

# An OBE–designed Material of English for Specific Purpose in Nakhon Phanom

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**Received** November 8, 2022; **Revised** December 16, 2022; **Accepted** December 26, 2022

## Abstract

This article contributes to obtaining a guideline for designing ESP pedagogy teaching material using the outcome-based education (OBE) approach. This study aimed to examine the needs of stakeholders and EFL learners using OBE–designed materials and explore whether the obtained materials are effective for the learning outcomes and target learners in the course of English for Tourism in the Nakhon Phanom context. It was discovered that the OBE–based material design can develop English-speaking skills for learners and aid them in achieving their target learning and outcomes in service and hospitality in English for tourism at Nakhon Phanom. The implication of this study obtained an OBE–designed material model for ESP and other courses taught in the context of Nakhon Phanom Province. The findings revealed that EFL Chinese major students were able to improve their speaking skills based on the designed lessons of a tour guide self-introduction and an ethnic group of people in Nakhon Phanom, the Mekong River, and Wat Prathat Phanoming, respectively. The students were able to relate knowledge and facts gained in the classroom to their experiential learning at real tourist sites. Students had opportunities to apply tourism knowledge and practice their listening, writing, and reading skills apart from speaking. For life skills, they had opportunities to develop their competency of handling a tour guide operation of problem-solving skills and teamwork which are crucial needs for serving the required characteristics of graduates.

**Keywords:** OBE; Designed Material; English for Specific Purpose

## Introduction

In English for Specific Purposes (ESP), materials are one of the important elements of pedagogy. ESP materials have been developed into various sources of learning such as online, coursebooks, and textbooks by comparison and evaluation of language teaching and learning, journal publishing, workshops, etc. (Tomlinson, 1998). Learners, especially ESL/EFL learners found obstacles when learning with authentic materials like difficult linguistics, inconsistent topics to their background of knowledge, and tasks as well as how learners can comprehend competency from ESP learning. For instance, authentic textbooks used in some countries are not proper because the content relates to violent or sensitive issues like sexual perception, drugs, and politics in Namibian coursebooks. The published materials were also written by well-known institution writers; some are concrete products and activities mainly aimed at commercial publishing based on the market needs (Tomlinson, 1998; Apostolovski, 2019). Therefore, the ESP materials are concerned with course developers for students to comprehend skills and knowledge as they are expecting from their learning aims. For linguistic problems, the commercial textbooks were not written based on the learners' level of English ability and their interests as the learners' needs. They should be mixed the whole language skills in trustworthy methods and be capable of linguistic features based on students' ideas rather than on commercial publications otherwise they are failed in learning. Instead, materials should avoid written grammar in spoken practice, offer conversations, have good intake, and present language use globally (Yigitali, 2022; Jeyaraj, 2020; Tomlinson, 1998). As the inappropriate characteristics of the materials were mentioned, the learning process and interesting activities are important to not overlook for enhancing learners' competency for having knowledge and working skills. Tasks and activities are still ineffective in the learning process in many contexts. As a result, games, dramas, projects, and discussions are used to enhance learners' communicative competence abilities in ESP pedagogy (Tomlinson, 1998; Dudley-Evans & St John, 1998). These are advantageous for EFL learners to learn with suitable materials to gain knowledge and experience of learning with participation. Tarnopolsky (2012) proposes learners should be provided with language use and specialized skills to support human resources and professional communication for learners. ESP is unconditionally successful if there is no concern about the local situation and what contents are taught.

Consequently, diverse methods were implemented to create the proper materials to serve EFL learners in the real context of learning and develop their competency. For example, needs analysis (NA) is a crucial approach, that is conducted to solve the difficulties of learners' learning and to know the requirement of entrepreneurs. The questionnaire, survey, and interview were normally investigated to get direct feedback and language ability from the learners, and stakeholders, and to know the learning situations that occurred before designing materials. These methods were applied to explore the obstacles of linguistics, activities, and content needed in learning and training by tourism and hospitality staff working, at tourist attractions, and convenience stores. (Hutchison & Waters, 1987; Boonprakob, 2010; Nuemaihom; 2017; Sompakdee & Danviwat, 2019; Ratminingsih, Suardana & Martin, 2018). Hence, these common instruments employed to sort the materials according to the needs of learners are insufficient to fulfill the background knowledge and competency required by entrepreneurs in particular communicative and working skills in all contexts. The English proficiency tests were additionally applied to investigate the level of English abilities as Chatsungnoen (2015) examines the need for English language skills in academic and career contexts of students and stakeholders on the ESP course by using interviews and English proficiency tests. The results show that the low level of students in English proficiency impacts students' internships. They mostly needed skills of speaking and listening for occupation. However, the competency and working skills of graduates still required outcomes for the profession. Thus, the anticipated outcomes such as knowledge, life, and work in the profession performed by graduates are also mainly considered in this current educational concept worldwide. The process of material design needs students' feedback, teachers' reflections, and evaluation can be provided for designing teaching courses and assessments (Kaliannan & Chandra, 2012; Peerapan, 2021; Tippakorn, 2021; Spady, 1993; Wijaya, 2020; Sukerti, Yuliantini & Susana, 2020). To avoid using improper materials for ESP pedagogy, Outcome-based Education (OBE) was investigated to create courses for course developers. OBE-based ESP teaching can be motivated learners to obtain experience and required competencies in proficient workplace scopes through the learning process among their peers, teachers, etc. (Sukerti et al., 2020). Du and Wang (2019) claim that OBE is not talented but it was applied to discuss the characters and methods of blended learning effect of ESP in IT and engineers in China via using a course design, class implementation, and method assessment from both students' feedbacks and teachers' comments. As the studies were reviewed, various instruments have been applied to seek the needs of both learners and stakeholders in language learning for preparation skills and profession. The language test was applied to know only the level of student

English proficiency, the test result has not been yet considered for a course developer to improve the course materials for learners. The commercial ESP materials taught and learned nowadays are inconsistent with the learners. Besides, the OBE has not been considered to investigate the needs of students and stakeholders in the English for Tourism in the whole pedagogical process, especially in the Nakhon Phanom context.

