

Development of Virtual English Training Program to Enhance English Listening and Speaking Skills of Hotel Personnel

¹Wannawanat Bond

²Naree Achwarin

^{1, 2}Graduate School of Advanced Technology Management, Assumption University

Email: ¹wanbond@hotmail.com, ²nareeRch@au.edu

Received August 26, 2020; **Revised** September 30, 2020; **Accepted** October 20, 2020

Abstract

The purposes of the study were 1) to develop a virtual training program to enhance the English listening and speaking skills of hotel personnel, 2) to evaluate the effectiveness of the virtual training program for hotel personnel, and 3) to determine the perception of hotel personnel towards using the virtual training program. A pre-test post-test was employed to determine the effectiveness of the virtual training program and to evaluate the English listening and speaking skills of the hotel personnel. An English Placement Test was administered before the quasi-experiment. Participants were asked to complete a questionnaire to determine their perception of using the virtual training program. The population was fifty-two hotel personnel from two hotels in Chonburi province, Thailand. The sample was thirty-six hotel personnel selected using a purposive sampling method. A virtual English training program was developed and administered via the Learning Management System (LMS) by using the Moodle platform. Descriptive statistics and paired sample t-test with a significant level at 0.05 were employed for data analysis. The research results showed as follows: 1. After using the virtual training program, the English listening skills of hotel personnel improved significantly. 2. After using the virtual training program, the English speaking skills for hotel personnel improved significantly. 3. The perception of using the virtual English training program was at a very high satisfaction level.

Keywords: Virtual Training Program; Listening Skills; Speaking Skills; Hotel Personnel

Introduction

One of the major businesses that support the national economy of Thailand is the hospitality industry. According to the mission of World Travel and Tourism Council (2017), hotel business as part of tourism, has been playing an important role in encouraging tourists and visitors from all over the world to visit tourist places including Thailand. In Thailand, one of the most famous tourist destinations is Chonburi. Referring to The Tourism Authority of Thailand (2017), Chonburi is a popular coastal province among Thai and foreign tourists and has a great number of visitors and hotels.

In the hotel industry, using the English language is essential as it is considered as an international language for communicating with hotel guests. Effective interaction and communication using English is highly expected in representing great hospitality services to foreigners during their stay in hotels. However, there is evidence showing that some hotel personnel in Thailand encounter problems when using English in communication (Taraporn et. al., 2014). This leads to the issue of the needs to improve the English skills of hotel personnel. In this study, with the popularity and numerous benefits of integration of technology as Virtual Learning Environment (VLE) technology and online learning were highlighted. A virtual learning environment (VLE), using software system usually operated on the World Wide Web or on the internet base which can be accessible in both ways of approaching–on and off–campus and the VLE system are designed to support teaching and learning (Ho et al., 2009), was used in the development of an English training program. The virtual program was constructed via Learning Management System (LMS), using Moodle platform in delivering the English contents focusing on listening and speaking skills for hotel personnel. This study was aimed to construct the English virtual training program to enhance listening and speaking skills for hotel personnel.

Research Objectives

1. To develop a virtual training program for hotel personnel to enhance English listening and speaking skills.
2. To evaluate the effectiveness of the virtual English training program to enhance the English listening and speaking skills of hotel personnel.

3. To determine the perception of hotel personnel towards using the virtual training program.

Scope of Study

The training program was conducted among hotel front office staff of 3–4 star hotels only in Chonburi province for a duration of 8 weeks. The training program includes only English listening and speaking skills.

Research Framework

The literature review, concepts, theories, and previous researches serve as the guidelines for constructing the conceptual framework of the study, the 5 phases of the ADDIE model; Analysis, Design, Development, Implementation, and Evaluation for successful teaching and learning (Alodwan and Almosa, 2018) were used in the construction of the conceptual framework as shown in the figure 1.

