complex that takes place under the control of unspoken rules. The examples of this type of speaking should be opening and closing conversations, making small talks, recounting personal incidents and experiences, and reacting to what others say. The teacher should give a dialogue or conversation starters for the students to respond to.

In contrast, Talk as transactions seems to be easier than the first one that the current communicative activities are introduced such as group activities, information-gap activities, and role-play, for practicing how to share and obtain information alongside for carrying out real-world transactions. These activities should consist of the three sequences: preparing, modeling and eliciting, and practicing and reviewing. The preparing stage includes the revision of vocabulary, real-world knowledge related to the content and context. Modeling and eliciting refers to the demonstration of the

stages that are involved in the transaction, the elicitation of suggestions for how each stage can be carried out, and the instruction of functional language need for each stage. The last sequence is practicing and reviewing that the students are assigned roles and then practice by using realia to provide language and other support.

Talk as Performance requires a wide range of teaching strategy. The teachers should provide the examples or models: speeches, oral presentations, or stories, through video, audio or written examples. The students will soon work on planning their own texts, which are then presented to the class. Richards also suggested the criteria to assess the students' oral performance during the classroom activity that is the total number of contributions made, responding supportively, responding aggressively, introducing a new point or a relevant point, digressing from the topic, showing clarity of presentation, and using discourse markers, repetition and stress to emphasize important points.

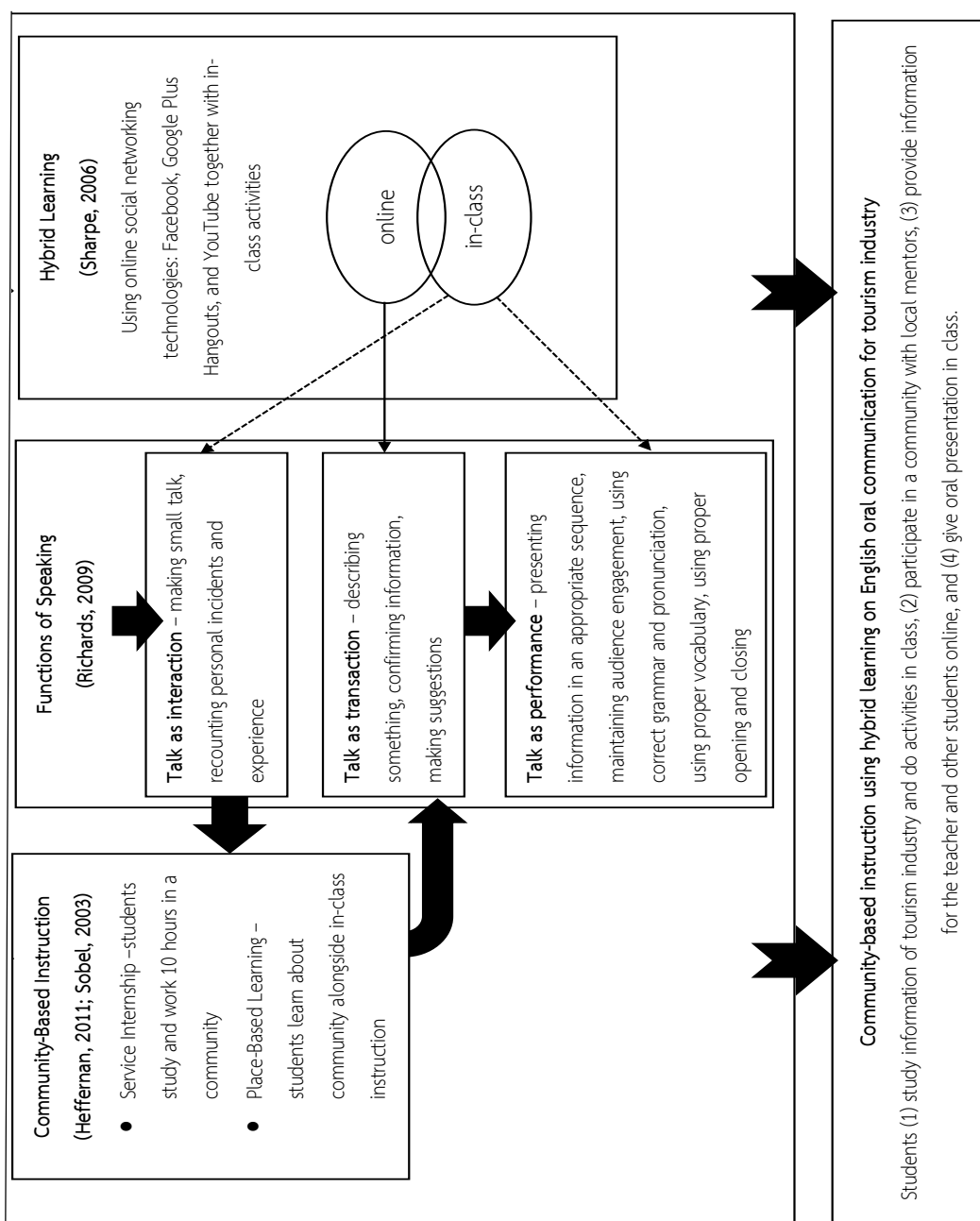
2.4 Conceptualized Framework of Community-Based Instruction using Hybrid

Learning on English Oral Communication for Tourism Industry

In order to develop the Community-based instruction using hybrid learning on English oral communication for tourism industry, related issues including English for Tourism Industry course description, Community-Based Instruction: Service-Learning

and Place-Based Learning, Functions of Speaking, and hybrid learning were reviewed, analyzed, synthesized, and conceptualized into a theoretical framework as follows.

Figure 2.4 Conceptual framework for community-based instruction using hybrid learning on English oral communication for tourism industry



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology used in the study. Since the study aims to investigate the participants' English oral communication in tourism industry, the context of the study is briefly described to provide a clearer picture for readers. The description of research design and procedure, population and samples, instrumentation of each stage of the research, data collection, and data analysis are also presented in this chapter.

3.2 Research Design

This study was a mixed-method design aiming at comparing the students' English oral communication ability before and after taking Community-based Instruction using Hybrid Learning on English Oral Communication for Tourism Industry and investigating the students' attitudes towards Community-based Instruction using Hybrid Learning on English Oral Communication for Tourism Industry. The context of this study took place in three environments: Rajamangala University of Technology Lanna Nan (classroom), Online (Internet), and Nan tourism-related organizations (community).

3.3 Participants

3.3.1 Participants and setting

The population of the study consisted of 70 undergraduate students majoring in English for International Communication of the Faculty of Business Administration and Liberal Arts at Rajamangala University of Technology Lanna Nan in academic year 2014, male and female, age 18-22. In terms of Internet accessibility, all of the students owned a smartphone and a laptop, which is able to connect to the Internet. Therefore, the students were equivalent to each other in terms of background knowledge of Nan province and ability to access to the Internet.

3.3.2 Sample

The sample in this study was 14 third-year undergraduate students majoring in English for International Communication, Faculty of Business Administration and Liberal Arts, Rajamangala University of Technology Lanna Nan enrolling in the English for Tourism Industry course in academic year 2014. The sample was selected by means of purposive sampling based on the intact classes assigned for the researcher by English Department, Rajamangala University of Technology Lanna Nan.

3.4 Research Instruments

Research instruments of this study were constructed based on the concepts of Functions of Speaking model, Community-based instruction model, and Hybrid

Learning. All of the instruments were developed by the researcher and validated by the experts. The research instruments were as follows.

3.4.1 English Oral Communication for Tourism Industry Test

To investigate the performance of the participants, the use of the pre-test and post-test is significant. The test consisted of 3 parts, which were related to Functions of Speaking. The first part was based on Talk as Interaction, the second part was based on Talk as Transaction, and the third part was based on Talk as Performance (See Appendix A).

Regarding the first part, Travel Experience, the test-taker was required to work in pair with another test-taker to demonstrate a role-play following the specific situation – “Two friends accidentally meet each other at a coffee shop. Then they have a conversation about their trips in Nan during the school break.” The evaluation criteria of the first part concerned fluency, coherence, vocabulary, grammar and accuracy, pronunciation, and background knowledge of Nan province. The first part took 5 minutes per couple.

For the second part, A One-day Trip in Nan, each test-taker works with the teacher to demonstrate a role-play according to the specific situation – “A tourist (the teacher) who visits Nan province for the first time is asking a local guide (a test-taker) to give information and help plan a one-day trip. The evaluation criteria of this part concerned fluency, coherence, vocabulary, grammar and accuracy, pronunciation, and

the background knowledge of Nan province. The second part took 3 minutes per test-taker.

In the final part, Welcome to Nan, each test-taker was required to work individually by making an oral presentation in order to promote and invite tourists to visit Nan province. The evaluation criteria of this part concerned both verbal and non-verbal communicative skills. In terms of verbal skills, the criteria included fluency, coherence, vocabulary, grammar and accuracy, pronunciation, and background knowledge of conveyed messages. For non-verbal skills, the test-taker was monitored for the use of eye contact, body language, and poise. The presentation was 3 minutes per test-taker.

The English oral communication for tourism industry test was employed before and after the implementation of the course. The data were digitally recorded and evaluated by three human raters using the English for tourism industry test rubrics.

In order to gain validity of the test, a set of the 3-rank checklist (+1, 0, -1) consisting of 8 criteria adapted from Bachman and Palmer's (1996) framework of test development was distributed to a panel of 3 experts in the field of testing (See Appendix M) in order to validate the developed test. The results from the validation process are introduced in Table 3.1.

Table 3.1: Verification of English oral communication for tourism industry test

Criteria	E ₁	E ₂	E ₃	\bar{X}	SD	CV
1. The test is associated with research objectives.	1	1	1	1	0	0
2. The test is appropriate to measure learning ability pre and post instruction.	1	1	1	1	0	0
3. The test is appropriate to operate with the samples.	1	1	1	1	0	0
4. The test is divided into appropriate sections.	1	1	1	1	0	0
5. The test is aimed at measuring target language skills appropriately.	1	1	1	1	0	0
6. The test description and questions are precise and appropriate.	0	1	1	0.67	0.58	86.60
7. The test simulates authentic learning situations appropriately.	0	1	1	0.67	0.58	86.60
8. The test uses rubrics to measure learning ability appropriately.	1	1	1	1	0	0

E_D = Expert D \bar{X} = AverageE_E = Expert E

SD = Standard Deviation

E_F = Expert F

CV = Coefficient Variation

According to Table 3.1, the mean score of all items ranged from 0.67 to 1 indicating the suitability of the lesson test. However, there were some comments from the experts as follows:

Expert D commented that the test was related to the objectives; however, she further suggested that the time duration given to each part of the test was quite limited, especially in part 3.

Expert E and F, similarly, mentioned that the time allotment provided for each part of test is suitable. However, they suggested that it could be possible to allow a few minutes for students.

The suggestions from the experts had brought about a revision in the test that the time duration for preparation of each part was readjusted from 1 minute to 5 minutes.

3.4.2 Community-based Instruction Using Hybrid Learning on English Oral Communication for Tourism Industry Interview Questions

In order to obtain attitudes of the participants after taking community-based instruction using hybrid learning on English oral communication for tourism industry, a set of interview questions was employed. The questions consisted of 3 parts, totally 34 questions. (See Appendix B)

The first part, Collaboration Activities, captured the satisfaction of the participants with the effectiveness of the learning activities and obtained recommendations for further implementations.

The second part, Use of Technology, was aimed to investigate the satisfaction of the participants with the effectiveness of using Google Plus Hangouts and Facebook and to obtain recommendations for further implementations.

The final part, English Oral Communication Ability, was aimed to explore the satisfaction of the participants with the effectiveness of English oral communication activities in order to contribute to the development of English oral communication ability, and to obtain recommendations for further implementations. The set of interview questions was employed after the participants had completed the course.

In order to gain validity of the interview questions, a set of the 3-rank checklist (+1, 0, -1) consisting of 8 criteria adapted from Bachman and Palmer's (1996) framework of test development was distributed to a panel of 3 experts in the field of testing (See Appendix M) in order to validate the developed interview questions. The results from the validation process are introduced in Table 3.2.

Table 3.2: Verification of interview questions

Criteria	E _D	E _E	E _F	\bar{X}	SD	CV
1. The set of interview questions is associated with research objectives.	1	1	1	1	0	0
2. The set of interview questions is appropriate to operate with the samples.	1	1	1	1	0	0
3. The set of interview questions is divided into well-organized sections.	1	1	1	1	0	0
4. The set of interview questions covers target language skills thoroughly.	1	1	1	1	0	0

Table 3.2 : Verification of interview questions (continued)

Criteria	E _D	E _E	E _F	\bar{X}	SD	CV
5. The responses of the set of interview questions are collected methodologically.	1	1	1	1	0	0
6. The set of interview questions includes authentic learning situation questions appropriately.	1	1	1	1	0	0
7. The set of interview questions is organized their questions in logical order for interviewers are able to manipulate effortlessly.	1	1	1	1	0	0
8. The set of interview questions is able to complement further instructions appropriately.	1	1	1	1	0	0

E_D = Expert DE_E = Expert EE_F = Expert F \bar{X} = Average

SD = Standard Deviation

CV = Coefficient Variation

According to Table 3.2, the entire experts rated 1 in all criteria, which represented that the interview questions had high validity and reliability. However, one of the experts suggested that the students should be allowed to respond in a written format alongside the oral interview. Hence, the modification of the procedure was that the participants were allowed to provide their attitudes in writing and the researcher could ask for more clarifications verbally later.

3.4.3 Rubrics for English Oral Communication for Tourism Industry Test

There were 3 rubrics used in this study. They were adapted from IELTS Speaking Band Descriptors (public version) (International English Language Testing System, n.d.). Each rubric consisted of 5-scale scores, 0 to 4, with 4 referring to the highest score and 0 referring to an absence from the test. For the first and the second parts, three raters including 2 Thai-native English teachers and 1 English-native English teacher, evaluated the participants' performance on verbal communication skills when the third part was aimed to evaluate both verbal and non-verbal communicative skills. (See Appendix C)

Rubric 1, Talk as Interaction Rubric, was aimed to investigate the participants' performance on Part 1 of the English oral communication for tourism industry test. The rubric placed its emphasis on verbal skills including fluency, coherence, vocabulary, comprehension, grammatical accuracy, pronunciation, and background knowledge. In terms of fluency, the raters considered whether the test takers had spoken fluently. In addition to coherence, the raters evaluated whether the responses were coherent with appropriate transitions. For vocabulary, the raters considered whether the test takers used flexible and precise words in all topics. Regarding comprehension, the raters considered whether the test takers comprehended and responded to all of the questions and the topics being discussed with ease. In terms of grammatical accuracy, the raters considered whether the test takers produced inappropriate or non-systematic errors. For pronunciation, the raters considered whether the test takers used a full range of pronunciation features with precision and

subtlety. Finally, the raters evaluated whether the test takers presented excellent background knowledge of Nan tourist attractions including his/her experience.

Rubric 2, Talk as Transaction Rubric, was constructed in order to investigate the participants' performance on Part 2 of the English oral communication for tourism industry test. The rubric placed its emphasis on verbal skills including fluency, coherence, vocabulary, comprehension, grammatical accuracy, pronunciation, and background knowledge. In terms of fluency, the raters considered whether the test takers had spoken fluently. In addition to coherence, the raters evaluated whether the responses were coherent with appropriate transitions. For vocabulary, the raters considered whether the test takers used flexible and precise words in all topics. Regarding comprehension, the raters considered whether the test takers comprehended and responded to all of the questions and the topics being discussed with ease. In terms of grammatical and accuracy, the raters considered whether the test takers produced inappropriate or non-systematic errors. For pronunciation, the raters considered whether the test takers used a full range of pronunciation features with precision and subtlety. Finally, the raters evaluated whether the test takers presented excellent background knowledge of Nan tourist attractions, routes, and related destinations including his/her experience in their response.

Rubric 3, Talk as Performance Rubric, was created to investigate the participants' performance on Part 3 of the English oral communication for tourism industry test. The rubric placed its emphasis on both verbal and nonverbal skills. In

addition to verbal skills, the traits consisted of fluency, coherence, vocabulary, comprehension, grammatical and accuracy, pronunciation, and background knowledge. In terms of fluency, the raters considered whether the test takers had spoken fluently. In addition to coherence, the raters evaluated whether the responses were coherent with appropriate transitions. For vocabulary, the raters considered whether the test takers used flexible and precise words in all topics. Regarding comprehension, the raters considered whether the test takers comprehended and responded to all of the questions and the topics being discussed with ease. In terms of grammatical and accuracy, the raters considered whether the test takers produced inappropriate or non-systematic errors. For pronunciation, the raters considered whether the test takers used a full range of pronunciation features with precision and subtlety. Finally, the raters evaluated whether the test takers presented excellent background knowledge of Nan tourist attractions including his/her experience. In terms of nonverbal skills, the raters considered the use of eye contact, body language, and poise. In terms of the eye contact, the raters evaluated whether the test takers had looked directly to the video recorder. For the body language, the raters considered whether the test takers had made movements associated with the situational context in order to clarify the speech. Finally, as for the poise, the raters evaluated whether the test takers had displayed relaxed, self-confident nature about self that was appropriate for the situational context.

The rubrics were distributed to three human raters: 2 Thai-native English teachers and 1 English-native English teacher after the implementation of the course.

In order to gain validity of the rubrics, a set of the 3-rank checklist (+1, 0, -1) consisting of 8 criteria adapted from Bachman and Palmer's (1996) framework of test development was distributed to a panel of 3 experts in the field of testing (See Appendix M) in order to validate the developed rubrics. The results from the validation process are introduced in Table 3.3.

Table 3.3: Verification of rubrics

Criteria	E _D	E _E	E _F	\bar{X}	SD	CV
1. The rubrics are associated with research objectives.	1	1	1	1	0	0
2. The rubrics are appropriate to operate with the samples.	1	1	1	1	0	0
3. The rubrics are divided into appropriate criteria.	1	1	1	1	0	0
4. The rubrics are aimed at measuring target language skills appropriately.	1	1	1	1	0	0
5. The rubrics are described into precise and appropriate sentences.	1	1	1	1	0	0
6. The rubrics simulate authentic learning situations appropriately.	1	1	1	1	0	0
7. The rubrics are to be used as instructions to help the samples realize what are expected.	1	1	1	1	0	0
8. The rubrics are organized their criteria in logical order for raters are able to manipulate effortlessly.	1	1	1	1	0	0

E_D = Expert D

E_E = Expert E

E_F = Expert F

\bar{X} = Average

SD = Standard Deviation

CV = Coefficient Variation

According to Table 3.3, all experts rated 1 in all criteria representing that the rubrics had high validity and reliability. However, the experts suggested that prior to rating the scores, the researcher should explain each trait of the rubrics to the raters for clarification. Meanwhile, the researcher should explain all criteria to the students in order that they would realize on where they should focus while doing the test.

3.4.4 Observation Field Notes

To investigate the participants' performance, the use of pre-test and post-test might not be sufficient; hence, the observation field notes were employed in the study. The observation field notes were descriptive in order to capture thoughts, ideas, questions and concerns of the participants. The derived data were analyzed by means of content analysis. The observation field notes in this study were adapted from Chiseri-Strater and Sunstein (1997) including date, time, specific facts and details, specific problems, specific solutions, and suggestions. (See Appendix E)

The researcher employed the observation field notes during the videoconference session with the groups of participants.

In order to gain validity of the observation field notes, a set of the 3-rank checklist (+1, 0, -1) consisting of 8 criteria adapted from Bachman and Palmer's (1996) framework of test development was distributed to a panel of 3 experts in the field of

testing (See Appendix M) in order to validate the developed observation field notes.

The results from the validation process are introduced in Table 3.4.

Table 3.4: Verification of observation field notes

Criteria	E _D	E _E	E _F	\bar{X}	SD	CV
1. The observation field notes are associated with research objectives.	1	1	1	1	0	0
2. The observation field notes are appropriate to operate with the samples.	1	1	1	1	0	0
3. The observation field notes are divided into appropriate criteria.	1	1	1	1	0	0
4. The observation field notes are aimed at measuring target language skills appropriately.	1	1	1	1	0	0
5. The observation field notes are described into precise and appropriate sentences.	1	1	1	1	0	0
6. The observation field notes simulate authentic learning situations appropriately.	1	1	1	1	0	0
7. The observation field notes are to be used as instructions to help the samples realize what are expected.	1	1	1	1	0	0
8. The observation field notes are organized their criteria in logical order for raters are able to manipulate effortlessly.	1	1	1	1	0	0

E_D = Expert D

E_E = Expert E

E_F = Expert F

\bar{X} = Average

SD = Standard Deviation

CV = Coefficient Variation

According to Table 3.4, all experts rated 1 in all criteria representing that the rubrics had high validity and reliability. However, the

experts suggested that the researcher should observe the students' performance as soon as possible after they completed the activity due to the fact that the students should still be able to recall to what they had exposed to.

3.4.5 Online Journals

Considering the fact that the learning environment had taken place not only in the classroom but also in the community, the participants were required to record their work during the community participation activity so that they could review what they had learned from the community, and the teacher could follow their work. The journals were published on a Facebook page created specifically by the teacher. The participants were required to post information together with photos and/or videos as soon as they had completed the community participation activity (See Appendix F).

In order to gain understanding, a summary of research instruments is illustrated in Figure 3.1.

Figure 3.1: Research Instruments

Instruments	Objectives	Time of Distribution	Data Analysis
1. English Oral Communication for Tourism Industry Test	To investigate the effects of community-based instruction using hybrid learning on English oral communication for tourism industry	Before the first unit and after the last unit of the course.	Non-parametric statistics: Wilcoxon Signed-Rank test
2. Community-based Instruction Using Hybrid Learning on English Oral Communication for Tourism Industry Interview Questions	To explore the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry	After the posttest	transcribed, coded, and analyzed qualitatively
3. Observation Field Notes	To explore the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry	After the community participation activity (During a videoconference)	transcribed, coded, and analyzed qualitatively
4. Online Journals	To explore the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry	During the community participation activity	transcribed, coded, and analyzed qualitatively

3.5 Stages of Research

There are three phases of research procedure as follows:

Phase 1 the development of community-based instruction using hybrid learning on English oral communication for tourism industry

Phase 2 the implementation of community-based instruction using hybrid learning on English oral communication for tourism industry

Phase 3 the evaluation of community-based instruction using hybrid learning on English oral communication for tourism industry.

The research procedure is represented in Figure 3.2.

Figure 3.2: Research procedure

Phase 1	Development of community-based instruction using hybrid learning on English oral communication for tourism industry
Stage 1:	Study related literature: Community-based instruction, Hybrid learning, and Oral communication for tourism industry
Stage 2:	Conduct the needs analyses of English oral communication ability and local knowledge of tourism needs, lacks, and wants from the students, the entrepreneurs, and the local residents.
Stage 3:	Triangulate the data obtained from needs analyses: related documents, questionnaires, and interviews to design and develop community-based instruction using hybrid learning on English oral communication for tourism industry.
Stage 4:	Construct unit plans and research instruments.
Stage 5:	Validate the research instruments by consulting the experts
Stage 6:	Revise the research instruments after consulting the experts
Stage 7:	Do a pilot study with another group of participants

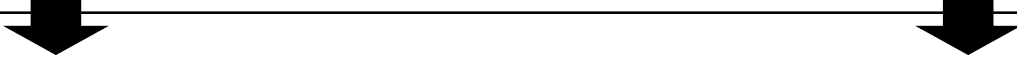
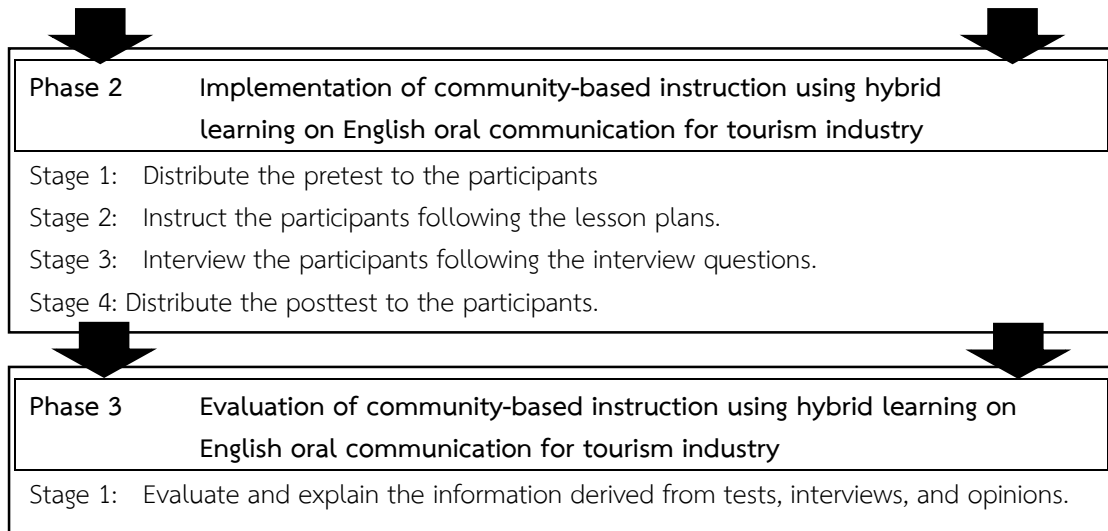


Figure 3.2: Research procedure (continued)



Since the components of each phase are significant to the study, details of each stage are presented in the following order:

3.5.1 Phase 1 - Development of community-based instruction using hybrid learning on English oral communication for tourism industry

Prior to undertaking community-based instruction using hybrid learning on English oral communication for tourism industry, various types of document were sought to formulate necessary data for the needs analysis questionnaire. There were various kinds of document used in the analysis in order to develop the instruments.

3.5.1.1 Document analysis

There were various types of documents used in formulating the needs questionnaire. Related documents consisted of Rajamangala University of Technology Lanna Act, National Education Act 2010, Faculty of Business Administration and Liberal Arts' English curriculum, Rajamangala University of Technology Lanna strategy plan 2009-2012, and Nan information books and websites. After the documents were analyzed, the following procedure was undertaken to develop the tools.

3.5.1.2 Course Development Process

During this procedure, the development of research tools was undertaken. The tools were constructed and validated prior to utilizing them with the participants. There were 2 kinds of tools used during this step: the needs questionnaire and unit plans.

3.5.1.2.1 Needs Analysis

A needs analysis was conducted in order to investigate English oral communication ability and local knowledge of tourism needs, wants, and lacks. The data obtained from the survey were collected and analyzed with the purpose to use as a blueprint for developing the course.

