



การนำเสนอรายวิชาการสื่อสารด้วยการพูดภาษาอังกฤษในงานโรงแรมสำหรับ
นักเรียนประกาศนียบัตรวิชาชีพ สาขาการจัดการโรงแรม วิทยาลัยเทคโนโลยีอาเซียน
A Proposed Course of English Oral Communication in Hotel Jobs for Lower
Vocational Students in the Field of Hotel Management at ASEAN Technological College

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บทคัดย่อ

งานวิจัยนำเสนอหลักสูตรวิชาการสื่อสารด้วยการพูดภาษาอังกฤษมีวัตถุประสงค์เพื่อ 1) ศึกษาความต้องการเกี่ยวกับทักษะการสื่อสารด้วยการพูดภาษาอังกฤษในงานโรงแรมของนักเรียนประกาศนียบัตรวิชาชีพด้านการจัดการโรงแรม วิทยาลัยเทคโนโลยีอาเซียน และผู้มีส่วนได้ส่วนเสียในงานโรงแรมของจังหวัดหนองคาย และ 2) นำเสนอประมวลรายวิชาการสื่อสารด้วยการพูดภาษาอังกฤษในงานโรงแรม สำหรับนักเรียนสาขาการจัดการโรงแรม วิทยาลัยเทคโนโลยีอาเซียน ผู้เข้าร่วมในงานวิจัยประกอบด้วย ผู้มีส่วนได้ส่วนเสียในงานโรงแรมทั้งหมด 5 คน และนักเรียนประกาศนียบัตรวิชาชีพด้านการโรงแรม วิทยาลัยเทคโนโลยีอาเซียนทั้งหมด 36 คน เครื่องมือที่ใช้ในการศึกษาวิจัยครั้งนี้ประกอบด้วยแบบสัมภาษณ์และแบบสอบถาม

ผลของการวิจัยมีดังนี้ 1) จากการศึกษาความต้องการเกี่ยวกับทักษะการสื่อสารด้วยการพูดภาษาอังกฤษในงานโรงแรม พบว่านักเรียนมีความจำเป็นต้องเรียนรู้และฝึกฝนทักษะการพูดในสถานการณ์ดังต่อไปนี้ ได้แก่ การจัดการจองห้องพัก, การให้ข้อมูลเกี่ยวกับแนวทางการปฏิบัติที่ถูกต้องแก่ลูกค้าของโรงแรม, การให้ข้อมูลเกี่ยวกับห้องพักและสิ่งอำนวยความสะดวกภายในโรงแรม, การต้อนรับลูกค้าของโรงแรม, และการขอข้อมูลลูกค้าของโรงแรม นักเรียนต้องการเรียนรู้แบบอุปนัยและฝึกฝนการใช้ภาษาจากกิจกรรมการเรียนรู้ที่ให้นักเรียนฝึกปฏิบัติจริง 2) ประมวลรายวิชาการสื่อสารด้วยการพูดภาษาอังกฤษในงานโรงแรมควรมีกิจกรรมการเรียนการสอนที่เน้นการสื่อสารเป็นหลักและให้นักเรียนได้ฝึกปฏิบัติการใช้ภาษาในสถานการณ์จริง เนื้อหาในหลักสูตรควรครอบคลุมทักษะการสื่อสารด้วยการพูดในสถานการณ์ที่สำคัญดังนี้ การจัดการจองห้องพัก, การให้ข้อมูลเกี่ยวกับแนวทางการปฏิบัติที่ถูกต้องแก่ลูกค้าของโรงแรม, การให้ข้อมูลเกี่ยวกับห้องพักและสิ่งอำนวยความสะดวกภายในโรงแรม, การต้อนรับลูกค้าของโรงแรม, และการขอข้อมูลลูกค้าของโรงแรม

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Abstract

This study was aimed 1) to assess the needs of hotel management students at ASEAN Technological College and 2) to propose a course syllabus of English Oral Communication in Hotel Jobs for the Lower Vocational Students in the Field of Hotel Management at this college. The participants of this study consisted of 5 stakeholders of hotels in Nong Khai and 36 lower vocational students in the field of hotel management at ASEAN Technological College. The data were collected by a semi-structured interview and a questionnaire.