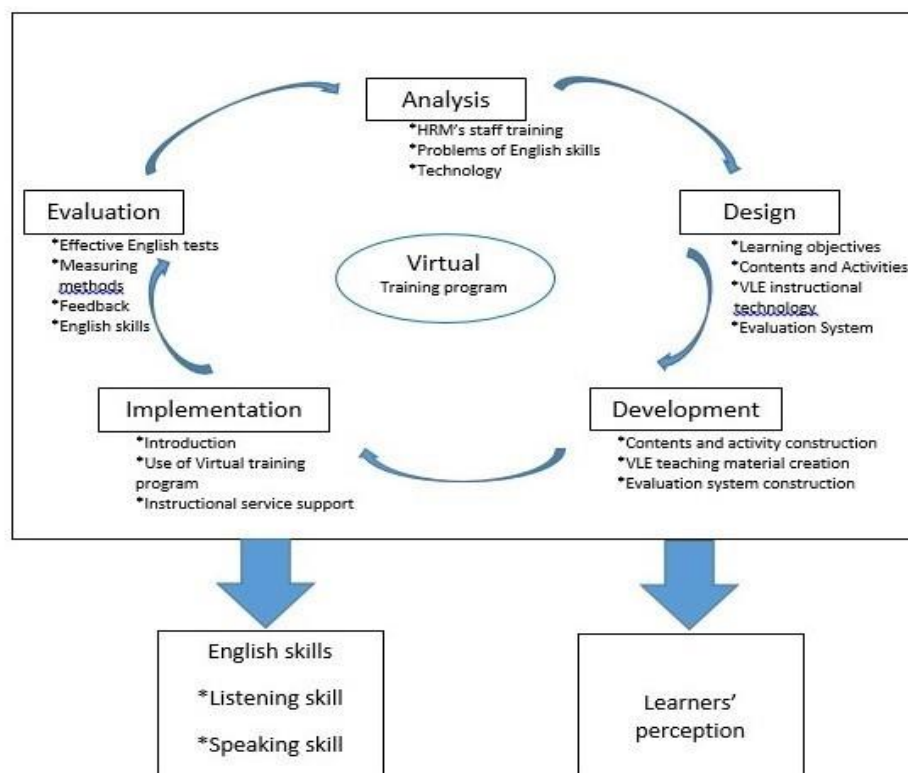


Figure 1: Conceptual Framework

Literature review

English Communication Skills of Hotel Personnel

English, as the most commonly used worldwide language, has been playing an important role in driving the Thai hospitality industry. Furthermore, Sirikhan and Prapphal (2011) remarked that it was known that English communication skills were essential for hotel personnel since they had the highest frequency of interactions with guests. However, there is evidence showing that some hotel personnel in Thailand encounter problems when using English communication (Taraporn et. al., 2014). This leads to the issue of the needs of English skills of hotel personnel.

The researcher conducted the need analysis for preliminary study by using survey methods and checklist of the English language skills of hotel personnel in Chonburi province, Thailand in 2017, The participant was 50 foreign tourists towards the English language skills of hotel personnel in Chonburi where lots of famous tourist places provide accommodations to foreign visitors. The results showed that foreign tourists and visitors encountered the problems of communicating with hotel personnel, particularly, listening and speaking skills. The survey checklist, the data of 87 guest reviews during the stay from 17 travelling websites (2014–2017) of 35 different hotels located in Chonburi province, Thailand, found that the guest reviewed displayed the information of incapable and failing use of English skills, especially listening and speaking skills of hotel personnel, in particular, hotel front office staff and the results was supported by Low and Pongsukvajchakul (2014) that English listening and speaking were the most important for hotel personnel . Hence, it is apparent that English training programs were still indicated with high needs. In this study, with the popularity and numerous benefits of high technology like Virtual Learning Environment (VLE) technology and online learning were highlighted and be a part of the development of an English Training program in this study.

Virtual Learning Environment (VLE) and English Training

A virtual learning environment (VLE) is a software system and the internet or the World Wide Web is where a VLE can be operated, and several VLE systems are created and applied to support teaching and learning (Ho et Al., 2009). According to learning and teaching methodology, online learning is one of the most popular types. As being in the middle of the latest trends in education online programs or courses (Wijewardene et al., 2018) and being delivered through the internet either synchronous or asynchronous using web-based learning and teaching systems

(Samruayruen et al., 2013), online learning is growing across college campuses (Sobko et al., (2019). With advances in technologies, websites are nowadays easily accessible and are uncomplicated to navigate. For this reason, they can be used by language instructors to develop English curricula (Lin, 2018). Regarding to the issue of training construction, e-learning with the use of the internet to conduct training online, can play a significant role in assisting employees as learners learn conveniently at their own pace (Lim et al., 2010).