3.5.1.2.1.1 Participants

There were three groups of participants in the stage of conducting the needs analysis: Nan local entrepreneurs, Nan local residents, and the fourth-year students majoring in English for International Communication, Faculty of Business Administration, Rajamangala University of Technology Lanna Nan who had participated in the 2010 student apprentice program. The details of participants are presented as follows:

1) Nan local entrepreneurs

There were 10 Nan local entrepreneurs with whom the fourth-year students majoring in English for International Communication, Faculty of Business Administration, Rajamangala University of Technology Lanna Nan worked during the apprenticeship. The participants were purposively selected based on the criterion that they were the owners of tourism-related businesses.

2) Nan local residents

There were 30 Nan local residents who were purposively selected based on the criterion that they resided in the area of Nan local entrepreneurs' premises.

3) Fourth-year students

There were 18 fourth-year students majoring in English for International Communication, Faculty of Business Administration, Rajamangala University of Technology Lanna Nan. They were purposively selected based on the criterion that they were interns working in Nan tourism-related businesses.

3.5.1.2.1.2 Questionnaire

In order to conduct a needs analysis to find out the needs, lacks, and wants of Nan local entrepreneurs, Nan local residents, and the fourth-year students majoring in English for International Communication, Faculty of Business Administration, Rajamangala University of Technology Lanna Nan, the use of a questionnaire was employed.

The questionnaire used in this phase was taken from the Student's Apprenticeship Evaluation form conducted by the English Program, Department of Liberal Arts, Faculty of Business Administration and Liberal Arts, Rajamangala University of Technology Lanna Nan (See Appendices J-L). The questionnaire consisted of 2 parts. The first part included 10 questions and the second part was an open-ended question. In addition, all questions were written in Thai to avoid language barriers.

3.5.1.2.2 Course Structure Design and Verification

According to the needs questionnaires, Nan local entrepreneurs, Nan local residents, and the students demanded pedagogical approach that contributed to the students' English oral communication ability that was necessary for Nan tourism industry. The next stage was to construct lesson plans and learning materials that supported the needs of the stakeholders. The stages of lesson plans construction are as follows:

3.5.1.2.2.1 Formulating Goals and Objectives

The course emphasized the use of English oral communication related to Nan tourism industry: making interaction, giving information, giving direction, planning a trip, making reservation, and making oral presentations. An emphasis was placed upon the use of community-based instruction that the students were able to be exposed to the authentic situations while learning. Moreover, the use of Functions of Speaking was employed in order to help develop English oral communication ability. In addition, the use of hybrid learning accounted for an important aspect in order to connect in-class and out-of-class activities. The selected learning outcomes of the course consisted of the following points:

1) Identifying various types of information

The students would be able to identify:

1.1 types of Thailand tourism

1.2 types of hotel facilities

1.3 types of tourist attractions

1.4 types of northern food

1.5 types of transportation

1.6 types of souvenirs

2) Discussing various types of information

2.1 in-class discussions

2.2 online discussions

3) Learning in authentic situations

3.1 Visiting various Nan tourism attractions and tourism-related organizations and businesses

3.2 Collecting information from various sources provided at the attractions and tourism-related organizations and businesses

4) Completing online tasks

4.1 writing online journals

4.2 making videoconference

5) Giving well-organized oral presentation

5.1 Giving group presentations

5.2 Using technological devices in presentations

3.5.1.2.2.2 Organizing the course

After the learning goals of the course were set, the course was organized in the following procedure:

1) Determining the organizing principle

The content of the course was derived from the course outline of English for Tourism Industry at Rajamangala University of Technology Lanna Nan together with the results of the needs analysis of the local entrepreneur, Nan local residents, and the former students.

2) Identifying units based on organizing principles

The course consisted of 6 unit plans followed by the assessments. Each unit plan blended in-class, in a community, and online (hybrid) situations containing various activities consisting of discussion, reading topic-related text, learning topic-related vocabulary, preparing a community-participation activity, community-participation activity, writing online journals, engaging in online discussion, and making an oral presentation.

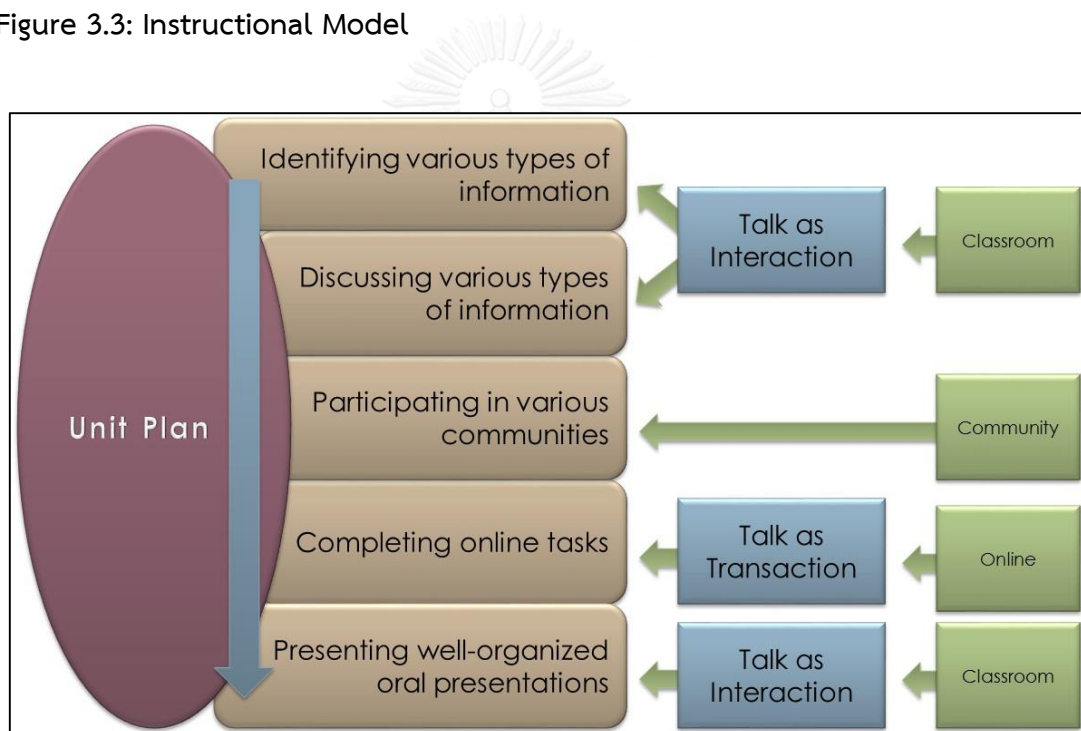
3) Sequencing of the units

The unit plans of the course were sequenced as shown in Appendix G.

4) Determining the language and skills of the unit

Each unit integrated community-based instruction, Functions of Speaking, and hybrid learning in accordance with the topic of the unit. To illustrate, the instructional model of community-based instruction using hybrid learning in English oral communication for tourism industry is introduced in Figure 3.3.

Figure 3.3: Instructional Model



5) Organizing the content within each unit

The sample unit plan is presented in Appendix H.

6) Course material

The use of course material was significant for the students in order to help engaging in-class activities while directing their out-of-class

activities. In this study, the course material was designed as a worksheet. There were 6 separate worksheets employed in this study, one worksheet per one unit plan. One of the worksheets used in the study was introduced part by part in Figure 3.4-3.10. See Appendix I for another example of the worksheet.

Figure 3.4: Sample of Worksheet: Discussion

1 Destinations

1 **2** **3** **4** **5**

Discussion: 1. Look at the pictures. What kind of travel and tourism are they? What other places for travel can tourists visit in Nan?

Figure 3.4 introduces the first activity of the unit that the students were required to think and discuss with friends about what they had known regarding the pictures. They were also required to introduce some new tourist attraction spots in Nan.

Figure 3.5: Sample of Worksheet: Learning Vocabulary

Vocabulary 2. Match the types of Thailand tourism with the examples on the next page.

Thailand in Brief: Tourism

1. retired couple having picnic at Pak Nai Fishermen Village
2. exchange students going rafting at Nam Wa
3. university staffs planting trees on Doi Phu kha
4. foreigners watching Boat Racing at Nan River
5. students visiting Wat Pra That Chae Hang
6. married couple going on a honeymoon on Doi Samer Dao
7. a team of cyclists cycles around Mueang Nan District
8. tourists buying souvenirs from OTOP store
9. artists observing mural paintings at Wat Pumin
10. parachutists flying over Sao Din Na Noi

**3. Work in pairs. What do you know about Nan province?
Which of the following would attract tourists to Nan?**

mountains	people	waterfalls	temples
culture	food	lifestyle	tradition

Subsequent to the first activity, the students were to study topic-related vocabulary following by doing some exercises as shown in Figure 3.5.

Figure 3.6: Sample of Worksheet: Reading Topic-related Text

Reading 4. Look at the map and read the extracts below. Where would you see:

Doi Phu Kha
At dawn, the mountain range is dark and cool with a chilly breeze. The valley, filled with natural abundance, is covered in thick morning mist. Visit in winter and you will find the sweet hue of Wild Himalayan Cherry flowers blossoming all over the mountain.

Nan National Museum The museum was actually constructed in 1903 as a residence for a ruler of Nan. It displays exhibitions about Nan history and major structures, evolution of arts in different ages with numerous antiques, the most eminent of which is the Black Ivory.

Wat Phumin
The style of main building which is both ubosot and vihara (Buddhist monastery) that is really unique northern architecture. It is believed to be the first 4-portico vihara in Thailand that has built like it's on the back of two Nagas. The main pillar stands in the center of vihara has four Sukhothai style Buddha statues placed on the base facing off each four directions of the vihara that stands crossing east, west, north and south. This temple is also a home of Thailand's famous ancient wall murals called Pu Man, Ya Man which appears on the wall paintings, in Tai Lue style.


Sao Din Na Noi
The natural phenomena Sao Din Na Noi are an interesting sight to see. Enormous holes, walls, and pillars of earth and rock can be seen here. It is orange-red in many different shapes.

1. Black Ivory?
2. paintings of Nan ancestors?
3. varieties of fish?
4. beautiful trees and flowers?
5. pillars of earth and rock?

Tourism Authority of Thailand: Nan

After learning new vocabulary, as shown in Figure 3.6, the students were to read a topic-related text or article following by completing an exercise.

Figure 3.7: Sample of Worksheet: Preparing a Community-participation Activity

Community Participation Activity Preparation	5. Work in groups of 3-4. Think of one place in <u>Mueang Nan</u> District. Discuss with your friends and try to answer the following questions. You can make some notes on the provided space below.
	What do you know about that place? What is special about that place? What can tourists do and cannot do at that place?
	

At the end of the first classroom session, the students were divided into a group. Then each group was required to discuss the guided questions as provided in Figure 3.7. In addition, each group was to consider a community (place) they preferred to visit including date and time for online discussion. Finally, the teacher summarized

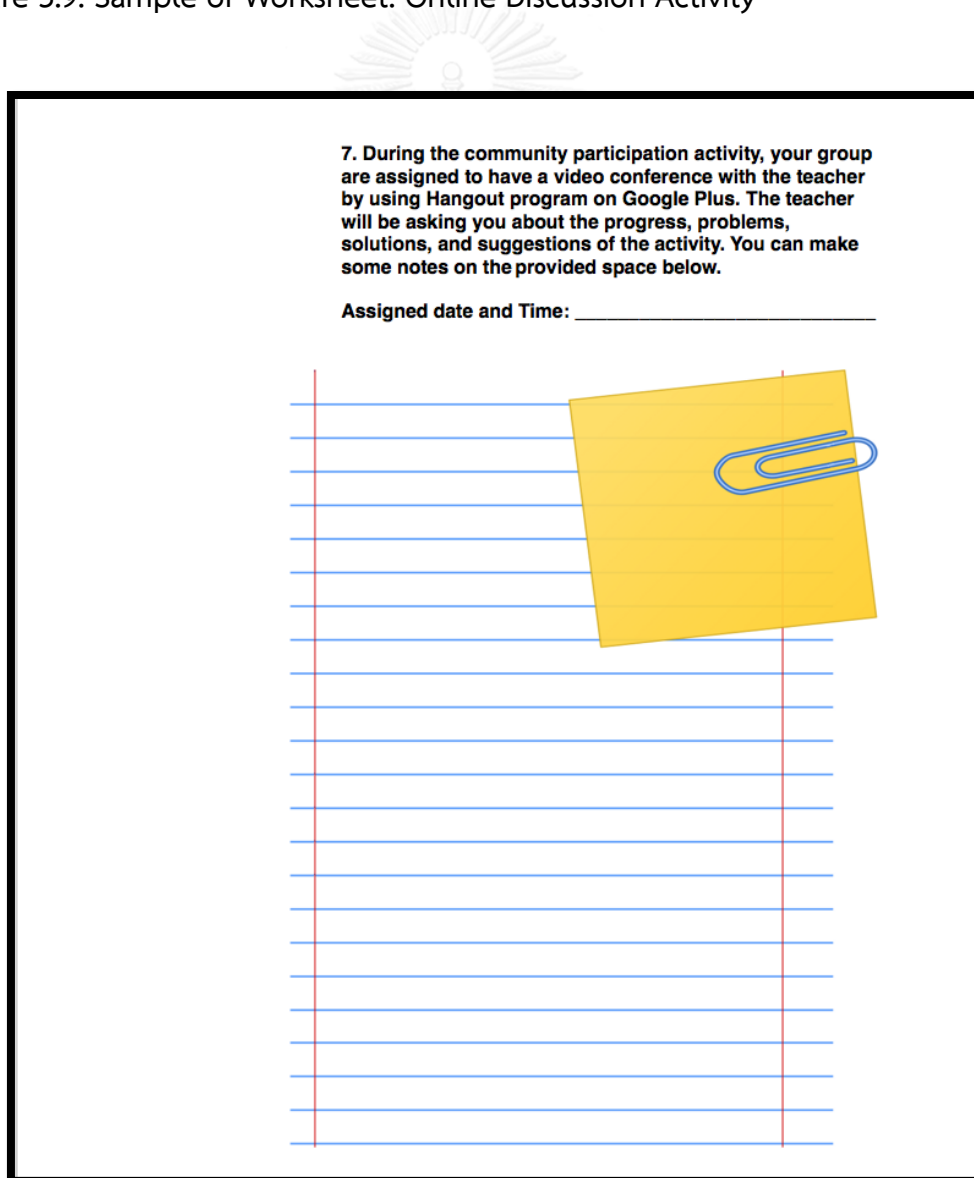
the class activities, arranged date and time of making a videoconference for each group, and ended the session.

Figure 3.8: Sample of Worksheet: Community Participation Activity

<p>Community Participation Activity & Online Discussion</p>	<p>6. Your group has to observe and participate with people in the place you chose at least 10 hours (decide the date and time with your group members). During the community participation, your group has to take photos and/or videos to record your project and post them on Facebook Page (facebook.com/nanengfortour) together with the gathered information. You are required to give comments to the other groups once they have completed.</p>
<p>Place Date and Time of Participation</p>	<p>_____</p> <p>1. _____</p> <p>2. _____</p>
<p>History or Legend</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Special or Interesting activities</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Dos and Don'ts</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Information gathered from:</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>

After the first classroom session, each group of the students was to work in the community in order to gather and record information regarding the topic listed in Figure 3.8. Then each group of the students were to share some information on Facebook as an online journal. In addition, the teacher together with other group members were required to give comments and suggestions.

Figure 3.9: Sample of Worksheet: Online Discussion Activity

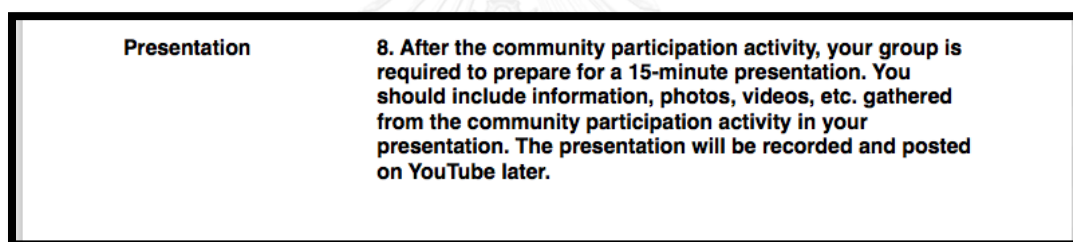


7. During the community participation activity, your group are assigned to have a video conference with the teacher by using Hangout program on Google Plus. The teacher will be asking you about the progress, problems, solutions, and suggestions of the activity. You can make some notes on the provided space below.

Assigned date and Time: _____

When the students completed collecting data in the community, each group of them was to prepare information regarding problems they encountered during the activity, solutions for the problems, and suggestions for further development by listing on provided spaces as shown in Figure 3.9. Then each group of the students was to inform the teacher of the information by making a videoconference via Google Plus Hangouts with the teacher on the assigned date and time.

Figure 3.10: Sample of Worksheet: Oral Presentation Activity



After the students completed the online session, each group of the students was to prepare a 15-minute oral presentation following the directions given in Figure 3.11. Then, in the second classroom session, each group of them was to make a presentation in front of the classroom. Lastly, the teacher summarized the overall activities and ended the unit.

3.5.1.2.2.4 Verification of unit plans

Prior to implementing the pilot study, the unit plans were evaluated by a group of 3 experts (See Appendix M). In order to validate the unit

plans, a set of the 3-rank checklist (+1, 0, -1) consisting of 8 criteria adapted from Bachman and Palmer's (1996) framework of test development was distributed to the experts. The results of verification of the unit plans are presented in Table 3.5.

Table 3.5: Verification of unit plans

Criteria	E ₁	E ₂	E ₃	\bar{X}	SD	CV
1. The lesson plan is associated with the research objectives.	1	1	1	1	0	0
2. The lesson plan is appropriate to operate with the samples.	0	1	1	0.67	0.58	86.50
3. The lesson plan is divided into well-organized sections.	1	1	1	1	0	0
4. The lesson plan is aimed at developing target language skills appropriately.	0	1	1	0.67	0.58	86.50
5. The lesson plan includes proper document and instructional tools.	1	1	1	1	0	0
6. The lesson plan simulates authentic learning situations appropriately.	1	1	1	1	0	0
7. The lesson plan includes post-learning activity appropriately.	1	1	1	1	0	0
8. The lesson plan uses post-learning activity measurement appropriately.	0	1	1	0.67	0.58	86.50

E_A = Expert A

\bar{X} = Average

E_B = Expert B

SD = Standard Deviation

E_C = Expert C

CV = Coefficient Variation

According to Table 3.5, the mean score of all items ranged from 0.67 to 1, indicating the suitability of the lesson plans. In addition, some suggestions from the experts were taken into consideration. The followings are the experts' comments and suggestions followed by a revision of the unit plans.

Expert A commented that the unit plans were very good and creative. However, she suggested that the steps of the teaching procedure should be more clarified, especially during the community participation activity.

Expert B suggested that the students should write a script or main points to discuss with the teacher before doing the community-participation activity.

Expert C commented that the unit plans were very creative and could support the needs of the students and the province. He further suggested that the learning topic should be various and cover important aspects of Nan tourism industry.

The aforementioned comments and suggestions yielded some readjustments of the unit plans. The revision was that during the community-participation activity, each group of the students was required to write a plan of what to do and discuss with the teacher after the first in-class session.

3.5.1.3 Pilot study

Prior to implementing the research instruments in the main study, the pilot study was conducted in order to assess whether the instruments were valid and reliable. The pilot phase lasted three weeks prior to the main study. Eighteen fourth-year English for International Communication students, Faculty of Business Administration and Liberal Arts, Rajamangala University of Technology Lanna Nan were purposively selected as the sample. The pilot units were “Unit 1: Destinations,” “Unit 2: Hotel Facilities,” and “Unit 3: Seeing the Sights.”

3.5.1.3.1 The Pilot Results of the Instruction

After piloting the Community-based Instruction Using Hybrid Learning on English Oral Communication for Tourism Industry instructional process, the number of treatment errors was reduced due to the fact that the unanticipated problems were revealed. That is to say, the students had never been exposed to real-world situations as participating in the community with local people; hence, they needed some time to be more confident in order to communicate with strangers. Furthermore, they had never used the Google Plus Hangouts application, so they needed some time to familiarized themselves with it.

After the pilot study, the directions and the explanations to the students were considered for revision in the orientation session. The teacher was required to teach and guide the students to use proper manners and language when

dealing with strangers in public so that both the students and the local people could feel more comfortable with communication and the students were able to accomplish the tasks objectively. In addition, the teacher was also required to explain and demonstrate the use of Google Plus Hangouts more clearly in order that the students could understand and be able to access the application without problems.

3.5.1.3.2 The Pilot Results of the English Oral Communication for Tourism Industry Test

After piloting the English oral communication for tourism industry test, it was found that the students were able to follow the direction and complete all tasks within the specified time. However, there were only 2 students who asked for more preparation time on part 1 - Travel Experience, from 1-3 minutes to 5 minutes. So, it can be said that the time allowance for each part of the test was suitable for most of the students.

3.5.1.3.3 The Pilot Results of the Community-based Hybrid Learning on English Oral Communication for Tourism Industry Interview Questions

There were no major problems found in the pilot phase of the interview session. The students could follow the instruction and answer all questions completely. A majority of the students were able to complete their answers in the interview question form given in Google Doc without asking for more clarification. There

were only 4 students from whom the teacher asked for more clarification on some items of their answers verbally. In addition, their responses served the objectives measured. However, the teacher had to ensure the students that all responses were not part of the course evaluation so that the students were able to comply with the questions without hesitation.

3.5.1.3.4 The Pilot Results of Observation Field Notes

There were no problems found in the pilot phase of the use of observation field notes. The teacher could collect all significant information following the objectives of the tool.

3.5.1.3.5 The Pilot Results of Online Journals

There were no major problems found in the pilot phase of online journals. The students were able to follow the direction and complete the task. However, some students posted only pictures with very few words, so the teacher should have given comments to them as soon as possible in order to stimulate them to write more information.

3.5.1.4 Revisions of Instructional Materials and Research Instruments

The instructional materials and research instruments were revised after the pilot study. The objectives in the unit plans were described more clearly with

simple English. The revision was in agreement with the results obtained from the pilot study.

It can be said that Community-based Instruction Using Hybrid Learning on English Oral Communication for Tourism Industry was improved into a version with quality before being implemented in the main study due to the following reasons. First, the components of Community-based Instruction Using Hybrid Learning on English Oral Communication for Tourism Industry including instructional materials and research materials were verified to ensure effectiveness by the experts in language curriculum, instruction and assessment, and the experts in technology fields. Second, the instructional procedures of Community-based Instruction Using Hybrid Learning on English Oral Communication for Tourism Industry were tested in the pilot study to explore the problems in the instruction prior to implementation in the main study. According to the results from the pilot study, feedback from students, and the experts' verification and suggestions, the revised version of Community-based Instruction Using Hybrid Learning on English Oral Communication for Tourism Industry was geared up to be implemented in the main study.

3.5.2 Phase 2 – Implementation of Community-based Instruction Using Hybrid Learning on English Oral Communication for Tourism Industry

The duration of the community-based instruction using hybrid learning on English oral communication for tourism industry lasted 12 weeks with 2 periods for face-to-face sessions, 1 out-of-class period for community participation, and 1 period for online session. It was implemented in the following steps.

3.5.2.1 Pre-test

Prior to implementation of community-based instruction using hybrid learning on English oral communication for tourism industry, the students were pre-tested using the English Oral Communication for Tourism Industry test.

3.5.2.2 Implementation

After doing the pre-test, the researcher performed as the teacher to instruct the participants following the unit plans. The instruction consisted of 6 unit plans, each of which contained 2 periods for face-to-face sessions, 1 out-of-class period for community participation, and 1 period for online session. The teaching and learning procedure was as follows:

The class started with the teacher giving an orientation to introduce the course objectives, learning activities, learning materials, use of the Google Plus

Hangouts application, the use of Facebook page, and course evaluation. In addition, the teacher allowed the students to ask for clarification of the course. After the orientation session, the class began from the first unit.

The teacher started the first period of face-to-face session by giving a unit worksheet to the students, and then started the first activity, Discussion, by asking the students to look at the pictures on the worksheet and answer the guided question. After that, the students were asked to learn some new vocabulary through the second activity, Vocabulary. Then the students were asked to read the article and completed the follow-up exercise. Next, the teacher checked the answers and summarized the idea from the article. After that, the teacher divided the students into groups of 4-5 before starting the next activity, Community Participation Activity Preparation. The students were asked to think about a topic given in the worksheet. Then they had to brainstorm with their group members to complete guided questions. At the end of this session, the teacher asked each group of the students to select one place they preferred to visit. Then the teacher introduced the next activity, Community Participation Activity, to the students regarding what they had to do and complete. Finally, the teacher asked each group of the students to select time for having an online session via Google Plus Hangouts application.

After the first period of face-to-face session, there was the out-of-class session. Each group of the students had to visit the place they selected in the classroom. They had to gather information following guided topics given in the

worksheet by participating with local people or studying from learning resources provided at the site. Meanwhile, the students had to journal their learning process by posting information including pictures or videos on the Facebook page. The teacher could follow-up the students' learning progress by giving comments or asking for more details.

Soon after the out-of-class session, on the date and at the time selected by each group of the students in the first classroom session, the teacher and the students accessed the Google Plus Hangouts application to make a videoconference. At this stage, the teacher employed an observation field note to collect information from each group of the students. The students were asked to summarize what they had learned from the community, what problems they found, what solutions they used, and what suggestions they preferred for the next unit. The online session for each group of the students lasted approximately 15-20 minutes.

After the community session, the students were gathered in the second period of the face-to-face session. Each group of the students was required to make a 15-minute oral presentation to present an overview of community participation to the whole class. In addition, the teacher recorded their presentations that could be uploaded onto YouTube later. At the end of the session, the teacher allowed the students to discuss what they had learned, and then the teacher ended the unit.

The instruction was repeated for the whole six unit plans. The teacher collected information from the students' online journals, an observation field note, and recorded presentations at the end of each unit.

3.5.2.3 Interview

After the last unit plan, the researcher investigated the effects of community-based instruction, hybrid learning, and English oral communication for tourism industry on the students. The students were required to respond by writing their attitudes in the blanks given on Google Doc created by the researcher. Once they completed it, the researcher analyzed their responses. The researcher conducted an oral interview with only the students who did not give complete responses to clarify their incomplete answers.

3.5.2.4 Post-test

At the end of the course, the students were required to do the post-test using the English Oral Communication for Tourism Industry test. In so doing, time allotment, scoring method, and settings were the same as those in the pre-test.

3.5.3 Phase 3 – Evaluation of community-based instruction using hybrid learning on English oral communication ability for tourism industry

3.5.3.1 Evaluation of tests

Pre-test and post-test scores of the participants were collected and scored by three human raters to compare results. The results were analyzed and described by means of descriptive statistics: means, standard deviation and Non-parametric statistics: Wilcoxon Signed-Rank Test.