The findings revealed that 1) hotel management students need to learn and practice oral communication more in the situations of arranging the room reservation, giving information about the regulation for the hotel guests, giving the information about the hotel rooms and facilities, welcoming the hotel's customer, and asking for the guest's detail. They want to learn by inductive approach and practice English language use through the authentic activities. 2) The course syllabus of English Oral Communication in Hotel Jobs was proposed based on the students' needs of language learning. Teaching and learning activities in the course need to be communicative and authentic activities. The contents of the course covered these important situations of oral communication: arranging the room reservation; giving information about the regulation for the hotel guests; giving the information about the hotel rooms and facilities; welcoming the hotel's customer; and asking for the guest's detail.

คำสำคัญ: การพูดภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ/ประมวลรายวิชา/นักเรียนด้านการจัดการโรงแรม

KEYWORDS: ESP IN ORAL SKILLS/ COURSE SYLLABUS/HOTEL MANAGEMENT STUDENT

Introduction

Tourism obviously plays the significant role to generate income to Thailand's economy annually because in many provinces of Thailand, there is abundance of natural resources and the exquisiteness of local cultures. One of these provinces is Nong Khai, which is located in north east of Thailand, sharing the boundary with Lao's capital city. A number of foreign visitors travel to Nong Khai every day as it is the channel to the other countries in the region and there are also a large number of cultural and natural tourist attractions in Nong Khai. Definitely, hotel industry is the crucial element for the tourism because hotels serve the foreign tourists' accommodation and facilitation. Hence, the hotel

staff are most likely to communicate orally in English with the foreign tourists in order to provide satisfactory and comfortable services for the tourists. Understanding between foreign tourists and hotel staff through English oral communication competence of the hotel staff leads to the attachment of the foreign tourists to the hotels and Nong Khai province.

ASEAN Technological College, one of the private vocational colleges in Nong Khai, has focalized on the development of students' vocational skills and the development of English language communication in the jobs. This college also provides the lower vocational education field of hotel management which aims for its students to gain the knowledge and skills in the process of hotel jobs (Vocational Education Commission, 2013). Accordingly, proficiency in English oral communication in the hotel jobs enables hotel management students to understand what the foreign tourists want and efficiently take care of the foreign tourists from the competences of English use in their jobs.

However, in accordance with the recent English oral examination score of students in this college, the hotel management students' competence of English oral communication was in the poor level (Yodkamthon, 2016). This is because the vocational students in the hotel management field of this college study only the courses of General English 1 and General English 2 in which focuses on the integrated 4 skills of communication in order to be able to basically listen to and speak about the daily life situations but do not emphasize the oral English communication in the specific field of students. More significantly, the instruction of these general English language courses for the vocational students is conducted in Thai language (Vocational Education Commission, 2013). Hence, the researcher aimed to conduct need analysis to directly obtain the information about what the vocational students in the field of hotel management expected to learn and practice for their effective use in the future jobs so as to propose the course of English oral communication in the hotel jobs, which serves as one opportunity for the students to fully learn and practice oral English language communication for the fluency and accuracy of it in the hotel jobs through the authentic learning activities.

As the lower vocational students in the field of hotel management are directly associated with the targeted job after their graduation, the development of English language course aiming at the proficiency of use in their specific targeted jobs should conform to the principles of English for Specific Purposes (ESP) in which language contents and learning activities in the course are designed according to specific needs of students, so that

students will learn the specific language to communicate with others in situations of the particular targeted jobs and learn through the authentic materials and activities (Brown & Lee, 2015). Hutchinson and Waters (1987) divided needs into 3 groups: necessity, lacks, and want. Necessity is what students are required to learn in order to perform effectively in the target situations of studies and jobs. Lack is the gap between the target abilities of language use and the present abilities of language use. Want is what and how students want to learn in the language course.

Recently, there had been EFL research studies that took the emphasis on the need assessment of learning and teaching English in the oral skills to communicate for specific purposes in the field of hospitality business, in particular hotel services. The studies of specific language needs in the jobs in particular the jobs of hotel and hospitality business from the perspectives of students in that field and the perspectives of stakeholders of the jobs bring about the exact information of the expected oral communication competences in different situations which effectively serves as the guideline to develop the course of specific English oral communication to use proficiently in the specific jobs of hotel services (Noor, 2008) (Rahim & Tazijan, 2011) (Yasmin, Sarkar, & Sohail, 2006) (Charunsri, 2011) (Pongjumpa, 2011). However, there were few research studies in the contexts of the vocational education in Thailand concerning the assessment of English oral communication needs in order to propose the English for the specific purpose course of oral communication in the hotel jobs for vocational students in this field.