Thus, this study attempted to find the solution for EFL learners in the difficult linguistics and enhance their working skills in the English for Tourism course at Nakhon Phanom University. The language test was implemented to know the level of English abilities and the language needs of learners were conducted for designing the new ESP course materials of the Nakhon Phanom context. The OBE method was also applied to know the competency required by both learners and stakeholders. The study aimed to examine whether the new OBE–designed course materials related to the real tourism context of Nakhon Phanom Province can enhance the fourth–year Chinese major students’ learning of English–speaking skills and achieve the expectation of learning outcomes in English for Tourism. This research was conducted for fourth–year Chinese major students studying in the Chinese Program at the Faculty of Liberal Arts and Science, Nakhon Phanom university located in the Northeast part of Thailand along with the Mekong River bank. The benefit of the research is gaining a model of OBE–based designed course material for teaching students in the other courses of English for Specific Purposes, English for General, and English for Academics in other curricula at Nakhon Phanom University.

The implication of this pilot study was to be a guideline to design teaching material with aiming of studying the needs of Thai EFL learners and stakeholders using OBE–designed materials, whether the instructions and material design can develop English–speaking skills for learners and assist them to accomplish their learning outcomes in English for Tourism at Nakhon Phanom.

## Research Objectives

1. To study the needs of stakeholders and EFL learners using OBE–designed materials for the English for Tourism in Nakhon Phanom.
2. To examine the instructions and material design that can develop the EFL learners in English–speaking in Tourism in Nakhon Phanom.
3. To explore whether the OBE–designed materials are effective for EFL learners in English–speaking in Tourism in Nakhon Phanom.

## Literature Review

The literature review can be described as the following objectives.

1. Investigating the needs of stakeholders and EFL learners with OBE–designed materials for the English for Tourism

This part identifies the significance of OBE–Based ESP course materials and the solution for EFL learners learning difficult linguistics and enhances the required working skills in the English for Tourism course at Nakhon Phanom University. The needs analysis of using the OBE process was implemented to obtain suitable learning materials and additional essential skills for students and entrepreneurs were explained. The materials design is continuously developing with different methods. In this concept, Needs analysis (NA) plays a key role to find the requirements of stakeholders and learners. The related studies were classified into two areas: 1) a material design for pedagogy and occupational training, and 2) speaking ability development.

The first is concerned with a material design for ESP pedagogy and occupational training in the tourism field. The course materials should start with activities to practice the larger pronunciation, grammar, and vocabulary skills. Thus, learners should be included in more complicated language like speaking skills should be looked at to how tasks impact facilitators and learners (Willis & Willis, 1987; Bygate, 1987 as cited in Carter & Nunan, 2001). Boonprakhob, (2010) investigates the needs of the four local tour guides in the South of Thailand using the interview before designing the content to teach and train them to have potential skills. The iPod device and tour guide's vocabulary and conversation improved their skills. This study gained the five–cycle model of English training for improving the speaking skills of local tour guides: 1) NA, 2) developing a training program, 3) trying out the program, 4) implementation, and 5) evaluation. The local tour guides could improve their speaking but some activities like the in–house training were not successful because of the time constraints of those guides. Furthermore, Panyasi (2018) develops a short course on enhancing undergraduate students' speaking abilities in English for Tourism using simulation, lesson plans, a speaking evaluation form, and a reflection journal. The education students were satisfied with their learning experience. The simulation activities offered chances, motivated students to practice speaking more, and additionally applied the knowledge to the actual environment. While Sompakdee and Danviwat (2019) construct the material for English for Tourism to know what local tour guides need through the questionnaire and focus group interviews. The important needed aspects of tour guide characteristics were as follows: Basic Knowledge, Professional Knowledge, Knowledge of

English, General Skills, and Personal Attributes. The most frequent words occurred to describe the historical sanctuary in Khon Kaen when the ESP tour guides were speaking. However, many educational institutes have found the problems of not having the proper course materials for different levels of Tourism. Asrifan et, al. (2020) indicates both high school and vocational college students were taught using the same English content in the Indonesian national curriculum in 2013. English textbooks were hard to fit into the background level of students and teachers have a time constraint to develop their English materials for vocational students. To solve this problem, NA was employed to investigate teachers' perspectives to obtain English language materials in the tourism program. The results show that the content should be included media and visuals, teaching techniques, and pronunciation skills like presentations; reading part of documents and Tourism are also needed to create for learners. The second is developing speaking and working skills. Preechanant (2012) explores the needs, functions, and problems of the English language of tourism employees to survey the aspects of job requirements, and language needs using a questionnaire and a speaking survey. The findings show that staff needs to pronounce expressions correctly, lacks confidence in speaking, knowledge of grammar and structure, and inappropriate words and expressions. Whereas Chatsungnoen (2015) examines the need for English language skills in the academic and career contexts of students and stakeholders in the ESP course. An interview and English proficiency test using the TOEIC and English Grammatical Structure tests to know the needs and expectations. These methods could be helped to know the basic knowledge and skills of students. Additionally, Nuemaihom (2017) analyzes the needs of 7-Eleven employees using questions and semi-structured interviews, and it found that staff needed to practice speaking and listening skills more than other skills. They used body gestures when they were not understanding clients. They needed to fulfill essential contents like greetings, polite refusal, asking for customers' needs, and offering help with long hours of training.

To conclude, materials such as textbooks mostly sold in the markets are effective and ineffective for learners to comprehend because some are commercial and authentic, and linguistic barriers (Apostolovski, 2019). The material design comes along with NA to seek the needs of participants in ESP areas. The common methods are beneficial to find the needs of learners and working staff but the language test is not overlooked to investigate students' language ability, especially speaking skills which are important to those involved in the service and hospitality fields.