3.5.3.2 Evaluation of online journals, observation field notes and interview questions

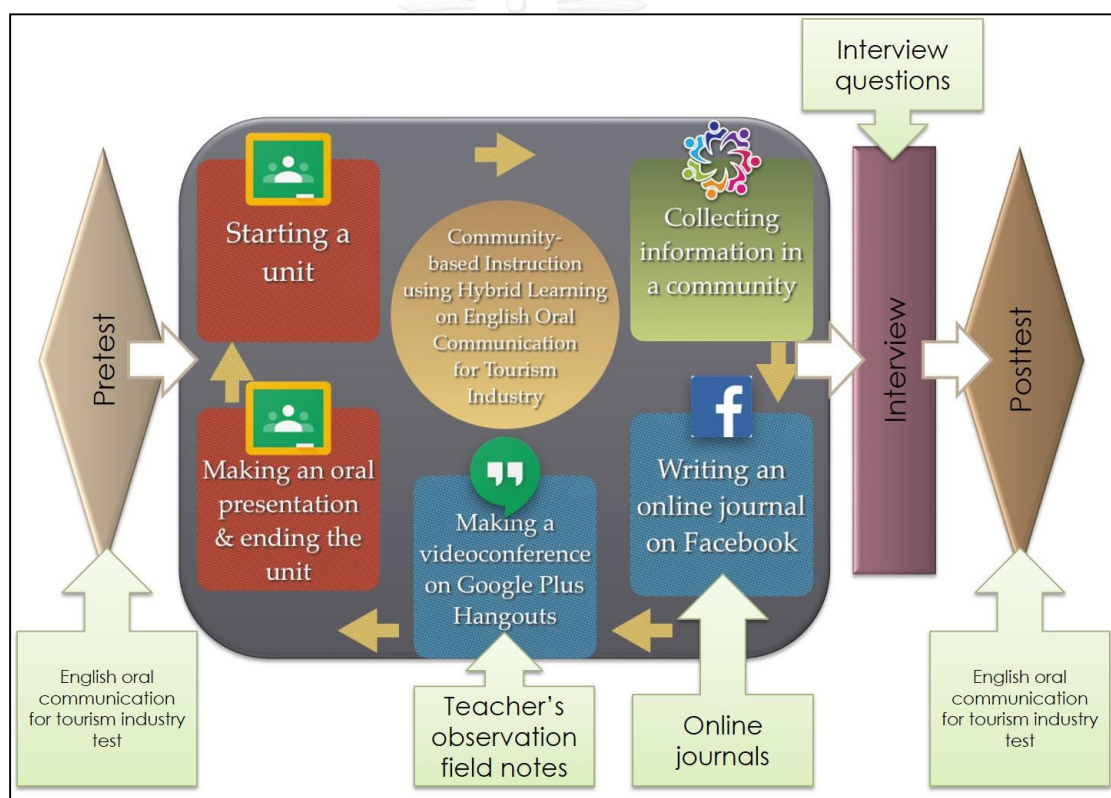
The students' online journals, the teacher's observation field notes, and the interview questions' responses toward community-based instruction using hybrid learning on English oral communication for tourism industry were collected, interpreted, and explained by means of content analysis.

3.6 Data Collection

The community-based instruction using hybrid learning on English oral communication for tourism industry had been implemented in the second semester of academic year 2014. The number of students who participated in this research was 14 third-year English for International Communication students, Faculty of Business

Administration and Liberal Arts, Rajamangala University of Technology Lanna Nan. The students enrolled in English for Tourism Industry course completed 3 hours in a classroom and 1 hour for external activity. The course lasted 15 weeks including midterm and final examination on weeks eighth and fifteenth, respectively. The collection of data is illustrated in Figure 3.11.

Figure 3.11: Data Collection



3.7 Data Analysis

This study employed a mixed-research method to obtain both quantitative and qualitative data. The quantitative data were derived from English Oral Communication for Tourism Industry test and opinion questionnaire, whereas qualitative data were obtained from observation field notes, online journals, and interviews. Data analysis according to each research question is discussed in the following steps:

3.7.1 Data Analysis for Research Question 1

Research question 1: To what extent does community-based instruction using hybrid learning enhance English oral communication?

Answers to research question 1 were obtained from the pretest and posttest results. Quantitative data was analyzed using Non-parametric statistics: Wilcoxon Signed-Rank Test.

3.7.2 Data Analysis for Research Question 2

Research question 2: What are the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry?

Answers to research question 2 were obtained from the observation field notes, online journals, and interview questions. Qualitative data was analyzed using content analysis.

CHAPTER 4

FINDINGS

This chapter provides the results of both quantitative and qualitative findings of the main study. This chapter consists of 2 parts as follows:

Part 1 reports quantitative results gained from the pretest and posttest. It also describes how the participants develop their English oral communication for tourism industry through community-based instruction using hybrid learning. This part will respond to Research Question 1: To what extent does community-based instruction using hybrid learning enhance English oral communication?

Part 2 reports qualitative results on the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry. This part will respond to Research Question 2: What are the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry?

4.1 English Oral Communication

Research Question 1: To what extent does community-based instruction using hybrid learning enhance English oral communication?

1.1 To what extent does community-based instruction using hybrid learning enhance English oral communication in talk as interaction?

1.2 To what extent does community-based instruction using hybrid learning enhance English oral communication in talk as transaction?

1.3 To what extent does community-based instruction using hybrid learning enhance English oral communication in talk as performance?

To respond to research question 1, the quantitative and qualitative results gained from the pre-test and post-test were reported.

Hypothesis 1: The students' English oral communication ability would improve at $p \leq 0.05$ after taking community-based instruction using hybrid learning on English oral communication for tourism industry.

4.1.1 Quantitative and qualitative analyses from pre-test and post-test

In order to obtain the results of using community-based instruction using hybrid learning on English oral communication for tourism industry, the samples were pre-tested their English oral communication ability prior to the implementation, and they were post tested with their English oral communication ability for the second time

after the implementation. In terms of data collection, three human raters including the researcher, a native-Thai English teacher, and a native-English English teacher were assigned to rate each sample's performance using the set of rubrics. The students' score together with the inter-rater reliability are introduced in Appendix D. To answer research question 1, the results are presented as follows:

4.1.1.1 Quantitative results from the pre-test and post-test in talk as interaction

The first part of the pre-test and post-test, Travel Experience, was aimed to investigate the students' English oral communication ability in terms of Functions of Speaking: Talk as interaction (Richard, 2009). The results are presented in Table 4.1.

Table 4.1: Quantitative result for Talk as interaction – Wilcoxon Signed-Rank test

	Min (28)	Max (28)	\bar{X}	S.D.	Wilcoxon Signed-Rank test	
					Z	Sig (1-tailed)
Pretest	14	20	16.50	1.83	-3.320	0.0005
Posttest	16	26	20.36	2.56		

According to Table 4.4, the result from Wilcoxon Signed-Rank test showed that the scores increased with statistical significance ($p \leq 0.05$) with pretest $\bar{X} = 16.50$ and posttest $\bar{X} = 20.36$.

4.1.1.2 Qualitative results from the pre-test and post-test in talk as interaction

To clarify the students' performances in Talk as interaction, the samples of pre-test and post-test conversations of 3 students: high-scored, mid-scored, and low-scored students, were selected in order to compare and illustrate the development. The conversations were extracted and explained in the scope of the traits (criteria) stated in the Talk as interaction rubric (See Appendix C) including fluency, coherence, vocabulary, comprehension, grammar and accuracy, pronunciation, and background knowledge. The results are introduced as follows:

1) Qualitative results from the high-scored student

The qualitative results of the high-scored student are discussed in the following statements. In addition, the extracts from the student's pre-test and post-test conversations are introduced at the end of this section.

One of the most striking results was put on the development of grammar and accuracy. Consider the following remarks taken from the aforementioned extracts. The student answered the interlocutor's questions of where and with whom she went in summer. Remarks (a) and (b) taken from extract (1-1) illustrate that the student made double error of using the past form of the verb 'go.' In addition, the student did not correct the error in the first remark, (a); however, she corrected herself with the correct past verb 'went' in the second remark, (b). On the contrary, the

student could use the past form of the verb ‘go’ correctly in the post-test as shown in both remarks, (c) and (d), which were taken from extract (1-2).

- (1-1) (a) *I go to Doi Phuka in Nan*
 (b) *I ... I go to ... I went with my boyfriend from Korea*
- (1-2) (c) *I ... I went to D ... Doi Phu Kha*
 (d) *I went with my family*

Moreover, it was also found that the high-scored student could develop the use of verb tenses. Consider the following remarks in which the student responded to the interlocutor’s question about where she went in summer. In remark (e) taken from extract (1-1), the student made error of using the incorrect structure of simple present tense to describe the fact of the blooming period of the Nang Phraya Sua-Krong flower (*Prunus cerasoides*) – that is, the student used the past verb ‘found’ instead of the verb ‘find’ with the ending ‘-s.’ In contrast, remark (f) taken from extract(1-2) illustrates that the student produced the sentences with the correct structure of the simple present tense to explain the fact of the blooming period of the flower by using the verb ‘bloom’ with the ending ‘-s’ after the third singular subject ‘it.’

- (1-1) (e) *Doi Phuka is nice weather and ... hmm ... so beautiful I .. I saw ... Phraya Sua-Krong flower it's so cute and ... and the winter ... and the winter found .. and the winter found only and you? where ... and you? where did you visit in summer*
- (1-2) (f) *Doi Phu Kha has nice weather and .. ah ... it's a very beautiful place I went to see Praya Sua-Krong but it blooms in winter only so sad and you? where did you travel*

The aforementioned remarks also yield another interesting result to the present study by means of fluency. To explain, in remark (e), the student paused many times together with produced various repetitions. In contrast, the student could speak more fluently with a few pauses and made no repetition in the post-test as shown in remark (f).

In the matter of the other aspects including coherence, vocabulary, pronunciation, and background knowledge, the high-scored student was able to maintain the correct use of them as can be seen in both extracts (1-1) and (1-2). That is to say, the student was able to maintain the use of appropriate cohesive device and vocabulary in both conversations. Regarding the pronunciation, the student was able to pronounce words correctly and clearly in which the interlocutor could continue the conversation effortlessly. Lastly, in terms of background knowledge, the student remained using the same dialogue to support the information of tourist attraction.

The following extracts are of the high-scored student in which (1-1) refers to the conversation taken from the pre-test and (1-2) refers to the conversation taken from the post-test.

- (1-1)
- A: hi! pim**
- B: hi! kwan how about you?*
- A: I'm okay. and you?**
- B: I'm okay. what .. where did you visit in summer*
- A: ok! I let's go for coffee [laugh]**
- B: yes! ok! [laugh] where did you visit in summer*
- A: I go to Doi Phuka in Nan**
- B: who did you travel with*
- A: I ... I go to ... I went with my boyfriend from Korea**
- B: I see a picture of your boyfriend please?*
- A: I'm shy [laugh]**
- B: oh! he looks like superstar [laugh]*
- A: yeah!**
- B: ah ... what was impressive in .. place*
- A: Doi Phuka is nice weather and ... hmm ... so beautiful I .. I saw ... Phraya Sua-Krong flower it's so cute and ... and the winter ... and the winter found .. and the winter found only and you? where ... and you? where did you visit in summer**
- B: I .. will go Long-Kaeng Nam-Wa*
- A: Ah! you ... who did you with ... whom did you with ... whom did you travel with**
- B: I go with group of my friends*
- A: Oh! you look happy**
- B: Yes*
- A: Ah! ... what was impressive about wood ... uh ... about the place**

[1-1] B: *Long-Kaeng Nam-Wa is very exclusive ... hmm ... very fun very
(Continued) adventure*
A: *you look great ok! I will ... I will go to ... ah ... Suvannabhumi
airport*

B: *ok!*

A: *goodbye! see yah!*

B: *see yah!*

A = a high-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

(1-2)

A: *hi! pim*

B: *hi! kwan*

A: *how about you?*

B: *I'm okay and you?*

A: *I'm okay! so happy!*

B: *where did you visit in summer*

A: *I ... I went to D ... Doi Phu Kha*

B: *oh! Doi Phu Kha whom did you travel with*

A: *I went with my family*

B: *what was impressive about place*

A: *Doi Phu Kha has nice weather and .. ah ... it's a very beautiful
place I went to see Praya Sua-Krong but it blooms in winter
only so sad and you? where did you travel*

B: *I travelled to Long Kaeng Nam-Wa*

A: *who did you go with*

- [1-2] *B: I went with my friends and cousins*
- (Continued) *A: Aha! what was impressive about the place*
- B: It was so cool and so exclusive*
- A: yes! it's interesting! well ... I have to go now*
- B: OK! goodbye!*
- A: goodbye!*

A = a high-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

2) Qualitative results from the mid-scored student

After observing the mid-scored student's pre-test and post-test performances, there were number of outstanding results showing the development of the student's English oral communication in Talk as interaction. The results are discussed in the following statements. In addition, the extracts from the student's pre-test and post-test conversations are introduced at the end of this section.

The most striking development of the mid-scored student is grammar and accuracy. Concern the following remarks taken from the aforementioned extracts. The mid-scored student asked the interlocutor about to where she went in summer. In remark (a) taken from the extract (2-1), the student used the question word 'what,'

which was improper for the context; however, the student used the correct question word 'where,' in the post-test as shown in remark (b) taken from extract (2-2).

(2-1) (a) *I'm great what did you visit*

(2-2) (b) *hmm .. where did you visit*

Moreover, it was also found that the mid-scored-student was able to develop the use of basic sentence structure. Concern the following remarks in which the mid-scored student responded to the interlocutor's questions of with whom he went and what impressive about the place. In the pre-test, the student answered the questions by using the individual words such as 'family,' 'beautiful', and 'humble' as shown in remarks (c) and (d) taken from extract (2-1) instead of making sentences. In contrast, it is interesting that the student could respond to the same questions by using the sentences with simple structure in the post-test as shown in remarks (e) and (f) taken from extract (2-2).

(2-1) (c) *family*

(d) *oh! beautiful and humble [pick a phone from a jacket and look on the screen] oh! bell in five minute I will have fun with my family see you again!*

(2-2) (e) *I went with my family*

(f) *it is very beautiful and it is very natural*

Another interesting development in the matter of grammar and accuracy was that the mid-scored student could produce a basic question form instead of using memorized utterances from the script. Concern the following remark, (g), taken from extract (2-1), the student was unable to produce the question to ask the interlocutor of regarding what impressive she was when visiting the tourist attraction. As a result, he turned to the script and read the guided question – ‘What was impressive about the place?’ On the other hand, in the post-test, the student was able to produce the basic question form by modifying the guided question to ‘Why you go Wat Phumin,’ as shown in remark (h) taken from extract (2-2). Although the question was incorrect by means of a form of question, a simple past tense structure, and a use of preposition, it yields an interesting result to this present study that the student could communicate more naturally at the end of the course.

(2-1) (g) *ah! ... [turn to the script] ... what was impressive about that place*

(2-2) (h) *why you go wat phumin*

Apart from grammar and accuracy, another interesting result of the mid-scored student was fluency. That is, in the pre-test, the student almost always paused before asking and answering questions as shown in remarks (i) to (k) taken from extract (2-1). On contrary, the student was able to speak more fluently in the post-test in

which pauses were somehow decreased as shown in remarks (l) to (n) taken from extract (2-2).

- (2-1) (i) *ooh! wow! who did you visit .. wat with*
 (j) *ah! ... [turn to the script] ... what was impressive about that place*
 (k) *I travel at ah ... wat ... [look up and down] ... wat pratat chaehang*
- (2-2) (l) *oh! and .. ah ... where .. whom did you visit with*
 (m) *why you go wat phumin*
 (n) *I visit tad mhok waterfall in namuean*

Another interesting result found in the performance of the mid-scored student was put on the trait of background knowledge. Concern the aforementioned remarks (k) and (n). The student was asked about to where he visited in summer. In remark (k), the student spent much time to think of the answer by making pauses and performing non-lexical phenomena before answering ‘wat pratat chaehang’ (Pratat Chae-Hang Temple) without any supporting information. However, in remark (n), the student responded to the same question as soon as he listened to the question. Though the answer – ‘tad mhok waterfall,’ was different from the pre-test’s, the student was able to support the answer with one supporting phrase – ‘in namuean,’ referring to Namuean District in the northern part of Nan province.

In respect of other language elements including coherence, vocabulary, and comprehension, the mid-scored student had not performed any striking results

despite the correct use of them in both pre-test and post-test; meanwhile, he still had problem with the pronunciation. To explain, the mid-scored student used only one cohesive device – ‘and,’ to answer the question of what he impressed about the tourist attraction as same as used general vocabulary in both pre-test and post-test conversations. In terms of comprehension, the student remained the ability of responding to most of questions asked by the interlocutor. Unfortunately, it was found that the mid-scored student still had problem with the pronunciation of suffix ‘-ed’ to represent the simple past tense in the verb ‘travel’ as illustrated in remarks (o) taken from extract (2-1) and the verb ‘visit’ as shown in remarks (p) taken from the extract (2-2).

(2-1) (o) *I travel at ah ... wat ... [look up and down] ... wat pratat chaehang*

(2-2) (p) *I visit tad mhok waterfall in namuean*

The following extracts are of the mid-scored student in which (2-1) refers to the conversation taken from the pre-test and (2-2) refers to the conversation taken from the post-test.

- (2-1) **A: hello! bell**
 B: hello! nhong
 A: how are you?
 B: I'm fine thank you and you?
 A: I'm great what did you visit
 B: I visit ... wat phumin
 A: ooh! wow! who did you visit .. wat with
 B: I travelled with my family and my boyfriend
 A: ah! ... [turn to the script] ... what was impressive about that place
 B: Wat Phumin is a very beautiful and .. ah .. picture on wall .. very interested ... and you? where did you travel
 A: I travel at ah ... wat ... [look up and down] ... wat pratat chaehang
 B: whom did you travel with
 A: family
 B: uh .. what was impressive about the place
 A: oh! beautiful and humble ... [pick up a phone from a jacket and look on the screen] oh! bell in five minute I will have fun with my family see you again!
 B: ok bye
 A: bye

 A = a mid-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

(2-2)

A: hi! bell*B: oh! hi! nhong how are you***A: I'm fine and you?***B: I'm fine***A: hmm .. where did you visit***B: ah ... I visit .. wat phumin***A: oh! and .. ah ... where .. whom did you visit with***B: I ... travelled .. visit with my family***A: why you go wat phumin***B: wat phumin is beautiful [nod the head] and you? .. where did you visit***A: I visit tad mhok waterfall in namuean***B: who did you go with***A: I went with my family***B: why did you go there***A: it is very beautiful and it is very natural***B: I have to go now***A: ok bye***B: bye*-----
SUKHONGKORN UNIVERSITY*A = a mid-scored student**B = an interlocutor**.. = a short pause (less than 0.5 second)**... = a long pause (more than 0.5 second)**? = a rising tone (question)**! = an animated tone**[] = non-lexical phenomena*

To sum up, the performance of the mid-scored student towards the development of English oral communication in Talk as interaction yield significant results to this present study. It is obvious that the student was able to develop the use of grammar and accuracy, fluency, and background knowledge of Nan tourism. Moreover, the student was also able to maintain the correct use of cohesive device and vocabulary and able to comprehend and respond to the questions. Nevertheless, the mid-scored student still had problem with the pronunciation.

3) Qualitative results from the low-scored student

After observing the low-scored student's pre-test and post-test performances, there were number of aspects showing the student's English oral communication in Talk as interaction development. The results are discussed in the following statements. In addition, the extracts from the student's pre-test and post-test conversations are introduced at the end of this section.

To start with, the most striking improvement found in the low-scored student performances was fluency. Regarding the first extract, (3-1), it can be seen that the student almost always made long pauses before most words and the conversation was not natural. However, the student significantly reduced making pauses and spoke more naturally in the post-test as shown in extract (3-2).

Another interesting development of the low-scored student is put on comprehension. Concern the following remarks, (a) to (c). The student was asked about

to where she went in summer. In remark (a) taken from extract (3-1), the student was not able to respond to the question at all. Soon after the interlocutor noticed and told her in Thai, she finally turned to the script and read as can be seen in remark (b) taken from extract (3-1). In contrast, in the post-test, the low-scored student was able to respond to the same question as soon as the interlocutor asked as can be seen in remark (c) taken from extract (3-2).

(3-1) (a) ... [look at B] ...

(b) [speak in Thai apologizing B and read the script] ... *pua it is tourist and ... interest beautiful .. place ... it is a big city*

(3-2) (c) *I go on a mountain in nan*

The third interesting result found in the performances of the low-scored student is grammar and accuracy. Despite many grammatical errors by means of verb tenses and syntactic categories, the student was able to make progress in forming basic sentences. Concern the following remarks, (d) to (g). The student was asked about to where she went in summer, with whom she went, and what impressive about the place. In the pre-test, the student was unable to produce basic sentences to respond to the questions unless she read from the script as can be seen in remarks (d) to (f). In contrast, the student could produce basic sentences to respond to the same questions in the post-test as shown in remarks (g) to (i).

- (3-1) (d) *[speak in Thai apologizing B and read the script] ... pua it is tourist and ... interest beautiful .. place ... it is a big city*
- (e) *... [read the script] ... I went with my family [read the script]*
- (f) *I impress ah ... [read the script] ... silapet and doi phuka [read the script]*
- (3-2) (g) *I go on a mountain in nan*
- (h) *I go with my friend*
- (i) *it's beautiful [laugh]*

Another development can be seen in the use of vocabulary. It can be seen in the aforementioned remarks (d) to (f) that the student could not produce any vocabulary to expand her idea except some memorized words from the script. However, in the post-test, the student could produce some basic vocabulary to respond to the questions as shown in remarks (g) to (i).

The next development of the low-scored student is put on pronunciation. As mentioned earlier, most words pronounced by the student in the pre-test were retrieved from the script which caused some difficulty to the interlocutor as can be seen in the aforementioned remark (d). On the other hand, the student was able to pronounce words produced by herself with clarity in the post-test as introduced in remarks (g) to (i) above.

In respect of the other language elements: coherence and background knowledge, the low-scored student had not performed much development. That is, by means of coherence, the student used only one basic cohesive device 'and' in the

pre-test with some breakdowns in coherence as can be seen in the aforementioned remark (d) whereas she did not use any cohesive device in the post-test as can be observed in extract (3-2). In terms of background knowledge, the student did not give any detailed information about the tourist attractions in both pre-test and post-test as can be observed in overall extracts (3-1) and (3-2).

The following extracts are of the low-scored student in which (3-1) refers to the conversation taken from the pre-test and (3-2) refers to the conversation taken from the post-test.

- (3-1)
- B: hi! bonus*
- A: hi! p*
- B: how are you*
- A: I'm fine and you?*
- B: yes! I'm very well how about you at .. on this summer*
- A: it's .. fantastic ... I went to nan [laugh]*
- B: wow! it's interesting ... ah .. what ... where did you go in summer ...*
- A: ... [look at B] ...*
- B: [speak in Thai telling A to continue her script]*
- A: [speak in Thai apologizing B and read the script] ... pua it is tourist and ... interest beautiful .. place ... it is a big city*
- B: wow! it's cool who did you go with*
- A: ... [read the script] ... I went with my family [read the script]*
- B: ah .. what was impressive on your about that place*
- A: I impress ah ... [read the script] ... silapet and doi phuka [read the script]*
- B: wow! interesting I have to go now see you again*

(3-1) **A: OK! see you bye!**

Continued -----

A = a low-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

(3-2) **A: hi! p**

B: hi! bonus

A: how are you

B: I'm fine and you?

A: I'm great how about you on last summer

B: it's okay I went to nan and .. ah .. it's great

A: ... hmm ... [look up and down] ... who do you go with

B: I went with my family

A: what are you .. impress in nan

B: I'm impressed in pratat chehang and festival

A: why

B: because good air good attraction

A: oh! wonderful trip

B: yes! it's amazing how was your trip

A: I go on a mountain in nan

B: where

A: doi phuka .. in pua district

B: what was impressive about doi phuka

A: it's beautiful [laugh]

B: who did you go with

(3-2) *A: I go with my friend*

Continued *B: ok see you again*

A: see you again

A = a low-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

In summary, the low-scored student was able to develop English oral communication in Talk as interaction in respect of fluency, comprehension, grammar and accuracy, vocabulary, and pronunciation. However, the student was neither able to employ cohesive devices in creating sentences nor did she provide background information of Nan tourism.

The next section reports the quantitative and qualitative results from the pre-test and post-test in Talk as transaction.

4.1.1.3 Quantitative results from pre-test and post-test in talk as transaction

The second part of the pre-test and post-test, A One Day Trip in Nan, was aimed to investigate the students' English oral communication ability in terms of Functions of Speaking: Talk as transaction (Richard, 2009). The results are presented in Table 4.2.

Table 4.2: Quantitative result for Talk as transaction – Wilcoxon Signed-Rank test

	Min (28)	Max (28)	\bar{X}	S.D.	Wilcoxon Signed-Rank test	
					Z	Sig (1-tailed)
Pretest	13	18	15.07	1.59	-3.352	0.0005
Posttest	18	24	19.79	1.58		

According to the students' English oral communication ability in terms of Talk as transaction, the result from Wilcoxon Signed-Rank test showed that the scores increased with statistical significance ($p \leq 0.05$) with pretest $\bar{X} = 15.07$ and posttest $\bar{X} = 19.79$.

4.1.1.4 Qualitative results from the pre-test and post-test in talk as transaction

To exemplify the students' performances in Talk as transaction, the samples of pre-test and post-test conversations of 3 students: high-scored, mid-scored, and low-scored students, were selected in order to compare and illustrate the development. The conversations were extracted and explained in the scope of the traits (criteria) stated in the Talk as transaction rubric (See Appendix C) including fluency, coherence, vocabulary, comprehension, grammar and accuracy, pronunciation, and background knowledge. The results are introduced as follows:

1) Qualitative results from the high-scored student

Regarding the high-scored student's performances, there were number of aspects showing the development of the student's English oral communication in Talk as transaction. The results are discussed in the following statements. In addition the extracts from the student's pre-test and post-test conversations are introduced at the end of this section.

The most remarkable development of the high-scored student is fluency. Concern the following remarks, (a) and (b) are taken from extract (1-1) and (c) and (d) are taken from extract (1-2). The student was giving the direction from the airport to one of the tourist attractions in Nan – Phumin Temple. In remark (a) the student almost always paused before giving the direction which led the interlocutor

to get confused. In contrast, the student could speak more fluently in the post-test with some reasonable pauses in order to allow opportunity for the interlocutor to follow her direction as can be seen in remark (c). Furthermore, in remark (b), the student was giving the information of Phumin temple in which the remark was full of pauses and self-repetitions. On the contrary, the student was able to provide the same information fluently in the post-test as can be seen in remark (d).

