

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

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### ABSTRACT

The study was aimed (1) to develop community-based instruction using hybrid learning on English oral communication for tourism industry, (2) to investigate the effects of community-based instruction using hybrid learning on English oral communication for tourism industry, and (3) to explore the reflections of students towards community-based instruction using hybrid learning on English oral communication for tourism industry. The participants consisted in the study were 14 third-year English for International Communication students at Rajamangala University of Technology Lanna Nan enrolling in English for Tourism Industry course. The instruments employed in the study were lesson plans, English oral communication ability pretest and posttest, online journals, observation field notes, and interview. The data obtained from the pretest and posttest was analyzed quantitatively using descriptive statistics, and the data gathered from online journals, observation field notes, and interview were analyzed qualitatively using content analysis.

The findings from the study are presented as follows:

1. The community-based instruction using hybrid learning on English oral communication for tourism industry pedagogical approach should develop authentic situations together with the knowledge of Nan tourism industry in order to support the students' learning situations and future careers and to support the provincial tourism industry.

2. There was a significant improvement of the participants' English oral communication ability after taking community-based instruction using hybrid learning on English oral communication for tourism industry at  $p \leq 0.05$ .

2.1 There was a significant improvement of the participants' English oral communication ability in talk as interaction after taking community-based instruction using hybrid learning enhance English oral communication at  $p \leq 0.05$ .

2.2 There was a significant improvement of the participants' English oral communication ability in talk as transaction after taking community-based instruction using hybrid learning enhance English oral communication at  $p \leq 0.05$ .

2.3 There was a significant improvement of the participants' English oral communication ability in talk as performance after taking community-based instruction using hybrid learning enhance English oral communication at  $p \leq 0.05$ .

3. The students had positive reflections towards community-based instruction using hybrid learning on English oral communication for tourism industry.

3.1 The students had positive reflections towards community-based instruction

3.2 The students had positive reflections towards hybrid learning.

**Keywords:** Community-based instruction, Hybrid-learning, English oral communication for tourism industry, Undergraduate students

## 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 an internship program; however, negative feedbacks from entrepreneurs from local tourism-related organizations taken after the internship program indicated that the students had difficulties in communicating with foreigners. The matter had drawn 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 emphasis 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).

Since the learning context was highlighted on Nan tourism industry, the use of community-based instruction (CBI) was seen as the most suitable instructional approach. Owens and Wang (1996) introduced various types of CBI such as Service Learning, Experiential Learning, School-to-Work, Youth Apprenticeship, and Lifelong Learning. However, in this study, the use of Service Learning and Experiential Learning were taken into account because they were suitable for learning activities, learning contexts, and time constraints. Furthermore, the use of Internet social networking technology is 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. With Google Plus Hangouts, users can communicate with others up to 10 users in real time via various types of communicative device such as personal computers or smartphones (Google Plus, 2015). In addition, Lewandowski (2015) revealed that Google Plus Hangouts could be effectively integrated in teaching as it could motivate learners. So it was believed to enhance a development of the students' English oral communication. 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 met the previous study of Mooney and 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 Functions of Speaking model. Community, Nan tourism industry, is viewed as a source of learning where students collect wisdom from locals. In addition, online social communicative technologies are employed to support learning activities. That is to say, this is a novel pedagogical approach that helps the students to maintain their learning environment along with to develop their experiential skills.

## RESEARCH QUESTIONS

1. What are the components of community-based instruction using hybrid learning on English oral communication for tourism industry?
2. To what extent does community-based instruction using hybrid learning enhance English oral communication?

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

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

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

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

3.1 What are the reflections of students towards community-based instruction?

3.2 What are the reflections of students towards hybrid learning?

## **OBJECTIVES OF THE STUDY**

1. To develop community-based instruction using hybrid learning on English oral communication for tourism industry

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

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

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

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

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

3.1 To explore the reflections of students towards community-based instruction

3.2 To explore the reflections of students towards hybrid learning

## **STATEMENT OF HYPOTHESIS**

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

## **SCOPE OF THE STUDY**

First of all, the terms community in this study refers to Nan tourism industry and Nan tourist attractions involving temples, ancient remains, natural sites, and the people residing in the places such as local residents, government officers and staffs, and monks.

Secondly, the hybrid learning in this study refers to the activities conducted both in classroom and on the Internet. Within the classroom, the participants are required to make a discussion, learn vocabulary, read texts, and prepare for a community-participation activity. Regarding the online activities, the participants are required to record their work during the community-participation activity by writing online journal on Facebook and to make a videoconference with the teacher and their group members via Google Plus Hangouts.