A training program using a virtual learning environment (VLE) provides both instructors and student a large number of benefits such as: for instructors, an ability to reach a large number of students, ability to track coursework submissions, control group work and progress in facilitating student centered learning, avoid time and place limitations for instructional activities. Meanwhile, for students, convenience and accessibility are among the top advantages, whereas reflective interaction and provision of support, regardless of the location of students can also be beneficial (Haven and Botterill, 2003). It is apparent that English training is still indicated with high needs. In this study, with the popularity and numerous benefits of integration of technology as Virtual Learning Environment (VLE) technology and online learning were highlighted. A virtual learning environment (VLE), using software system usually operated on the World Wide Web or on the internet base which can be accessible in both ways of approaching-on and off-campus and the VLE system are designed to support teaching and learning (Ho et al., 2009), was used in the development of an English training program. The virtual program was constructed via Learning Management System (LMS), using Moodle platform in delivering the English contents focusing on listening and speaking skills for hotel personnel.

The Unified Theory of Acceptance and Use of Technology (UTAUT)

The Unified Theory of Acceptance and Use of Technology (UTAU T) is a model of individual acceptance that complied from eight models and theories. The eight models include Theory of reason Action (TRA), Teachnology Acceptance Model (TAM), Motivational Model (MM), theory of Planned behavior (TPB), CTAM-TPB, Model of PC Utilization (MPCU), Innovation Diffusion Theory (IDT), and Social Cognitive Theory (SCT), formulated by Venkatesh et al., (2003), It is a theory regarding technology acceptance. This model is aimed to point out user acceptance toward an information system along with usage behavior. UTAUT consists of four aspects: Performance expectancy (PE), Effort expectancy (EE), Social influence (SI), and Facilitating conditions (FC).

The Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI) and Facilitating Conditions (FC), were defined as follows: (Venkatesh et al., 2003)

Performance Expectancy (PE): refers to user's expectation. Users believe that new technology will play an important role in helping them do their jobs better, composed of perceived usefulness of technology, extrinsic motivation to use technology, usefulness of the technology to job-fit and outcome expectancy.

Effort Expectancy (EE): refers to the degree of ease related to the use of the system, a correlation between how easy or how difficult the use of technology is its appropriate benefit, consists of perceived ease of use, complexity, and ease of use.

Social influence (SI): refers to how a user is affected by other people and other people believe that a user should use the new technology or system.

Facilitating conditions (FC) refers to how a user believes in the support from an organizational and technical infrastructure for the system use.

This research applied VLE concepts (Haven and Botterill, 2003) and the ADDIE model developed by Seel and Glasgow (cited in Hiranrat et al., 2016) which consists of 5 components: Analysis, Design, Development, Implementation, and Evaluation in the process of virtual training program development. A virtual training program was developed via a learning management system (LMS) by using Moodle software in delivering the contents to hotel personnel fully online, in order to enhance English listening and speaking skills for hotel personnel. This research focused and utilized the concepts the Unified Theory of Technology Acceptance and Usage (UTAUT) model for the online questionnaire targeted all participants who participated in the virtual English training program.

Research Methodology

Research Design

The research study employed quantitative approach; a Quasi experimental research design. The researcher developed virtual training program as an intervention instrument to enhance English listening and speaking skills for hotel personnel, to determine the effectiveness of the training program, a one group pre and post –test method was used to compare pre and post test scores of participants before and after receiving the virtual training program. In addition, the

comparison of pre– post–unit quiz scores were used to support the learning outcomes; English listening and speaking skills derived from the pre and post–test before and after training program. Pre–test presented the English listening skills of participants before using the virtual English training program, whereas post–test indicated whether the English skills were improved after using the virtual English training program. An alpha of 0.05 was used as the marker of statistical significance. Finally, online questionnaire was administered to determine the participants' perception towards using virtual English training program.