- (1-1) (a) *you go out ... ah .. turn left and go down ... turn right and go along the road .. and .. ah .. go two junctions .. turn right again .. wat phumin is on left*
- (b) *ah .. it's very beautiful ... there is buddh .. buddhist ... buddha image .. and .. er ... poo maan ya maan*
- (1-2) (c) *ok .. look at a map ... you go from airport .. here [point to a location marked in the map] .. a museum and wat phumin .. er temple [laugh] .. are here .. it's near right?*
- (d) *you can see a black .. elephant .. task at museum and a very popular wall painting call poo maan ya maan at temple*

The next development of the high-scored student in Talk as transaction is put on the ability of giving background information. Concern the aforementioned remarks (b) and (d). The student was giving the information of Phumin temple to the interlocutor. In the pre-test, remark (b), the student provided not only the general information of the item found in the temple: the Buddha image, but also the specific

name of one of the wall paintings in the temple: Poo Maan Ya Maan, in which the interlocutor might not be easily to understand. In contrast, the student was able to provide the clearer information of Poo Maan Ya Maan to the interlocutor as it is the popular wall painting located in the Phumin temple as can be observed in remark (d).

Another interesting development of the high-scored student is in the matter of grammar and accuracy. Concern the following remarks (e) and (f) taken from extract (1-1) and remark (g) taken from extract (1-2). The student was suggesting the interlocutor to go into the city by riding either a taxi or a bicycle. In remark (e), the student provided only the means of transportation from the airport to the city center without any supporting information. In addition, the sentence produced in remark (e) also contains grammatical errors in terms of the use of prepositions and articles. However, in the post-test, the student showed significant development in grammar and accuracy by producing a complex sentence structure – ‘I think you should ride a bicycle into city,’ together with 2 supporting information – ‘it’s not hot today’ and ‘just 15 minutes,’ and the correct use of articles – ‘a bicycle’ and ‘the city,’ as can be seen in remark (g).

(1-1) (e) *ok ... you can go taxi or bike to city*

(1-2) (g) *hmm .. ok .. I think you should ride a bicycle into the city .. it's not hot today .. just 15 minutes*

Regarding the other language elements including coherence, vocabulary, comprehension, and pronunciation, the high-scored student showed neither development nor errors. That is to say, by means of coherence, the student did not use many cohesive devices both in the pre-test and post-test. In terms of vocabulary, it is obvious that the student used general words in both conversations, yet she did not perform any indications of trying to produce any precise words in the post-test. Towards the comprehension, the high-scored student was able to comprehend the interlocutor's remarks due to the fact that she could respond to all questions in both pre-test and post-test. In the matter of pronunciation, the high-scored student was able to pronounce individual words correctly and clearly enough for the interlocutors could understand and maintain the conversations although there were some unclear ending sounds such as '-ed' or '-s' as can be observed in the aforementioned extracts (1-1) and (1-2).

The following extracts are of the high-scored student in which (1-1) refers to the conversation taken from the pre-test and (1-2) refers to the conversation taken from the post-test.

- (1-1) *B: hi! are you a local guide?*
 A: yeah! what can I help you?
 B: I have no idea where and how to travel around the city I have to catch the evening flight back to bangkok
 A: ok ... you can go taxi or bike to city

- (1-1) B: *is the city center far from the airport?*
- Continued A: **no no .. it's very near .. ah ... about 2 kilo [smile]**
- B: *ok I will take a bike .. and .. ah .. where should I visit?*
- A: **sure! you should go wat phumin**
- B: *how can I get there*
- A: **you go out ... ah .. turn left and go down ... turn right and go along the road .. and .. ah .. go two junctions .. turn right again .. wat phumin is on left**
- B: *oh! I might get lost .. can I have a map?*
- A: **[laugh] yeah! yeah! here! [pretend to give a map to B]**
- B: *what is interesting about wat phumin*
- A: **ah .. it's very beautiful ... there is buddh .. buddhist ... buddha image .. and .. er ... poo maan ya maan**
- B: *what is poo maan ya maan*
- A: **a picture on a wall**
- B: *ah! I see .. a wall painting*
- A: **yes!**
- B: *are there any other places? restaurant?*
- A: **right! .. you can visit nan museum too! it's near wat phumin [smile] .. and .. ah .. you can eat nam gneaw at huean hom restaurant**
- B: *ok! it sounds interesting I think I should go now thank you so much*
- A: **your welcome bye!**

A = a high-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

(1-2)

B: hi! are you a local guide?

A: yes! what can I help you

B: great! I have just been here for the first time .. I don't know where to go .. can you help me plan my one day trip?

A: sure! do you want to go in a city or in a country?

B: ah .. I think I can only travel around the city because I have to get back to bangkok in the evening .. I have around six hours

A: hmm .. ok .. I think you should ride a bicycle into the city .. it's not hot today .. just 15 minutes

B: that's a great idea so where should I visit and how I can get there

A: nan museum and phumin temple ... er .. do you have iphone?

B: yes why?

A: you can use a map in iphone to help you

B: [pick a mobile phone from a pocket and open a map application]

A: ok .. look at a map ... you go from airport .. here [point to a location marked in the map] .. a museum and wat phumin .. er temple [laugh] .. are here .. it's near right?

B: I see .. why should I go to the museum and the phumin temple

A: you can see a black .. elephant .. task at museum and a very popular wall painting call poo maan ya maan at temple

B: it sounds great .. hmm .. how about any restaurants or cafes

A: hmm ... I suggest kao soy at d best

B: where is it

A: d best is near museum and wat phumin .. look at the map again

B: [look at the map in the phone] yes?

A: here! [point to the location in the map] and coffee is here too!

B: thank you so much I think I should go now

A: your welcome .. and enjoy your travel

A = a high-scored student

- (1-2) *B = an interlocutor*
- Continued *.. = a short pause (less than 0.5 second)*
 ... = a long pause (more than 0.5 second)
 ? = a rising tone (question)
 ! = an animated tone
 [] = non-lexical phenomena

To sum up, the most striking development of English oral communication in Talk as transaction of the high-scored student is put on fluency, grammar and accuracy, and background knowledge. Notwithstanding that the student had not performed much development by means of coherence, vocabulary, comprehension, and pronunciation, he was able to maintain the correct use of them. To this end, the performance of the high-scored student also exemplify the ability of employing the technology such as the smartphone to assist the communication in which it is far beyond the expectation of this present study.

2) Qualitative results from the mid-scored student

After observing the student's pre-test and post-test performances, it can be clearly seen that the student was able to develop the English oral communication in Talk as transaction. The results are discussed in the following statements. In addition the extracts from the student's pre-test and post-test conversations are introduced at the end of this section.

Regarding the most striking development, fluency, it can be seen that the mid-scored student could speak much more fluently in the post-test than the pre-test as can be observed from the aforementioned extracts. That is, in extract (2-1) taken from the pre-test, the student almost always paused prior to producing any utterances whereas she could reduce making pauses and spoke more fluently as can be seen in extract (2-2) taken from the post-test. Moreover, it is also found that the use of non-lexical phenomena affecting the fluency was also significantly decreased in the post-test.

Apart from the fluency, the mid-scored student also well developed in terms of background knowledge. Prior to delving in details, concern the following remarks, (a) taken from extract (2-1) and (b) and (c) taken from extract (2-2). The student was responding to the interlocutor's question of to where the tram went.

(2-1) (a) *yes yes .. you can see many temple museum and many house*

(2-2) (b) *ah .. phumin temple chang kam temple hua kuang temple .. and .. ah .. many many place [laugh]*

(c) *and yes! it's only thirty baht*

The aforementioned remarks illustrate the similar response of the mid-scored student towards the same question. On the one hand, the student could only provide the general information of the places where the tram would pass – ‘many temple,’

‘museum’ and ‘many house,’ as shown in remark (a). On the other hand, the student was able to give more specific names of the places including ‘Phumin Temple,’ ‘Chang Kam Temple,’ and ‘Hua Kuang Temple,’ as can be seen in remark (b). Moreover, the student could also add more information regarding the fee of riding the tram in the post-test as illustrated in remark (c).

Another striking development goes to vocabulary. Concern the following remarks, (d) taken from extract (2-1) and (e) taken from extract (2-2). The student was suggesting the interlocutor how to travel around the city. It can be seen that, in the pre-test, the student was unable to produce words in English, but Lanna and Thai words: ‘Kuang Mueang’ – a public area used for holding any activities, and ‘Rod Rang’ – a tram. However, in the post-test, the student was able to produce the words ‘tourist center’ and ‘tram’ as can be seen in remark (e).

(2-1) (d) *[smile and laugh] .. ok! .. you take a taxi to kuang mueang and take a ... car .. err .. [speak in Thai] rod rang*

(2-2) (e) *sure! I think you should take taxi to .. err ... tourist center .. and take a .. tram to travel around city*

By means of the other aspects including coherence, comprehension, grammar and accuracy, and pronunciation, the mid-scored student had not performed much development. That is, in terms of coherence, the student employed only one

cohesive device ‘and’ to link words in both the pre-test and post-test conversations as can be observed in extracts (2-1) and (2-2). Regarding the comprehension, the student was unable to respond to only one question ‘Do you have a minute?’ asked by the interlocutor in the pre-test as can be seen in extract (2-1) whereas he could respond to all questions in the post-test as can be seen in extract (2-2). In addition to grammar and accuracy, the student attempted to produce basic sentences with limited success in the pre-test as can be observed in the aforementioned remark (d) taken from extract (2-1) whereas he could produce the more accurate basic sentence form in the post-test as can be seen in remark (e) taken from extract (2-2). Furthermore, it was also found that the student still had the problem of using articles as can be observed in both extracts. Towards the pronunciation, it was found that the mid-scored student still encountered the problem of pronouncing the ending sound indicating plural form ‘-s’ and ‘-es’.

The following extracts are of the mid-scored student in which (2-1) refers to the dialogue taken from the pre-test and (2-2) refers to the dialogue taken from the post-test.

- (2-1) *B: Excuse me, sir! do you have a minute?*
 A: ... [show a reaction of getting confused]
 B: are you a local guide?
 A: oh! yes! .. a guide

- (2-1) *B: I have just been here for the first time and have no idea how to spend a one day trip around the city could please help me with this?*
- Continued *A: [smile and laugh] .. ok! .. you take a taxi to kuang mueang and take a ... car .. err .. [speak in Thai] rod rang*
- B: what is kuang muang*
- A: ... err ... [look up and down] ... at phumin temple*
- B: ok I will take a taxi to the phumin temple and .. you said something .. rod .. ra ang I'm not so sure that I speak correctly what is it*
- A: a long car ... like a train .. take you around the city*
- B: oh! I see it's a tram! I get it I will take a taxi to the phumin temple to take a tram around the city am I correct?*
- A: that's right [smile]*
- B: where does the tram take me to*
- A: yes yes .. you can see many temple museum and many house*
- B: how long for the ride*
- A: ah ... I don't know sorry [show a reaction of getting nervous]*
- B: it's ok don't worry and one more thing .. what should I buy as souvenirs for my friends and where can I get them*
- A: I think .. sai oua .. like a sausage .. and nam prik ong ... [look up and down] ... ah ... you can buy at a market*
- B: ok thank you very much for your help*
- A: your welcome goodbye*

A = a mid-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

- (2-2) *B: hello! are you a local guide?*
- A: **yes! good morning can I help you?***
- B: could you help me plan a one-day trip in the city of nan? I have around six hours before flying back home*
- A: **sure! I think you should take taxi to .. err ... tourist center .. and take a .. tram to travel around city***
- B: hmm ... can I rent a bike and ride around the city? I don't want to take a taxi*
- A: **ah .. yes you can .. but .. ah .. you get black .. it's very hot***
- B: ok I see so! I will take a taxi and then a tram am I right?*
- A: **yes!***
- B: where does the tram take me to*
- A: **ah .. phumin temple chang kam temple hua kuang temple .. and .. ah .. many many place [laugh]***
- B: ok it sounds interesting*
- A: **and yes! it's only thirty baht***
- B: thirty baht for the tram?*
- A: **yes! the tram***
- B: that's great! .. how about food .. are there any menus should I taste?*
- A: **ah .. food .. oh! kao soi you should eat kao soi .. very delicious***
- B: thank you so much for your help I have to go now*
- A: **have fun and goodbye***

A = a mid-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

In summary, the mid-scored student showed the most striking development in fluency, background knowledge, and vocabulary. Moreover, by means of coherence and comprehension, the student remained the correct use of them. However, the mid-scored student still faced some problems with grammar and accuracy and pronunciation.

3) Qualitative results from the low-scored student

After observing the low-scored student's pre-test and post-test performances, it was found that the student was able to make some progress in the development of the oral communication in Talk as transaction in the post-test. The results are introduced in the following statements. In addition the extracts from the student's pre-test and post-test conversations are introduced at the end of this section.

The most striking development of the low-scored student is put on comprehension. Concern the aforementioned extracts, (3-1) taken from the pre-test and (3-2) taken from the post-test. According to the pre-test, it is obvious that the student was incomprehensible to most of the questions asked by the interlocutor due to the fact the all of her responses were irrelevant to the topics being discussed. In contrast, it is noticeable that the student was able to develop their oral communication in Talk as interaction regarding her comprehensible to respond to the questions as can be seen in (3-2).

Another interesting development gives to vocabulary. Concern the following remarks, (a) taken from extract (3-1) and (b) taken from extract (3-2). The student was being asked by the interlocutor of to where he should visit. In the pre-test, the student could not respond to the question as can be seen in remark (a). On the other hand, the student could produce words to respond to the question as can be seen in remark (b).

(3-1) (a) ... *hmm ... [read a script] ...*

(3-2) (b) *ok! ... you go nan museum and wat phumin*

The third development can be claimed as the student was able to speak more fluently in the post-test. Concern the following remarks (c) and (d) taken from extract (3-1) and (e) and (f) taken from extract (3-2). In the pre-test, the student almost always made various pauses before producing any utterances and could not continue the speech as can be observed in remarks (c) and (d). On the contrary, the student was able to speak more fluently with few pauses as can be seen in remarks (e) and (f).

(3-1) (c) ... *hmm ... [read a script] ...*

(d) *pra tat chae hang .. yes .. beautiful ... [read a script] ... err .. you can see a big pagoda ... and .. err ...*

- (3-2) (e) ok! ... you go nan museum and wat phumin
 (f) museum .. hmm ... [read a script] a black elephant task and old things

The fourth striking development of the low-scored student is grammar and accuracy. It can be seen in the aforementioned remarks (c) and (d) that the student could not produce any sentence forms despite one sentence memorized from the script. However, she could produce a basic sentence with some grammatical errors in the post-test as illustrated in remark (e) and failed to attempt produce another sentence as can be observed in remark (f).

In terms of coherence and pronunciation, the observation revealed that the student showed a little development. That is, by means of coherence, the student failed to produce words and sentences in the pre-test whereas she could employ the basic cohesive devices 'and' and 'but' in the post-test. In the matter of pronunciation, the student was able to pronounce a few individual words in the pre-test while she could pronounce clearer utterances in the post-test. Unfortunately, regarding to background knowledge, both pre-test and post-test performances of the student revealed that she remained struggle in providing information since she still memorize the information from the script.

The following extracts are of the low-scored student in which (3-1) refers to the dialogue taken from the pre-test and (3-2) refers to the dialogue taken from the post-test.

- (3-1) B: *excuse me! are you a local guide?*
 A: **yes!**
 B: *ok I am here for my first time and I have about six hours can you suggest me where I should visit*
 A: *... hmm ... [read a script] ...*
 B: *I mean I want to see some places where should I go*
 A: **oh! go ah .. [read a script] .. by taxi**
 B: *ok .. let me see my book .. hmm .. I want to go to pra tat chae hang temple is it far from here?*
 A: **pra tat chae hang .. yes .. beautiful ... [read a script] ... err .. you can see a big pagoda ... and .. err ...**
 B: *ok I will get a taxi to the temple thank you very much for your help*
 A: **your welcome bye!**

 A = a low-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

- (3-2) B: *good morning*
 A: **good morning**
 B: *I have just been here for the first time could you please tell me where to go for a visit*
 A: **ok! ... you go nan museum and wat phumin**
 B: *how can I get there*
 A: **[mumble] .. ah! by a taxi around fifty baht**
 B: *I want to ride a bike can I?*
 A: **yes! yes! a bike .. but it's hot**

- (3-2) B: *hmm .. I see ok I will get a taxi .. what can I see in the museum*
- Continued A: ***museum .. hmm ... [read a script] a black elephant task and old things***
- B: *ok and how about wat phumin*
- A: ***wat phumin .. ah .. painting on wall .. and ah ... f .. four face Buddha***
- B: *wow! so interesting! and what kind of souvenirs should I buy for my friends*
- A: ***[show a reaction of getting confused] ... [mumble]***
- B: *I mean I want to buy something for my friends*
- A: ***ah! ok! buy err .. [read a script] tex .. tex tile***
- B: *ok thank you very much for your help I have to go now*
- A: ***your welcome and have a nice day***

A = a low-scored student

B = an interlocutor

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question) วิทยาลัย

! = an animated tone ORN UNIVERSITY

[] = non-lexical phenomena

To this end, the low-scored student showed the most striking development in oral communication in the matter of Talk as transaction in comprehension, vocabulary, fluency, and grammar and accuracy. Furthermore she could make a little progress in coherence and pronunciation. However, the student still encountered some difficulties with the ability to provide information of Nan tourism.

The next section reports the quantitative and qualitative results from the pre-test and post-test in Talk as performance.

4.1.1.5 Quantitative results from pre-test and post-test in talk as performance

The first part of the pre-test and post-test, Welcome to Nan, was aimed to investigate the students' English oral communication ability in terms of Functions of Speaking: Talk as performance (Richard, 2009). The results are presented in Table 4.3.

Table 4.3: Quantitative result for Talk as performance – Wilcoxon Signed-Rank test

	Min (40)	Max (40)	\bar{X}	S.D.	Wilcoxon Signed-Rank test	
					Z	Sig (1-tailed)
Pretest	20	29	23.57	2.56	-3.321	0.0005
Posttest	25	34	29.93	1.90		

According to Table 4.6, the result from Wilcoxon Signed-Rank test showed that the scores increased with statistical significance ($p \leq 0.05$) with pretest $\bar{X} = 23.57$ and posttest $\bar{X} = 29.93$.

4.1.1.6 Qualitative results from pre-test and post-test in talk as performance

To illustrate the students' performances in Talk as performance, the samples of pre-test and post-test oral presentations of 3 students: high-scored, mid-scored, and low-scored students, were selected in order to compare and illustrate the development. The presentations were extracted and explained in the scope of the traits (criteria) stated in the Talk as performance rubric (See Appendix C) including 1) verbal skills: fluency, coherence, vocabulary, comprehension, grammar and accuracy, pronunciation, and background knowledge and 2) non-verbal skills: eye contact, body language, and poise. The results are introduced as follows:

1) Qualitative results from the high-scored student

After observing the high-scored student's performances, there was some striking development in the student's English oral communication in Talk as performance. The results are discussed in the following statements. In addition the excerpts from the student's pre-test and post-test presentations are introduced at the end of this section.

The most striking development of the high-score student is put on fluency. To explain, the student showed some hesitation in producing a presentation in the pre-test regarding various pauses and repetitions as can be seen in excerpt (1-

1). In contrast, the student could well developed the presentation by reducing the use of pause and making on repetition in the post-test as illustrated in excerpt (1-2).

The second interesting development is coherence. It can be seen in the student's pre-test performance, excerpt (1-1), that the presentation was quiet coherent because the student had employed both the basic conjunction 'and' and the adverbial phrases 'because Nan is a quiet town' and 'when you come to the festival' in the presentation. However, there was a breakdown in the presentation affecting the coherence as can be seen in the following remark, (a) taken from excerpt (1-1). Interestingly, the high-scored student could make the same sentence more coherently in the post-test by using the transitional words 'first' and 'second' as illustrated in the following remark, (b) taken from excerpt (1-2).

(1-1) (a) *'you should arrange err september and october is a open festival .. or november and december is a close .. close festival'*

(1-2) (b) *'you can visit the racing in two period First! [show a forefinger] open festival in ah .. october and second! [show a forefinger and a middle finger indicating number two] you can go ah close festival in december'*

In terms of other aspects including vocabulary, background knowledge, and comprehension, the high-scored student remained the correct use of them with little development. That is, the words used in the pre-test were repeated in the post-test. Similarly, the student employed the same information to display in both pre-test

and post-test. Regarding the comprehension, the student was able to cover all aspects required in the task direction in both pre-test and post-test.

However, by means of grammar and accuracy and pronunciation, the high-scored student still had some minor difficulties in the post-test as the pre-test as can be observed in the aforementioned excerpts (1-1) and (1-2).

Apart from the verbal skills, the results from observing the high-scored student's performances revealed that the student had employed the use of non-verbal skills in both pre-test and post-test. To explain, the student always focused at the camera with natural, relaxed, and self-confident manner. Moreover, the student was able to develop the use of body language to be associated with the situational context – that is, in the pre-test, the student almost always stood still with a few movements of arms and hands which were not associated with the context. In contrast, the student could employ the body language such as opening arms when giving a welcome speech, showing one and two fingers when indicating the sequences, and waving hands when saying goodbye. These movements indicated that the high-scored student could develop the appropriate use of the body language to enhance the speech.

The following excerpts are of the high-scored student in which (1-1) refers to the oral presentation taken from the pre-test and (1-2) refers to the oral presentation taken from the post-test.

(1-1) *[look straight forward to the camera] welcome to nan when you .. when you come to nan you will .. you will not be disappointed because nan is a quiet town and rich in culture .. I .. I suggest you go to boat racing festival you should arrange err september and october is a open festival .. or november and december is a close .. close festival ... ah .. when you when you come to the festival you don't drink alcohol I hope you enjoy to the boat .. boat racing festival in nan good luck*

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

(1-2) *[look straight forward to the camera] welcome to nan! [open arms] when you come to nan you will not be disappointed because nan is quiet town and rich in culture .. I suggest boat racing festival to you! you can visit the racing in two period First! [show a forefinger] open festival in ah .. october and second! [show a forefinger and a middle finger indicating number two] you can go ah close festival in december .. you are not allow to drink alcohol in the festival .. and ah keep all area clean [smile] I wish you enjoy bye!*

(1-2)

Continued

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

In summary, the high-scored student was able to develop the English oral communication in Talk as performance by means of both verbal and non-verbal skills. In terms of verbal skills, the two elements: fluency and coherence, were the most developed skills. Furthermore, other elements including vocabulary, background knowledge, and comprehension were used correctly in both pre-test and post-test. Unfortunately, the other two elements: grammar and accuracy and pronunciation, were still needed to be developed in the future. In addition non-verbal skills, the student was able to develop the use of eye-contact, body language, and poise to enhance and maintain the speech.

2) Qualitative results from the mid-scored student

After observing the mid-scored student's performances, there was some striking development in the student's English oral communication in Talk as performance. The results are discussed in the following statements. In addition the excerpts from the student's pre-test and post-test presentations are introduced at the end of this section.

The most interesting development of the mid-scored student is fluency. Though the result in the post-test illustrated that the student still made pauses in the speech, the overall performance was more coherent than the pre-test. That is, in the pre-test the student almost always made pauses in the middle of the sentence leading audience to easily get confused as can be observed in excerpt (2-1). However,

the student could complete the sentence before making pauses in the post-test as can be observed in excerpt (2-2). In addition to the fluency, the other interesting result was that the mid-scored student had not made any repetitions in both pre-test and post-test as can be seen in both aforementioned excerpts.

The next development is put on coherence. The student was able to employ cohesive devices in both pre-test and post-test speeches. Though the student failed to attempt to use the article 'and' in one of the sentences in the pre-test – '*we have local food .. local clothes and ..*' as can be observed in excerpt (2-1), the student was able to use such devices correctly in the post-test speech as can be observed in excerpt (2-2).

Regarding other aspects including vocabulary, comprehension, and background knowledge, the student maintained the appropriate use of them in both pre-test and post-test with no obvious evidence supporting the development.

Unfortunately, the student still encountered some difficulties with grammar and accuracy and pronunciation. Regarding the grammar and accuracy, the results in both pre-test and post-test revealed that the mid-scored student had problems with the use of articles – that is, the student never put the articles in the appropriate position. By means of pronunciation, it can be seen that the student had difficulties with pronouncing the endings '-s' and '-es' as can be observed in both excerpts (2-1) and (2-2). The aforementioned matters seem to be minor problems

which, somehow, might not interfere the understanding of audience; however, it is significant for the oral communication.

Despite the minimal development in verbal-skills, the mid-scored student was able to develop the use of some non-verbal skills to enhance the speech. The most striking development is poise. It can be observed in the pre-test, excerpt (2-1), that the student almost always displayed tension via glancing or turning face to the left or right side. In contrast, the display of such actions was not found after observing the student's post-test performance indicating that the student was more relaxed and confident in giving the presentation. Moreover, it is interesting that the mid-scored student was able to hold focuses on the camcorder without looking the notes in both pre-test and post-test. However, the student should develop the use of body language in order to help clarifying the speech due to the fact that the student made only few movements which rarely associated with the context in both pre-test and post-test.

The following excerpts are of the mid-scored student in which (2-1) refers to the oral presentation taken from the pre-test and (2-2) refers to the oral presentation taken from the post-test.

(2-1) *[look straight forward to the camera] hi! everyone today I will .. suggest hok peng traditional at pratat chae hang ... you will see lanna culture .. at here [glance at the right side and turn back to the camera] culture music local show .. we have local food .. local clothes and .. [smile] [turn the face to the left and turn back to the camera] you should wear dress or trouser .. and be careful your*

(2-1) *pocket money thank you*

Continued -----

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

(2-2) *[look straight forward to the camera] hello! everyone in september nan has long boat festival .. it is old tradition .. each village has different pattern on boat .. we can see ah the culture of nan and different boat ... it has food and clothes to buy .. visitor can wear casual clothes such as t shirt and short [smile] please come and visit*

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

To this end, the observation on the English oral communication in Talk as performance of the mid-scored student revealed some development of both verbal and non-verbal skills. Nevertheless, the student also encountered some difficulties with grammar and accuracy, pronunciation, and body language.

3) Qualitative results from the low-scored student

After observing the low-scored student's performances, it was found that the student made some striking development in the English oral communication in Talk as performance. The results are discussed in the following statements. In addition the excerpts from the student's pre-test and post-test presentations are introduced at the end of this section.