2. Examining the instructions and material design for developing EFL learners in English-speaking ESP

This section describes the designed material in ESP implementation and speaking development. Speaking is the main obstacle in ESP course implementations to provide communicative skills to serve the profession. In a particular context, speaking is rarely taught, rather reading, writing, not grammar translation, language input, and memorizing contents were most focused on (Bygate, 2001). In a second language, to develop the speaking skills of learners, speaking skills often stress accuracy, fluency, and complexity. Whereas some studies consider other elements like pronunciation, self-direct mistakes, markers, grammar, meaning, and articulation to improve learners in an oral language (Skehan & Foster, 1997). As a result, the materials in English-speaking skills are needed to use different criteria from writing for measurement because the use of different tasks affects the development of oral language. Thus, tasks are required to develop oral abilities according to fluency, accuracy, and complexity (Srisuay, Watthanaboon & Atthaphonphiphat, 2018; Bygate, 2001). In addition, to the design materials for English for Tourism, the learning units include topics, points of learning outcomes, additional activities, rubrics like group projects, expression, and a tour guide talk (Tippakorn, 2021). In addition, Srimangkorn (2021) proposes that integrating project-based learning about tourism with presentation can improve the speaking skills of EFL students in Business-English majors. In an interview with students, they expressed their positive opinions using integrative skills of presentation, and scaffolding activities can help them to prepare essential information and language before speaking practice. A cooperative learning environment is suited to developing speaking skills in an authentic context. In sum, speaking skill development is proper to implement in a real situation.

### 3. Exploring the OBE-designed materials for EFL learners in English-speaking in ESP

This part focuses on OBE-designed material in EFL learning and experiential learning in English speaking. OBE or outcome-based education is a teaching approach, used in learning concepts in global education. OBE can help EFL learners to make their meaningful learning process by creating outcomes, building trustworthiness, and collaborating with teachers, peers, or others rather than being only lectured in the classroom. In other words, it is the way to help all students be successful in their learning experience through course learning, implementation, and assessment (Yoe & Chang, 2019; Kaliannan & Chandra, 2012; Wijaya, 2020; Spady, 1993; Jadhav, 2020).

In course material design, OBE was used to explore students' needs, implementation, and course assessment. For example, Zhou (2020) applies OBE in the teaching process of teachers and evaluates students on their improving the quality of Business-English major in personnel training and social requested services. OBE can help to meet the needs of the business profession with

specialized basic ability, English listening, speaking, translation, etc. as well as students' training. Du and Wang (2019) create an OBE entrepreneur course design to get a learning unit and end with a module task in China. While Yoe and Hyun (2019) investigate the trend of students' assessment for curriculum improvement on OBE in Korea. This method is advantageous to know how students can well reach competency in self-assessment. It found that students constantly need content. They can achieve scores at around 60–70% when a curriculum is being revised.

In Thai universities, OBE was used to explore students' learning outcomes to enhance students' competency. To develop a speaking course for a tour guide in tourism, the four elements of the topic, main and sub-course learning, activities, and rubrics are included to improve competency and communicative skills (Tippakorn, 2021). To conclude, OBE is advantageous to motivate learners to learn in an active, creative, and pleasing environment and to persuade what they learn from the course design, implementation, and assessment through improvement.

Furthermore, course developers develop students' competency via interesting activities in speaking development. Likewise, real experiences were adapted to get students to learn new environments. Experiential learning is one of the teaching and learning methods used in language acquisition and general learning. Kolb (1984) mentions when learners experience something outside to know what they have seen is true and then can justify their experience in a cycle. This cycle starts the four-stage learning cycle includes 1) having experience, 2) reflecting on the learned experience, 3) concluding the experience, and 4) planning what the learners will have learned. The benefits of experiential learning were found as follows. Kornieva and Pavlovska (2015) indicate that the experiential method is effective for future courses and motivation and helps students with experiential instruction. Whereas, Dehaan, Yoshimura and Kondo (2012) also state experiential learning is beneficial for oral skills with a blended method to develop the oral communication of learners. Moreover, Li (2013) helps Chinese students to experience a real part of their future job by stressing and reflecting on the experience gained, and using analytical skills in experiencing conceptual, decision-making, and problem-solving for obtaining new ideas. It can be concluded that experiential learning can shape learners and it is successful in inspiring students for developing communicative skills, and life skills such as problem-solving, and deciding on course implementation.

As the related studies reviewed, ESP is used to communicate not only in course learning but also in life and profession. Commercial texts are taught and trained to learners worldwide; however, they might be inconsistent with Thai EFL learners having different backgrounds in knowledge and linguistics. Though the language test is beneficial to examine students' background of English

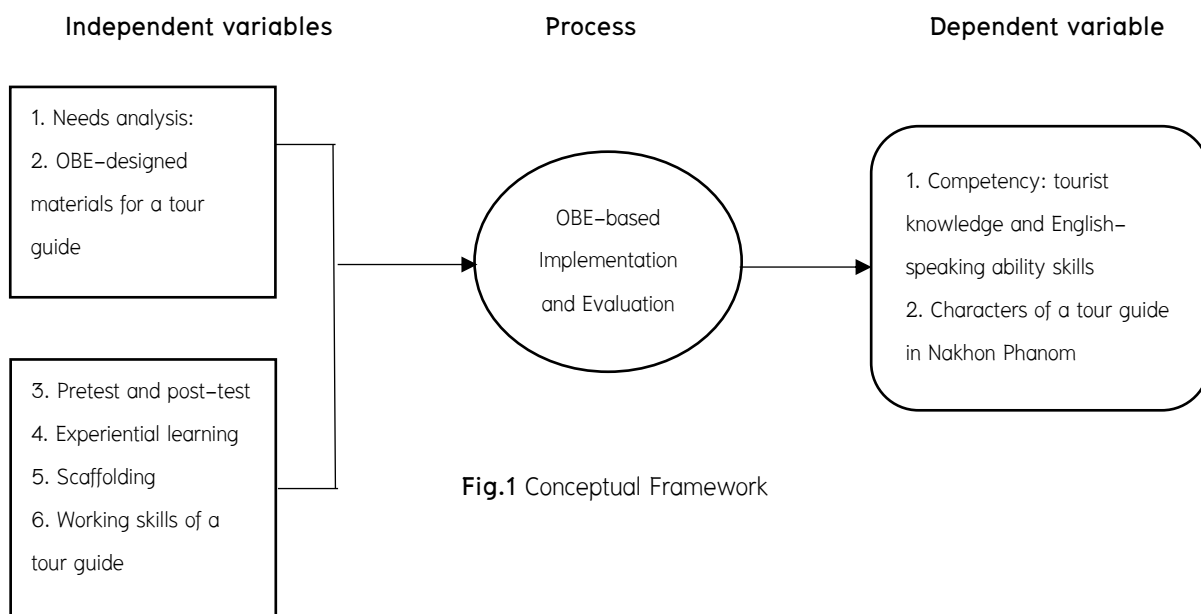


proficiency, the scoring result has not been yet considered in designing course materials in English for Tourism. OBE was applied in the material design, implementation, and evaluation processes except for the working skills in problem-solving skill which is one of the essential working skills required by the World Economic Forum (2016) has not been implemented in a tour guide field.

