

## **Development of Online Lessons on English for Work in Hospitality Industry for**

### **Labourers and Entrepreneurs in Nakhon Pathom Province**

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#### **Abstract**

This study aimed to develop online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province and find out its efficiency. It also aimed to investigate learners' learning abilities before and after employing the online lessons. In addition, the research explored the learners' opinions toward the online lessons. The participants comprise 30 labourers working in the hospitality industry in Nakhon Pathom province. The instruments used were the online lessons, an achievement test, questionnaires to evaluate the quality of the online lessons, and questionnaires on learners' opinions. The paired sample t-test was used to analyze the learners' achievement in learning before and after using the online lessons; the mean and standard deviation of items were used to evaluate the learners' opinions toward the online lessons. The results revealed that the efficiency score of the online

lessons was higher than the expected criterion. Also, the learners' ability was significant at the 0.05 level, and the learners' opinions toward the online lessons were high.

**Keywords:** E-learning, English for work in hospitality industry, online lessons, self-study learning

## **Introduction**

The current era of globalization has generally changed the condition of things and the optional way of teaching and learning. Education reform for future development has come early due to the COVID-19 pandemic. Besides, the innovative technology in education plays an essential role in today's era, no matter where they are in the world, if they can access the internet and search for the information they need, and these are currently teaching and learning online lessons on the Internet network. In addition, online education is defined as a form of distance education that uses computers and the internet as the delivery mechanism, with at least 80% of the course content delivered online (Allen & Seaman, 2011; Shelton & Saltsman, 2005). As Clark & Carlson (1982) illustrated, teaching online is an individual teaching and learning process that relies on private or public internet via a web browser; it can facilitate learners to access lessons indefinitely. The teaching style is not downloading a computer-assisted teaching program onto their machine. This is to say, online learning uses technology on the internet to create interactive and high-quality education that people can access quickly without limitations of place and time.

In recent years, an Electronic Learning System has been an educational platform over the internet, and one of those platforms is a learning management system (LMS). The learning management system is a software application or web-based technology used to plan, implement, and assess a specific learning process. Correspondingly, Laohacharasang (2002, p. 1) pointed out that the management system about Learning Management System in the form of E-Learning facilitates the creation of lessons, grouping and learning activities, interactive communication between teachers, and learners, grouping including learners, creating quizzes, testing, and evaluating. One of the free and open-source learning management systems is Moodle Platform. Moodle allows for the integration of a wide range of resources, including any HTML-formatted documents and multimedia resources such as video or audio such as Mp3 files, SCORMs, and PowerPoint or Flash-based applications (Godwin-Jones, 2003). Moodle creates private websites with online courses for educators and trainers to achieve learning goals. Moreover, Moodle extends and tailors learning environments using community-sourced plugins (<http://www.en.wikipedia.org>). Therefore, this study is employed to develop online lessons through the Moodle Platform.

Nakhon Pathom can be considered as a province with potential for tourism at the national level. In 2018 Nakhon Pathom province had 4,117,758 tourists, 3,990,940 Thais, and 126,818 foreigners from statistics on the number of tourists visiting Nakhon Pathom 2013 to 2018. Regarding the tourists recorded, the number of tourists tends to expand continuously

for both Thais and foreigners. Likewise, in the ranking of the top three foreign visitors to Nakhon Pathom province in 2018, the first was Chinese (3,542), the second was Japanese (2,517), and the third was British (2,487) respectively (<http://www.nakhonpathom.mots.go.th>). Effective travelling to Nakhon Pathom province of foreign tourists makes business-related tourism such as the hotel industry, resorts, and luxury apartments for staying while travelling. Hence, the number of accommodations in Nakhon Pathom province has grown exponentially. In addition, there will be 56 registered accommodations such as hotels, resorts, and luxury apartments in 2020 (<http://www.dataforthai.com>), in which operators in the hospitality industry must provide services and communicate with tourists in English. The preparation of English-speaking personnel is essential. The knowledge of English language skills of operators and workers will make the visitor's visit impressive and come back in the future.

For those mentioned above, it can be examined that online learning through the internet is a learning process based on the properties and resources of the website. It is a media to support teaching and learning that can make teaching and learning management more effective. Hence, the researcher intends to develop online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province to enable people who work in the hospitality industry to service. It could be another way to empower new skills and technology supporting lifelong learning that is accessible to all,

universally applicable, and acceptable standards. Moreover, it is also to benefit people in the community and the public alternatively in self-improvement by increasing their English language skills and efficiently letting them apply the skills to their professional careers.