Thirdly, the English for Tourism Industry course at Rajamangala University of Technology Lanna Nan is a compulsory 3-credit course, which requires 5 hours a week for instruction.

Fourthly, the population in the study refers to the undergraduate students at Rajamangala University of Technology Lanna Nan enrolling in English for Tourism Industry course in semester 2 of academic year 2014.

## RESEARCH METHODOLOGY

### Research Design

This study was a mixed-method design with the one-group pretest and posttest design. The study consisted of three phases: a needs analysis, course development and pilot, and course evaluation.

### Population and Participant

The participants in the first phase consisted of 3 groups: Nan local entrepreneurs, Nan local residents, and students. They were selected by means of purposive sampling. Regarding the first, there were 10 Nan local entrepreneurs in the field of tourism industry with whom the students worked during the internship program. The second group was 30 Nan local residents who lived in the area adjacent to the premises of the local entrepreneurs. The last group was 18 fourth-year students majoring in English for International Communication, Faculty of Business Administration and Liberal Arts, Rajamangala University of Technology Lanna Nan, who worked as interns in the stores, restaurants, hotels, and a tourist information center belonged to the local entrepreneurs during the 2<sup>nd</sup> semester of academic year 2012.

The population in the second and third phases consisted of 14 third-year undergraduate 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 2<sup>nd</sup> semester of academic year 2014.

### Research Instruments

#### 1. Instructional instrument

**Lesson Plans** There were 6 lesson plans (units) throughout the course, in which each plan contained community-based instruction using hybrid learning on English oral communication for tourism industry together with activities supporting Functions of Speaking:

talk as interaction, transaction, and performance. In addition, the subjects were required to engage in three learning environments: in the classroom, in the community, and on the Internet, in each plan. Steps of implementation of each lesson were as follows:

Firstly, in the classroom, the subjects recalled background knowledge, studied some vocabulary, read topic-related articles, and did exercises. Then the teacher divided the subjects into groups randomly in order to discuss and prepare for the community participation activity. In addition, the teacher allowed each group of the subjects to select the place they preferred to go from a list. At the end of the session, the teacher assigned date and time to each group of the subjects in order to make a videoconference after completing the community participation activity.

Secondly, in the community, each group of the subjects gathered at the place they had selected in the classroom. During the activity, they collected information from local people and information provided at the premise following the guiding topics. In addition, the subjects were required to introduce some interesting information together with photos or videos to the teacher and other subjects in other groups by posting them on the Facebook page.

Thirdly, on the Internet, after the community participation activity, each group of the subjects made a videoconference via Google Plus Hangouts with the teacher on the date and time assigned in the classroom. They discussed about problems, solutions, and suggestions for another project.

Finally, in the classroom, on the following week, each group of the subjects made an oral presentation to present the achievement of the community participation activity to the teacher and other groups. At the end of the session, the teacher reviewed what the subjects learned from the lesson and introduced the next topic.

In addition to gain reliability of the lesson plans, 3 experts had validated them by rating 0.67-1 in all items. The results from the experts indicated that the lesson plans were reliable to be employed in the study.

## **2. Research instruments**

**2.1 Test (Pretest/Posttest);** to investigate the performance of the subjects, the use of 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. 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 social skills such as opening and closing conversations, making a small talk, recounting personal experiences, turn-taking and reacting to others, and the 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 planning a one-day trip. The evaluation criteria of this part concerned social skills such as opening and closing conversations, making a small talk, giving direction, turn-taking and reacting to others, and the background knowledge of Nan province. The second part took 3 minutes per test-taker. 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 test-taker was required to demonstrate social skills such as opening and closing speech, giving a speech of welcome, giving kind(s) of activity tourists should do or join, giving caution(s) or prohibition(s) tourists should be aware, and the background knowledge of Nan province. For non-verbal skills, the test-taker was monitored the use of eye contact, body language, and poise. The presentation was 3 minutes per test-taker.

In terms of evaluation, all responses are digitally recorded and scored by three human raters (2 Thai English teachers and 1 English-native teacher) by using three different rubrics. Each rubric consists of 5-scale score, 0 to 4, which 0 refers to the lowest score.

For the first and the second parts, the raters evaluate the subjects' performance on verbal communication skills when the third part is aimed to evaluate both verbal and non-verbal communicative skills.

Regarding the verbal skills, the evaluation criteria included topic on-task participation, fluency, coherence, lexical resource, and grammatical and accuracy. For topic on-task participation, the raters considered whether the test takers had addressed the task, conveyed relevant information, and stayed with the task throughout the process. In terms of fluency, the raters considered whether the test takers had pronounced and enunciated words smoothly. In addition to coherence, the raters evaluated whether the responses were coherent with appropriate transitions. Finally, the raters evaluated the appropriate use of vocabulary and idiomatic language, the use of grammar and accuracy, respectively.

