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การเรียนรู้เชิงประสบการณ์ผ่านการทัศนศึกษา
สำหรับนักศึกษาด้านการบริการ

Bridging between Theory and Practice: Experiential
Learning of Guided Field Trip for Hospitality Students

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจความเห็นเกี่ยวกับประสบการณ์การทัศนศึกษา ณ โรงแรมระดับ 5 ดาว ของนักศึกษาที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ อีกทั้งศึกษาประโยชน์ของการทัศนศึกษาโดยใช้วิธีวิจัยแบบเชิงคุณภาพในการเก็บรวบรวมข้อมูลจากแบบสอบถามและภาพถ่ายพร้อมคำบรรยายกลุ่มเป้าหมายคือนักศึกษาชั้นปีที่ 3 จำนวน 50 คน จากมหาวิทยาลัยแห่งหนึ่งในภาคใต้ของประเทศไทย นอกจากนี้ ยังรวบรวมการสัมภาษณ์แบบกึ่งโครงสร้างจากนักศึกษาจำนวน 7 คน หนึ่งสัปดาห์หลังจากการทัศนศึกษา ข้อมูลแบบสอบถามได้รับการคำนวณเพื่อหาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน ส่วนข้อมูลจากการสัมภาษณ์และภาพถ่ายพร้อมคำบรรยายได้รับการถ่ายทอดและวิเคราะห์เพื่อตรวจสอบสามเส้ากับข้อมูลค้นพบเชิงปริมาณ ผลการวิจัยพบว่า การทัศนศึกษาส่งเสริมการเรียนรู้จากประสบการณ์ตรงนอกชั้นเรียนและทำให้นักศึกษาตระหนักถึงความสำคัญของ

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ภาษาอังกฤษในที่ทำงาน ผลการวิจัยยืนยันว่าการทัศนศึกษากระตุ้นให้ผู้เรียนพัฒนาตนเองด้านทักษะภาษาอังกฤษและการวางแผนอาชีพในอนาคต ดังนั้น ผู้สอนและผู้บริหารหลักสูตรในสถาบันการศึกษาต่าง ๆ ควรจัดการเรียนการสอนเชิงประสบการณ์ เช่น การทัศนศึกษาลงในแผนการสอนและหลักสูตรเพื่อเป็นประโยชน์สูงสุดต่อผู้เรียน

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Abstract

This study aimed to investigate Thai EFL students' perceptions of their guided field trip experiences in a five-star hotel. It also investigated the benefits gained from the field trip. The study used a qualitative framework with the integration of numerical data. The data was collected using a questionnaire and photovoice from 50 third-year students from a university in Southern Thailand. In addition, a semi-structured interview was conducted and collected from seven students. The research instruments were proceeded one week after the field trip. The questionnaire data was computed to find the mean and standard deviation. In contrast, the interview data and photovoice obtained from the students were transcribed and analyzed then triangulate with the quantitative findings. The key findings revealed that the field trip offered direct learning opportunities beyond classroom settings, and the students realized the importance of English in the workplace. The findings also confirmed that the students were aware of the need for English language skills improvement and future career goal setting. Since the students found the guided field trip meaningful and valuable, the instructors and school administrators might include experiential learning activities such as field trips in their lesson plans and course curricula.

Keywords: Experiential Learning, Guided Field Trip, Photovoice, English Language Skills Improvement

1. Introduction

Bringing textbooks to class, sitting at the same desk, and taking lecture notes is the traditional way of learning. Especially in Thai EFL context, the students are confronted with long, silent periods because of environmental factors, cultural face-saving expectancies, lack of self-confidence, language-barrier anxiety, lack of English language proficiency, and negative attitudes toward learning a new language (Wilang, 2017). Teachers need to make the learning process more active and engaging by keeping them busy and involved in particular course-related activities at all times (Felder and Brent, 2009; Rohlf, 2015). In this way, students have the ability to produce learning outcomes effectively. (Moreover, DeWitt and Storksdieck (2008) state that it will be the most excellent opportunity for students to explore, discover, and experience the real world. This is called '*experiential learning*' – the learning method that puts knowledge into practice. (Bruening et al., 2002) proposed that experience-based learning in the form of field trips and tours can promote students to directly explore the nature and structure of their own ideas, and learn beyond the classroom setting.