### **Research Objectives**

The objectives of this research were as follows:

1 to develop the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province and find out its efficiency;

2 to compare learners' learning achievement before and after use of the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province; and;

3 to investigate the learners' opinions toward the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province.

### **Research Questions**

The research questions for this study were:

1. How effective are the online English lessons for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province?

2. How does using the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province affect the learners in terms of

learning achievement?

3. How does using the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province affect the learners in terms of satisfaction with the innovations?

## **Hypotheses**

The research set out the following hypotheses:

1. the effectiveness of the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province will be higher than 75/75;

2. learners will reach higher achievement in studying the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province; and

3. learners will feel highly satisfied with the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province.

## **Scope of the Study**

1. The target group of this research was labourers and entrepreneurs working in the hospitality industry in Nakhon Pathom province.

2. Variables

2.1 The independent variable of this study is the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province.

2.2 The dependent variables were as follows;

2.2.1 ability to use English for work in the hospitality industry for Labors and Entrepreneurs in Nakhon Pathom Province.

2.2.2 satisfaction with the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom Province.

### **Definition of Terms**

1. The online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province that the researcher contributed consisted of six lessons, including Unit 1 Welcoming Guests, Unit 2 Dealing with Guests Request, Unit 3 Front of the House, Unit 4 Food and Beverage Services, Unit 5 Housekeeping Services, and Unit 6 Communicating on the Phone.

2. Learners refer to labourers working in the hospitality industry in Nakhon Pathom province who are interested in improving their communication skills in English and were allowed to participate in this study by their employer.

### **Research Methodology**

#### ***Research Design***

The research was pre-experimental as a quantitative research study. The type of study was a pre-experimental design for the one-group dependent pretest-posttest method (Best, 1977).

### ***Participants***

The participants were selected by purposive sampling technique consisting of 30 employees working in the hospitality industry in Nakhon Pathom province.

### ***Research Instruments***

The research instruments being applied in this study consisted of the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province, the assessment form to evaluate the online lessons, an achievement test, and the questionnaires.

**The Online Lessons on English for Work in the Hospitality Industry for Labourers and Entrepreneurs in Nakhon Pathom Province.** To develop the online lessons, the researcher firstly studied the principles of Electronic Learning (e-learning), Learning Management System (LMS), and Moodle Platforms, an open software to conduct the online lessons. Then, the researcher explored and reviewed the literature on the characteristics of English for Specific Purposes (ESP) and syllabus designing for ESP courses to create the online lessons. The online lessons were designed and integrated communication



skills; listening, speaking, reading, and writing. Additionally, the researcher selected the vocabulary to make the conversation by surveying the frequency of vocabulary used in the hospitality industry with the hotel staff within three departments, including front office staff, food and beverage staff, and housekeeping staff who work in the 5-star hotel in Thailand. Then, the researcher developed the materials based on authentic vocabulary used in the hotel industry. The contents were relevant to the learners' comments from need analysis survey, including Unit 1 Welcoming Guests, Unit 2 Dealing with Guests Request, Unit 3 Front of the House, Unit 4 Food and Beverage Services, Unit 5 Housekeeping Services, and Unit 6 Communicating on the Phone. In addition, the lessons were divided into five subjects to study: vocabulary, grammar, conversation, exercises, and tests at the end of each lesson.

The online lessons were assessed for quality of lessons from educational technology experts, and the content was reviewed by English language teaching professionals and experts working in the hospitality industry; it will be most suitable for learners before implementing it. After finishing the assessment, the researcher conducted a pilot study by recruiting participants from undergraduate students who previously participated in the English at Work course. A number of ten students participated voluntarily. The pilot study aimed to check if the online lessons were suitable for the level of learners and if it was easy or hard for learners to follow the lessons on their own. After the pilot study, thirty labourers were selected to use the online lessons on English for work in the hospitality industry to find

its effectiveness. The present study showed that the efficiency of the online lessons was 76.11 / 76.66, higher than the threshold of 75/75.

**The Assessment Form to Evaluate the Online Lessons.** The assessment form was employed to assess the online lessons' quality. It involved the effectiveness of the online lessons. The assessment form was based on a five-point Likert scale with response opinions ranging from excellent, very good, good, fair, and poor, respectively, and the experts were also provided with space to make comments. The experts assessed the quality of online lessons using a 21-item 5-level assessment scale consisting of 3 aspects: content and presentation, usability, and benefits of the online lessons at an excellent level (mean 4.50 and standard deviation 0.49), usability (mean 4.68 and standard deviation 0.18), content and presentation (mean 4.52 and standard deviation 0.21), and the benefits of the online lesson (mean 4.38 and standard deviation 0.25) respectively. As approved by the experts, the quality was excellent (mean 4.50, and standard deviation 0.49)—the details of the questions as shown in Table 1.