For nonverbal skills, the raters considered the use of eye contact, body language, and poise. In terms of the eye contact, the raters evaluates 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 associating with the situational context in order to clarify the speech. Finally, the poise, the raters evaluated whether the test takers had displayed relaxed, self-confident nature about self that are appropriate for situational context.

In addition to gain reliability of the test, 3 experts had validated them by rating 0.67-1 in all items. The results from the experts indicated that the test were reliable to be employed in the study.

**2.2 Observation field notes;** according to the fact that the students participated in various communities, the teacher might not be able to monitor them synchronously. Therefore, the use of observation field notes was employed to the study. That is to say, the students were required to have a videoconference with the teacher after they had completed each community-participation activity. They were asked regarding problems and solutions of the previous activity, and suggestions for another activity. At that time, the teacher noted the information on the observation field note. The observation field notes were descriptive in order to capture thoughts, ideas, questions and concerns of the subjects. The derived data was analyzed by means of content analysis.

In addition to gain reliability of the observation field notes, 3 experts had validated them by rating 0.67-1 in all items. The results from the experts indicated that the observation field notes were reliable to be employed in the study.

**2.3 Interview Questions;** in order to obtain the reflections of the subjects after taking community-based instruction using hybrid learning on English oral communication for tourism industry, a set of interview questions is employed. The questions consisted of 3 parts, 34 questions. The first part, Collaboration Activities, captured the satisfaction of the subjects towards 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 subjects towards 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 subjects towards the effectiveness of English oral communication activities in order to contribute the development of English oral communication ability, and to obtain recommendations for further implementations. The set of interview questions was employed after the subjects had completed the course. The responses were analyzed by means of content analysis.

In addition to gain reliability of the interview questions, 3 experts had validated them by rating 0.67-1 in all items. The results from the experts indicated that the interview questions were reliable to be employed in the study.

**2.4 Online journals;** considering the fact that the learning environment had taken place not only in the classroom but also out of the classroom, the subjects 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 subjects were required to post information together with photos and/or videos. The data obtained from the online journals were analyzed by means of content analysis.



In addition to gain reliability of the online journals, 3 experts had validated them by rating 0.67-1 in all items. The results from the experts indicated that the online journals were reliable to be employed in the study.

### **Data collection**

The community-based instruction using hybrid learning on English oral communication for tourism industry had been implemented based on the following steps:

1. Pretest; prior to study on community-based instruction using hybrid learning on English oral communication for tourism industry, the subjects were required to do a pre-test. Three human raters rated the responses of the subjects. The scores were collected to compare with the posttest.

2. Instruction; after the pretest, the subjects had studied through 6 lesson plans. Each plan consisted of 4 hours of classroom session, 10 hours of community participation session (out-of-class activity), and 1 hour of a videoconference session.

3. Reflections; after completing the course, the subjects were required to provide their reflections towards the effectiveness of the community-based instruction, the hybrid learning, and the English oral communication activities through the use of interview questions.

4. Posttest; at the end of the course, the subjects were required to do the posttest. Three raters rated the responses. The scores in posttest are analyzed and compared with the pretest scores by means of statistical analyses.

### **Data analysis**

1. Quantitative data; the pretest and posttest scores were analyzed by means of descriptive statistics: Means, Standard Deviation, and Paired T-test.

2. Qualitative data; Data obtained from the observation field notes, online journals, and interview were analyzed by means of content analysis.

## **FINDINGS**

After implementing the course, the results from the study are presented as follows:

1. The community-based instruction using hybrid learning on English oral communication for tourism industry pedagogical approach should develop authentic situations together with the knowledge of Nan tourism industry in order to support the students' learning situations and future careers and to support the provincial tourism industry.

2. There was a significant improvement of the participants' English oral communication ability after taking community-based instruction using hybrid learning on English oral communication for tourism industry at  $p \leq 0.05$ .

- 2.1 There was a significant improvement of the participants' English oral communication ability in talk as interaction after taking community-based instruction using hybrid learning enhance English oral communication at  $p \leq 0.05$ .

2.2 There was a significant improvement of the participants' English oral communication ability in talk as transaction after taking community-based instruction using hybrid learning enhance English oral communication at  $p \leq 0.05$ .

2.3 There was a significant improvement of the participants' English oral communication ability in talk as performance after taking community-based instruction using hybrid learning enhance English oral communication at  $p \leq 0.05$ .