In the matter of verbal skills, the most striking development is put on grammar and accuracy. It can be observed in the pre-test, excerpt (3-1), that the student was unable to produce sentence forms except some memorized and unrelated sentences such as *'hello! my name is bonus'* and *'welcome to nan.'* In contrast, the student could produce some basic sentences in the post-test though some memorized and unrelated sentences. It is interesting that the sentences created by the student were apparently accurate with a few grammatical errors such as *'I want you vis ... visit wang silalang,'* *'wang silalang is in pua,'* *'it is beautiful,'* and *'wang silalang has many boat.'*

The second development is fluency. According to the pre-test, excerpt (3-1), the student almost always made long pauses before most words in which the longest pause was approximately 45 seconds creating an obvious breakdown in the presentation. On the other hand, the student was able to reduce the frequency and

length of pauses in order to maintain the flow of the speech in the post-test as can be seen in excerpt (3-2).

In terms of the other aspects including coherence, vocabulary, comprehension, pronunciation, and background knowledge, there was no evidence supporting the development of the low-scored student. To explain, the student was unable to link basic sentences appropriately in both pre-test and post-test. Also, the student could use only general and isolated words which were not sufficient for expanding the ideas in both presentations. Regarding the comprehension, it was obvious that the student was unable to cover the task requirements – 1) giving a welcome speech, 2) suggesting either a festival or a tradition, and 3) giving either a caution or a prohibition of attending the activity mentioned earlier. Towards the pronunciation, the student was able to pronounce individual words clearly in both pre-test and post-test. For the background knowledge, it can be observed in both excerpts that the student was unable to provide information of Nan tourism.

Apart from the verbal skills, there are interesting results found in the matter of non-verbal skills. After observing the performances of the low-scored student, it was discovered that the student was able to have more frequent eye contact with the camcorder without reading information from a script in the post-test than in the pre-test. Furthermore, the student attempted to make movements in the post-test such as waving hands at the end of the presentation whereas all of the movements in the pre-test were not associated with the situational context. Lastly, in

terms of poise, it was found that the student had always showed signs of tension in the pre-test such as glancing at both left and right sides, mumbling, and attempting to end the presentation very soon. In contrast, the student displayed milder tension and more relaxed actions in the post-test such as reducing glancing at other sides.

The following excerpts are of the low-scored student in which (3-1) refers to the oral presentation taken from the pre-test and (3-2) refers to the oral presentation taken from the post-test.

(3-1) *[look straight forward to the camera] hello my name is bonus .. I .. [glance at the left side] [read a script] [look straight forward to the camera] welcome to nan ah ... nan is .. wat phumin .. wat phumin a beautiful and very nice .. and ... doi phuka and .. waterfall [glance at the right side] .. [bend down the head] .. [mumble] .. [stand still and look at the right side for 45 seconds] .. [look straight forward to the camera] and welcome to nan thank you*

 .. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

(3-2) *[look straight forward to the camera] hi! guys I'm bonus I study at RMUTL nan I want you to vis ... visit wang silalang .. [glance at the left and right side and turn to the camera] wang silalang is in pua .. it is beautiful [glance at the left and turn to the camera] wang silalang has many boat ... hmm ... water river! .. beautiful and very*

(3-2) **nice .. thank you!** [smile] [wave hands]

Continued -----

.. = a short pause (less than 0.5 second)

... = a long pause (more than 0.5 second)

? = a rising tone (question)

! = an animated tone

[] = non-lexical phenomena

In summary, the observation of the low-scored student's pre-test and post-test presentations revealed interesting development in some of both verbal and non-verbal skills. The student was able to develop the grammatical accuracy and fluency when the other elements including coherence, vocabulary, comprehension, pronunciation, and background knowledge still remained difficulties. However, the student could employ the use of eye contact and body language to enhance the speech and display more relaxed behavior during the presentation in the post-test.

4.1.2 Summary of the results from pre-test and post-test

The students' English oral communication ability significantly improved in all types of Functions of Speaking at $p \leq 0.05$ after the implementation of community-based instruction using hybrid learning to enhance English oral communication for tourism industry. As a consequence, the hypothesis was accepted.

4.2 Student Attitudes, Online Journals, and Teacher Observation Field Notes

Research Question 2: What are the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry?

2.1 What are the attitudes of students towards community-based instruction?

2.2 What are the attitudes of students towards hybrid learning?

To respond to research question 2, the qualitative results gained from the questionnaire were reported.

4.2.1 Qualitative results from questionnaire

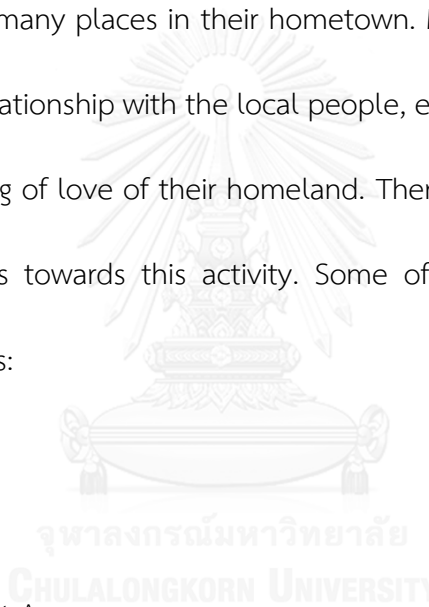
After the implementation of the community-based instruction using hybrid learning on English oral communication for tourism industry, the students were required to respond to a set of open-ended questions in the questionnaire in order to investigate their attitudes. The questionnaire consisted of 3 parts in which the results are presented in sequence as follows:

4.2.1.1 Qualitative results from the questionnaire of Collaborative Learning

The first part of the interview emphasized the attitudes of the students towards community-based instruction using hybrid learning on English oral communication for tourism industry learning activities including Community-

participation activity, Writing an online journal on Facebook, Making an online discussion on Google Plus Hangouts, and Making an oral presentation. According to the students' responses, the majority of them had highly positive attitudes. To give a clearer view, each of the activities are reported as follows:

Referring to the community-participation activity, the students claimed that they learned new knowledge due to the fact that they had more opportunities to visit many places in their hometown. Moreover, they were also able to strengthen their relationship with the local people, especially the elderly ones, and to enhance the feeling of love of their homeland. Therefore, they revealed that they had positive attitudes towards this activity. Some of the students' responses are exemplified as follows:



Student A:

“การเข้าร่วมในชุมชนถือว่าเป็นกิจกรรมที่ดีซึ่งที่เราได้รับมอบหมายให้ไปเก็บข้อมูล
 ล้วนได้ประโยชน์ทั้งสองฝ่าย เราได้เรียนรู้สิ่งต่างๆ มากมายและปลูกจิตสำนึกให้
เราอนุรักษ์แหล่งท่องเที่ยวที่มีอยู่ในชุมชน ทั้งยังได้พัฒนาความรู้ของเราให้รู้จัก
 แหล่งท่องเที่ยวที่มีอยู่ได้เป็นอย่างดี การได้เรียนรู้สิ่งต่างๆ รอบตัวนั้น จะส่งผลให้เรา
 รู้จักดำรงชีวิตอยู่ในสังคมอย่างมีความสุข”

“Participating in a community can be claimed as a good activity since we were assigned to collect data was beneficial for both parties. We

learned many things and created conscience for reserving tourist attractions of a community. Moreover, we had developed the knowledge of recent tourist attractions. Learning about things around us affected how to live in a community happily.”

Student B:

“ทำให้ได้เรียนรู้เกี่ยวกับประวัติเล็กๆ ของสถานที่ท่องเที่ยวต่างๆ นอกจากนี้ยังทำให้เรากล้าไปถามเรื่องราวจากคนเฒ่าคนแก่ที่อยู่ละแวกนั้นอีกด้วยครับ”

“(The activity) made me learn in-depth history of tourist attractions. Moreover, it helped gain the self-confidence in asking for information from the seniors who resided within community.”

In terms of online journal writing activity, the students also showed positive attitudes by admitting that they benefited from the activity. That is to say, the students were able to put on record what they had done during the community-participation activity in order to view and analyze information later. Furthermore, they could employ comments and suggestions from their friends to correct and improve their works. Another interesting point found in the students’ response was that they had new idea to manipulate the use of online technology for their further needs. Some of the students’ responses could be seen in the following excerpts:

Student A:

“ช่วยในการจดจำมากขึ้นเพราะสามารถเอามาดูวิเคราะห์ในภายหลังว่าข้อมูลไหนดีหรือไม่ดี ทั้งยังสามารถให้ผู้อื่นได้รับรู้ในกิจกรรมที่เราทำเพื่อเสนอความคิดเห็นเพิ่มเติมให้เราปรับปรุงและแก้ไข นอกจากนี้กิจกรรมนี้ยังทำให้เกิดการเรียนรู้ทางด้านเทคโนโลยีได้ซึ่งสามารถเอาไปใช้กับงานที่จะทำในอนาคตได้”

“(This activity) helped increase the memorability because (I) could bring (the comments) to read and analyze later in case of separating good from bad information. Also, (the activity) could help other people know about what we were doing so that they could give suggestions for improving and fixing (the information). Furthermore, the activity make (me) learn about technology in which (I) could manipulate (the technology) in the future.”

Student B: ภาลงกรณ์มหาวิทยาลัย

“เพื่อนๆ สามารถวิจารณ์และแสดงความคิดเห็นในสิ่งที่เราได้นำเสนอออกไป เราก็จะได้เห็นเพื่อนๆ มีข้อเสนอว่าอย่างไร สามารถนำมาปรับแก้ได้อย่างไรบ้าง”

“My friends could criticize and give suggestions on what we presented. We would see how the friends suggested and how (we) could bring (the suggestions) to fix.”

The third activity, the online discussion activity via Google Plus Hangouts, was mentioned by the students that it helped them develop their English

oral communication ability. The aforementioned responses led the students to show positive attitudes towards this activity. Some of the students' responses are introduced as follows:

Student A:

“ทำให้รู้ถึงภาษาที่จำเป็นต้องใช้ในชีวิตประจำวัน และทำให้เราพูดเก่งมากขึ้น

สามารถเปลี่ยนตัวเราให้เป็นอีกมุนึงที่ไม่เคยทำมาก่อน”

“(The activity) made (me) know about the language needed to be

used in daily life and be able to speak better. (The activity) could

change who I was to another side which I had never done before.”

Student B:

“ส่วนตัวคิดว่ามันโอเคมาก เพราะบางครั้งเพื่อนหรือว่าครูมีเวลาไม่ตรงกัน การมี

แอปพลิเคชันเข้ามาช่วยทำให้เราติดต่อกันง่ายขึ้น ไม่ต้องไปนัดเจอกันแบบเดิม”

“Personally, I thought that (the activity) was okay. Because,

sometimes, my friends' time and the teacher's time were not

aligned. Having the application in (the course) could help us

communicate easier. We did not have to arrange a meeting as we

used to do.”

The last activity – making an oral presentation - also fulfilled the students' needs. The students reported that their English oral communication ability was developed continuously due to the fact that they had more opportunity to rehearse a presentation. Moreover, the activity also helped improving their non-verbal communication skills and presentation etiquette. Some of the students' responses are shown below.

Student A:

“การนำเสนอด้วยวาจาจากนั้นมีส่วนช่วยในการศึกษาอย่างมาก เพราะเราได้ฝึกปฏิบัติ การพูด การยืนหน้าชั้น การเคารพผู้พูดและผู้ฟัง”

Student A (Continued):

“The oral presentation helped the learning so much. Because we had practiced speaking, standing in front of the class, and respecting speakers and audience.”

Student B:

“ทำให้สามารถจำข้อมูลที่ตนเองได้ไปศึกษาจากชุมชนนั้นดีขึ้น เกิดความมั่นใจในการนำเสนอข้อมูลนั้นๆ ได้เรียนรู้เทคนิคการนำเสนอที่ดี การใช้คำพูดอย่าง

ระมัดระวัง การมีบุคลิกที่น่าเชื่อถือ มีความเชื่อมั่นในตนเอง มีภาพลักษณ์ที่ดี มีความสามารถในการใช้สื่อด้านอุปกรณ์ มีไหวพริบในการตอบคำถาม

“(The activity) made (me) be able to memorize the information that I had learned from the community better. (I) was confident in presenting the information. (I) had learned the techniques of giving good presentations, speaking with carefulness, having a trustworthy manner, having a self-confidence, having a good image, being able to manipulate visualizations, and having an aptitude for answering questions.”

To sum up, the community-based instruction using hybrid learning on English oral communication for tourism industry learning activities were given to the students in order to develop the students’ knowledge of Nan tourism industry, the feeling of love of homeland, the English oral communication ability, and the non-verbal communicative skills. However, some of the students suggested having more learning topics and activities in order that they could learn more.

4.2.1.2 Qualitative results from the questionnaire of the Use of Technology

The second part of the interview was aimed at eliciting the students’ attitudes towards the use of technology including Facebook, Google Plus Hangouts,

and YouTube. The results from the students showed that they had positive attitudes regarding all kinds of technology. To illustrate clearer views, the results are introduced as follows:

The first technology that the students employed was **Facebook**. They reported that they had positive attitudes towards this kind of technology as it was very practical. That is to say, the students could share the information when following their friends' works at the same time. Moreover, some of them indicated that they were able to help promote Nan tourism. Some of the students' responses are as follows:

Student A:

“สามารถใช้ติดต่อสื่อสารกับเพื่อนเกี่ยวกับกิจกรรมที่ไปศึกษามาได้อย่างรวดเร็ว
ผู้อื่นก็สามารถเสนอความคิดเห็นให้ได้ จะได้ปรับปรุงงานได้อีกขั้นหนึ่ง ทำให้
ประสบความสำเร็จตามที่ต้องการ”

Student A (Continued):

“(I) could use (Facebook) to communicate with friends about the
activity that (we) had learned very fast. Other people could also
give comments. (We) would be able to improve the task to the next
level. (The improvement) made (us) accomplish (the task) as (we)
wanted.”

Student B:

“ได้ติดต่อสื่อสารกับเพื่อนๆ ในกลุ่มและนอกกลุ่มเพื่อแชร์ประสบการณ์กัน และได้เผยแพร่หรือชักชวนให้นักท่องเที่ยวอยากมาเที่ยว”

“(I) had communicated with friends in the group and out of group for sharing experience with one another. And (I) had presented or invited tourists to travel (in Nan).”

Another technology, Google Plus Hangouts, also benefited most of the students as they were fascinated with the use of the application which made them able to have a face-to-face conversation with their friends anywhere and anytime via smartphones or computer laptops. Moreover, the application also helped them accomplish in their learning objectives. Some of the students' responses are shown as follows:

Student A:

“การใช้ Hangouts ช่วยทำให้ประสบความสำเร็จตามจุดมุ่งหมาย เพราะความสามารถของ Application นี้สามารถทำให้เราสื่อสารกันแบบเห็นหน้าตาและเสียงของแต่ละคนได้ มันจึงง่ายต่อการสนทนาชี้แจงรายละเอียดและแก้ปัญหาภายในกลุ่ม”

“Using Hangouts helped (me) accomplish (the task) as aiming because the ability of the application made us communicate face-to-face and (hear) the voice of one another. So, it was easy for talking

about explaining the details (of the task) and solving problems within the group.”

Student B:

“คุยแบบเห็นหน้า แชนทกระจายกับเพื่อนๆ ได้ทั้งแบบเดี่ยวหรือแบบกลุ่ม โดยมีการเชื่อมต่อที่ใช้ได้ทั้งคอมพิวเตอร์, แท็บเล็ต หรือใช้กับสมาร์ทโฟนก็ได้ ทำให้งานที่ทำดำเนินการได้เร็วขึ้น สามารถทำให้การส่งวิดีโอให้กับผู้ที่ต้องการดูข้อมูลได้อย่างรวดเร็วทันใจ จึงทำให้ประสบความสำเร็จในการทำงานเป็นทีมหรือกลุ่มได้อย่างรวดเร็ว”

“(Hangouts helped me be able to) talk face-to-face and chat a lot with friends either individually or together through the connection via a computer, tablet, or a smartphone. (Hangouts) helped the task proceed faster. (Hangouts) could help send a video to a specific viewer

Student B (Continued):

faster. So, (Hangouts) helped (us) accomplish working either in team or in group faster.”

The last technology, YouTube, was also reported as advantageous to the students as it helped contributing to their learning experience when they were able to share recorded videos with others while inviting them to give comments or

suggestions. Then they could employ the comments to develop their future presentations. Some of the students' responses are in the following excerpts:

Student A:

“มีส่วนช่วยอยู่มากในการทำให้งานให้ประสบความสำเร็จ เพราะช่วยในการเผยแพร่วิดีโอที่ได้อัปโหลดมา และได้รับการชี้แนะว่าควรปรับปรุงหรือแก้ไขยังไง”

“(YouTube) helped accommodate our work very much in order to accomplish the task because (it) helped broadcast the recorded videos, and (I) was suggested how to improve or fix (the performance).”

Student B:

“ช่วยได้มากเหมือนกัน เพราะเป็นสื่อกลางในการนำวิดีโอหรือภาพถ่ายต่างๆ ลงใน โซเชียลเน็ตเวิร์ก ทำให้ผู้คนรู้จักมากขึ้น เรียนรู้มากขึ้น”

Student B (Continued):

“(YouTube) helped a lot too. Because (it) was a medium for sharing videos or pictures to social networks. (It) made people know (what in the videos or pictures were) more and learn more.”

In summary, the use of Facebook, Google Plus Hangouts, and YouTube provided benefits to the students as they could share information with other people

and retrieve the comments and suggestions in order to develop their works. Moreover, they could use the technologies as a means to promote Nan tourism industry. However, some of the students were concerned with the Internet network problems.

4.2.1.3 Qualitative results from the questionnaire of English Oral Communication Ability

The final part of the interview question asked about the students' perception of their English oral communication before and after taking the course. The responses from the students revealed that their English oral communication ability was improved significantly after taking community-based instruction using hybrid learning on English oral communication for tourism industry. The responses of the students are exemplified as follows:

Most of the students reported that **before taking the course**, they had limited knowledge of using English as a means of communication. Furthermore, the majority of them reported that they also lacked self-confidence, as they described:

Student A:

“ก่อนการเรียนรู้ในรายวิชานี้ ยังไม่ค่อยมีความมั่นใจในการพูดภาษาอังกฤษ เลย พูดได้ไม่ค่อยดี และมีติดๆ ขัดๆ เวลาพูดด้วย”

“Before taking this course, I was not confident in speaking English, so I could not speak well enough and (I) stumbled over the words

too.”

Student B:

“ตอนแรกไม่ค่อยกล้าแสดงออกไม่ค่อยมีความมั่นใจในการพูดและแสดงออก ไม่รู้
ว่าต้องพูดแบบใดให้ถูกต้องและคนฟังเข้าใจ”

“At first, I was not assertive. (I) lacked confidence in speaking and
performing. (I) had no idea how to speak correctly in order to please
audience.”

Interestingly, after being implemented through community-based
instruction using hybrid learning on English oral communication for tourism
industry, a large number of the students replied that they were more confident in
using English as they could manipulate a variety of vocabulary learned in the classroom
to form longer and more complex sentences. Furthermore, they were able to
communicate with foreigners without embarrassment or hesitation. In addition, they
also reported that they were able to pronounce words more clearly. Some of the
students’ responses are illustrated as follows:

Student A:

“หลังจากที่ได้เรียนวิชานี้ทำให้ทุกคนพูดภาษาอังกฤษได้ดีขึ้น สามารถพูดคุยกันเป็นภาษาอังกฤษได้มากขึ้น และยังทำให้พูดภาษาอังกฤษได้ชัดขึ้นจากก่อนเรียนด้วย”

“After taking this course, (the course) helped everyone speak English better. (We) were able to speak to one another in English more and speak English more clearly than ever.”

Student B:

“ก็ได้เรียนรู้สิ่งใหม่เพิ่มมากขึ้นค่ะ และก็สามารถใช้ภาษาอังกฤษได้ดีขึ้น ทั้งประโยค คำศัพท์ การแปล การพูด การสื่อสาร ได้รับความรู้ที่หลากหลาย และมองเห็นความจำเป็นในการใช้ภาษาอังกฤษ เมื่อเราต้องเผชิญกับชาวต่างชาติ”

“(I) learned more about new knowledge and was able to use English better in terms of sentences, vocabulary, translation, speaking, and communication. (I) was acknowledged various kinds of

Student B (Continued):

knowledge and saw the importance of using English when we encountered foreigners.”

All in all, the students believed that community-based instruction using hybrid learning on English oral communication for tourism industry could help them not only develop their English oral communication ability, but also gain self-

confidence. However, some of students were concerned about a different learning background. So, they preferred having a preparation session prior to the beginning of the course.

4.2.2 Qualitative results from the students' journals

Apart from the questionnaire, the students' online journals were also employed to analyze whether the students showed positive attitudes towards Community-based Instruction Using Hybrid Learning to enhance English Oral Communication for Tourism Industry through the use of words and non-verbal clues. Some of the student journals are excerpted in Figures 4.2-4.4.

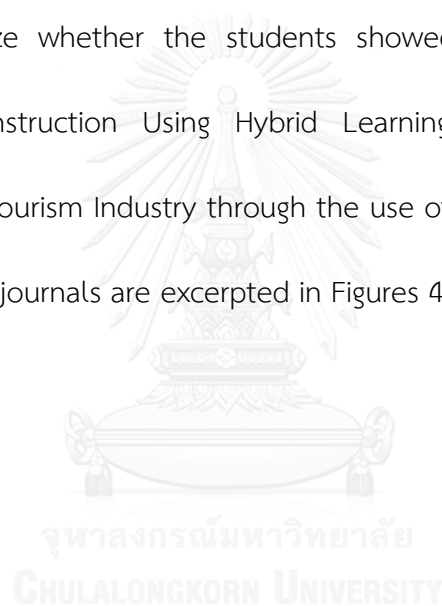


Figure 4.1: Sample of the student's journal: A visiting to Wat Pratat Chae-Hang



added a new photo to English for Tourism Industry, RMUTL Nan's timeline — with and 5 others.

Progress of community-service activity at Wat Phra That Chae Haeng Temple. We are going Wat Phra That Chae Haeng Temple. They are search about The history of Wat Phra That Chae Haeng Temple and ask people in community.



According to Figure 4.2, a number of students were visiting Wat Pratat Chae-Hang (Pratat Chae-Hang Temple, Mueang district). They were briefing each other regarding what they were going to do.

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CHULALONGKORN UNIVERSITY

Figure 4.2: Sample of the student's journal: A visiting to Wang Sila Lang Waterfall



added a new photo to [English for Tourism Industry](#),
RMUTL Nan's timeline — with _____ and 3 others.

3D at Wang Sila Lang . It was exciting.
Beautiful Wang Sila Lang.



According to Figure 4.3, another group of students was collecting information about Wang Sila Lang (Sila Lang Waterfall, Pua district). They were joyfully taking photos, while other members were asking the locals for information about this place.

Figure 4.3: Sample of the student's journal: A visiting to Namuen District

 **Tata Kuljira** added a new photo to English for Tourism Industry, RMUTL Nan's timeline — with  and 5 others.

3C & 3A

Namuan! We here!

enjoy on the way 🤔🤔🤔🤔🤔🤔🤔🤔🤔🤔



According to Figure 4.4, another group of students was gathering at one of the team members' house in Namuen District before heading to one of the popular tourist attractions, Pak Nai Fishermen Village.

In summary, it can be concluded that the students were enthusiastic and eager to discover authentic situations in the community as they showed positive reactions through various cues such as the use of words and facial expressions. Hence, the information taken from the students' online journals could support the response in the questionnaire that the students had positive attitudes towards the course.

4.2.3 Qualitative results from the teacher's observation field notes

To gain more reliability of the qualitative data, the teacher's observation field notes were also employed in the analysis. The results from the teacher's observation field notes revealed that the students were eager to participate in the community. They almost always prepared and briefed what they wanted to do before starting collecting data. Every student was very concerned with presenting his or her face and voices to the teacher for fear of being marked 'absent.' It was also found that the students always helped one another to solve problems when they encountered some difficulties. A sample of the expanded version of the teacher's observation field notes and captures of the students' engagement in a videoconference via Google Plus Hangouts are demonstrated in Figures 4.4-4.5.

Figure 4.4: Sample of expanded observation field notes

Unit: 1 Tourist attractions in Mueang Nan

Date of Participation in a Community: March 20, 2015

Community: Wat Pratat Chae-Hang

Meeting Date: March 21, 2015 **Start:** 10.30 a.m. **End:** 10.48 a.m.

At the time of meeting, each of the students was at his / her preferred location such as home, university, and library, using a laptop to access a Google Plus Hangouts application. The students showed energetic expressions when they could see each -

Figure 4.4: An example of expanded observation field notes (Continued)

other and the teacher on the screen by smiling, laughing, and trying to move closer to the camera. Then, one by one, the students introduce themselves to the teacher to ensure that they involved in the session.

After greeting, the students informed an overview of the project. They had just already accomplished the community participation activity at Wat Pratat Chae-Hang, Mueang Nan district, the day before the meeting. The team leader informed me that there were 3 members at the time of meeting. They waited for the other three members for a while. When their team members were prompt, the team leader briefed about what they were going to do. Then they read the assignment paper (Handout 1, page 4) in order to understand what kinds of information that were needed to collect. After that, the team started collecting information.

In terms of problems, the students revealed that they had encountered only some minor problems such as a lack of mobile phone battery and hot weather. In addition, it was noticeable that one of the students encountered a bad internet connection problem that other students and the teacher could not see him, but, however they could hear his voice. Lastly, the students provided some solutions for the problems that they might prepare an external battery charger for their mobile phones. In terms of the weather, they preferred to prepared caps or umbrellas to protect themselves from the sun or rain.

Figure 4.5: Captures of the students' engaging in Google Plus Hangouts



According to figures 4.5-4.6, the students understood how to use Google Plus Hangouts since they preferred to make an online connection at their selected locations. When focusing on the students' facial expressions, they showed positive actions such as smiling, laughing, and trying to move closer to the camera. When emphasizing the information gathered from the observation. The students showed that they were well prepared for the community participation activity by providing more details of what they had done. According to this, it can be said that the students' attitudes towards the community participation activity were reflected in both verbal and nonverbal communication as could be seen during the videoconference session.

In summary, it can be concluded that the students showed positive attitudes both verbally and nonverbally towards the learning activity despite the fact that they were outside the classroom and at their leisure time.

4.2.4 Summary of qualitative analysis from questionnaire, student online journals and teacher observation field notes

To respond to research question 3, the students' responses from the questionnaire, the students' online journal, and the teacher's observation field notes were analyzed. The results are introduced as following.