Population and sample

The population was fifty–two hotel personnel from two hotels in Chonburi province, Thailand. The purposive sampling method was used to select the sample of the study; hotel personnel who work 3–4–star hotels in Chonburi Province, after placement test, thirty–six hotel personnel with English level for basic user as English level A1 & A 2 were selected after placement test. The sample size for the study was thirtysix hotel personnel. According to The Common European Framework of Reference for Languages (CEFR, 2001), an international standard for describing language ability. It describes language ability on a six–point scale from A1 and A2 for beginner user, up to C2 for those who have mastered language. The descriptions of English level A1 and A2 are as follows:

English Level A1: A user can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/ she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

English Level A2: A user can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine task requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Implementation of the virtual English training program

The virtual English training program was conducted fully online through Learning Management System (LMS), using Moodle platform. The procedures, contents, learning activities,

and practice were designed and delivered to the participant through fully online learning. The duration of the study was 8 weeks. The participants could access the Learning Management System (LMS) for fully online learning anytime, anywhere at their own pace.

Research Instruments

There were four research instruments were used for the study.

1) English Placement Test

A placement test with test scoring based on European Common Framework for Languages (CEFR) (2001) was constructed and administered for recruitment of participants as beginner user of English level (A1& A2).

2) Pre and Post-Test

A pre-test was constructed. The contents were designed and developed directly related to English listening and speaking used by hotel personnel.

3) Virtual English Training Program

A virtual training program as the intervention instrument for quasi experiment and suitable for hotel personnel of the English levels A1 and A2 was implemented. It was an 8-week program, covering a variety of topics, which are vital for providing a strong training practice for hotel personnel. The subject contents were developed based on the contents from several textbooks and from the English training curriculum of several researchers, along with the information about hotel and hospitality English regarding Chonburi, Thailand, as samples of learning activities. There were six main units focusing on English for Specific Purposes regarding hotel personnel: Unit 1 Hotel Information, Unit 2 Hotel Reservation and Checking in, Unit 3 Telephone Operation, Unit 4 Giving Directions, Unit 5 Dealing with Complaints and Requests, and Unit 6 Checking out and Farewell. The virtual English training program was conducted and administered via Learning Management System (LMS) using a Moodle platform. The participants logged in using one of the devices– a personal computer, an iPad/ tablet, a smartphone, or any devices connected to the internet.

4) Questionnaire

The researcher modified research instrument from Bog Attitude Questionnaires (BAQ) (Aryadoust and Shahsava, 2016). A 5-Likert Scale questionnaire with opened-ended question was used to determine the hotel personnel perception towards using Virtual Training program; four aspects of the unified theory of acceptance and use of technology (UTAUT) proposed by

Venkatesh et al. (2003) influencing the use of e-learning were used: Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Condition (FC).

Validity

The Placement test, pre and post-tests of English listening and speaking skills, the instructional design and plan, learning activities including procedures of the virtual English training program were validated by three experts in the field of Instructional Technology and English language teaching. For a 5 Likert Scale questionnaire, the researcher used Index of Item-Objective Congruence (IOC) checked the content validity by three experts in the field of Instructional Technology and English language teaching.

Reliability

The researcher conducted a pilot study with 30 hotel personnel which is not a part of the study to check Cronbach's alpha for the reliability. The Cronbach's Alpha was 0.79.

Data analysis

The results of the learning outcomes; listening and speaking skills were retrieved from the Learning Management System (LMS), using Moodle platform and the data analysis were manipulated by the Statistical Package "SPSS" to analyze descriptive statistic; frequency, percentage, mean, standard deviation and range to describe demographic information. The pre and post-test were constructed to compare English listening and speaking skills before and after learning through the virtual English training program. Pre and post unit quizzes were included to support the evaluation of both listening and speaking skills. The pair sample t-test was employed to test the research hypotheses.

The Results of the Research

1.To evaluate the effectiveness of the virtual English training program to enhance the English listening and speaking skills of hotel personnel, the findings revealed as follows:

1.1 The comparison between pre and post-test before and after the virtual training program (paired samples t-test), it was found that there was a statistical difference in English listening and speaking skills $t(35) = -16.36, p = .000$. The mean difference score of the post-test was significantly higher than the pre-test (Maximum score = 25, Mean = 11.69, S.D. = 2.89). The results were presented in Table 1.