Most field-trip orientated researches have been conducted in scientific and geographical fields. (Lima et al., 2010) examined whether the field trip activity to the gold mine, following the Orion's model (Oriion, 1993) could develop geological literacy. They found that this informal teaching activity helped students substantially in terms of concrete observation of phenomena, conceptualization, and the promotion of

scientific literacy. (Fuller, 2006) also surveyed students' perceptions on the value of a field trip in physical geography, comparing it with other methods of teaching. It was revealed that field trips enhanced students' real-life, hands-on experience, understanding of their subject, and their social interactions. In a study conducted on an international agricultural field trip to Puerto Rico, (Rico, Bruening et al., 2002) used the pre and post-experience interviews for data collection. The finding showed that the students valued the field trip as a significant learning experience.

However, fewer studies have been conducted in the hospitality and tourism studies compared to other fields. (Kim et al., 2018) revealed that the most popular research subjects among 171 review studies on tourism and hospitality from 1987 to 2016 were on economics and finance, customer behavior, and marketing. Thus, this research aims to investigate students' perceptions on experiential learning during field trips in hospitality studies through questionnaires, semi-structured interviews, and photovoice. Through these research instruments, it is anticipated that students will explain how and what experiences they gained from the field trip. In other words, the specific objective of this research is to investigate the students' attitudes towards their field trip experiences and what the benefits gained through guided field-trip experiences are.

2. Literature Review

2.1 Experiential learning

Kolb (2014) defined “experiential learning” as learning by doing. This belief of a dynamic and cyclical learning process was accepted among many instructors and educators in Higher Education (Harsell and O'Neill, 2010; Knott, Mak and Neill, 2013; Gomez-Lanier, 2017). Below, Kolb's experiential learning model describes each phase of the learning process:

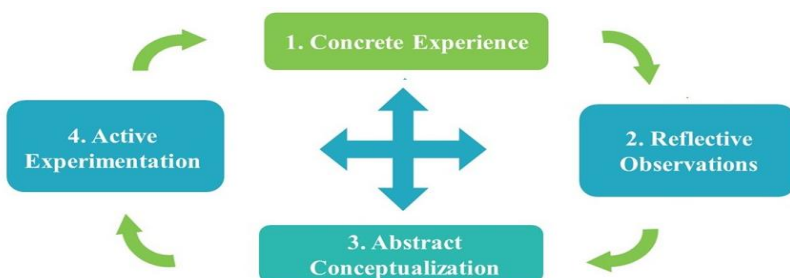


Figure 1: Kolb's experiential learning model

As shown in Figure 1, in the model's first phase, the students are engaged in an authentic activity to gain knowledge. They use various senses, such as hearing, taste, smell, touch, and sight in a real-life situation. In the second phase, the learners have the opportunity to observe, review and reflect on their experiences to develop their understanding. The concept and conclusion occur in the next phase, where the learners interpret and theorize their experiences. Lastly, in the fourth phase, the students implement and apply their revised theory to solve the problems and to make decisions in a real-life situation.