Thus, in designing course materials, OBE was adopted as part of the needs analysis (NA) for the groups of stakeholders: students, and entrepreneurs, which is different from the ESP course development as studied previously. The use of project-based learning as part of Experiential Learning and scaffolding are the main learning activities. There was no use of experiential learning to develop English-speaking ability in ESP in Nakhon Phanom. This study will shed light on enhancing the new ESP teaching of English for Tourism courses and similar ESP courses in other settings.

### **Conceptual Framework**

The study of OBE-designed materials for English for a Specific Purpose in Nakhon Phanom applied the learning outcome concept of Tippakorn (2021) to creating course materials, implementation, and evaluation. The instructional approaches with the experiential learning concept of Kolb (1984). The independent variables are the factors that influence the learning abilities and working abilities of a tour guide. They consisted of 1) the needs of 1) students toward their learning aims in tour guide topics under the English for Tourism course and the needs of stakeholders on a tour guide's characters based in Nakhon Phanom, 2) the designed materials obtained from both groups of the participants, 3) pretest and post-test of English-speaking skills, 4) tests of working skill or life skills of a tour guide, 5) experiential learning, and 6) scaffolding. The dependent variables were the competencies of a tour guide after learning the OBE-designed materials. They comprised 1) the English-speaking ability and 2) the required characteristics of a tour guide working in Nakhon Phanom. The results gained from the dependent variables were compared and analyzed with the independent variables to prove whether learning with the OBE-designed materials, implementation, and evaluation, students can accomplish their learning outcomes and can operate the appropriate characteristics of a tour guide based on Nakhon Phanom. The conceptual framework was shown in the following diagram.



## Research Methods

The study implemented to design a course material design of English for Tourism and speaking skill development for EFL learners using the method of OBE-based needs analysis. The competency of learners with tourism knowledge, linguistics, and characteristics of a tour guide working in the Nakhon Phanom context was focused on. The expected benefits of the research conduct were to get a guideline for creating the course materials for the ESP of the English Department at the Faculty of Liberal Arts and Science, Nakhon Phanom University, and other ESP courses implemented in Nakhon Phanom Province. It is a way to provide the potential of human resources for Nakhon Phanom Tourism promotion in the private and public sectors both directly and indirectly. The research subjects and research designs can be described as follows.

### Participants

The participants were classified by purposive sampling. There were 13 Chinese-major students who have been learning General English such as English for Communication and English for Careers in the first and second years. The chosen elective course of English for Tourism was examined. The students have different English skills according to their background of English learning experience and found problems with English skills and linguistics.

### Characteristics of A Tour Guide in Nakhon Phanom

In this context, the topic of English for Tour Guides is one part of the English for Tourism course that was chosen to design the contents for implementation. Working as a tour guide is

required to have the key competencies as follows: 1) skill and knowledge, 2) attitude, 3) character, and 4) roles of a future officer (William, 1993; Sevilla et al., 2014). Thus, the characteristics of a tour guide based in Nakhon Phanom consist of tourism knowledge, communication which is being able to speak with fluency, appropriateness of linguistics, and presentation skills as well as working skills such as teamwork and problem-solving (World Economic Forum, 2016).

### **Research instruments**

The conducted instruments consisted of three phases as follows.

#### **Phase 1: OBE-designed materials**

The semi-structured interviews and the focus group discussions were conducted to find the needs of the two groups of participants. The questions were asked to know students' needs, barriers to language use, and learning outcomes of new knowledge expectations in English for Tourism. The stakeholders were asked about the required qualifications of roles and characteristics of a tour guide should be for serving and working in both private and public sectors as well as foreign tourists in Nakhon Phanom.

#### **Phase 2: OBE-based Implementation**

The integrated needs of both participants from phase 1 like topics, tourism contents, and additional skills gained were designed for speaking tests (pretest and post-test) with experiential learning and scaffolding methods. The test consisted of 3 parts: part 1 is 10 items of sentence completion, part 2 is a tour guide self-introduction, and part 3 is describing a tourist attraction of Nakhon Phanom. Both tests were validated by three experts who have English teaching experience. The criteria of item validation were used by the IOC (Kongsat, & Thammawong, 2008).

#### **Phase 3: OBE-based Evaluation**

The instruments of diary logs and semi-structured interviews were written and tested to assess whether the OBE-designed materials are effective to improve speaking skills for playing a role of a tour guide based in Nakhon Phanom.

### **Data collection**

The data collection of the pilot study is divided into 3 phases: OBE-designed material by NA, implementation, and evaluation. The participants are two groups: students and stakeholders. 1). The 13 Chinese-major students enrolling in English for Tourism course in the 1<sup>st</sup> semester of the academic year 2021, were selected by purposive sampling. The study took 10 weeks long between August to October 2021 at the Faculty of Liberal Arts and Sciences, Nakhon Phanom University, and

the proposed tourist sites at Wat Phrathat Phanom and the Mekong River bank. 2). Stakeholders were chosen by a purposive sampling of 5 people working in various organizations: a tourist, a tour agency, a tour guide, a representative of one tourism organization, and English-major alumni. The open questions were used to randomly ask students after the course ended to investigate what they have done to improve their performances; it is useful to let students respond in their way (Gilbert, 2008).