### **Table 1**

*The Assessment of the Online Lessons on English for Work in the Hospitality Industry for Labourers and Entrepreneurs in Nakhon Pathom Province*

Statement	Mean	S.D.	Level of Effectiveness
<u>Contents</u>			
The content is consistent with the expected learning.	4.00	0.00	Very good
The contents are accurate and precise.	4.60	0.50	Excellent
The contents are appropriate in rank.	4.60	0.50	Excellent
The contents are clearly described.	4.60	0.50	Excellent
The amount of content in each lesson is appropriate.	4.60	0.50	Excellent
The language used in the online lesson is easy to understand	4.60	0.50	Excellent
The pictures are presented appropriately and consistently.	4.60	0.50	Excellent
The order of the presentation is proper.	4.40	0.50	Very good
Average	4.52	0.21	Excellent
<u>Usability</u>			
Font style, colour, and size are appropriate.	4.40	0.90	Very good
Screen elements are suitable.	4.00	0.00	Very good
Sound effects are suitable.	4.00	0.00	Very good
Screen graphic designs are suitable.	4.40	0.90	Very good
Screen graphic design is relevant to the content.	4.40	0.90	Very good
The graphic design on the screen is beautiful.	4.60	0.90	Excellent
The operation buttons can be easily controled.	4.60	0.50	Excellent
The connection of each part is convenient.	4.60	0.50	Excellent
Average	4.38	0.25	Very good
<u>Benefits</u>			

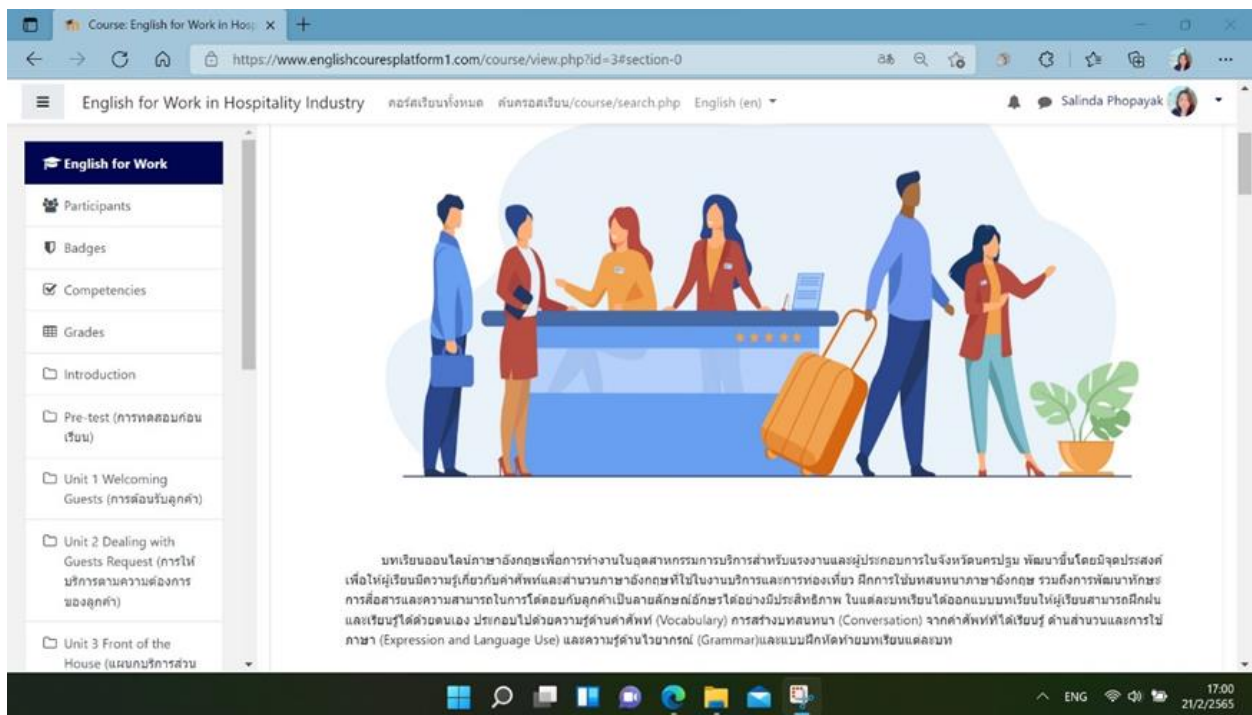
Statement	Mean	S.D.	Level of Effectiveness
The online lesson provides helpful knowledge and information to learners.	4.40	0.50	Very good
The online lesson is appropriate to use as a learning innovation.	4.40	0.50	Very good
Online lessons can support language learning as a source of information.	4.40	0.50	Very good
Online lessons can help develop the language proficiency of learners.	4.40	0.50	Very good
The online lessons can be studied and reviewed at any time.	5.00	0.00	Excellent
Average	4.68	0.18	Excellent
Overall	4.50	0.49	Excellent