From the effectiveness of need assessment on the development of English for specific occupation, in which the problems of language use in the specific jobs and the expected language competences to use in the specific jobs are reached, the current study was to explore the exact language contents needed to learn and practice in order to use in the hotel jobs and the expected learning activities for the contents from perspectives of the students who were studying in the vocational field of hotel management ASEAN Technological College, and perspectives of the stakeholders of the hotels who directly involved the hotel jobs in Nong Khai. The findings from the need assessment in the current study would lead to the development of the course syllabus of English oral communication for the vocational students in the field of hotel management at this vocational college conforming to the problems of and expectation for their oral communication competences used in their future jobs.

The development process of the course syllabus of English oral communication to propose for ASEAN Technological College was based on the model of language course development offered by Nation and Macalister (2010). Nation and Macalister said that there are 8 stages in the language course development: Environment analysis, Decision of the principles, Need assessment, Goals setting, Content selection, Selection of activities to teach, Monitoring students' learning, and Course evaluation. However, this study focused only on the stages of need assessment, goal setting, format and presentation. After the researcher had obtained the information from need assessment stage, the researcher set the goals of the course to meet the needs. The learning contents and learning activities were selected in line with the goals and the needs.

As a result of the course syllabus development, English Oral communication in the hotel jobs is the elective English course, running for 1 semester, offered to the 2nd and 3rd year lower vocational students in the field of hotel management at ASEAN Technological College so that they will exactly study and practice English for oral communication in the targeted jobs of hotel services after they have studied the courses of General English in their 1st year. It is the opportunity for the hotel management students to get training in the use of English oral communication in the hotel before they graduate the lower vocational education and gets the jobs in the hotels in which they inevitably have to interact with the foreign tourists of the hotel in order to provide the facilitation for them.

Objectives

In this study, there were 2 objectives:

1. To assess the needs of hotel management students at ASEAN Technological College on English oral communication competence to communicate with the foreign tourists in the hotel jobs
2. To propose a course syllabus of English Oral communication in hotel jobs for the lower vocational students in the field of hotel management at this vocational college.

Methodology

There were 2 phases in the process of developing the course syllabus of English oral communication in the hotel jobs.

1st Phase – It was the process of assessing the needs of English oral communication in hotel jobs. Need assessment of English oral communication in hotel jobs adopted both

qualitative research design by the semi-structured interview and quantitative research design by the questionnaire.

1.1. Participants of need assessment

The participants of this study consisted of the 36 Hotel management students studying in 1st to 3rd year of lower vocational education at ASEAN Technological College in 2016 academic year, and 5 relevant stakeholders of hotels in Nong Khai consisting of 3 owners of famous hotels in Nong Khai and 2 foreign tourists in Nong Khai.

1.2. Instruments

The instruments to assess the hotel management students' needs in English oral communication included the semi-structured interview and the questionnaire.

The semi-structured interview was aimed to explore the problems of English oral communication in the hotel jobs and the desirable English oral communication competence in the hotel jobs from the perspectives of stakeholders of hotel in Nong Khai. The semi-structured interview consists of 4 open-ended questions. The questions were developed from the adoption of principle of needs in English for the specific purpose offered by Hutchinson and Waters (1987): necessity, lack, and want. Hence the interview questions of this study covered 3 aspects: necessary English oral communication competences in the hotel jobs; problems of English language use of the hotel staff; and the expectation of stakeholders on the hotel management students' oral communication competences from the developed course. The data from the semi-structured interview with the stakeholders of the hotels were analyzed by the content analysis.

The questionnaire was aimed to explore the hotel management students' learning needs for English oral communication competences in the hotel jobs. The questionnaire consists of 4 parts: students' personal information, students' needs in oral communication competences, students' favorite learning activities, and students' further suggestions for the course development. The questions in part 2 of the questionnaire to explore students' needs in oral communication competences were developed based on the information from the semi-structured interview with the stakeholders of hotels. The questions in part 3 of the questionnaire to explore students' favorite learning activities were developed from the principles to teach English oral communication and teach English for Specific Purposes. The questionnaire was validated by 3 experts to check the validity of it by IOC. The data from the questionnaire were analyzed by means and standard deviation.