### **Data analysis**

For the pretest and the post-test, the statistics used in this study is a pair sample t-test (the p-value is  $<.05$ ). The results of the English-speaking test were scored by 3 intra-raters: one is a native English teacher, and two are non-native English teachers. Then the reliability of Cronbach's Alpha was generated. The reliability value of the test items is .852 which is higher than 0.7. which means that the correlation of the test items is reliable and accepted as statistically significant at .000. To measure materials whether are effective, the diary log, and student random interview was analyzed by content analysis. To score a speaking test, the rubrics were adjusted from the frameworks of Nur (2005) to be relevant to students' backgrounds to play the role of tour guide based in Nakhon Phanom into 6 scales as follows. 1) Speaking: the communicative ability and the ability to get the meaning across to the listener. 2) Fluency: the ability to keep the expression going smoothly like reading a text without hesitation or inappropriate pauses without repeating the words). 3) Appropriateness of language: grammar and vocabulary: 3.1 Grammar (accurate use of structure), and 3.2 vocabularies: the learner's ability in choosing appropriate words for the intended meaning, and how to solve problems when a speaker cannot find appropriate words). 4) Appropriateness of presentation: sequence of presentation and how the presentation is logical. 5) Knowledge: background knowledge of learners on the tourist attractions, ethnic groups, food, souvenir, etc. relating to Nakhon Phanom. To evaluate the working skills of tour guides in real situations, the most emergency issues were raised in the list by stakeholders.

### **Research Results**

The study first focused on finding the needs of learners and stakeholders using the OBE process to obtain the course materials for English for Tourism, and what characteristics of a tour guide should work in Nakhon Phanom. Then it looked at how the EFL students can develop their

competency of knowledge and English–ability skills after learning the obtained course materials. The results can be revealed according to the framework.

### **1. Needs Analysis in OBE–based Material Design**

To meet the first objective of the study based on OBE–based material design, the opinions of students and stakeholders can be identified as follows.

#### **The Results of Students’ Opinions**

The students’ needs of learning in the course English for Tourism and implementation were identified below. Firstly, most students found more difficulty in unknown words, grammar, and word pronunciation in their English learning previously. They needed to know the terms and new tourism words. They wanted to improve their accent and pronunciation including tourism information. Secondly is a tour operation, they responded to know how to manage and create a tour guide function like writing a program tour or giving information to tourists as well as the disciplines of tour guide behaviors in what they can and cannot do when dealing with tourists. Besides, the majority of students expressed that they were shy to speak English with foreigners or visitors. For example, *“I need to know how to categorize the group of tourism vocabulary. And “I need to improve new vocabulary about tourism, and terms in tourism work. I need to develop a vocabulary for helping tourists efficiently helping tourists.”* Thirdly, most importantly, students were expected to have opportunities to practice and travel while learning in this course in real tourist sites if possible. For instance, *“I want to learn about doing and don’t doing for tourists in various situations.”* And *“I think when we learn how to be a real guide if we go to a real place is essential to develop our skills of being tour guides.”*

#### **The Results of Stakeholders**

The results found that stakeholders need to see the roles of an appropriate tour guide to have charisma and make an impression on tourists. One tourist responded to linguistics which is essential to a tour guide in Nakhon Phanom. For instance, *“I am both a tourist and an educator at the same time, I think technical terms are needed to know and are considered for English major students.”* While a tourism representative mentioned, *“I think all skills of English especially listening skills need to practice.”* And *“a tour guide should be a narrator or a storyteller; s/he can use easy words to explain the tourist information while talking.”* The important qualification of being a tour guide also requires working skills, *“I think a tour guide should have service mind, problem–solving*

*skills, being touch, active, adaptive characters while handling the tour guide tasks are essential for a tour guide.”*

In summary, the needs of students and stakeholders were then grouped into the four following themes: 1) linguistics and 2) tourism content, 3) characters, and 4) life skills for the material design in the next step shown in figure 2.

Linguistics	Tourism Contents	Additional Abilities	Life skills
<ul style="list-style-type: none"> <li>– Speaking: Greeting, a tour guide, self-introduction, pronunciation, and conversation</li> <li>– Writing email correspondence to tourists</li> <li>– Listening</li> <li>– Grammar</li> <li>– Vocabulary: terms and new words or unknown words</li> </ul>	Tourism contents: <ul style="list-style-type: none"> <li>– Knowing basic tourist information: tourist places e.g. Wat Phrathat Phanom, Mekong River, and ethnic groups of Nakhon Phanom</li> <li>– Describing a tour guide script</li> <li>– Tour program and tour guide scripts</li> <li>– Cultural ways of life</li> <li>– Principles of a tour guide</li> <li>– Tourist behavior: do and don't do</li> </ul>	<ul style="list-style-type: none"> <li>– Marketing</li> <li>– Public Relation</li> <li>– Recreation</li> <li>– Being a storyteller</li> <li>– Sense of belonging of a tour guide in Nakhon Phanom</li> <li>– Entertainment skills while handling a tour operation</li> <li>– Driving and cycling, fixing cars, and skills of office use</li> </ul>	<ul style="list-style-type: none"> <li>– Service mind of a tour guide</li> <li>– Having problem-solving skills</li> <li>– Handling problems of tour operation</li> <li>– Outdoors experienced learning in the tourist sites</li> </ul>

**Fig.2** shows the needs of students and stakeholders

As a result, the OBE-designed course material gained from the needs of both groups of participants was designed into four units: 1) the Self-Introduction of a Tour Guide, 2) Ethnic Groups of People in Nakhon Phanom, 3) Mekong River Bank and 4) Wat Phrathat Phanom. Next is the results of the learning methods of Experiential and Scaffolding conducted in the implementation and evaluation shown below.

## 2. Experiential Learning instruction and Scaffolding

After getting the course materials mentioned, to answer the second objective whether how experiential learning and scaffolding activities integrated into project-based instruction can develop the EFL learner's English-speaking abilities in Tourism, the results showed as follows.

