

## CHAPTER V

### CONCLUSION AND DISCUSSION

#### 5.1 Summary of the Study

The objectives of this study were: (1) to develop an English listening and speaking lessons for hotel service personnel through task-based learning activities and (2) to track the improvement of the English listening and speaking abilities of hotel service personnel. The subjects consisted of 14 hotel services personnel who were from 3 different sections classified as front office section, food and beverage section and housekeeping section at the Amari Rincome Hotel, Chiang Mai. The lesson plan evaluation form and classroom observation were employed to assess the effectiveness of the course and the learners' speaking and listening skills respectively. At the end of the teaching process the interview was constructed to obtain the points of view of the learners about the effectiveness of the course and the improvement of their listening and speaking skills. The data obtained was analyzed by using SPSS for Windows. The statistics employed were arithmetic mean and standard deviation.

The results reveal that the 14 lesson plans were effective and helped the learners to improve their listening and speaking abilities from good to very good and excellent levels.

## **5.2 Discussion of Results**

### **5.2.1 The effectiveness of the English listening and speaking lessons for the hotel service personnel**

The results reveal that the 14 lessons were effective. This means that the lessons developed in this study suited the needs of the learners. There are several reasons that can be cited to strongly support the success of the first objective, which was to design lessons for hotel service personnel. First, the results from the needs analysis were used to shape the curriculum in order to make it more suitable for the needs of learners. The skills they wanted to improve and the problems they had at work were taken into consideration while conducting the proto-syllabus. The learners had the opportunity to participate in selecting the contents of their study. From the needs analysis, the learning style of the learners were considered when planning activities.

Second, task-based learning adapted from the type suggested by Willis (1998) was conducted. TBL allows the learners to use their working experiences while doing tasks. This helps the learners to have more confidence in showing their abilities since they have background knowledge about the content they are using. In addition, they were stimulated and challenged with the problems or situations related to their current job and they needed to find solutions by using their background knowledge and the new knowledge obtained from taking the course developed for this study. They practised using the target language in communication while doing the tasks that simulated real tasks. The ways the learners learn through TBL activities as mentioned above is strongly supported by Kenny and Savage (1997) who studied language teaching in difficult circumstances.

### **5.2.2 The improvement of the learners' English listening and speaking abilities**

The results show that the English listening and speaking skills of all the learners were improved. The reasons for this improvement are discussed as follows. The TBL lesson was considered a learner-

centered curriculum. Learning through TBL, the learners decided their own task starting with making a plan and preparing their own task. While performing tasks, they were assessed by their peers and the researcher. The learners would discuss and correct the language mistakes by themselves. This step is considered self-assessment. Observation indicated that the learners were enthusiastic and enjoyed participating in the tasks. Performing activities through TBL enhanced the English skills of learners. Besides, having performance assessment in class, the learners were also evaluated by the manager of each section while performing their duties two weeks after the teaching and learning were finished. The results of the evaluation by the hotel manager of each section showed that the English listening and speaking skills of the personnel who took the class with the researcher has been improved and met the passing criteria (50%). The scores obtained were closed to the scores done in class and some of the learners' scores were even higher than the scores were performed in class. This is supported by the findings of several researchers who succeed in using TBL in their studies such as Watanamara (1996), Deeprom (1997) and Sricharoen (2001).

### **5.3 Recommendation**

Based on this study, the researcher makes the following recommendations:

#### **5.3.1 Recommendations for hotel administrators**

The study of English lessons for hotel through TBL might be conducted in different branches of the same hotel and the improvement of the English skills performance might be compared between branches to improve the standard of services.

#### **5.3.2 Recommendations in learning and teaching**

##### **5.3.2.1 Pre-task step**

In order to enable the learners to perform tasks well, the instructor should provide the learners with study skills and social skills. If the group has different knowledge levels, the instructor should place good learners and poor learners in the same group. So, the good learners can help the poor learners learn.

### **5.3.2.2 Task Cycle**

The instructor should give the learners more time in preparing their tasks. They need time to think and bring in the input they have just learned to blend with their working experiences to form tasks.

### **5.3.2.3 Language focus step**

The language focus step, which is the last step of TBL, was not conducted according to the limitation of time for teaching. It is an important stage that can help the learners to find their own mistakes and correct them, which is considered to help them improve their learning. Therefore, this stage cannot be neglected. The instructor should provide learners enough time for doing this stage.

## **5.3.3 Recommendations for further research**

5.3.3.1 Further research on the development of English lessons through TBL for the other business areas such as hospitals, banks, companies, factories, department stores, hypermarkets, etc, should be conducted to improve the

listening and speaking abilities of the learners for use in their daily work.

5.3.3.2 There should be a follow-up study of the learners who learned English lessons for hotel through TBL, based on the findings of this present study.

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