2nd Phase- It was the process of developing the syllabus for the course English oral communication in hotel jobs to propose for the lower vocational students in the field of hotel management at ASEAN Technological College. The process was adopted from some stages of the curriculum development model offered by Nation and Macalister (2010). The syllabus consists of goals, objectives, contents, learning activities, teaching materials, learning assessment, and one sample lesson plan. Goal, objectives, and contents of the syllabus were selected from the results of the data collection in the phase of need assessment.

Findings

The key findings of this study were based on two objectives: 1) to assess the needs of hotel management students at ASEAN Technological College on English oral communication competence to communicate with the foreign tourists in the hotel jobs and 2) to propose a course syllabus of English Oral communication in hotel jobs for hotel management students. The key findings could be reported as follows:

1) To meet the objective 1, the data of needs in English oral communication were collected from the stakeholders of the hotels in Nong Khai through the semi-structured interviews and from the hotel management students through the questionnaire.

In accordance with the data from the semi-structured interview, the stakeholders viewed that the contents of oral communication in the situations of talking with the foreign customers on phone, explaining the hotel rooms, explaining the hotels' facilities and how to use instruments in the hotel, dealing with the complaint, and giving the directions are necessary for the hotel management students to learn and practice. The stakeholders recommended the teachers of the developed course to adopt the activities in which enhance the students' fluency of English oral communication in the jobs.

In accordance with the exploration from the questionnaire, the data from the hotel management students about the level of their needs of oral communication competences in the hotel jobs were analyzed by the means scores. The means scores indicated that most of them need to learn and practice more for the oral communication competences in 6 situations: arranging the room reservation (4.43), giving information about the regulation for the hotel guests (4.43), explaining the hotel rooms and facilities (4.38), welcoming the hotel's customer (4.38), listening to what the hotel's guest wants (4.32), and asking for the guest's detail on phone (4.30).

The data from the hotel management students about the level of their preferences explored by the questionnaire were also analyzed by the means scores. The means scores in this part indicated that most students prefer to learn by project work (4.39), group problem solving (4.25), lecture (4.25), and describing and guessing (4.22).

. 2) To meet the objective 2, the course syllabus of English Oral Communication in the Hotel Jobs for the Hotel Management Students was developed based on the information from the need assessment phase. Accordingly, the course syllabus should cover the contents in the oral communication situations in which most of the hotel management needed to learn and practice more: arranging the room reservation, giving information about the regulation for the hotel guests, explaining the hotel rooms and facilities, welcoming the hotel's customer, listening to what the hotel's guest wants, and asking for the guest's detail on phone. Teaching and learning experiences in the course should be selected conforming to most students' preferences and what the stakeholders of hotels expected students to learn and practice. The entire detail of the course syllabus and the scope and sequences of communicative competences and language learning in the course can be seen as follows.

Course Syllabus

- 1. Course title:** English oral communication for hotel management students
- 2. Course type:** Elective course
- 3. Students:** 2nd and 3rd year lower vocational students in the field of hotel management at ASEAN technological college
- 4. Course hours:** 28 hours per semester
- 5. Hours /week:** 2 hours a week
- 6. Instructor:** Warawut Parivartbhasha
- 7. Course description:**

The course of English oral communication for hotel students is designed to provide the vocational students in the field of hotel management with the oral communication skills used in the hotel jobs such as welcoming customers to the hotels, arranging the room reservation, giving the instruction and recommendations to the tourists, dealing with complaints from the tourists, facilitating the tourists about the services outside the hotel, talking with the tourists on phones.

8. Course objectives:

8.1. Students will be able to apply the vocabulary and sentence structures to the oral communication in the hotel jobs.

8.2. Students will be able to communicate with the foreign tourists in different situations of hotel jobs by speaking and listening.