***Example of the Online Lesson on English for Work in the Hospitality Industry for***

***Labourers and Entrepreneurs in Nakhon Pathom Province***

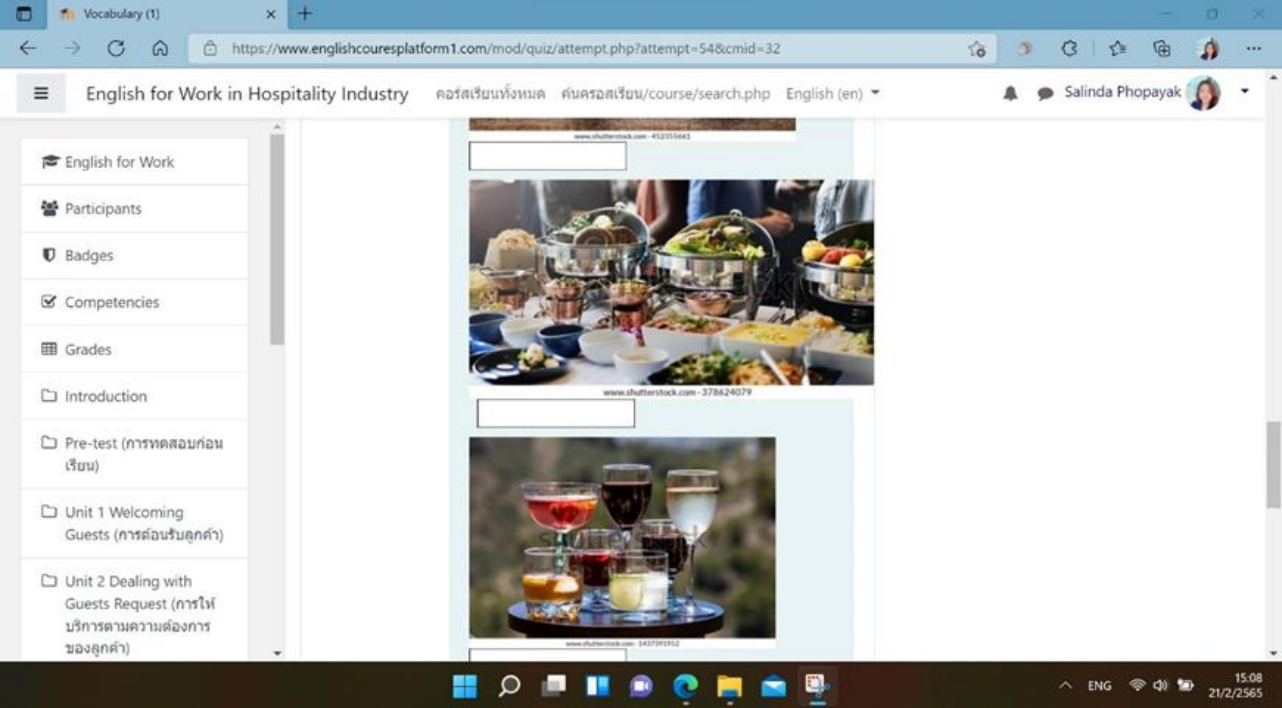
**Figure 1**

*The Example of the Online Lesson on English for Work in the Hospitality Industry for Labourers and Entrepreneurs in Nakhon Pathom Province*