2.2 Guided field trip as out-of-class activities

A field trip is one of the out-of-class activities that enhances the students' learning in many ways. Field trips provide direct and hands-on experiences that help the students gain new knowledge and skills through cognitive learning (Orion, 1993; Rohlf, 2015). Moreover, learning out of the classroom and conventional laboratory is always enjoyable and exciting since the students explore the real world in varied situations. (Goh, 2011)

also stated that a course-related field trip helps the students to shape and make decisions toward their future career pathway. This form of learning helps the learners to construct the Three Lenses of Ecological Framework: (a) the cognitive/affective or people-centered lens, (b) the place-centered lens, and (c) the culture lens (NRC, 2009) as exemplified below:

- a.) The cognitive/ affective or people-centered lens involves the knowledge, the development of the interest and the feeling.
- b.) The place-centered lens is defined as the setting, equipment, tools or program of the trip.
- c.) The culture-centered lens is determined through the teacher, the peers, and the people involved during the whole trip, such as special lecturers and the guided-tour staff.

To ensure a meaningful and affective trip outcome, many researchers proposed that the pre-trip, on-trip, and post-trip stages should be well organized (Orion, 1993; Goh, 2011; Rohlf, 2015; Tuma, Janes, and Cook, 2017; Coll, Coll, and Treagust, 2018). Regarding the pre-trip, it is very important that teachers brief and prepare their students well before the field trip to ensure that they are familiar with the events and activities that they will be participating in during the trip. Some useful assignments could guide the students and put them on the right track. These assignments may also help the students predict what they will experience during the trip. During the field trip, the students have the opportunity to observe, touch, listen and then categorize and measure the experiences in comparison to what they have learned in class. The final stage is the post-trip stage. This stage helps the teacher to evaluate and assess what the students have gained from the field trip. Some examples of the post-trip stage include discussion, reflexive journal, and photovoice.

Several researchers have proposed the best practices of how teachers can get engaged to the field trip (DeWitt and Storksdieck, 2008). First of all, before the trip, the teachers should survey and become familiar with the locations that they are planning to take the students to (Anderson, Kisiel, and Storksdieck, 2006). Secondly, the objective of the trip should be made clear to the students so that they can set learning goals. Thirdly, the teacher should provide enough time for the students to inspect the environment during their visit. Lastly, the post-visit activities should be planned and set for the students to evaluate their experiences. The teacher's role will maximize the meaning and effectiveness of the trip.

2.3 The use of photovoice

Photovoice is a method used to evaluate the students' experiences from the trip. The students select their most favorite photographs that they captured during the trip and write a short paragraph to describe those images (Behrendt and Machtmes, 2016). There have been many studies on the use of photovoice and its benefits. (Behrendt and Machtmes, 2016) examined how the photovoice technique was useful in evaluating students learning during the biological field trip. At the end of the study, they found five positive benefits of using photovoice as an evaluation tool: (1) teachers use photovoice as a qualitative assessment; (2) teachers could see the whole picture of what the students have learned; (3) students were found to connect their prior interest to the current field trip; (4) students could apply their experience from the field trip to the future ones; and (5) students could reflect what they have learned during the writing of the captions. Similarly, among higher education students, Ingle and Johnson (2019) examined the reflections and experiences on study abroad in Peru. The students were required to

submit photovoice assignment after a short-term study abroad program. It was found that the students reflected the various dimensions of experiences such as culture, education, history, and society.

3. Research Questions

This study is set out to explore these following questions:

- 1.) What are the EFL students' perceptions toward guided field trips in hospitality studies?
- 2.) What are the benefits gained through guided field-trip experiences?

4. Research Methodology

4.1 Research design and participants

The study used a qualitative framework with the integration of numerical data. Since this study was conducted in the area of hospitality studies, the participants were 50 third-year students majoring in Tourism Management studying at a government university in Southern Thailand. All the participants were undergraduate students who were enrolled in the English for Hotel Business course for that semester, with some having no previous field trip experience while others have had some experience, at least once. Additionally, they were required to do their internship the following year in the field of hospitality or tourism. They were invited to join a field trip to a five-star hotel which provided a special lecture by the hotel staff and conducted a full hotel inspection. All the students signed the consent forms at the beginning of the study to participate in this study voluntarily after the process and objective of the study had been explained to them. The students' information was kept confidential, and

their opinions on this study did not in any way affect their final scores and grades in this course.