9. Learning contents:

Weeks	Topics
Week 1	Talking on phone - Arranging the room reservation - Taking guest's personal information
Week 2	Check-in - Welcoming the guests
Week 3	Hotel rooms - Explaining the hotel room and facilities in the room
Week 4	Important information - Explaining how the things work for the guests. - Explaining the necessary regulation for the guest
Week 5	Facilities in the hotel - Recommending the facilities in the hotel
Week 6	Facilities in the hotel - Direction of facilities inside the hotel
Week 7	Problems of customers - Dealing with the complaint
Week 8	Restaurant - Recommending the menus and reviewing the order - Dealing with the bill
Week 9	Tourist attraction - Giving the directions outside the hotels
Week 10	Tourist attraction - Recommending the tourist attractions

Week 11	Local services - Recommending the local transportation services
Week 12	Local services - Recommending the local health care for the guests
Week 13	Check-out - Saying farewell to the guests

10. Learning materials:

- 10.1. Textbook
- 10.2. Video
- 10.3. Handout
- 10.4. Worksheet
- 10.5. Cue cards
- 10.6. Flash cards

11. Methods of teaching and learning	12. Learning Assessment
<ul style="list-style-type: none"> 11.1. Lecture 11.2. Role –play 11.3. Group problem solving 11.4. Note taking from listening 11.5. Describing things and guessing 11.6. Learning by examples of language use 11.7. Project work 	<ul style="list-style-type: none"> 12.1. Final examination 12.2. Group work 12.3. Role-play 12.4. Oral presentation

Scope and Sequence of the course of English Oral Communication in Hotel Jobs for Hotel Management Students

Unit	Title	Situation	Vocabulary and expression	Structure	Learning activities
1.	Talking on phone (1)	- Arranging the room reservation	- Vocabulary of Room types: Single room, Double room, Twin-bed room, En-suite	- What kind of? - The use of “would like” to request	- Role –play
	Talking on phone (2)	- Taking guest’s personal information	- Expression: “hold the room”, “look forward to seeing”, “have someone’s name”	- The use of “How many” to ask for the number of guests	- Note taking and reporting
2.	Check-in	- Welcoming the guests	- Vocabulary: the months, and the ordinal number	- The use of “Could you.....?” to make a simple request and confirmation	- Role –play
3.	Hotel rooms	- Explaining the hotel room and facilities in the room	- Vocabulary of stuff in the rooms: coat hanger, pillows, wardrobe, sheet, blanket, remote control, minibar, air-condition, duvet, bedside lamp,	- The use of “There is....”/ “There are....”	-Describing and Guessing
4.	Important information (1)	- Explaining how the things work for the guests	- Vocabulary on the use of electric devices: turn on, turn off, put... in, take...out, tap...in, press, buttons, holes,	- The use of imperative form of verb. - The use of “will”	- Describing and guessing
	Important	- Explaining the	- Vocabulary of the relevant documents	- The use of modal verb to	- Group problems

	information (2)	necessary regulation for the guests	of the guests: id number, id card, passport, passport id, safety, rule.	show necessity: need, must, have to	solving
5.	Facilities in the hotel (1)	- Recommending the facilities in the hotel	- Vocabulary of the hotel services: laundry service, car park, room service, fitness center, swimming pool, available, daily	- The use of “Wh” question to ask about the available times - The use of preposition to express the time	- Labeling the pictures
	Facilities in the hotel (2)	- Direction of facilities insides the hotel	- Vocabulary of the direction: up, down, left, right, through, inside, outside, floor, top floor, basement	- The use of imperative sentence to suggest how to travel	- Note taking and reporting
6.	Problems of customers	- Dealing with the complaint	- Vocabulary : empty, dirty, enough, out, provide - Expression: send someone up, at once, ask someone to	- The use of adjectives in the sentences to describe the problems. - The use of “will” to pledge the guests to solve the problem.	- Group problems solving
7.	Restaurant	- Recommending the menus and reviewing the	- Vocabulary: recommend, try, bottle, mineral water, dish	- The use of “would like” to show request	- Note taking and reporting

		order	- Expression: “So that’s.....”, “Are you ready to order?”, and “How about...?”	- The use of “Have you got...?”	
8.	Tourist attraction	- Recommending the tourist attractions	- Vocabulary: museum, statue, water fall, mountain, bridge, temple, culture, department store, border, tourist site, visit, view - Expression: full of , Why not	- The use of adjective to describe the place - The use of modal verb to make suggestion “should”, “can”, “must”	- Describing and guessing
9.	Local services (1)	- Recommending the local transportation services	- Vocabulary: mini bus, overnight train, van, take, cost, spend, kilometres, minutes, corner	- The use of “How can I” to recommend the transport systems in the city - The use of verb to be to describe the transport in the city	- Memory game
	Local services (2)	- Recommending the local health care for the guests	- Basic vocabulary about health care: Carry, Sweater, Umbrella, Mosquito, Fever, Climate, Change - Expression: keep oneself warm, beware of.....,	The use of modal verb “Should/Should not” to make suggestion of health care.	- Group problem solving