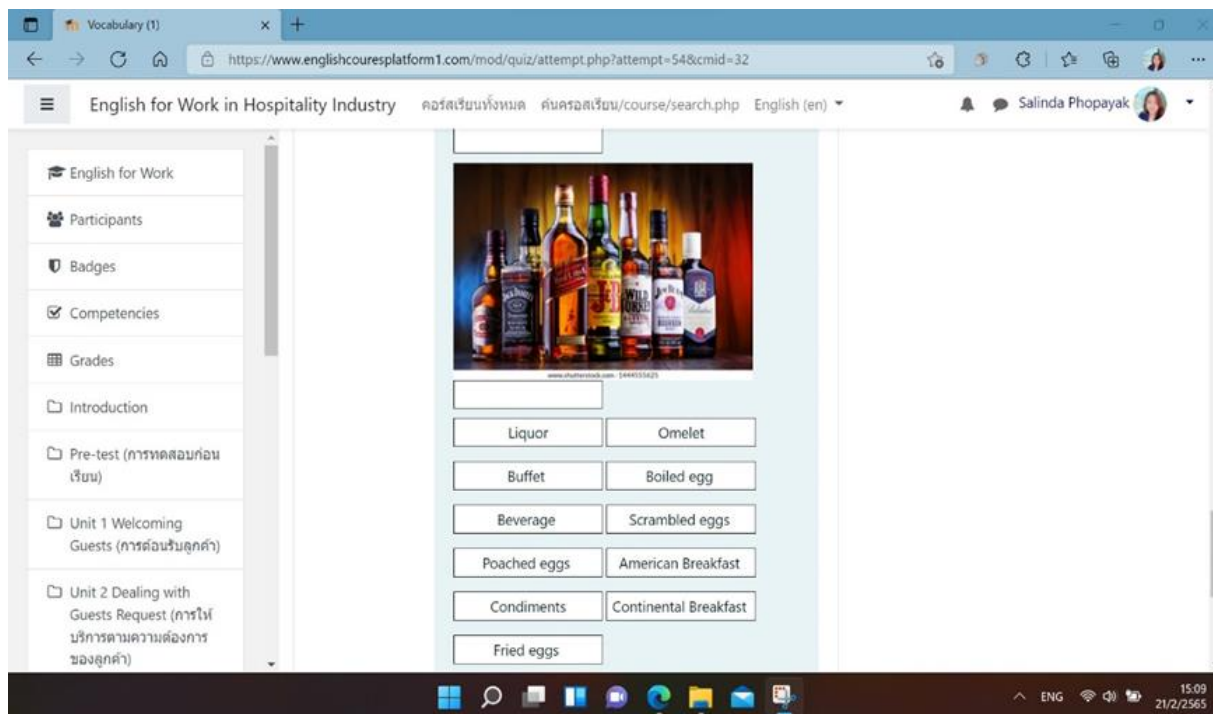
**Figure 2**

*The Example of the Content of the Online Lesson on English for Work in the Hospitality Industry for Labourers and Entrepreneurs in Nakhon Pathom Province*



**Figure 3**

*The Example of an Exercise of the Online Lesson on English for Work in the Hospitality Industry for Labourers and Entrepreneurs in Nakhon Pathom Province*



***An Achievement Test on the Ability to Use English for Work in the Hospitality***

***Industry.*** The achievement test was used as a pre-test and post-test to determine learners' ability to use English for work in hospitality. The test was multiple choice with four options; there were 40 questions, 40 marks, 60 minutes. Each question, and the answer was designed concerning the course content and objectives. The test made used the level of knowledge (Valette, 1977) to examine the learners' learning achievement consisting of three-part testing, vocabulary, grammar, and expressions used in English for work in hospitality jobs. Three experts validated the content and accuracy of word choice in each item in testing and

evaluation in education. The test was revised following the experts' comments. The revised test was pilot-tested by 30 Nakhon Pathom Rajabhat University students who previously participated in the English at Work course. The obtained scores were analyzed for the quality of the individual test items by the SPSS program to determine the difficulty items (p) and the discrimination (r) by examining the difficulty items (p) according to the criterion between 0.20-0.80. The power of discrimination (r) according to the criteria from 0.20 and above. The difficulty of the test was between 0.25-0.80, and the discrimination was between 0.25-0.75. Then the test was taken to find the confidence value. (Reliability) The test used Kuder-Richard's Formula 20 (KR-20) Kuder and Richardson (1937). The confidence value of the whole test was 0.70 or higher, and the entire test got a confidence value of 0.92.