4.2.4.1 Attitudes of students towards community-based instruction

According to the questionnaire, it was found that the students had positive attitudes towards community-based instruction – that is to say, the community-based instruction not only helped the students achieve learning goals, but it also helped them maintain a good relationship with senior citizens.

Regarding the former, the students revealed that they were able to employ the novel knowledge of Nan province in real-life situations. Moreover, their English oral communication ability also significantly improved as they were able to employ many new vocabulary and expressions in various situations. In addition, they had more assertiveness in communicating in English. Similarly, when analyzing the students' online journal, the students showed positive attitudes towards community-based instruction. They were eager to participate in various communities to learn new knowledge about Nan tourism industry. This could be seen from the positive expressions and words that they shared on Facebook such as 'It's exciting,' or 'enjoy.'

Moreover, it could also be seen from the attached photos that reflected positive facial expressions such as smiling and laughing. To gain more reliability of the students' attitudes towards community-based instruction, the teacher's observation field notes were also taken into consideration. Based on the observation, it was discovered that the students were enthusiastic about participating in the community as they could give information of what they had done in details. In addition, they could mention problems that they had encountered during the community participation activity, and they could provide solutions to solve the problems. Moreover, the students were willing to use English as a means of communication while they were having a videoconference with the teacher and their friends. In addition, when investigating deeper individually, it was noticeable that some students were confident in sharing their ideas rather than they were in a classroom.

Apart from the achievement in learning goals, the students revealed that they could strengthen a relationship between themselves and senior citizens after they had completed community-based instruction. According to the questionnaire, the students mentioned that the learning activities contributed to a connection with local people who were, mostly, senior citizens. The aforementioned responses were in accordance with the information the students shared on Facebook that local people were pleased to provide them remarkable information. Furthermore, focusing on the observation field notes, there was no evidence claiming that the students had encountered problems with the local people. Hence, it can be concluded that the

students had reduced a gap between themselves and the seniors, and their attitudes towards community-based instruction were in a positive direction.

In summary, according to the responses from the questionnaire, the information gathered from students' online journals on Facebook, and the information collected from the teacher's observation field notes, it comes to a conclusion that the students had positive attitudes towards community-based instruction that they improved their learning ability in terms of knowledge of Nan tourism industry and promoted a social skill that enabled them to reduce gaps between different generations.

4.2.4.2 Attitudes of students towards hybrid learning

Due to the fact that community-based instruction consisted of both face-to-face and online learning situations (hybrid learning), it is significant to analyze the students' attitudes towards hybrid learning.

According to the responses from the questionnaire, the students revealed that the integration of online technologies and online social networking sites into learning activities was creative and appropriate for the course. To begin with, majority of the students provided that they were familiar with online social networking technologies such as Facebook and YouTube; however, they had never employed such technologies in their learning approach. As a result, an amalgamation of a traditional classroom situation with the use of frequently-used online technologies

seemed as a perfect combination. The students mentioned that they were motivated by the use of those technologies which made them able to reach their learning goals. When emphasizing the use of each technology, it was found that the use of Facebook contributed to their learning in order that the students could share information to their friends who were allowed to read and give comments at the same time. Then the students could return to their posts, revise and fix their information anytime. Another common technology for the students such as YouTube was also accepted as an interesting tool for learning. The students revealed that YouTube contributed to an improvement in English oral communication ability. That is to say, after the students had completed a community-participation activity, they had to prepare for an oral presentation. So they had to practice speaking English many times. In addition, they were also aware that their presentations were to be recorded and shared via YouTube. At the end of the course, they revealed that they were satisfied with their English oral communication ability, and they gained assertiveness in public speaking. The other technology used in the study was Google Plus Hangouts. The students reported that they had ever made an online videoconference, and they had never experienced an application allowing up to 10 users to make a videoconference simultaneously. For this reason, the use of Google Plus Hangouts was appeared to be a novel technology for their learning. After the students had been familiar with the application, they mentioned that Google Plus Hangouts was captivating that they were able to make a videoconference with group members anywhere and anytime. The students further

mentioned that, with the use of Google Plus Hangouts, they were able to finalize group works notwithstanding passing the time by waiting for group members to gather at one's place as usual. Lastly, after scrutinizing and comparing the students' responses from the questionnaire with the observation field notes, it was found that the results from both instruments were relatively identical that the students tended to have positive attitudes towards hybrid learning as they had no difficulties with the use of online social networking technologies. Moreover, they also showed enthusiastic behaviors such as smiling, laughing at the teacher and their friends, and moving closer to the camera when they were interested in the conversation while participating in online situations.

In terms of appropriation for the course, the students reported that all kinds of social networking technologies used in this study suited their needs and learning goals. That is to say, learning activities in this study provided group work tasks with both in-class, out-of-class, and online situations. Hence, to maintain learning process from the beginning to the end of each unit was so significant. To explain, the use of Facebook provided an opportunity to allow each group of the students to store their information as a journal and to share the information to their friends. In addition, the students from other groups were allowed to provide comments for their friends' information so that the group who shared the information could take such comments into consideration in order to improve their works. Hence, it can be said that the use of Facebook supported group and multi-situational learning activities. Another kind of

technology such as Google Plus Hangouts also benefited the students. The students could take advantages of the application to connect in-class activities to out-of-class ones and to maintain their learning process. According to the students' responses, Google Plus Hangouts could reduce difficulties regarding time constraint – that is to say, the students were able to communicate with their group members at their leisure time and location in spite of meeting at one's place or waiting until the next class. As a result, they could maintain their learning activities and complete their tasks in time. Hence, it can be said that Google Plus Hangouts supported the needs of the students and the learning goals that it helped with the transition in learning process from one learning situation to another. Moreover, it also dealt with time constraint. The other online social networking technology, YouTube, was also relevant to the students. The students were able to take advantages of the technology to record their oral presentations and share them online. Moreover, the use of YouTube also contributed to improvement of the students' English oral communication that the students had to practice speaking more frequently before making an oral presentation and being recorded as a video presentation on YouTube. Hence, it can be said that YouTube was appropriate for the course with a learning objective to improve the students' English oral communication ability and the students with an intention to develop their English oral communication ability. The aforementioned findings was in accordance with the teacher's observation field notes that the students tended to have positive attitudes towards hybrid learning that it was appropriate for the course. The information in the

observation field notes revealed that the students succeeded in using various types of online social networking technologies in learning activities with only minor difficulties such as a bad Internet connection or voice delay.

To sum up, according to the information gathered from the questionnaire, the online journal, and the observation field notes, it can be concluded that the students had positive attitudes towards hybrid learning which was an innovative learning approach which integrated widely-used online social networking technologies with learning activities, and it was appropriate for the course which demanded group and multi-situational learning activities. As a result, the students were able to achieve learning goals while taking pleasure in learning activities.

In summary, to answer research question 3, the responses of the students from the questionnaire, the information from online journal, and the information from field notes were analyzed. It was found that the students had positive attitudes towards community-based instruction that it helped improve the students' knowledge of Nan tourism industry together with increasing the relationship between the students and the local citizens. Moreover, the students also had positive attitudes towards hybrid learning that the use of online social networking technologies including Facebook, Google Plus Hangouts, and YouTube helped them achieve their learning goals, improve their English oral communication ability, and helped connect in-class and out-of-class learning situations. As a result, it can be said that the students had positive attitudes

towards community-based instruction using hybrid learning to enhance English oral communication for tourism industry after the implementation. As a consequence, the hypothesis was accepted.

4.3 Summary of the findings

From the findings, the results from the first phase with the use of questionnaire and interview demonstrated that the stakeholders including Nan local entrepreneurs, Nan local residents, and the students required having lessons supporting tourism-related situations with an emphasis on the Nan tourism industry context. In phase 2, the findings from the needs analysis were employed as the guidelines for the course development process. The comments from the group of experts and the results of the pilot study were reported and the adjustments of the course were made accordingly. In the final phase, the attitudes of the students towards the course were discovered through the use of the questionnaire and interview.

The findings indicated the significance improvement of the students' English oral communication ability. The results from the questionnaire and interviews were positive. The next chapter presents a summary, a discussion of the findings, implications, and recommendations for further studies.

CHAPTER 5

SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to provide a summary of the study, discussion of the findings, implications from findings, and recommendations for future research.

5.1 Summary of the Study

The objectives of the study were (1) to investigate the effects of community-based instruction using hybrid learning on English oral communication for tourism industry, and (2) to explore the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry. This was a single group design using both quantitative and qualitative methods. The design was aimed to gain a comprehensive understanding of the on-going process course implementation. In addition, it could be used to analyze how students and teacher make use of a community-based instruction as a tool in language learning.

By adopting the one-group pretest – posttest design, an intact class of Rajamangala University of Technology Lanna Nan undergraduates was provided with the Community-based Instruction using Hybrid Learning on English Oral Communication for Tourism Industry which was integrated into an existing English for Tourism Industry course. Related-document and the responses from Nan local

entrepreneurs, Nan local residents, and former students from the 2013 Apprenticeship Evaluation form were reviewed and employed to develop instructional and research instruments. Subsequently, the instructional instrument was validated by three experts in related fields, and the research instruments were validated by the other three experts in related fields (See Appendix L). After that, all of the aforementioned instruments were piloted and revised prior to being employed in the main study. In consequence, the pre-test session was administered in the 1st week of 2014 academic year followed by the implementation sessions lasting 13 weeks and the post-test and interview sessions in the 14th week. The data obtained from both pre-test and post-test were analyzed, and the findings were described in detail as can be seen in the previous chapter.

5.2 Summary of the Findings

As mentioned in the earlier chapter, the present study focused on the effects of community-based instruction using hybrid learning on English oral communication for tourism industry, and the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry. The results found that the students' English oral communication significantly increased, and the students' attitudes towards the instruction were positive.

5.3 Discussions

In this section, the findings of the present study which were mentioned in the previous chapter regarding the effects of Community-based Instruction using Hybrid Learning on English Oral Communication for Tourism Industry on undergraduate students and the attitudes towards the instruction are discussed.

5.3.1 Community-based Instruction

In this study, the finding revealed a significant increase in the students' English oral communication for tourism industry after the implementation of the Community-based Instruction using Hybrid Learning on English Oral Communication for Tourism Industry. The finding in this present study was consistent with the findings revealed in several research studies in which the programs in CBI helped immerse and engage students in academic curriculum and improve academic achievement and students' performance on subject-matter examinations and assessments (Furco & Susan, 2010; Reid, 2014; Woods, 2014). The increase in the students' English oral communication for tourism industry may be rationalized by the nature of the instruction. The Community-based Instruction was designed to connect the in-class instruction with the learning in a community where the students have opportunities to interact with knowledgeable people - locals, in order to collect information for fulfilling their academic requirements. Moreover, based on the results revealed in the interview question, the CBI also provided the students with opportunities to convey the gathered

information to other people. As a result, the students were provided opportunities to interact with people repeatedly.

5.3.1.1 Attitudes towards Community-based Instruction

Apart from the significant increase in the students' English oral communication, the present study also revealed overall positive attitudes towards the Community-based Instruction. The first plausible reason is that the CBI helped contribute to promotion the knowledge of tourism industry. To explain, based on the results revealed in the interview question, the students explored new and significant information of Nan tourism industry after they participated with many knowledgeable people in various communities. The students also inserted that they could employ such information to complete the tasks given in the classroom and to provide to other people, especially tourists. This is probably because the CBI could help filling unmet needs of the students (Jordaan, 2007).

Furthermore, the effects of the CBI also contribute to promotion the students' relationship with community members. To illustrate, based on the findings revealed in the interview question, a number of obstacles appeared to distract the students from their native society. Some of them overlooked an absorbing account of maintaining a good relationship among people from the same community. However, the students revealed that the CBI helped enhance solidarity of people because they were provided with frequent opportunities to interact and work with local people. As

a result, the relationship between the students and the locals was strengthened. This is probably because the CBI had a positive effect on understanding of social issue, personal insight, and cognitive development and helped enhance civic responsibility and citizenship and personal and social skills (Furco & Susan, 2010; Yorio & Ye, 2012).

In brief, the Community-based Instruction seemed to enhance not only the students' English oral communication but also positive attitudes towards Nan tourism industry and the relationship with community members of the students who, in the future, might be the manpower in the tourism industry of their homeland.

5.3.2 Hybrid Learning

Another element contributing to the significant increase in the students' English oral communication for tourism industry is a combination of face-to-face and online instructions. This was consistent with the findings in previous research that the integration of online technology in instruction helped enhance learning environment in which the students are able to develop technological competence together with to practice and to improve the target language skills (Espinosa, 2015; Gilbert, 2003; Laborda, 2009). The increase in the students' English oral communication may be justified as the flexibility of instruction. To illustrate, the hybrid learning allows teachers to design and manage how to integrate the use of online technology into a course in

order to maintain what students learn in a classroom with what students experience on the Internet (Graham, 2009; Sharpe, 2006; Watson, 2008). Hence, the suitability and practicality of employing online technology in the speaking class could yield significant result to the increase in the students' English oral communication. In addition to this present study, the teacher provided the students with opportunities to practice speaking not only in the classroom, but also on the Internet via the Google Plus Hangouts application. As a result, the students were able to practice speaking repeatedly.

Moreover, the interactions between the teacher and the students and the students and their peers while participating in the classroom and on the Internet are another reason to rationalize the significant increase in the students' English oral communication. That is to say, both in the classroom and on the Internet, the teacher was not only the person who fed knowledge to the students, but their peers who were knowledgeable in the particular area also helped acknowledge them through interactions. As a result, the incompetent students were able to form and store such knowledge and accomplish their learning goals. This supports the Social Constructivism theory in which learning occurs when students interact with other people who master in particular function in order to overcome their learning incapability (Sukavatee, 2007; Vygotsky, 1978; Wertsch, 1985).

5.3.2.1 Attitudes towards Hybrid Learning

The findings in this present study not only revealed that a combination of face-to-face and online situations supported the participants' learning achievement, but also showed positive attitudes of the students towards the hybrid learning. The persuasive reason is that the hybrid learning helped develop the students' confidence in order to achieve their learning activities. To explain, based on the results revealed in the interview question, the students mentioned that they were more confident in presenting their thoughts, ideas, and attitudes to the teacher and their friends while they worked in group on the Internet because they were not pressured by the classroom atmosphere where there were many students with mixed ability. In addition, the low-ability students insisted that they were sometimes afraid of asking and answering questions in the classroom because they were timid of the high-ability students. This is probably because the students were able to cooperate and communicate with others who shared similar sociable and friendly personality when they gathered online (Maneekul, 2006; Tangjitnusorn, 2008). Moreover, students with low ability tended to speak more when they were on the Internet (Sukavatee, 2007) and the use of online application also encouraged the interaction between teachers and students (Low & Warawudhi, 2016).

In summary, the hybrid learning seemed to support the significant increase in the students' English oral communication for tourism industry. Furthermore, the

combination between the face-to-face and online instructions also yield positive attitudes towards the students.

5.3.3 English Oral Communication

It is unavoidable to say that the increase in the students' English oral communication for tourism industry after the implementation of the Community-based Instruction using Hybrid Learning on English Oral Communication for Tourism Industry was from the goal setting in teaching oral communication. This was consistent with the findings in the previous studies in which setting the goals for the students helped foster the students' needs to speak and equip the students with the skills they need (Rahman, 2010; Simpson College, 2008). To explain, the students perceived the objectives of the course in which the oral communication was the important aspect for tourism industry and Nan province lacked of personnel being able to assist and provide tourism-related information to tourists. In this regard, the students expected themselves to serve in Nan tourism industry, so they needed to develop the use of English oral communication.

5.3.3.1 Attitudes towards English Oral Communication

The findings in this present study also revealed positive attitudes of the students towards the English oral communication. The plausible reason is that the online English oral communication activity helped gain the confidence in using English

language. That is, based on the results revealed in the interview question, the students were more likely assertive in using English as a means of communication after practicing speaking through various activities, especially the online activity, due to the fact that they held sufficient information of Nan tourism industry in order to provide to other people. Moreover, the students also understood the importance of using English, were provided opportunities to learn to use formal and informal language, to produce grammatical sentences, and to use non-verbal skills to enhance their communication. This is probably because the students were benefited from the use of technology in order to improve their English skills, especially fluency and professional vocabulary (Laborda, 2009), and the activity such as oral presentations also helped improve the students' language skills (Brooks & Wilson, 2014).

To this end, the significant increase in the students' English oral communication for tourism industry can be seen as a result of the clear setting of learning goals. Moreover, the English oral communication also yield positive attitudes of the students in which it helped gain self- confidence in using English as a means of communication.

5.4 Implications and Recommendations

The community-based instruction using hybrid learning on English oral communication ability for tourism industry has the characteristics of a multi-

component approach to enhance English oral communication ability in undergraduate students. The community-based instruction using hybrid learning on English oral communication ability for tourism industry can provide advantages in pedagogical approaches. Based on the findings and the discussion of the study, recommendations are made for research consumers and instructors who are interested in the implementation of the community-based instruction using hybrid learning on English oral communication ability for tourism industry.

5.4.1 Implications and Recommendations for English Instructors

There are some pedagogical implications and recommendations for teachers who plan to employ community-based instruction using hybrid learning on English oral communication ability for tourism industry in English oral communication instruction.

They are as follows:

5.4.1.1 Implications and recommendations for the integration of community-based instruction in instruction

The community-based instruction using hybrid learning on English oral communication ability for tourism industry employs community-based instruction approach as a part of the study. It is believed that community-based instruction helps fulfill knowledge gaps of the students according to the results from the post-

implementation questionnaire. The interesting point found in the study is that the use of community-based instruction helps strengthen relationship between two different generations of people. To explain, based on the results from the interview question, the local people with whom the students participated in the community were adults and elderly who work or reside at that community, so the students might have a few opportunities to interact with them unless they require some helps or services. Regarding to the aforementioned matter, the students revealed that the community-based instruction activity such as Community-participation Activity not only supported of acquiring new knowledge, but also increased positive attitudes towards unfamiliar people in whom the students believe and trust. This might have been because the students, especially those in developing nations, respond to external social forces rather than closer influences such as parents (Acock & Fuller, 1984) . According to this, the teachers who intend to integrate community-based instruction in the classroom can rely on this benefit by providing students more opportunity to interact with adults who are knowledgeable and come from various communities. As a result, students can gain new knowledge together with reduce gaps among different age group of people in the society.

5.4.1.2 Implications and recommendations for the integration of hybrid learning in instruction

Hybrid learning has been found advantage to both the teacher and the students in community-based instruction using hybrid learning on English oral communication ability for tourism industry. Moreover, the use of Facebook and Google Plus Hangouts as online social networking applications also supported interactive and lifelong learning. However, the applications share both common and different features – that is, in terms of Facebook, the students easily noted what they had learned and shared such information together with pictures or videos recorded from the community with friends and the teacher in order to yield feedbacks and suggestions for further development. Although one of the Facebook features – Video Call, allowed its user to make a videoconference with another, it supported only one-to-one communication which was not suitable for the course requiring a group work. Hence, the Google Plus Hangouts application was employed to enhance this matter due to the fact that it allowed up to 10 users to make a videoconference at a time. According to this, teachers who fascinate in integrating the Facebook and Google Plus Hangouts applications in their course should consider and choose each of them to meet goals of learning activities.

Another interesting point drawn from the study is that hybrid learning of community-based instruction using hybrid learning on English oral communication ability for tourism industry is employed during out-of-class activities. It is recommended

for teachers to maximize the use of online social networking technologies both in-class and out-of-class activities in order to reach the most beneficial features of them.

However, according to the results from the study, the application such as Google Plus Hangouts seems to be new for the students. That is, the students had never experienced using the application prior to being introduced and required to use as one of online technologies in the course. Despite the fact that Google Plus Hangouts required not only the Google email account in which some students needed to register prior to logging in, but also some time for the students to be familiar with its interface and menus, the application provided many benefits including the multi users videoconference with interesting features helping entertain them while having video calls, the compatibility with many technological devices such as personal and laptop computers, smartphones, and tablets, and the accessibility to any of the Google products which may be required during the communication. This might probably because the Google Plus Hangouts is not an easy program to learn (Kobayashi, 2015). Therefore, teachers are suggested to provide a tutorial for students and try using the application in a mock-up lesson prior to use in a classroom.

5.4.1.3 Implications and recommendations for the integration of English oral communication in instruction

English oral communication with the community-based instruction using hybrid learning on English oral communication ability for tourism industry shows

promising significant improvement on the undergraduate students since the students' English oral communication ability significantly increased. It is believed that the findings from this study are consequences of the use of the instructional approach such as Functions of Speaking (Richards, 2009). However, the integration of such instructional approach in instruction should be considered thoroughly due to the fact that the approach consists of three types of talk: Talk as interaction, Talk as transaction, and Talk as performance, in which each of them is distinct from one other by means of function. To explain, in Talk as interaction, the students were required to perform the ability to make conversations concerning the social context and the learning topic. Regarding Talk as transaction, the students were required to maintain sufficient information or knowledge of the topic being discussed in order to provide to interlocutors who were acquisitive in such information. In addition, the students were also able to respond to frequent questions when the interlocutors required more information in particular area. In terms of Talk as performance, the students were required to maintain both verbal and non-verbal skills in contemplation of giving a formal speech to audience. According to the aforementioned statements, teachers desiring to employ the English oral communication in their instruction are suggested to design learning activities to concur with the function of each type of talk and to generate the performances of the students to meet the learning goal.

5.4.2 Implications and Recommendations for Students

The community-based instruction using hybrid learning on English oral communication ability for tourism industry is believed to develop students' English oral communication ability significantly through the use of community-based instruction, the use of hybrid learning, and the use of Functions of Speaking (Richards, 2009). Notwithstanding, towards the use of community-based instruction, students are suggested to maintain good relationship with local people since they are able to learn more knowledge from knowledgeable people and to strengthen a harmonious citizenship of people who reside in the same community.

In terms of hybrid learning, students are suggested to employ technologies in their learning as they could use them to relate learning process from in-class to out-of-class situations. Moreover, it is suggested that students should consider the selection of technologies to support their learning activities. However, students should be aware of some difficulties and concerns such as the Internet connection failure, the malfunction of programs or applications, and the appropriateness of time and place against the use of technologies.

For English oral communication ability, students are suggested to practice speaking in real-life situations in English. Especially, students who have difficulties in speaking should practice with friends who are fluent in English oral communication or under assistance of teachers.

5.5 Limitations of the Study

Due to the issue of practicality and uncontrollable variables, some limitations of the study can be acknowledged as follows:

1. The context of the study was emphasis on Nan tourism industry. Hence, the results from this study might be distinct from other studies.

2. The number of samples was estimated at no more than 15, referring to a record of prior semesters. So it was considered a rather small sample size. In addition, they were selected by means of purposive sampling method; as a result, the findings of this study might not be generalizable to the population in any other context.

5.6 Recommendations for Further Study

- 5.6.1 It is recommended for other researchers who intend to expand community-based instruction using hybrid learning on English oral communication ability for tourism ability to conduct the experiment in future whether it will yield similar results in other settings such as with participants who are non-English-majored students, participants in different levels, or other universities. Moreover, it is also worth to explore whether participants' attitudes towards the use of community-based instruction using hybrid learning on English oral communication ability for tourism ability are in the positive direction as the results in this study.

5.6.2 Future studies replicating the study should investigate whether community-based instruction employed in this study could hold across other communities, provinces, or nations. Moreover, it is interesting to employ other programs of community-based instruction to integrate in instruction, and then to explore whether participants yield benefits from the programs.

5.6.3 Future studies should emphasize exploring whether the hybrid learning is advantageous to manipulate in other communicative skills such as listening, reading, and writing. Moreover, it is worth to explore whether the hybrid learning is suitable for other settings such as different participants, different courses, or different situations.

5.6.4 Lastly, future studies should investigate the use of Functions of Speaking (Richards, 2009) in different courses to explore whether students' English oral communication ability is developed. Furthermore, it is also beneficial to develop an assessment for Functions of Speaking to suit objectives of other courses.

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APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

APPENDIX A: English Oral Communication for Tourism Industry Test

ENGLISH ORAL COMMUNICATION FOR TOURISM INDUSTRY TEST**General Directions**

In the English Oral Communication for Tourism Industry Test, you will be able to demonstrate how well you communicate in English. The test will last approximately ten minutes. You will be asked questions by both your friend in part 1 and an interviewer in part 2 and 3. The questions are printed in the test book and the time you will have to answer each one is printed in parentheses after the question. You should answer the questions as completely as possible in the time allowed.

The test consists of three parts, which are aimed to measure your oral communication for tourism industry ability. The first part is focused on the use of language to interact with an interlocutor when the second part emphasizes the use of language to clarify information. The last part is focused on the use of language to make an online presentation.

As you communicate, both your voice and gesture will be recorded. Your score for the test will be based on your verbal and non-verbal communication. Be sure to speak loudly enough for the machine to record clearly what you say.

If you have any questions with the test, notify the test supervisor immediately.

APPENDIX B: Community-based Instruction Using Hybrid Learning on English Oral
Communication for Tourism Industry Interview Questions

**Interview Questions for Community-based Instruction Using Hybrid Learning
on English Oral Communication for Tourism Industry**

Objective

The interview questions are aimed to explore the attitudes of students towards community-based instruction using hybrid learning on English oral communication for tourism industry. The questions are separated into 3 parts, totally 12 questions.

The first part is Collaboration Activities that is emphasis on the satisfaction of the students, the effectiveness of the learning activities, and the recommendation to implement the course in the future.

The second part is Use of Technology that is mainly focused on the satisfaction of the students, the effectiveness of using social networking technology as learning tools, and the recommendation to implement the course in the future.

The final part is English Oral Communication Ability that is aimed to study the satisfaction of the students, the effectiveness of English oral communication activities towards the development of the students' English oral communication ability, and the recommendation to implement the course in the future.

The set of interview questions is designed to use after the students complete the course, and after taking the post-test. The students' response is recorded by a camcorder to analyze by means of content analysis after finish.

Part 1: Collaborative Activity

1. To what extent did you find the learning activities (community participation, online journal writing, online discussion, and oral presentation) contribute to your learning?
 - 1.1. To what extent did you find the community participation activity contribute to your learning?
 - 1.2. To what extent did you find the online journal writing activity contribute to your learning?
 - 1.3. To what extent did you find the online discussion activity contribute to your learning?
 - 1.4. To what extent did you find the oral presentation activity contribute to your learning?
2. What changes in the learning activities, if any, do you suggest implementing the course? Why?

Part 2: Use of Technology

3. How useful and relevant were the use of online social networking technology (Facebook, YouTube, Google+) as a tool in learning activity?
 - 3.1. How useful and relevant were the use of Facebook as a tool to write and share your journal?
 - 3.2. How useful and relevant were the use of YouTube as a tool to upload and share the outcome of your community participation activity?
 - 3.3. How useful and relevant were the use of Google+ as a tool to make a videoconference?
4. What changes in the use of social networking technology, if any, do you suggest implementing the course? Why?