4.2 Background and procedure of the guided field trip

The field trip was organized for students studying in the English for Hotel Business course. The trip served as an active teaching tool for students with the aim to provide them with hands-on experience in the hotel environment. Moreover, they would be able to connect their textbook knowledge to the real-world environment since the field trip took place two weeks before the course examination. The field trip process was divided into three phases: pre-trip, on-trip, and post-trip as follows (Goh, 2011):

4.3 Pre-trip

According to Orion's (1993) suggestion on the pre-trip stage, after four weeks of studying the course, all the students were asked to work in groups of four to search for five-star hotel information on the website. Two weeks before the hotel visitation, the field trip itinerary and the photovoice technique were given to the students to introduce them to what they could expect during the trip. Content about the hotel location, hotel services and facilities were presented to the students in class (in English) a week before the trip. This was to familiarize the students with the hospitality context in different dimensions. Some experienced hotel staff or trainees were also invited to give a special lecture to the students in the classroom. The guest speakers focused on hotel works and English usage in the workplace in the hospitality career. From this, the students saw the whole picture of the hospitality career and the importance of using English.

4.4 On-trip

The field trip was organized two weeks before the course examination. The students were accompanied by the researcher self during the students' visit to the five-star hotel in Krabi, Thailand. It took two hours, by coach from campus. At the hotel, the students were warmly welcomed by the hotel staff. The staff took them on a guided tour around the hotel to visit the front office, recreational area, sport zone, restaurant, fitness center, and so on. During the field trip, the students were asked to photograph everything they thought was important, interesting, and impressive, using their own smart phones or cameras. Next, the students attended a special lecture in the meeting room by the training manager and other foreign staff of the hotel under the topic: *“Opportunity in Hospitality Career.”* The given lecture was conducted in both Thai and English to satisfy the different language needs of the audience.

4.5 Post-trip

One week after the field trip, the instructor used the photovoice method adapted from Behrendt and Machtmes (2016) in the classroom with the students. The students selected their most favorite photographs that they captured during the trip and wrote a short paragraph to describe that image. All of the students were also asked to upload their photovoice on a Facebook group, thus, allowing everyone in class to see the pictures. The students gave some useful feedback on their peers' photovoice. This method helped the instructor to evaluate what experiences the students gained from this field trip and discussed them in the class with the students. Additionally, the students wrote their own photovoice to report their experiential learning in the area of a career in hospitality. This was submitted one week after the field trip. Furthermore, the questionnaire on

the students' field trip experiences was administered to collect information on their perceptions toward this experiential learning method. Finally, a semi-structured interview was conducted to gain further information from the students about the field trip.

4.6 Research Instruments

Questionnaire

To answer the research question 1, the questionnaire was adopted in this study. The first part had open-ended questions about the students' perceptions toward the field trip. The questions covered the Three Lenses of Ecological Framework such as the knowledge, the feeling, the setting, the tool or the program of the trips, and the people involved during the whole trip. The second part of the questionnaire contained 15 statements of five Likert scales, ratings such as strongly agree, agree, not sure, disagree, and strongly disagree. The questions were adapted from (Sanders and Armstrong, 2008) and (Gomez-Lanier, 2017). It should be stated here that this questionnaire had been piloted with the previous batch of students with the same field trip experience in hospitality - they shared the same year and major in Tourism Management. The revised version of questionnaire was reviewed by two experienced researchers to increase the validity and reliability of the questionnaire. The students' perceptions toward their experiential learning were collected from the questionnaire after the activities. For the first part of the questionnaire analysis, the responses of the students were listed and grouped according to their similarities, whereas in the second part, the data was computed for means scores and standard deviation by using SPSS.