***The Questionnaires.*** The questionnaire was developed using Google form, an online survey tool. Learners' perceptions about the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province in the areas of contents, lesson and design, and satisfaction in learning with online lessons consisted of 15 items. Questions were based on a five-point Likert scale (Likert, 1932) with response opinions ranging from strongly agree, agree, neither agree nor disagree and strongly disagree. Learners were also provided space to make comments after all questions. Demographic information regarding learners' characteristics was also obtained.

After the questionnaire was revised following the experts' comments, the pilot



study was conducted to clarify the wording of the questions and remove irrelevant questions.

The questionnaires were pilot-tested by 30 Nakhon Pathom Rajabhat University students who previously participated in the English at Work course. To collect the data, the researcher used the SPSS program to process the gathered data using the alpha coefficient formula (Cronbach, 1974) with a confidence value of 0.80.

### ***Procedures***

The research was conducted in 2021 as the following steps; to begin with, the researcher coordinated with the operators of hotels and resorts in Nakhon Pathom province to request assistance for personnel of the establishment to study online by employing the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province. In addition, the researcher selected a sample group to practice the online lessons according to the specified criteria, and the participants were asked to give their consent.

Then, the researcher explained the research project and how to use the online lessons before allowing them to access the course at a convenient time in 30 days. The participants were enrolled in online lessons through the Moodle program. After that, the researcher asked the sample group to do the pre-test with the online lessons. The sample studied the online lessons by learning the content and doing activities in the online lessons by themselves until six lessons were completed.

During the study, the researcher was monitored and inquired about the learning progress, problems, and obstacles in using online lessons created by the researcher to bring the results to improve such online lessons to be completed. Then, the participants were asked to do the post-test to compare their ability to use English for work in the hospitality industry. At the end of 30 days, the participants were thoroughly studied by employing online lessons.

The researcher examined the assessment form during the course and analyzed the data. The researcher used the scores obtained from the achievement test after studying with the Online Lessons to analyze the data.

### **Data Collection and Data Analysis**

The data collection procedure was divided into three stages. The first stage was before the development of the online lessons, during the implementation, and after implementation. The statistics used to analyze data from this study were the basic statistics such as percentage, mean, and standard deviation. The pre-test and the post-test data were analyzed by t-test and the evaluation of the effect size. Quantitative data were processed in SPSS. E1/E2 analyzed the efficiency of course materials at 75/75 (Promwong, Netbprasert, & Linsagun, 1977).

### **Findings**

This section presents the findings based on the research questions as follows:

***RQ1. How effective are the online English lessons for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province?***

**Table 2**

*Effectiveness of the Online Lessons on English for Work in the Hospitality Industry for Labourers and Entrepreneurs in Nakhon Pathom Province of the Sample Group*

Target Group	N	Score	Mean	S.D.	Effective Score
E1	30	60	45.67	2.29	76.11
E2	30	60	30.67	3.79	76.66

To ensure its efficiency, the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province was tested based on the E1/E2 standard introduced by (Promwong, Netbprasert, & Linsagun, 1977). The current study revealed that the effectiveness of the online lessons was estimated at 76.11/76.66. The result demonstrated that the overall scores participants earned during the study were 76.11%, thus reflecting the efficiency of the teaching and learning process in E1. The E2 showed that the scores of the achievement post-test were 76.66% which reflected their knowledge and ability after learning through the online lessons.

Furthermore, the experts assessed the quality of online lessons using 21-item questions shown in Table 1, a 5-level assessment scale consisting of 3 aspects: content and

presentation, usability, and benefits of the online lessons at an excellent level (mean 4.50 and standard deviation 0.49), usability (mean 4.68 and standard deviation 0.18), content and presentation. (mean 4.52 and standard deviation 0.21), and the benefits of the online lesson (mean 4.38 and standard deviation 0.25) respectively. As approved by the experts, the quality was excellent (mean 4.50, and standard deviation 0.49).

***RQ2. How does using the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province affect the learners in terms of learning achievement?***

**Table 3**

*Mean, S.D., and t-test of Learners' Ability to Use English for Work in the Hospitality Industry*

Test	N	Score	Mean	S.D.	t	Sig.
Pre-test	30	40	22.13	3.64	13.701*	0.00
Post-test	30	40	30.67	3.97		

*Note.* \*significant level of .05 ( $P \leq .05$ )

As for a comparison of learners' learning achievement before and after learning with the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province, the findings illustrated that the learner's ability to use English for work in the hospitality industry from the pre-test and post-test after learning from the online lessons was significantly higher than before their entry at 0.05, which

demonstrated the learner's ability to employ English for work in the hospitality industry score before and after learning.