Table 1: Mean Difference of Pre– Post test scores of English Listening and Speaking (N=36)

	Mean Difference	S.D.	t	Df	Sig (2–tailed)
pre – post test of listening and speaking skills	11.69	2.89	-16.36	35	.000

1.2 The comparison between pre –post unit quizzes before and after learning each unit. With regards to data analysis, the paired samples t–test was employed. The scores from pre and post unit quizzes from participants were used to support the findings that proved the learning model successful. The following scores came from participants when taking the pre–quiz before learning each unit and the post–quiz after completing the unit. There were six units altogether. Pre unit quizzes were used to indicate the English listening and speaking skills before studying each unit whereas post unit quizzes were used to compare the listening and speaking skills after study. It was found that there was a statistical difference in the scores between pre and post unit quizzes of all units. The mean scores of the post unit quizzes (Maximum score = 25) of all of six units were significantly higher than the pre unit quizzes at $p < 0.05$. The results were presented in Table 2.

Table 2 Mean Difference for Pre and Post Unit quiz of English listening and speaking skills (N=36)

	Mean	S.D.	t	Df	Sig (2–tailed)
pre – post quiz (Unit 1)	19.28	7.96	-14.53	35	.000
pre – post quiz (Unit 2)	14.39	1.08	-13.29	35	.000
pre – post quiz (Unit 3)	12.86	4.69	-16.47	35	.000
pre – post quiz (Unit 4)	15.80	5.34	-17.63	35	.000
pre – post quiz (Unit 5)	12.33	5.45	-13.59	35	.000
pre – post quiz (Unit 6)	11.83	3.37	-21.08	35	.000

2. The perception of hotel personnel towards using the virtual training program to enhance English listening and speaking skills.

To determine the perception of the participants towards using the virtual English training program, There were four components included Performance Expectancy (PE), Effort Expectancy (EE) , Social influence (SI), and Facilitating conditions (FC) .The results revealed that the three

components; Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC), were rated as “Strongly agree” and interpreted as very high level of satisfaction, whereas Performance Expectancy (PE) was the only component rated as “Agree” and interpreted as high level of satisfaction. Overall, it indicated that participants had very high satisfaction with using the virtual English training program.

The findings showed that participants were highly satisfied with the first 4 categories, whereas, the final category was also satisfactory, received comment that sound recording could have been live at all the times. The results were presented in Table 3.

Table 3 Summary of Mean and Standard Deviation of the perception toward using the virtual English training program (N=36)

Item	Mean	S.D.	Interpretation	Agreement Level
Performance Expectancy (PE)	4.14	.23	High	Agree
Effort Expectancy (EE)	4.23	.20	Very High	Strongly agree
Social Influence (SI)	4.25	.23	Very High	Strongly agree
Facilitating Conditions (FC)	4.49	.36	Very High	Strongly agree

Discussion

The discussion of research findings is presented accordance with the research objectives as follows:

The Evaluation of the Effectiveness of the Virtual English Training Program

According to the findings presenting that the mean score of the post-test was significantly higher than the pre-test. In addition, the mean scores of the post unit quizzes of all of six units were significantly higher than the pre unit quizzes. Therefore, it can be indicated that the virtual training program was effective. The results of this study align with the study of Hayati and Hashemy (2013) on how effective virtual learning environment (VLE) and communication technologies are on English teaching and a remarkable improvement in students’ learning has appeared as the findings of the study. On top of that, the results of the research of Siriphanich and Tasanameelarp (2017) on the use of Web-application in Training to Enhance Oral proficiency

of the Local Tour Guide in Southern Thailand showing a significant increase in oral English proficiency of participants, underline the benefits of virtual learning environment (VLE) technology.