Semi-structured interviews

At the end of the questionnaire, the students were asked whether they were interested in being interviewed by the researcher or not. The interested students gave some useful information about the activities in details in order to gain more insights about the field trip. The semi-structured interview, based on the experiences of the field trip in hospitality studies, was adopted to answer the research question 2. The questions were within the scope of the benefits of the field trip experiences, such as realizing the importance of English, what experiences they gained from the field trip, and how the field trip influenced their job training and career decision in the future. The interview with the students about their perceptions on the field trip to the five-star hotel was recorded and transcribed. A thematic analysis was used to group and interpret the student's responses.

Students' photovoice

One week after the trip, the students submitted their photovoice on the hotel visit in a form of narrative writing to evaluate what they obtained from the experiential learning. The students were asked to take photographs during the trip. They chose their top five photos and described them in terms of the experiences they gained from the trip and their feelings toward those images. The photovoice was read and analyzed to triangulate the information derived from the students. The captions that the students wrote on the photos were used as the interview transcript in order to get some interesting points which otherwise might be impossible. In this study, photovoice was used as participatory action research strategies to evaluate how and what experiences the students gained from the field trip.

5. Findings of the Study

According to the data collected on the students' perceptions and experiences of the field trip, this section presents the finding and discussion from quantitative data and qualitative data respectively.

5.1 Students' perceptions toward the guided field trip

The closed-ended questionnaire aimed to answer the research question 1 *“What are the EFL students' perceptions toward a guided field trip in hospitality studies?”* It was composed of 15 statements about the perceptions of the students toward the field trip in hospitality studies following the five-point rating scale representing strongly agree, agree, moderately agree, disagree, and strongly disagree. The mean scores and standard deviations were computed and calculated as shown in the Table 1.

Table 1: The students' perceptions toward field trip experiences in hospitality studies

Questions	Min	Max	Mean	SD	Level of Agreement
1. The field trip offers multiple and direct learning opportunities beyond classroom settings.	4	5	4.77	.425	strongly agree
2. The field trip provides the opportunities for students to ask and discuss with the	4	5	4.50	.505	agree

Questions	Min	Max	Mean	SD	Level of Agreement
experienced hotel staff about their future career in hospitality.					
3. The students learn the system of hotel management from the visit.	3	5	4.25	.601	agree
4. The field trip boosts what the students have learned in their classroom.	4	5	4.63	.489	strongly agree
5. Field trips help the students to build their own conceptual framework about hotel businesses.	3	5	4.33	.559	agree
6. Searching the information about 5-star hotel on the websites in the pre-trip stage, helps the students to become familiar with the 5-star hotel.	3	5	4.29	.582	agree
7. Talking with seniors who have experiences	3	5	4.42	.577	agree

Questions	Min	Max	Mean	SD	Level of Agreement
in hospitality job training, helps the students to see the whole picture of hotel businesses.					
8. Photovoice is an effective way to evaluate what the students have gained from the field trip.	3	5	4.65	.526	strongly agree
9. The field trip, experiences out of the classroom, is very meaningful.	3	5	4.77	.472	strongly agree
10. The field trip is a very fun and relaxing learning approach.	3	5	4.65	.565	strongly agree
11. During the trip, the students have opportunities to interact with their peers.	3	5	4.48	.618	agree
12. The field trip helps the students to make decision on choosing jobs.	3	5	4.54	.582	agree

Questions	Min	Max	Mean	SD	Level of Agreement
13. Experiences and knowledge from the field trip could be applied to the future career.	3	5	4.58	.539	agree
14. The students realize how important the English language is in the workplace.	3	5	4.83	.429	strongly agree
15. The field trips promote the students to develop the transferable skills in the hotel jobs.	4	5	4.63	.489	strongly agree
Total Average	3.27	5	4.55	0.53	agree

After analyzing the data, the results show that the total average was 4.55 that fell into the “agree” level. The highest score of 4.83 was in the item that indicated that the students realize how important English language in the workplace is, representing the “strongly agree” level. The students also thought that the field trip offers multiple and direct learning opportunities beyond classroom setting, and this out-of-classroom experience was very memorable which fell into the “strongly agree” level. In contrast, the lowest score was 4.25, in the “agree” level, stating that the students learned about the hotel management system only during the visit.