### 2.1 Experiential Learning

After using experiential learning through the real place in the project-based learning of a tour company, students got new experiences and they were more confident to speak than in the past of learning. For experiential learning, *“I like the activities that I and my friends came to tour*

*the Mekong River bank, especially Wat Prathat Phanom. Every time I visited, I just came to respect the Buddha images and the pagoda. Since I study this course I and my friends have had to come inside the pagoda to observe what is kept and search for more information to be added for writing a tour guide script.”* In the four-experienced learning cycle, it was found that students preferred the second step of reflection with their learned experience to the tourist attractions. For instance, *“Using the reflection technic is good for us to set up a question for our friends then we could bring our weak points to revise our mistakes.* Through project-based learning, students in each group responded that they were impressed with having a team working with friends. Moreover, for the third and the fourth cycles, *they were able to conclude the experience, and plan what they would have learned. For example, “I like learning the history of the Mekong River, and I know.”*

## 2.2 Scaffolding

Scaffolding is a method that teachers support students to be able to achieve a task through classroom materials, learning resources offered to the students, and instructional practices as well as allowing them into groups of learning (Gibbons, 2015). In the implementation, scaffolding was applied through tasks and activities during the eight weeks and the results can be grouped into 1) speaking and pronunciation and 2) feedback from teachers and classmates as follows. After they have finished learning 4 topics, they improved their pronunciation from learning the four topics, *“I can improve my word pronunciation more than in the past.”* And *“I can practice my conversation with friends and I have a chance to comment on another person’s speaking and works even though I am not good at pronunciation.”* In this process of implementation, students knew more new vocabulary, and basic grammar used to explain the particular contents, have more opportunities to practice word pronunciation, and give feedback to peers including the teacher, and vice versa. *“I will bring my weak point which is pronunciation to practice continuously until being skillful and dare to pronounce it correctly. Vocabulary, I will practice by recognizing it.”*

For peers’ and teachers’ feedback, students had more time to practice the pronunciation of their words, *“I like the ways that we can feedback on our homework with a teacher and friends. We know how to pronounce the right words and sentences and dare to comment work each other not only in pairs works but in group works.”* Apart from practicing English pronunciation, writing scripts, and being more confident in speaking, students were able to well apply mind mapping in searching for tourist information from one topic to another one. *“Using mind mapping can help me to do the outline before writing a tour guide script is good because before we explain the information, we have to know the main points of the topic first. The first mind mapping provided by the teacher*

*of the Mekong River is a good example for starting to write a second script of Wat Phrathatphanom. This can reduce our time of doing homework.”*

### The Results of the Pretest and Post-test in Implementation

To solve the problems of students in linguistics of vocabulary, grammar in speaking skills, and those who lack tourism knowledge, the results showed that the post-test scores of English-speaking are higher than the pre-test after students were learning the tour guide topics of Giving Tourist Information about Nakhon Phanom (sentence completion), Self-introduction of a Tour Guide, and Describing Wat Phrathat Phanom. They were able to improve their English-speaking knowledge and competency in the five aspects of communicative ability, fluency, vocabulary, grammar, and tourism knowledge based on OBE-designed materials as shown in figure 3.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	35.7949	78	19.23495	2.17793
	post	58.8974	78	24.69796	2.79649
Paired Samples Correlations					
		N	Correlation	Sig.	
Pair 1	pre & post	78	.852	.000	

Fig.3 shows the results of the pretest and post-test of OBE-designed materials

### 3. Competency of a Tour Guide

In this study, the competency of a tour guide based in Nakhon Phanom focused on tourism content, communication, and working skills. The results were as follows.

#### 3.1 Tourism Content

In response to the student's expectations of the course-designed materials, the results showed that students can obtain the tourism content provided on a total of four units in English for Tourism. For example, *“I like the exercise of unit 1.”* And *“the whole chapters are proper, not less and more for me.”* For the length of each chapter, *one student shared, “The first chapter is too much for me so I spent more time doing and practicing. And if we have time, I want to know tourist information about other provinces apart from Phrathat Phanom.”*

As for additional knowledge, it was found that students gained knowledge from the lessons identified as the following points. *“After I study this course, I have more knowledge about the ethnic people living in Nakhon Phanom.”* And *“In the Unit of Wat Phrathatphanom, there are lots of difficult*



*words. But if there is more time to practice, I think we could do better than this time.”* Moreover, some lessons are quite difficult for students to understand new vocabulary and structures in geography and fish species living in the Mekong River, culture, history, and ethnic people of Nakhon Phanom tourist attractions which are beyond their fields. Likewise, “I like the activities that I and my friends came to tour the Mekong River bank, especially Wat Prathat Phanom. Every time I visited, I just came to respect the Buddha images and the pagoda. Since I study this course I and my friends have had to come inside the pagoda to observe what is kept and search for more information to be added for writing a tour guide script.”

### **3.2 Working skills of a Tour Guide**

For the working skills, an OBE needs analysis of stakeholders and students, and the measurement of additional skills of learning, students were tested to solve the emergency cases of tour operations after ending the contents by making a group lucky draw according to the most frequently occurring cases, ranked by one freelance tour guide. It found that students were tested two times in oral to show their ability to deal and solve with tourist problems in the right ways as a tour guide should behave as the case of the COVID-19 pandemic, a tourist asked to change the program tour, a tourist got sick while touring with the group, etc. For example, *“Problem-solving skill practices of a tour guide function is suitable for the ones needing to be a tour guide that is most proper.”* More importantly, *“I have learned how to solve emergency cases that occurred while operating as a tour guide.”*

## **Discussions**

The aims of the study were to develop the competency of students in linguistics, and speaking abilities, and fulfill tourism knowledge among Chinese-major students at Nakhon Phanom University. To solve these barriers, this study applied the OBE process to design course materials to teach English to tourism in the Nakhon Phanom context. It can be discussed by the following concepts.

### **The Effect of OBE-designed Materials on Developing Speaking Skills**

The results of the research study showed that the course material design regarding the needs of students and stakeholders was effective in improving students’ English-speaking skills. The qualitative data analysis showed the students significantly improved their speaking abilities after the

project-based learning with the methods of experiential learning and scaffolding for implementation. The following example extracts were described below.