3. The students had positive reflections towards community-based instruction using hybrid learning on English oral communication for tourism industry.

## DISCUSSIONS

In this part, quantitative and qualitative findings concerning community-based instruction using hybrid learning on English oral communication for tourism industry are discussed on the following elements: community-based instruction, hybrid-learning, and English oral communication for tourism industry.

### 1. Community-based instruction

In this study, the community-based instructions can be claimed as success through both quantified and qualified outcomes. In terms of quantified outcomes, the students showed significant improvement through the scores shown in the posttest. For qualified outcomes, the students had positive attitude towards the community-based instruction. Interestingly, this type of instruction also supported the sense of loving hometown and helped maintaining good relationship among the students, the local people, and the teacher.

It is worth discussing why the participants could achieve the learning objectives of community-based instruction. Firstly, the learning activities were associated with the needs and preferences of the participants. Every participant was a native of Nan who had partial knowledge of local tourist attractions prior to taking the course. In the present study, the participants revealed that they were acknowledged the information of local tourism industry. For example, Patcharadanai, a participant from the study, provides a comment *"I have gained much knowledge about the tourism industry, especially the knowledge that I have never known before. After taking the course, I believe that I could provide such information to other people."* Another example was taken from the response of Pornsawan *"I have learned much about the local tourist attractions including outstanding identities of each place. Moreover, it is very interesting to study out of the classroom."* These were consistent with Jordaan (2007) previous study that the community-based instruction could help filling unmet needs of the students.

Secondly, the learning tasks supported the sense of loving hometown and strengthened harmony of people in a community. Lately, a number of obstacles appeared to distract junior citizens from their native society. Some of them overlooked an absorbing account

of maintaining a good relationship among people from the same community. However, it was found that the community-based instruction enhanced solidarity of people. An example was taken from Natnaree, one of the participants, *“The community participation activity is very useful and beneficial for me in terms of improving both academic skills and social skills. Regarding the fact that I have been acknowledged much about the province and the local communities, I realize that I have to conserve those beautiful tourist attractions for the next generations. Moreover, in the future, I may relate what I have learned to live in the community happily and peacefully.”* Another comment drawn from Piyatida *“It is such a great opportunity to meet and have interaction with local people in the community because I hardly have chance to do so. The senior residents are very friendly and very pleased to pass on what they have experienced throughout their lives.”* These were consistent to the previous study of Jordaan (2007) mentioned that the community-based instruction helps to increase the civic and citizenship skills of the students. Moreover, the previous study of Owens (1994 cited in Owens and Wang, 1996) also revealed a significant of including adults in learning environment that they helps to balance the students’ work and community responsibilities.

Finally, the community-based instruction supports public assertiveness and established good rapport among the students. Prior to taking the course, the students scared of asking questions in the classroom. Moreover, they avoided having interaction with strangers. Some of them preferred working individually rather than doing a pair work or a group work. Fortunately, the community-based instruction can resolve those unpleasant difficulties. Maytuorn, a participant from the study, gave a comment that *“It is interesting that I can get unknown information from the people in the community. Moreover, I feel that I am confident in talking with people in different ages. I also enjoy working with friends.”* Another one is taken from the comment of Monnapa *“Throughout the course, I have many opportunities to learn new contexts that I have never experienced before. I can share and exchange opinion with friends. Moreover, I am confident in talking with strangers, especially international tourists.”* These were consistent to Jordaan (2007) previous study that the community-based instruction enhances the self-esteem and self-confidence of the students. In addition, the comments were also consistent to Alliance for Service-Learning in Education Reform (1993 cited in Owens and Wang, 1996) that one type of community-based instruction such as Service Learning helps fostering development of a sense of caring for others.

## 2. Hybrid-learning

Findings revealed that a combination of face-to-face and online situations supported the participants’ learning achievement. The participants showed positive attitudes towards the use of both hybrid-learning activities, making a videoconference and writing online journal.