The Evaluation of the Perception of Hotel personnel towards Using the Virtual English Training Program

According to the perceptions of hotel personnel towards using the virtual training program, the findings show that, overall, participants were highly satisfied with the use of the Virtual English training program. Moreover, additional opinions and suggestions were given by the participants in 5 important categories: usefulness of the virtual learning, convenience of the use of a virtual training program, contents of the English training program, demand of more virtual programs and system operation. Participants were highly satisfied with the first 4 categories, whereas, the final category which also satisfactory, received a comment that sound recording could have been live at all times. This is relevant to the research of Hayati and Hashemy (2013) presenting positive feedback from students on a virtual learning environment (VLE) and communication technologies in English teaching. In addition, it aligns with the findings of Ngampornchai and Adams (2016) revealing that Thai students show a positive perception towards online learning. Technically, a Moodle platform used for constructing the virtual training program of this study was also satisfactory for hotel personnel. This goes along with the study of Popovici, (2013), presenting a Moodle-based tutoring system for English as a second language by exploring the significance of developing a virtual language learning system and found that, all in all, a Moodle-based system was easy to use in terms of system accessibility and navigation.

Conclusion

As the purposes of this study were to develop a virtual English training program to enhance English listening and speaking skills of hotel personnel, to investigate whether the virtual English training program enhanced the listening and speaking skills of hotel personnel was effective, and the perception of hotel personnel towards using virtual English training program was determined. The findings are presented in accordance with research objectives as follows:

To evaluate the effectiveness of the virtual English training program

According to the research results, overall, participants' post –test scores were higher than the pre–test scores which indicated that there were significant improvement of both listening and

speaking skill of hotel personnel. Virtual learning environment (VLE) technology can be used in fostering adult learning, particularly learning skills which are useful for work. With the advancement of digital technologies, working adults can be trained at work and in their real work situation.

The results of the study indicated that the virtual English training program was effective in enhancing the English listening and skills of hotel personnel as there was a significant improvement in both the English listening and speaking of the participants.

To determine the perception of hotel personnel towards using the virtual training program

In accordance with the research findings, the hotel personnel agreed with all questions asked in the questionnaire, identifying the highest to high level of agreement in aspects of Facilitating Condition (FC), Social Influence (SI), Effort Expectancy (EE), and Performance Expectancy (PE) respectively. Moreover, additional opinions and suggestions from opened-ended questions of the questionnaire were written by the hotel personnel indicating 5 important areas: usefulness of the virtual learning, convenience of the use of a virtual training program, contents of the English training program, system operation, and demand of more virtual programs.

In summary, the opened-ended questions for additional opinions and suggestions were given by the participants were categorized in 5 important categories: usefulness of the virtual learning, convenience on the use of a virtual English training program, contents of the English training program, demand for more virtual programs and system operation. The findings showed that more than 50% of participants were highly satisfied with the first 4 categories, whereas, the system operation was satisfactory, in which participants indicated that sound recording could have been made live at all the time

Conclusion of the Research Findings

The research evaluated the effectiveness of virtual English training program;

1. English listening skills: Hotel personnel's English listening skills improved significantly.
2. English speaking skills: Hotel personnel's English speaking skills improved significantly.
3. Perception towards using virtual English training program: Hotel personnel had a positive perception towards using virtual English training program

With regards to the results of this study, it is indicated that all hotel personnel who participated in the study were highly satisfied with the virtual English training program. Technically, the participants were also satisfied with the Moodle platform used for constructing the virtual training program for this study. The Moodle-based system was found to be easy to use and is capable of allowing learners to access to the lessons several times as needed anytime anywhere at their own pace.

Recommendations for further research

Based on the research results, the use of the Virtual Training Program was effective and enhanced the English listening and speaking skills of hotel personnel on the job training and professional career development at anytime and anywhere at their own pace. The future research could further study on the use of virtual Training program for other English skills, such as English reading and writing skill, and for other career as part of professional development.

New Knowledge

1. As hospitality English is a professional skill from the perspective of human resources development and professional development. English training programs play an important role in improving English skills of hotel personnel and benefits of the virtual learning environment (VLE) technology have been remarkably highlighted as a useful method of teaching and learning.

2. With regards to the development of a virtual English training program to enhance English listening and speaking skills of hotel personnel, it was discovered that the training not only provided hotel personnel with better English skills, but also convenience and flexibility regarding the use of the training program.