Student A: *“The four units are appropriate for me to learn.”*

Student B: *“I have little knowledge about the ethics in Nakhon Phanom before because I am not a Nakhon Phanom person. After I studied this course, I have more knowledge about the ethnic people living in Nakhon Phanom.”*

The quantitative data on examining the instructions and material design showed that the EFL learners can develop their English-speaking in Tourism in Nakhon Phanom shown in fig 2. The pretest and the post-test scores of students increased ( $\bar{x}$  =35.69 to  $\bar{x}$  =58.89). The number of students who scored on average at 23.10 also increased (S.D.= 19.23 to S.D.= 24.69). The results from the pretest and the post-test showed that students who learned through the OBE-based needs analysis in tourist places were able to develop their English speaking representing those students could express the tour guide contents statistically significant by .000 ( $p < .05$ ). It means that the Chinese-major students achieved their learning outcomes using authentic materials via the project-based learning and scaffolding. This result is consistent with the study of Srimangkorn (2021: 70) which reveals that the project-based learning using presentation had significant effects on students' speaking skills and after the project-based learning implementation had significantly improved. It was supportive of their speaking skill improvement such communicative activities as presentation tasks and integrative skill practice.

As the statistics show above, not all students can improve their English-speaking abilities in every part of the tests because linguistics is insufficient for a student who is at a low level of language ability after learning for only 8 weeks as found from the feedback from students who still inquiries more learning about vocabulary and structure.

Student C: *“I think I need to improve more grammar.”*

Student D: *“Vocabulary is quite difficult.”*

However, as per the students' suggestion, vocabulary and grammar are crucial parts of developing ESP English-speaking skills as relating to Goh (2007) indicates that developing the speaking skill of learners needs to have cognitive and social methods because it is essential to realize text and communicative features. Hence, students needed to spend long hours of learning to improve their structure and vocabulary for communication, which is consistent in the study of English communicative development of a guide using their local tourist attraction at the Ban Pong Manoa

Archaeological site. Students improved their English communicative skills after training, which have learned essential communicative skills, and practiced welcoming tourists in authentic situations (Pongprairat, 2020).

### **The Needed Skills and Knowledge in English for Tourism in Nakhon Phanom**

In this study, commercial textbooks are an obstacle among EFL learners in ESP pedagogy. As the results of the course materials suggested by the stakeholders, the needed skills and knowledge are inquired for students to learn in Nakhon Phanom. They covered 5 aspects: 1) Tourism knowledge of Nakhon Phanom tourist attractions of 1) Wat Phatthat Phanom, Mekong River, Ethnicity, Food, and Local Products, 2) Vocabulary and Grammar, 3) Communicative skills in pronunciation, listening, and writing, 4) Characteristics of a tour guide and 5) Problem-solving. Hence, the communicative tasks and activities conducted in project-based learning can enhance the students to accomplish the learning goals of the projects. They could handle the project through teamwork and making cooperation with the team members of each group in the role of a tour guide company together as shown in the following extracts.

Student E: *“My impression is doing activities with friends for brainstorming and sharing works that make us united. I also introduced various tourist places to friends balancing and playing different roles that make my learning more exciting.”*

Student F: *“I have a chance to work and solve with friends as teamwork and help each other.”*

The results of these two students' opinions are similar to the concepts of Klimova and Polaka (2020) that to design materials for learning the tour guide topics in English for Tourism, students expressed the need to learn about tourist sites because they need to know the learning outcomes are constructed and comprehend how well their learning compatible with the expectations. Besides, effective materials are concerned with course developers who motivate learners to participate with energy, be flexible, and simply use in a particular context to contain diverse characteristics of authentic input and activities in spoken and written texts (Tomlinson, 1998; Tomlinson & Masuhara, 2008).

### **Experiential Learning and OBE in A Tour Guide Working Skills**

In ESP, learning outcomes are the major part of course developers to consider in designing the course materials, especially for providing further competency for students. This study is mainly focused on whether the OBE-designed materials are effective for EFL learners in English-speaking

in Tourism in Nakhon Phanom. There are advantages for students from project-based learning with experiential learning and scaffolding activities. In project-based learning, students can compare the old information they perceived before learning with the new ones. To do this, after watching a video provided by the teacher in class, they explored the real tourist site at Wat Phrathat Phanom to cross-check whether the information they have known is correct from their experiential learning before making a presentation. They discovered that inside the pagoda, there are many old sacred objects and Buddhist photos kept in that place. After students went back to class and can review new tourism information and conclude with their friends and teacher. For scaffolding activities, students can create their tasks independently. In this process, in the task of a tour guide self-introduction, they were creating a route tour for tourists they are familiar with by studying the teachers' model and applying it to write their self-model script and then presenting it to the class. Moreover, for the topic of the Mekong River, students can scaffold knowledge using mind-mapping taught in the previous unit as a teacher did for the first time to classify and group information about the Mekong River such as history, fish species, and activities done along the river bank. One student explained about this topic, *"As I am closure to the Mekong River, I haven't known about the information and since I have learned this topic, I get new knowledge like fish species and their scientific names."* These results showed that experiential learning can motivate students to prove what they have learned from the lessons is true, and scaffolding can be applied by self-learning of students related to the ideas of Kaliannan and Chandra (2012), OBE was presented to develop course learning through various activities such as project-based learning, learning autonomy, and cooperative learning. For the presentation and work skills, students shared that they can practice the use of media, literacy, and visual program to aid their presentation. In this way, students found the solution after brainstorming to solve the problems that occurred in unreal situations of a tour guide after trying out with the team members in the groups two times. One expressed that *"I have a chance to work and solve with friends as teamwork and help each other."* It can be stated using an OBE-based measurement of students' working skills is effective in playing the roles of tour company projects. Burdening the emergency cases of a guide's functions challenges students to show their critical ideas and abilities with teamwork in problem-solving skills for tourists in the right ways. Hence, working skills should not be overlooked to be implemented and evaluated for future career preparation. These concepts are similar to Doyle (2021), learning in the 21<sup>st</sup> century, learners need to have hard skills abilities, or material training to demonstrate the potential for a profession such as foreign language proficiency. Whereas soft skills or life skills are quite difficult to measure

because these are interactions with others by showing their leadership, patience, problem-solving skill, teamwork, etc.