Part 3: English Oral Communication Ability

5. What did you think about your English oral communication ability before and after taking the course?
 - 5.1. What did you think about your English oral communication ability **before** taking the course?
 - 5.2. What did you think about your English oral communication ability **after** taking the course?
6. What changes in the learning activities, if any, do you suggest implementing English oral communication ability? Why?



APPENDIX C: Rubrics for English Oral Communication for Tourism Industry Test

Talk as interaction (Task 1) Rubric

Score	4	3	2	1	0
Traits					
Fluency	He/she speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar.	He/she usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going.	He/she pauses lengthily before most words.	He/she always uses long pauses and is not able to continue the speech.	
Coherence	He/she speaks coherently with fully appropriate cohesive features.	He/she may over-use certain connectives and discourse markers.	He/she links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence.	He/she cannot link basic sentences.	
Vocabulary	He/she produces vocabulary with full flexibility and precision in all topics.	He/she uses vocabulary with limited flexibility.	He/she only produces isolated words or memorized utterances.	He/she cannot produce any vocabulary to expand his/her ideas.	
Comprehension	He/she is able to comprehend and respond to all of the questions and the topics that are being discussed with ease.	He/she is able to comprehend and respond to most of the questions and topics that are being discussed.	He/she fairly grasps some of the questions and topics that are being discussed.	He/she cannot answer any questions or always responds with unrelated ideas.	The test taker does not attend the test.
Grammar and Accuracy	He/she produces only very occasional inappropriacies or basic/non-systematic errors.	He/she produces basic sentence forms with reasonable accuracy, but these usually contain errors and may cause some comprehension problems.	He/she attempts basic sentence forms but with limited success, or relies on apparently memorized utterances.	He/she cannot produce basic sentence forms.	
Pronunciation	He/she uses a full range of pronunciation features with precision and subtlety that is effortless to understand.	He/she uses a range of pronunciation features with mixed control that can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	He/she uses a limited range of pronunciation features that mispronunciations are frequent and cause some difficulty for the listener.	He/she cannot pronounce individual words or sounds.	
Background Knowledge	He/she presents excellent background knowledge of Nan tourist attraction including his/her experience in his/her response.	He/she displays knowledge of Nan tourist attraction.	He/she presents a little background knowledge or memorized information of Nan tourist attraction.	He/she has no background knowledge or gives incorrect information of Nan tourist attraction.	

Adapted from *IELTS Speaking Band Descriptors (public version)*

International English Language Testing System. (n.d.). **IELTS speaking band descriptors (public version)**. Retrieved from <http://www.ielts.org/microtraining/assets/docs/Speaking%20B and %20DDescriptors%20V2.pdf> (September 30, 2014).

Talk as transaction (Task 2) Rubric

Score Traits	4	3	2	1	0
Fluency	He/she speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar.	He/she usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going.	He/she pauses lengthily before most words.	He/she always uses long pauses and is not able to continue the speech.	
Coherence	He/she speaks coherently with fully appropriate cohesive features.	He/she may over-use certain connectives and discourse markers.	He/she links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence.	He/she cannot link basic sentences.	
Vocabulary	He/she produces uses vocabulary with full flexibility and precision in all topics.	He/she uses vocabulary with limited flexibility.	He/she only produces isolated words or memorized utterances.	He/she cannot produce any vocabulary to expand his/her ideas.	
Comprehension	He/she is able to comprehend and respond to all of the questions and the topics that are being discussed with ease.	He/she is able to comprehend and respond to most of the questions and topics that are being discussed.	He/she fairly grasps some of the questions and topics that are being discussed.	He/she cannot answer any questions or always responds with unrelated ideas.	The test taker does not attend the test.
Grammar and Accuracy	He/she produces only very occasional inappropriacies or basic/non-systematic errors.	He/she produces basic sentence forms with reasonable accuracy, but these usually contain errors and may cause some comprehension problems.	He/she attempts basic sentence forms but with limited success, or relies on apparently memorized utterances.	He/she cannot produce basic sentence forms.	
Pronunciation	He/she uses a full range of pronunciation features with precision and subtlety that is effortless to understand.	He/she uses a range of pronunciation features with mixed control that can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	He/she uses a limited range of pronunciation features that mispronunciations are frequent and cause some difficulty for the listener.	He/she cannot pronounce individual words or sounds.	
Background Knowledge	He/she presents excellent background knowledge of Nan tourist attraction, routes, and related destinations including his/her experience in their response.	He/she displays well knowledge of Nan tourist attraction, routes, and related destinations.	He/she presents a little background knowledge or memorized information of Nan tourist attraction, routes, and related destinations.	He/she has no background knowledge or gives incorrect information of Nan tourist attraction, routes, and related destinations.	

Adapted from *IELTS Speaking Band Descriptors (public version)*

International English Language Testing System. (n.d.). **IELTS speaking band descriptors (public version)**. Retrieved from <http://www.ielts.org/microtraining/assets/docs/Speaking%20Band%20Descriptors%20V2.pdf> (September 30, 2014).

Talk as performance (Task 3) Rubric

Score	4	3	2	1	0
Traits					
Fluency	He/she speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar.	He/she usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going.	He/she pauses lengthily before most words.	He/she always uses long pauses and is not able to continue the speech.	
Coherence	He/she speaks coherently with fully appropriate cohesive features.	He/she may over-use certain connectives and discourse markers.	He/she links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence.	He/she cannot link basic sentences.	
Vocabulary	He/she produces uses vocabulary with full flexibility and precision in all topics.	He/she uses vocabulary with limited flexibility	He/she only produces isolated words or memorized utterances.	He/she cannot produce any vocabulary to expand his/her ideas.	
Comprehension	He/she is able to comprehend and respond to all of the questions and the topics that are being discussed with ease.	He/she is able to comprehend and respond to most of the questions and topics that are being discussed.	He/she fairly grasps some of the questions and topics that are being discussed.	He/she cannot answer any questions or always responds with unrelated ideas.	
Grammar and Accuracy	He/she produces only very occasional inappropriacies or basic/non-systematic errors.	He/she produces basic sentence forms with reasonable accuracy, but these usually contain errors and may cause some comprehension problems.	He/she attempts basic sentence forms but with limited success, or relies on apparently memorized utterances.	He/she cannot produce basic sentence forms.	
Pronunciation	He/she uses a full range of pronunciation features with precision and subtlety that is effortless to understand.	He/she uses a range of pronunciation features with mixed control that can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times	He/she uses a limited range of pronunciation features that mispronunciations are frequent and cause some difficulty for the listener.	He/she cannot pronounce individual words or sounds.	
Background Knowledge	He/she presents excellent background knowledge of Nan tourism including interesting supports and examples to clarify his/her ideas.	He/she displays well knowledge of Nan tourism including examples to clarify his/her ideas.	He/she presents a little background knowledge or memorized information of Nan tourism.	He/she has no background knowledge or gives incorrect information of Nan tourism.	
VERBAL SKILLS					The test taker does not attend the test.

Adapted from *IELTS Speaking Band Descriptors (public version)*

International English Language Testing System. (n.d.). **IELTS speaking band descriptors (public version)**. Retrieved from <http://www.ielts.org/microtraining/assets/docs/Speaking%20Band%20Descriptors%20V2.pdf> (September 30, 2014).

Talk as performance (Task 3) Rubric

Score		4	3	2	1	0
Traits	Eye Contact	He/she holds focuses on the camcorder with the use of direct eye contact, seldom looking at notes.	He/she consistent use of eye contact with camcorder, but still return to notes.	He/she displays minimal eye contact with camcorder, while reading mostly from the notes.	He/she has no eye contact with camcorder, as entire report is read from notes.	The test taker does not attend the test.
	Body Language	He/she always makes movements that associate with situational context and help clarifying his/her speech.	He/she makes movements that sometimes associate with situational context.	He/she makes movements that rarely associate with situational context.	He/she does not make any movements.	
	Poise	He/she always displays relaxed, self-confident nature about self that are appropriate for situational context.	He/she sometimes displays relaxed, self-confident nature about self that are appropriate for situational context.	He/she displays mild tension or nervousness.	He/she always shows signs of tension and nervousness.	
NONVERBAL SKILLS						

Adapted from Nonverbal Cues and Communication

Hall, Judith A. (2007). **Nonverbal cues and communication**. Encyclopedia of Social Psychology, 626-628. Retrieved from http://www.sagepub.com/edwards/study/materials/reference/77593_14.2.ref.pdf.

APPENDIX D: The Students' Score Reports and Inter-rater Reliability

Students' Score Report for Part 1: Travel Experience
Talk as interaction (Pre-test)

Traits	Fluency			Coherence			Vocabulary			Comprehension			Grammar & Accuracy			Pronunciation			Background Knowledge			Total (28)	
	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.		
1	2	2	2	1	2	1	2	2	2	2	3	3	3	2	2	2	3	2	2	3	3	3	15
2	2	2	2	1	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	3	3	15
3	2	2	2	2	2	2	2	3	3	3	3	3	2	2	3	2	3	3	3	3	3	3	18
4	2	3	3	2	3	2	2	2	3	3	2	2	2	3	2	2	3	2	3	3	3	3	18
5	2	2	2	2	2	2	2	2	2	3	2	2	2	3	2	2	2	2	2	2	3	3	15
6	2	2	2	1	2	1	2	2	2	2	2	3	2	2	3	2	2	2	2	3	2	3	15
7	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	20
8	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	15
9	2	3	3	1	2	2	2	2	2	2	3	3	3	3	2	3	2	3	2	3	3	3	18
10	3	3	3	2	2	2	2	3	3	3	3	3	2	2	3	2	3	3	3	3	3	3	19
11	1	2	2	1	1	1	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	3	14
12	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	3	2	2	3	3	3	3	16
13	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	3	3	3	17
14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	16

R1 = Rater 1 (Researcher)

R2 = Rater 2 (Native-Thai English teacher)

R3 = Rater 3 (Native-English teacher)

Avg. = Average score

Inter-rater Reliability for Part 1: Travel Experience (Pre-test)

Talk as interaction	Rater	Mean Score \pm Standard Deviation Score	Intraclass Correlation Coefficient (ICC) (Confidence Interval 95%) Cronbach's Alpha	p-value
Fluency	R1	2.07 \pm .48	.772 (.440 – .921)	.001**
	R2	2.36 \pm .50		
	R3	2.43 \pm .51		
Coherence	R1	1.57 \pm .51	.463 (-.317 – .813)	.086
	R2	1.93 \pm .48		
	R3	1.93 \pm .48		
Vocabulary	R1	2.14 \pm .36	.597 (.012 – .860)	.024*
	R2	2.36 \pm .50		
	R3	2.50 \pm .52		
Comprehension	R1	2.36 \pm .50	.331 (-.640 – .767)	.185
	R2	2.57 \pm .51		
	R3	2.93 \pm .27		
Grammar & Accuracy	R1	2.07 \pm .27	.408 (-.451 – .794)	.124
	R2	2.21 \pm .43		
	R3	2.64 \pm .50		
Pronunciation	R1	2.21 \pm .43	.562 (-.073 – .848)	.035*
	R2	2.50 \pm .52		
	R3	2.57 \pm .51		
Background Knowledge	R1	2.57 \pm .51	.079 (-1.258 – .679)	.412
	R2	2.86 \pm .36		
	R3	3.00 \pm .00		

* Significant level at .05

** Significant level at .01

Students' Score Report for Part 1: Travel Experience
Talk as interaction (Post-test)

Traits	Fluency			Coherence			Vocabulary			Comprehension			Grammar & Accuracy			Pronunciation			Background Knowledge			Total (28)	
	R1	R2	R3 / Ave.	R1	R2	R3 / Ave.	R1	R2	R3 / Ave.	R1	R2	R3 / Ave.	R1	R2	R3 / Ave.	R1	R2	R3 / Ave.	R1	R2	R3 / Ave.		
1	3	3	3	2	2	2	2	2	2	3	3	3	2	2	2	2	3	2	2	3	3	3	18
2	2	3	3	2	2	2	2	2	2	3	3	3	2	2	2	2	3	2	2	3	3	3	18
3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	21
4	3	3	3	2	3	3	3	3	3	2	3	3	2	3	3	2	3	3	3	3	3	3	20
5	3	3	3	2	2	3	2	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	20
6	2	3	3	3	2	3	3	2	3	3	3	2	2	3	2	3	3	3	3	3	3	3	19
7	4	4	4	4	3	4	3	3	4	4	4	3	4	4	3	3	4	3	4	4	4	4	26
8	2	3	3	3	2	3	3	2	3	3	3	2	2	3	2	2	3	2	3	3	3	3	19
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	4	22
10	3	4	4	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	4	4	4	24
11	2	2	3	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	3	3	3	16
12	3	3	3	2	2	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	20
13	3	3	4	2	2	3	2	3	3	3	2	3	2	3	2	3	3	2	3	3	3	3	20
14	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	2	3	2	3	4	3	3	20

R1 = Rater 1 (Researcher)

R2 = Rater 2 (Native-Thai English teacher)

R3 = Rater 3 (Native-English English teacher)

Avg. = Average score

Inter-rater Reliability for Part 1: Travel Experience (Post-test)

Talk as interaction	Rater	Mean Score \pm Standard Deviation Score	Intraclass Correlation Coefficient (ICC) (Confidence Interval 95%) Cronbach's Alpha	p-value
Fluency	R1	2.79 \pm .58	.809 (.531 – .933)	.000**
	R2	3.07 \pm .48		
	R3	3.21 \pm .43		
Coherence	R1	2.64 \pm .75	.804 (.519 – .932)	.000**
	R2	2.43 \pm .51		
	R3	2.86 \pm .54		
Vocabulary	R1	2.64 \pm .50	.739 (.359 – .909)	.002**
	R2	2.57 \pm .51		
	R3	3.07 \pm .48		
Comprehension	R1	2.93 \pm .48	.713 (.296 – .900)	.003**
	R2	3.07 \pm .48		
	R3	3.07 \pm .27		
Grammar & Accuracy	R1	2.29 \pm .47	.809 (.533 – .934)	.000**
	R2	2.57 \pm .65		
	R3	2.93 \pm .48		
Pronunciation	R1	2.36 \pm .50	.665 (.157 – .880)	.010*
	R2	2.71 \pm .47		
	R3	2.93 \pm .48		
Background Knowledge	R1	3.21 \pm .43	.896 (.746 – .964)	.00**
	R2	3.29 \pm .47		
	R3	3.14 \pm .36		

* Significant level at .05

** Significant level at .01

Students' Score Report for Part 2: A One-day Trip in Nan
Talk as transaction (Pre-test)

Traits	Fluency			Coherence			Vocabulary			Comprehension			Grammar & Accuracy			Pronunciation			Background Knowledge			Total (28)
	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.		
1	1	2	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	2	3	3	13
2	1	1	2	1	1	1	1	2	3	3	2	2	2	2	2	2	2	3	2	3	3	14
3	2	2	2	2	2	1	1	2	3	3	2	2	3	3	3	3	2	3	3	3	3	17
4	2	3	3	3	2	2	2	3	2	3	2	2	3	2	2	2	2	2	3	3	3	16
5	2	2	2	2	1	1	2	2	2	2	2	2	2	2	2	2	2	3	2	2	3	14
6	2	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	13
7	2	3	3	3	1	2	2	3	3	3	2	3	3	2	3	3	3	3	3	3	3	18
8	1	1	2	1	1	1	1	2	2	2	2	2	1	1	2	2	2	2	2	2	3	13
9	2	2	2	2	1	2	1	2	3	3	2	3	3	3	2	2	2	3	3	3	3	16
10	2	3	3	3	1	1	1	2	3	3	2	2	3	2	2	2	3	3	3	3	3	16
11	1	2	2	2	1	1	1	2	3	3	2	2	2	1	2	2	2	2	2	2	3	14
12	2	2	2	2	1	2	2	2	2	2	2	3	3	2	2	2	2	3	2	2	3	15
13	2	3	3	3	1	2	2	2	3	2	2	3	3	2	2	2	2	2	2	2	3	16
14	2	2	2	2	1	2	1	2	3	3	2	3	3	2	2	2	2	3	2	3	3	16

R1 = Rater 1 (Researcher)

R2 = Rater 2 (Native-Thai English teacher)

R3 = Rater 3 (Native-English teacher)

Avg. = Average score

Inter-rater Reliability for Part 2: A One-day Trip in Nan (Pre-test)

Talk as transaction	Rater	Mean Score \pm Standard Deviation Score	Intraclass Correlation Coefficient (ICC) (Confidence Interval 95%) Cronbach's Alpha	p-value
Fluency	R1	1.71 \pm .47	.830 (.582 – .941)	.000**
	R2	2.14 \pm .66		
	R3	2.21 \pm .58		
Coherence	R1	1.00 \pm .00	.463 (-.316 – .813)	.086
	R2	1.50 \pm .52		
	R3	1.36 \pm .50		
Vocabulary	R1	1.93 \pm .27	.732 (.343 – .907)	.002**
	R2	2.64 \pm .50		
	R3	2.50 \pm .52		
Comprehension	R1	2.00 \pm .00	.643 (.103 – .873)	.014*
	R2	2.43 \pm .65		
	R3	2.50 \pm .65		
Grammar & Accuracy	R1	1.93 \pm .27	.653 (.150 – .879)	.010*
	R2	2.14 \pm .36		
	R3	2.21 \pm .43		
Pronunciation	R1	2.14 \pm .36	.547 (-.111 – .842)	.042*
	R2	2.50 \pm .52		
	R3	2.50 \pm .52		
Background Knowledge	R1	2.36 \pm .50	.408 (-.451 – .794)	.124
	R2	2.79 \pm .43		
	R3	2.93 \pm .27		

* Significant level at .05

** Significant level at .01

Students' Score Report for Part 2: A One-day Trip in Nan
Talk as transaction (Post-test)

Traits Students	Fluency			Coherence			Vocabulary			Comprehension			Grammar & Accuracy			Pronunciation			Background Knowledge			Total (28)
	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.		
1	2	2	3	2	2	2	3	2	2	2	3	3	2	2	2	2	2	3	3	3	3	18
2	3	3	3	3	2	3	3	3	2	3	3	3	2	2	2	2	2	3	3	3	3	19
3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	2	3	3	3	4	21
4	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	4	21
5	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3	20
6	3	3	3	3	3	2	3	3	2	3	3	3	2	2	2	2	2	2	3	3	3	18
7	4	4	4	4	3	4	4	3	3	3	4	3	3	3	3	3	3	3	3	4	4	24
8	2	3	3	3	2	3	3	3	3	3	2	2	2	2	2	2	2	2	2	3	3	18
9	3	3	3	3	2	2	3	2	2	3	3	3	2	2	2	2	3	3	3	3	4	20
10	3	3	3	3	2	3	2	2	2	3	3	3	2	2	2	2	3	3	3	3	3	20
11	3	3	3	3	2	3	2	2	2	3	3	3	2	2	2	2	2	2	3	4	3	19
12	3	3	3	3	2	3	3	3	3	3	3	3	2	2	2	2	2	3	3	4	3	20
13	3	3	4	3	2	3	2	2	3	3	3	3	2	2	2	2	3	3	3	3	3	20
14	3	3	3	3	2	2	2	2	3	2	3	3	2	2	2	2	2	3	3	4	3	19

R1 = Rater 1 (Researcher)

R2 = Rater 2 (Native-Thai English teacher)

R3 = Rater 3 (Native-English teacher)

Avg. = Average score

Inter-rater Reliability for Part 2: A One-day Trip in Nan (Post-test)

Talk as transaction	Rater	Mean Score \pm Standard Deviation Score	Intraclass Correlation Coefficient (ICC) (Confidence Interval 95%) Cronbach's Alpha	p-value
Fluency	R1	2.93 \pm .48	.833 (.589 – .942)	.000**
	R2	3.00 \pm .39		
	R3	3.14 \pm .36		
Coherence	R1	2.36 \pm .50	.444 (-.364 – .806)	.099
	R2	2.71 \pm .61		
	R3	2.71 \pm .61		
Vocabulary	R1	2.50 \pm .52	.219 (-.915 – .728)	.285
	R2	2.79 \pm .43		
	R3	3.00 \pm .00		
Comprehension	R1	2.93 \pm .48	.807 (.527 – .933)	.000**
	R2	2.93 \pm .27		
	R3	2.93 \pm .27		
Grammar & Accuracy	R1	2.21 \pm .43	.674 (.200 – .886)	.007**
	R2	2.50 \pm .52		
	R3	2.57 \pm .51		
Pronunciation	R1	2.41 \pm .36	.611 (.048 – .865)	.019*
	R2	2.64 \pm .50		
	R3	2.86 \pm .36		
Background Knowledge	R1	3.00 \pm .00	.238 (-.869 – .735)	.268
	R2	3.36 \pm .50		
	R3	3.29 \pm .47		

* Significant level at .05

** Significant level at .01

Students' Score Report for Part 3: Welcome to Nan
Talk as performance (Pre-test)

Traits	Fluency			Coherence			Vocabulary			Comprehension			Grammar & Accuracy			Pronunciation			Background Knowledge				
	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1	R2	R3
Students																							
1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
7	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
8	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
9	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
10	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
12	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
13	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
14	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Traits	Eye Contact			Body Language			Poise			Total (40)		
	R1	R2	R3	Ave.	R1	R2	R3	Ave.	R1		R2	R3
Students												
1	2	2	2	2	2	2	2	2	2	2	2	20
2	2	2	3	2	2	2	2	2	2	2	2	22
3	3	3	3	2	2	2	2	2	2	2	2	27
4	1	2	2	2	2	2	2	2	2	2	2	21
5	1	2	2	2	2	2	2	2	2	2	2	24
6	1	2	1	2	2	2	2	2	2	2	2	21
7	2	3	3	2	2	2	2	2	2	2	2	29
8	2	2	3	2	2	2	2	2	2	2	2	23
9	3	4	4	2	2	2	2	2	2	2	2	26
10	2	3	2	2	2	2	2	2	2	2	2	23
11	2	3	3	2	2	2	2	2	2	2	2	21
12	2	3	2	2	2	2	2	2	2	2	2	26
13	2	2	3	2	2	2	2	2	2	2	2	23
14	2	2	3	2	2	2	2	2	2	2	2	23

R1 = Rater 1 (Researcher)

R2 = Rater 2 (Native-Thai English teacher)

R3 = Rater 3 (Native-English teacher)

Avg. = Average score

Inter-rater Reliability for Part 3: Welcome to Nan (Pre-test)

Talk as interaction	Rater	Mean Score \pm Standard Deviation Score	Intraclass Correlation Coefficient (ICC) (Confidence Interval 95%) Cronbach's Alpha	p-value
Fluency	R1	2.21 \pm .43	.750 (.387 – .913)	.001**
	R2	2.71 \pm .47		
	R3	2.50 \pm .52		
Coherence	R1	1.86 \pm .54	.306 (-.702 – .758)	.207
	R2	2.29 \pm .47		
	R3	2.21 \pm .43		
Vocabulary	R1	2.00 \pm .56	.634 (.103 – .873)	.014*
	R2	2.50 \pm .52		
	R3	2.57 \pm .51		
Comprehension	R1	2.21 \pm .43	.747 (.380 – .912)	.001**
	R2	2.43 \pm .51		
	R3	2.57 \pm .51		
Grammar & Accuracy	R1	2.07 \pm .27	.419 (-.024 – .798)	.116
	R2	2.36 \pm .50		
	R3	2.71 \pm .47		
Pronunciation	R1	2.21 \pm .43	.653 (.149 – .879)	.010*
	R2	2.71 \pm .47		
	R3	2.50 \pm .52		
Background Knowledge	R1	2.79 \pm .43	.462 (-.320 – .813)	.087
	R2	2.86 \pm .36		
	R3	3.14 \pm .36		
Eye Contact	R1	1.93 \pm .62	.830 (.584 – .941)	.000**
	R2	2.50 \pm .65		
	R3	2.57 \pm .76		
Body Language	R1	1.57 \pm .51	.691 (.244 – .893)	.005**
	R2	2.00 \pm .39		
	R3	2.07 \pm .62		
Poise	R1	1.86 \pm .54	.777 (.454 – .923)	.001**
	R2	2.36 \pm .63		
	R3	2.21 \pm .43		

* Significant level at .05

** Significant level at .01

Students' Score Report for Part 3: Welcome to Nan
Talk as performance (Post-test)

Traits	Fluency			Coherence			Vocabulary			Comprehension			Grammar & Accuracy			Pronunciation			Background Knowledge		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
Students	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.
1	2	3	3	2	2	3	2	2	3	2	3	3	2	2	2	2	2	2	2	2	2
2	3	3	4	3	3	3	3	3	3	3	3	3	2	3	3	2	3	2	2	3	2
3	3	3	4	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3
4	3	3	4	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3
5	3	3	3	2	3	3	3	3	4	3	3	3	2	3	3	3	3	3	2	3	3
6	3	3	3	3	2	3	3	3	3	3	4	3	2	2	3	2	2	3	2	3	3
7	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	3	3	3	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
9	3	4	4	2	3	3	2	3	3	3	3	3	2	3	3	3	2	3	2	2	3
10	3	3	4	2	2	3	2	3	3	3	3	3	3	3	3	3	2	3	2	3	3
11	3	3	3	2	2	3	3	3	3	3	3	3	2	3	3	3	2	3	2	3	3
12	3	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
13	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3
14	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	2	3	2	2	3

Traits	Eye Contact			Body Language			Poise			Total (40)
	R1	R2	R3	R1	R2	R3	R1	R2	R3	
Students	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.	Ave.
1	2	3	3	2	2	3	2	2	3	25
2	3	3	3	2	3	2	2	3	3	30
3	3	4	3	2	3	2	2	3	3	30
4	3	4	4	4	3	3	4	3	3	32
5	3	3	3	2	2	3	2	3	3	29
6	3	2	3	2	3	2	2	3	2	28
7	4	4	4	2	3	4	3	4	4	34
8	2	3	3	2	2	2	2	3	3	28
9	4	4	4	3	3	3	3	4	4	32
10	3	3	3	3	3	3	2	2	3	29
11	3	4	4	2	2	3	2	3	3	30
12	4	4	4	2	3	3	3	3	3	32
13	3	3	3	2	2	2	2	2	3	29
14	3	3	3	2	2	2	2	2	3	28

R1 = Rater 1 (Researcher)

R2 = Rater 2 (Native-Thai English teacher)

R3 = Rater 3 (Native-English teacher)

Avg. = Average score

Inter-rater Reliability for Part 3: Welcome to Nan (Post-test)