***RQ3. How does using the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province affect the learners in terms of satisfaction with the innovations?***

**Table 4**

*Mean and S.D. of Participants' Opinion towards the Online Lessons on English for Work in the Hospitality Industry for Labour and Entrepreneurs in Nakhon Pathom Province*

Statements	Mean	S.D.	Level of agreement	Rank
<u>Contents</u>				
The alphabets are easy to read.	4.83	0.38	Highly satisfied	
The language used in the lesson is easy to understand.	4.63	0.49	Highly satisfied	
The contents are appropriately arranged	4.43	0.50	satisfied	
The difficulty of the contents is consistent with the learning level.	4.83	0.38	Highly satisfied	
The content corresponds to the purpose of learning.	4.50	0.51	Highly satisfied	
Average	4.65	0.45	Highly satisfied	(2)
<u>Designing</u>				
The components of the lesson are convenient.	4.43	0.50	Very satisfied	
The arrangement of the lesson elements is appropriate.	4.47	0.43	Very satisfied	
The alphabets were clear and easy to	4.83	0.38	Highly satisfied	

Statements	Mean	S.D.	Level of agreement	Rank
read.				
The lessons are interesting and responsive to learners.	4.40	0.50	Very satisfied	
The feedback is properly used.	4.50	0.51	Highly satisfied	
Average	4.59	0.46	Very satisfied	(3)
<u><i>Satisfaction in learning with online lessons</i></u>				
I feel eager to learn the online lesson.	4.73	0.45	Highly satisfied	
I was satisfied with the quick response to the online lesson.	4.43	0.50	Satisfied	
I can efficiently study the lessons on my own.	4.77	0.43	Highly satisfied	
I am free to study and seek additional knowledge.	4.53	0.51	Highly satisfied	
I gained the benefit from taking online lessons.	4.77	0.43	Highly satisfied	
Average	4.65	0.46	Highly satisfied	(1)
Overall	4.63	0.46	Highly satisfied	

As it showed in Table 3, the learners' opinion toward the online lessons on English for work in the hospitality industry for labour and entrepreneurs in Nakhon Pathom province was clearly stated that the learners had positively high satisfaction with the appropriateness of the satisfaction in learning with online lessons (mean 4.65, and standard deviation 0.46). Followed by content, the students had the highest average level of satisfaction (mean 4.65, and standard deviation 0.45), and the design of online lessons had a high level of satisfaction

(mean 4.59, and standard deviation 0.46) respectively. Overall, the learners' satisfaction with implementing the online lessons in English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province was at the highest level (mean 4.63, and standard deviation 0.46).

## **Discussion and Conclusion**

The development of the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province employs the teaching management system through the Moodle program to manage the content and activities of all six online lessons. Moreover, each lesson contains learning objectives and lesson files to study. Likewise, the lessons are divided into five subject areas: vocabulary, grammar, conversation, exercises, and tests at the end of each lesson. In addition, the development of Online lessons is through expert quality assessments of online lessons from educational technology experts and practitioners in the hospitality industry. Moreover, the researcher also conducted a lesson trial to determine its effectiveness with a non-sample group before being used. The efficiency of online lessons 76.11/76.66, and the finding was in agreement with the development of e-Learning Using Edmodo on Preparing English for Work for Undergraduate Students, RMUTSB Suphanburi Campus conducted by Prasartsilp (2015), which has efficiency according to the criteria.

From the background data studied, the online lessons on English for work in the

hospitality industry for labourers and entrepreneurs in Nakhon Pathom province were developed by employing the Learning Management System (LMS) through the Moodle program. The learners can access the online lessons anytime and anywhere they would like to; it is beneficial for both conveners and students. Likewise, Laohacharasang (2002, p. 1) pointed out that the management system about Learning Management System in E-Learning facilitates the creation of lessons, grouping and learning activities, interactive communication between teachers and learners, and grouping learners by creating quizzes, testing, and evaluating. At the same time, within the online lesson, there are various activities to do; therefore, practice exercises after completing the sub-contents in each part of the lesson, which is dedicated to helping learners review their knowledge all the time by themselves. Correspondingly, Coburn (2010) researched “Teaching English Online - Through Skype (VOIP)” teaching English via Skype with a focus on teaching English conversation using VOIP (Voice Over Internet Protocol). In addition, the content used to teach the information obtained from the interview with the conversation coordinator facilitators presents a conversational approach designed to facilitate conversational interactions conducive to language learning and develop students’ conversational skills and quality in English.