## Knowledge from Research

Learning outcomes of ESP pedagogy are the most important aspect to consider by course developers. In the Nakhon Phanom context, designing the materials in English for Tourism to EFL learners depends on three core components starting with 1) OBE-based needs analysis relying on students and stakeholders can help course developers to get authentic lessons for students. To get the learning outcomes, the students' competency: knowledge, and skills were implemented. 2) Speaking-English ability, an achievement test obtained from the OBE-designed materials process is explored to see how students can improve their language use and tourism content. In the learning process, blended learning of experiential and scaffolding was implemented to enhance students to perform their successful tasks and activities. 3) Working skills or life skills are essential characteristics of a tour guide to perform charisma needed in the profession of service and hospitality in Nakhon Phanom. Thus, the body of knowledge of the study is to gain an OBE-based ESP learning model: 1) OBE-based needs analysis, 2) OBE-designed materials, and 3) OBE-based implementation and evaluation. The findings revealed can be identified in the model of OBE-designed materials for English for Tourism shown below.

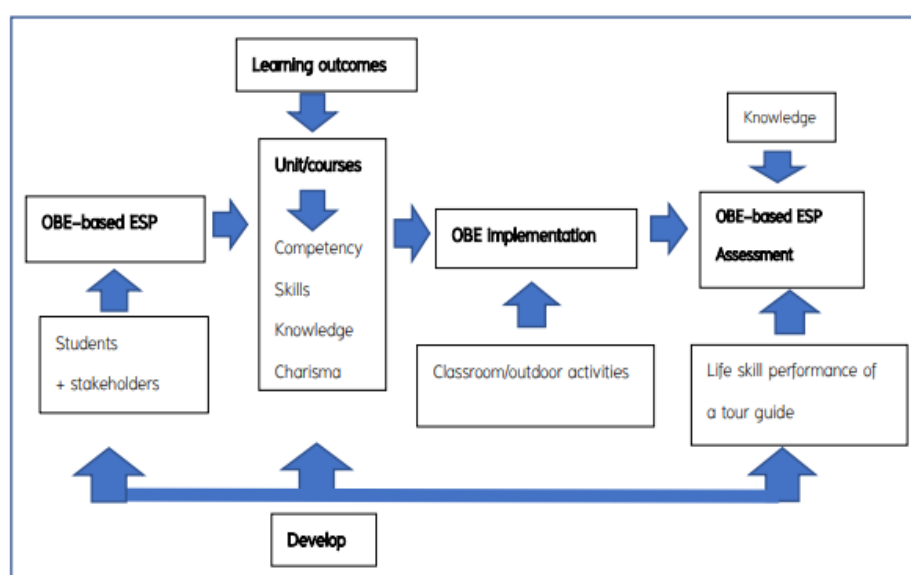


Fig 4. shows the Model of OBE-designed Materials on English for Tourism in Nakhon Phanom

## Conclusion

The study aimed to study the needs of students and stakeholders relating to tourism works in Nakhon Phanom Province. It also examined the English-speaking abilities of EFL students after using the OBE-designed materials and explored the effectiveness of the OBE-designed materials in the tourism context of Nakhon Phanom. The pretest and posttest were adapted to compare the English-speaking ability of the 13 Chinese-major students before and after the project-learning implementation. Speaking tests, project-based learning instruction, and semi-structured interviews were used as research instruments. The gained results from data collection were qualitative and quantitative methods and analyzed by content analysis and interpretation. The results of the research showed that OBE-designed materials for English for Tourism in the authentic context for tour guide topics in Nakhon Phanom should have four important aspects: 1) linguistics and 2) tourism content, 3) additional abilities, and 4) life skills. Student can improve their English abilities in four skills apart from speaking. They increased tourism vocabulary, and grammar, and tourism content, especially on the topics of the Mekong River Bank, Ethnic people in Nakhon Phanom, Wat Phrathat Phanom. The benefits of project-based learning are that experiential learning can aid students to explore real tourist sites where they can link the ideas on presentation, as scaffolding can help students to prepare information and perform tasks in particular reading, writing, and speaking practice independently. For the working skills of a tour guide based in OBE, students had the opportunity to creatively find ideas to help tourists from the urgent cases found during a tour operation. Students increased problem-solving skills and cooperative work in an environment both directly and indirectly. In sum, OBE-designed materials can help the instructor design the lessons for students to know more new vocabulary, and basic grammar used to explain the particular contents, have more opportunities to practice pronunciation, and give feedback to peers, and facilitators while learning in a real environment in tourist sites. Students have the confidence to speak more which relates to Tomlinson and Masuhara (2008), developing language course materials needs to have an effective way of conducting an evaluation: a positive and relaxed language learning learner, a teacher can facilitate learners to enjoy the materials the inside classroom and outside experience. When self-developing materials, a course developer has to apply an evaluating criterion whether the ones designed are merely prepared for a specific unit or a coursebook.

It can be said that the OBE notion can be applied to prepare the competency of graduates required hard skills and soft skills by entrepreneurs. To conclude the OBE is helped to prepare materials for seeking the target learners and conditions to know the local situation and what contents are taught (Tarnopolsky, 2012). The model and blended learning obtained from the findings is a guideline for creating the course materials, implementation, and evaluation for other ESP course teaching in other educational institutions in the Nakhon Phanom areas.

## Suggestions

This article found that learning outcomes are successful keys to create in course materials; therefore, when creating course material learning, they should be most considered by course developers or educational policymakers from the school levels to the tertiary levels. Competency of knowledge and skills should be provided to get the required qualifications in the workplace from learning in the ESP courses at the same time. While the EAP courses should not be overlooked to reinforce learners for the learning outcomes with communication and life skills to prepare graduates for the 21<sup>st</sup> Century nowadays. For limitation, the COVID-19 outbreak is not suitable for conducting an experiential learning method in English for Tourism. Thus, the activities to do with each other are less for students because of the situation of the Covid-19 pandemic; thus, a longitudinal study is proper for developing linguistics and learning in-depth tourism information, especially in history, culture, and ethnic people for students who are beyond these fields. Further study is the impact of OBE-designed material evaluation in other ESP and developing speaking rubric scores of ESP.

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