Talk as interaction	Rater	Mean Score \pm Standard Deviation Score	Intraclass Correlation Coefficient (ICC) (Confidence Interval 95%) Cronbach's Alpha	p-value
Fluency	R1	3.00 \pm .39	.616 (.059 – .866)	.018*
	R2	3.21 \pm .43		
	R3	3.43 \pm .51		
Coherence	R1	2.57 \pm .51	.375 (-.532 – .782)	.149
	R2	2.64 \pm .50		
	R3	2.79 \pm .43		
Vocabulary	R1	2.64 \pm .50	.446 (-.359 – .807)	.097
	R2	2.93 \pm .27		
	R3	3.07 \pm .27		
Comprehension	R1	3.00 \pm .00	.000 (-1.451 – .652)	.479
	R2	3.07 \pm .27		
	R3	3.00 \pm .00		
Grammar & Accuracy	R1	2.29 \pm .47	.576 (-.039 – .852)	.030*
	R2	2.86 \pm .36		
	R3	2.93 \pm .27		
Pronunciation	R1	2.43 \pm .51	.640 (.118 – .875)	.013*
	R2	2.79 \pm .43		
	R3	2.93 \pm .27		
Background Knowledge	R1	3.50 \pm .65	.711 (.291 – .899)	.003**
	R2	3.64 \pm .50		
	R3	3.50 \pm .52		
Eye Contact	R1	3.07 \pm .62	.840 (.608 – .944)	.000**
	R2	3.36 \pm .63		
	R3	3.36 \pm .50		
Body Language	R1	2.29 \pm .61	.578 (-.034 – .853)	.030*
	R2	2.50 \pm .52		
	R3	2.71 \pm .61		
Poise	R1	2.79 \pm .58	.691 (.241 – .892)	.005**
	R2	3.07 \pm .48		
	R3	3.07 \pm .48		

* Significant level at .05

** Significant level at .01

APPENDIX E: Sample of Teacher's Observation Field Note Form

TEACHER'S FIELD NOTE (VIDEOCONFERENCE: GOOGLE PLUS HANGOUTS)		GROUP
Unit:		<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>
Date of Participation in a Community: / /		
Community:		
Meeting Date: / /	Meeting Time:	

During participation in a community

Problem	Solution	Suggestion
		

During making a videoconference via Google Plus Hangouts

Positive Expressions (Verbal & Physical behaviors, non-verbal gestures)
Negative Expressions (Verbal & Physical behaviors, non-verbal gestures)
Notes

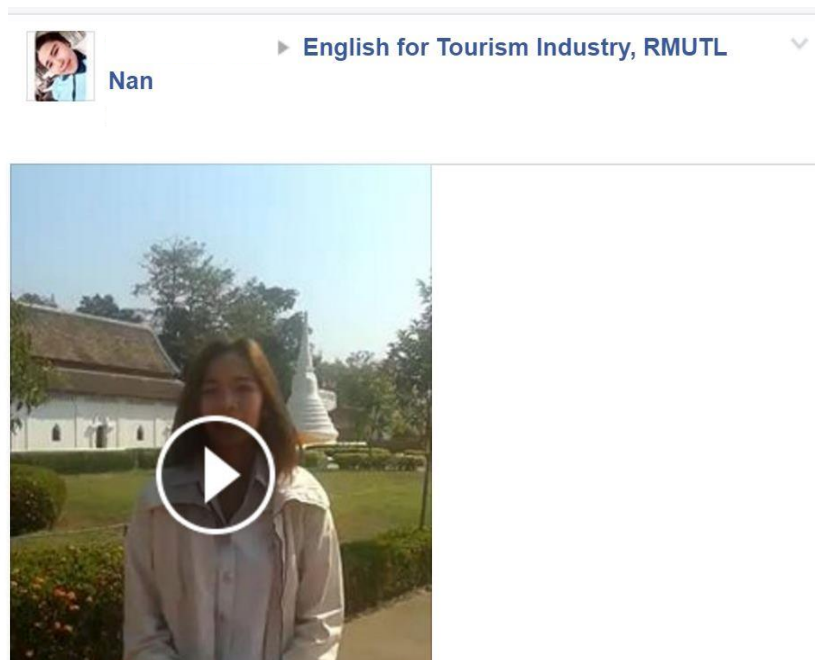
Students' List

No.	ID	Name - Surname	Attendance		Remarks
.....	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
.....	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
.....	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
.....	<input type="checkbox"/> Present	<input type="checkbox"/> Absent
.....	<input type="checkbox"/> Present	<input type="checkbox"/> Absent

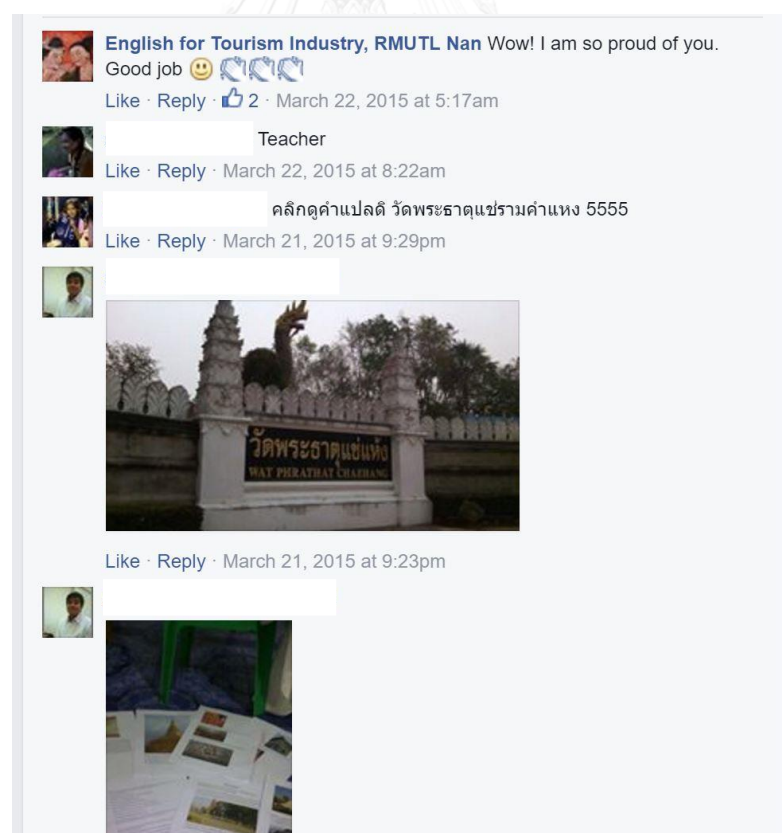
APPENDIX F: Samples of Students' Online Journals on Facebook



One of the students preferred writing a journal and attaching his photo.



One group of the students preferred recording a video as a journal.



The teacher and their friends gave comments.

APPENDIX G: Instructional Plan

Weeks	Units	In-class Activities	Community Participation Activities (Group Work)	Online Activities (Individual Work)	Presentation (Group Work)
1	Orientation	<ul style="list-style-type: none"> Introduction to the course Introducing evaluation criteria Introducing learning materials Introducing the use of Facebook Page and Google Plus Hangout Questions and Answers 	-	-	-
2-3	Unit 1: Destinations	<ul style="list-style-type: none"> Discussing pictures Learning vocabulary Reading the Map of Nan Planning a community participation activity Participating in a community Gathering information Writing an online journal Making a videoconference Making an oral presentation 	<p>Tourist attractions in Mueang Nan</p> <ul style="list-style-type: none"> Group 1: Wat Pra That Chae Hang Group 2: Wat Aranyawas Group 3: Wat Phumin Group 4: Wat Pra Kerd 	<p>Google Plus:</p> <ul style="list-style-type: none"> Making a video conference <p>Facebook:</p> <ul style="list-style-type: none"> Writing online journal Giving comments to other groups 	Tourist attractions in Mueang Nan

Weeks	Units	In-class Activities	Community Participation Activities (Group Work)	Online Activities (Individual Work)	Presentation (Group Work)
4-5	Unit 2: Hotel Facilities	<ul style="list-style-type: none"> Discussing pictures Learning vocabulary Reading an article Planning a community participation activity Participating in a community Gathering information Writing an online journal Making a videoconference Making an oral presentation 	<p>Hotels in Nan</p> <ul style="list-style-type: none"> Group 1: Kum Mueangmin Group 2: Phuka Nanfah Group 3: Pupieng Kiangfah Group 4: Baan Nan 	<p>Google Plus:</p> <ul style="list-style-type: none"> Making a video conference <p>Facebook:</p> <ul style="list-style-type: none"> Writing online journal Giving comments to other groups 	Hotels in Nan
6-7	Unit 3: Seeing the Sights	<ul style="list-style-type: none"> Discussing pictures Learning vocabulary Reading reviews Planning a community participation activity Participating in a community Gathering information Writing an online journal Making a videoconference Making an oral presentation 	<p>Tourist Places in Nan</p> <ul style="list-style-type: none"> Group 1: Pak Nai Fishermen Village Group 2: Civil War Monument Group 3: Phu Payak Group 4: Wang Sila Lang 	<p>Google Plus:</p> <ul style="list-style-type: none"> Making a video conference <p>Facebook:</p> <ul style="list-style-type: none"> Writing online journal Giving comments to other groups 	Tourist places in Nan
8	Midterm Examination				

Weeks	Units	In-Class Activities	Community Participation Activities (Group Work)	Online Activities (Individual Work)	Presentation (Group Work)
9-10	Unit 4: Eating Out	<ul style="list-style-type: none"> • Discussing pictures • Learning vocabulary • Reading recipes • Planning a community participation activity • Participating in a community • Gathering information • Writing an online journal • Making a videoconference • Making an oral presentation 	<p>Northern Dishes</p> <ul style="list-style-type: none"> Group 1: Sai-ou Group 2: Kang Kanoon Group 3: Nampruk Ong Group 4: Laab Moo 	<p>Google Plus:</p> <ul style="list-style-type: none"> • Making a video conference <p>Facebook:</p> <ul style="list-style-type: none"> • Writing online journal • Giving comments to other groups 	Northern Dishes
11-12	Unit 5: Travelling to Nan	<ul style="list-style-type: none"> • Discussing pictures • Learning vocabulary • Reading travel plans • Planning a community participation activity • Participating in a community • Gathering information • Writing an online journal • Making a videoconference • Making an oral presentation 	<p>Nan Transportation</p> <ul style="list-style-type: none"> Group 1: Nan Airport Group 2: Nan Bus Terminal Group 3: Nan local transportation Group 4: Nan Highway Police Station 	<p>Google Plus:</p> <ul style="list-style-type: none"> • Making a video conference <p>Facebook:</p> <ul style="list-style-type: none"> • Writing online journal • Giving comments to other groups 	Nan Transportation

Weeks	Units	In-class Activities	Community Participation Activities (Group Work)	Online Activities (Individual Work)	Presentation (Group Work)
13-14	Unit 6: Let's Go Shopping				
	<ul style="list-style-type: none"> Discussing pictures Learning vocabulary Reading brochures Planning a community participation activity Participating in a community Gathering information Writing an online journal Making a videoconference Making an oral presentation 	<p>Oral:</p> <ul style="list-style-type: none"> Discussion <p>Written:</p> <ul style="list-style-type: none"> Brainstorming Planning a community participation activity 	<p>Nan Souvenirs</p> <ul style="list-style-type: none"> Group 1: Local Textile Group 2: Food and Snack Group 3: Handicrafts Group 4: Clothes and Accessories 	<p>Google Plus:</p> <ul style="list-style-type: none"> Making a video conference <p>Facebook:</p> <ul style="list-style-type: none"> Writing online journal Giving comments to other groups 	Nan Souvenirs
15	End of the course				
	<ul style="list-style-type: none"> Summary Questions & Answers 	<ul style="list-style-type: none"> Posttest Interview 	-	-	-

APPENDIX H: Sample Unit Plan

Course: English for Tourism Industry

Duration: 14 hours (in-class 3 hrs. / online 1 hr. / community service 10 hrs.)

Class size: 14 students

Students: Third-year English for International Communication students, Faculty of Business Administration and Liberal Arts

Unit 1: Destinations

Learning Outcomes:

After completing the lesson, the students will be able to:

1. identify and discuss types of Thailand tourism.
2. write an online journal on Facebook.
3. make a videoconference via Google Plus Hangouts.
4. make an oral presentation in class.

Knowledge	Skills
<ul style="list-style-type: none"> ● Reasons for travelling ● Describing a destination ● Common vocabulary 	<ul style="list-style-type: none"> ● Speaking about types of Thailand tourism ● Reading the map of Nan province ● Writing information about the tourist place in Nan province

- Materials:**
1. Computer connected to the Internet
 2. Visual projector
 3. PowerPoint Presentation
 4. Digital Camera, Camcorder or Smartphone equipped with camera
 5. YouTube website (www.youtube.com)
 6. Facebook page (www.facebook.com/nanengfortour)
 7. Google Plus website (www.plus.google.com/hangouts)
 8. Worksheet “Destinations”

- Assessment:**
1. Online Journal
 2. Observation Field Note
 3. Oral Presentation Rubric

Teaching procedure:						
Situation	Duration	Procedure	Material	Learning Outcomes	Assessment	Remarks
In-class	2 hours	<ol style="list-style-type: none"> The teacher greets the students. The teacher asks the students for their last weekend activities and let them respond for a couple of minutes. The teacher distributes learning material “Destinations” to the students, and, then both the teacher and the students discuss and do the activities in the material. The teacher asks the students to work in groups of 3-4, and lets each group think of one place in Mueang Nan District. Then the students are required to answer the questions given: <ul style="list-style-type: none"> • What do you know about that place? • What is special about that place? • What can tourists do and cannot do at that place? The teacher asks each group to prepare for the community participation activity. During the activity, each group is required to record their progress by taking photos and/or videos together with providing information on Facebook Page (facebook.com/nanengfortour). In addition, each group is also required to give comments on other groups after they have completed their activities. 	1,2,3,8	1	1	
Community Participation Activity (out-of-class activity)			4,6,8	2	1	

Situation	Duration	Procedure	Material	Learning Outcomes	Assessment	Remarks
Online Activity	20 minutes per group	<ol style="list-style-type: none"> The teacher and the students have a videoconference via Hangout application in Google Plus on the date assigned in class. In addition, the teacher will be asking the students about the progress , problems, solutions, and suggestions of the activity. 	7,8	2	2	
In-class Activity	1 hour	<ol style="list-style-type: none"> After the community participation activity, each group of the students is required to prepare for a 15-minute presentation. The teacher greets the students. The teacher asks each group of the students to make a 15-minute presentation. During the presentation, the teacher records each presentation and shares on YouTube after the class. After every group finishes, the teacher presents the summary of the information that each group gathered on the screen. The teacher lets the students discuss the summary for a couple of minutes, and then ends the learning unit. 	1,2,3,4,5,6,7,8	3	3	

APPENDIX I: Sample of Worksheet

2

Hotel Facilities



Pictures retrieved from google.com

Discussion:

1. What facilities would you expect hotels in Nan to provide for their guests? Make a list and compare your ideas with your friends.

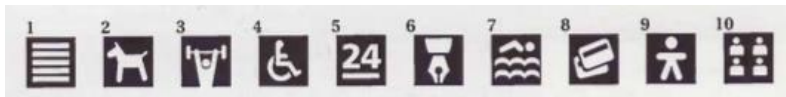
Vocabulary:

Hotel Facilities

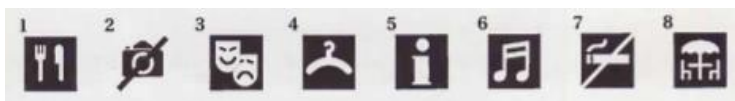
2. Match these facilities with the icons below.

wheelchair access
 pets welcome
 air conditioning
 24-hour room service
 children's facilities

health and fitness facilities
 rooms for more than 2 people
 swimming pool
 business facilities
 credit cards accepted



3. Work in pairs. What facilities do you think these icons show?



Reading: **4. Read the article below and make a list of all the facilities that guests can enjoy at Bo Klua View Resort.**



We're located on the banks of the Mang River in the ancient salt well village of Bo Luang, where local Htin people have produced salt for more than 700 years. Life is still simple and unhurried and Boklua View gives you the chance to experience a part of Thailand seen by little.

The resort is owned by Toun Upajak, an English speaking Thai who was born in Bo Klua. He is a trained chef and worked in Bangkok hotels and restaurants before returning home to set up Boklua View.

Emphasis in building and operating the resort was on using local labour and materials wherever possible and all staff are local Htin.



ACTIVITIES

Boklua View is set in a beautiful and remote part of Thailand. Nearby activities and attractions tend to be nature based and range from visiting the salt wells to trekking to remote hilltribe villages (where the locals don't get "dressed up" for the tourists), or easier jungle walks, or adventurous rafting on the Wa River.

We have none of the "manufactured" attractions of more established destinations, but offer simpler pleasures.



ROOM RATE

Rates vary with the season, being at their lowest from May to October and their highest for the December/January New Year period. The average rate is 1500bt per night for two people, including VAT and buffet breakfast. An extra person in the room is 300bt per head, including breakfast.

Check in time is 1pm. Check out time is 12noon. Rooms without a deposit cannot be held beyond 5pm.

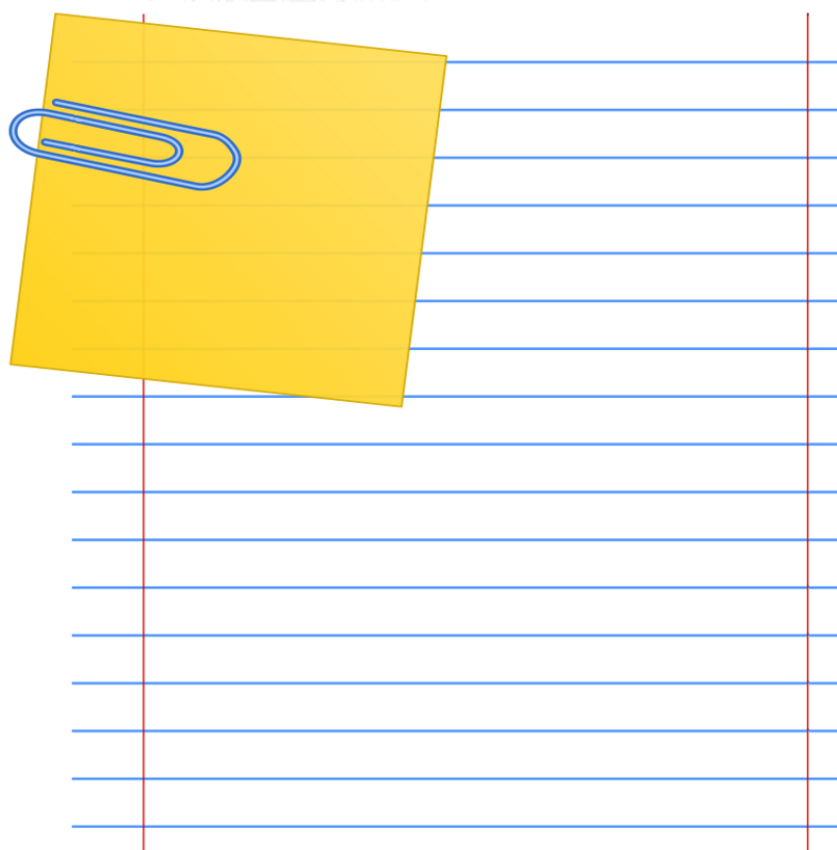
5. Read the article again. Are these statements true or false? Correct any false statements.

- 1 Bo Klua View Resort is situated at a foothill.
- 2 All staffs at the resort are local people.
- 3 The owner of the resort is local Htin.
- 4 The resort combines modernity with tradition.
- 5 Guests can enjoy singing local songs at Karaoke room.
- 6 There are salt wells nearby the resort that guests can visit.
- 7 Guests can find local people wearing their local costumes.
- 8 Room rate is more expensive on New Year's day than Songkran's days.
- 9 Guests can stay at a maximum of 3 people without an extra charge.
- 10 Guests can check in and out at any convenient time.

**Community
Participation
Activity
Preparation**

5. Work in groups of 3-4. Think of one hotel or resort in Mueang Nan District. Discuss with your friends and try to answer the following questions. You can make some notes on the provided space below.

- What do you know about that hotel or resort?
 What are interesting facilities about that place?
 What other facilities should the hotel/resort provide for guests?



**Community
in Participation
Activity &
Discussion**

6. Your group has to observe and participate with people the place you chose for at least 10 hours (decide the date and time with your group members). During the Online community participation, your group has to take photos and/or videos to record your project and post them on Facebook Page ([facebook.com/nanengfortour](https://www.facebook.com/nanengfortour)) together with the gathered information. You are required to give comments to the other groups once they have completed.

**Place
Date and Time
of Participation**

- 1. _____
- 2. _____

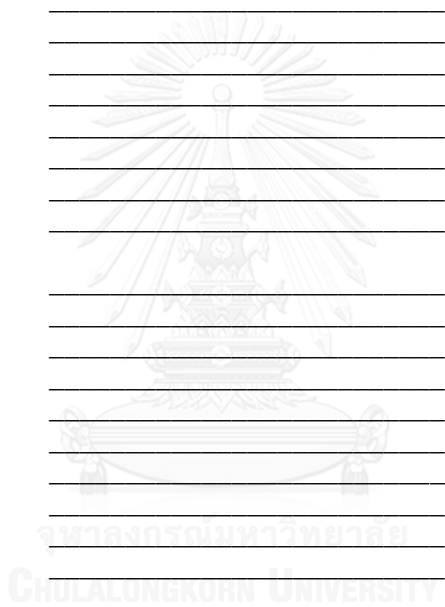
History or Legend

**Special or Interesting
facilities**

Recommended facilities


**Information gathered
from:**

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



7. During the community participation activity, your group are assigned to have a video conference with the teacher by using Hangout program on Google Plus. The teacher will be asking you about the progress, problems, solutions, and suggestions of the activity. You can make some notes on the provided space below.

Assigned date and Time: _____



Presentation

8. After the community participation activity, your group is required to prepare for a 15-minute presentation. You should include information, photos, videos, etc. gathered from the community participation activity in your presentation. The presentation will be recorded and posted on YouTube later.

References

- Bo Klua View Resort. (2012). **Accommodation**. [Online]. Retrieved from http://www.bokluaview.com/how_to.html (28 November 2014).
- Bo Klua View Resort. (2012). **Home**. [Online]. Retrieved from http://www.bokluaview.com/how_to.html (28 November 2014).
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- Strutt, P. (2007). **English for international tourism**. Essex: Longman.



APPENDIX J: Samples of entrepreneurs' comments

ความคิดเห็นเพิ่มเติม

นักศึกษาที่มีทักษะในการทำงานดี และสามารถพูดคุยกับ
 ชาวต่างชาติ ที่เข้ามาใช้บริการได้ อยากให้มหาวิทยาลัย
 เพิ่มมหาวิทยาลัย ที่เกี่ยวข้องกับการท่องเที่ยวของจังหวัดน่าน
 เพื่อที่นักศึกษา จะได้นำไปปรับใช้ ได้มากขึ้นในอนาคต.

ความคิดเห็นเพิ่มเติม

นักศึกษาที่หัดใช้เงินอย่างระมัดระวังในการใช้เงินมาออกกำลังกาย
 ในการซื้อสารที่มีวิตามินดีอยู่บ้าง ซึ่งมันมีวิตามินดีอยู่แล้ว
 แต่เขาสนใจของมาากขึ้น ดังนั้นนักศึกษาที่ทำงานสามารถ
 การออกกำลังกายได้เพิ่มขึ้น อาจจะซื้อวิตามินดีมาทานบ้าง
 7 หรือ 8 ขวบ

APPENDIX L: Samples of Nan local residents' suggestions

ความคิดเห็นเพิ่มเติม

โครงการฝึกงานของนักศึกษาถือเป็นเรื่องที่ดีมาก เพราะ
จะได้เรียนรู้และมีประสบการณ์กับโลกแห่งการทำงาน ซึ่งตอนที่
จ้างตัวนางเขาเองได้รับความดีจากนักศึกษา ที่ดูแลดีมาก อันนี้นับ
พัฒนาการที่ดีของไฟสอกรับกับความดีของกระทรวงศึกษาธิการ
ที่ดูแลนักศึกษาเป็นอย่างดี ใจดีมาก อ่างจังหวัดเชียงใหม่
ในฉบับที่เป็นแล้วต่อไป

ความคิดเห็นเพิ่มเติม

การมีนักศึกษาฝึกงาน เป็นเรื่องที่ดี เพราะจะได้ช่วยในการทำงาน
ธุรกิจของเจ้าของธุรกิจนั้นๆ เป็นไปได้โดยสะดวกมากขึ้น
อีกทั้งยัง สามารถช่วยพัฒนาคุณภาพการทำงานของนักศึกษา
ให้พร้อมสำหรับ การประกอบอาชีพในอนาคต ทั้งนี้ขอให้นัก
มี การพัฒนา ความสามารถนักศึกษา ในหลายๆด้าน เพื่อ
ตอบสนอง ความต้องการของแรงงานในสังคมให้มากขึ้น เพื่อ
ที่ทำได้ มีความรู้ ขยัน อดทน ไม่ทำงานที่อื่น และ เพื่อ
ส่งเสริม นักศึกษา นักบริหาร นักคิด นักวิจัย

APPENDIX M: List of Experts Validating Instruments

Expert validating unit plans and instructional manual

- Expert A Assoc. Prof. Sumalee Chinokul, Ph.D.

Chulalongkorn University
- Expert B Assoc. Prof. Jarunee Maneekul, Ph.D

Chiang Mai University
- Expert C Assoc. Prof. Chukiat Tengtraisorn

Rajamangala University of Technology Lanna Nan

Expert validating test, rubrics, interview questions, and observation field notes

- Expert D Assist. Prof. Kamonwan Tangdhanakanond

Chulalongkorn University
- Expert E Tanyaporn Arya, Ph.D.

Chulalongkorn University
- Expert F Assist. Prof. Wanida Penkingkarn, Ph.D. (retired)

Chiang Mai University

VITA

Mr. Kitjanat Tangjitnusorn was born on the 29th of October, 1982 in Nan. He graduated with a B.Ed. in English from Faculty of Education, Chiang Mai University in 2006. After that he got his M.Ed. in Teaching English from Faculty of Education, Chiang Mai University in 2009. His first research study is entitled " Study of undergraduate students' english reading ability and identity via problem-solving process on Hi5".

He started working at his family business before entering into an education institution. He has worked at Rajamangala University of Technology Lanna Nan since 2007.

Kitjanat's particular interest is using technologies in teaching. He is also interested in developing instructional manual for Thai students.