Regarding the first activity, making a videoconference, majority of the participants revealed that prior to the course they had never experienced using online application via the Internet to support their learning situations. Moreover, some mentioned that the use of Google Plus Hangouts application could support their needs in terms of communication. For example, Piyatida, one of the participants participated in the study, commented, *“The use of Hangouts application helps my friends and I communicate among each other easier. We do not have to make appointment as usual due to the fact that some are not available on the appointed date or time.”* Another example drawn from Napatsorn, *“It is very comfortable and flexible that I can discuss the project with my friends anywhere and anytime without meeting at the university as we always did in the past time. I think that the use of Hangouts application also develops our project rather than seeing face-to-face.”* Another interesting finding from the use of online application is that the participants were more confident in presenting their thoughts, ideas, and opinions to the teacher and their friends. They provided that they were afraid of asking questions in the classroom. Moreover, when they worked in-group, some of group members ignored discussing with others. Hence, the use of online application as Hangouts could resolve the raised issues. Kadekanok commented, *“I felt more confident in speaking with the teacher and my friends. I can discuss with my friends and, once there is a problem, we can solve it promptly.”* Another interesting comment was taken from Prapapan, *“The online discussion activity via the use of Hangouts application on the Google Plus website is very useful that I can ask the teacher what I need to know easily and rapidly. I think that I might scare of asking him in the classroom because there are many students.”* These comments showed consistency with the previous study of Maneekul (2006) that the students kept communicating with each other all the time when they gathered online. Sukavatee (2007) also revealed that the students could show more of the social interaction online than the face-to-face interaction. Similarly, Tangitnusorn (2008) revealed that the students expressed their sociable and friendly personality while participating online. Also, the previous study of Low and Warawudhi (2016) found that the use of online application encouraged the interaction between teachers and students.

In terms of the use of Facebook to record community participation works, majority of the participants revealed that Facebook could enhance their learning activities. Moreover, some of them mentioned that it could help them achieve their learning goals. An interesting example was taken from Saisawan, *“Facebook helps us work faster and more comfortable that we can share photos and information for others to see and give comments. It also helps our group to achieve in group works.”* Another one was taken from Kadekanok, *“Facebook can help our group share information among each other so that we can work easier. Moreover, the use of Facebook can reduce mistakes of the group work because we can resolve any problems faster than ever.”* These were consistent to the previous study of Amasha and Alkhalaf (2014)

that the use of Facebook could support collaborative knowledge and improved the academic achievement of participants.

### 3. English oral communication for tourism industry

Findings revealed that the participants' English oral communication for tourism industry ability was higher after taking the course which can be referred that the activities in the course supported the participants' English oral communication ability. The activities supported English oral communication ability in this study were Making a videoconference via Google Plus Hangout and English oral presentation.

Regarding the first activity, a number of the subjects revealed that their English oral communication ability was developed in terms of words and necessary sentences. Moreover, some of them mentioned that they were more likely assertive in using English as a means of communication. Natnaree, one of the subjects, commented, *"I have learned many necessary words and sentences that are significant for learning and tourism industry. I feel that I am more assertive in speaking English. I can say that I am changed."* Another response derived from Kadekanok, *"I am more confident in speaking English. I can discuss and exchange ideas with the teacher and friends. I have learned that I can resolve any problems once I try to speak what I have in mind."* These responses were consistent to Kimura, Kimura, and Kubota (2014) that the students had more confident in using English while they were accessing to online social application such as Google Plus Hangouts because they realized that they had to practice more on using English to communicate with others, otherwise their discussion could not continue smoothly.

In terms of the second activity, English oral presentation, majority of the subjects mentioned that they had learned more about the use of both verbal and non-verbal communication skills. Some of them revealed that they were more confident in public speaking. In addition, they had also learned some social ethics of public speaking. A captivating comment was taken from Methuorn, *"I have learned how to demonstrate a good presentation, how to express information to audiences, how to perform a good personality, how to control voice and pace, how to motivate audiences, how to use technology in order to support a presentation, and how to answer questions perceptively."* Another comment was taken from Saisawan, *"An oral presentation activity helps me to be more confident in expressing information to audiences. I have also learned how to speak professionally."* These were consistent to the previous study of Miles (2009) that the students found opportunity to improve their English ability during the presentation classes. Similarly, Nadia (2012) revealed that an oral presentation benefits and enhances students' oral performances.

## RECOMMENDATIONS

Based on the findings, the recommendations for future research are introduced as follows:

1. Due to the fact that this study conducted needs analysis to investigate the needs, lacks, and wants of the stakeholders who involved in the area of Nan tourism industry, It is recommended that further study should conduct needs analysis with stakeholders in other fields in order to familiarize the students with the knowledge and skills designed specifically to suit them.

2. For the reason that this study employed 2 types of community-based instruction (CBI): Service Learning and Experiential Learning (Owens and Wang, 1996), it is recommended that further study should make use of other types of CBI in order to meet objectives and requirements of a course.

3. On the grounds that the study employed some features of Google Plus Hangouts and Facebook, it is recommended that further study should manipulate other features of both applications in order to fulfill the learning activities.

4. Inasmuch as this study employed Functions of Speaking (Richards, 2009) as a model of learning, it is recommended that other pedagogical models should be considered in order to meet objectives and requirements of a course.

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