The current study showed that the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province were of high quality (mean 4.50, and standard deviation 0.49). In addition, the online lessons were



assessed for quality of lessons from educational technology experts, and content was reviewed by English language teaching professionals and experts working in the hospitality industry and improved to be most suitable for learners before implementation. Besides, the quality monitoring of lessons was aimed at evaluating computer lessons. This evaluation focused on examining the lessons displayed on the computer, which examined media quality in linking content and techniques. It will be of the most significant benefit to the students.

This study also compared the difference in scores between the pre-test and post-test scores of the participants after studying the online lessons on English for work in the hospitality industry for labourers and entrepreneurs in Nakhon Pathom province, which was significantly higher than before their entry. Moreover, the learners accessed the content through online lessons and activities via the online system. The lessons also facilitate time and space, and it allows students to attend anytime, thus, learning independently, enabling learners to achieve higher learning outcomes than before with online lessons. The aspect connected with the study by Chainontee & Kongmanus (2021), who developed Thai-Burmese-Karen trilingual computer multimedia instruction on the basic computer for primary four multiculturalism students of Banmorger School after studying was significantly higher than before at the .05 level.

The questionnaire reflected the learner's satisfaction with implementing the online lessons in English for work in the hospitality industry for labourers and entrepreneurs in

Nakhon Pathom province was at the highest level (mean 4.63, and standard deviation 0.46). Moreover, the learners had average satisfaction at the highest level (mean 4.65, and standard deviation 0.46), followed by content, the students had the highest average level of satisfaction (mean 4.65, and standard deviation 0.45) and on the design of online lessons had a high level of satisfaction (mean 4.59, and standard deviation 0.46) respectively. Furthermore, Moodle program on the internet allowed the lecturers to create many different systems, such as content management and activity management. This perspective reflected that the participant's satisfaction with the online lessons was similar to Alzahrani (2019), who implemented an experimental design with 49 students using the LMS Blackboard with both asynchronous and synchronous methods to take a physics course. The study results could be linked to factors that impact student performance, such as perceived quality of the teaching, amount of content, teaching style, and instructor confidence.

Additionally, the learners' satisfaction was at the highest level (mean 4.59 and standard deviation 0.46) in online lesson design because the researcher designed the lessons to complete the elements of online teaching, consisting of 1) Content, 2) Course Management System, 3) Modes of Communication, 4) Exercises/Tests. Employing the Learning Management System or LMS through the Moodle platform can manage to teach and learn in the whole system with subsections such as content management systems, according to Laohacharasang (2002, pp. 30-39). The activity management system has a linkage of the

system so that there is no mistake in linking within the lesson and it also facilitates the learners' independent learning. This aspect relates to Luo (2017) who developed the online instruction on the pronunciation of Chinese Pinin for Matayom 1 students at Assumption College Sriracha and found that the students were satisfied with the online lessons.

Regarding the satisfaction with online lessons, the learners' satisfaction was at the highest level (mean 4.65 and standard deviation 0.46), demonstrating that learners' satisfaction with online lessons was at the highest level. Thus, learners can efficiently study the lessons on their own. Moreover, learners realized that they had benefited from learning with online lessons. Hence, online lessons can be convenient for the public learners' free access to lessons with no time and place restrictions. In addition, lessons are also sources of further study. As Campbell (1999) marked, the meaning of online lessons as technology available on the internet creates interactive and high-quality education that people around the world have the convenience and can access quickly without limitation of place and time. It opens the door to lifelong education for all.

### **Limitations of This Research**

Based on teaching and learning through the online system, the limitations of this study occurred while teaching due to the internet connections. This issue happened while learners were learning by employing online lessons. In addition, the low efficiency of the internet network could reduce the effectiveness of a well-designed lesson.

In addition, the participants in this study were 30 employees working in the hospitality industry in Nakhon Pathom province. Therefore, the findings might not be generalized to other learners.

## **Recommendations**

### ***Recommendations Based on the Present Research***

To develop the online lessons on English for work in the hospitality industry and implement them in the classroom, the lessons' content should include Back office jobs, such as English for Purchasing and Sales, Reservation administration, and Conferences & Seminars. For teaching and learning management, appropriately allocate time for field trials, allowing for unexpected events such as natural disasters or epidemics, and the effectiveness of the internet should be aware.

### ***Recommendations for Further Research***

There should be research to create online English lessons in a specific subject such as English for Industrial Technicians and distribute them to increase the option of accessing the knowledge to the public.

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