5.2 Benefits of gaining guided field-trip experiences

The findings from qualitative data were derived from an open-ended questionnaire, semi-structured interview, and photovoice. These research instruments answered the research question 2 “*What are the benefits of gaining guided field-trip experiences?*” and showed some interesting results in the study. This could be categorized into the Three Lens theory (Behrendt, 2015); the people-centered lens, place-centered lens, and culture centered lens, as follows;

5.3 The people-centered lens

The people-centered lens focuses on knowledge, development of interest, and feeling. According to the key finding from the open-ended questionnaire, the interview, and photovoice, most of the positive responses were categorized in this lens. For example, the students gained the knowledge of five-star hotel including hotel characteristics, hotel management, and several duties in hospitality. The findings from photovoice reveal that most of the knowledge the students gained were about the information of the hotel, such as the design, the atmosphere, the rooms, and the building. They also described the characteristics of each room type. In this way, the students could apply their new experiences to their future career. In the photovoice, some students, who were interested in being a bartender or chef, took some photos in the bar and the kitchen respectively, and they connected them to their potential future careers in hospitality. Some students captured the pictures of the hotel and added their feeling about those captured pictures.

Most of the students stated that visiting a five-star hotel enriched their knowledge in hospitality studies in terms of English usage, hotel management, and hotel services.

One student from the interview explained that the importance of using Englishpas:

“I cannot speak other languages, so I have to use English as the medium to communicate with others... I think I should practice English more when I have free time...”

In the questionnaire, the students also mentioned that they learned about the duties and responsibilities of each hotel department (27.12%). Similarly from the interview, some respondents said that they could decide on what they would do in their future career and job training.

“Before I visited the hotel, I only had the idea that there are just two departments in the hotel where I could do the job training in: Front Office and Food and Beverage. But when I attended the lecture from the hotel staff, I learned that there are many more departments I could choose from.”

For the development of interests, many of the students realized the importance of English language in the workplace after the field trip. Moreover, the result from the interviews confirmed that the students gained more interest in working in the hospitality industry. They kept the possibility of a hospitality career as an option for their future career path. This is in line with (Bruening et al.’s, 2002) survey of the impact on student’s participation in international agricultural trip to Puerto Rico. They claimed that the activity allowed their students to develop both cognition and affection since they had the opportunity to learn directly about agriculture and Puerto Rican culture.

5.4 The place-centered lens

The second lens is the place-centered lens which focuses on the setting, the equipment, the tools or program of the trips. Interestingly,

most of the problems from the open-ended questionnaire were categorized in this lens. Most of the respondents (55.56%) said that the time during the field trip was too short. They suggested that the time should be expanded more for the hotel inspection, survey and photographing. With regards to the result, the issues, such as inadequacy of time, car sickness, transport readiness, long distances, and lack of funding were found problematic.

Apart from the negative response in the place-centered lens, the result also showed some positive responses. According to the questionnaire, the students were impressed by the setting of hotel the most, such as the design, buildings, atmosphere, swimming pools, rooms, and surroundings. In accordance with the photovoice report, most of the students photographed the hotel's atmosphere, surroundings, and equipment in the hotel. More than half of the students chose their favorite photos of the hotel setting, the room, and the hotel decoration. For example, the students explained their favorite picture of a restaurant about meal serving times and the types of cuisines. In addition to the questionnaire result, it showed that most of the students (33.33%) were impressed by the hotel in terms of the design, building, atmosphere, swimming pool, room, and surroundings. It was a valued opportunity to explore and discover the real place and situation out of the confined classroom. One of the students said:

"I've never been to a five-star hotel. I was very excited. When I entered the hotel, I was very impressed by the hotel's decoration and its design. What a luxurious atmosphere! I've never seen it before."