References

- Alodwan, T., & Almosa, M. (2018). The effect of a computer program based on Analysis, Design, Development, Implementation and Evaluation (ADDIE) in improving Ninth Grades' listening and reading comprehension skills in English in Jordan. *English Language Teaching*, 11(4), 43–51,
- Aryadoust, V., & Shahsavari, Z. (2016). Validity of Persian Blog Attitude Questionnaire: An Evidence-Based Approach. *Journal of Modern Applied Statistical Methods*, 15(1), 417–451.

- Common European Framework of Reference for Languages (CEFR). (2001). *The CEFR Levels*, Retrieved October 7, 2018, from <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>.
- Haven, C., & Botterill, D. (2003). Virtual Learning Environments in Hospitality, Leisure, Tourism and Sport: A Review. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 2(1), 75–92.
- Hayati, D., & Hashemy, S. A. (2013). Communication Technologies and Virtual Learning environment (VLE) in Teaching Literature. *International Journal of Innovation, Management and Technology*, 4(2), 181–184.
- Hiranrat, W., Ruksasul, N., & Chaijaroen, S. (2016). The design of the contents of an e-learning for Teaching M.5 English language using ADDIE Model. *International Journal of Information and Education Technology*, 6(2), 127–131.
- Ho, W., Higson, H. E., Dey, P. K., Xu, X., & Bashsoon, R. (2009). Measuring performance of virtual learning environment system in higher education. *Quality Assurance in Education, Emerald Group Publishing Limited*, 17(1), 6–29.
- Lim, G. S., Mathis, R. L., & Jackson, J. H. (2010). *Human Resource Management An Asia Edition*. Singapore: Cengage Learning Asia Pte Ltd.
- Lin, L. (2018). Integrating the Problem-Based Learning Approach into a Web-Based English Reading Course. *Journal of Educational Computing Research*, 56(1), 105–133.
- Low, P., & Pongsukvajchakul, P. (2014). Front Desk Skills Development: English Usage, Problems, and Needs. *Humanities and Social Sciences Review*, 3(4), 223–231.
- Ngampornchai, A., & Adams, J. (2016). Students' acceptance and readiness for E-Learning in Northeastern Thailand. *International Journal of Educational Technology in Higher Education*, 13(34), 1–13. <https://doi.org/10.1186/s41239-016-0034-x>
- Popovici, S. M. (2013). *The eGrammar Clinic: A Moodle-based Tutoring System for English as a Second Language*. Doctor of Philosophy, eLearning Methodology. Graduate School of eLearning. Assumption University.
- Samruayruen, B., Enriquez, J., Natakatoong, O., & Samruayruen, K. (2013). Self-regulated Learning: A Key of a Successful Learner in Online Learning Environments in Thailand. *Journal of Educational Computing Research*, 48(1), 45–69.

- Siriphanich, P., & Tasanameelarp, A. (2017). Using Web-application in Training to Enhance Oral proficiency of the Local Tour Guide in Southern Thailand. *Journal of Tourism and Hospitality*, 6(6), 1–5.
- Sirikhan, S., & Prapphal, K. (2011). Assessing Pragmatic Ability of Thai Hotel Management and Tourism Students in the Context of Hotel Front Office Department. *The Asian EFL Journal*, 53, 72–94.
- Sobko, S., Unadka, D., Adams, J., & Hull, G. (2019). Learning through collaboration: A networked approach to online pedagogy, *E-Learning and Digital Media*, 17(1), 36–55.
- Taraporn, T., Torat, S., & Torat, B. (2014). The development of Hotel English Training program focusing on task-based instruction to enhance communication skills. *Veridian E-Journal*, 7(5), 205–221.
- Tourism Authority of Thailand. (2017). *Destinations: Chonburi*. Retrieved February 20, 2017, from <https://www.tourismthailand.org/Destinations/Provinces/chon-buri/464>.
- Wijewardene, U. P., Azam, S. M. F., & Khatibit, A. (2018). Students' acceptance of Online Courses and Perceived Risk: A Study of UTAUT in the Sri Lankan State Universities. *International Journal of Advances in Scientific Research and Engineering (ijasre)*, 4(1), 15–22.
- World Travel and Tourism Council. (2017). *About WTTC*. Retrieved March 21, 2017, from <https://www.wttc.org/about/>.