10.	Check-out	- Saying farewell to the guest	- Vocabulary: cover, include, service charge, receipt, bill, hope	- The use of past simple tense to deal with the guest's bill.	Role-play
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Discussion

The key findings revealed that 1) the hotel management students' needs of oral communication competences in the hotel jobs mostly encompassed the communication competences in the situations of arranging the room reservation, giving information about the regulation for the hotel guests, explaining the hotel rooms and facilities, welcoming the hotel's customer, listening to what the hotel's guest wants, and asking for the guest's detail on phone. They preferred to learn and practice English by the authentic learning activities and communicative learning activities in order that they can communicate in their job fluently for the efficiency of hotel job services. 2) The course syllabus was proposed based on the hotel management students' needs of learning for English oral communication competences in the jobs. Learning contents in the course of English Oral Communication in the Hotel Jobs from the students' needs consisted of the oral language use in the situations of arranging the room reservation, giving information about the regulation for the hotel guests, explaining the hotel rooms and facilities, welcoming the hotel's customer, listening to what the hotel's guest wants, and asking for the guest's detail on phone. Teaching and learning activities should be the authentic and communicative learning activities in which can improve students' fluency of communication in the real specific jobs.

This study focalized on the development of English course for the specific purpose (ESP) to enhance the lower vocational students' oral communication competences in their specific future jobs of hotel services. The development of this ESP course depended on the needs of students and stakeholders in the particular job on the language use in that job (Richard, 2001). In this study to develop the ESP course, the researcher adopted the terms of learning needs of ESP proposed by Hutchinson and Water (1987) to assess the needs of learning for English oral communication in the hotel jobs: necessary oral communication competences in the hotel jobs, problems of oral communication in the hotel jobs, and expectation for the development of oral communication competence. The needs were assessed by the semi-structured interview with the hotel stakeholders and the questionnaire exploration from the lower vocational students in the field of hotel management.

The results of need assessment to develop the English course for the specific purpose of oral communication in the hotel jobs could be discussed by the expected oral competencies to be developed and the expected learning and teaching methods. The expected competencies for the hotel management students to learn fall on the

communicative abilities to communicate in the situations of dealing with the room reservation, talking with the guests on phone, explaining the hotel rooms and hotel's facilities, and informing the regulation for the guests. These results of need assessment for the oral competences in the hotel jobs are aligned with the studies of Noor (2008); Rahim and Tazijian (2011); and Yasmin et al(2016). The information from need assessment indicated that the hotel management students preferred the student-centred approach of learning because the activities can be varied in accordance with the contents and students' backgrounds and students can participate more the activities in order to exactly practice language use in their targeted jobs(Cannon & Newble, 2000)(Froyd & Simpson, 2000).

Recommendation for future studies

This study has brought about the course of English oral communication for a specific purpose of hotel service jobs for the hotel management students in the vocational education of Thailand. The developed course from this study would contribute to the improvement of vocational students' proficiency in English oral communication to be used in students' targeted jobs of hotel services depending on the needs of learning assessed from the perspectives of these vocational students and from the stakeholders concerning the hotel service jobs.

However, this study was limited in the aspect of the course syllabus development for the English oral communication competences in the specific job of hotel services but the effectiveness of the course implementation is not found out yet. Therefore, the future studies can serve as the opportunity to study the effectiveness of teaching and learning methodologies used in the course and address the issues of authentic learning materials in this developed course. Additionally, the future studies should turn to the assessment of the needs of the specific students in other vocational education fields in Thailand in order to develop the course syllabus of English oral communication for the specific purposes in other hospitality jobs. The results of this sort of studies will further elevate the skills of English language usage of the vocational students in their' future specific jobs in order to promote Thai tourism through the competences of English communication in their jobs.

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