5.5 The culture-centered lens

The culture-centered lens focuses on the teacher, the peers, and the people involved during the whole trip such as the special lecturer and

the guided-tour staff. As it can be seen from the questionnaire and the interview result, some of the students (14.04%) said that they were impressed by the special lecturer and the hotel staff because they were smart and friendly. Similarly, they were impressed with the guided tour leaders. The students found that the hotel staff aspire to be smart and impressionable in the hospitality career in terms of pleasant personality, proficiency in English, and to be good-service minded.

In addition, their friends and teachers on the trip also made this trip memorable and fun; they had opportunities to interact with them throughout the trip. Also, in the photovoice report, some of the students chose group photos and wrote captions about the good memory with their friends. The students also really appreciated their teacher who was dedicated and helped expose them to gain direct experiences outside of the classroom. Some of them reported:

“I had more opportunity to talk with some classmates I rarely talk to in the classroom.”

6. Discussion

Regarding the key findings, the students showed positive attitudes towards guided field trip to five-star hotel which is in line with Kolb's (2014) Kolb's experiential learning model. First of all, the students get involved in a direct experience through hotel inspection, special lecturer from the hotel managers, and discussion with the experienced hotel staff. Secondly, through discussion session with them, the students had opportunities to ask and acquire the reliable information of hospitality and tourism industry as much as they would like to know. They also developed their understanding beyond the textbook and in-class activities such as hotel characteristics, hotel management, and several duties in hospitality. The

field trip also boosted what the students have learned in their classroom. (similar to Fuller's, 2006) research, field trip visitations help enhance the students' understanding in the subject because they were exposed to the 'realworld' situation. Moreover, field trip helped enrich their knowledge in the area of hospitality and tourism industry. Thirdly, the key findings revealed that after the guided field trip, the students returned to the university with the awareness of the need for self-development in English competency and transferrable skills. Since English language are needed in tourism and hospitality workplace and considered to be the crucial tool for communicating in the workplace, welcoming and greeting the guests, attracting and entertaining tourists (Taraporn, Torat, and Torat, 2014; Zahedpisheh et al., 2017), most of the students aimed to obtain more English knowledge and transferrable skills. Some interviewees responded that they accepted the guest speakers in the special lecture session as good role models because they were smart and proficient in English. This experiential learning could urge the students to be self-autonomous learners as they tried to improve and practice their English skills through English movies, songs, and out-of-classroom textbooks. Finally, the experiences from the field trip could motivate them to be prepared and improved themselves for the job training and career in the future. They could interpret and theorize their experiences and apply them to make their own decision for their career path. Some students said before the field trip, they were interested in airlines and tour guide career, but after the field trip, they showed more interests in a hospitality career after they had experienced the hotel lecture and inspection. (like Behrendt's, 2015) study, it was found that visiting the Stone Lab influenced the students' future careers and life plans. Some of them changed their interest from languages to environment science. Therefore, the experiences obtained

from the guided field trip promoted the students to set their own career goals.

7. Conclusion and Recommendations

This study reported on the students' perceptions on a guided field trip and its benefits for the pedagogy of hospitality studies. The findings from the study confirmed that the students gained knowledge beyond the classroom such as, five-star hotel characteristics, the hotel management system, and the duties and responsibilities of each hotel department. Also, exposing the students to hospitality context help those to conceptualize their future career path. The students realized how to prepare themselves in their careers in terms of English proficiency, good personality, and service minded. Some students evaluated themselves whether they could work in this field or not. Since the students found the guided field trip meaningful and valuable, it may bridge the theory in the classroom into practice. The instructors and school administrators might include experiential learning activities such as field trips in their lesson plans and course curricula to make the learning process more alive and fun. Further studies on the hospitality industry could be conducted on the long-term impact of a field trip, how to make a field trip more meaningful and enjoyable, teachers' roles in a field trip, or how to develop the method of field trip assessment.

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